Narooma Public School
Annual School Report 2013
School context

Students

In 2013, Narooma Public School started the year with 380 children. We have 195 boys and 185 girls. It is anticipated that enrolments next year will be around 390-400 children again.

Staff

Narooma Public School have 15 classes and currently 32 staff members broken into 22 teaching staff, 3 School Learning Support Officers, 3 School Administration staff members, 1 School Counselor, 1 Aboriginal Educational Officer, 1 School’s as Community Centre’s facilitator and 1 General Assistant.

All teaching staff meets the professional requirements for teaching in NSW public schools. We have a balance blend of new career teachers and more experienced teachers.

Significant programs and initiatives

In 2013, Narooma Public School successful commenced the ‘Targeted Early Numeracy’ (TEN) program that supported the previous school initiative, ‘Focused Support’ program. Funds were utilised to support the implementation of numeracy by releasing teachers to participate in teacher professional learning.

This meant the school was able to access both physical and human resources to assist with the outcome acquisition of numeracy for our students.

In 2013, the school created a ‘Curriculum Co-ordinator’ position that assisted staff and students to implement the new Australian Curriculum with a focus in 2013 on English and Maths.

Principal’s message

2013 started with a new structure brought on by the uncertainty with enrolments at the beginning of the year. Children formed old class groups for the first three days and this allowed to school to finalise enrolments and set classes to commence by week two.

The school received many positive comments by both staff and parents about how children settled into the school year better without the first day anxiety attacks of unknown structures.

After another successful ‘Kindy Start’ program, we also saw 47 young smiling Kindergarten children start the year at Narooma Public School. This number is down on recent Kindy enrolment trends however I am confident future years will see an increase in Kindy enrolments.

2013 saw many changes to the educational landscape. The NSW State government commenced implementation of their ‘Local Schools Local Decisions’ policy which aimed to empower each school to make local needs based decisions to assist the school meet any needs.

Coupled with the Australian Federal Government’s agenda to implement National Curriculum’s with 2013 being the trial year for the English syllabus, Narooma Public School utilised funds through grants, teacher professional learning and our own global budget to create a ‘Curriculum Co-ordinator’ position. This position was responsible for adapting our scope and sequences to ensure teachers were well supported in trialing the National syllabus.

Narooma PS also graduated from the ‘Focused Support’ program in Numeracy however commenced training in the ‘Targeted Early Numeracy Strategy’ (TENS). This program has allowed us to identify and provide early intervention to identified students, which will result in less and less children experiencing difficulties in the Numeracy area in the Junior and Senior Primary. All infant’s teachers have reported positive feedback regarding this program.

Once again, our NAPLAN results have provided cause for celebration in certain areas. Our school targets have been met in most areas and continuous improvement is evident with student achievement and the teaching and learning programs and continuums, which have been set. A more comprehensive breakdown of school
targets and NAPLAN results are featured later in this report.

Our Whole School Performance this year was a tremendous success! All children were involved in this production and it is pleasing to see those who demonstrate skills and talents in this area have the opportunity to apply their craft in this way. I must recognise the hard work of Mrs. Merinda Hurren for her work with the band and the music for the performance. Also, thanks to the staff who dedicated many hours with the children to produce the show.

Also, I must highlight the students that have also displayed talents in the areas of sport too. Many wonderful achievements have occurred this year, which is also highlighted later in this report.

Finally, I wish to highlight, celebrate and congratulate Mr. Robert Burnside and Mr. Jon Sloan on a wonderful career as they all enter into their next stage of life via retirement. Each teacher has brought their own skills, passion, commitment and dedication to their role and more importantly, to the students of Narooma Public School. The school will miss you all and hope you have fond memories of the school too.

This Annual Report is a valid snapshot of our year. We are vigorously evaluated our practice looking at ways to improve upon already proven quality programs.

Narooma PS has a strong commitment for the future looking to build further upon our strengths as well as addressing the areas of need identified via surveys and internal evaluation structures.

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.

Mr. Paul Sweeney.
Principal 2013

P & C message

I think we did OK in 2013, we managed a meeting every month and people did show up!

Committee members attended many meetings through the year concerning education cuts and Gonski etc. We also managed to fundraise throughout the year and help fund the music program at school, blazers for the captains, anthem & prayer boards in the new hall, a sports shelter and library books. So we must be doing something right...

I would like to thank all committee members for their support all year. I couldn’t do the meetings without my secretary, treasurer and vice presidents. The ladies in the office at school also help a great deal, too. And a thank you to Ali Spurgeon who will be leaving us this year to follow her son to Narooma High School P&C.

The P&C is great fun and we must continue to spread the word and encourage new members so we can carry on supporting this great school in a happy jolly fun way!

Thank You

Mrs. Emma Carr
P&C President 2013

Student representative’s message

We all enjoyed a lot of things about being School Captain in 2013. Many highlights for us included going to the leadership dinner, attending the leadership camp at Tuross Head and representing the school at functions in the community such as the ANZAC Day service at Club Narooma.

The Presentation Night of 2012 was the most exciting night of our lives knowing that we stood up on stage earlier that year and presented our speech and knowing that many of our school peers voted for us to represent them in 2013.

All of the students in Year Six are very excited to be going to High School next year. As the 2013 captains, we would like to congratulate the four new school captains in 2014 for their achievement and wish them well in their new role as we will be missing this roll next year.

Rory Spurgeon, Liam Sweeney, Libby Bate & Sammy Bate - School Captains 2013
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

Narooma PS has a range of 381 to 397 children throughout the year with 8% of children indicating that they have a background other than English or have a family member that speak another language. About 14.5% of students have identified as being of Aboriginal decent. At the commencement of each term, movement in enrolment numbers have declined as the year progressed. These families moved out of the Narooma area to get work.

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>196</td>
<td>192</td>
<td>193</td>
<td>194</td>
<td>195</td>
</tr>
<tr>
<td>Female</td>
<td>183</td>
<td>170</td>
<td>173</td>
<td>192</td>
<td>186</td>
</tr>
</tbody>
</table>

Student attendance profile

Attendance at Narooma Public School has always been closely monitored. In 2013, we 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.

With actual attendance, our schools percentage is higher than last year. We will be look to continue strategies in 2014 to assist the school to improve our attendance rate.

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>92.9</td>
<td>93.8</td>
<td>93.1</td>
<td>94.9</td>
</tr>
<tr>
<td>1</td>
<td>92.1</td>
<td>92.7</td>
<td>93.0</td>
<td>95.3</td>
</tr>
<tr>
<td>2</td>
<td>91.1</td>
<td>93.5</td>
<td>92.0</td>
<td>94.3</td>
</tr>
<tr>
<td>3</td>
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<td>94.5</td>
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<td>96.1</td>
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<td>6</td>
<td>90.7</td>
<td>91.6</td>
<td>92.0</td>
<td>93.8</td>
</tr>
<tr>
<td>Total</td>
<td>91.8</td>
<td>92.7</td>
<td>92.4</td>
<td>94.7</td>
</tr>
</tbody>
</table>

Management of non-attendance

The school works closely with the Home School Liaison Officer (HSLO) to ensure children are regularly attending school. Our school system of recording absences via the front office allows immediate response when letters or phone calls are needed.

Narooma Public School has had to make a number of referrals this year to the HSLO as some children’s attendance has been unsatisfactory. The school reviewed its attendance policy early this year and developed positive reward programs to assist in promoting appropriate attendance rates.

Workforce information

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

Currently, we have one indigenous staff member working at Narooma Public School in the position of Aboriginal Educational Officer

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Primary Principal 3</td>
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</tr>
<tr>
<td>Primary Assistant Principal(s)</td>
<td>3.0</td>
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<tr>
<td>Primary Classroom Teachers</td>
<td>12.0</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
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<tr>
<td>Primary Teacher RFF</td>
<td>0.630</td>
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<tr>
<td>Primary Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Primary District School Counselor</td>
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</tr>
<tr>
<td>Primary Teacher Learning Assistance</td>
<td>0.9</td>
</tr>
<tr>
<td>Primary Teacher of Reading Recovery</td>
<td>0.63</td>
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<tr>
<td>School Administrative Manager 3</td>
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</tr>
<tr>
<td>School Administration Officers</td>
<td>1.422</td>
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<tr>
<td>General Assistant</td>
<td>0.6</td>
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<tr>
<td>Primary Aboriginal Education Officer</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24.582</strong></td>
</tr>
</tbody>
</table>

Staff retention

During 2013, the changes to our staffing at Narooma Public School from 2012 are as follows:

Mr. Martin Thackray resumed his position after he took 12 months leave from teaching duties.

Mrs. Narelle Constable took maternity leave.

Mrs. Tania Hextell will be offered a full-time temporary block for 12 months.

Miss Sarah Harding will be offered a full-time temporary block for 12 months.

Mrs. Virginia Hodge will be offered a full-time temporary block for 12 months.

Mrs. Helen Stebbing will be working as a Curriculum Co-ordinator within the school responsible for the implementation of the National Curriculums
In 2014, Mr. Bob Burnside and Mr. Jon Sloan will retire from the teaching service during the early part of the year.

Mrs. Danielle Mairs and Mr. Henry George will cover these vacancies until the Department of Education and Communities instructs the Principal upon how they would like these positions filled.

Mrs. Narelle Constable will continue her maternity leave and Mrs. Virginia Hodge will be offered a full-time temporary block for 12 months.

Mrs. Tania Hextell will be offered a full-time temporary block for 12 months covering the RFF and part/time teacher component of our entitlement.

Mrs. Therese Short will be offered a full-time temporary block for 12 months covering the LAST and part/time teacher component of our entitlement.

Miss Sarah Harding will be offered a full-time temporary block for 12 months covering Mrs. Helen Stebbing as the ‘Curriculum Co-ordinator’ position will continue in 2014.

Mrs. Margaret Jackson will be trained in the Reading Recovery role and assume this position for the next two years. Mrs. Michelle Osgood will be hired part/time to replace Mrs. Jackson’s class commitments in 2014.

Mrs. Merindah Hurren will continue to operate the Music program in 2014. This will be one day a week partially funded by the generous donations of the P&C.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
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</tbody>
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**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
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</thead>
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<tr>
<td><strong>Income</strong></td>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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</tr>
<tr>
<td>School &amp; community sources</td>
<td>144623.99</td>
</tr>
<tr>
<td>Interest</td>
<td>5293.50</td>
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<tr>
<td>Trust receipts</td>
<td>18003.80</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>670119.63</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

Please note that Training and Development is professional learning of staff funded from the school’s global budget and Teacher Professional Learning appearing in ‘Tied Funds’ is the grant from the Department of Education and Communities.

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

A full copy of the school’s 2013 financial statement is tabled at the first general meeting of the P&C in 2014. Further details concerning the statement can be obtained by contacting the school.
School performance 2013

Achievements

Arts

Whole School Performance – ‘My Island Home’

The school put on a whole school performance titled ‘My Island Home’ which involved every child K-6 during the production.

The story was based about a family moving to Narooma / Montague Island from the city and the adventures they had with a strong emphasis placed upon ‘Environmental Education’ and ‘Aboriginal Perspectives’.

The show highlighted all aspects of the Creative Arts which included acting / drama, singing, playing of music, set design, puppets and visual technologies.

Narooma PS performed two matinee shows and two evening shows which were all well supported by the community. Many positive comments were received about the production.

The Oyster Festival

The ‘Turtles’ class represented the school by creating and making wind sculptures that were on display during the ‘Narooma Oyster Festival of 2013’. The children really enjoyed this craft activity and many positive comments were received by the general public.

Sport

National Rugby League ‘Robert Stone’ Award.

Narooma Public School was the proud winners of the Robert Stone Award for 2013 which recognised the contributions the school made in promoting the game of Rugby League.

The school was nominated by our NRL Game Development Officer, Mr. Damian Lindburg who recognised the school’s motto of ensuring that children are having fun and participating in a safe environment with major emphasis placed upon team work.

Programs the school participated in were the NRL’s anti-bullying program, the Backyard League program, the infants Reading program, Stages 2 & 3 gala days and Strong High School Linkages programs.

General Sport

Narooma Public School continues to enjoy success in the sporting arena.

In the three major carnivals – here are the successful houses:

- Swimming – Wagonga;
- Cross Country - Nangudga;
- Athletics – Wagonga.

The following children were representatives of the School and Eurobodalla Zone PSSA at various South Coast Regional / Area Carnivals:

- Tennis – A.J. Foster.
- Swimming – Cecilia Colom-Davis, Kim Ellison, Eleni Ives, Amy Nitsche, Connor Breust, Riley Breust, Kaleb Moritz, Kallum Ohlsen and Rory Spurgeon,
- AFL – Liam Sweeney and Thomas Hodge.
- Cricket – Liam Sweeney.
- Touch Football – Liam Sweeney, Tully Wilton and Marcus Lonsdale-Patten.
- Rugby Union – Liam Sweeney, Blake Zideluns, Connor Breust & Tully Wilton.

The following children were representatives of the South Coast Region / Area at NSW State Carnivals:

- Swimming – Rory Spurgeon.
- Tennis – A.J. Foster.
- AFL – Liam Sweeney and Thomas Hodge.
- Rugby League – Liam Sweeney and Blake Zideluns.
- Rugby Union – Liam Sweeney and Blake Zideluns.
- Touch Football – Liam Sweeney and Marcus Lonsdale-Patten.
- Athletics – Chenoa Mongta-Lyons and Elise Dixon.

Our School’s achievements in State Knockout’s this year are as follows:

- Boys Soccer
  - Lost in Rd 1 v Bermagui PS 2-1;
- Girls Soccer
  - Lost in Rd 1 v Bodalla PS 3-0
- Girls Netball
  - Lost in Rd 1 v Bermagui PS 18-9;
- Rugby League
  - Won in Rd 1 v Merimbula PS 40-4;
  - Won in Rd 2 v Eden PS 30-4;
  - Won in Rd 3 v Moruya PS 32-12;
  - Won in Rd 4 v Tathra PS 28-10;
  - Won in Rd 5 v Albion Park PS 28-10;
  - Lost in Q/Finals v Governor Phillip King PS 20-6;
- Boy’s Touch Football
  - Won in Rd 1 v Bodalla PS 20-0
  - Lost in Rd 2 v Moruya PS 1-6;
- Girl’s Touch Football
  - Lost in Rd 1 to Bodalla PS in a drop off.

Our Sportspersons of the year are:

- Senior Boy – Liam Sweeney
- Senior Girl – Elise Dixon
- Junior Boy – Jack Westroll
- Junior Girl – Makayla Morris

Liam Sweeney and Blake Zideluns were awarded a distinguished ‘South Coast’ Award for their achievement at State Carnivals in 2013.

Academic achievements

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 the 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)

Literacy – NAPLAN Year 3

Our Year 3 results in Literacy were disappointing in comparison to the Region and the State averages. In Reading, Narooma PS has 56.0% of our students in the top 3 bands in comparison to 67.1% of the Region and 71.1% of the State.

In Spelling, Narooma PS has 44.0% of our student in the top 3 bands in comparison to 64.3% of the Region and 72.4% of the State.

In Writing, Narooma PS has 44.0% of our students in the top 3 bands in comparison to 71.1% of the Region and 77.3% of the State.

Literacy – NAPLAN Year 5

Our Year 5 results in Literacy are pleasing in comparison to the Region and State averages. In Reading, Narooma PS has 66.0% of our students in the top 3 bands in comparison to 71.2% of the Region and 75.1% of the State.

In Spelling, Narooma PS has 60.0% of our students were in the top 3 bands in Spelling in comparison to 70.1% of the Region and 75.1% of the State.

In Writing, Narooma PS has 60.0% of our students were in the top 3 bands in Writing in comparison to 71.1% of the Region and 77.3% of the State.
How did the students K-6 perform in literacy?
The following table indicates student Literacy achievement levels per grade in 2013 from ongoing class assessments.

<table>
<thead>
<tr>
<th>Literacy K-6</th>
<th>A’s</th>
<th>B’s</th>
<th>C’s</th>
<th>D’s</th>
<th>E’s</th>
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<tbody>
<tr>
<td>Kindy</td>
<td>0</td>
<td>5</td>
<td>40</td>
<td>5</td>
<td>0</td>
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<tr>
<td>Year 1</td>
<td>0</td>
<td>16</td>
<td>35</td>
<td>18</td>
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</tr>
<tr>
<td>Year 2</td>
<td>0</td>
<td>8</td>
<td>30</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>Year 3</td>
<td>0</td>
<td>6</td>
<td>22</td>
<td>20</td>
<td>3</td>
</tr>
<tr>
<td>Year 4</td>
<td>1</td>
<td>10</td>
<td>32</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Year 5</td>
<td>0</td>
<td>14</td>
<td>30</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Year 6</td>
<td>0</td>
<td>8</td>
<td>33</td>
<td>11</td>
<td>0</td>
</tr>
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</table>

Average progress in Reading for matched students

<table>
<thead>
<tr>
<th>Average progress in Reading between Year 3 and 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>09-11</td>
</tr>
<tr>
<td>School</td>
</tr>
<tr>
<td>SSG</td>
</tr>
<tr>
<td>State DEC</td>
</tr>
</tbody>
</table>

Average progress in Spelling for matched students

<table>
<thead>
<tr>
<th>Average progress in Spelling between Year 3 and 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>09-11</td>
</tr>
<tr>
<td>School</td>
</tr>
<tr>
<td>SSG</td>
</tr>
<tr>
<td>State DEC</td>
</tr>
</tbody>
</table>

Average progress in Grammar and Punctuation between Year 3 and 5

<table>
<thead>
<tr>
<th>Average progress in Grammar &amp; Punctuation between Year 3 and 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>09-11</td>
</tr>
<tr>
<td>School</td>
</tr>
<tr>
<td>SSG</td>
</tr>
<tr>
<td>State DEC</td>
</tr>
</tbody>
</table>

Numeracy – NAPLAN Year 3

Our Year 3 results in Numeracy were disappointing in comparison to the Region and State averages. 52.1% of our students were in the top 3 bands in Numeracy overall in comparison to 60.2% of the Region and 67.5% of the State.

50.1% of our students are in the top 3 bands in Numbers Patterns and Algebra in comparison to 57.9% of the Region and 64.2% of the State.

43.8% of our students are in the top 3 bands in Measurement, Data, Space & Geometry in comparison 44.3% of the Region and 64.0% of the State.

Numeracy – NAPLAN Year 5

Our Year 5 results in Numeracy are pleasing in comparison to the Region and State averages. 46.0% of our students were in the top 3 bands in
Overall Numeracy in comparison to 44.9% of the Region and 54.2% of the State.

50.0% of our students are in the top 3 bands in Numbers Patterns and Algebra in comparison to 43.7% of the Region and 46.9% of the State.

48.0% of our students are in the top 3 bands in Measurement, Data, Space & Geometry in comparison 50.9% of the Region and 58.8% of the State.

Average progress in Numeracy for matched students

<table>
<thead>
<tr>
<th></th>
<th>09-11</th>
<th>10-12</th>
<th>11-13</th>
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<tbody>
<tr>
<td>School</td>
<td>91.5</td>
<td>113.7</td>
<td>99.7</td>
</tr>
<tr>
<td>SSG</td>
<td>90.2</td>
<td>96.7</td>
<td>85.3</td>
</tr>
<tr>
<td>State DEC</td>
<td>95.8</td>
<td>98.2</td>
<td>89.7</td>
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</table>

How did the students K-6 perform in Numeracy?

The following table indicates student Numeracy achievement levels per grade in 2013 from ongoing class assessments.

<table>
<thead>
<tr>
<th>Numeracy K-6</th>
<th>A’s</th>
<th>B’s</th>
<th>C’s</th>
<th>D’s</th>
<th>E’s</th>
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<tbody>
<tr>
<td>Kindy</td>
<td>0</td>
<td>13</td>
<td>35</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Year 1</td>
<td>0</td>
<td>28</td>
<td>35</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Year 2</td>
<td>1</td>
<td>7</td>
<td>39</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Year 3</td>
<td>1</td>
<td>7</td>
<td>31</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Year 4</td>
<td>0</td>
<td>9</td>
<td>34</td>
<td>14</td>
<td>1</td>
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<tr>
<td>Year 5</td>
<td>2</td>
<td>9</td>
<td>33</td>
<td>6</td>
<td>0</td>
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<tr>
<td>Year 6</td>
<td>0</td>
<td>5</td>
<td>30</td>
<td>16</td>
<td>1</td>
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Narooma Public School has also participated in the K-2 InTENsives (TENS) program. We have achieved some wonderful results. Below is a graph which shows the school’s achievements by moving children through the stages of learning. The stages are: Emergent – Perceptual – Figurative – Counting on and back – Facile.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving benchmarks in 2013.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
Percentage of Year 5 students in our school achieving benchmarks in 2013.

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

- Reading: 96.0
- Writing: 88.0
- Spelling: 86.0
- Grammar & Punctuation: 92.0
- Numeracy: 90.0

Percentage in Bands Yr 3 Reading

Percentage in Bands Yr 3 Writing

Percentage in Bands Yr 3 Spelling

Percentage in Bands Yr 3 Grammar & Punctuation

Percentage in Bands Yr 3 Numeracy
Percentage in Bands Year 5 Reading

Percentage in Bands: Year 5 Reading

Percentage in Bands Year 5 Writing

Percentage in Bands: Year 5 Writing

Percentage in Bands Year 5 Spelling

Percentage in Bands: Year 5 Spelling

Percentage in Bands Year 5 Grammar & Punctuation

Percentage in Bands: Year 5 Grammar & Punctuation

Percentage in Bands Year 5 Numeracy

Percentage in Bands: Year 5 Numeracy

Significant programs and initiatives

Aboriginal education

Background

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.

Findings and conclusions

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 & Mrs. Julie Knippler during Term 2, 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 Aboriginal Education Target Team whose task is to ensure 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.

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.

Future directions

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 with emphasis upon attendance as a target in our future school plan.

Multicultural education

Background

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 then previous years highlighting the effectiveness of the program.

Future directions

Narooma Public School will continue to build upon our successes in this area.

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.

Respect and responsibility

Students are taught respect and responsibility through specific programs such as our student welfare and leadership programs and through the care, respect, dedication and behaviour of staff.

The student SRC met regularly and nominated children from all classes. These students represented their classmates and worked for the improving the school and providing feedback in respects to how to make Narooma Public School a better place to be at for all people.

All students vote for the school captains through an open, honest and democratic process. Captains take leadership positions for the school body and run the SRC. House Captains are also part of the student leadership program.

Students led many events at school such as the weekly whole school assembly, ANZAC Day and Remembrance Day ceremonies. They greeted and looked after special visitors and guests.

Schools as Community Centre’s

The Schools as Community Centre’s (SaCC) program is based at Narooma Public School and covers the four communities of Narooma, Bodalla, Bermagui and Wallaga Lake. The program aims to help families with 0-8 year old children link in with schools, community services and other families so that they can get all the help and information they need for their children to get as good a start in life as possible.
**Fast ForWord Program**

Narooma Public School has continued the ‘Fast ForWord’ Program. This program is based on the science of Neuroplasticity and aims to develop neuro-pathways in the brain to make learning easier and faster.

This year, 40 students from Year 3 to Year 6, completed the program. The 20 week program commences with brain exercises to strengthen cognitive skills that develop memory, attention, processing speed and sequencing skills with a strong emphasis on Literacy skills. Following the completion of these levels are Reading programs that are more content based to develop reading decoding, comprehension and vocabulary.

**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:

- Surveying parents and staff; and
- Interviewing stakeholders

**School planning 2012—2014: progress in 2013**

**School priority 1 - Numeracy**

**Outcome for 2013–2014**

- School based data and NAPLAN data will show improvement in student achievement in Numeracy.
- Teachers will utilise the Quality Teaching framework as a key tool to improve student performance.

**Our achievements include:**

**Early Stage One**

- 96% of students demonstrating a “C” benchmark in school based assessment tasks in Mathematics;
- 96% of students are at or beyond stage outcomes and are able to read, write and order numbers to at least 30.

**Stage One**

- 87.8% of students demonstrating a ‘C’ benchmark in school based assessment tasks in Mathematics;
- 96% of students of students in Year 1 are at or beyond stage appropriate outcomes in the EARS and can ‘Count On’

**Stage Two**

- 76.4% of students demonstrating a ‘C’ benchmark in school based assessment tasks in Mathematics; (Currently 75%)
- 14.6% of students in Year 3 scoring in the top two skill bands in Numeracy of NAPLAN;
- 4.2% of students in Year 3 scoring in the bottom two skill bands in Numeracy of NAPLAN;
- 8.4% of students in Year 3 scoring in the top two skill bands in Number, Patterns & Algebra of NAPLAN;
- 16.9% of students in Year 3 scoring in the bottom two skill bands in Number, Patterns & Algebra of NAPLAN;
- 16.7% of students in Year 3 scoring in the top two skill bands in data, measurement & space of NAPLAN;
- 4.2% of students in Year 3 scoring in the bottom two skill bands in data, measurement & space of NAPLAN;

**Stage Three**

- 78.6% of students demonstrating a “C” benchmark in school based assessment tasks in Mathematics; (Currently 77.5%)
- 22% of students in Year 5 scoring in the top two skill bands in numeracy of NAPLAN;
- 28% of students in Year 5 scoring in the bottom two skill bands in Numeracy of NAPLAN;
- 24% of students in Year 5 scoring in the top two skill bands in Number, Patterns & Algebra of NAPLAN;
- 30% of students in Year 5 scoring in the bottom two skill bands in Number, Patterns & Algebra of NAPLAN;
- 32% of students in Year 5 scoring in the top two skill bands in data, measurement & space of NAPLAN;
- 18% of students in Year 5 scoring in the bottom two skill bands in data, measurement & space of NAPLAN;
1. Implementation of an uninterrupted Numeracy block for quality teaching and learning to occur;
2. Participation in TENS project for Maths to provide school focused teacher professional learning activities
3. CMIT & Counting On strategies used to strengthen the teaching of the number strand in Mathematics;
4. Participation in the Best Start & AEDI programs in Numeracy in Kindergarten and Stage 1 classes.

Future directions:
The school will revise our school plan and set new strategies to meet targets and address areas of perceived need. This new plan will set the direction within the school based on school data, external data collection such as the NAPLAN assessments.

School priority 2 - Literacy

Outcome for 2013–2014

- School based data and NAPLAN data will show improvement in student achievement in Literacy.
- Teachers will utilise the Quality Teaching framework as a key tool to improve student performance.

Our achievements include:

Early Stage One
- 96% of students demonstrating a “C” benchmark in school based assessment tasks in Reading & Writing;
- 100% of students achieving reading recovery level 6 or beyond;
- 92% of students writing one or more simple sentences with most spelt correctly, all letters formed correctly and evidence of sentence structure.

Stage One
- 80% of students demonstrating a ‘C’ benchmark in school based assessment tasks in regards to reading and writing;
- 92% of students of students in Year 1 reading at or above stage outcomes at reading level 16-18

Stage Two
- 87.3% of students demonstrating a “C” benchmark in school based assessment tasks in Reading & Writing;
- 26% of students in Year 3 in reading scoring in the top two skill bands in Literacy of NAPLAN;
- 22% of students in Year 3 reading the bottom two bands of NAPLAN
- 20% of students in Year 3 in spelling scoring in the top two skill bands of NAPLAN
- 22% of students in Year 3 spelling scoring the bottom two bands of NAPLAN;
- 30% of students in Year 3 in writing scoring in the top two skill bands of NAPLAN;
- 14% of students in Year 3 in writing scoring in the bottom two skill bands of NAPLAN;
- 26% of students in Year 3 in grammar & punctuation scoring in the top two skill bands of NAPLAN;
- 16% of students in Year 3 in grammar & punctuation scoring in the bottom two skill bands of NAPLAN;
- 88% of students are independent readers on reading level schemes.

Stage Three
- 34% of students in Year 5 in reading scoring in the top two skill bands in Literacy of NAPLAN;
- 20% of students in Year 5 reading scoring the bottom two bands of NAPLAN;
- 20% of students in Year 5 in spelling scoring in the top two skill bands of NAPLAN;
- 28% of students in Year 5 spelling scoring the top two skill bands of NAPLAN;
- 8% of students in Year 5 in writing scoring in the top two skill bands of NAPLAN;
- 18% of students in Year 5 in writing scoring in the bottom two skill bands of NAPLAN;
- 32% of students in Year 5 in grammar & punctuation scoring in the top two skill bands of NAPLAN;
- 20% of students in Year 5 in grammar & punctuation scoring in the bottom two skill bands of NAPLAN;
- 8% of students in Year 5 in writing scoring in the bottom two skill bands of NAPLAN;
1. Implementation of an uninterrupted Literacy block for quality teaching and learning to occur;
2. Participation in the Best Start & AEDI programs in Literacy in Kindergarten and Stage 1 classes.

Future directions:
The school will revise our school plan and set new strategies to meet targets and address areas of perceived need. This new plan will set the direction within the school based on school data, external data collection such as the NAPLAN assessments.
School priority 3 – Curriculum & Assessment

Outcome for 2013–2014

* Quality teaching will be evident in all classroom teaching and learning programs and plans;
* Programs and future planning based upon rich assessment tasks.

Our achievements include:

- The Curriculum Co-ordinator position provided quality learning opportunities for staff to implement the National Curriculum both via Teacher Professional Learning and in-class support;
- Stage meetings indicated and demonstrated professional discussions and best practice sharing was evident;
- Teacher professional learning in the implementation of all KLA with emphasis upon Literacy and Numeracy demonstrated an improvement in practice;
- Quality tools such as Smart Data and Best Start were utilised effectively and informed programming and planning;
- All Staff became familiar with the new National Curriculums and are aware of the content and their responsibilities implementing quality teaching and learning programs.

Future directions

Staff at Narooma PS will continue to implement existing strategies with the emphasis upon continuous improvement.

We will also keep updated upon the development of the National Curriculum and put in place a strategy once the initiative has been released for implementation.

School priority 4 – Aboriginal Education

Outcome for 2013–2014

* To engage Aboriginal students in the classroom to improve attendance;
* To narrow the gap between Aboriginal and Non-Aboriginal students’ performance in Reading, Writing and Numeracy;
* To provide programs and learning tasks to all children which value Aboriginal customs and culture.

Our achievements include:

- Class teachers utilised the AEO, Lynne Thomas and Julie Knipler in Term 2 within the curriculum and to support Aboriginal students;
- Norta Norta funds were utilised to provide additional support for identified Aboriginal students in areas of perceived need;
- Parents of Aboriginal students, AEO, the classroom teacher and the students themselves co-operatively collaborated upon the formation of each individual PLP and the goals that were set;
- A whole school cultural awareness program was implemented providing all children with a positive exposure to the Aboriginal culture;
- Aboriginal families becoming more comfortable in approaching the school and participating when needed;
- Special ‘Durramah’ classes were implemented again to provide Aboriginal Spirituality for Indigenous students during scripture time;
- Celebration of significant events and recognised structures within our system that highlighted our respect for the Aboriginal culture;
- Aboriginal children were formally recognised for their achievements and hard work to the school and wider community.

Future directions

Narooma PS respects and supports the teaching of Aboriginal perspectives within the school. We take our role seriously in ensuring that the education of all children in respects to cultural awareness is implemented with dignity and we promote tolerant of all people to our future leaders – the children.

School priority 5 – Attendance

Outcome for 2013–2014

* To improve upon attendance rates ensuring all children are regularly in class;
* To engage Aboriginal students in the classroom to improve attendance.

Our achievements include:

- School attendance policy has been designed and implemented with all staff in-serviced on expectations;
- School attendance strategy designed and evident with AEO utilised to touch base with
families to assist with improving ATSI attendance rates;
- Whole school attendance strategy in place where children are highlighted via the newsletter when they are demonstrating exceptional attendance rates;
- Principal Awards provided to children with 100% attendance each semester;
- Teachers regularly monitoring their classes for attendance concerns and highlighting potential issues to their team leader and the LAS Teacher.

Future directions
At Narooma PS, attendance will always be a focus area. We will continue to strive to maintain our attendance rates and to promote the children with high attendance rates.

Professional learning
In 2012, Narooma Public School carried over $7730.64 of our professional learning funds. Coupled with our 2013 entitlement of $14892.00, we had an allocation of $22622.64. Together these funds allowed teachers to continually update their training and further their skills under these specific categories as well as assisted in funding our Curriculum Co-ordinator:
- Literacy & Numeracy - $1446.57
- Syllabus Implementation - $6468.77
- Quality Teaching - $449.45
- Leadership/Career Development - $1436.92
- Student Welfare - $6190.28

The carried over funds of $6630.65 has been assigned for salaries for the ‘Curriculum Co-ordinator’ in December. This money will appear in next year’s breakdown for Literacy & Numeracy in 2014.

Parent/caregiver, student, and teacher satisfaction
In 2013 the school sought the opinions of parents, students and teachers about the school. Here are the results of the surveys returned:
- 65% of parents strongly agree or somewhat agree and 27.5% agree NPS is an attractive and well-resourced school. E.g. classrooms, library and grounds. 7.3% somewhat disagreed. 0% disagreed;
- 84.2% of parents strongly agree or somewhat agree and 13.2% agree that the school is connected to its community and welcomes parental involvement. 0% somewhat disagreed. 3.4% disagreed;
- 79.7% of parents strongly agree or somewhat agree and 17.2% agree that parents find it easy to contact the school to discuss concerns relating to their child. 1.4% somewhat disagreed. 1.4% disagrees;
- 78.8% of parents strongly agree or somewhat agree and 12.2% agree the school is friendly and tolerant of all students. 7.3% somewhat disagreed. 1.4% disagreed;
- 78.3% of parents strongly agree or somewhat agree and 16.6% agree the students are the school’s main concerns. 3.4% somewhat disagreed. 1.4% disagreed;
- 78.5% of parents strongly agree or somewhat agree and 19.4% agree the school has supportive welfare programs. 1.4% somewhat disagreed. 1.4% disagreed;
- 71.9% of parents strongly agree or somewhat agree and 27.9% agree that the school offers challenging programs for its students. 0% somewhat disagreed. 0% disagreed;
- 78.8% of parents strongly agree or somewhat agree and 21.0% agree that the school maintains a focus on literacy and numeracy. 0% somewhat disagreed. 0% disagreed;
- 82.3% of parents strongly agree or somewhat agree and 10.6% agree the school teaches and promotes core values; 3.4% somewhat disagreed. 0% disagreed;
- 72.3% of parents strongly agree or somewhat agree and 24.1% agree that Narooma has competent teachers who set high standards of achievement. 3.4% somewhat disagreed. 0% disagreed;
- 72.0% of parents strongly agree or somewhat agree and 22.5% agree that a wide range of extracurricular programs are offered. 5.3% somewhat disagreed. 0% disagreed;
- 71.6% of parents strongly agree or somewhat agree and 28.2% agree that there is good student access to computers and strong
technology program and resources. 0% somewhat disagreed. 0% disagreed;

- 71.9% of parents strongly agree or somewhat agree and 11.0% agree the school promotes a healthy lifestyle. 0% somewhat disagreed. 0% disagreed;
- 85.4% of parents strongly agree or somewhat agree and 7.6% agree that fair discipline exists within the school. 5.3% somewhat disagreed. 1.4% disagreed;
- 64.7% of parents strongly agree or somewhat agree and 26.0% agree that the school promotes its uniform policy. 7.9% somewhat disagreed. 1.4% disagreed;

Future directions
We will continue to improve upon all aspects of our relationship with the community, which heavily relies upon open communication.

The school will look at where some community members have highlighted areas of need and explore ways to address them.

We believe our school is a friendly and tolerant place and way have sounds policies and procedures in place for Student Welfare – both proactive and reactive.

Satisfaction Surveys - Staff
In 2013 the school also sought the opinion of teachers in regards to working at the school.

Here are the results of the 22 staff members surveyed:

- 22 agreed that Narooma PS is an attractive and well-resourced school. e.g. classrooms, library and grounds;
- 16 agreed, and 6 not sure that the school has a strong commitment to the environment;
- 22 agreed that the school is connected to its community and parental involvement is positive and helpful;
- 21 agreed, and 1 not sure that parents find it easy to contact the school to discuss concerns relating to their child;
- 22 agreed that the school is a friendly school that is tolerant and accepting of all students;
- 22 agreed that the students are the school’s main concerns;
- 22 agreed that the school has effective welfare programs;
- 21 agreed, and 1 not sure that the school teaches and promotes positive core values;
- 21 agreed, and 1 not sure that fair discipline exists within the school;
- 22 agreed that students of Narooma PS are well behaved and respectful;
- 19 agreed, and 3 not sure that the school offers challenging programs for its students;
- 19 agreed and 3 are not sure that students at Narooma PS achieve high academic standards;
- 21 agreed, and 1 not sure that the school maintains a focus on literacy and numeracy;
- 22 agreed that the school provides effective extra support to students who needs it;
- 22 agreed that a wide range of extracurricular programs e.g. sport, music, drama, debating are offered;
- 17 agreed, 4 not sure and 1 disagree that there is good student access to computers and strong technology programs and resources;
- 22 agreed that they feel part of a professional team at Narooma PS;
- 22 agreed that they are supported and able to do my job well;
- 22 agreed that they enjoy teaching at Narooma PS;
- 22 agreed that Narooma PS is a good school.

Future directions
Results indicate teachers 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 in association with teaching and learning continues to strive to achieve greater student results.

Program evaluations
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2013 our school carried out evaluation of Teaching and English.
Teaching.

Background

Narooma Public School cyclic review of School Management was undertaken to ensure we are doing everything systematically to ensure that we are providing the best possible opportunities for the children.

Findings and conclusions

Narooma Public School’s staff has indicated the following after surveying each one in regards to teaching at school. 25 responses were received:

- 24 almost always, 1 usually agrees that my students are provided with a relevant curriculum. 0 sometimes agree and 0 rarely agree;
- 20 almost always, 5 usually agree that my teaching programs respond to students’ interests, needs and abilities. 0 sometimes agree and 0 rarely agree;
- 19 almost always, 6 usually agree that they clarify intended learning outcomes and the purpose of learning with students. 0 sometimes agree and 0 rarely agree;
- 22 almost always, 3 usually agree that they have classroom management strategies in place to maximize student learning. 0 sometimes agree and 0 rarely agree;
- 22 almost always, 3 usually agree that their assessment processes provide information on student’s strengths and areas for further development. 0 sometimes agree and 0 rarely agree;
- 23 almost always, 2 usually agree that they maintain records of student progress. 0 sometimes agree and 0 rarely agree;
- 20 almost always, 5 usually agree that their assessment strategies are understood by students and parents. 0 sometimes agree and 0 rarely agree;
- 17 almost always, 6 usually agree that the school’s reporting to parents clearly communicates information about student achievement and development. 2 sometimes agree and 0 rarely agree;
- 24 almost always, 1 usually agrees that assessment and tracking learning outcomes is used to evaluate, develop and refine teaching programs. 0 sometimes agree and 0 rarely agree;

All Staff were also asked to comment on their thoughts of Teaching in the school. We had a mixture of responses both positive and constructive. Here is a range of the responses:

- Introduction of the new syllabus has provided a good opportunity to refine and redefine teaching / learning / assessment at NPS;
- The change in the reporting format is great for teachers and staff to understand, however I feel that it consists too much of ‘teacher speak’ when sent home for parents to view. I feel that there are a percentage of parents who would not fully understand the technical terms used;
- Parents have told me that they looked at the A to E and comments but not the tracking graphs;
- I feel the school has made significant improvements in assessment and tracking this year. The ‘Curriculum Co-ordinator’ role with the new curriculum has been extremely helpful / valuable to me;
- Assessments at the beginning of the year did not offer a lot of information to guide teaching and learning programs;
- I am aware where group’s areas of needs are in English and I try to use the curriculums to overcome these areas. I am able to do this because there is some latitude in the scopes and sequences in the curriculum.

Narooma Public School’s students indicated the following after surveying them in regards to the teaching at school

- 82% almost always, 17% usually agree that what I am asked to learn is important. 1% sometimes agree and 0% rarely agree;
- 64% almost always, 35% usually agree That my teacher plans class activities that are interesting and help me to learn. 1% sometimes agree and 0% rarely agree;
- 53% almost always, 35% usually agree that my teacher tells me what I am learning and why. 12% sometimes agree and 0% rarely agree;
- 72% almost always, 27% usually agree that the ways my teacher manages the class helps me to learn. 1% sometimes agree and 0% rarely agree;
- 49% almost always, 40% usually agree that my teacher knows what I can do and what I
need to learn. 10% sometimes agree and 1% rarely agree;
- 67% almost always, 31% usually agree that my teacher keeps records and samples of my work to include in my school report. 1% sometimes agree and 1% rarely agree;
- 54% almost always, 28% usually agree that I understand how my learning will be assessed. 17% sometimes agree and 1% rarely agree;
- 69% almost always, 29% usually agree that the school reports and parent interviews provide information about my learning. 2% sometimes agree and 0% rarely agree;

Narooma Public School’s parents have indicated the following after surveying each one in regards to teaching at school. 80 responses were received which provides an adequate snapshot of the community. (Percentages were rounded to the first decimal point):

- 67.5% almost always, 30% usually agree that what students are asked to learn is important. 2.5% sometimes agree and 0% rarely agrees. 0% left blank or indicated they didn’t know;
- 60% almost always, 32.5% usually agree that teachers provide class activities that are interesting and appropriate to my child’s needs and abilities. 5% sometimes agree and 0% rarely agrees. 2.5% left blank or indicated they didn’t know;
- 30% almost always, 32.5% usually agree that my child talks to his/her teacher about what they are learning and why. 17.5% sometimes agree and 5% rarely agrees. 15% left blank or indicated they didn’t know;
- 60% almost always, 17.5% usually agree that the way my child’s teacher manages the class helps him/her to learn. 10% sometimes agree and 0% rarely agrees. 12.5% left blank or indicated they didn’t know;
- 65% almost always, 22.5% usually agree that my child’s teacher knows what my child can do and what they need to learn. 5% sometimes agree and 0% rarely agrees. 7.5% left blank or indicated they didn’t know;
- 77.5% almost always, 15% usually agree that my child’s teacher keeps records of his/her progress. 2.5% sometimes agree and 0% rarely agrees. 5% left blank or indicated they didn’t know;
- 48.5% almost always, 29% usually agrees that parents and students understand how students’ learning will be or is assessed. 17.5% sometimes agree and 2.5% rarely agrees. 2.5% left blank or indicated they didn’t know;
- 55% almost always, 27.5% usually agree that the school provides clear information about student achievement through the school’s reporting process. 15% sometimes agree and 2.5% rarely agrees. 0% left blank or indicated they didn’t know;

Parents were also asked to comment on their thoughts of Teaching in the school. We had a mixture of responses both positive and constructive. Here is a range of the responses:

- We have great teachers at our school;
- The children need time in their library lesson to look and choose through books to bring home and read from the library;
- The new reporting system for students is difficult to understand and despite having met with the teacher, there is no clear way in where parents are able to participate in their child’s learning;
- As I am not present during school, teaching lessons is difficult to express an opinion upon;
- A lot of emphasis is put on under achieving students which is of course important however those students who have greater possibilities are not extended as they could be. I believe my child is not doing as well as they could, they are not given opportunities to develop further;
- The dedication and the enthusiasm of a lot of Narooma’s teachers make all the difference. There are a lot of great teachers at the school;
- During our years with Narooma Public School, we have been overwhelmed by the quality of teaching our children have received and this year isn’t any different. Keep up the great work;
- The new format for the school reports are confusing, the old way was much clearer, easier to understand;
- Very well sequenced lessons, my child loves her time in class.
**Future directions**

Narooma Public School will review our system structures in regards to teaching via our scope and sequences of learning in the school. This will mean we will take the positives and build upon the strengths. However, we are obviously bound by compliance in implementing the New Australian Curriculum which the NSW Board of Studies has introduced.

**Curriculum**

**English**

**Background**

The Federal Government is requiring schools to trial the new Australian Curriculums and English was the primary focus in 2013. Narooma Public School has looked at ways to support our staff via up-skilling them to ensure we are delivering a quality curriculum to the children.

Modifications have been made to our Teacher Professional Learning and the school decided to fund a Curriculum Co-ordinator position to support teachers with this implementation process.

As a result, we have decided to survey all key stakeholders to gauge their opinions on how successful we were in ensuring the new English Australian Curriculum has been implemented within the school. Here are the results:

**Findings and conclusions**

There were 21 staff members who completed the survey. The staff survey findings are as follows:

**Staff**

- My students are generally achieving the syllabus outcomes. 18 agreed, 0 were unsure, 2 disagreed with 1 not applicable;
- The students enjoy participating in reading. 20 agreed, 1 was unsure & 0 disagreed;
- The students enjoy participating in writing. 20 agreed, 1 was unsure & 0 disagreed;
- The students enjoy participating in speaking and listening. 19 agreed, 2 were unsure & 0 disagreed;
- The scope and sequences in English that are being developed will be effective. 20 agreed, 1 was unsure & 0 disagreed;
- I have adequate resources to teach reading. 18 agreed, 2 were unsure & 1 disagreed;
- I have adequate resources to teach spelling. 18 agreed, 1 was unsure & 2 disagreed;
- I have adequate resources to teach Writing. 18 agreed, 2 were unsure & 1 disagreed;
- My resources are researched before new concepts / themes / units are planned. 21 agreed, 0 were unsure & 0 disagreed;
- I regularly use a range of technologies in classroom activities. 19 agreed, 0 were unsure & 2 disagreed;
- My students have improved their ability in Reading. 21 agreed, 0 were unsure & 0 disagreed;
- My students have improved their ability in Writing. 20 agreed, 1 was unsure & 0 disagreed;
- My students have improved their ability in Speaking and Listening. 18 agreed, 3 were unsure & 0 disagreed;
- My students have improved their ability in Spelling. 19 agreed, 1 was unsure & 0 disagreed;
- My grade/stage uses relevant and effective formal assessments. 20 agreed, 1 was unsure & 0 disagreed;
- The Curriculum Co-ordinator has been vital this year. 20 agreed, 0 were unsure & 0 disagreed with 1 not applicable;
- Professional learning with the Curriculum Co-ordinator has been helpful. 21 agreed, 0 were unsure & 0 disagreed;
- I am becoming more confident with the English continuum. 19 agreed, 2 were unsure & 0 disagreed;
- I plan for the integration of English into other KLA’s. 21 agreed, 0 were unsure & 0 disagreed;
- I have adequate support for those students performing above grade level. 14 agreed, 4 were unsure & 2 disagreed with 1 not applicable;
- I have adequate support for those students not performing at grade level. 19 agreed, 1 was unsure & 0 disagreed with 1 not applicable;
• We should continue the Curriculum Coordinator position next year. 18 agreed, 3 were unsure & 0 disagreed;

**Future Direction**

As teachers, overall we are on the right track to continue to strive to implement best practices into our classrooms. Teachers are becoming more familiar with the NAPLAN teaching strategies provided by the SMART data, however, with further exposure to these resources, we will be able to utilise them better as it is brilliant as a teaching and programming tool.

**Students**

Students were also surveyed regarding their feelings, values and attitudes they have towards English. Here are the findings broken down into grades:

**Kindergarten**

(47 children were surveyed on this particular day)
- 40 agreed that they enjoy English. 6 were unsure and 1 disagreed;
- 38 agreed that they liked reading/literacy groups. 7 were unsure and 2 disagreed;
- 41 agreed that they are getting better at Writing. 3 were unsure and 3 disagreed;
- 40 agreed that they were getting better at Reading. 3 were unsure and 4 disagreed;
- 40 agreed that they were getting better at Speaking and Listening. 5 were unsure and 2 disagreed.
- 39 agreed that they were getting better at Spelling. 5 were unsure and 3 disagreed.

**Year 1**

(59 children were surveyed on this particular day)
- 55 agreed that it is important to learn English. 3 were unsure and 1 disagreed;
- 57 agreed that they liked enjoyed English. 1 were unsure and 1 disagreed;
- 54 agreed that they liked working with others in English groups such as Reading Groups. 4 were unsure and 1 disagreed;
- 56 agreed that they liked using the computers in English. 2 were unsure and 1 disagreed;
- 53 agreed that they were getting better at Reading. 5 were unsure and 1 disagreed.
- 46 agreed that they were getting better at Writing. 12 were unsure and 1 disagreed.
- 52 agreed that they were getting better at Spelling. 6 were unsure and 1 disagreed.
- 56 agreed that their teacher tells them how they are progressing in English. 3 were unsure and 0 disagreed.
- 51 agreed that they are given extra help when they need it. 5 were unsure and 3 disagreed.

The best things about English lessons are:
- Understanding what to do;
- It’s fun to learn in English;
- I like reading books;
- Publishing work on the computer

The worst things about English lessons are:
- When someone interrupts me and I can’t finish my work;
- I don’t like Handwriting as it takes too long;
- I need to get better at spelling.

**Year 2**

(50 children were surveyed on this particular day)
- 49 agreed that it is important to learn English. 1 were unsure and 0 disagreed;
- 39 agreed that they liked enjoyed English. 9 were unsure and 2 disagreed;
- 37 agreed that they liked working with others in English groups such as Reading Groups. 9 were unsure and 4 disagreed;
- 40 agreed that they liked using the computers in English. 8 were unsure and 2 disagreed;
- 37 agreed that they were getting better at Reading. 11 were unsure and 2 disagreed.
- 42 agreed that they were getting better at Writing. 5 were unsure and 3 disagreed.
- 42 agreed that they were getting better at Spelling. 8 were unsure and 0 disagreed.
- 41 agreed that their teacher tells them how they are progressing in English. 8 were unsure and 1 disagreed.
- 38 agreed that they are given extra help when they need it. 9 were unsure and 3 disagreed.

The best things about English lessons are:
- They are fun;
- I like doing writing and handwriting;
- I like reading especially the ‘Gigglers’;
- I like working on the computer

The worst things about English lessons are:
- Spelling;
- Grammar is hard!
You have to do so much writing;
I like everything!
The best things about English lessons are:
- The ‘School Magazine’ is fun;
- Reading groups are great;
- When learning is fun and interesting;
- You learn a lot and you improve a lot.
The worst things about English lessons are:
- Sometimes it gets really hard;
- Not understanding and feeling silly.

**Year 3**
(48 children were surveyed on this particular day)
- 44 agreed that it is important to learn English. 3 were unsure and 1 disagreed;
- 42 agreed that they liked enjoyed English. 6 were unsure and 0 disagreed;
- 44 agreed that they liked working with others in English groups such as Reading Groups. 3 were unsure and 1 disagreed;
- 36 agreed that they liked using the computers in English. 11 were unsure and 1 disagreed;
- 44 agreed that they were getting better at Reading. 3 were unsure and 1 disagreed.
- 37 agreed that they were getting better at Writing. 8 were unsure and 3 disagreed.
- 38 agreed that they were getting better at Spelling. 8 were unsure and 2 disagreed.
- 37 agreed that their teacher tells them how they are progressing in English. 10 were unsure and 1 disagreed.
- 38 agreed that they are given extra help when they need it. 8 were unsure and 2 disagreed.

The best things about English lessons are:
- Reading more interesting books;
- Writing longer stories;
- Working in groups;

The worst things about English lessons are:
- Too much writing can be boring;
- Spelling is pointless

**Year 4**
(38 children were surveyed on this particular day)
- 34 agreed that it is important to learn English. 3 were unsure and 1 disagreed;
- 32 agreed that they liked enjoyed English. 6 were unsure and 0 disagreed;
- 34 agreed that they liked working with others in English groups such as Reading Groups. 3 were unsure and 1 disagreed;
- 26 agreed that they liked using the computers in English. 11 were unsure and 1 disagreed;
- 34 agreed that they were getting better at Reading. 3 were unsure and 1 disagreed.
- 27 agreed that they were getting better at Writing. 8 were unsure and 3 disagreed.
- 28 agreed that they were getting better at Spelling. 8 were unsure and 2 disagreed.
- 27 agreed that their teacher tells them how they are progressing in English. 10 were unsure and 1 disagreed.
- 28 agreed that they are given extra help when they need it. 8 were unsure and 2 disagreed.

The best things about English lessons are:
- Reading is fun;
- Story writing and being creative;
- Working in reading groups is great;
- I love performing in plays.

The worst things about English lessons are:
- Too much writing makes my hand sore;
- I hate ‘Look Cover Write Check’

**Year 5**
(51 children were surveyed on this particular day)
- 50 agreed that it is important to learn English. 1 were unsure and 0 disagreed;
- 26 agreed that they liked enjoyed English. 22 were unsure and 3 disagreed;
- 39 agreed that they liked working with others in English groups such as Reading Groups. 9 were unsure and 3 disagreed;
- 33 agreed that they liked using the computers in English. 16 were unsure and 2 disagreed;
- 42 agreed that they were getting better at Reading. 9 were unsure and 0 disagreed.
- 44 agreed that they were getting better at Writing. 6 were unsure and 1 disagreed.
- 36 agreed that they were getting better at Spelling. 15 were unsure and 0 disagreed.
- 38 agreed that their teacher tells them how they are progressing in English. 9 were unsure and 4 disagreed.
- 38 agreed that they are given extra help when they need it. 12 were unsure and 1 disagreed.

The best things about English lessons are:
- Spelling, explanations and creative stories;
- Spelling bees are fun;
- Poetry is cool;
I just enjoy reading books that interest me. The worst things about English lessons are:

- I sometimes don't get enough time to finish;
- Recounts can be boring as we always do them;

**Year 6**
(48 children were surveyed on this particular day)

- 45 agreed that it is important to learn English. 3 were unsure and 0 disagreed;
- 22 agreed that they liked enjoyed English. 23 were unsure and 3 disagreed;
- 37 agreed that they liked working with others in English groups such as Reading Groups. 10 were unsure and 1 disagreed;
- 33 agreed that they liked using the computers in English. 14 were unsure and 1 disagreed;
- 39 agreed that they were getting better at Reading. 9 were unsure and 0 disagreed.
- 39 agreed that they were getting better at Writing. 8 were unsure and 1 disagreed.
- 37 agreed that they were getting better at Spelling. 11 were unsure and 0 disagreed.
- 29 agreed that their teacher tells them how they are progressing in English. 19 were unsure and 0 disagreed.

The best things about English lessons are:

- Being able to express my point of view.
- Learning new things;
- Computer work and reading groups;
- Writing stories and using your imagination;

The worst things about English lessons are:

- Learning things you don’t really need;
- Grammar and Spelling;

**Community**

Our community was surveyed about their thoughts and feelings about English as well. 89 surveys were returned. Percentages were rounded to the first decimal point and may not add to 100%. Here are the results:

- I am provided with useful reports about my child’s progress in English. 23% strongly agree, 65% agree, 7% disagree, 2% strongly disagree and 4% are unsure;
- English is an important subject for my child. 89% strongly agree, 11% agree, 0% disagree, 0% strongly disagree and 0% are unsure;
- My child has developed new skills in English during the year. 52% strongly agree, 43% agree, 2% disagree, 0% strongly disagree and 3% are unsure;
- My child enjoys English. 49% strongly agree, 42% agree, 4% disagree, 0% strongly disagree and 5% are unsure;
- My child is developing his/her ability in Reading. 61% strongly agree, 35% agree, 2% disagree, 0% strongly disagree and 2% are unsure;
- I understand how English is taught at school. 23% strongly agree, 54% agree, 12% disagree, 2% strongly disagree and 9% are unsure;
- I am confident to assist my child with English at home. 56% strongly agree, 39% agree, 3% disagree, 0% strongly disagree and 3% are unsure;
- The school has plenty of equipment/resources to teach English. 30% strongly agree, 40% agree, 4% disagree, 0% strongly disagree and 26% are unsure;

Parents were also asked to comment on the teaching and learning of English at our school. We had a mixture of responses both positive and constructive. Here are some of the responses:

**Q. List what you would like to learn more about in regards to how English is taught?**

- It would be useful to receive an overview of the syllabus at the start of each term;

**Q. Please comment on the English homework your child receives.**

- My child receives weekly spelling and projects and is encouraged to read each night;
- Not a lot of homework is given;
- It is quite good, it teaches the child to look and spell the words
- The level and amount seems right to me

**Q. How would you describe your own feelings about English?**

- I really enjoyed English at school;
- English governs our communication and what is important in relationships, leisure and business
so a sound grasp of English gives kids a great head start in life particularly if they understand the different forms and contexts in which language is used;

- Very important!
- Strong literacy skills are the key to success in all areas of learning. Furthermore, understanding and enjoyment of literature is part of a fulfilling life.

Q. Any further comments.

- I have found that English has been a positive learning experience for my children;
- Some more knowledge on how it is taught in the classroom and a better understanding of how to assist at home would be helpful;
- The support classes to help children are great;
- Would love to see the Premier’s Challenge adopted at a whole school and promoted more;
- Thank you to Narooma Public School and all the teachers for their dedication and commitment in helping the children with English.

Future directions

The school is currently planning its future direction via our school management plan and information gained via this survey will assist the school in providing strategies and directions to help all stakeholders better engage in the Key Learning Area of English. We will continue to demonstrate and attempt to improve upon transparency and communication to our community as some still indicate that they aren’t aware of these things occurring.

As teachers, we will continue to encourage parents to arrange times to meet with us if parents have any concerns as well as be proactive by publishing articles in the newsletter and hold parent meetings where appropriate.

School priority 1 - Numeracy

Outcome for 2014

- School based data and NAPLAN data will show improvement in student achievement in Numeracy.
- Teachers will utilise the Quality Teaching framework as a key tool to improve student performance.

2014 Targets to achieve this outcome include:

Early Stage One

- 90% of students demonstrating a “C” benchmark in school based assessment tasks in Mathematics;
- 90% of students are at or beyond Figurative level in the Best Start assessment
- 90% of students are at or beyond stage outcomes and are able to read, write and order numbers to at least 30.

Stage One

- 90% of students demonstrating a “C” benchmark in school based assessment tasks in Mathematics; (currently 87.8%)
- 85% of students of students in Year 1 are at or beyond stage appropriate outcomes in the EARS and can ‘Count On’
- 85% of students of students in Year 2 are at or beyond stage appropriate outcomes in the EARS and are ‘Facile’

Stage Two

- 80% of students demonstrating a “C” benchmark in school based assessment tasks in Mathematics. (Currently 76.4%);
- 20% of students in Year 3 scoring in the top two skill bands in Numeracy of NAPLAN. (17.4% average of last 3 years);
- 12% of students in Year 3 scoring in the bottom two skill bands in Numeracy of NAPLAN. (13.9% average of last 3 years);
- 20% of students in Year 3 scoring in the top two skill bands in Number, Patterns & Algebra of NAPLAN. (18.6% average of last 3 years);
- 16% of students in Year 3 scoring in the bottom two skill bands in Number, Patterns & Algebra of NAPLAN. (17.5% average of last 3 years);
- 26% of students in Year 3 scoring in the top two skill bands in data, measurement & space of NAPLAN. (25.2% average of last 3 years);
• 10% of students in Year 3 scoring in the bottom two skill bands in data, measurement & space of NAPLAN. (12.6% average of last 3 years);

Stage Three
• 80% of students demonstrating a “C” benchmark in school based assessment tasks in Mathematics. (Currently 78.6%);
• 20% of students in Year 5 scoring in the top two skill bands in Numeracy of NAPLAN. (17.9% average of last 3 years);
• 16% of students in Year 5 scoring in the bottom two skill bands in Numeracy of NAPLAN. (17.9% average of last 3 years);
• 20% of students in Year 5 scoring in the top two skill bands in Number, Patterns & Algebra of NAPLAN. (23.2% average of last 3 years);
• 20% of students in Year 5 scoring in the bottom two skill bands in Number, Patterns & Algebra of NAPLAN. (22.5% average of last 3 years);
• 25% of students in Year 5 scoring in the top two skill bands in data, measurement & space of NAPLAN. (23.2% average of last 3 years);
• 15% of students in Year 5 scoring in the bottom two skill bands in data, measurement & space of NAPLAN. (16.5% average of last 3 years);

Strategies to achieve these targets include:

1. Continuation of the Numeracy Target Team (NTT) to ensure school based targets are being addressed in a systematic procedure. The team will be responsible for:
   - Ongoing provisions of quality resources to support best classroom practice;
   - Stock-take of resources and practices on a regular basis;
   - Revisit existing resources and strategies to continue with our K-6 philosophy;
   - Provide targeted Teacher Professional Learning via whole school staff meetings on identified areas of need;
   - Monitor budgets and strategies to ensure success of the plan.

2. Implement a K-6 Numeracy time within the school structure. LAST will work with identified children during this time and School Support Learning Officers (SLSO) will be in the classrooms working on specific intervention programs;

3. Provide the school structure via the Whole School Training and Development meeting timetable on a regular basis for stage teams to meet and collaboratively work professionally with their stage and team leader in setting priorities such as:
   - What is expected regarding the implementation of each stages Numeracy time in relation to CMIT & TENS;
   - Ensuring all teaching and learning strategies are explicitly addressed;
   - Decide upon consistent teacher judgement strategies within the teaching and learning process which emphasis upon developing and implementing quality rich assessment tasks;

4. Continue training staff in analysis of SMART data. Analyse NAPLAN Numeracy results to inform whole school planning and class based programming and teaching. This will also be addressed in stage meetings and whole staff meetings.

5. Continuation of the ‘K-2 Best Start’ strategy within the Numeracy Continuum. This will include:
   - Initial assessment of Kindergarten students onto the continuum;
   - Development of programs K-2 utilising the Best Start Data base;
   - Tracking of students on the database.

6. Continuation of the TENS program to assist with early numeracy strategy obtainment with K-2 students. Provide teachers with ongoing support and TPL to assist with the implementation of this program.

7. Review and Implement a new school scope and sequences to ensure the entire curriculum is being addressed with best practices evident and rich assessment tasks developed to drive future direction. Link this scope and sequence with the New National Curriculum and embed strategies.

8. Provide a ‘Curriculum Co-ordinator’ by releasing off class one of the AP’s to implement and support staff with the implementation of the National Curriculum. The curriculum co-ordinator will be responsible for:
   - Developing a school approach K-6 for implementation;
   - Provide TPL via staff meetings and SDD’s;
• Provide in class support for implementation of new curriculum

School priority 2 - Literacy

Outcome for 2014
• School based data and NAPLAN data will show improvement in student achievement in Literacy.
• Teachers will utilise the Quality Teaching framework as a key tool to improve student performance.

2014 Targets to achieve this outcome include:

Early Stage One
• 90% of students demonstrating a “C” benchmark in school based assessment tasks in regards to Literacy;
• 90% of students achieving reading recovery level 6 or beyond;
• 90% of students writing one or more simple sentences with most words spelled correctly, all letters formed correctly and evidence of sentence structure.

Stage One
• 85% of students demonstrating a “C” benchmark in school based assessment tasks in regards to Literacy; (currently 80%)
• 90% of students in Year 1 reading at or above stage outcomes at reading level 16-18.
• 90% of students in Year 2 reading at or above stage outcomes at reading level 24-26+

Stage Two
• 90% of students demonstrating a “C” benchmark in school based assessment tasks in regards to Literacy. (Currently 87.3%);
• 38% of students in Year 3 in reading scoring the top two bands of NAPLAN. (35.3% average of last 3 years);
• 16% of students in Year 3 in reading scoring the bottom two bands of NAPLAN. (18.5% average of last 3 years);
• 35% of students in Year 3 in spelling scoring the top two skill bands of NAPLAN. (33.8% average of last 3 years);
• 16% students in Year 3 in spelling scoring in the bottom two skill bands of NAPLAN. (20.0% average of last 3 years);

• 32% of students in Year 3 in writing scoring the top two skill bands of NAPLAN. (30.0% average of last 3 years);
• 8% students in Year 3 in writing scoring in the bottom two skill bands of NAPLAN. (9.4% average of last 3 years);
• 42% of students in Year 3 in grammar & punctuation scoring the top two skill bands of NAPLAN. (41.3% average of last 3 years);
• 10% students in Year 3 in grammar & punctuation scoring in the bottom two skill bands of NAPLAN. (12.8% average of last 3 years);
• 85% of students are independent readers on the reading level scheme;

Stage Three
• 80% of students demonstrating a “C” benchmark in school assessment in regards to Literacy. (Currently 76.5%);
• 34% of students in Year 5 in reading scoring the top two bands of NAPLAN. (31.9% average of last 3 years);
• 16% of students in Year 5 in reading scoring the bottom two bands of NAPLAN. (17.6% average of last 3 years);
• 12% of students in Year 5 in writing scoring the top two bands of NAPLAN. (9.2% average of last 3 years);
• 15% of students in Year 5 in writing scoring the bottom two bands of NAPLAN. (17.7% average of last 3 years);
• 26% of students in Year 5 in spelling scoring the top two skill bands of NAPLAN. (24.3% average of last 3 years);
• 20% students in Year 5 in spelling scoring in the bottom two skill bands of NAPLAN. (23.0% average of last 3 years);
• 30% of students in Year 5 in grammar & punctuation scoring the top two skill bands of NAPLAN. (28.9% average of last 3 years);
• 20% students in Year 5 in grammar & punctuation scoring in the bottom two skill bands of NAPLAN. (21.6% average of last 3 years);
• 85% of students are independent readers on the reading level scheme;

Strategies to achieve these targets include:

1. Continuation of the Literacy Target Team (LTT) to ensure school based targets are being addressed in a systematic procedure. The team will be responsible for:
   • Ongoing provisions of quality resources to support best classroom practice;
• Stock-take of resources and practices on a regular basis;
• Revisit existing resources and strategies to continue with our K-6 philosophy;
• Provide targeted Teacher Professional Learning via whole school staff meetings on identified areas of need.
• Monitor budgets and strategies to ensure success of the plan.

2. Continuation of a K-6 Literacy block within the school structure. The LAST will work with identified children during this time and School Support Learning Officers (SLSO) will be in the classrooms working on specific intervention programs;

3. Continue to provide on a regular basis opportunities for stage teams to meet and collaboratively work professionally with their stage and team leader in setting priorities such as:
   o What is expected regarding the implementation of each stages Literacy block;
   o Ensuring all teaching and learning strategies are explicitly addressed such as modelled, guided and independent learning;
   o Decide upon consistent teacher judgement strategies within the teaching and learning process which emphasis upon developing and implementing quality rich assessment tasks;

4. Continue training and inform staff of the analysis of the SMART data. Analyse NAPLAN Literacy results to inform whole school planning and class based programming and teaching. This will also be addressed in stage meetings and whole staff meetings.

5. Continuation of the ‘K-2 Best Start’ strategy within the Literacy Continuum. This will include:
   • Initial assessment of Kindergarten students onto the continuum;
   • Development of programs K-2 utilising the Best Start Data base;
   • Tracking of students on the database.

6. Continuation of the Reading Recovery program to target identified children in Year 1 to provide a boost to their reading levels with personal intervention via one to one teaching strategies.

7. Continue to participate in and implement the Multi-Lit and YESS programs within the school and utilise this strategy for intervention for children requiring extra assistance. The school will continue to train staff where needed to assist with the implementation of the program

8. Continue to provide all staff with Quality Teacher Professional Learning opportunities, which will enable them to review their teaching, practice, and program content and have a better understanding of the Literacy Continuum & the National Curriculum.

9. Continue the implementation of the Fast For Word Program. This will involve purchasing of further computers and desks to allow us to build upon the trial. We will identify 40 children, 20 per semester to complete the program.

10. Continue the position of ‘Curriculum Co-ordinator’ by releasing off class one of the AP’s to support staff with the implementation and consolidation of the National Curriculum. The curriculum co-ordinator will be responsible for:
   • Supporting staff implement the school approach K-6;
   • Provide TPL via staff meetings and SDD’s
   • Provide in class support for implementation of new curriculum;
   • Gather resources, assessment strategies and provide teachers with assistance where needed.

11. Participate in the DEC ‘L3’ training in ES1. This will mean providing the ES1 team with TPL and program Release time to liaise with a co-ordinator of the program.

School priority 3 – Aboriginal Education

Outcome for 2014

• To engage Aboriginal students in the classroom to improve attendance;
• To narrow the gap between Aboriginal and Non-Aboriginal students’ performance in Reading, Writing & Numeracy;
• To provide programs and learning tasks to all children which value Aboriginal customs & culture.
2014 Targets to achieve this outcome include:

- AEO, Lynn Thomas being utilised by class teachers within the classroom supporting ATSI children
- Norta Norta funds providing SLSO time for individual identified children to receive additional support and assistance in specific areas
- Aboriginal parents, AEO, class teachers and students have had the opportunity to collaborate and have input into the formation of each PLP
- Effective assessment strategies are being utilised to monitor Aboriginal student progress and future direction.
- Whole school cultural awareness programs are being utilised and implemented providing all children and families positive exposure to Aboriginal culture and customs.
- Aboriginal families feel comfortable in approaching the school and participating in school events.
- Aboriginal Elders or respected members of the community providing talks or information to students imparting their valuable knowledge.
- The school celebrates significant events and recognises important structures within our systems highlighting our respect for the Aboriginal culture.
- Aboriginal children are formally recognised for their achievements and hard work to the school and wider community.
- Children will develop a sense of pride and be able to pass on important information relevant to their country to others sharing their valuable culture and customs.
- Improvement of Aboriginal families that are demonstrating attendance concerns & to raise the number of children currently under 85%

Strategies to achieve these targets include:

1. Review, discuss and modify where needed current practices and procedures in regards to the development and implementation of specific strategies to support all Aboriginal Students utilising the expertise of the AEO and identified service providers.

2. Utilise ‘Norta Norta’ & RAM funding to best supports identified Aboriginal students by purchasing SLSO time & resources to assist with identified children accessing the curriculum and closing the gap in regards to individual progress and stage outcomes.

3. Continue to develop, review, update and implement PLP for each Aboriginal student allowing collaboration and consultation with each stakeholder within this process.

4. Utilise effectively assessment tools such as NAPLAN Smart Data, to better provide accurate information for class teachers when developing programs or PLP’s, providing feedback to Aboriginal students and families & future direction programming.

5. Build upon existing partnerships within the parent / community groups of the school to facilitate discussion, information dissemination and decision making opportunities for Aboriginal families via regular meetings and school events.

6. Continue to utilise the skills, knowledge and expertise of local community members in teaching and learning programs and ensure Aboriginal perspectives continue to be incorporated within.

7. Celebrate and recognise cultural events such as NAIDOC week. Continue to maintain cultural sensitivity in school functions and assemblies by ‘Welcoming to Country’.

8. Continue to recognise Aboriginal student’s achievement within the school via newsletters, assemblies and events such as the Aboriginal Award Presentation.

9. Continue to provide ‘Durramah’ classes to Aboriginal students during the scripture time at the school to assist providing students with knowledge and understanding of their country so as children can be proud of whom they are.

10. Continue to implement a specific Aboriginal Attendance program which will be monitored and implemented by the AEO to assist Aboriginal families with attendance concerns to have their children regularly attend school (See Attendance plan also)
School priority 4 – Attendance

Outcome for 2014

- To improve upon attendance rates ensuring all children are regularly in class;
- To engage Aboriginal students in the classroom to improve attendance

2014 Targets to achieve this outcome include:

- A reduction of children at the school with less than 85% attendance
- Improvement of Aboriginal families that are demonstrating attendance concerns & to raise the number of children currently under 85%
- A stronger relationship between the school, AEO and identified families developed as a result of effective programs in place.
- Attendance is a major concern for teachers and families for children to demonstrate continuous improvement
- A reduction of students that have a high volume of unjustified absences
- An increase of children receiving awards and positive reinforcement for improved attendance
- An increase in teachers monitoring and highlighting any potential issues to the LST.

Strategies to achieve these targets include:

1. Revision of school Attendance Policy to ensure all mandatory requirements are being followed and that the school has a sound system structure to identify and assist with improving attendance;

2. Continue to implement a specific Aboriginal Attendance program which will be monitored and implemented by the AEO to assist Aboriginal families with attendance concerns to have their children regularly attend school (See Aboriginal Education plan also)

3. Continue to implement a whole school attendance program where children are recognised for continued attendance at school via acknowledgement through the newsletter.

4. Implement a strategy to identify and reduce the volume of unjustified absences within each stage group. Implement a competition each term for a reward for the class with the highest note return rate.

5. Provide a Principal Award for each child per semester that was demonstrated either perfect attendance and/or only 1-2 absences that are accompanied by a note with a valid explanation.

6. Teachers to regularly monitor their classes for attendance concerns and highlight any potential issues to their team leader and the LST.

School priority 5 – Australian Curriculum

Outcome for 2014

- Quality teaching will evident in all classroom teaching and learning programs and plans;
- Programs and future planning based upon rich assessment tasks;

2014 Targets to achieve this outcome include:

- Stage Meetings indicate and demonstrate professional discussions and best practice sharing is evident
- Teacher professional learning in the implementation of Literacy & Numeracy improving practice
- Quality tools such as Smart Data and Best Start being utilised effectively
- Staff are familiarising themselves with the Board of Studies requirements & National Curriculum and are aware of the content and their responsibilities.

Strategies to achieve these targets include:

1. Provide a ‘Curriculum Co-ordinator’ position in the school to assist with the implementation of the new Australian Curriculum, assessment strategies, teaching strategies and Teacher Professional Development requirements

2. Continue to implement procedures to ensure a K-6 approach that best delivers the curriculum and closely aligned assessment strategies and the school direction.

3. Implement and modify where needed strategies for individual teachers to differentiate the curriculum and best support children with specific needs with a focus upon implementing the new National Literacy Curriculum & Numeracy curriculums.

4. Provide time via stage meetings to allow teachers opportunities to utilise strategies such
as ‘Consistent Teacher Judgement’ (CTJ) and the review cross stage strategies and assessment expectations.

5. Utilise effectively assessment tools such as NAPLAN Smart Data, Best Start, SENA I & II, TENS, ES1 and school based assessment tasks to better provide accurate information for teachers when providing feedback and future programming for students.

6. Provide support for the smooth transition and the implementation of the Australian Curriculum by continually reviewing the DEC, ACARA and Board of Studies websites and providing needs based TPL for teachers. The ‘Curriculum Coordinator’ will provide ongoing support to all staff and conduct future updates via staff and stage meetings.

School priority 6 – Student Welfare

Outcome for 2014

- School policy will reflect a consistent practice K-6
- All policies & practices will aim to ensure all children are ‘Happy, Safe & Learning’ at Narooma PS.

2014 Targets to achieve this outcome include:
- All policies, procedures and practice are consistent K-6 with all stakeholders aware of their rights & responsibilities;
- Effective resources are utilised both human and physical to ensure that best practices are evident;
- All stakeholders have been consulted and have an understanding of the DEC and school’s vision.

Strategies to achieve these targets include:

1. Review current Student Welfare policies to ensure we are providing ‘best practice’ in the delivery of programs and resources. These policies include:
   - Anti – Bullying policy;
   - Anti – Racism policy;
   - Student Discipline policy;
   - Student reward scheme.

2. Purchase any identified resources to assist with the implementation of the above reviewed policies to ensure effective processes are evident.

3. In-service staff and communicate to community to results of the above review to ensure all stakeholders have a shared vision.

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. Paul Sweeney  Principal.
Mrs. Jaci Murphy  Assistant Principal.
Mrs. Robyn Giblett  Assistant Principal.
Mrs. Helen Stebbing  Assistant Principal.
Mrs. Anne Genders  School Admin Manager.
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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:

NAROOMA PUBLIC SCHOOL