Our school at a glance

Students
In 2012, Narrabri High School catered for a student population of 589 students. This is an increase on numbers for the previous year. Narrabri High School is a comprehensive co-educational high school that provides educational opportunities for students from the town as well as adjacent rural areas. Students generally proceed to Narrabri High School from associated local primary schools. These include Narrabri Public School, Narrabri West Public School and smaller schools like Bellata and Fairfax.

A broad and comprehensive curriculum is provided which caters for students with a wide range of abilities. There are also numerous opportunities for students to experience and achieve success in sports, the visual and performing arts, student leadership and a range of other extra-curricular activities.

The school has a well developed welfare network to support students.

Staff
Narrabri High School is served by a committed and enthusiastic staff. The school executive comprises a non-teaching principal, a deputy principal and seven head teachers. Six of these head teachers are responsible for specific faculty areas and there is a head teacher administration.

The remaining staff members consist of classroom teachers and teachers in specialist areas such as a counsellor, teacher-librarian, careers teacher and teachers of students with special needs. All teaching staff meet the professional requirements for teaching in NSW public schools.

Narrabri High School is supported by an effective and enthusiastic SASS (School Administrative Support Staff) comprising a school administrative officer, a general assistant, a farm assistant, and a number of school administrative officers and school learning support officers.

Significant programs and initiatives
- Specialist HSC courses for students of all abilities. Extension and acceleration courses are provided as well as a well developed VET program which incorporates links with TAFE.
- The School’s Positive Behaviour for Learning Program teaches explicit behaviours which reflect the negotiated values of the School.
- The Career Link Program accommodates students with vocational aspirations: students attend Narrabri High School for three days, TAFE for one day and spend one day per week undergoing workplace training.
- Support classes are provided for students with disabilities.
- A polished and proficient Concert Band.
- A school farm which features a Shorthorn Cattle Stud and an active “Show Team”.
- An Aboriginal Resource Room to facilitate the implementation of programs such as “Go Girls”, “All Stars” and “Walking Tall”.
- A range of extra-curricular activities, including the State Emergency Service Cadet program and the NSW Premier’s Student Volunteering Program.
Student achievement in 2012

Year 7 NAPLAN results for literacy were sound and, in most cases, reflected results obtained in previous years. Writing was again the only area of Literacy where the results of Narrabri High School students were lower than Similar School Groups (SSGs).

This pattern was also evident in results in the Year 9 NAPLAN tests, where Writing and Grammar and Punctuation emerged as areas to work on while other areas of Literacy and Numeracy were above SSGs.

While not matching the remarkable achievements of last year, Narrabri High School students performed well in the 2012 Higher School Certificate. Joshua Wilson and Leon Merten were standout performers but there were a host of solid results from a number of students.

Exemplifying this overall solidity were the results in Music and Hospitality where, although there were no Band 6 grades, every student in the class attained Band 5.

Narrabri High School had four achieve the highest band, Band 6. It was also pleasing that there were over 30 results in the Band 5 range, and this again highlighted the overall consistency of the 2012 results.

Messages

Principal’s message

I believe Narrabri High School represents much of what is great about public education. I have frequently described my pride in what Narrabri High School can offer as a comprehensive high school and in this Annual School Report for 2012, we see evidence of achievement and success in many areas of school life.

In the pages of this report we read of the range of activities in which our students participate and succeed. This huge range of successful programs can only be implemented because our teachers co-ordinate and provide these opportunities that ensure our students get that little bit extra. Our executive team provides the leadership, strength, initiative and judgment that inspires and encourages the staff to great heights.

Enormous support is also provided by the P&C and the Canteen Committee. Their hard work and advice have been important in a very broad sense, but particularly in their provision of supplementary funding to that provided the school.

Narrabri High School this year again applied for additional equity funding for 2013 and, again, it was rejected. Without the support of the P&C, The Narrabri Education Community Trust and the generosity of organisations and businesses, the School would almost certainly have found its capacity to provide this breadth of programs and opportunities severely compromised.

Nor is the support received from the community confined to the financial. Local people have continued to contribute as referees and coaches, chauffeurs and guest speakers; they have provided livestock and the use of their properties; they have taken on school based apprentices and students in work placements. Narrabri High School benefits enormously from its community and, on the School’s behalf, I thank you.

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.

Geoff Myers
Principal
P & C message

I would like to thank all parents, friends and staff who have helped the 2012 P&C in another successful year. Congratulations to all students on their achievements and to all HSC students. Good luck in your future endeavours.

Profits once again this year from the running of the canteen were handed over to the P&C, who forwarded the funds to the school to put towards various programs and teaching resources.

Our P & C is continually striving to enhance the facilities and resources available to our school and its students. Our School Canteen provides our P&C with its only income and we are extremely lucky to have such a dedicated team of staff and volunteers willing to assist our school. Thank you to our two supervisors Lynne Ward and Judy Gleeson, the canteen committee and most importantly the committed team of canteen volunteers for their continued support to the school. Volunteering to help in the canteen directly benefits all the students and also helps parents to feel more connected with our school community. This year after operating costs, the Canteen transferred to the P&C over $40 000. Using these funds we were able to provide the school with the following funding:

$25 000 – new lighting, audio visual and curtains for the Betty Berriman Hall
$5 000 - Year 7 ‘Bush to Beach’ transport costs
$209 - Equestrian team
$100 – Presentation Night

The P&C is in a very strong financial position for the commencement of the 2013 school year and we have requested that the school executive, staff and the SRC provide suggestions as to how the P&C may financially assist further worthwhile educational projects brought to it for consideration. P&C meetings of course are also the opportunity for parents to assist with suggestions for future projects as well.

I would like to thank our members and the parents and community members who regularly attend our meetings. This small but dedicated team strives to have a positive input into the direction of our school and its future needs.

P&C meetings are a perfect opportunity for parents to learn more about our school and to hear how the executive manage it and plan for the future. Parents’ opinions are valued and taken seriously and we would like to invite new members to join our association. Our children’s education is a co-operative effort between school staff, students and parents.

Stephen Maher
P&C President

Student representative’s message

The major aim of the Student Representative Council is to allow elected students to consider and present the views and ideas of the students of the year that they represent.

A number of students attended the Regional SRC Camp in September which was held at Lake Keepit. At this camp students participated in workshops and activities that were presented by the students who had attended the State Conference. This gave these students the opportunity to see first-hand the type of positive, pro-active actions that students can participate in. This also develops their awareness of the impact that they as students can have on the students within our schools.

Over the past year the SRC has also completed fundraising activities that have benefited the school. The SRC also organized Jeans for Genes Day this year and we successfully raised approximately $400 for this worthy cause. SRC also ran a mufti day to raise over $400 for the Guide Dog Association. Further to this, the SRC held a cake stall in November. Narrabri High School students and staff donated $450 for beautification projects within the school. The SRC does urge the year groups to more actively pursue fundraising for specific charities.

We have continued our paper recycling program and this has seen a significant amount of paper recycled and this has been due to the efforts of roll call representatives who have done a good job of collecting the material for recycling within the school. It is a positive step that our school continues to take in protecting our environment.

The SRC were proud to contribute funds raised in previous years under the supervision of Mrs Roy and Mrs Barden towards the screen in the Betty Berriman Hall. This has been a project that has finally come to fruition which will benefit not only
Narrabri High School staff and students but the broader community.

The SRC have represented the school at a variety of events throughout the year and these include duties such as chairing the weekly assembly. As well each week a representative visits roll call groups to seek suggestions and ideas for the SRC.

Our senior students have held a number of major positions within the SRC this year and these include:

- Matthew Nott – President
- Dylan Gale – Vice President
- Aphrika Gregson – Secretary
- Rhiannon Hall – Treasurer
- Gemma Ferguson and Georgia Phelps – Correspondence and Publicity Officers
- Dylan Verrier and Ethan Wright – Noticeboard and Suggestion Box Co-ordinator.

Representatives for this year were:

Year 12:
Danielle Chambers, Sophie McFarland, Daniel Laird, Leon Merten

Year 11:
Emily Baxter, Aphrika Gregson, Rhiannon Herbert, Dylan Gale, Linton Grumley, Matthew Nott and Jett Cuell

Year 10:
Alexandra Christakos, Makayla Guest, Kayla-Lee Nehrkorn, Harrison Hayne, Justin Shaw, Ethan Wright

Year 9:
Gemma Ferguson, Georgia Phelps, Alex Hamilton, Nathan Hiscock, Angus Williams

Year 8:
Ellen Anderson, Georgie Hancock, Kiara Harvey, Zoe Tomlinson, Cooper Brayshaw, Ashley Kelly, Dylan Verrier

Year 7:
Caitlyn Dewar, Paige Thornbury, Isabelle Woodham, Coby Cornish, Christopher John, Jack McCarty

The Year 12 Prefect body operates as a separate entity within the school and they have taken on important representative duties at school and within the community. They have chaired the Special Assemblies and our Captains, Jack Tame and Isobella Revell, participated in the formal part of the ANZAC Day service. Our Captains elect for 2013, Matthew Nott and Aphrika Gregson, were asked to present a narrative on Remembrance Day at the official ceremony at the RSL.

The students and staff involved with the SRC thank Mr Myers and Mr Knight and the staff for their continuing support of the initiatives of the students at Narrabri High School.

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
589 students were enrolled at Narrabri High School in 2012. This was comprised of 315 male students and 274 female students. This was a slight increase to the school’s enrolment in 2011.

Aboriginal students comprised approximately 20% of the total school population.
Student attendance profile

The average daily attendance rate for Narrabri High School students in 2012 was 86.1%. This was better than the average rate for the New England Region but slightly worse than the average daily attendance rate of the State.

Management of non-attendance

Attendance is primarily overseen by the Head Teacher Administration. Roll Teachers send letters in response to students’ absences and communicate concerns to the HT Administration. He investigates these concerns by interviewing students and phoning parents.

Ongoing problems are referred to the Home School Liaison Officer.

Post-school destinations

The information below is the result of a survey conducted early in Semester 1, 2013. It refers to Year 12 students who left Narrabri High School in 2012.

Of the 76 students who entered Year 12 in 2012, 59 students graduated, 2 transferred and 15 withdrew from the HSC. 21 students (36%) were offered a place at a NSW or ACT university. 22 students (37) were given the opportunity to accept a place through early entry programs, 15 of these through the University of New England Early Entry Scheme alone.

- 22% (13) enrolled in a university course at the start of 2013.
- Excluding traineeships and apprenticeships 4% (2 students) enrolled in other forms of tertiary education.
- 68% (40) gained some form of employment
- 7% (4) entered apprenticeships or traineeships. (Note: at least 6 students left school prior to completing Year 12 in order to take up a traineeship or apprenticeship position.)
- 3% (2 students) were not employed in paid work.

Year 12 students undertaking vocational or trade training

Of those students who graduated from Year 12 in 2012, 11 students (19%) successfully undertook one or more of the Vocational Education and Training (VET) courses offered at the school. These courses were in Hospitality, Building and Construction and Metals and Engineering.

- The four students who completed the Hospitality course all achieved partial completion of the AQF Certificate II qualification in Commercial Cookery.
- Of the eight students completing the Building and Construction course all gained a full AQF Certificate II qualification.
- All four students in Metals and Engineering achieved a full AQF Certificate II qualification.
- Narrabri High School students also undertook TAFE delivered (TVET) courses in Automotive Studies; Animal Care, Children’s Services, Beauty Therapy and Retail Services through TAFE.

Year 12 students attaining HSC or equivalent vocational educational qualification

Of the 76 students originally enrolled in the Year 12 cohort in 2012, 60 students went on to complete Year 12 at Narrabri High School. 15 students withdrew from their HSC studies prior to completing the course and two transferred to other schools.
Staff information

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Head Teachers</td>
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<tr>
<td>Classroom Teachers</td>
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<tr>
<td>Teachers of Intellectual Disabilities</td>
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<td>Support Teacher Learning Assistance</td>
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<td>Teacher Librarian</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>Careers Adviser</td>
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<td>Home School Liaison Officer</td>
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<tr>
<td>Learning Assistance Teacher</td>
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<tr>
<td>Behaviour Disorders Teacher</td>
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<td>School Administrative &amp; Support Staff</td>
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<td><strong>Total</strong></td>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce. Two Indigenous persons are employed at the School in a full-time capacity. At various times other Indigenous people have been employed in a casual capacity as SSLOs as part of specifically funded programs.

Staff retention

Narrabri High School has a high level of teacher retention. In 2012, Ms O’Brien has taken leave been replaced by Ms Garnsey in the English faculty. Mr Wood (Mathematics) and Mr White (Science) have relinquished their positions and been replaced by Mr Bignell and Ms Johnston respectively. Ms Keppie (English) also resigned and she was replaced at various times by Ms McKenzie, Ms Conroy and Ms Kavanagh. Mr Doherty was a permanent appointment to the HSIE faculty after working for some time in a temporary capacity and Ms Fernandez was another welcome temporary addition to that faculty.

Part of the School’s school counsellor entitlement was provided by a school counsellor in training.

Teacher qualifications

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

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<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
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<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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Financial summary

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

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<th>Date of financial summary</th>
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<td>Balance brought forward</td>
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<td>Global funds</td>
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<td>Tied funds</td>
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<td>Canteen</td>
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<td><strong>Total income</strong></td>
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<table>
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<th>Expenditure</th>
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<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Training &amp; development</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>1003596.51</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>459273.99</td>
</tr>
</tbody>
</table>
School performance 2012

Achievements

Arts

- The Year 9 and Year Drama classes performed ‘The Fearsome Pirate Frank’ over three nights in the Betty Berriman Hall.
- Kristelle Pearson (trumpet), Tim Rex (trombone), Jock Smith (baritone saxophone) and Angus Lovelock-McFarland (trombone) were selected to tour with the West of the Divide Combined Schools Concert Band.
- Isabelle Madden (Year 8) and Olivia Bange (Year 7) performed with the Regional Vocal Ensemble.

Sport

- The 16 Years 4x100 metre Boys’ Relay team repeated their achievement from 2011 to win the NSW Combined High School Championship. The team comprised Mitchell Barnes, Corey Gold, Guy Gleeson and Justin Shaw.

Other

- Sophie Charalambous won the Lions Club Youth of the Year Competition at local and district level.
- Seventeen Year 11 and 12 students undertook a History excursion to Europe to explore historical sites.
- George Scilley (Diamond) and Lucas Warren (Black Opal) achieved outstanding recognition in the Student Volunteering Program.

Academic

- Sarah Nash and Bethany Mison of Year 8 and Billy Kilpatrick of Year 10 were placed (respectively) in the top 3%, 6% and 10% of candidates in the Australian Maths Competition.
- Angus Williams (Year 9) received a High Distinction in the International Science Competition and Assessment for Schools.
- Six Year 11 students were selected to attend a Careers in Science program in Sydney.
- Joshua Wilson and Nicholas Smart had their Industrial Technology HSC projects selected for inclusion in the InTech Exhibition.
- Joshua Wilson topped the New England Region in the HSC in Industrial Technology and gained 4th place in NSW in the Worlds Skills Competition in Construction.
- In the Group 14 Agricultural Society’s Judging final Grace Jackson (1st) and Mariah Moss (2nd) were successful and will both represent the region at the 2013 Royal Easter Show.
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 these assessments.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Reading—NAPLAN Year 7

[Chart showing percentage distribution for Year 7 Reading assessment]

Numeracy—NAPLAN Year 7

[Chart showing percentage distribution for Year 7 Numeracy assessment]

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

Reading—NAPLAN Year 9

[Chart showing percentage distribution for Year 9 Reading assessment]

Numeracy—NAPLAN Year 9

[Chart showing percentage distribution for Year 9 Numeracy assessment]

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.
Narrabri High School students performed exceptionally well in the 2012 Higher School Certificate. Joshua Wilson and Leon Merten were standout performers but there were a host of solid results from a number of students. Exemplifying this overall solidity were the results in Music and Hospitality where, although there were no Band 6 grades, every student in the class attained Band 5.

Students performed above the average for Similar School Groups (SSG) in General Mathematics, Industrial Technology and Physics. Other subjects with a small candidature which performed at around the average for SSGs were Agriculture, Chemistry, Legal Studies, Music, Senior Science and Construction.

Once again, a Narrabri High School student topped the New England Region in at least one subject: Joshua Wilson was 1st in the New England Region in Industrial Technology and had his major work short-listed for the prestigious InTech exhibition. His Band 6 in this subject complemented the Band 6 he achieved in Extension 1 Mathematics and his 6th in the region in Extension 2 Mathematics which were achieved as an accelerant in 2011.

Nicholas Smart also had his major work in Industrial Technology short-listed for InTech and backed up his practical skills with an examination result that saw him attain 4th place in the region for this subject.

Apart from the outstanding Industrial Technology results, there were a number of students placed in the top 10 in the New England region in other subjects. Leon Merten and Isobella Revell achieved 6th and 7th places respectively in the very demanding Mathematics Extension 2 course. Both students also excelled in Extension 1 Mathematics, where Leon was placed 2nd in the region and Isobella tied with another Narrabri High School student, Shelley Higgins for 6th.

**Significant programs and initiatives**

**Aboriginal education**

The Aboriginal Resource Room has become a focus for Aboriginal Education in Narrabri. It has frequently hosted local AECG meetings which involve community members, Principals and staff from our local schools in our area.

NAIDOC week saw the Aboriginal Resource Room full to capacity with a community morning tea which allowed staff and the principal to meet and greet with ex-students, parents and community members.
The room has also been utilised for students to attend a number of program such as a Year 10 girls’ self-esteem program which involved Miss Kylie Mullens from ‘Bright Days Counselling’.

Year 9 Boys were involved in a boys program which tackled issues such as goals and achievements, mens’ health and a wide range of everyday life skills.

Joblink plus ran a Youth Connection program in the Resource Room which dealt with indigenous students who were having issues with attendance and education issues and encouraged them to achieve their goals.

The Aboriginal Resource Room is used by Indigenous students and Non-Indigenous students at various times. Students are able to obtain breakfast and a lunch when it is needed. It is also used as a meeting place before roll call and during breaks.

The Aboriginal Resource Room has been very beneficial when parents need to speak about their child’s progress and any underlying issues they need to discuss. This has made it particularly helpful when PLPs were addressed.

The Aboriginal resource room has been a get together room for all students involved with the designing of a mural to be placed on the external wall of the building.

Multicultural education

Narrabri High School continued to incorporate multi-cultural perspectives across all learning areas. In particular, languages other than English, history, food technology and English classes were used as vehicles to implement aspects of the multicultural education policy and celebrate Australia’s multicultural heritage.

A trained anti-racism officer is an integral element of the school’s welfare processes and is available to address concerns of students or staff.

Positive Behaviour for Learning (PBL)

PBL is a scaffold approach that teaches behavioural expectations as part of a social learning curriculum across the whole school. This instructional model allows teachers to teach appropriate behaviours and provide feedback to students on their progressive mastery of those behaviours. PBL identifies and teaches replacement skills and builds relationships.

What systems are emphasized?

- School-wide discipline (all students, all staff, all settings)
- Classroom management
- Non-classroom supervision (e.g. hallways, canteen, playground)
- Individual students

What strategies are emphasized?

- Explicit teaching of expectations
- Joint understanding of systems implemented
- Acknowledgement/reward schemes

What has Narrabri High School done this year?

- Addressed issues in the playground and have made a clear and concise set of playground behaviours
• Trialled a new junior area based on the data obtained from staff and students
• Collated data and have begun developing an appropriate matrix for expected behaviours within the classroom
• Identified and designed a whole school approach for dealing with the use of inappropriate language
• Investigated melding the levels and positive rewards system with RISE

Progress on 2012 targets

Target 1
Increase and refine leadership capacity in staff and cultivate a culture of empowerment and shared leadership.

Our achievements include:
• Executive staff attendance at network meetings increased in 2012. Other staff were also involved in these meetings where appropriate.
• All staff with aspirations for promotion were supported in attending leadership related activities.
• Allocation of duties provide for development of skills and training opportunities.
• Executive development sessions have occurred in Executive Meetings, particularly in relation to supervision and development.

Target 2
Review and refine administrative procedures to improve attendance monitoring.

Our achievements include:
• Millennium was used for all roll marling and for the generation of attendance reports.
• Staff were trained in procedures to facilitate accurate roll marking viz., VOR generation, student exclusions, late arrivals.
• Parents were notified of attendance issues promptly.
• Year – based roll groups were implemented as a trial.
• A ‘chit printing’ system was implemented to process late arrivals and subsequent parent follow-up.
• The use of SMS messages to inform carers of absences was investigated. It was resolved to wait for the introduction of LMBR to ascertain compatibility with existing processes.

Target 3
Evaluate and increase level of curriculum differentiation to cater for students’ needs.

Our achievements include:
• Information and development sessions were held to ensure teachers are aware of the issue and its associated terminology and principles.
• A survey was conducted to ascertain the current levels of curriculum differentiation that occur in the School as a whole and in various faculties and groups.
• Part of a School Development Day was devoted to having faculties develop at least one unit of work that reflects the elements of curriculum differentiation.
• A Learning Support Team has been established; one of its roles is to oversee and manage curriculum support and appropriate differentiation for identified students.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of curriculum differentiation in the School.

Background

As a comprehensive high school, Narrabri High School has enrolled student from a wide range of backgrounds and a wide range of abilities. The School is conscious of its responsibilities to cater for the learning of all students.

There is an understanding that students’ learning can be catered for through a variety of mechanisms. Some of these relate to school and faculty structures and some relate more to teaching programs and the differentiated approach of classroom teachers.

This survey has an attempt to ascertain the perceptions of teachers with regard to curriculum differentiation: its relationship to syllabuses and programs; the level of differentiation currently existing and its future directions.
Findings and conclusions
There was an overwhelming perception among teachers that Year 7-10 syllabuses encouraged a degree of curriculum differentiation.

A significant majority of teachers (66%) felt that they used curriculum differentiation “quite a lot” but 75% of staff thought that “a little more” would be desirable. Responses indicated that a range of strategies were used to differentiate the curriculum with use of groupings of students and modification of processes the most popular.

There was no major impediment to implementing a greater degree of curriculum differentiation in the School, with physical factors (e.g., length of periods, arrangement of furniture etc), school policies, student factors and staff factors all playing some part but the expectations of parents of the school was seen as the least significant impediment.

Future directions
There was a widespread view that a greater degree of curriculum differentiation was desirable. Moreover, with the School Certificate examinations being abolished there was a perception that greater flexibility and differentiation in terms of content, processes and assessment was possible.

It was noted that this differentiation could occur with regard to gifted and talented students and also for students in need of support to achieve course outcomes. In this respect the Learning Support Team was seen as playing an integral role in supporting staff in the implementation of differentiation strategies.

Professional learning
The main focus areas of Teacher Professional Learning (TPL) in 2012 were Leadership Career Development, Quality Teaching and Welfare and Equity. The use of ICT for Teaching and Learning in the classroom via the Digital Education Revolution was also a major focus area for staff. Other areas of TPL included Beginning Teachers, Literacy and Numeracy and Syllabus Implementation.

All staff members were involved in TPL activities during 2012. More than $35,000 was spent on TPL activities during the year. Staff members attended about 100 days (both in school and out of school time) on TPL activities, as well as numerous hours of Video Conferencing and online activities. 120 days and more than 110 hours of Video Conference time were used for TPL.

Staff Development Days during the year examined the following areas: use of the epipen, CPR training and emergency care; Child Protection; faculty based review of NAPLAN data; lesson differentiation; interactive whiteboard training; Positive Behaviour for Learning and Faculty/KLA programming.

All members of staff attended the ITEC Conference involving computer training and upskilling in the use of technology. This initiative was funded by funds associated with the Digital Education Revolution.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
To build on the expected behaviours established through the PBL program, develop consistent expectations for the classroom and communicate these to the school community.

2013 Targets to achieve this outcome include:

- Focus areas for 2013 (students’ language and the development of a positive recognition scheme) will be promoted and publicized.
- Lessons will be developed and conducted which address these focus areas.
- A student recognition scheme will be developed, implemented and promoted and articulated.
- Data, including Millennium entries relating to students’ language and the issue of awards, will be used to measure the success of the focuses for 2013.

Strategies to achieve these targets include:

- Publicizing focus areas at assemblies, in newsletters and the media.
Developing and conducting PBL lessons which address focus areas.

Staff will consistently promote the agreed values and apply the agreed responses.

School priority 2
Outcome for 2012–2014
Develop a Learning Support Team (LST) and incorporate its roles and functions into school structures.

2013 Targets to achieve this outcome include:

- Procedures and protocols in relation to the LST will be established.
- Appropriate pro-formas will be developed and used.
- Students in need of support will be identified and their needs accommodated.
- The LST will be involved in liaising with classroom teachers and in the process of curriculum differentiation.

Strategies to achieve these targets include:

- LST members will be appropriately trained.
- Discussion of relevant issues will occur at LST meetings and broader staff meetings.
- Pro-formas will be made available to staff.
- Curriculum differentiation will be an ongoing focus for staff and members of the LST will work with staff in modification of programs to accommodate needs of students.

About this report

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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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