Our school at a glance

Students

The students have continued to achieve excellent results in their academic, sporting and artistic endeavours. They are proud of their school and give their best efforts to learn and grow.

We have again benefited from the support of the Country Areas Program (CAP) both financially and through the excellent consultancy programs provided.

Students, parents, staff and community members work collaboratively to support the successes of our small school.

Significant programs and initiatives

Country Areas Program (CAP)

CAP funding supported four school programs contributing to school improvement in 2009.

A Teachers Aide was employed one day per week to assist in the implementation of individual literacy and numeracy learning programs. The aim of this program was to improve student learning outcomes in both literacy and numeracy.

Staff accessed training and support in the use of the interactive whiteboard. Funding supported training costs and teacher release.

The aim of this program was for staff and students to develop skills and knowledge in the use of new technologies and, in particular, school staff members to develop skills in applying new technologies to improve student outcomes. Students developed greater engagement in their learning through the incorporation of the interactive whiteboard in teaching pedagogy.

Students travelled to Griffith to participate in the annual Kids Rapt On Performance (KROP) festival. Students performed a mini production based on the John Williamson song 'The Baggy Green'. Funding supported travel, accommodation and costumes/props. Students developed skills and confidence in creative and performing arts.

John Joseph was employed to deliver Brain Workshops to staff, students and community members as part of a CAP Network Initiative. We all attended workshops to develop knowledge and skills in ‘Learning with the Brain in Mind’. One of the aims of this network initiative was for staff, students and community members to develop knowledge and skills, utilising the latest theories in brain research. Funding supported resources for the two days. Our school will extend upon this program in 2010 by purchasing resources from John Joseph and discussing ways we can incorporate brain learning theories into teaching pedagogy (funding will support resources and teacher release).

Performing in KROP at the Griffith Regional Theatre

Messages

Principal's message

I have really enjoyed my second year at Naradhan Public School. We have all enjoyed another busy, productive and fun school year, participating in some very interesting programs and initiatives. The students are an absolute delight to teach and show enthusiasm in all activities. Our school continues to thrive through the commitment and dedication of the staff, parents and community.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Simone Beresford

P&C and/or School Council message

This year has been a relatively quiet year for Naradhan P&C. We hosted the Small Schools athletics carnival in May. A big thank you goes out to all our community members and grandparents who helped us on the day, whether it was serving food, holding a tape measure or just for the support. Being a small P&C we couldn’t have done it without you all. So thank you.

The P&C donated gardening tools, gutter guards and a CD player to the school.

On behalf of the P&C we would like to wish Ann Boyes all the very best in her long service leave for semester one next year. The children will certainly miss their Mrs Boyes as will the parents.

Cathy Toohey P&C President
Student representatives’ message
This year has been a very exciting year for us. We have enjoyed many things like the Impact Leadership day in Albury. We also had fun at KROP in Griffith.

We have had the responsibility of organising morning fitness and being student leader of the week which requires us to do many jobs.

We also took pleasure in the respect and teamwork activities with Mrs O’Neill which included poetry, songs and art and craft. We have also had the chance to run events such as the Easter Hat Parade, the Remembrance Day ceremony and the Christmas Concert. This has helped us in our roles of being kind, looking after everyone, setting a good example and being sensible.

Meg Potter and Luke Daunt 2009

School context

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

Student enrolment profile

Management of non-attendance
Parents are asked to provide a note to explain why a child is absent from school.

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>K-6</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>K-6</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>K-6</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>K-6</td>
<td>5</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>K-6</td>
<td>6</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>K-6</td>
<td>K</td>
<td>3</td>
<td>14</td>
</tr>
</tbody>
</table>

Structure of classes
The multi-stage nature of the school with children in all classes K-6 ensures a broad and open learning environment.

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

Staff establishment
Naradhan Public School has a very experienced and dedicated staff. The school has a School Administration Manager, two School Administrative Officers and a General Assistant.
This year a temporary classroom teacher was employed two days a week to implement a CMIT program, computer technology program and our transition to Kindergarten program in term 4. The RFF teacher is employed one day per week to implement science and technology, HSIE and space and geometry programs.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Temporary Teacher</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>

At the current time, Naradhan Public School does not have an Indigenous staff member.

**Teacher qualifications**

All teaching staff meet 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>
</tbody>
</table>

**Financial summary**

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

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>121 126.06</td>
</tr>
<tr>
<td>Global funds</td>
<td>45 602.99</td>
</tr>
<tr>
<td>Tied funds</td>
<td>12 963.83</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>2 374.75</td>
</tr>
<tr>
<td>Interest</td>
<td>3 047.01</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1 133.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>186 248.14</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>10 002.75</td>
</tr>
<tr>
<td>Excursions</td>
<td>0.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>5 125.12</td>
</tr>
<tr>
<td>Library</td>
<td>656.89</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2 432.75</td>
</tr>
<tr>
<td>Tied funds</td>
<td>45 872.85</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>1 558.64</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>15 721.60</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>9 371.79</td>
</tr>
<tr>
<td>Maintenance</td>
<td>1 595.06</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1 133.50</td>
</tr>
<tr>
<td>Capital programs</td>
<td>28 441.65</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>121 912.60</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>64 335.54</strong></td>
</tr>
</tbody>
</table>

A full copy of the school's 2009 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2009**

The staff, parents and community members are committed to programs and activities that promote excellence in all Key Learning Areas.

**Achievements**

**Arts**

The school and its community continue to place a major emphasis on the creative and practical arts. Major achievements in 2009 have been:

- participation in the Blue Waters Art Show in Lake Cargelligo. Each student entered a small collection of their art into the show and some of our students received special awards. One student received first prize in the Kindergarten to Year 2 section while two other students received highly commended awards.
• participation in the Musica Viva program ‘Makukuhan’. This program introduced students to a range of Indonesian instruments, rhythms, language and stories.

• parents assisted the students in sewing activities to celebrate Fathers’ Day. Students learnt new skills on a sewing machine to make a picnic rug, napkins and a knife and fork holder.

• participation in KROP (Kids Rapt on Performance) at Griffith Regional Theatre. The students performed an item called ‘The Baggy Green’. This item was based on a well known Australian song written by John Williamson and Steve Waugh. This item focused on the elements of music and drama.

• participation of all students in a two-day marimba workshop with specialist music teacher, Mr John Hetherington. The students learnt how to play a range of songs and rhythms on the marimbas and read musical symbols. They also learnt about the structure of marimba music, playing bass, ostinato and melody sections of music.

Sport

Students participate with great enthusiasm in all physical activities.

We are keen representatives at local small school athletics, swimming, cross country, netball, AFL and soccer days.

We hosted the Small Schools Athletics Carnival this year. Students from a range of local schools including Euabalong West, Rankins Springs, Tallimba and Weethalle visited our school to compete in events. All students participated in most events and displayed excellent sportsmanship. Our school received the Small Schools Champion shield.

Two students received awards for their sporting achievements at inter-school carnivals for swimming, cross country and athletics. One of our students was nominated as Lake Cargelligo Swimmer of the Year for 2008.

Staff and students value and appreciate the expertise, help and support of parents in all sporting activities. Parents organised the Small Schools Athletics Carnival and Swimming Carnival this year and helped transport students to sporting events. This year a parent helped organise and run our school sport program. Students enjoyed learning new skills and participating in a range of sports including tennis, basketball, soccer, Kanga cricket, Frisbee and t-ball.

Our school also participated in the West Wyalong Gala Day, Lake Cargelligo Fun Run, Round Robin sports day and the School Swimming Scheme.

The student leaders displayed creativity and initiative in organising and implementing a morning fitness program during term 4.

All students take pride in competing and achieving their own personal best efforts.

Other

The Healthy Canteen program has continued this year with students choosing their menu for each week’s healthy canteen day. Students then worked in small groups to prepare food with a parent helper.

With the help of the school General Assistant the vegetable garden project was a big success. Students also maintained the school worm farm with the aim of producing fertiliser for the vegetable garden.

Academic

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.

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

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

Two students in Year 3 and two students in Year 5 sat for the National Assessment Program in 2009.

**Literacy – NAPLAN Year 3**

Results cannot be reported upon here as that may allow recognition of individual students.

**Numeracy – NAPLAN Year 3**

Results cannot be reported upon here as that may allow recognition of individual students.

**Literacy – NAPLAN Year 5**

Results cannot be reported upon here as that may allow recognition of individual students.

**Numeracy – NAPLAN Year 5**

Results cannot be reported upon here as that may allow recognition of individual students.

**Progress in literacy**

Students continue to display a range of strengths and weaknesses in all aspects of Literacy. All students are reading at appropriate levels for their age. Writing remains a skill focus for our teaching and this includes an emphasis on spelling, punctuation and grammar. Talking and Listening also remains a skill focus area and is linked to our school leadership target.

**Progress in numeracy**

The teaching staff at Naradhan continued to focus on number skills through the Count Me In Too program. Staff did a stock take of games early in the year. They then made new games and activities to complement the existing range to focus on number skills. One staff member also attended a CMIT Beginners Course to extend their professional knowledge in this program.

**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 cannot be reported upon here as that may allow recognition of individual students.

**Significant programs and initiatives**

**Aboriginal education**

We maintained the traditional links we have with schools at Lake Cargelligo to educate our students about Aboriginal history and culture, in particular NAIDOC Day and visiting performances including the Mirii Yulugi Star Dancers.

This year students from a range of local schools and community groups came together at Murrin Bridge to celebrate NAIDOC Day and the 60th anniversary of Murrin Bridge. Some of the activities included Indigenous games, painting totem poles, banner and flag painting, mural painting, boomerang painting and throwing. There was also a performance by some local Aboriginal dancers and the community recognised local community identities in the Hall of Fame.

The Mirii Yulugi Star Dancers performance educated students about the didgeridoo, dance, storytelling, artefacts, language and a demonstration of hunting weapons.

An Aboriginal perspective is evident in teaching and learning programs across Key Learning Areas to encourage in all children knowledge, understanding and appreciation of Aboriginal heritage and culture.

**Multicultural education**

Our school endeavours to promote understanding and tolerance in our society across all key learning areas. Teachers program lessons that teach cultures and customs of a variety of countries across the world.

Above all, students are encouraged to develop an appreciation and understanding of the many and diverse customs and beliefs of people from other cultures.

Some multicultural activities students and staff participated in include:

- Harmony Day celebrations
- Musica Viva program
- participation in a multicultural art and craft unit of work
- cooking various foods from other cultures as part of our Healthy Canteen program
- We attended Beckom Public School to participate in the Multi-Cultural Public
Speaking Competition. All the small schools involved hope to make this an annual event.

**Respect and responsibility**

Students at Naradhan are encouraged to display respect for other people and the ability to work, play and live with others.

In striving to achieve this, students participated in a number of community services including visits to the senior citizens of Lake Cargelligo to celebrate Seniors Week and Christmas.

Students and staff also represented the school at the local ANZAC day march and ceremony in Lake Cargelligo. Teaching staff planned and implemented a range of lessons to foster respect for peers, staff and our school. Students were also engaged in activities where they needed to display teamwork and cooperation to succeed.

**Progress on 2009 targets**

**Target 1**

*All students achieve sound achievement or better in all aspects of Writing and Talking and Listening assessments.*

Our achievements include:

- team teaching to focus on text structure, grammar and punctuation in writing activities;
- students using writing folders and plans to improve their own writing;
- stage two and three students participating in a small schools public speaking and competition.

**Target 2**

*All students meet or exceed the national average in Numeracy in NAPLAN 2009.*

Our achievements include:

- CMIT Sena testing to identify individual student learning needs in Number;
- implementing the CMIT maths program;
- team teaching to focus on Number and Working Mathematically activities.

**Target 3**

*All students actively participate in student leadership programs and activities.*

Our achievements include:

- Year 5 and 6 students attending the Impact Student Leadership Conference and participating in presentations, leadership games and group activities;
- students participating in a small schools public speaking competition;
- implementing peer learning strategies into teaching and learning programs such as buddy reading, peer editing and interschool activities.
- stage 3 students organising and implementing our Morning Fitness program.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of School Culture and Creative Arts.

**Educational and management practice**

**School Culture**

**Background**

The school chose School Culture as the area of investigation. In the survey aspects of School Culture were commented on by parents, staff and students.

**Findings and conclusions**

All students agreed that they are always proud of our school. Most students agreed that our school encourages everyone to learn and achieve their best.

All parents agreed that the school often praises and rewards individuals who are successful. All parents agreed that they are almost always proud of our school and that parents almost always support what is happening at our school. All parents agreed that our school encourages everyone to learn and all students to achieve their best.

Most staff agreed that school leaders have a positive influence on the school culture. They all reported that they were proud to be part of Naradhan Public School.

**Future directions**

The school really values parent and community involvement and will continue to involve these groups in all school activities in the future. Staff will continue to praise and reward students for effort as well as achievement and maintain high expectations of all students in order for students to achieve their full potential.
Curriculum
Creative Arts

Background
The school chose Creative Arts as the area of investigation. In the survey aspects of Creative Arts were commented on by parents, staff and students.

Findings and conclusions
Most students reported enjoying art, craft, music activities. Almost all students enjoyed participating in KROP and some students commented that KROP was their favourite activity in Creative Arts this year. Others commented that studying famous artists, playing musical instruments and performing plays were their favourite Creative Arts activities this year.

Almost all parents agreed that Creative Arts is an important subject for their children. Most parents commented that they would be interested in participating in Creative Arts programs at our school in the future. One parent commented that they thought our program is providing a well rounded view of Creative Arts for all students. Some parents offered to share their knowledge and expertise in the Arts with the students and participate in our programs. Some parents commented that they would like to see dance workshops added to our Creative Arts program.

Staff agreed that students are achieving syllabus outcomes in the Creative Arts strands and that they have adequate resources to teach this subject. Staff also stated that they regularly use a range of technologies in classroom activities.

Future directions
The school will continue to provide a range of interesting and stimulating programs to improve student learning outcomes in Creative Arts. Staff and parents have identified a need for more dance and gymnastic programs and activities to be added to our Creative Arts program.

Other evaluations
During 2009 we continued to review and update our OH&S procedures, evacuation and emergency processes. This remains an ongoing program to ensure student and staff safety is the top priority.

We also evaluated Technology across all Key Learning Areas. In the survey aspects of Technology were commented on by parents, staff and students.

Almost all students agreed that learning how to use technology is important to them and all students commented that they like learning new skills in technology.

When using the Interactive Whiteboard, students commented that they had learnt a range of new skills throughout the year. Some students commented that they still require help with movie making, recognising keys on the keyboard, typing and drawing shapes.

All parents agreed that technology is an important subject for children to learn and their children have adequate access to computers and other technology at school. Some parents were concerned that some blocked websites is a frustration to students when they are engaging in research activities.

Staff commented that they need to practise using the interactive whiteboard in order to improve their technology and software skills. They are also very keen to produce their very own lessons using the interactive whiteboard software.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Students commented that they really like to go to school each day and most students agreed that learning is fun and school is a place where they have a lot of fun.

Parents commented that our school uses technology well and keeps students up to date with technology. They also commented that staff recognise individual student strengths and weaknesses. One parent commented that more specialised training in athletics skills is needed leading up to carnivals.

When asked what the three best things about our school are, parents commented on great staff, happy students, students looking out for each other like a big family, one to one staff to student ratios at times, excellent technology and a lovely environment.

Both parents and staff thought that the school maintains a good balance between classroom learning and out of school excursions and performances.

Staff commented that more team teaching and the regular use of the interactive whiteboard would make the school a better place for students to learn.
Professional learning

Each year the school is provided with funds to allow teachers to extend their professional knowledge by participating in a variety of organised activities.

All staff at the school attended a wide range of workshops and training and development courses to maintain their professional standing.

Administration staff attended a variety of professional learning activities including ERN training, Oasis Library and SCIS Web training and a Small Schools Finance information sharing day.

Classroom teachers and teachers aides attended a Musica Viva training day, a CMIT Beginners Course, Interactive Whiteboard introduction & Notebook software version 10, Merit Selection training, a John Joseph Brain Day workshop for staff and Best Start training days.

The General Assistant attended a training day on Chainsaw Safety and Maintenance.

Staff also completed nationally accredited training for First Aid and CPR.

A regional consultant also provided training to the principal regarding the Country Areas Program.

School development 2009 – 2011

After discussing student achievement and areas for improvement with teaching staff, Literacy, Numeracy and student leadership continue to be areas that were agreed upon as still needing improvement. It was decided that we would continue with the targets set for this year.

Targets for 2010

Target 1

All students achieve sound achievement or better in all aspects of Writing and Talking and Listening assessments.

Strategies to achieve this target include:
• team teach to focus on text structure, grammar and punctuation in writing.
• major excursion is a stimulus for classroom writing programs and activities.
• Stage 2 and 3 students participate in a small schools public speaking competition.

Our success will be measured by:
• all students will achieve a sound achievement or better in Writing and Talking and Listening assessments.
• students will demonstrate confidence in Talking and Listening skills.

Target 2

All students meet or exceed the national average in Numeracy in NAPLAN 2010.

Strategies to achieve this target include:
• use CMIT Sena testing and Best Start assessment to identify individual student learning needs in Number.
• staff participate in professional learning in ‘questioning strategies’ to improve the intellectual quality of Numeracy lessons and teaching and learning programs.
• team teach to focus on Number and Working Mathematically activities.

Our success will be measured by:
• students will meet or exceed the national average in Numeracy in NAPLAN 2010.
• students will advance one level on the CMIT Learning Framework in number.

Target 3

All students actively participate in student leadership programs and activities.

Strategies to achieve this target include:
• students participate in a small schools public speaking competition.
• collaborate with neighbouring small schools to organise and implement a peer support program and leadership training days.

Our success will be measured by:
• school leaders gaining skills and abilities to be leaders.
• all students actively participating in leadership programs and activities.
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.

Ann Boyes  School Administration Manager
Sue Lesker   Classroom Teacher
Lorinda O'Neill Classroom Teacher
Simone Beresford Principal

School contact information

Naradhan Public School
Boree Street, Naradhan 2669
Ph: (02) 6896 9808
Fax: (02) 6896 9852
Email: naradhan-p.school@det.nsw.edu.au
Web: www.naradhan-p.schools.nsw.edu.au
School Code: 2701

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: