School Context Statement
Narrabeen North Public School (NNPS) is located in the northern beaches area of Sydney. The nearby suburb of Warriewood has experienced significant housing development over recent years, resulting in a steady increase in school enrolments. As further developments are completed it is expected that the school’s enrolments will continue to grow. The school will increase by two classes to 24 in 2015.

Principal’s Message
This year has been a very special one for the Narrabeen North community as we celebrated our 75th anniversary. Our school’s foundation was built from a simple brick building in 1939 with one teacher and 44 students. Many things have changed since the school opened; we have now grown in size to 563 students and 22 classes.

As a new member of the Narrabeen North community, commencing the principalship in Term 3, I felt a noticeable strength of our school almost immediately; a real sense of community. The school has welcoming and friendly staff, students and parents.

This strong relationship became further evident, when we held the various 75th birthday activities. It was a trip down memory lane, where the past joined the present and we all learned together through stories, viewing photos and sharing tales of life at NNPS. This was another poignant moment in the school’s developing history. Again, thank you to everyone who contributed and were part of this special celebration.

Further, our sense of community was evident through ongoing parent and volunteer support and engagement in the various aspects of school. Every contribution of time is valued and appreciated.

I would like to acknowledge the P&C a committee of hard working volunteers who work tirelessly to support the school and its programs. The additional money raised through fundraising activities has further added to what the school can provide to students.

I extend my gratitude to the staff. Their collective efforts, hard work and commitment to education are the driving force behind what Narrabeen North can offer to students as quality education.

I’d like to recognise the leadership of the school by Mr Robert Blanchfield. He had a long association with the school as principal and commenced the work on the 75th celebration. I wish him well for his time in retirement after his service to students in NSW Public Schools.

Ryan Shepheard

P&C Message
2014 was a spectacular and special year for Narrabeen North and its committed P&C as we celebrated our 75th Anniversary. All members of the P&C got behind the event with a 75th Anniversary Committee being established. This committee worked tirelessly and gave so much of their own time to ensure that all events associated with the 75th were a resounding success. Not only were all P&C members committed to the events but so to was our school community who contributed so generously and actively involved themselves with all our 75th events. As a result of these events, over $25 000 was raised. Some of these funds will be used to purchase and install an outdoor sound system in the cola for 2015 with all other funds donated to the school for the purchasing of resources and equipment. Thank you to our 75th Anniversary committee for your outstanding commitment and to the community for being so involved and supportive of the P&C and school.

Aside from our 75th Anniversary celebrations, the P&C ran a number of successful fundraising initiatives throughout 2014. These included our very popular school discos, local area walkathon and Mother’s Day and Father’s Day stalls. Thank you to the organisers of these events and to the band of enthusiastic helpers and ‘willing hands’ who actually turn these planned events into reality. We couldn’t do it without you!

As our school continues to grow, the P&C is responsible for the operation of a small company. The 2014 turn-over of all of the P&C’s enterprises (canteen, before and after school care, the band and music program and the uniform shop) was in excess of $350,000. The P&C was pleased to be able to donate significant funds to the school for the purchasing of various resources and equipment for the benefit of our students. The funds donated resulted in school programs being supported or the purchasing of the following:
- School camera
The funds raised through the 75th celebration will also be used to purchase a new sound system for the amphitheatre.

I would personally like to thank the hard working and tireless members of the P&C executive team for their highly valued efforts throughout the year. Their incredible support of our school and its students is remarkable.

The P&C looks forward to another fabulous year in 2015.

Adrienne Scalese Narrabeen North PS P&C president

Student Representative Message
This year we had the privilege of being your school leaders. Being a school leader has been a great experience, we feel very honoured to have represented our school during the year at many different events.

Being a school leader has taught us many values and lessons that can be used in life such as, respect, confidence, acceptance, responsibility, achievement and honesty.

This year we participated in the PCS Leadership programme where we learnt organisational skills, how to work as a team and best of all we made some great friends. We also had the opportunity to be comperes for the PCS music festival. We were also privileged enough to have visited NSW Parliament House, meet The Hon. Rob Stokes, member for Pittwater and receive a special morning tea and certificate.

Being Year 6 students has meant that we have participated in many fabulous programs and special events like the Years 5 and 6 camp to Canberra, PSSA, Gala Days, Special Dance and Year 6 camp to The Great Aussie Bush Camp. We have also had our fundraiser the ‘Bizarre Bazaar’ and Year 6 BBQ.

We would like to wish the incoming leadership team the best of luck; we know you will be great representatives of our school. As leaders we have tried to be the best roles models we can be and we couldn’t do that without the help and support of the students, parents and teachers.

We are very grateful that we had the opportunity to lead the school this year.

Jorge Searle and Jack Bannister

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
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<td>219</td>
<td>241</td>
<td>249</td>
<td>277</td>
<td>295</td>
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<td>200</td>
<td>208</td>
<td>220</td>
<td>234</td>
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Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
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<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
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<tbody>
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<td>95.7</td>
<td>96.7</td>
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<td>96.8</td>
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</table>

<table>
<thead>
<tr>
<th>Year</th>
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<th>2010</th>
<th>2011</th>
<th>2012</th>
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</tr>
<tr>
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<td>94.4</td>
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<td>94.2</td>
<td>94.5</td>
<td>94.8</td>
</tr>
<tr>
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<td>93.8</td>
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<td>94.2</td>
</tr>
<tr>
<td>Total</td>
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<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
</tbody>
</table>

Management of Non-attendance
The school uses the assistance of the Northern Sydney Region Home School Liaison Officer (HSLO) to assist with the management of non-attendance issues. Our local HSLO visits the school regularly to check class rolls and follow up on any serious non-attendance concerns.
## Class Sizes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
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</thead>
<tbody>
<tr>
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<td>21</td>
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</tr>
<tr>
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<tr>
<td>KL</td>
<td>K</td>
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</tr>
<tr>
<td>KW</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1AJ</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1B</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1F</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1R</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1/2M</td>
<td>1</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td></td>
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<td>15</td>
<td>24</td>
</tr>
<tr>
<td>2CJ</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2H</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2SG</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3PT</td>
<td>3</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>3S</td>
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<td>3/4G</td>
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<td>17</td>
<td>29</td>
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<td></td>
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</tr>
<tr>
<td>4B</td>
<td>4</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>4P</td>
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<td></td>
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<td>12</td>
<td>25</td>
</tr>
<tr>
<td>6D</td>
<td>6</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>6W</td>
<td>6</td>
<td>24</td>
<td>24</td>
</tr>
</tbody>
</table>

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

The current indigenous composition of Narrabeen North staff is 2%.

## Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>37</td>
</tr>
</tbody>
</table>

## Professional learning and teacher accreditation

The school’s professional learning funding was closely aligned with the strategic plan so that desired outcomes associated with each target were closely monitored and evaluated.

The main areas of expenditure were in: Australian curriculum syllabus implementation, quality teaching, literacy and numeracy, leadership and career development, differentiated learning, Child Protection, Code of Conduct, Emergency Care and CPR.

The school received a notional budget from the Department of Education and Communities. The school allocated additional funding to supplement these original DEC funds.

Every teacher in the school accessed professional learning opportunities during the year. These opportunities included weekly sessions onsite and other professional learning activities through the Peninsula Community of Schools.

As part of the teacher accreditation process staff that commenced teaching after a October 2004 are required to be accredited.

After initial completion of the accreditation process staff must maintain 100 hours of professional learning over 5 years. They are supported through this process by the executive team.

A number of staff worked towards achieving their accreditation and were supported through this process by executive teachers.

## Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies. In the table below, 1.0 refers to a full time, 5 day a week position. 0.2 refers to a one day a week position.

### Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>4.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>17.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.962</td>
</tr>
<tr>
<td>Total</td>
<td>30.682</td>
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</tbody>
</table>
Beginning Teachers

Under the Great Teaching, Inspired Learning initiative the Department of Education and Communities provides additional funding to support beginning teachers.

The resource allocation may support the teacher in a variety of ways e.g. observing other teachers’ lessons, engaging in professional discussion and personal reflection or assessing and evaluating student work.

This year we had one staff member who received beginning teacher support. To support their professional development the teacher worked collaboratively with colleagues and supervisor on assessment and reporting, programming and reflective practices.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>313253.05</td>
</tr>
<tr>
<td>Global funds</td>
<td>288805.03</td>
</tr>
<tr>
<td>Tied funds</td>
<td>198566.60</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>392498.61</td>
</tr>
<tr>
<td>Interest</td>
<td>10214.23</td>
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<tr>
<td>Trust receipts</td>
<td>22651.98</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>1225989.50</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>149300.34</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
<td>20802.37</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>881661.35</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>344328.15</td>
</tr>
</tbody>
</table>

These figures are current as of 30/11/2014. Payments will be deducted from the school’s ‘balance carried forward’ prior to the start of the next school year to cover unpaid accounts, casual teacher salaries and other ongoing commitments.

School performance 2014

Academic achievements

NAPLAN

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

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

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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

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

Dance
In addition to the class based program, we also catered for students who showed a talent and passion for dance. Performance dance groups enjoyed an additional lesson each week under the instruction of Miss Tori Berry and our specialist dance teacher, Miss Debbie White. The NNPS dance groups are usually stage based and perform at various festivals and special events throughout the year.

Kindergarten – Students performed a Christmas dance at the 2014 CAPA concert at the end of the year. They rehearsed Wednesday lunchtimes for most of Term 4 with Miss Berry. This gave them an opportunity to experience the commitment and effort required to be part of a performance group and prepared them for what would be involved if they are part of the Stage 1 Sydney North Dance group next year.

Stages One and Three - In Term 2 our Stage 3 group performed, ‘Somewhere Over The Rainbow’ and our Stage 1 performed, ‘Celebration’, at the Sydney North Regional Dance Festival, held at Glen Street Theatre. They also performed in our annual dance concert and at our 75th birthday fair in Term 3.

Stage Two - Our Stage 2 dance group performed at the PCS Music Festival in July. The theme this year was ‘Giggle and Grin’ and our students performed to ‘Make ‘Em Laugh’ from Singing in the Rain. They also performed at our 75th birthday fair and special Banner Assembly in Term 3.

Selective Dance workshops - Extremely talented and passionate students were also nominated for workshops held by the Sydney Dance Company at the Wharf Theatre. This year, three students enjoyed this special experience.

As a result of being a member of these specialised groups, the students learned the effort, commitment, passion and dedication required to be a part of a team. It allowed students to further develop their skills and creativity within dance and gave them the satisfaction of sharing their hard work with friends and family.

Band and Music

The band/music program continued to expand as the school grows bigger. Music tuition is a four-tiered program. Children were offered percussion at the beginning of their musical learning in Year 2. From there they made the choice to learn a tuned percussion instrument, a tuned band instrument, keyboard, drums or guitar (acoustic only). Should children choose a band instrument they are offered a place in the training band after they can play five notes confidently and have a tutor program in place. As students became more proficient in their playing ability they progress senior band.

Percussion Groups

Percussion lessons contained two groups of 3-5 students from Year 2 upwards. The beginner group is non-tuned percussion and the more experienced is the tuned percussion.

Keyboard

There are three established classes from Kindergarten to Year 5. There are 3-4 children in a class and lessons are progressing well.

It is anticipated that percussion and keyboard groups will have the opportunity to play along with the band in the future in order to build the band numbers.

Band

The band program is gaining momentum. Great interest in learning music this year has resulted in increased participation. It is expected that children learning band instruments attend a half hour weekly private lessons. The program offered group lessons in guitar, drums, percussion (non-tuned
and tuned) and keyboard. This model is expected to change for 2015.

Currently the group tutorial program is held during school time on a Monday, Tuesday and Wednesday and there is a waiting list.

Every opportunity is made available for senior band members to showcase their talents. The band students attended a camp at Collaroy across two days. It culminated in our first combined music concert comprising students from all musical programs. This was an outstanding success. It is anticipated that this will continue for 2015. This performance was repeated at our end of year CAPA concert to encourage new members to join.

The band committee continued to meet twice a term to plan and discuss music programs.

We achieved our aim for 2014 of diversifying our music program and catering for all students who wish to participate in this arm of the GATS program.

In 2015 the school music program will maintain some current programs of learning keyboard, drums and percussion, however, tutorials will be outside the normal class learning period. The tuned band instrument program will ensure that children learn from a private tutor. The committee will look at further developing the band camp, playing at the Warringah Eisteddfod, wandering minstrels within the school and attending the NSW Yamaha Music Festival and purchase a new repertoire of music and instruments.

It has been discussed that we develop our relationship with Narrabeen Sports High School again. This will provide extension for our Year 5 and 6 students and the high school students and enable us to form a 3rd band. The senior band enjoyed the opportunity of playing in the musical, Beauty and the Beast at NSHS.

Junior and Senior Choirs
Junior choir was comprised of Year 2 students from across three classes. The choir participated in the PCS Music Festival. The theme this year was ‘Giggle and Grin’. They also performed at the school’s annual CAPA concert and Warriewood Centro to open the Giving Tree Christmas period.

The senior choir will continue to participate in the Opera House Choir program.

Significant programs and initiatives – Policy and equity funding

Aboriginal education
Students have developed knowledge of Aboriginal and Torres Strait Islander perspectives through the new English syllabus. Within the classroom programs, students have engaged with texts that give them experience of the beliefs and value systems of Aboriginal and Torres Strait Islander people. All assemblies and special events begin with an “Acknowledgement of Country” recognising the traditional custodians of the land.

This year we participated in the PCS NAIDOC Week celebrations including; a travelling art show and indigenous sleepover event.

This year money raised through a gold coin donation on Harmony Day was donated to the Indigenous Literacy Foundation.
NAIDOC 2014
This year we participated in the annual NAIDOC week event supported by the Peninsula Community of Schools (PCS), Northern Beaches.

The theme was ‘Wellness and Wellbeing for all People’. Selected students submitted their artworks for the annual Peninsula Community of Schools Art Exhibition in celebration of the Guringai Festival.

The ‘Land Beyond the Sands’ Art Exhibit was held at Mona Vale Public School on the 25th June and selected students then participated in the travelling Art Show displayed weekly in the participating PCS.

Following, on the 26th June, an indigenous sleepover was held with students from the PCS. This was also hosted by Mona Vale Public School. Students viewed a traditional smoking ceremony, watched a welcome dance and a didgeridoo performance, and participated in various indigenous games and activities. Camp fire stories and tents were part of the students’ indigenous experience.

The event was well received and supported by local dignitaries, indigenous people, parents, teachers and students.

Multicultural education and anti-racism
Staff continued to teach multicultural perspectives across the curriculum with a focus on developing an understanding and respect for the many cultures that make up our school and wider community. Multicultural diversity was celebrated both within the classroom programs and through involvement with whole school events such as Harmony Day and The Multicultural Perspective Public Speaking Competition.

This year students were involved in the Harmony Day Art competition and Harmony Day on March 20. Harmony Day provided an opportunity for our school community to celebrate Australia’s cultural diversity by wearing national dress or orange (the official colour for Harmony Day). Students further extended their knowledge of multicultural diversity in Australia by using the Harmony Day Stories App on the school Ipads. The app displayed the many diverse stories that make Australia a culturally rich and interesting place to live.

The Multicultural Perspective Public Speaking Competition is open to NSW government school students with over 2000 students state-wide competing each year. This Year 3-6 students competed in the competition with topics ranging from asylum seekers to multiculturalism at the FIFA World Cup.

Aboriginal background
The school currently has three students from an indigenous background. These students are supported through various school programs and initiatives and progress is monitored by the Learning and Support Team.

Socio-economic background
Socio-economic funding supported families experiencing financial difficulty. This ensured that students were able to access learning programs with required resources and actively participate in extra-curricular activities.

English as a second language (ESL) program
The school is allocated one day to support students whose first language is not English. Fifteen students at the beginning of the EAL/D Learning Progression have been supported throughout 2014. Support was provided individually, in small groups and in-class.

Resources and professional advice are extended to the classroom teachers to support the students in the classroom.

The ESL program has supported these students on the EAL/D progression in the areas of oral interaction (speaking and listening), reading and responding and writing. The ESL program incorporated the use of quality literature texts with a focus on building vocabulary, spelling, writing and grammar.
Learning and Support
With the introduction of ‘Wrap Around Wednesdays’ teachers and the Learning Support Team developed individual learning plans, supported student’s emotional development, communicated with parents and provided an approach which included parents, child and the school. We will continue to refine our referral system to improve the allocation of our limited resources. Within the school’s Every School Every Student allocation we supported students’ in classrooms and the playground with individual programs, small group work, social stories and behaviour management.

Low Level adjustment disability
Additional funding received in this area was used to support students with additional learning needs in the classroom.

Programs were developed by the Learning and Support Teacher and implemented by School Learning and Support Officers.

Other significant initiatives
Education for sustainability
Environmental education for our students and community continued to be an important feature of our school in 2014. Although not a key school target as it was in 2013, sustainability events and projects were central to school life in 2014.

This year we have begun to embed our school environment management strategies at a classroom level. Classes have taken on the responsibility of composting all of their own food waste. Class waste is collected in buckets each day and sorted into the correct coloured bins. Compost was taken to stage stations and turned by students. This compost has been added to the school gardens. School composting has become more manageable and students have a better understanding of the composting process as a result.

The Narra Rangers have continued to collect and sort our school recycling each day and our K-2 Eco Warriors have met twice a week to work in our gardens and complete environmental activities. Our school has successfully continued with Waste Free Wednesdays reducing our waste and environmental footprint. Stage 2 Water Warriors have also continued monitoring our school water usage; trying to identify leaks quickly and give students tips on reducing our water use.

We again successfully participated in community projects such as Clean Up Schools Day. Our Environmental Leaders, SRC and prefects successfully participated in Project Sea Turtle. This project was to highlight how we can help marine animals by not littering. Students painted sea turtles near all school bins and drains and started the TAKE THREE for the SEA program. Music is played daily after the eating bell to remind students to pick up 3 pieces of rubbish on their way to the playground. These students gave an outstanding interactive presentation at Taronga Zoo on their project.

Resources have been purchased for classes e.g. rich literacy texts with sustainability themes and raised vegetable gardens for each stage to help embed Environmental Education as a cross – curriculum priority as part of our implementation of the new Australian Curriculum for NSW.

LIVE LIFE WELL@SCHOOL
Crunch and Sip, which is now in its second year, continues to be hugely successful at our school with students, parents and teachers. It has resulted in students eating more fruit and vegetables. New bicycle racks were purchased this year to cater for the increased number of students riding to school more regularly. Fundamental Movement skills have been further developed in K-2 by following the LLW@S program. The school canteen continues to refine its menu and encourage healthier eating.
Gifted and Talented Education (G&T)

We are committed to offering a range of engaging opportunities for Gifted and Talented students (GATS) across the school.

Strategies to achieve this in 2014 included:

- Narrabeen North joined the North GaTE with opportunities to collegially share best practice in adjusting and collaboratively developing learning programs to meet the needs of GATS.
- Whole staff professional learning that focused on conceptual programming and developing skills and understandings of the differentiated instruction of the new English Syllabus.
- The Narrabeen North GATS Coordinator ensured that identification processes continued to be in place, providing mentoring for teaching strategy development.
- Teachers completed training in procedures for PLAN (Planning Literacy and Numeracy) for implementation in 2015 to monitor student levels of achievement.
- Debating and public speaking are significant programs at the school, and in 2014 two debating teams represented the school by participating in the Premier’s Debating Challenge. 35 students in Years 3-5 were nominated to participate in a Masters Academy Workshop to develop self-confidence and oral persuasive skills. Students also attended the Northern Sydney Debating Camp at the Collaroy Centre. Stage 2 and 3 students participated in the Multicultural Perspectives Public Speaking Competition. In Term 4, our K-6 students took part in the Narrabeen North Public School Effective Communicator’s Public Speaking Competition.
- This year 30 students in Years 3-6 were nominated to compete in the Australasian Problem Solving Mathematical Olympiads. Papers explored a range of challenging problem solving questions.
- Four students represented the school at the district final of the Premier’s Spelling Bee Challenge.
- Opportunity was provided for many students in Years 3 to 6 to elect to participate in external competitions. These included the UNSW ICAS (International Competition and Assessment for Schools) Testing and the Australian Maths Trust Competition, with some impressive results achieved.
- Three year 5 students attended the Mathematical Challenge Camp for mathematically gifted students, taking part in activities based on problem solving.
- A group of K-6 students developed poetry writing skills by participating in the Dorothea Mackellar Poetry Writing competition.
- Two teams from our Robotics Group participated in the Regional Final of the First Lego League Robotics competition, developing skills in the fields of Science, Technology, Engineering and Maths, with an emphasis on critical thinking skills.
- Students participated in the BOSTES ‘Write On’ competition, which encouraged students to choose to write a persuasive, informative or imaginative piece of writing based on a stimulus photograph.
- Students participated in the Operation Art exhibition where artworks are selected to be professionally framed and displayed in the Armory Gallery at Sydney Olympic Park.
- Two Year 6 students took part in the Expanding Horizons Visual Arts Camp working with mixed media.
- Artworks were displayed in World’s Biggest Classroom exhibition at Westfield Warringah Mall.
- Year 5 students were able to participate in the Wings extension program at Narrabeen Sports High School, enjoying activities in key learning areas taught by specialist teachers. This program culminated in an authentic presentation afternoon to a real audience.
Chess
According to research, test scores improve by 17.3% for students who regularly engage in chess classes.

To ensure the students continued to develop their skills and strategies with chess, Miro Novak and the Sydney Academy of Chess were once again employed for tuition throughout the year.

Some of our highlights were:
• Entering the Northern Beaches Primary Schools Chess Challenge, the Interschool Chess Challenge, and the Northern Beaches One-Day Chess Teams Tournament.
• Exceeding expectations at all tournaments. Our students even made the semi-finals of the Interschool Chess Challenge. Our top player Hannah D finished a highly commendable sixth place and our team of five finished a very respectable 12th.

Drama
Drama has many benefits for students’ education and for their personal development. Drama promotes critical thinking, it engages all learning styles, it creates an active classroom, and it fosters individual skills that can be used in everyday life situations.
Narrabeen North is blessed with a wealth of dramatic talent and the students are developing their skills and ability through ongoing commitment and boundless enthusiasm.

Some of our highlights were:
• For the second year running, the Narrabeen North ‘Dramalades’ were successful in their audition to participate in the ArtsNorth Festival of Drama at the Parade Theatre, NIDA.
• Performing at the school’s 75th anniversary dance concert.
• Performing at the CAPA concert.
• Inspiring over 50 students to audition for next year’s drama group.

Sport
Sport and physical activity are a fundamental part of a healthy lifestyle. By instilling values about sport and by providing opportunities and experiences in schools, it will assist in the formation of positive lifestyle choices students make in the future.

The school is a member of the Pittwater Primary Schools Sports Association that is part of the Sydney North Regional Sports Association. Many sporting opportunities are provided through participation in local gala days.

Some of our highlights were:
• Our senior A boys and our senior A girls seven-a-side rugby league teams winning the Manly-Warringah ‘Legends of League’ titles.
• Our senior boys and senior girls basketball teams making it to the semi-final in the Manly-Warringah basketball tournament.
• Our senior girls finishing second in the local pool of the Paul Kelly Cup and progressing to the Sydney North regional final at Moore Park.
• Participating in Pittwater zone soccer, eagle-tag, softball and netball gala days, all with pleasing achievements.
School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan.

The processes used included:
- Regular feedback from team leaders and assistant principals in executive meetings;
- Evaluations conducted by focus teams related to particular areas of interest;
- School prepared surveys as appropriate.

School planning 2012-2014:

School priority 1
Literacy

Outcomes from 2012–2014
Improved student reading performance

2014 specific targets:
- Increase the proficiency rate of Year 5 students in writing from 11.5% in 2013 to 25% in 2014;
- Increase expected growth in writing from 56% in 2013 to 65% in 2014;
- Increase the percentage of Year 5 students scoring in the top bands of NAPLAN spelling from 36% in 2013 to 45% in 2014;
- Ensure the effective and timely implementation of the Australian Curriculum’s English syllabus in 2014.

Evidence of achievement of outcomes in 2014:
- Whole school editing skills explicitly taught from K-6, allowing a daily writing focus with an emphasis on spelling, grammar, punctuation and vocabulary.
- Teachers used common writing tasks with the use of assessment rubrics to allow consistent teacher judgement across year groups.
- Whole staff professional learning ADOBE Connect ‘Teaching Grammar’ session.
- Reviewed and amended the school’s Spelling Scope and Sequence K-6 to align with the requirements of the new curriculum.
- Teachers ensured pre and post-testing to inform differentiation requirements
- Whole staff professional learning opportunities provided to teachers on the Spellodrome digital spelling program and ADOBE Connect ‘Annotations on a Unit of Learning’ session.
- Teachers implemented the new English Curriculum with conceptual programming, inspiring writing and spelling opportunities including cross-curriculum links.
- Staff introduced assessment for, as and of learning with assessments revised to included new outcomes and student self-reflection and peer evaluations.
- Provision of a range of quality literature resources and multimodal text experiences through IWB, computers and iPads to support best practice for the teaching of English.
- Quality staff professional learning sessions supporting teachers with professional dialogue in the implementation of the new curriculum via ADOBE Connect sessions, reporting changes, collaborative writing and evaluation of conceptual units of work, PCS workshop sharing opportunities.

Strategies to achieve these outcomes in 2014
- Use of digital literacy to create teaching units with embedded writing technology; for example iPads and netbooks;
- Access specific teacher professional learning related to digital story telling;
- Establish formal and frequent opportunities for staff to collaborate on teaching pedagogy in writing;
- Staff to plan ongoing support and training while implementing the new English syllabus in 2014;
- Work within the PCS to share best practice between schools;
- Continued participation in the PCS Australian Curriculum implementation networks to support staff.
School priority 2  
Numeracy  
Outcomes from 2012–2014  
Improved student performance in numeracy  
2014 specific targets:  
• Reduce the percentage of students in Year 5 at or below minimal standard by 50%;  
• Increase the percentage of Year 3 girls on the top numeracy bands by 50% compared with 2013;  
• Increase the percentage of Year 5 students scoring in the top bands in NAPLAN number and patterns and algebra.  
Evidence of progress towards outcomes in 2014:  
• Introduction of Mathletics Monday and Mathletics Award K-2.  
• New teaching apps were installed on the Ipsads.  
• Mathletics used in class and for homework.  
• K-6 teams have fine-tuned programs to differentiate more to match student needs.  
• Stage 3 started implementing new maths curriculum to fill gaps for Year 7.  
• All staff engaged in professional learning with Judy Gerber, Curriculum advisor on the new maths curriculum.  
• School-based training for teachers in programming using the new maths curriculum.  
Strategies to achieve these outcomes in 2014:  
• Developed an explicit focus on problem solving in numeracy using resources such as ‘Red Dragon’ and introducing ‘Mathletics Monday’;  
• Re-focused the ‘problem of the week’ strategy and hold a problem solving maths day and a measurement maths day;  
• Incorporated ‘Newman’s Error Analysis’ for assessment purposes;  
• Used the numeracy continuum to differentiate the learning.

School priority 3  
Student well-being and engagement  
Outcomes from 2012–2014  
Improved overall student well-being and engagement with implementation of the PBEL program and increased access to ICT; effective implementation of ESES from 2013.  
2014 specific targets:  
• Enhance the implementation of PBEL by extending the expectation matrix to specifically include classrooms and other areas;  
• Engage the entire school community in the celebration of Narrabeen North’s 75th anniversary in September 2014.  
Evidence of progress towards outcomes in 2014:  
• Narra Values were explicitly taught in classrooms concentrating on our classroom settings and other settings such as dance in our school.  
• Students and teachers worked together on establishing expectations about our values and what they looked like in each setting.  
• We celebrate students from each stage at our banner assemblies, recognising students who have been displaying our values in classrooms and in the playground.  
• This year we presented 13 students from Year 6 with their Narrabeen Gold Medals celebrating their achievement of receiving 6 Narrabeen banners during their time here at Narrabeen North Public School.  
Strategies to achieve these outcomes in 2014:  
• Implemented explicit teaching of the Narra Values and school expectations in the classrooms and specialised settings;  
• Implemented pictorial social stories in areas where newly introduced expectations need to be met;  
• Participated and engaged in the organisation and delivery of our 75th celebration via the 75th Anniversary Committee.
School priority 4
Environmental education

Outcomes from 2012–2014
Improved student skills which are conducive to the achievement of a sustainable future through the implementation of the 2012-2014 SEMP.

2014 specific targets:
- Embed productive whole school environmental management strategies at a local classroom level;
- Ensure the inclusion of sustainability as a cross-curriculum priority in all KLA content with particular focus on the new English syllabus.

Evidence of progress towards outcomes in 2014:
- In Term 3 a Sustainability Staff Committee was re-introduced.
- Students participated in Clean up Schools Day.
- Re-trained staff in sustainability practices.
- Eco-Warriors and Narra-Rangers programs continued with increased student participation.
- Waste Free Wednesday program continued with each class setting weekly targets to reduce the amount of waste they produced.
- Take 3 program introduced (Michelle Dickson)
- Continued Water and energy monitoring programs.
- Established new garden beds and purchased hardware for four stage garden beds.
- Changed the location of compost stations to cater for future growth of the school.
- Purchased literature on sustainability to link with the new English syllabus.
- Transition of school compost bins on playground to class/stage compost stations.

Strategies to achieve these outcomes in 2014:
- Explicit teaching in every classroom of the school’s environmental procedures;
- Positive reinforcement of individual students, classes and groups demonstrating outstanding sustainability behaviours;
- Ongoing teacher professional learning and discussion to enhance understanding of sustainability as a cross-curriculum priority in the English syllabus and other KLAs.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Two sessions were held to seek parent feedback on the school’s vision for 2015-2017. Each session focused on three areas: positive school attributes, areas for development and qualities a great school would demonstrate in 10 years.

Their responses are presented below.

Parents:
- Value the extensive range of extra-curricular programs available to students.
- Feel staff members are approachable and friendly.
- Expect the school too reflect high expectations for student learning and behaviour.
- Value the maintenance of the grounds and gardens.
- Information sessions for parents on NAPLAN results and new curriculum.

Staff:
- Students have the opportunity to participate in a variety of extra-curricular programs.
- Teachers work collegially and are happy and friendly.
- There are positive relationships with students and parents.
- Opportunities are provided for gifted and talented students.
- As the school grows in size, consideration needs to be given to keeping the natural features.
Students:
- A variety of programs are available in sport, creative arts and other areas.
- The school has spacious grounds for playing.
- Technology is available to support learning eg. iPads
- Like the NARRA values and school reward system.
- Value the sustainability programs.
- An improvement is needed in toilet facilities.
- The canteen provides a healthy menu and food.

Future Directions
2015-2017 School Plan

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

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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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: