Our school at a glance

Students

In 2011 students had the opportunity to be involved in a wide range of extra curricula activities. These included the Student Representative Council, Junior Aboriginal Education Consultative Group (AECG), National Aboriginal Sporting Chance Academy (NASCA) state-wide excursions, leadership development programs, the cattle show team, the science fair, Illawara Coal Festival and numerous sports.

Positive Behaviour for Learning incentive raffles acknowledged students demonstrating our core values of respect, responsibility and care. Merit assemblies held each term, recognised achievement across all aspects of school life. Individual learning programs, which included work experience, were in place for some students.

Staff

Mr Ian Anderson retired after many years of outstanding service to the school. He was the driving force behind our successful school farm. Under his guidance, students won numerous major awards for sheep and cattle at agricultural shows across NSW and interstate. In December, the Department of Education and Communities appointed Mrs Amanda McCutcheon to replace him. Mr Christian Adams received a transfer at the end of 2011 to Richmond River High School. Ms Elicia Brookes accepted a permanent appointment for 2012 to Canobolas High School in Orange. Mrs Sharon Kellersmeier relinquished her position in the Creative Arts faculty. Mrs Katherine Hyland was successful at interview for the position of Head Teacher science at Goulburn High School. Mrs Sharron Bulley was appointed as Aboriginal Education Officer, after relieving in the position.

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

Principal’s message

The purpose of this report is to provide information on student performance. In this document we have identified targets, the support needed to reach them and the strategies the school will employ to meet identified needs. I would like to thank everyone involved in the school’s annual self-evaluation process and preparation of this report. It provides a comprehensive picture of our school year. Much of the data contained in the report has been centrally collected by the Department of Education and Training.

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.

Angela O’Callaghan

P & C message

2011 saw a welcome increase in the number of people attending monthly meetings. They brought fresh ideas and provided input into school policy.

Mr Ron Battishall did not stand again for President of the P&C because of work commitments. He held the position for many years, during which he devoted an enormous amount of time and effort to the organisation. We have been very fortunate to have him on the P&C team. Our main fund raising event was collecting money on behalf of the show society from people entering the Narromine Show. Thank you to all who assisted.

The uniform committee met regularly in second semester to review the school uniform and prepare a proposal for consideration by the school community early in 2012.

The P&C is most appreciative of the hard work of the canteen manager Mrs Carol Smith and her assistant Mrs Belinda Barlow.

Julie Gleeson
President

Student representative’s message

The student representative council met weekly, supported by Mrs Susan Bodiam. The emphasis for 2011 was on developing the leadership skills of all members, some of whom attended district workshops. Students provided input into the development of school policy. The SRC raised money to support a range of charities. We were
well represented at the Narromine community ANZAC Day march and Remembrance Day ceremony.

Luke Walker and Rachael Reid
School Captains

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

<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>158</td>
<td>152</td>
<td>143</td>
<td>158</td>
<td>145</td>
</tr>
<tr>
<td>Female</td>
<td>141</td>
<td>147</td>
<td>135</td>
<td>132</td>
<td>114</td>
</tr>
</tbody>
</table>

As the above graphs indicate, student enrolments declined in 2011 when compared to the previous year. A significant number of families left the district. Several senior students left school for apprenticeships and traineeships.

Student attendance profile

Student Attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>88.5</td>
<td>87.3</td>
<td>90.0</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>88.9</td>
<td>86.4</td>
<td>86.6</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>84.6</td>
<td>82.8</td>
<td>85.4</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>83.4</td>
<td>83.3</td>
<td>82.4</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>85.4</td>
<td>81.7</td>
<td>80.7</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>86.1</td>
<td>83.8</td>
<td>86.8</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>88.4</td>
<td>86.4</td>
<td>84.4</td>
<td>85.2</td>
</tr>
</tbody>
</table>

Management of non-attendance

The school has procedures in place to address non-attendance. Each teacher marks the roll at the start of each lesson. Absences are noted on the variation sheet which is sent to the Deputy Principal. She checks to ensure the student is not away on an extra-curricular activity. Students who truant are dealt with in accordance with our discipline system. Parents are notified by phone and letter when students miss class or leave the school without permission. Parents are contacted if a student is away for more than three days. The Home School Liaison Officer is notified when a student’s lack of attendance is causing concern. An individualised personal attendance program is developed for the student, in consultation with...
them and their parent. The program is monitored by a Deputy Principal.

Retention to Year 12

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>SEG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>44.4</td>
<td>43.7</td>
<td>60.8</td>
</tr>
<tr>
<td>2012</td>
<td>46.3</td>
<td>48.9</td>
<td>63.0</td>
</tr>
<tr>
<td>2013</td>
<td>40.0</td>
<td>44.0</td>
<td>61.0</td>
</tr>
<tr>
<td>2014</td>
<td>47.6</td>
<td>45.2</td>
<td>62.7</td>
</tr>
<tr>
<td>2015</td>
<td>71.8</td>
<td>47.9</td>
<td>64.4</td>
</tr>
</tbody>
</table>

Post-school destinations

12% of Year 12 students accepted the offer of university places at the end of 2011. 9% gained full time work and 18% casual or part time positions in areas including pastry cooking, plant propagation, personal training and agriculture. Other students are seeking employment.

Year 12 students undertaking vocational or trade training

15% of 2011 students are engaged in apprenticeships in areas such as child care, hospitality, computer networking and visual arts. 6% have accepted traineeships in office administration and child care.

In 2011 79% of HSC students undertook a vocational or trade training course. 30% attended TVET-TAFE vocational courses. 9% undertook school based apprenticeships or traineeships.

Year 12 students attaining HSC or equivalent vocational educational qualification

94% of students attained their HSC.

Staff information

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

The National Education Agreement requires schools to report on Indigenous composition of their workforce. 5% of the school’s permanent staff and 50% of the casual support staff in 2011 were Aboriginal.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>5</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>22.6</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.182</td>
</tr>
<tr>
<td>Total</td>
<td>39.8</td>
</tr>
</tbody>
</table>

Staff retention

There were 29 teachers at the end of 2011. Two retired and one transferred at the end of that year.

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>30</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 235346.58</td>
</tr>
<tr>
<td>Global funds 414941.93</td>
</tr>
<tr>
<td>Tied funds 159206.19</td>
</tr>
<tr>
<td>School &amp; community sources 118553.66</td>
</tr>
<tr>
<td>Interest 15887.41</td>
</tr>
<tr>
<td>Trust receipts 32871.55</td>
</tr>
<tr>
<td>Canteen 0.00</td>
</tr>
<tr>
<td>Total income 976807.32</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas 76280.17</td>
</tr>
<tr>
<td>Excursions 32000.09</td>
</tr>
<tr>
<td>Extracurricular dissections 41960.02</td>
</tr>
<tr>
<td>Library 2724.39</td>
</tr>
<tr>
<td>Training &amp; development 1896.01</td>
</tr>
<tr>
<td>Tied funds 229833.18</td>
</tr>
<tr>
<td>Casual relief teachers 23385.90</td>
</tr>
<tr>
<td>Administration &amp; office 82822.97</td>
</tr>
<tr>
<td>School-operated canteen 0.00</td>
</tr>
<tr>
<td>Utilities 64614.21</td>
</tr>
<tr>
<td>Maintenance 52805.11</td>
</tr>
<tr>
<td>Trust accounts 31314.26</td>
</tr>
<tr>
<td>Capital programs 117964.70</td>
</tr>
<tr>
<td>Total expenditure 757601.01</td>
</tr>
</tbody>
</table>

| Balance carried forward 219206.31    |

A full copy of the school’s 2011 financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Science Fair

Narromine High School returned from the Illawarra Coal Regional Science Fair, held on Wednesday 3 November, with numerous awards.

Sponsored by Illawarra Coal and now in its sixth year, the Science Fair inspires and encourages the scientists of tomorrow. Held at the University of Wollongong, the Regional Science Fair attracted over 500 entries from forty nine schools.

Students from Years 3 to 11 presented their scientific experiments and research. They were interviewed by a series of judges from scientific and educational fields. Thirteen winners and finalists from the Narromine High School Science Spectacular, which was held in August, were invited to present their research.

Year 7 representatives were William Coleman, George Jackson and Max Barber. Kaitlin Butcher and Amy Daymond represented Year 8, Tianna Collison, Amy Cale and Kellie Leak represented Year 9 and Maddison Geyer and Katie Daymond represented Year 10.

The trophy and a cash prize, awarded annually for the most outstanding chemistry project, was won by Kellie Leak (photographed below) for her research into Bisphenol A (BPA) contamination of plastic baby bottles. This was a great achievement as Kellie was competing against students in Year 11.

The following students were highly commended for their research and received medals. William Coleman and George Jackson for the effects of soft drink on tooth decay; Max Barber for the effect of soil worms on wheat growth; Tianna Collison for her research into colour blindness in dogs; Amy Cale for the amount of iron in fruit and vegetables; Maddison Geyer for the effects of gravity on plant growth and Katie Daymond for the carbon dioxide emissions from different heaters.

Athletics
Narromine High School had an excellent year in athletics. Thirty two students competed at the Western Area Athletic trials. Twenty one were chosen to represent Western Region. Twenty students travelled to Sydney to compete in the state athletics carnival. They were competing against the top two athletes from each region in NSW. The following students made state finals. Kaitlin Butcher gained third place in 13 yrs. girls’ javelin. Jason Johnson gained fourth place in 16 yrs. boys’ triple jump. Lachlan Reid was placed eighth in 15yrs discus throwing. Jason Suckling came 6th in the 800m 17 years boys event with a time of 3.08.18. Our school is most appreciative of the work of Mrs Sue Wallace who has trained our athletes for many years.

The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 7 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 9 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>

**Academic Achievement**

In the National Assessment Program, the results across the Year 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. 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr. 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

**Similar Schools Group (SSG)**
The achievement of the Similar Schools Group provides a comparison between the performance of students at Narromine High School and that of students who attend schools regarded as similar to ours.

**Progress in Literacy**

Graphs show performance compared to average results for 2008-11 and compared to schools in our statistically similar same school group.

**Literacy – NAPLAN Year 7**

Year 7 NAPLAN results can give an indication of the strengths and weaknesses of students as they start high school. NAPLAN measures reading, writing, and skills using language conventions. The Year 7 NAPLAN measurements assist in ensuring resources and teaching strategies are targeted at the learning needs of identified students. For Year 7, Band 5 is considered the national minimum standard. Our strongest area was reading. Our weakest areas were writing and spelling where 67.5% of students achieved at or above national minimum standard.

See school priority one

In writing, 25.5% of students were placed in Band 5 and 7.5% were placed in Band 7. Our performance was below that of statistically similar schools.

In Year 7 spelling, 40% of students achieved in the top 3 bands, which was slightly higher than results for statistically similar schools.

Student achievement in reading has reflected the success of teachers in the primary schools that prepare students in Year 6 and the strategies used to support them through their transition to high school. 32% of students were placed in Bands 7 and 8. 22.5% were placed in Band 4.
Results for Year 7 grammar and punctuation showed 12.8% of students achieving in Band 8, compared with a school average 2008-2011 of 7.2%.

**Progress in numeracy**

The graphs show progress in numeracy when compared to the school over time (2008-11) and compared to statistically similar schools.

**Numeracy – NAPLAN Year 7**

85% of students achieved at or above national minimum standard in numeracy.

**Literacy – NAPLAN Year 9**

Year 9 NAPLAN results form part of the overall school assessment of student achievement in literacy. For Year 9, band 6 is considered to be the national minimum standard.

Results for Year 9 reading showed that student achievement was centred in Bands 7 and 8 with 62% of students achieving in these achievement bands. Our best results were in reading and spelling. 60% of students reached minimum standard for writing.

Results for Year 9 reading indicate a need to focus on having an increased number of students make expected growth or better.

See school priority 1.
Results for Year 9 writing demonstrated that student achievement was focused in Bands 5 and 6 with 74% of students achieving in these bands.

Student performance for Year 9 spelling was concentrated in Band 6 with 30% of students achieving at that level. 24% gained Band 7.

32% of students gained Band 7, 16% gained Band 8. 8% were placed in Band 9 compared to 3% for statistically similar schools.

Numeracy – NAPLAN Year 9
28.4% of students achieved in Bands 8 and 9, compared to 17.7% of students from similar schools. 36.2% were in the bottom two bands. There is a need to increase the percentage of students making expected growth or better in Year 9 numeracy.

See school priority 1.

In science student achievement in Bands 4 and 5 was significantly higher than that for students in statistically similar schools.

51.22% of students achieved Band 3. It was pleasing to have a student achieve Band 6.

48.8% of students achieved Bands 1 and 2. This is below the result achieved by similar schools.
In computer skills, there was an improvement in the percentage of students achieving competent level. Our performance in the highest band was significantly higher than that for similar schools.

The graph for relative growth Year 5 (value added) measures student growth between Year 5 and the completion of the School Certificate. As indicated by the above graph, our strongest performance was in Computing Skills and English. Growth in Australian Geography, Civics Citizenship declined compared to average school growth 2007-2011.
Of the courses included in the above graph, our results were stronger than those for statistically similar schools. Our best performance was in science. A student achieved Band 6 in hospitality.

**Higher School Certificate relative performance comparison to School Certificate (value-adding)**

As indicated by the above graph, the HSC relative performance comparison to School Certificate (value adding) indicates performance was below the school average 2007-2011.

**Significant programs and initiatives**

**Aboriginal education**

Mrs Sharron Bulley was successful at interview at the end of term three for the position of Aboriginal Education Officer. During the year she was supported in her work by Mrs Elizabeth Harris who filled a Relieving Aboriginal Education Officer position.

NAIDOC day was evaluated by staff and students as one of the most successful to date. A highlight was an inspirational address by former student Ms Rebecca Schofield. She spoke of the importance of overcoming adversity, making appropriate choices and self-belief. Ms Schofield is the teacher supporting the NASCA program.

The Norta Norta program funded a classroom tutor, Ms Kylie Itoya, to strengthen literacy and numeracy skills. Students appreciated the extra support in the classrooms.

The school was very fortunate to be part of the Gambirrang (National Aboriginal Sporting Chance Academy) program throughout 2011. Led by Ms Rebecca Schofield and Mrs Elizabeth Harris the students had a busy year.

NASCA participants spent several weeks learning and peer teaching traditional indigenous games. They hosted school and community NAIDOC celebrations by running TIG games for approximately 150 fellow students, staff and community members. Academy members were responsible for equipment, set-up, teaching and running of games.

The Macquarie room was cited as a positive initiative for Aboriginal students. Staffed by a qualified teacher and an Aboriginal school learning support officer, the room provided a place for students to receive extra assistance with literacy and numeracy and to focus on being engaged positive learners. A reduction in long
suspensions for Aboriginal students can be partly attributed to the success of this program.

In late 2011 the school was approached to be part of the NSW Rugby League Legends Origins program in 2012. A well attended meeting was addressed by chairman Chris Anderson, who explained the program. It will bring many benefits to our students. This will include employment of a mentor for three days a week to support students and endeavor to enhance school and community links. Mr Chris Anderson is pictured with Mrs Angela O’Callaghan at the launch of the program.

Agriculture 2011
Agriculture continued to be one of the school’s great strengths. The school cattle team was very active again and performed well in 2011. Students attended local shows and many ribbons were added to the school’s collection.

Special thanks must be given to Mrs Amanda McCutcheon, Mr Malcolm McIntyre, parents and caregivers for giving up their free time after school and on weekends for our steer team.

The Parader’s competition remained a favourite with our students. They were judged on their ability to parade and handle an animal. All of our students performed well. Alisha Roots, Nathan Leach, and Melissa Stanford were placed top in their events.

At local shows, students enjoyed the Junior Judging, where they were required to judge a line of heifers. The top competitors then had to speak to an audience, justifying the decisions that they made. Brad Fazzari and Dylan Housden performed well in this competition. Brad was awarded champion and Dylan Reserve champion intermediate junior judge. All members of the team performed extremely well.

Marrington Shorthorn Stud from Dubbo sponsored two of our students to attend the Dubbo Beef Spectacular show, covering their costs in the junior events and providing them with a heifer each to lead and care for at the show. Katrine Rasmussen’s heifer, which was on loan, received a second in the heifer class.

The steer team was supported by Rawson Leach, who lent two shorthorns steers, and Steve and Amity Chase from “Waitara” Angus stud at Trangie, who lent two Angus steers. The Wrench family from Narromine provided a cross bred steer to use in the steer program.

Multi Cultural Education
All faculties incorporated multicultural perspectives into their teaching programs. Students in food technology enjoyed learning about and tasting foods of other nations. The students researched food from other cultures and prepared a meal that reflected their area of study.

National Partnership programs
Funds gained through this program were used to

- employ additional school learning support officers to further support the teaching of literacy and numeracy
- focus on improving attendance through the establishment of a Deputy Principal position
• fund professional learning with a focus on literacy (Reading to Learn) and excellence in teaching
• establish a tutorial centre for students experiencing difficulties
• purchase a software package to assist in tracking student attendance

Qualitative and quantitative data showed the success of these programs when measured at the end of the year.

Connected learning
A significant number of staff were trained in the effective use of technology in the classroom. Feedback from students and parents showed a strong appreciation of the connected learning program. Teachers reported increased engagement through the use of student laptops, issued to them under the connected learning program.

Progress on 2011 targets

Target 1
Increase the average school attendance rate in 2011 by 1.5% when compared with the 2010 school attendance rate.

Our attendance rate improved from 84.4% to 85.2%. While not reaching our target, we achieved improvement compared to 2010 through
• implementing individual attendance plans for students whose attendance pattern was a cause for concern
• developing and implementing a comprehensive school attendance plan to cover all aspects of attendance
• providing professional learning opportunities for staff to develop quality lessons and activities that are relevant and promote student engagement in learning
• employing a second deputy to oversee and coordinate whole school attendance plans.

Target 2
20% of Year 9 Aboriginal students will achieve growth of at least 2 skill bands in NAPLAN Reading from 2009 to 2011.

We did this through
• developing Personal Learning plans for Aboriginal students with a focus on literacy and numeracy
• having the personal learning plan team comprising teacher/s ACLO, AEO, parents meet with each student twice a year to discuss aspirations, goals, support required for students to meet their set goals
• encouraging and promoting the participation of Aboriginal parents in the development of Aboriginal PLP’s
• ensuring Aboriginal perspectives were included in units of work.

Target 3
65% of students will show required growth or better in numeracy in Year 9 2011 NAPLAN, compared with 55.3% in 2010.

61.7% of students achieved this target. The trend line was significantly higher than state or regional improvement rates.

Strategies used to achieve this improvement included:
• using analysis of NAPLAN and other data across faculties to identify areas for development for individual students and groups
• releasing staff to analyse data to inform teaching practice
• professional development for all teachers in programming for and delivery of
explicit teaching of numeracy through internal and external consultancy
• releasing staff to attend professional development courses in teaching numeracy
• releasing staff to undertake individual analysis and to develop class programs to respond to identified needs.

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 the HSIE faculty and school culture.

Educational and management practice

Background
In 2011 a decision was made to examine school culture. Surveys were posted, with return envelopes included, to all families and given to all staff. Students completed theirs in class. Twenty two staff members, two hundred and one students and forty eight parents returned surveys.

Findings and Conclusions
Parents and students responded most positively to the statements “the school often praises and rewards individuals who are successful” and “school leaders have a positive influence on the school culture.” Staff responded most positively to the statements “staff understand the context of the community in which they work” and “the school recognises and celebrates achievement.”

Results of the surveys indicate a need for the school to improve in some significant areas. These included developing a sense of ownership of the school, increasing student and parent support for what is happening at school and strengthening the knowledge of the school about families within the school and the wider community.

In 2012 the school will participate in professional learning courses, aimed at enhancing understanding of Aboriginal culture. Staff will engage in training opportunities offered by western region in this important area.

A concerted effort will be made to provide students with more input into school decision making. The SRC will be invited to send representatives to the weekly meetings of the leadership team.

A staff member will be appointed to oversee the school web site to ensure it is current so parents and caregivers are kept up to date with information about school events, including assessment tasks and examinations.

Curriculum

Background
During 2011, the school conducted an evaluation of the HSIE faculty, which has a staff of 3 teachers. The purpose was to inform planning and decision making, identify the achievements to date and to decide on future directions. Surveys were completed by HSIE staff and the majority of students in Years 7-11. They were sent home to parents in our school newsletter.

Findings and conclusions
• students perceived that teachers are interested in them and their learning
• most students believe they try hard and want to do well in HSIE
• students are willing to seek help from their teachers
• the new staffing model adopted at the start of the year has been seen as a positive by students and parents
• effective teaching approaches are valued by students and their parents
• most students want to learn and do the right thing – they want inappropriate behaviour dealt with to improve learning
• teachers are available to discuss student progress with parents
• some students believe classroom expectations are not consistent
• not all books are marked regularly
• there is a lack of understanding among students about how their class work links to the real world
• not all students have a clear understanding of how to approach assessment tasks or of course requirements.

Future directions

• investigate the consistency of PBL platform in classrooms and develop a class based approach to dealing with specific behaviours that are disrupting learning
• ensure positive merit systems are being fully utilised by all teachers
• the faculty should develop processes to ensure that all students develop consistent understandings of course requirements
• align assessment tasks with teaching programs to ensure students are taught how to be successful in the task and thus achieve satisfactory or sound outcomes for the task
• review the significance dimension of quality teaching in all units of work to engage more students
• ensure student work is marked and commented upon regularly.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about school uniform.

Surveys were posted to every family. Thirteen were returned. All students were given surveys to complete during class. 171 were returned. Staff surveys were distributed to all on site. There were 31 responses.

There was strong support from students for the current sport shirt, unisex shorts and girls skirt. Sixty five students requested hoodies for winter. Thirty seven asked for the introduction of navy track pants. Twenty five voted for no uniform. Twenty students indicated they wanted to be allowed to wear any shoes they wished to school. Thirteen students wanted the sports uniform to become the daily uniform.

Sixteen of thirty one staff members commented they believe the uniform looks good when it is worn correctly. Several staff asked that the uniform policy be enforced and that students not be allowed to mix sports and dress uniform. Six staff members recommended the introduction of hoodies while the same number expressed a desire they not be introduced. Five staff members recommended changes be considered to the boys uniform.

Each member of the P&C received a copy of all comments made by students, staff and parents. They were used to determine key issues which became the topics for several meetings held by the P&C uniform team.

At the end of term four, the P&C decided to continue the review of uniform in term one 2012, with a keen desire to make recommendations to the school community for consideration as soon as possible.

Professional learning

Staff development days were held at the start of terms 1, 2 and 3. Two days for professional learning were held at the end of term 4. Topics covered during those days included quality teaching, developing a school vision statement, National Partnerships, managing challenging behaviour, developing individual learning plans, child protection, code of conduct, CPR, and Positive Behaviour for Learning.

Opportunities were offered to all staff to participate in additional professional learning. 7 teachers across 4 faculties participated in Reading to Learn, 12 teachers undertook technology related training, and all VET teachers undertook additional training.

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

Maintain percentage of students making or exceeding growth between Years 7 and 9 through targeted curriculum platforms
2012 Targets to achieve this outcome include:

- 80% of Year 9 students will meet expected growth or better in 2012 NAPLAN reading when compared to 77.1% in 2011.
- 75% of Year 9 Aboriginal students will meet expected growth or better in 2012 NAPLAN reading when compared to 72.7% in 2011.
- 75% of Year 9 students will meet expected growth or better in 2012 NAPLAN numeracy when compared to 61.7%.

Strategies to achieve these targets include:

- Use analysis of NAPLAN and other data across faculties to identify areas for development for individual students and groups
- Release staff to analyse data
- Class teachers profile their students for the following year using NAPLAN data
- Expose students to more NAPLAN style questions in the classroom
- triangulate literacy data using standardised and school based testing with NAPLAN
- consolidate position of an in school R2L Coordinator
- provide training for more staff in R2L
- professional development for teachers in programming for and delivery of explicit teaching of numeracy through internal and external consultancy
- develop Personal Learning plans for Aboriginal students with a focus on literacy and numeracy
- personal learning plan team comprising teacher/s ACLO, AEO, parents meet with each student twice a year to discuss aspirations, goals, support required for students to meet their set goals
- encourage and promote the participation of Aboriginal parents in the development of Aboriginal PLP’s
- development of all staff through professional learning in understanding and implementing literacy needs of Aboriginal students
- ensure Aboriginal perspectives are included in units of work.

School priority 2
Outcome for 2012–2014
Increase connection and engagement with school life for all stakeholders in the Narromine community

2012 Targets to achieve this outcome include:

- improve attendance by 1.5% pa over 2012-2014

Strategies to achieve these targets include:

- implement individual attendance plans for students whose attendance pattern is a cause for concern
- develop and implement a comprehensive school attendance plan to cover all aspects of attendance
- reduce bullying incidents through anti-bullying strategies linked with the PBL program
- provide professional learning opportunities for staff to develop quality lessons and activities that are relevant and promote student engagement in learning
- create an attendance team to develop strategies to support student attendance.

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.

Angela O’Callaghan Principal
Lisa Bennett Deputy Principal
Jennifer Downey Deputy Principal National Partnerships
Katherine Hyland Head Teacher science
Gregory Honan Head Teacher HSIE
Dean Leite Relieving Head Teacher Mathematics
Catherine Reynolds Head Teacher English
Colleen Barlow School Administration Manager
Sharron Bulley Aboriginal Education Officer
Julie Gleeson President P&C

**School contact information**
Narromine High School
13 Merilba Street
Narromine NSW 2821
Ph: 02 6889 1499
Fax: 02 6889 1553
Email: Narromine-h.admin@det.nsw.edu.au
Web: www.narromine-h.schools.nsw.edu.au
School Code: 8462

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: