



# **Board of Studies Annual Report**

**Reporting on the 2013 Calendar Year**

**Narromine Christian School**

Owned and Operated by

Seventh-day Adventist Schools  
(SNSW) Ltd

# ANNUAL REPORT 2014

## 1 A message from key school bodies

### *Principal*

Narromine Christian School (NCS) has been providing quality Christian Education for over 35 years. Our school runs from Pre-Kindergarten to Year 6 and we pride ourselves on the safe, family environment we provide for our students and their families.

Parents choose to enrol their children at Narromine Christian School because of its family feel and our ability to offer individualised learning experiences appropriate to their child's needs. Each child receives learning experiences that are moral and values based, rooted in a solid foundation of core knowledge concepts whilst leading them into the world of technology. Our teachers are dedicated and caring and always go the extra mile to provide a happy, nurturing environment for the students in their care.

I am proud to be a part of Narromine Christian School. The laughter and smiles that are seen and heard around the playground are testament to the fact that our students love being at school as well.

### *School Council Chairman*

The School Council meets on a regular basis. The members are appointed by the Board of Directors and representation comes from the feeder churches in the area. A copy of the minutes of each meeting is filed in the Principal's office. The School Council's role is to support the Principal in the running of the school. The committee receives regular Work Health and Safety (WH&S) reports, Principal's reports and Financial Reports.

From the School Council's point of view I would suggest the following priorities are most important:

1. The first and highest priority is to provide the best possible Christian education ... Which translates to the following:
  - a) Having the best possible resources available
  - b) Having teachers and parents on the "same page" in regards to their individual child's education
  - c) Having a "team" culture in regard to both the administration of the school and education of the students
  - d) Ensuring that each student has the opportunity to be all they "can" be
2. Improve conversion rate from Pre Kindy to Kindergarten
3. Ensure all students have a safe and happy environment

### *Home and School*

Narromine Christian School and Narromine Pre-Kindergarten has a reputation of a caring and nurturing atmosphere for children and parents. The school cultivates an 'open-door' policy and promotes relationship building and cooperation between parents and teachers in the educational process. One of the most effective ways this is accomplished is through the Home and School Association (Home & School).

Home & School strengthens, promotes and creates an inclusive atmosphere where parents/carers feel comfortable in being part of the school environment. The Home & School's aim is to unite the home, school and church through Christian education, guidance, opportunities to families for social interaction, parent education, fundraising, volunteering and other means that improves the educational environment for each student.

Home & School is a committee of enthusiastic parents who support the function of the school in a variety of ways. So whatever way you are able to assist, your contribution is vital to the success of our School and Pre-Kindy and is totally valued and appreciated.

Home & School also fosters understanding, appreciation and co-operation between school and community by providing special events in which the members of the community are invited, which promotes the Narromine Christian School to the local and wider community.

Every parent or guardian is automatically a member of the Home & School, when you see communications from, to, or about Home & School Association, it involves YOU!

#### **Meetings**

Home & School meet casually twice a term. Important decisions that affect our students' school experience are made at these meetings. Your attendance is appreciated. Online and text communication will also keep you informed.

#### **Education for Parents/Carers**

Education and empowerment workshops are organised through the Home & School for parents/carers and the community. These are interesting, enjoyable, informative and designed to teach everyone how to excel in all areas of their life physically, emotionally, mentally, socially and financially.

#### **Fundraising**

Fundraising is a fact of school life. Funds are raised to provide the school with additional facilities and equipment, resources such as books and teaching materials to make our children's experience a memorable one. Fundraising is kept at a minimum and this is achieved by the effort of every parent as it makes a huge difference. Recently raised funds have supplied first rate technology classrooms to enhance the students learning experience.

### *Student Representative Council*

The elected school leaders hold important roles in the school. As such they participate and lead in school assemblies, annual church services, school productions and presentation programs. They also have the most important task of being role models in their behaviour, school dress and speech to the rest of the school.

## **2 Contextual information about the school**

Narromine Christian School provides a stimulating education program underpinned with Christian values for all children irrespective of race, religion or culture. This unique school is a safe haven

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that emphasises academic progress and facilitates each child's learning. Student learning is celebrated in a safe, positive disciplined environment.

The school has spacious grounds that house large well equipped air-conditioned classrooms with up to date computer and internet technology and interactive whiteboards (IWB) in each classroom. Children enjoy the multifunctional covered modern playground area with a sand floor covering.

Narromine Christian School has a Christian basis. The teachers are dedicated to encouraging students to develop a love for God, a love and acceptance of other people and a healthy self-esteem. Narromine Christian School will give students numerous opportunities to:

- Develop academic excellence
- Mature in physical skills
- Make positive social adjustments
- Building lasting peer relationships
- Grow in Christian values
- Create a sense of pride in themselves and their school
- Feel secure and nurtured within their learning environment

*Our school mission is to motivate, nurture and celebrate spiritual, academic and personal growth in a Christ-inspired environment that serves the community.*

At Narromine Christian School we place high value on the character development of our students. We emphasise high standards in areas of behaviour, academic excellence, spiritual development, physical achievement and social interaction.

NCS runs a Pre-Kindergarten Centre which currently runs 4 days a week and is well patronised by the community. The Pre-Kindergarten Centre gives 4 year olds the opportunity to grow and develop in a school environment to ultimately make their transition into regular school life smooth and 'hassle free'. The Pre-Kindergarten program operates within a flexible framework providing a balance of social interaction and developmental play, combined with formal learning, as is appropriate to the maturity level of the child. Children learn the routines of the classroom and the expectations of school. The program is designed to give children an advanced start to their education.

In 2013, our school experienced rapid growth and by the end of 2013 we had 60 students enrolled in the main school and 34 children attend Pre-Kindergarten over the four days. NCS employs 4 full time staff and 1 part-time staff who provide literacy/numeracy support and teacher release time.

The school students have access to good sporting facilities both at the school and in the town itself. Students have the opportunity to participate in community events, visit the local library, run church services and travel to local areas for educational excursions. Overnight excursions are attended by older students where appropriate to their learning.

At Narromine Christian School academic progress is emphasised and individual learning is celebrated. The school focus is on improving student literacy and numeracy standards.

The school focuses on healthier eating and encourages students to bring fruit to school every day. Every morning at 10am, the students have a fruit break and are encouraged to bring fresh fruit or vegetables to eat at this time. NCS students pride themselves on their vegetable gardens. Students belong to groups and are responsible for different garden beds which grow everything from watermelons to artichokes.

The school is a nurturing educational haven where morals and values based learning is fundamental to our belief of growing students into purpose driven, community minded citizens of the future.

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Narromine Christian School has received funding under the NSW Literacy and Numeracy Action Plan. Our school has been asked to focus on the needs of individual students, place greater emphasis on personalised learning, diagnostic assessment, particularly at school entry and in the early years, teacher professional development and the use of tiered interventions. It has been really exciting to watch the growth of not only our students but our teachers as well.

### 3 Student performance in national and state-wide tests and examinations

#### 3.1 Student outcomes in standardised national literacy and numeracy testing

##### Literacy

Language Conventions includes Reading, Writing, Spelling, Grammar and Punctuation.

##### Reading

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	*	*	*
Year 5		14%	86%

##### Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	*	*	*
Year 5		29%	71%

##### Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	*	*	*
Year 5		29%	71%

##### Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	*	*	*
Year 5	14.5%	14.5%	71%

\*Below the minimum reporting requirement

##### Interpretative Comments

No data is required for year 3 as the student population in this grade is smaller than the minimum reporting requirement. It should be noted that a cohort of 7 students in Year 5 and 4 students in Year 3 sat these tests.

## Numeracy

Numeracy incorporates Number and Data, Patterns and Algebra, Measurement Space and Geometry.

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	*	*	*
Year 5	14%		86%

## Interpretative Comments

No data is required for year 3 as the student population in this grade is smaller than the minimum reporting requirement. It should be noted that a cohort of 7 students in year 5 and 4 students in year 3 sat these tests.

## 4 Professional learning and teacher standards

### 4.1 Professional Learning

Areas of professional learning	Teachers (number or group)
Empowering Teaching and Learning through Evidence Based Learning	5
Child Protection	5
Work Place Health and Safety	5
Primary Curriculum Expectations	5
Australian Curriculum and the Board of Studies	5
Quality Adventist Schools Framework Training	2
Principals as Literacy Leaders Training	1
Numeracy – Principal	1
Pre-Lit Training	1
First Aid	1
Benchmarking	2
Numeracy – K-4	2
Mini Lit	3
Reading Tutor	1

Total Staff PD experiences: 39

Average cost per teacher for professional learning: \$1,000

#### 4.2 Teacher standards

Categories of Teacher Standards	Qualifications	Numbers of teachers
(i) teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	Education qualification Doctorate Masters degree Graduate Diploma Bachelors degree Diploma	5
(ii) teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	Doctorate Masters degree Graduate Diploma Bachelors degree Diploma	
(iii) teachers who do not have qualifications as described in (i) and (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed <ul style="list-style-type: none"> <li>- to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and</li> <li>- as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity</li> </ul>	These teachers work under the direction of another teacher and are registered as transition scheme teachers with the NSW Institute of Teachers unless he/she is a LOTE teacher	
	Total number of teachers in school	5

## 5 Workforce composition

Our school consists of three female and one male full time teaching staff, one female part time teaching staff and one part time female registrar. We currently have no indigenous staff employed but involve indigenous members of our community for various school events.



## 6 Student attendance rate and non-attendance

### 6.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	95%
Year 1	97%
Year 2	94%
Year 3	95%
Year 4	94%
Year 5	92%
Year 6	93%
Total school attendance average	94%

### 6.2 Management of non-attendance

It is known to all parents that students are required to attend school on the days it is open. Parents are required to send in written notes to explain absences. Student reports also show the number of days absent a student has not attended. Parents are continually reminded in newsletters that notes explaining absences must be given to the school. Letters are also sent to individual parents listing the dates of absences and asking for notes to explain these absences.

Student Attendance is monitored through:

- the keeping of accurate attendance records
- following up on parent reasons for absences in the form of notes, emails and phone calls.
- Identifying non-attendance patterns and developing appropriate intervention programmes and strategies.

The following steps are taken when a child has reached an unacceptable record of attendance:

- Class teachers must notify the registrar if a child's attendance falls below 85%.
- A parent interview is arranged with the principal, class teacher and the parents. This interview is designed to discuss and reinforce the school's attendance policy and procedures and to develop a plan to ensure the student attends school regularly.
- Failure to comply with the plan will result in the principal reporting the matter to Community Services for failure to educate and any other relevant agencies.

## 7 Enrolment Policies and characteristics of the student body

### *Enrolment Policy*

#### **Procedure:**

Narromine Christian School welcomes enquiries and in particular, admissions. The school works in partnership with parents to achieve the best educational outcomes for their children. To ensure a smooth stress free admissions journey, the admissions process involves:

- It is assumed that parents who enrol their child/children at Narromine Christian School will accept and support the ethos of the school.
  - Children may apply for school entry for Kindergarten if they turn 5 by March 31 of the year they attend.
  - It is the School's policy that students study with students of the same age. For this reason in most circumstances the school will not ask or allow students to repeat a school year and will place newly enrolled students in the academic year with students of a similar age. Students will not be accepted into Year 6 who turn 13 by March 31 in that year.
  - The School will provide, to those enquiring, information about the School, its ethos, the School's expectations of parents and students, school fees, payment options and school uniforms as well as enrolment forms and information on the enrolment process.
  - Enquiries are formalised when an 'Application for Enrolment' form is completed and submitted. It should be noted that no application fee is required however a non-refundable enrolment deposit of \$50 is required and will be credited to the fees when the student first attends.
  - The school will contact the prospective parents/caregivers to acknowledge the receipt of the application and to arrange an interview. The following documents are requested and will help inform the interview process:
    - previous school reports
    - any diagnostic reports
    - immunisation history
    - certified copy of the birth certificate or Passport and Visa if a non-australian citizen
    - documents showing any special custody arrangements
    - any other relevant information
  - In the interview the following may be discussed:
    - the ethos of the school
    - the school's goals for the child.
    - the parent's goals for the child
    - any special needs including medical needs
    - school fees and payment expectations
    - school routines and expectations
    - special custody arrangements if applicable
  - The parent/caregiver will be given a tour of the school and encouraged to ask questions about any school operations, curriculum, transport, uniform, and processes.
  - The principal will approve successful enrolment applications on behalf of the school council, informing them at the next meeting.
  - It should be noted that a non refundable compulsory enrolment deposit of \$50 is payable when submitting an enrolment application.
  - All enrolments will require the completion of MCEETYA data collection forms.
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- All students from K-6 will be informed of their obligations upon joining the school eg expectations in relationship to rules, homework, uniform etc

### Continued Enrolment

At the beginning of term 4 each year, re-registration forms will be distributed to each family to be completed to assist the school with it planning for the following year.

Continued enrolment at the College is dependant on the students continued willingness to comply with the school's rules, uniform code, behavioural standards, ongoing support of the school's ethos. When this is called into question the School will discuss the students ongoing enrolment status with the Parent / Carer and provide warnings that without adjustment in attitude and behaviour that the students ongoing enrolment status is in jeopardy. Continued enrolment is also dependant on the status of the fee account. Fee accounts that are in arrears may also result in the cancelation of enrolment.

The school is committed to the Disability Discrimination Act 1992 and will not discriminate against anyone who has a disability. The school will investigate and endeavor to make the necessary adjustments to its program to accommodate students with a disability, however there may be occasions where the school, because of the degree and nature of the disability, is unable to provide the adjustments needed because of the unjustifiable hardship to the school and its community. In this case enrolment may not be granted.

### Composition/characteristics of the student population

At the end of 2013 there were 60 students enrolled in K-6 at Narromine Christian School.

The Grade Breakdown is as follows:

Year	Students
Kindergarten:	13
Year One:	6
Year Two:	10
Year Three:	8
Year Four:	7
Year Five:	11
Year Six:	5

There are 28 girls (47%) and 32 boys (53%) enrolled at Narromine Christian School.

We have 16 students with indigenous backgrounds enrolled.

We have no students with English as a second language.

We have 2 students with special needs.

## 8 School Policies

### Student Welfare Policy

#### *Summary of policies for Student Welfare*

The Student Welfare Policy is available in the administrative office. Our school seeks to provide a safe, caring and supportive education environment for students that minimizes harm and ensures students feel safe and secure at all times. The policy emphasises the worth of each child and promotes his/her personal development. The Student Welfare Policy includes pastoral care, child protection, accident and illness, evacuation procedures, health & safety, medical and medication procedures, excursions/incursions, critical incident response, reporting of incidents, safety rules & procedures, students with special needs and corporal punishment. Changes made during the year included updating the medication procedures, incident reporting procedures and health and safety procedures.

### Discipline Policy

#### *Summary of policies for Student Discipline*

The Discipline policy is available in the administrative office. Our policy has been reviewed and updated this year. Students at this school are required to abide by the School's Rules and to follow the directions of their teachers. Where disciplinary action is required, consequences are imposed in relation to the student's action and behaviour as well as their prior record. Corporal punishment is never an option and is not condoned at school or in the community. The aim of all disciplinary action is to facilitate a permanent positive change in the student's attitudes and behaviour. Serious breaches of the school's discipline policies that result in expulsion or exclusion only proceed with the ratification of the School Council. Students are treated fairly and without bias and they have opportunity to be heard and to be a part of the disciplinary process. Parents are consulted, involved and included in each stage of the disciplinary process. No significant changes were made to this policy except for rewording and more detailed explanations of some components. Our student behaviour plan has been simplified and we have included 'behaviour think sheets' to allow for student reflection that leans towards positive behaviour changes. Classroom reward systems also change on a regular basis.

### Complaints and Grievances Policy

#### *Summary of policies for reporting complaints and resolving grievances*

The full text of the Complaints and Grievances Policy is located in the administrative office. Minor changes were made to the policy in 2013. These changes involved the updating of grievance and complaints forms to come in line with our system forms.

Our school has a clear procedure for raising and responding to matters of concern identified by parents and/or students. Reference is made to aspects of this policy in the Student Handbook. We wish parents to work in partnership with the staff for the best outcome for their children. Parents are encouraged to communicate their concerns using the process outlined in the policy. Serious unresolved complaints that have escalated through the classroom teacher, the Principal and the School Council will be taken to the Adventist School System's Director of Education for resolution.

## 9 School determined improvement targets

### *Priority Areas for Improvement for 2014*

#### **Teaching and Learning**

- Enhance and review the School's literacy and numeracy interventions.
- Strengthen home and school partnerships
- Enhance differentiated learning through effective data collection and analysis
- Strengthen the focus on whole-school instructional leadership
- Continue to explicitly assess the learning needs of students especially on entry at Kindergarten
- Focus on school-based professional development for teachers in personalised learning and diagnostic assessment

#### **Facilities and Resources**

- To build two new classrooms
- To plant new trees around the school fence line.

### *Achievement of Priority Areas listed for improvement in 2013*

#### **Facilities and Resources:**

- To stencil-crete footpaths around the school.

*All footpaths around the school have been stencil-creted*

- To update the urinals in the boys toilets

*The urinals have been replaced in the boys toilet area and new tiling on the back wall has also been completed*

- Remodel the Principal's office

*The Principals office has been updated with walls being removed, a new entry, repainted and refurnished with new furniture.*

#### **Teaching and Learning:**

- To improve literacy interventions throughout the school

*Through professional development, data collection and analysis and re working literacy programs and interventions we are on the way to providing successful literacy interventions in our school*

- To improve the 'hands on' aspect of numeracy development.

*Numeracy manipulatives have been purchased and staff are beginning to implement a more interactive approach to teaching numeracy.*

- To increase the use of IWBs in the classroom.

*Staff are increasing the use of IWB's across all KLA's.*

## **10 Initiatives promoting respect and responsibility**

### *School Leadership Development*

Ensuring that the school leaders are given tasks that help them to be responsible and to take on specific roles in the daily running of the school. Responsibilities such as taking care of the Sports Shed, raising and lowering the school flag, greeting visitors, making student rosters, leading out in public speaking engagements, running the chapel program each week and participating in church services.

### *Week of Worship*

Our school does its best to host a yearly Week of Worship (WOW) for the students. Each day they participate in songs and a worship which emphasises a particular topic and we have a guest speaker. The parents are also invited to come along to these events.

### *Chapel*

Each week the students participate in chapel. The local church pastor comes and talks with the students on various Biblical and values based topics. Students who wish too also participate in Bible studies after chapel with the pastor. At the beginning of our chapel period students are given awards. These awards are given not only for specific academic performance but for behaviours that promote kindness, friendship, inclusion and our school values.

### *Service projects*

The students are involved in service projects throughout the year. Things like participating in the ANZAC Day March, Clean-up Australia Day and planning and presenting church services to some of the local churches in the area. Students of the school also participate in the local Meals on Wheels program once a term.

## **11 Parent, student and teacher satisfaction**

95% of the parents surveyed are very satisfied or satisfied with Narromine Christian School.

90% of the parents surveyed are very satisfied or satisfied with the level of Christian focus at Narromine Christian School.

Overall 95% of parents surveyed are satisfied or very satisfied with the leadership and administration of NCS.

95% of the parents surveyed are very satisfied or satisfied with the overall value for money of Narromine Christian School.

Between 90 and 95% of the parents surveyed are very satisfied or satisfied with the facilities and resources available at Narromine Christian School. There is some dissatisfaction (10%) with the drop off and pick up areas at our school.

Between 90 and 95% of the parents surveyed are very satisfied or satisfied with the communication and community spirit of staff and families at Narromine Christian School.

Between 85 and 95% of the parents surveyed are very satisfied or satisfied with the student development and care provided at Narromine Christian School.

Between 85 and 95% of the parents surveyed are very satisfied or satisfied with the student achievement opportunities available at Narromine Christian School.

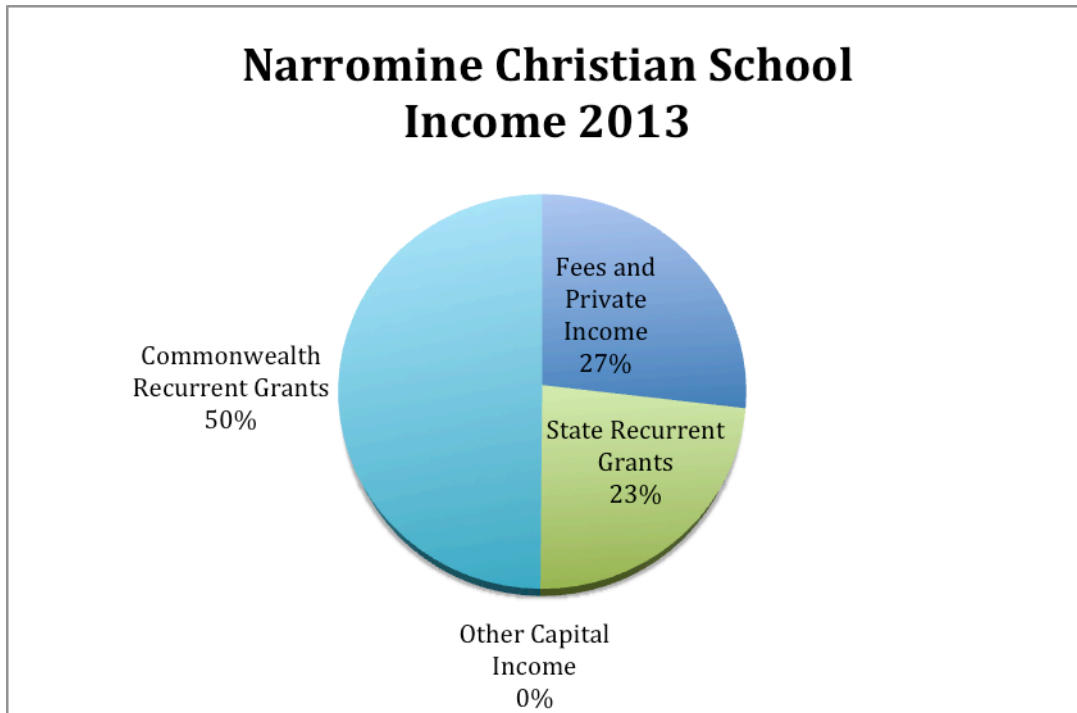
Parents feel that the strengths of Narromine Christian School are the quality of teaching (85%), the school's leadership (65%), the ethos and values (75%) of the school and the sense of community within the school (70%).

Parents feel that the school should focus on improving the activities and opportunities available outside the classroom (45%) and its facilities and resources (20%).

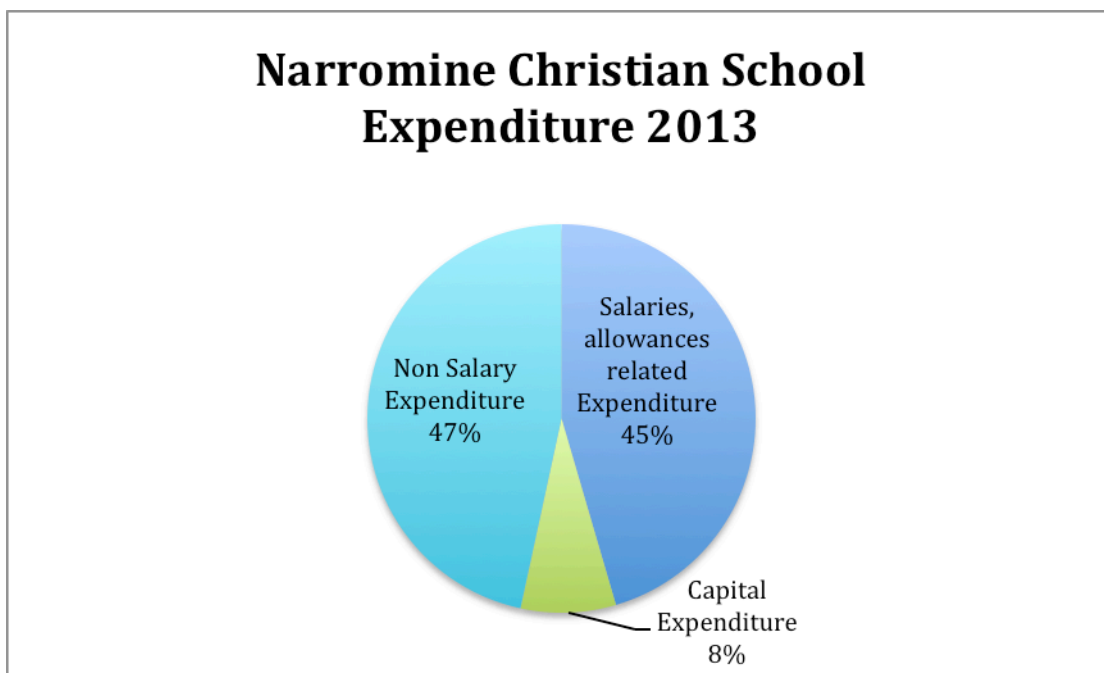
Parents feel that Narromine Christian School should look at adding adequate car parking (25%), personal student laptops (25%), an after school homework centre (30%) and a study skills program (15%).

## 12 Summary financial information

### Income



### Expenditure





### **13 Public disclosure of educational and financial performance**

The 2013 Annual report will be published on the College's website and available on request from the College office.

## SECTION 2

### CHECKLIST

Commonwealth legislation (Schools Assistance Act 2008) includes the following requirements not listed as part of the BOS requirements for registration and accreditation.

**Please tick that your school complies with the following.**

- Participates in National Student Assessments – NAPLAN
  
- Provides national reports on the outcomes of schooling
  
- Provides individual school information on performance
  
- Passes on the NAPLAN reporting to parents showing student results against key national information
  
- Annually reports on school performance information and makes the report publicly available
  
- Implements the National Curriculum as it becomes available
  
- Has an annual certificate of financial accountability from a qualified accountant
  
- Annually reports on each program of financial assistance provided under this Act
  
- Participates in program evaluations