School context statement

Naradhan Public School is a small school of ten students, located 100km from Griffith. The school draws students from the rural, farming community that it services. There is a strong partnership between the school and its active P&C. Enrolments are currently steady and are likely to maintain this number in the years ahead as there are younger children in the area. Naradhan Public school operates in close collaboration with other schools in the local area to provide students with additional learning experiences and opportunities. Students are well catered for with a low student teacher ratio and individual learning programs tailored to meet their needs and thinking habits.

The live life well program, which was organised by Meredith Ervin, involved the purchase of pushbikes for the school and organisation of healthy eating programs, including the students learning some cooking skills.

In Term 2 and 3 SRC as established, which successfully ran a cupcake stall, raising money for RSPCA as well as healthy cooking once a week.

Our students represented the school in many areas, including the Relay team, going to Sydney to compete, public speaking and P6 spelling bee.

Our end of year concert was a fantastic display of the singing and drama skills students learnt with Kerrie Johnston and Meredith Ervin, throughout the year. Students also performed for the CWA in a presentation day as well as the Oliver Townsend Concert in Lake Cargelligo.

Many thanks to Lynn Ward for helping me settle in, and always ensuring the students have the support required in all areas.

Thank you to our P&C and wider community that have supported the school and students in all endeavours.

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

Principal’s report

2014 has been a busy one for our school. There was a change in Principal, with the previous principal Crystal McGuigan leaving; Tracy Johnston stepped into to the role as relieving principal for Term 1 and 2. I began in Term 3.

Thank you Tracy for taking on such a daunting role, for all the time you have dedicated to the students and community, whilst sacrificing many precious moments with your own family, for the benefit of our school family.

Our students participated in many activities, including the major excursion to Borambola Recreation Centre, where they enjoyed many outdoor physical activities.
Naradhan P&C Presidents report

The Naradhan P&C are a small but active group who each do their bit each year to help out with school activities and requirements for students.
A special thank you to our Treasurer, Mary Smith and our Secretary Dee Wilkes Bowes for their continued efforts throughout 2014.
We have had a busy year and have managed to do quite a lot of fund raising:
* the Morewell clearing sale for Tom and Ian Templeton
* Naradhan 85th year celebrations
* The Lake Cargelligo show society again asked us to cater for the afternoon Tea on show day.
* Also the CSU Clay art Workshop grant, which was enjoyed by all the students.
* Donations for the students I pads.
* subsidised the relay team that competed in Sydney for State Athletics.
* In November, the drinks fridge at the Grain corp silos at both Naradhan and Kikoira was provided and regularly stocked by our volunteers. The support of local farmers, silo staff, contractors and truck drivers is very much appreciated at these sites.
* In early December we also sold Naradhan souvenirs to the passengers on the “last passenger train to Naradhan”

We have spent funds during 2014:-
* Purchasing a pressure washer for the school to make it easier to clean the exterior of the school.
* a farewell gift for Crystal McGuigan in appreciation for her 3 years at Naradhan in the position as principal
* Subsidised this year’s school excursion to Borambola.
* Tea towel art design, which are here for sale tonight if you have not already purchased one.
* We also pay for the student injury Insurance each year, for each student.
Thank you to the local businesses that support our newsletter each week.
Also to our recently appointed principal, Lee-Ann Thomson, thank you for your efforts in the final part of the year and those who are not leaving to go to high school, will be looking forward to 2015.
Finally on behalf of the Naradhan P&C I would just like to take this opportunity to wish everyone a Wonderful Christmas and a very safe and happy New Year.

SRC report

We have had another busy year this year with many experiences through a wide range of activities. In Term 1 we had sports activities including T20 cricket, Trent Barratt shield and the athletics carnival at Rankins Springs. We also participated in clean up Australia day, had an Easter hat parade and learnt how to play the Tyke-o drums.

In Term 2 we enjoyed BBQ sausages and rissoles for fundraising. We were very active that term as well with cross country and fun run, Mortimer Shield and jump rope for heart day. We learnt about Aboriginal involvement in the ANZACs at NAIDOC day and had fun with crazy hair.

Term 3 we had out fantastic excursion to Borambola where we participated in archery, orienteering, rock climbing and, well there just was too much fun to list here now. We had some creative art focused events with Musica Viva, CWA Botswana performance and Oliver Townsend Concert, where we performed the cup song. Our activities continued with PSSA athletics carnival, where we won the Austin Relay and Adelaide, Jack, Jason and I made it all the way through to State. We went to healthy Harold and had NRL visits. Oh and we also planted some trees to help our environment.

Term 4 was busy with visitors, even those with four legs! We wore our loud shirts and had our pets come for pet day, which was a very funny day! We also had the pleasure of Meredith’s friend Ros coming with her guide dog Loree and we learnt all about guide dogs. The visitors continued with Katrina Hoskinson teaching us about parliament, international students from rotary telling us about France and Belgium, Mrs Forrest came to practice teaching and Kath Powderly doing a clay day with us, which was mega fun! We had a dress up day with Book fair, and Ms T wore all her pots and pans to be saucepan man from magic far away tree, oh she was so noisy! Mrs Ward wore her knickers on her head!

It certainly was a busy year! We also managed to raise money as and newly established SRC. We are purchasing basketball nets and some toys for the sandpit for our new students to enjoy.
Thank you to all our teachers and supportive school staff for a wonderful year. Thank you to our parents for supporting us and thank you to our friends for wonderful memories of our last year of primary school.

Jason, Imogen, Kane

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

We had transition in term 4, which saw 3 kindergarten students attend school for one day a term.

Student Enrolment

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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Student Attendance

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<tr>
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<td>86.0</td>
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<td>96.4</td>
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<td>96.3</td>
<td>95.2</td>
<td>97.7</td>
</tr>
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<td>93.1</td>
<td>95.8</td>
<td>90.8</td>
</tr>
<tr>
<td>Total</td>
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<td>92.7</td>
<td>94.0</td>
<td>94.9</td>
<td>95.6</td>
<td>93.8</td>
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State DEC

<table>
<thead>
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<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
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<td>94.7</td>
<td>94.3</td>
<td>95.0</td>
<td>95.2</td>
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<td>94.3</td>
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<tr>
<td>5</td>
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<td>94.8</td>
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<tr>
<td>Total</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
</tbody>
</table>
Workforce 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).

This year a temporary classroom teacher was employed to team-teach and provide infants and primary split lessons, primarily in the Key Learning Areas of Science and HSIE.

We have used school funds and ESES (Every Student, Every School) staffing to employ another teacher one day a week. Half of these days are allocated to the Learning Assistance Support Teacher (LAST) who works with small groups on targeted focus areas and skill development. For the other half of these days this teacher teaches music and Stage 2/Stage 3 Personal Development and Health.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>0.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2.8</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In Term 3 Ms Lee-Ann Thomson commenced as our teaching principal. She is the only staff that identifies as Aboriginal.

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>
<tr>
<td>Postgraduate</td>
<td>33</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Staff undertook a wide range of professional learning throughout the year, focusing on improving teaching and learning to achieve targets on the school plan. The professional learning activities teachers were involved in this year includes:

- Focus on Reading Phase 2
- Best Start
- New NSW Syllabus document online Adobe Connect training
- Principal network meetings
- Mandatory e-learning modules
- Business Intelligence
- Strategic Financial Management

These training programs enabled teachers to effectively implement programs across the school aimed at achieving school plan targets in the areas of Literacy and Numeracy.

Beginning Teachers

One beginning teacher was temporary employed in 2014. This teacher had training in literacy and numeracy as well as leadership roles.
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</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>40396.87</td>
</tr>
<tr>
<td>Global funds</td>
<td>54647.57</td>
</tr>
<tr>
<td>Tied funds</td>
<td>25254.07</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>6133.98</td>
</tr>
<tr>
<td>Interest</td>
<td>1362.66</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>568.25</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>128363.40</td>
</tr>
</tbody>
</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>
</tr>
<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>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
</tbody>
</table>

Balance carried forward 44426.57

As Year 3 and Year 5 had a cohort of less than 10 students, achievement graphs cannot be displayed in line with privacy and personal information policies.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

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

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

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

NAPLAN

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

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

One student in Year 3 and two students in Year 5 completed these assessments in 2014.
Other achievements

**Literacy**

All students in Years 3-6 took part in the International Competitions and Assessments for Schools (ICAS) tests and our results were very similar to those in the previous year.

Students were regularly tracked along the literacy continuum, with all students showing growth across all clusters.

Students made very good progress in public speaking and debating due to the joint program between the small schools in our region, including public speaking and debating competitions. They also successfully competed in a regional spelling bee.

Staff have been trained in MultiLit and are implementing the program one on one with students 3 days a week.

Staff and students have engaged with the new K-10 English syllabus.

**Physical Education**

Our Relay team represented the school at the State Athletics Carnival.

Our swimming relay team was also successful and represented our school.

Students participated in a number of sporting events including Gala days and shield competitions across a variety of sports including netball, touch football, modified league, AFL and soccer. All students also participated in the Premier’s Sporting Challenge for 2014. This initiative aimed to engage young people in sport and physical activity and encouraged them to lead healthy, active lifestyles. All students were involved in their program and the school achieved a gold award for completing an average of at least 60 minutes of physical activity per day.

During Term 4 students also participated in an Intensive Swimming Program where all progressed though swimming ability levels

Significant programs and initiatives – policy

**Aboriginal education**

Through activities and workshops, students have explored and developed an understanding of the traditional way of life for Aboriginal people.

All students participated in studies incorporating the cultural contexts, values and practices of Aboriginal Australia during the delivery of programs in the key learning areas of English, Human Society and Its Environment and the Creative and Performing Arts.

Students joined with schools from surrounding areas to celebrate NAIDOC day, which included a variety of educational activities. We also had a visiting guest Aboriginal elder who shared her experiences.

**Multicultural education and anti-racism**

Staff and students have embraced programs to enhance informed understanding of other cultures. Excursions, incursions and programs encourage students to have a greater awareness and respect of cultural, historical, linguistic and religious differences between cultures.

We had two visiting international students this year who shared their schooling, culture and daily lives with us. One was from France and the other Belgium.

**Significant programs and initiatives – equity funding**

This year students actively participated in a range of programs aimed at improving educational outcomes across all learning areas.

**Socio-economic background**

The school received funds which were used to purchase additional literacy and numeracy resources to use across the school. Funds were also used during Term 3 & 4 to provide additional staffing to the school to support implementation of these programs.
Learning and Support

Learning and Support Funding contributed to the salary costs of a School Learning Support Officer (SLSO) and a Learning and Support Teacher. The Learning and Support teacher worked in the classroom with small groups of students, providing additional support to students with greater need. The SLSO supported the classroom teacher in both infants and primary classrooms.

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:

- Conversations with parents face-to-face and over the phone;
- Surveys of students, staff and parent community;
- Analysis of student data from internal and external assessments; and
- Parent information evenings.

School planning 2012-2014:

School priority 1

To improve all students’ achievement in spelling, measured using external standardised testing and internal assessment data.

To improve all students’ reading comprehension, measured using external standardised testing and internal assessment data.

Outcomes from 2012–2014

All students achieving at or beyond Cluster 4 on the Best Start continuum, 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.

Evidence of achievement of outcomes in 2014:

Teaching and learning programs were enhanced and students are moving along Best Start continuum.

- All students were benchmarked for spelling in 2013.
- Teaching and assessment demonstrated that students have a greater capacity to infer meaning from a text.
- SLSO and SAM worked one on one with students on the MultiLit program.
- Students participated in a spelling bee competition.
- All students 3-6 completed the University of New South Wales (UNSW) spelling, English and writing assessments.
- All students benchmarked for reading comprehension for 2014.

Strategies to achieve these outcomes in 2014:

- Focus on the comprehension aspect of the Literacy continuum and use activities linked to the interactive continuum and PLAN.
- Focus on Reading and L3 training for staff.
- Best Start data analysed and used to inform teaching and learning programs and individual learning plans for spelling and reading.
- Benchmark student achievement in spelling against internal and external assessment data.
- Use whole school assessment and NAPLAN data item analysis to identify areas of need for students in spelling and reading comprehension.
- Provide further support to all students in spelling and reading comprehension and implement 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.
- Spelling bee conducted via videoconferencing (VC) amongst P6 network.
School priority 2
To improve all students’ achievement in numeracy, measured using external standardised testing and internal assessment data.

To improve all students’ achievement in working mathematically, measured using internal assessment data.

Outcomes from 2012–2014
• 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.

Evidence of achievement of outcomes in 2014:
• Teaching and learning programs are enhanced and students have moved forward in their understanding of numeracy and working mathematically.
• Explicit teaching of identified ‘target’ areas and skills.
• Teaching practices of numeracy examined and more emphasis on working mathematically throughout numeracy lessons was implemented.
• Students moved along the Learning Framework in Number (CMIT).
• All students benchmarked for number in 2013 using SENA 1, SENA 2, Mathletics diagnostic tests and NAPLAN student data.
• An SLSO was employed and worked specifically with students to develop understanding of number and use of working mathematically strategies.
• ‘At risk’ students demonstrated an improvement in their achievement of targeted numeracy outcomes.
• All students 3-6 completed the UNSW mathematics assessment.
• P6 Principals and staff used the Moodle to share experiences, lessons and websites that developed students’ mathematics skills.

Strategies to achieve these outcomes in 2014:
• TOWN training for staff.
• Provide logic problems for students to solve.
• Use the outside and playground areas to teach mathematical concepts.
• Create ILPs for all students focused on skills they need to develop in maths.
• Trend data analysis from NAPLAN identifies ongoing areas for improvement.
• 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 2013.
• Analyse, monitor, track and support ‘at risk’ students in numeracy, as identified by NAPLAN assessment.
• Use whole school assessment and NAPLAN data item analysis to identify areas of need for students in whole number and working mathematically.
• School’s involvement in UNSW testing includes the mathematics assessment.
• Review and rewrite mathematics policy.
• Students display understanding and development of number sense and working mathematically as demonstrated in work samples.
School priority 3
To improve all students’ achievement in drama, measured using internal assessment data, evident in Semester 1 and 2 reports.

To improve all students’ achievement in music, measured using internal assessment data, evident in Semester 1 and 2 reports.

Outcomes from 2012–2014
• 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.

Evidence of achievement of outcomes in 2014:
• Students have developed their understanding of how to read, understand and perform music.
• Students learnt how to play a musical instrument and performed at assemblies.
• Students performed a musical piece at the end of year presentation.
• Students had explicit knowledge of concepts being taught at the Musica Viva performance and attended the performance.
• Students enjoyed and participated in developing further, their knowledge of musical concepts and instruments.
• Students presented content-rich speeches and debates with confidence.
• Students performed speeches etc. in front of the adjudicator and were given constructive feedback.
• Students understood the instruments of an orchestra and the pieces performed.

Strategies to achieve these outcomes in 2014:
• Implementation of the Musica Viva teachers’ package to students during music lessons to develop an understanding of each year’s focus.
• Attendance at Musica Viva performance.
• Explicit drama lessons are presented once a week that include movement, improvisation, mime and speech.
• Purchase of resources for the teaching of drama and music.
• Students participate in speeches and debates against other students from P6 schools.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Positives:
• Small school allows for one-on-one attention
• The community spirit and involvement
• The way the children mix together like a family and the elder ones look after the younger.
• Children have close teacher/student relations.

Future directions:
• Continued focus on improving student outcomes in literacy, in particular spelling
• More time in class, with less interruptions to student learning
• Focus on improving technology and students’ access
• Students to begin individualized learning, catering to their needs and personal learning development.
• Development of holistic learning including staff, community and students
Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The strategic directions for 2015-2017 are:

1. Learner focused
To develop growth-minded successful learners that are intrinsically motivate, highly independent and supported, have a strong awareness of what and how they are learning within a positive learning culture.

2. Connected communities and partnerships
To enhance learning opportunities and expand our horizons locally, nationally and globally. The expectations will be that, at Naradhan PS we will utilise the community expertise and capitalise on the knowledge of others therefore improving student learning outcomes.

3. Social Learning
To develop learners socially to ensure they have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing in any environment they encounter in the future; enabling them to have the knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives.

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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