Naradhan Public School
Annual School Report
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.

Staff
All teaching staff meet the professional requirements for teaching in NSW public schools. One teacher is currently in the process of completing their accreditation with the Institute of Teachers NSW.

Significant programs and initiatives
CAP funding supported many school programs and excursions in 2011 which contributed to school improvement.

A SLSO (Student Learning Support Officer) was employed one day per week to assist in the implementation of individual literacy and numeracy programs. The aim of this program was to improve student learning outcomes in both literacy and numeracy.

Staff and students participated in Kids Rapt On Performing (KROP) this year and CAP funding supported travel and accommodation for the middle night of performances.

Student achievement in 2011

During 2011 we have had a large number of students, both as individual athletes and in team sports who have represented our school in many sports carnivals. Thank you to those students for representing your school with pride.

Our performing arts program is the envy of lots of other schools in the area. Thanks to the talents of all our students we have been able to participate in KROP, singing at the Lake Cargelligo hospital for Seniors’ Week and Christmas, and continued our work with the marimbas. Achievements like this just don’t happen – they need many practice hours, a wonderful volunteer, Kerrie Johnston, and dedicated staff co-ordinating the programs. We are lucky enough to have all of these people as part of our school, all supported by our amazing parents. Thank you to the team.

Academically our students have again performed well. Our students have performed exceptionally well in external competitions, such as the UNSW competitions and in the Mathletics World Maths competition. We had wonderful participation in the Small Schools Public Speaking day at Beckom and the Premier’s Reading Challenge. These competitions all go to show both the depth and breadth of the talents of our students.

Staff and students travelled to local schools and other locations to participate in a range of activities based on different curriculum areas. Funding supported travel to venues for students to participate in Fruit Salad Circus, Monkey Baa, Public Speaking practice and Stage 3 students to attend the Impact Leadership course.

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Messages

Principal’s message

I am proud of the work done by our students, teachers, administrative staff, support staff and parent volunteers.

The staff at Naradhan Public School are a wonderful, dedicated team. They constantly strive to make sure that they are providing the very best for every child in the school – second best just isn’t good enough for Naradhan teachers. I would like to thank them all for their support during the year, also for their commitment and hours of extra work that can only be described as above and beyond the call of duty.

To our wonderful students – thank you for all that you have done to help make Naradhan Public School such a great place to be. In particular to our school captains, Grace and Zoe, you have done a fantastic job as school leaders and I thank you for that.

Thank you to the members of our P&C, and all volunteers who helped in classrooms, helped with homework, drove students and cheered students on to achieve their best. We appreciate everyone who has given so generously of his or her time and energy. Without you our programs would not run; your contribution is very much appreciated. Throughout this year the following parents have supported our students once a week by volunteering their time and skills: Craig has been teaching the students and myself how to play chess, Dee comes in on Thursdays for Drama lessons, on Tuesdays we enjoy Kerrie coming in for music and singing, and the students thoroughly enjoy having Lynette in on Fridays for sport.

Could I also thank the Potter family, Lynette, John, Cherie, Meg and Zoe, as this will be their last year with us at Naradhan Public School, with Zoe moving into high school at Yanco for 2012. The Potter family have been such an integral part of our school community over many years and your support to staff, students, and the school as a whole, has been very much appreciated.

At Naradhan Public School we aspire to find the value to be taught in all situations, we celebrate success, we strive to work cooperatively in a group, we encourage our students to be more tolerant of others and we accept individual differences.

Naradhan Public School has a long history of offering quality education and I am proud to say that this tradition has continued in 2011 and I am delighted to have been part of it.

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.

Crystal McGuigan - Principal

P & C message

On behalf of the small but dedicated group of parents that are known as the Naradhan P&C I would like to say a special thank you to our Treasurer, Kerrie Johnston, and our Secretary, Dee Wilkes-Bowes, for their continued efforts through 2011.

Also to our 2011 principal, Crystal McGuigan, she is a delight to work with and the kids have really enjoyed her first year. Crystal is a bubbly, outgoing person, who has a real zest for teaching.

On to the business side of things, during 2011 the P&C has managed to do some fundraising:
*We catered for the Forestry field day at “Anderloose” in September.

*In November, the drinks fridge at the Grain Corp silos again was provided, and regularly stocked, by our volunteers. The support of local farmers, silo staff, contractors and truck drivers is very much appreciated.

* With another good season, and the constant stream of trucks during the last 6 weeks or more, the feed out-cart at the silos this year has been a great fundraiser for us. The feed out-cart has been emptied several times into our account. Thank you, to Darren and his staff for doing that whenever it was required.

We have spent funds during 2011:

* Purchasing cameras for the students to use at school and at school events.

* We also purchased 4 Lower Lachlan Primary Small Schools Association T-Shirts for students who may need them to wear at representative level sporting events.

* We also pay for the student injury insurance each year, for each student.

* Graduation gifts presented to Grace and Zoe, who both will be attending Yanco Agricultural high school next year. Other gifts, presented at presentation night, were donated by the P&C.

During the year we have provided lunches and afternoon teas for various school functions, which are always enjoyed by the students, staff and some friendly locals who just keep turning up.

Thank you to the local businesses who support our newsletter each week.

And finally, on behalf of the Naradhan P&C, I would just like to take this opportunity to thank everyone for their support this year.

Judy Daunt - President

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**Student representatives’ message**

Being student leaders at Naradhan Public School has been an awesome experience for us. The duties we had to perform were very exciting and so much fun.

As student leaders we have been able to represent the school wherever we go. We are so glad that we have been successful leaders. We feel very honoured and privileged to have filled this role and it has been an experience we will never forget.

We leave the school with fond memories and the knowledge that we have been given the best start to life that any school can give.

Grace Daunt and Zoe Potter – Student Leaders.

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**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.

The school’s enrolment was 12 this year, 5 boys and 7 girls. We had 2 temporary students enrol for Term 4 and 2 Kindergarten transition students attend the school one day a week from mid Term 2 until mid Term 4.

**Student enrolment profile**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Female</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>9</td>
<td>7</td>
</tr>
</tbody>
</table>
Management of non-attendance

Parents are asked to provide a note to explain why a child is absent from school. If a note is not forthcoming we send a letter home requesting parents explain the absence. If no explanation is then provided the absence is recorded as unexplained.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<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>K</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>K-6</td>
<td>2</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>K-6</td>
<td>3</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>K-6</td>
<td>4</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>K-6</td>
<td>5</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>K-6</td>
<td>6</td>
<td>2</td>
<td>12</td>
</tr>
</tbody>
</table>

Structure of classes

The multi-stage nature of the school, with children in all Years K-6 being in one classroom, 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.

Naradhan Public School has an experienced and dedicated staff. The school has a School Administrative Manager (SAM) and a School Administrative Officer (SAO). The SAM position was advertised this year due to the previous SAM retiring, and Lynn Ward was the successful applicant.

This year a temporary classroom teacher was employed one day a week to team-teach and provide infants and primary split activities.

The release from face to face (RFF) teacher is employed one day per week to implement Science and Technology, Human Society and Its Environment, and space and geometry teaching and learning programs.

Our general assistant resigned during Term 3, due to family commitments, and a new general assistant was successful in gaining the permanent position one day a week during Term 4.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>0.2</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>2.4</td>
</tr>
</tbody>
</table>
The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There are no Indigenous staff employed at the school.

**Staff retention**

A new Principal, Crystal McGuigan, commenced duty this year.

There was continuity among temporary staff with Ms Sue Lesker and Mrs Lorinda O’Neill continuing to fill the temporary teaching positions. Mrs Tracy Johnston relieved for Mrs Lorinda O’Neill for Term 1 whilst she was still on maternity leave.

We enjoyed the interests and skills casual teachers brought to our school and would like to acknowledge them as valuable members of our staff.

As mentioned above, the general assistant position was advertised during Term 4 and Ms Annie Savage has been working permanently in the position one day a week.

**Teacher qualifications**

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

We currently have one staff member who is working towards achieving accreditation with the NSW Institute of Teachers.

<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>Date of financial summary: 30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
</tr>
<tr>
<td>Balance brought forward</td>
</tr>
<tr>
<td>Global funds</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>School &amp; community sources</td>
</tr>
<tr>
<td>Interest</td>
</tr>
<tr>
<td>Trust receipts</td>
</tr>
<tr>
<td>Canteen</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
</tr>
</tbody>
</table>

| **Expenditure**                       |
| Teaching & learning                  |
| Key learning areas                   | 13934.70  |
| Excursions                           | 1296.30   |
| Extracurricular dissections           | 2349.09   |
| Library                              | 1002.53   |
| Training & development               | 2180.31   |
| Tied funds                           | 22129.08  |
| Casual relief teachers               | 407.09    |
| Administration & office              | 15967.03  |
| School-operated canteen              | 0.00      |
| Utilities                            | 9878.22   |
| Maintenance                          | 8201.82   |
| Trust accounts                       | 824.45    |
| Capital programs                     | 0.00      |
| **Total expenditure**                | 78170.62  |
| **Balance carried forward**          | 70622.14  |

A full copy of the school’s 2011 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 2011**

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 Creative and Practical Arts.

- Participation in the Blue Waters Art Show and Lake Cargelligo Show. Each student entered a small collection of their art into the shows and some of our students received special awards, including our school display gaining first place in the Lake Cargelligo Show.
• Participation in Kids Rapt On Performing (KROP). We sang and performed to “Goodbye Blinky Bill”, providing enjoyment and satisfaction for both us and the audience.

• Participation in the Musica Viva program “The World According to James”. The World According to James was an opportunity to introduce the students to the real world of jazz and great jazz musicians, where improvisation, composition and syncopation are the key to making music.

Sport
Students participate with great enthusiasm in all physical activities.

• Staff and students value and appreciate the expertise, help and support of parents in all sporting activities. 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 volleyball, hockey, soccer, and athletics - where we had a specialist teacher work with students for the day to improve their skills and help them to understand technique and rules.

• We are keen representatives at local small school athletics, swimming, cross country/fun run days, as well as Lower Lachlan Primary Schools Sports Association (LLPSSA) carnivals.

• This year we were awarded the Small Schools swimming carnival trophy and LLPSSA Swimming Carnival handicap trophy.

• The school also participated in the cross country/fun run with Lake Cargelligo Central School, Rankin’s Springs Round Robin sports day and the school swimming scheme.

• The student leaders displayed creativity and initiative in organising and implementing a morning fitness program.

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

Other
• The Healthy Canteen program has continued, with students working in small groups to prepare a variety of meals and desserts with a parent helper. This year we asked the parent helpers to nominate their own menu items. We continue to encourage students to taste a wide variety of foods with which they were unfamiliar.

• In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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

**Literacy – NAPLAN Year 3**
Due to small cohorts, student achievement in Year 3 literacy cannot be included.

**Numeracy – NAPLAN Year 3**
Due to small cohorts, student achievement in Year 3 numeracy cannot be included.

**Literacy – NAPLAN Year 5**
Due to small cohorts, student achievement in Year 5 literacy cannot be included.

**Numeracy – NAPLAN Year 5**
Due to small cohorts, student achievement in Year 5 numeracy cannot be included.

**Progress in literacy**
Students continue to display a range of strengths and weaknesses in all aspects of literacy. Most students are reading at appropriate levels for their age. Comprehension is a skill focus area we will concentrate on for the next 3 year school plan.

**Progress in numeracy**
The teaching staff at Naradhan Public School focus on number skills through the Count Me In Too (CMIT) program. In the next 3 year school plan students will be required to develop their ‘working mathematically’ and ‘problem solving’ techniques and skills.

**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.

Due to small cohorts, this information cannot be included.

**Significant programs and initiatives**
Our school continues to provide programs that educate all students about Aboriginal history, culture and contemporary Aboriginal and multicultural Australia.

**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.

We travelled to Lake Cargelligo Sport and Recreation ground with students from local schools to celebrate NAIDOC week during Term 2. Students were engaged in a range of activities including; Indigenous games, mural painting, basket weaving, art display and guess the face, making Johnny cakes, jewellery making and Aboriginal dance.

Our students also coloured in pictures for a colouring-in competition based on this year’s theme “Change: the next step is ours”.

We also celebrated National Reconciliation Week and National Sorry Day with a range of classroom activities.

An Aboriginal perspective is evident in teaching and learning programs across all Key Learning Areas to promote in all students 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.

Students and staff participated in a range of multicultural activities.

- Harmony Day celebrations.
- Participation in multicultural art and craft activities.
- Participation in a public speaking competition at Beckom Public School, which included multicultural topics.
- Cooking various foods from other cultures as part of our Healthy Canteen program.

**Other programs**

**Public Speaking Competition**

Students and Staff travelled to Beckom Public School to participate in a Public Speaking day. During this day students participated in debates and individual public speaking presentations.

**P6 Principals Network**

The staff continued to work with like schools in the Riverina North West P6 Principals Network. As part of this network staff participated in professional development, supported staff in other schools and worked together to develop lessons, activities and units of work across a wide range of Key Learning Areas.

**Progress on 2011 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 grammar, spelling and punctuation in writing activities
- access the online PEG spelling program to complement work in the classroom
- students in Stage 2 and 3 participated in small schools public speaking competition
- structured news topics for students in Stage 2 and 3
- ‘writing in ten’ lessons where students were asked to write about a particular topic for ten minutes
- organising home readers for students to take home correct levelled texts
- analysing SMART data to focus on areas where students are achieving well and areas for future focus
- participation in KROP, where students practised and were recorded singing the song
- ‘buddy reading’ and ‘drop everything and read’ (DEAR), to allow all students the opportunity to be read to and to read alone
- attendance at an author visit at Tullibigeal Central School where an author discussed the process they go through to write a book
Target 2
All students meet or exceed the national average in Numeracy in NAPLAN 2011.

Our achievements include:

- Count Me In Too (CMIT) SENA testing and Best Start assessment to identify individual student learning needs in number
- continue to implement the CMIT maths program
- team teaching which focused on number and working mathematically outcomes
- creating a poster explaining Newman’s prompts and encouraging students to use the prompts when problem solving
- using the numeracy continuum to track students
- analysing SMART data to focus on areas where students are achieving well and areas for future focus
- staff regularly accessing SchoolBiz for information, updates and professional learning opportunities
- participation and training in the intensive maths program
- subscription to Mathletics, an online maths program where students work through questions relating to a variety of mathematics problems

Target 3
All students actively participate in student leadership programs and activities.

Our achievements include:

- all students making suggestions to the students’ representative council (SRC) and the student leaders discussing the suggestions with a teacher
- the use of the Better Buddies program where students were encouraged to use their leadership skills to discuss scenarios and complete tasks with other students
- students making ANZAC biscuits to sell at the silos during harvest to raise money to sponsor students in disadvantaged areas
- student leaders organising and running morning fitness 4 mornings a week
- student leaders running assemblies such as the ANZAC Day assembly, Easter Hat parade and presentation night
- awards being presented by student leaders for playing safely in the playground and participation in fitness

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 2011 our school carried out evaluations of Learning, HSIE and staff professional development.

Educational and management practice
Learning

Background
The school chose learning as the area of investigation.

Findings and conclusions
Students, parents and teachers were asked a variety of questions in relation to learning at the school. The questions and findings are as follows:
Student survey

1. My classroom is an interesting place to learn.
2. My teachers talk to my parents about my learning.
3. Our school has good equipment that helps me to learn.
4. People other than my teacher help me to learn.
5. The school expects me to do my best.
6. I try to do my best and take pride in my learning.
7. In class, there is a balance between working on my own and working with other students.
8. I try to do things in my classroom that are new and different.
9. Samples of my work over time help me see how I have improved.
10. My teachers find new ways to help me understand.
11. My teachers share ideas about teaching and learning with other teachers.

Parent survey

1. My child’s classroom is an interesting place to learn.
2. Teachers talk to me about my child’s learning.
3. My child has access to good equipment that helps him/her to learn.
4. People other than my child’s teacher help him/her to learn.
5. The school expects students to achieve to the best of their ability.
6. Students at the school demonstrate pride in their learning.
7. In class, my child’s teachers provide a balance of independent and group learning activities.
8. My child tries to do things in the classroom that are new and different.
9. My child looks at samples of his/her work over time to see how he/she has improved.
10. Teachers at the school are continually upgrading their skills.
11. Teachers share ideas about teaching and learning with other teachers.

Teacher survey

1. I provide learning opportunities within a stimulating and secure environment.
2. The school supports communication about student learning between home and school.
3. I use a wide range of appropriate resources to assist students with their learning.
4. My students have access to guidance from people other than myself to assist in their learning.
5. The school community has high expectations of students.
6. My students take responsibility for their learning.
7. I provide a balance of independent and group learning activities.
8. My students try to do things that are new and different.
10. My teaching practice is supported by critical reflection and an understanding of effective practice and current research.
11. I continually upgrade my skills through professional training and development.
12. I share ideas and experiences with colleagues to improve teaching practice.

Future directions
According to responses the areas for focus in the future include:

- using other support staff more in lessons and activities, utilising their own areas of expertise and interest
- explicitly setting clear, high expectations
- providing more varied tasks and activities
- teachers taking up more opportunities to contact parents in relation to their child’s learning
- teachers encouraging self-reflection in students and also in themselves

Curriculum
Personal Development/Health/Physical Education (PD/H/PE)

Background
The school chose PD/H/PE as the area of investigation.

Findings and conclusions
Students, parents and teachers were asked a variety of questions in relation to PD/H/PE at the school. The questions and findings are as follows:

- Student survey
  1. It is important to be active and play sport.
  2. I think I am fit and active.
  3. I can co-operate and play well in a team with other students in sport.
  5. My class has P.E. on a regular basis.
  6. I enjoy participating in dance lessons.

- Teacher survey - Learning

- Parent survey
  1. My own level of involvement in physical activities for fitness is regular (once a week or more often).
  2. My child’s level of involvement in physical activities for fitness outside of school is regular (once a week or more often).
  3. I would like to see an increase in the level of physical activity for my child at school.
  4. I would like to see an increase in the level of physical activity for my child out of school.
  5. Personal Development e.g. child protection, relationships, growth and development, is an important part of my child’s education.
  6. Health e.g. drug education, lead awareness, nutrition, is an important part of my child’s education.
  7. Physical education e.g. fitness, skill development, games, sport, dance, is an important part of my child’s education.
  8. I am provided with useful reports (written, interview) about my child’s progress in PDHPE.
  9. I am confident in providing support to my child in the areas of child protection, lead awareness and drug education.
  10. I see a need for parent information sessions in increasing knowledge in content of the PDHPE syllabus.
  11. I would attend evening information sessions about PDHPE.
Teacher survey
1. My own level of involvement in physical activities for fitness is regular (once a week or more often).
2. I would rate our community’s recognition to sport/PE as a strong part of their culture.
3. I would rate our school’s recognition to sport/PE as a strong part of their culture.
4. I would rate my recognition to sport/PE as a strong part of my beliefs.
5. I would attend umpiring/coaching/skills development in school time.
6. I would attend umpiring/coaching/skills development in out of school time.
7. I have attended umpiring/coaching/skills development in school time.
8. I have attended umpiring/coaching/skills development in out of school time.
10. I coach/umpire school teams in school lunch time.
11. I coach/umpire school teams before/after school.
12. I prefer individual to team activities for myself.
13. I prefer individual to team activities for students.

Future directions
According to responses the areas for focus in the future include:
- making dance lessons more interesting for all students
- the possibility of seeking more external sports professionals to work with the students
- hosting a parent session in relation to PD/H/PE

Other evaluations
During 2011 we continued to review and update our WH&S procedures, evacuation and emergency processes. This remains an ongoing program to ensure student and staff safety is the top priority.

We also requested some feedback from parents in relation to staff professional learning.
Positive comments were as follows:
- Teachers and staff regularly update their training and related skills
- Professional learning means teachers are well trained at implementing new programs
- Professional development means teachers are kept up-to-date
- There is a good back-up of casual staff to cover when teachers attend professional development
- Teachers are kept well-informed
- Keeping classroom disruption to a minimum by having staff attend professional learning courses after schools and on weekends
- Keeping up to date on new initiatives and teaching styles to accommodate all students – not all students learn the same way
- Having an extremely transparent leader (Principal) ensuring parents are informed of which staff are attending which courses and their proposed benefits – keep up the great work!

Reflective comments were as follows:
- Professional development can lead to teachers being away from the classroom
- Too much time spent out of the classroom
- Too many insignificant courses. 1. Why do teachers need to be trained in every little thing? 2. Broad ranging qualifications
- Too many new programs
- Time spent away on courses
- Far too much time spent away from the classroom to attend professional development courses that do not help locally
- Continue to lobby for videoconferencing technology to help overcome isolation issues for students, as well as staff
- Need to only attend courses that will make a difference on the ground (e.g. the classroom and individual students). Occasionally there seems to be ones that are irrelevant to our situation

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

All students were asked to rate the following statements as either; agree, mostly agree, mostly disagree or disagree.

**My school is a place where...**
1. I really like to go each day.
2. My teacher is fair to me.
3. I learn to get along with other people.
4. I am a success as a student.
5. I feel unhappy.
6. Other students accept me as I am.
7. I know how to cope with the work.
8. I like to be.
9. the work is a good preparation for my future.
10. I like to do extra work.
11. I feel happy.
12. the things I learn are important to me.
13. learning is fun.
15. things I learn will help me in secondary school.
16. I am good at school work.
17. I feel proud to be a student.
18. I feel worried.

![Student School Life](chart)

Students reported that the best thing about the school was having friends, fun activities and being able to do things like sport and band.

They reported that they would like more equipment (including a pool) and more time for sport.

Parents were asked to respond to the following statements using a 5 point rating scale.

1. NPS is an attractive and well-resourced school e.g. classroom, library and grounds.
2. The school is connected to its community and welcomes parental involvement.
3. Parents are encouraged to contact the school to discuss concerns relating to their child.
4. The school is a friendly school that is tolerant and accepting of all students.
5. The students are the school’s main concern.
6. The school has supportive welfare programs.
7. The school offers challenging programs for its students.
8. The school maintains a focus on literacy and numeracy.
9. The school teaches and promotes core values.
10. NPS has competent teachers who set high standards of achievement.
11. A wide range of extracurricular programs e.g. sport, music, drama, speaking are offered.
12. There is good student access to computers and strong technology programs and resources.
13. The school promotes a healthy lifestyle.
14. Fair discipline exists within the school.
15. The school promotes its uniform policy.
16. The school newsletter keeps me well informed.

Parents reported that the best things about the school were:
- well resourced
- well balanced (key learning areas and extracurricular activities)
- good quality teaching
- NPS offers a well-rounded education, not specialising in any one aspect
- very well resourced in all areas (e.g. classroom, library, sports equipment)
- safe and trustworthy environment
- the staff are great and the kids enjoy each day
- the small family size group is very beneficial in many ways, both educational and social
- the resources available to each student is just fantastic

Parents suggested that the school should provide additional focus on:
- having a connected classroom
- exploring the possibility of running a transition class for the complete school year
- keep teaching Principal’s disruption to an absolute minimum
- reducing the hierarchy of students (top dog syndrome)
- improving the language between peers

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014

Literacy

2012 Targets to achieve this outcome include:

LITERACY

- All students achieving at or beyond; Cluster 4 on the Best Start continuum by the end of Kindergarten; Cluster 6 by the end of Year 1; and Cluster 8 by the end of Year 2, in phonics, phonemic awareness and reading comprehension
• Increase students’ spelling accuracy in written texts, measured by work samples and rubrics

• All Years 3 and 5 students achieve at or above the regional achievement level in the spelling component of the NAPLAN assessment

• All Year 5 students achieving greater than, or equal to, expected growth in NAPLAN spelling and reading

• Increase Years 3-6 students’ level of reading comprehension so that their stanines match or better normative data for their Year level, measured by TORCH testing

• Explicit team reflection, programming, planning and teaching of the literacy policy, scope and sequences and units, so that the school has working documents which explicitly reinforce the teaching of spelling and comprehension

Strategies to achieve these targets include:

• Engage literacy consultant to assist in developing a 3-6 spelling strategy within P6 network group

• Analyse Best Start data and use it inform teaching and learning programs and individual learning plans for spelling and reading

• Benchmark student achievement in spelling against internal and external assessment data

• Provide quality feedback from teachers to students to improve spelling accuracy and fluency

• Use whole school assessment and NAPLAN data item analysis to identify areas of need for students in spelling and reading comprehension

• Provide teacher professional learning opportunities to enhance student outcomes in identified areas (Teaching and Learning forums)

• Provide further support to all students in spelling and reading comprehension and implement individual learning plans (ILPs) through the employment of a SLSO

• Analyse monitor, track and support ‘at risk’ students in literacy, as identified by NAPLAN (National Assessment Program, Literacy and Numeracy), and other standardised tests

• Conduct spelling bees via videoconferencing (VC) amongst P6 network

• Years 3 to 6 students to participate in University of New South Wales (UNSW) testing includes the spelling assessment

• Benchmark student achievement in reading comprehension against TORCH normative data

• Conduct guided reading sessions K-6 are conducted with a focus on comprehension skills and strategies

• Participate in staff development days with P6 network schools with a focus on spelling and reading comprehension

• Review and rewrite spelling policy

• Use the P6 Moodle to share spelling and comprehension resources and strategies

• Provide spelling notes and tips section in the school newsletter

• Purchase new spelling work books which have sight word focus areas, as well as personal words

• Purchase new comprehension work books which develops students’ ability to answer literal and inferential questions

• Purchase Reading Boxes to develop comprehension skills

School priority 2
Outcome for 2012–2014

Numeracy

2012 Targets to achieve this outcome include:

• In early arithmetical strategies all students will be at the perceptual level by the end of Kindergarten, the figurative level by the end
of Year 1 and counting on and back by the end of Year 2, measured using SENA testing

- All Years 3 and 5 students achieve at or above the regional achievement level in number and patterns and algebra in NAPLAN assessment
- All Year 5 students achieving greater than, or equal, to expected growth in NAPLAN assessment for number and patterns and algebra
- Students demonstrate deep knowledge and understanding of working mathematically in rich, open-ended assessment tasks
- Explicit team reflection, programming, planning and teaching of the numeracy policy, scope and sequences and units, so that the school has working documents which explicitly reinforce the teaching of number sense and working mathematically

**Strategies to achieve these targets include:**

- Engage mathematics consultant to discuss strategies and planning for explicit maths program
- Create individual learning plans (ILPs) for all students focused on skills they need to develop in maths
- Have staff participate in professional development with SDO (School Development Officer) in the use of the SMART2 package
- Provide numeracy notes and tips section in the school newsletter
- Analyse trend data from Basic Skills Test (BST) and NAPLAN, identifying ongoing areas for improvement
- Provide staff professional learning in the explicit understanding and implementation of the Learning Framework in Number (CMIT) via regional Mathematics consultative support
- Analyse Best Start data and use this to inform teaching and learning programs and individual learning plans (ILPs)
- Benchmark student achievement in number against internal and external assessment data
- Compare student achievement each Semester using the diagnostic tools used for initial benchmarking in 2012
- Provide further support to all students in numeracy and implement individual learning plans (ILPs) through the employment of a School Learning Support Officer (SLSO)
- Analyse, monitor, track and support ‘at risk’ students in numeracy, as identified by NAPLAN assessment
- Participate in staff development days with P6 network schools with a focus on number and working mathematically
- Use whole school assessment and NAPLAN data item analysis to identify areas of need for students in whole number and working mathematically
- Provide teacher professional learning opportunities to enhance student outcomes in identified areas (Teaching and Learning forums)
- Involve the Year 3 to 6 students in UNSW testing includes the mathematics assessment
- Review and rewrite mathematics policy
- Use the P6 moodle to share mathematics resources and strategies
- Purchase New Wave Mentals work books
- Purchase Maths Plus (composite edition) work books

**School priority 3**

**Outcome for 2012–2014**

**Creative and Practical Arts**

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

- All students develop skills in relation to performances in drama
- All students develop skills in being able to read and interpret music, as well as confidently play a musical instrument
Explicit team reflection, programming, planning and teaching of Creative and Practical Arts policy, scope and sequences and units, so that the school has working documents which explicitly reinforce the teaching of drama and music.

Strategies to achieve these targets include:

- Employ a teacher who specialises in music half a day a week
- Review and rewrite Creative and Practical Arts policy
- Perform at Kids Rapt On Performing (KROP) and the Oliver Townsend concert
- Griffith Regional Association of the Performing Arts (GRAPA) to host drama workshops for students
- Have John Hetherington visit the school and teach the students a piece to play on the marimbas
- Implement of the Musica Viva teachers’ package to students during music lessons to develop an understanding of each year’s focus
- Attend Musica Viva performance at either Ungarie Central School or Lake Cargelligo Central School, depending on dates and times
- Participate in Eisteddfods
- Present explicit drama lessons once a week that include movement, improvisation, mime and speech
- Purchase resources for the teaching of drama and music
- Students participate in speeches and debates against other students from P6 schools
- Have an adjudicator discuss strategies for a great presentation
- Attend a Sydney Symphony event or open rehearsal
- Increase access to creative and performing arts focussing on film for isolated students through; face to face film workshops for teachers, 2 day student film workshop for select students, a group visit to a major event to increase student awareness of what is possible, creation of a film product in school, sharing and showcasing using collaborative technologies such as video conferences and a community based film night

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.

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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: