Messages

Principal's message

Narrandera High School is a successful rural comprehensive secondary school in the Riverina. The town has a population of just on 5000 people and is well situated on the Murrumbidgee River and main water supply canal for the Murrumbidgee Irrigation Area. It is also at the cross roads of two major highways providing a constant stream of travellers and tourists. The school draws its students from families within the town and the villages of Grong Grong and Matong.

We provide a broad range of educational opportunities for students through:

- The provision of a safe, supportive learning environment where students are encouraged to achieve their personal best;
- A focus on quality teaching via the provision of an extensive and challenging curriculum incorporating a comprehensive vocational education program;
- Modern, well equipped classrooms including advanced technology, information communication technology, video conferencing facilities and two connected classrooms;
- First rate sporting facilities and
- A dedicated and highly professional staff who have the best interests of students as the basis of their work.

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.

Janice Dolstra - Principal

P&C message

Congratulations to all the students of Narrandera High School who have put in a great effort this year and a huge thank you to the staff who continue to educate our children in an ever changing world.

Thank you to our small group of P & C members who regularly attend informative meetings and contribute ideas and points of view. We always welcome new people and would love to have you join us in 2010.

Thanks must also go to all who helped with fundraising and in the canteen throughout the year. The canteen is a major source of funding for the P & C. Michelle Sibraa manages the canteen and with the help of her enthusiastic band of assistants, does a terrific job. I would like to urge any parent, friend or grandparent who has a couple of spare hours to contact Michelle if they would like to assist her. If you feel that this is not possible, could I suggest you support us by allowing your child to use the canteen on a regular basis and this will help us to provide additional resources for the school.

We have decided to update the sports uniform shirts and will phase in the shirts during 2010.

Sharon Lee – P & C President

Student representative's message

Narrandera High School Student Representative Council (SRC) is a representative body of students that aims to bring forward the opinions and ideas of students, build a better school community, raise funds, organise social activities to promote school pride and participation and also to raise the profile of our school in the community.

During 2009 the SRC was active in promoting school pride and participation through activities such as the ANZAC Day and Remembrance Ceremonies – in conjunction with the Year 12. Encouraging students to participate in leadership activities was again an important purpose of the SRC such as the Aboriginal Reconciliation Conference in Sydney and the SRC Leadership Camp in Albury.

Narrandera High School has always been a generous community and this continued with a blend of charity fund raising and casual clothes days for events such as Jeans for Genes, Polio Plus and Shave for a Cure.

The highlight for all SRC members in 2009 was taking an active role in the NAIDOC Week celebrations. We undertook a sports development training course which enabled us to run Indigenous games involving all local schools in Narrandera.

Mark Gilmour and Lauren Orr – School Captains
School context

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

Student enrolment profile
The 2009 enrolment was 294 students of which 53% were female and 47% were male. Approximately 25% of students are of Aboriginal background.

Examination of student enrolment data indicates significant student mobility of a small section of the student population, thereby interrupting the continuity of learning and social development. It continues to be a high priority for us to provide support for these students in meeting the requirements of the School Certificate and Higher School Certificate.

Student attendance profile
Attendance rates, particularly in the junior school, remain a concern and are a high priority in our school strategy. Programs involving the Student Welfare Team, Home School Liaison Officer and Aboriginal Education Officer have had increasing success.

Management of non-attendance
Our school has in place attendance and retention as well as literacy and numeracy programs targeting Aboriginal students, including the Boys’ Engagement Program and Links to Learning, with the 2009 focus being on girls’ engagement and the Norta Norta Program targeting literacy and numeracy. The outcomes of these programs are to improve students’ learning outcomes and the level of engagement and degree of connectedness to the school community. These programs play a significant role in increasing the attendance of Aboriginal students and their families in school activities. This is done through the work of the Aboriginal Education Officer.

Further targeting of attendance will be undertaken as part of the strategies associated with National Partnerships for which the school will receive significant funding in 2010.

Structure of classes
Years 7 and 8 each have three classes: two mixed ability and one streamed class for the more academically able students. Students select their electives for the School Certificate during Year 8, commencing in Year 9 and continuing into Year 10. Extension classes for the academically able students have been created in Years 9 and 10. Senior students are able to select from a wide range of courses, including vocational education and training (VET) courses, delivered through Narrandra or Leeton Campuses of Riverina College of TAFE. Classes are generally small in all years, allowing for more flexibility in teaching strategies and more personalised learning. Senior students are further supported by a system of tutorial support delivered by teaching staff.

Retention to Year 12
One way to express retention rates is to calculate the percentage of students who present for the HSC after completing the School Certificate at the same school. Our school has a historically low rate compared to the State. Usually about 80% of Year 10 students return to Year 11 studies and only about 45% of the 2007 School Certificate students completed their HSC at this school in 2009. Close to 95% of the 2009 Year 10 students indicated that they wish to continue their studies at this school in 2010. This increase coincides with the raising of the school leaving age to 17 to take effect from January 1, 2010.
Post-school destinations

In 2009, more than 50% of the Year 12 cohort continued on to full-time tertiary study at University, 25% secured full-time employment and four students were successful at gaining apprenticeships. The remaining Year 12 students are actively seeking employment and considering further study at a tertiary institution. Out of the Year 10 cohort, 90% of students continued on to the Preliminary course. Of the students who left, 30% found employment, 15% secured apprenticeships, with the remaining students seeking employment. In comparison to last year, a higher percentage of students was able to secure apprenticeships / traineeships in the local area.

Year 12 students undertaking vocational or trade training

In 2009 48% of the Year 12 cohort completed one or more vocational or trade training course.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2009 every student completed their HSC requirements.

Staff information

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

Our staffing is allocated as indicated in the table below. The school is supported by a variety of non teaching personnel including a School Administration Manager, Aboriginal Education Officer, School Learning Support Officers, School Administrative Officers, General Assistant and Farm Assistant.

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>Head Teachers</td>
<td>5</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>20.4</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Itinerant Support Teacher Behaviour</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>Aboriginal Education Resource Teacher</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>9.3</td>
</tr>
<tr>
<td>Total</td>
<td>41.3</td>
</tr>
</tbody>
</table>

Of the total school staff 13% identify as indigenous.

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>90</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10</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:</th>
<th>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>315 815.37</td>
</tr>
<tr>
<td>Global funds</td>
<td>243 679.24</td>
</tr>
<tr>
<td>Tied funds</td>
<td>233 190.71</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>79 970.99</td>
</tr>
<tr>
<td>Interest</td>
<td>11 852.77</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>17 194.55</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>901 703.63</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>59 781.19</td>
</tr>
<tr>
<td>Key learning areas</td>
<td>33 069.57</td>
</tr>
<tr>
<td>Excursions</td>
<td>34 794.32</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>15 361.18</td>
</tr>
<tr>
<td>Library</td>
<td>596.03</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>225 727.31</td>
</tr>
<tr>
<td>Tied funds</td>
<td>50 932.66</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>47 375.44</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>30 243.32</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>15 744.71</td>
</tr>
<tr>
<td>Utilities</td>
<td>98 066.65</td>
</tr>
<tr>
<td>Maintenance</td>
<td>30 243.32</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>0.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>611 692.38</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>290 011.25</td>
</tr>
</tbody>
</table>

The balance carried forward included tied funds, trust funds and allowances for unpaid orders and temporary and casual staff salaries.

A full copy of the school's 2009 financial statement is tabled at the annual general meeting of the Parents’ and Citizens’ Association. Further details concerning the statement can be obtained by contacting the school.
School performance 2009

One of the school's strengths is the breadth of extra curricular activities with which students can become involved. They include debating, public speaking, music, chess, Tournament of Minds, the Mock Trial and a large variety of sports.

Achievements

Arts
- Our annual cultural day gave students the opportunity to participate in Aboriginal music, art and dance and taste traditional food.
- Together with feeder schools and the community, our students produced a large Aboriginal flag for display and to celebrate NAIDOC week.
- Karl French was a member of the percussion section of the Millennium Band performing at the Sydney Anzac Day March and the School Spectacular.

Sport
- The open girls’ basketball team was Riverina champions and again finished 8th in the state playoffs.
- The Under 15 girls’ basketball team was also Riverina champions.
- Zac Williams was a member of the Riverina Under 15 Australian Rules team who were the Combined High School champions.

Other
- The chess team was successful in making the Victorian and NSW state finals finishing 5th in the latter.
- The Tournament of Minds team was Riverina winners and State finalists.
- As part of a State Youth Leadership initiative, school captains Mark Gilmour and Lauren Orr visited State Parliament and enjoyed keynote speakers, including Her Excellency, the Honourable Marie Bashir.

Academic

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

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

Literacy – NAPLAN Year 7

55 students sat for the 2009 NAPLAN Literacy test. In reading, the school performed above both the State and LSG average in Band 8. This was a 6.5 percent improvement over the schools average 2007-2009. In grammar and punctuation the school achievement was above the LSG with more students as a percentage in Band 9.
**Numeracy – NAPLAN Year 7**

In 2009, 54 students sat the NAPLAN Numeracy test. Student performance in the upper Bands was below State average.

**Literacy – NAPLAN Year 9**

55 students sat for the 2009 NAPLAN Literacy test. In writing, students performed slightly below the LSG in Band 10, however student achievement of Band 8 was above both State and LSG averages. In grammar and punctuation the school’s achievement in Band 9 and 10 was above the State and LSG.

**Numeracy – NAPLAN Year 9**

55 students sat the 2009 NAPLAN Numeracy test. Students performed above the LSG in the achievement of Band 10 and above both State and LSG in Band 8.
Progress in literacy

Student growth in overall Literacy was significantly higher than State and Regional growth. The Year 7 student’s average growth was 49.8% compared to 42.1% and 41.1% for State and Region respectively. Student growth for Year 9 was on par with Region and slightly below that of State.

Progress in numeracy

Student growth in Numeracy was below State and Regional growth for both Year 7 and Year 9. However, the achievement of Band 10 for Year 9 students in Numeracy was above the Like Schools Group and on par with the State average.

School Certificate

In 2009, 50 students sat for their School Certificate. In English, student achievement of Band 5 and 6 was above the State and LSG average. Students also performed significantly above State and LSG in Science. In the compulsory Computer Skills test, student achievement of Highly Competent was significantly higher than State and LSG achievement and an improvement over the Schools average 2006-2009.

School Certificate relative performance comparison to Year 5 (value-adding)

The average School Certificate relative performance from Year 5 demonstrates significant growth when compared to the LSG in Mathematics, Science, Australian History, Civics and Citizenship and Computer Skills.
Higher School Certificate

The average School Certificate relative performance from Year 5 demonstrates significant growth when compared to the LSG in Mathematics, Science, Australian History, Civics and Citizenship and Computer Skills.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2009

Student achievement in Year 7 demonstrates that 96.3 percent of students are performing at or above the minimum standard in Numeracy and 89.1 percent in Reading.
Minimum Standard Information

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 7 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>89.1</td>
</tr>
<tr>
<td>Writing</td>
<td>85.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>81.8</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>89.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96.3</td>
</tr>
</tbody>
</table>

**Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009**

Student achievement in Year 9 demonstrates that 87.5 percent of students are performing at or above the minimum standard in Numeracy and 84.2 percent in Spelling.

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 9 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>79.0</td>
</tr>
<tr>
<td>Writing</td>
<td>71.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>84.2</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>80.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>87.5</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

Aboriginal Education programs at Narrandera High School were focused on reducing the achievement gap between our Aboriginal and non Aboriginal students; educating all students about Aboriginal history, culture and current Aboriginal Australia as well as developing strong partnerships with the local Aboriginal community.

Programs designed to reduce the achievement gap and improve the educational outcomes of Aboriginal students at Narrandera High School included: personalised learning plans; Learning Assistance; Wiradjuri Language Certificate I course; Wiradjuri singing with the Schools Choir; Links to Learning for Indigenous and non-Indigenous girls which provided skills in conflict resolution, cultural awareness, computer skills and healthy living and planning a Remembrance Garden.

The ‘NAIDOC’ celebration grew into a strong partnership between primary schools, Narrandera High School and the Aboriginal Community in Narrandera. Our school leaders from the SRC were trained in a range of Indigenous activities to cater for over 400 primary students, in conjunction with Aboriginal community members who provided activities in boomerang throwing, damper making and Aboriginal dance. We also had a Hot Air Balloon provided by the Royal Australian Air Force flying around the town leading up to the celebration, acting as a beacon in promoting the day and attracting community members. The celebration concluded with the raising of a gigantic Aboriginal flag – which consisted of ‘hand prints’ from the students from our local primary schools and our school.

**Multicultural education**

Our school enrolment data indicates that the majority of our students derive from Anglo – Celtic and Aboriginal backgrounds.

Our school successfully exposes students to the richness of other cultures inherent in a diverse Australia by incorporating a multicultural perspective across the curriculum.

Emphasis is given to the outstanding contribution made to Australian society by people from different cultural backgrounds, for example the early settlers and later, the European migrant groups who came to Australia as part of the establishment of the MIA and to the richness of the culture of the Wiradjuri people.

**Respect and responsibility**

Narrandera High School has a tradition of service and many students are encouraged to participate in many community activities such as Red Cross, ANZAC Day, Remembrance Day, Student Exchange and student leadership. Catherine Romeo, Rachael Gawne and Tara Buchanan were selected to participate in a Rotary Youth Leadership Program. They then organised a Lap-a-thon at the school, assisted by Rotary, to raise funds for Polio Plus.

Further involvement takes place across the curriculum and across all years. Year 12 students, in particular, model this commitment to service though their fundraising program where
they select one or two charities and involve the rest of the school in a range of enjoyable activities whilst at the same time, raising money which is forwarded to the charities concerned. A spontaneous function was organised for the Victorian bushfire victims.

**Other programs**

**Literacy and Learning Assistance**

The Learning Support Team continues to provide support and direction in addressing student literacy needs.

Students experiencing difficulties in literacy are identified via:

- Results forwarded from partner schools
- Results from NAPLAN;
- Assessment by the Support Teacher, Learning Assistance;
- Teacher and parent referral;
- Self referral.

All new students are tested to determine their level of literacy. Those identified as having difficulties are given support by the STLTA and School Learning Support Officers. The development of an individual plan assists all staff in monitoring progress and tailoring programs to meet the specific needs of students. The Noorta Noorta funding has been utilised to further assist some of these students either on a withdrawal basis (as individuals or in small groups) or in the classroom setting.

The Itinerant Support Teacher, Behaviour enables students to access special programs to assist with their transition to high school and to support and encourage positive interactions with peers.

**Student Support**

Peer support, peer mentoring, peer tutoring, the boys engagement program, gorgeous girls and the senior mentoring program are programs designed to assist students in need, while at the same time promoting leadership, co-operation and perseverance.

**Student Welfare**

Major initiatives and outcomes in the area of Student Welfare include:

- An active Welfare Committee to support students and facilitate strategies to be put into place and communicate with staff where appropriate.
- Continuation of accreditation as an Asthma Friendly School.
- Ongoing welfare programs for identified students eg Gorgeous Girls, Links to Learning.
- Continuation of a Peer Mentoring Program, using Yr 9 as mentors, for Year 7 students to adjust to a high school in a smooth transition.
- The annual cultural day and Healing Time programme to enhance and recognise Aboriginal Cultural Heritage.
- Continuation of the Merit Award Scheme which fosters motivation and perseverance as incentives to achieve.
- Vocational Education for at – risk students to participate in the School to Work strategy and Youth Pathways program.
- Student Representative Council providing a consultative forum for the school body to have an input into issues.
- Formal assemblies held once a term, run by students and prefects to showcase individual and group achievements to the school and parents.
- Improvement in school tone as all students wear full school uniform including leather school shoes.
- Introduction of a representative uniform for students acting on behalf of the school on a wide variety of occasions.
- Anti-bullying survey conducted as a preparation for Positive Behaviour for Success.
- Washrooms for boys and girls upgraded and painted, where students selected the colour scheme.
- Communication to parents via a fortnightly newsletter.

**Progress on 2009 targets**

**Target 1**

*5% improvement in School Certificate and Higher School Certificate results across the board*

Our achievements include:

In the School Certificate:
- Student achievement in Bands 5 and 6 was above the state and ‘like school’ averages.
- In Science students achieved significantly better than state and ‘like school’ averages.

In the Higher School Certificate:
- Students achieved above state and ‘like school’ averages in Mathematics, Physics, Chemistry, Food Technology, Design and Technology and PDHPE.
• Student performance in Visual Arts and Music was significantly above state and ‘like school’ averages.

Target 2
Decrease in the number of Year 7 students in Band 5 and Year 9 in Band 7 by 5% in NAPLAN in both Literacy and Numeracy

Our achievements include:
• In Year 7 there has been a decline of 10% in Band 5 in numeracy from 2008 to 2009. There has been a halving of the number in that band in literacy over the same time.
• In Year 9 data shows a decrease in the number of students in Band 7 in numeracy. The data also shows significant progress in performance in the middle bands in literacy.

Target 3
5% improvement in the learning outcomes for Aboriginal students in School Certificate and Higher School Certificate, attendance and retention, engagement and participation.

Our achievements include:
Consolidation of the boys’ program, Links to Learning, in partnership with the TAFE, and individual learning programs for students has led to improved attendance and participation.

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 2009 our school carried out evaluations of the operation of the Science Faculty and management of student behaviour.

Educational and management practice
Management of student behaviour.

Background
Narrandera High School is dedicated to providing the best possible educational experience for all students. During 2009, a Positive Behaviour team was established to guide the entire school community through a change management process with a focus on positive behaviour. Informed by data and based on rewards for appropriate behaviour and enhanced recognition of student achievement, the positive behaviour approach is a long term culture change with a staged implementation over three to five years. Progression through each stage is determined by the extent to which the preceding stage is embedded in school systems, in classrooms and in the playground.

Findings and conclusions
In order to establish a ‘baseline’ from which to measure progress towards positive behaviour, parent surveys were undertaken. The survey examined aspects of school climate and culture such as perceptions of safety at school, support for students, behaviour expectations and school values.

Over 80% of parent respondents believed that:
• Students generally feel safe at this school.
• Staff members are friendly and helpful to students.
• Staff members are caring and supportive to students.
• Staff members encourage the students to do their best.
• Staff members treat the students respectfully.
• The school values respectful and responsible behaviour.
• Students are taught the rules and expectations for behaviour.
• Teaching behaviour expectations at school is important.
• Parents/families are informed of the rules and expectations for student behaviour.
• Parents/families who visit the school are welcomed, treated with respect and encouraged to come back.

Strengths of our school include:
• The staff are approachable and respectful and they care about the students.
• The school values respectful and responsible behaviour.
• Students are encouraged to participate and do their best at all times.
• Generally, staff do a good job of communicating with parents/families.

The survey indicated some areas for attention including:
• Students threatening or bullying (including cyber bullying).
• Students physically hurting other students is a problem (including hitting, pushing, grabbing and kicking).
• Students picking on and harassing other students.
Future Directions

In 2010, we will provide extensive training and support for staff as the school embarks on a long term process to transform school culture.

We will launch Positive Behaviour and follow up the launch with explicit teaching of social skills for a variety of settings.

We will involve parents and the wider community as much as possible in all aspects of the Positive Behaviour approach.

We will monitor the incidences of inappropriate behaviour and use this data to determine our progress and inform our planning for implementation of each successive stage of Positive Behaviour.

Curriculum

Background

The Science Faculty underwent a formal faculty evaluation. The faculty ran effective lessons and gave generously of their own time to support student learning. The evaluation process was to investigate how they can build on their strengths to improve student learning outcomes. The areas chosen for the evaluation included teaching strategies, programs and parent/student/teacher reflections.

Findings and Conclusions

The evaluation found that the Science faculty demonstrated high levels of shared respect and professionalism between faculty members and a strong sense of collegiality has brought about the creation of a cohesive culture. Programs are thorough and comprehensive and build upon prior knowledge. Lesson plans were in detail and the purpose of the lesson was demonstrated. Teachers were keen to expand their teaching strategies to create positive learning experiences for students.

The Narrandera High School's annual curriculum evaluations seek the views of parents, students and teachers about the school and their child’s learning. Their responses about the Science Faculty are presented below:

Parents

Parents were divided in their belief about how the teacher presented new science work to the students. They believed “practical work” in Science was a very effective method of learning for their child.

Most parents suggested that their child didn’t receive much homework in Years 7-10. They indicated that a variety of homework activities would be beneficial for the learning needs of their child. In the senior years, homework mainly consisted of assessment tasks.

Parents revealed that the disruption to the ‘normal school routine’ does impact upon their child’s ability to achieve to the best of his/her ability.

Parents believed that the Science Faculty had high expectations for their child to achieve to the best of his/her ability.

Students

All students indicated that their teachers explained what they were learning in Science and why.

Nearly all students identified that the practical components of Science were an effective way of learning. They indicated that there was too much emphasis on writing notes from the board.

Most students indicated that they received homework and it was not very much.

All students revealed that they would ask their teacher if they needed assistance with their work.

Students identified that they revise their Science work using different types of methods from reading, note taking, talking with other students, summarising and referring to the syllabus.

Students indicated that they knew of, and followed, the safety rules for Science.

The majority of students identified that Science has always a high usefulness in their daily life such as career choices and understanding areas of land management, farming, the future and the human body.
Teaching Staff

The teachers indicated that they used a range of strategies when presenting new concepts and content to the students such as brainstorming, practical demonstrations, visual aids and quizzes.

Teachers expressed their commitment to continued professional development opportunities to further increase their own technology skills to offer diverse and challenging learning experiences for all students.

There was a strong indication that students were given supportive experiences to improve literacy and numeracy skills to enhance their learning.

Future Directions

The curriculum team revealed that additional resources may be necessary to implement some of the findings and conclusions.

The continued planning for the prescriptions in literacy and numeracy was particularly valued by members of the team.

Continued development of programs is planned to be undertaken after the review which will continue to result in an enrichment of teaching strategies.

The faculty has adopted the recommendation that a faculty policy be formulated as a method of ensuring consistency regarding school policies, procedures and plans. It has also adopted the recommendations that the procedure for evaluating teaching programs be simplified and to increase their school-home communication through the newsletter and the school website.

Parent, Student and Teacher Satisfaction

Areas of strength as perceived by staff still included: meeting the individual learning needs of students; recognising and celebrating achievement and encouraging students to meet their personal best. Teachers value and support the contributions of their colleagues, and early career teachers in particular, appreciated the formal and informal mentoring programs and the sharing of professional knowledge and skills. With a focus on literacy and numeracy the challenges for staff include gaining training in the NAPLAN data and explicitly addressing each student’s literacy and numeracy needs. Students appreciated the expansion of the curriculum in stages 5 and 6. Some stage 4 students didn’t like the compulsory nature of some subjects. The wide range of extra curricular activities, both cultural and sporting, was another area of satisfaction.

Parents were generally happy with their communication with the school. Some 30 families now have their newsletter emailed to them each fortnight. Early reporting of progress in Years 7 and 11 and the ‘Hands on High School” program for Year 6 into Year 7 parents were also highly valued.

Parents believed that staff provided activities that were interesting and appropriate to their child’s needs and abilities. They also believed the school had high expectations for students to achieve to the best of their ability.

Professional learning

Each staff member is responsible for their own professional development. The executive and the professional learning team help staff develop their own personal professional learning plans ensuring all elements and standards are addressed over time.

Staff join a target team which is designed to address the outcomes of targets in the school plan.

All staff participate in professional learning activities each term. Priorities for 2009 included literacy, with an emphasis on writing, numeracy, analysing NAPLAN results, positive behaviour for success and an introduction to the use of smart boards.

School Development 2009 – 2011

Targets for 2010

The entire school community was involved in the development of the school plan for 2009 – 2011. This involved workshops and working parties to formulate a plan which has the aim of improving learning outcomes for all students.

Target 1

*Improve the literacy and numeracy of every student with a focus on engagement.*

Strategies to achieve this target include:

- Faculty workshops analysing Smart Data.
- Detailed analysis of NAPLAN questions to identify strengths and weaknesses.
- Targeted learning support assistance.

Our success will be measured by:

- Improved student performance in the NAPLAN, School Certificate and Higher School Certificate examinations.
- Appropriate literacy and numeracy strategies explicit in all KLA teaching and learning programs.
- Improved student attendance.
Target 2

*Increase retention rates of Aboriginal students returning to Years 10 and 11 by 5%.*

Strategies to achieve this target include:

- Student participation in work based programs in partnership with other key stakeholders.
- Organisation of specific engagement activities.
- Improvement of parent and community involvement.

Our success will be measured by:

- Improved retention rates as evidenced by empirical data
- Increased flexible learning pathways for students.
- Increased presence and participation of parents and community members.

Target 3

*Improve the teacher quality of all staff and improve educational outcomes for students.*

Strategies to achieve this target include:

- Review the mentor program for new scheme teachers and executive.
- Provide support for staff by the creation of a new Deputy Principal position responsible for the support of teaching and learning.
- Programs of observation and demonstration of best classroom practice.

Our success will be measured by:

- Staff participation in internal and external professional development programs.
- Retention of staff.
- Students more engaged in learning.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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http://www.scho...