



Board of Studies, Teaching and Educational  
Standards NSW

# **Annual Report**

Reporting on the 2014 Calendar Year

**NARROMINE CHRISTIAN SCHOOL**

Owned and Operated by

Seventh-day Adventist Schools  
(South New South Wales) Ltd

# ANNUAL REPORT

## 1. A message from key school bodies

### *Principal's Message*

Narromine Christian School (NCS) has been providing quality Christian Education for nearly 40 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 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 it 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 they see communications from, to, or about Home & School, it involves them!

## Meetings

Home & School meet casually twice a term. Important decisions that affect our students' school experience are made at these meetings. Parent attendance is appreciated. Online and text communication will also keep parents 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 and informative and are 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 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 smart boards in each classroom. Children enjoy the multifunctional covered modern playground area with a sand floor covering.

Narromine Christian School has a Christian ethos. 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
- Build 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 5 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 2014, our school has continued to grow and by the end of 2014 we had 72 students enrolled in the main school and 43 children attend Pre-Kindergarten over the five days. NCS employs 4 full time staff and 2 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, and run church services and travel to local areas for educational excursions. Older students attend overnight excursions 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 that grow everything from watermelons to artichokes.

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

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. We have had the opportunity to participate in a number of Professional Development activities which has helped our staff grow and develop and follow what current research states is best practice in their classrooms.

The huge focus that has been placed on improving our Literacy and Numeracy practices has been extremely beneficial to not only our student learning but also to staff development.

### 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	10%	10%	80%
Year 5	40%	0%	60%

##### Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	10%	20%	70%
Year 5	20%	0%	80%

##### Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0%	20%	80%
Year 5	0%	0%	100%

##### Grammar Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0%	20%	80%
Year 5	0%	60%	40%

##### Interpretative Comments

It is important to note that ten year three students and five year 6 students sat these tests. In year three the 10% of students were below the national standard in reading and writing represents 1 student.

In year five the 40% of students below the national standard in reading and the 20% of student below the national average in writing represents 2 students and 1 student respectively.

##### 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	0%	20%	80%
Year 5	20%	40%	40%

##### Interpretative Comments

It is important to note that ten year three students and five year five students sat these tests. In year five the 20% of students below the national average in numeracy represents 1 student.

**5 Professional learning and teacher standards****5.1 Professional Learning**

Areas of professional learning	Teachers (number or group)
Adventist Distinctives	3
AIS Continuum Meeting	5
PALL Training	1
NSW Literacy and Numeracy Action Plan Training Day - Numeracy	1
Anita Chin Numeracy Workshop	3
GOTAGS (2days)	4
Teaching Students with Learning Disabilities	2
Jump into Maths	2
GOTAGS (day 3)	4
Spelling Mastery	2
2015 NSW Literacy and Numeracy Action Plan	2
NCCD Training Workshop	2
Synthetic Phonics – Direct Instruction – Justin Caban	4
Synthetic Phonics – Joanne Dooner	2
The Art and Science of Teaching	5
Primary Connections	5
The Basis of Human Communication	5
<b>Total Staff PD experiences:</b>	<b>17</b>
<b>Average cost per teacher for professional learning:</b>	<b>\$1,500</b>

## 5.2 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	6
(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 - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity	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	
<b>Total number of teachers in school</b>		<b>6</b>

## 6 Workforce composition

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

**7 Student attendance rate and non-attendance – (Focus Area for 2014)****7.1 Average Year Level Attendance**

Year Level	Average Attendance (%)
Kindergarten	93%
Year 1	92%
Year 2	93%
Year 3	92%
Year 4	93%
Year 5	91%
Year 6	89%
<b>Total school attendance average</b>	<b>92%</b>

**7.2 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.

## 9 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. All parents and students sign a Spirit of Culture Statement to ensure understanding of school expectations.
- Parents may apply for school entry for their child for Kindergarten if they turn 5 by March 31 of that calendar year.
- 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 family bond of \$50 is required and will be refunded at the completion of schooling provided all fees are accounted for.
- 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 family bond of \$50 is payable when submitting an enrolment application.
- All enrolments will require the completion of MCEETYA data collection forms.
- 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

Continued enrolment at Narromine Christian School 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 2014 there were 76 students enrolled in K-6 at Narromine Christian School. The Grade Breakdown is as follows:

Year	Students
Kindergarten:	10
Year One:	13
Year Two:	12
Year Three:	13
Year Four:	12
Year Five:	7
Year Six:	9

There are 33 girls (43%) and 43 boys (57%) enrolled at Narromine Christian School.

We have 22 (29%) students with indigenous backgrounds enrolled.

We have no students with English as a second language.

We have 2 students with special needs.

## 10 School Policies

### Student Welfare Policy

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. No changes were made to this policy during the 2014 year.

### Discipline Policy

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 in 2014 except that classroom reward systems change on a regular basis.

## Complaints and Grievances Policy

The full text of the Complaints and Grievances Policy is located in the administrative office. No changes were made to the policy in 2014.

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.

## 11 School determined improvement targets

### Priority Areas planned for Improvement in 2015

#### Facilities and Resources

- We are planning limited improvements in this area in 2015 as we need to concentrate on repaying our loan for the new classroom.
- To upgrade and make functional the canteen and staffroom space.

#### Teaching and Learning

- To build staff confidence in implementing Direct Instruction teaching approaches through continued practice and specialised professional development throughout 2015.
- To improve classroom practice in Literacy and Numeracy with all staff through peer and principal evaluations throughout 2015.
- To increase community interactions within our school through the development of a 'play and read' group and a homework centre.
- To implement synthetic phonics direct instruction into all classrooms for thirty minutes each day.
- To continually improve quality teaching and assessment practices through targeted professional development.

### Achievement of Priority Areas listed for improvement in the 2014 report

#### Teaching and Learning

- Enhance and review the School's literacy and numeracy interventions.
  - We have been working on improving our literacy and numeracy blocks and improving our tier one and two interventions to decrease the number of students requiring tier three intervention.
- Strengthen home and school partnerships
  - We are becoming more intentional in involving our school parents in all aspects of their child's learning through communication in the weekly newsletter, website and face to face communications.
- Enhance differentiated learning through effective data collection and analysis
  - As a school team we have spent (and are continuing to spend) time learning how to effectively collect and analyse data to inform all aspects of classroom teaching and to help us to differentiate effectively.
- Strengthen the focus on whole-school instructional leadership
  - We have been continuing to work together to strengthen our school team in this area
- Continue to explicitly assess the learning needs of students especially on entry at Kindergarten
  - We are developing effective Kindergarten entry assessment tools to ensure each student fulfils their learning potential.
- Focus on school-based professional development for teachers in personalised learning and diagnostic assessment
  - As a staff we have attended professional developments in these areas and are working to improve outreaching and assessment effectiveness.

## Facilities and Resources

- To build two new classrooms
  - Approval for two new classrooms was given and construction began at the end of November.
- To plant new trees around the school fence line
  - It was decided to wait until the new classrooms have been built before planning and planting trees around the school site.

## 12 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 to 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 also for behaviours that promote kindness, friendship, inclusion and our school values.

### Service projects

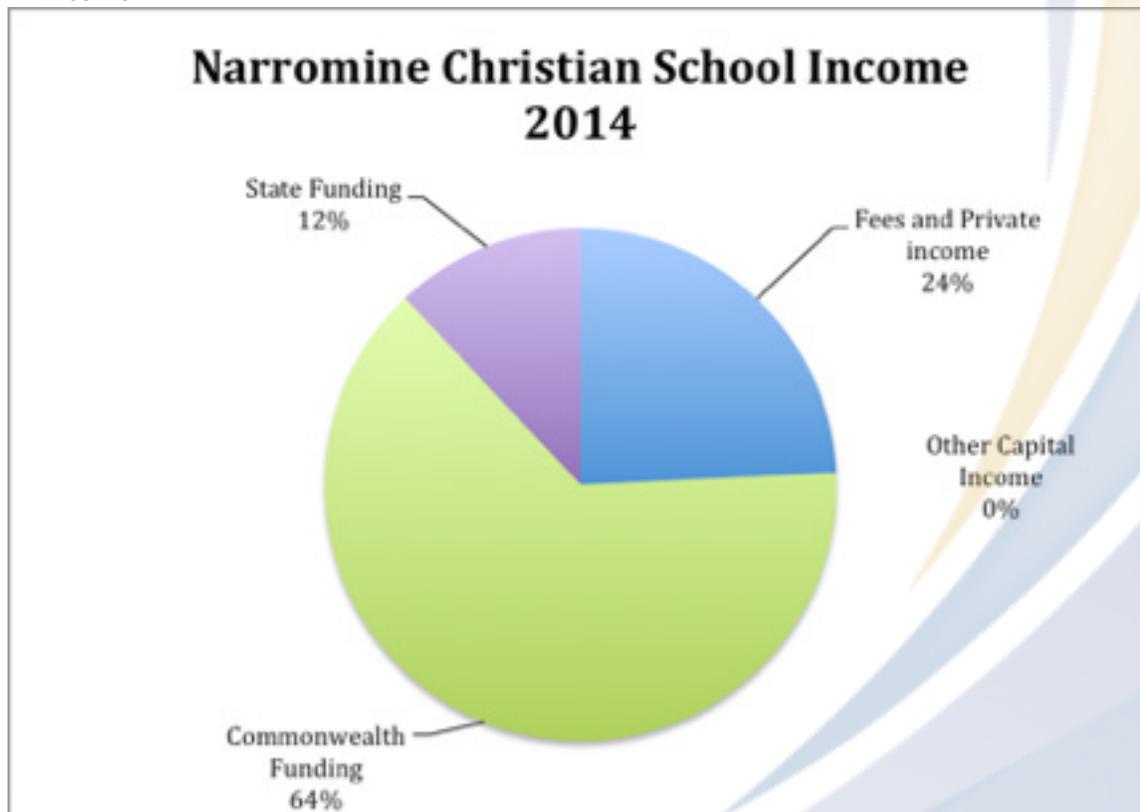
The students are involved in service projects throughout the year. Things like participating in the ANZAC Day March, Clean-up Australia Day, Sorry day and NAIDOC. Students of the school also participate in the local Meals on Wheels program and perform and visit the residents of the local aged care facility.

## 13 Parent, student and teacher satisfaction

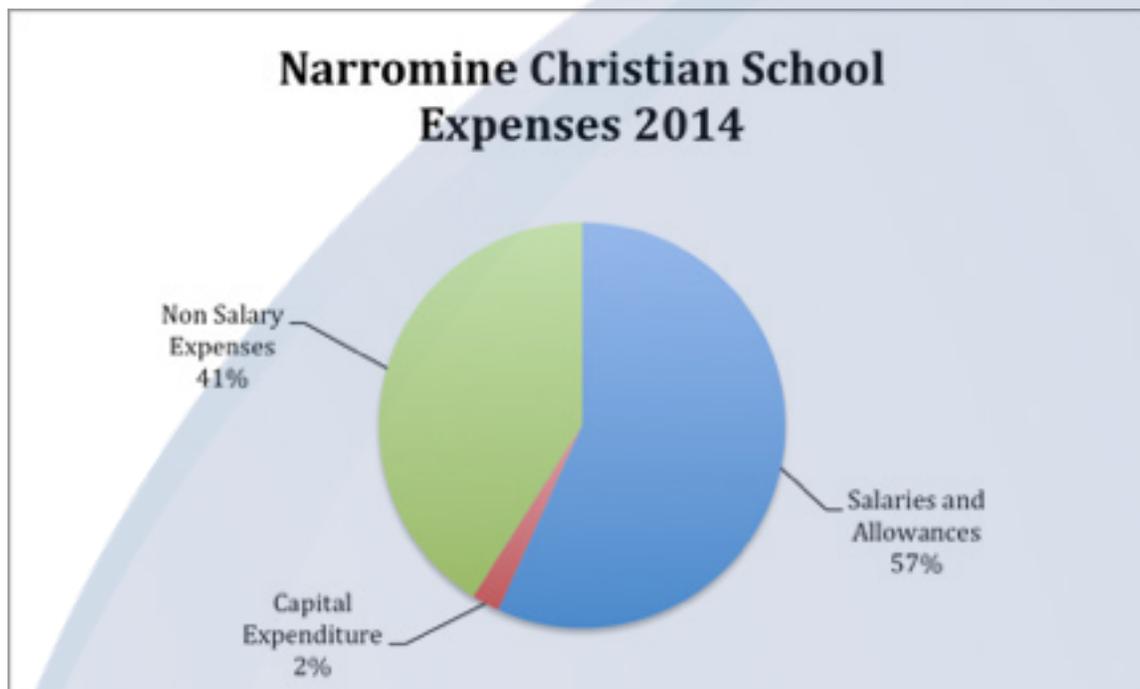
- 96.7% of parents surveyed are satisfied or very satisfied with the school.
- 96.5% of parents surveyed are happy with the day to day organisation and management of the school.
- 100% of parents surveyed are satisfied or very satisfied that concerns of parents and students are resolved appropriately.
- 100% of parents surveyed are satisfied or very satisfied that our school has an appropriate Christian emphasis.
- 3.5% of parents surveyed would like to see some improvement with the Home and School.
- 93.1% of parents surveyed are satisfied with the equipment and resources available to students.
- 10% of parents surveyed would like to see healthier options and more variety on the canteen.
- 100% of parents surveyed are happy with the schools friendly, inclusive and supportive atmosphere and the sense of community between students, parents and staff.
- 100% of parents are happy with the approachable and friendly nature of the staff (teaching and office).
- 100% of parents are satisfied with the schools demonstration of its special character.
- 92.9% of parents surveyed are happy with the schools reporting process.
- 100% of parents surveyed are happy with the communications from the school

## 14 Summary financial information

### Income



### Expenditure



## 15 Public disclosure of educational and financial performance

The 2014 Annual report will be published on the School's website and available on request from the School office.

# SECTION 2

## CHECKLIST

Commonwealth legislation (**Australian Education Act 2013** and accompanying **Australian Education Regulation 2013**) includes the following requirements not listed as part of the BOSTES requirements for registration and accreditation.

Please tick that your school complies with the following.

- Participates annually in National Student Assessments, NAPLAN, and other sample assessments as invited.
- Provides Student Background information for all students participating in the assessment listed above.
- 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



