Our school at a glance

Students
In 2011, Narrabri High School catered for a student population of 568 students. This is a similar number to 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 eight head teachers. Seven of these head teachers are responsible for specific faculty areas and there is a head teacher administration. One of the head teacher positions has been under review owing to falling enrolments.

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 2011

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

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

In the School Certificate examinations, the only Band 6 result was in Science. In general, Narrabri High School was disproportionately represented in the middle bands but in English, Science and Australian Geography, Civics and Citizenship more students were placed in the top three bands than has been the School’s historical average.

Narrabri High School students performed exceptionally well in the 2011 Higher School Certificate. Three students topped the New England Region in different subjects. There were also eight results that placed students in the top 10 in the region. In all, Narrabri High School had 14 results in Band 6 shared among 11 students across 7 subjects.

Messages

Principal’s message

2011 was a year of outstanding achievement for members of the Narrabri High School community. We could begin with the 2011 HSC results where three students topped the region in subjects and there were 14 students appearing on Band 6 Merit Lists. These outstanding results emphasize that Narrabri High School creates a learning environment that encourages and promotes success. Students are able to thrive and achieve.

The 2011 Year 12 cohort has also boasted some outstanding individual achievers. Our School captains, Katie Brooks and Thomas Vaessen, and their deputies, Phoebe Stanford and Ben Duncan, were exceptional role models, great communicators and wonderful ambassadors of Narrabri High School.

Our prefects and Student Representative Councillors showed maturity and leadership in a range of situations. It was pleasing to see the outstanding qualities of Matthew Nott (Year 10) being recognized by his election to the position of President of the Regional SRC Committee.

2011 saw the retirement of one of Narrabri High School’s great stalwarts, Mr Peter Hood. Mr Hood taught Agriculture at Narrabri High School for his entire teaching career and was a great contributor to the School and the town. He was also a great supporter of rugby, a fact acknowledged by his award of life membership to the NSWCHS Sports Association for his contribution to Rugby.

A particularly noteworthy curriculum initiative is the Career Link program which was trialed in 2011. Designed to accommodate students with vocational aspirations, the program is particularly appropriate for students returning to school as a result of the new school leaving age. Integral components of this program are the new non-matriculation English Studies course and increased involvement with TAFE.

Another significant program has been the enhancement of the transition of students from Year 6 into high school. The introductory sessions and orientation days that have provided an effective social transition in the past have been retained but supplemented by a range of additional elements. The outcome of this
program has been a smooth transition for Year 7 in their adjustment to high school.

Extra-curricular highlights of 2011 include the performances by our Concert Band and some wonderful results by the Narrabri High School Show Team. Some new areas of involvement in 2011 include twenty-four Year 9 students participating in the State Emergency Service Cadet program and enlistment in the NSW Premier’s Student Volunteering Program.

Narrabri High School acquired some important additional resources in 2011 that will benefit students’ learning. In particular, the new Language and Technology Centre was officially opened while our Agriculture Department acquired a new tractor and thirteen new interactive whiteboards have been installed. Our photocopying facilities have been enormously improved by our involvement in the “Pay as you Print” program.

I commend this annual report for your attention. I am proud to be principal of a school that provides opportunities for all students and I am proud that our school has relationships with our community that are strong, productive and mutually beneficial. I congratulate and thank all members of the Narrabri High School community: the staff (teaching and non-teaching), the students, their parents and our many supporters.

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.

Mr Geoff Myers
Principal

P & C and/or School Council message
The Parents and Citizens Association (P&C) continues to work with the staff, students and local community to promote the interests of the school and assist in providing facilities and equipment of benefit to students.

The P&C meet on a regular basis (3rd Monday of the month) to allow a forum for discussion on relevant issues concerning the school. As the representative body for the school’s parents, Narrabri High School P&C is a vital link between parents and the school.

Our P&C run canteen has again been a major source of funds for the P&C over the last twelve months and without this contribution we could not have achieved what we have. Mention must be made of our hardworking canteen staff led by Mrs Lynne Ward and Mrs Judy Gleeson and their small but committed group of volunteers. Their efforts have been much appreciated and we feel lucky to have them.

The P&C were again able to contribute a substantial amount of money to the school to enhance the educational and teaching resources available. These purchases are funded by the profits raised in our canteen and without this assistance the school would not be able to supply these valuable resources. In 2011 the canteen donated $22,339 to the P&C, which has allowed the school to purchase these items:

- $5,000 - Bus for Year 7 excursion to Myall Lakes (Bush to Beach Excursion)
- $2,500 - Presentation folders for student reports
- $5,339 - Irrigation system for school oval and grounds
- $900 - Sports tops for use by a range of sports
- $7,100 - Automatic gate opening facility for double gates in Gibbons Street
- $1,500 - HSC texts for Business Studies 2012

The P&C continues to be a great way for parents and community to get to know the school and staff and feel involved in the day to day life of the school. As we strive to forge relationships with the students, teachers and parents of the school and the wider community we can only be successful if we continue to see the support for the P&C. We encourage parents to join in 2012 so
that they can have input into the school and broader community.

The P&C, and indeed everyone associated with the school, are very appreciative of the continued support given to our school by the wider community.

We are also appreciative of the efforts and dedication of the teaching, administrative and support staff of Narrabri High School. Thank you for your commitment to our children.

Stephen Maher
P&C President

Student representative’s message

The major aim of the Student Representative Council is to allow elected students to represent the views and ideas of the students of the year that they represent. The SRC at Narrabri High School allows students to work within a fair and democratic framework to ensure that students have a voice in some decision making processes within the school as well as at regional and state level.

This year, our role in regional and state activities has again been quite active. Matthew Nott was a member of the State Conference Action Team (SCAT) and he played an integral part in the planning, preparation and the running of the State SRC Conference. Daniel Laird and Matthew Nott acted as regional representatives at the State SRC Conference in August. Daniel and Matthew had an amazing time, interacting with students from all over NSW and participating in many varied activities and workshops about issues relevant to young people in our schools.

Under the leadership of President Daniel Laird, and with the assistance of Secretary, Isobella Revell, the SRC has helped to develop leadership opportunities for a diverse range of students. Daniel and Isobella have been supported by Matthew Nott as Vice President, as well as the other executive members. A number of students attended the Regional SRC Camp in September, which was held at Lake Keepit and Mathew Nott was elected New England Regional SRC President.

Over the past year the SRC has also completed some fundraising activities that have benefited the school. The SRC also organized Jeans for Genes Day this year and successfully raised approximately $400 for this worthy cause. Further to this, the SRC held a “Football Colours” out of uniform day, to help raise funds to contribute to the concreting of the gravel area in the playground. Narrabri High School students and staff donated $350 for this beautification project within the school. The SRC does urge the year groups to more actively pursue fundraising for specific charities.

The SRC continued its paper recycling program and this has seen a significant amount of paper recycled 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 Year 12 Prefect body now 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. Our Captains, Thomas Vaessen and Katie Brooks, participated in the formal part of the ANZAC Day Service. Daniel Laird and Isobella Revell attended the Victory in the Pacific Ceremony at the RSL. Our Captains elect, Jack Tame and Isobella Revell, were asked to present a narrative on Remembrance Day at the official ceremony at the RSL.

After many years leading the SRC Mrs Julie Roy stood down from the position of SRC Coordinator at the end of Term 2, 2011. Mrs Roy has been an integral part of the functional running of the SRC and her contributions have left a positive legacy. Without her input, organizational skills and caring nature the SRC would not have been the outstanding group it is
today. Mrs Jo Brazaitis has taken the role as SRC Co-ordinator, working with Mr John Russell. The students and staff involved with the SRC also thank Mr Myers and Mr Knight and the staff for their continuing support of the initiatives of the students at Narrabri High School.

Jack Tame and Isobella Revell

School context

Student information

Student enrolment profile

568 students were enrolled at Narrabri High School in 2011. This was comprised of 294 male students and 274 female students. This was a similar number to the school’s enrolment in 2010.

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

Student attendance profile

The average daily attendance rate for Narrabri High School students in 2011 was 86.7%. This was the same as the average rate for the New England Region and the same as the School’s average in 2010. It was 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.

Retention to Year 12

Narrabri High School’s rate of retention for students progressing from the School Certificate to the Higher School Certificate continues to be higher than other high schools in the SEG and on a par with State figures.

Post-school destinations

Of the 77 students who were enrolled in the Year 12 cohort, 25 students (33%) were offered a place at a NSW university. Of these, 27 (35%) gained access through a range of early entry programs.

The information below is the result of a survey conducted early in Semester 1, 2012. It refers to Year 12 students who left Narrabri High School in 2011.

Of the 64 students who responded to the survey:

- 22% (14) enrolled in a university course at the start of 2012. A high percentage of students indicated at the end of the 2011, however, that they intended to defer their studies. 14% (9 students) are known to have pursued this option.
Excluding traineeships, apprenticeships and courses directly related to their current employment, 6% (4 students) enrolled in other forms of tertiary education.

67% (43) gained some form of employment

16% (10) entered apprenticeships or traineeships.

5% (3 students) were not employed in paid work.

Excluding those attending university or undertaking other studies other studies outside Narrabri, 8% (5) students have left the district.

9% (6 students) did not achieve an HSC (including 5 students who withdrew from their HSC studies prior to completing the course).

Year 12 students undertaking vocational or trade training
Just over 29% of those completing Year 12 in 2011 (23 students) successfully undertook one or more of the Vocational Education and Training (VET) courses offered at the school. These courses were in Primary Industries, Building and Construction and Metals and Engineering.

Of the 8 students enrolled in Primary Industries 50% achieved Certificate II qualifications.

Of the 10 students completing the Building and Construction course 70% gained a full Certificate II qualification.

Of the 13 students in Metals and Engineering 69% (9 students) achieved a full Certificate II qualification.

Those students who did not achieve Certificate II level received a Statement of Attainment indicating the achievement of competencies counting towards the Certificate II level.

Narrabri High School Students also undertook TVET courses in Automotive Studies; Animal Care, Children’s Services, Beauty Therapy and Retail Services.

Year 12 students attaining HSC or equivalent vocational educational qualification
Of the 77 students who were enrolled in the Year 12 cohort, 72 students went on to complete Year 12 in 2011. Five students withdrew from their HSC studies prior to completing the course.

Staff information
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>8</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>35</td>
</tr>
<tr>
<td>Teachers of Students with Disabilities</td>
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</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Careers Teacher</td>
<td>1</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
</tr>
</tbody>
</table>

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 2011, Mr Hood and Mr White (retirement), Miss Wyper (promotion) and Mr Clark (transfer) were replaced, respectively, by Mrs Partridge, Miss Lilliebridge, Miss Hall and Mrs Pocock. Mr Partridge also received a permanent appointment, after working for some time in a temporary capacity. 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.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
<td>10%</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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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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>
<td>263375.29</td>
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<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
<td>29634.64</td>
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<tr>
<td>Trust receipts</td>
<td>14111.80</td>
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<tr>
<td>Canteen</td>
<td>N/A</td>
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<tr>
<td>Total income</td>
<td>1358691.85</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>$</td>
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<tr>
<td>Key learning areas</td>
<td>56634.12</td>
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<tr>
<td>Excursions</td>
<td>69949.65</td>
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<tr>
<td>Extracurricular dissections</td>
<td>66922.08</td>
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<tr>
<td>Library</td>
<td>5903.57</td>
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<tr>
<td>Training &amp; development</td>
<td>812.93</td>
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<tr>
<td>Tied funds</td>
<td>248089.90</td>
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<tr>
<td>Casual relief teachers</td>
<td>67392.74</td>
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<tr>
<td>Administration &amp; office</td>
<td>134990.76</td>
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<tr>
<td>School-operated canteen</td>
<td>N/A</td>
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<tr>
<td>Utilities</td>
<td>108873.91</td>
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<tr>
<td>Maintenance</td>
<td>18693.19</td>
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<td>Trust accounts</td>
<td>11076.37</td>
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<tr>
<td>Capital programs</td>
<td>36420.00</td>
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<tr>
<td>Total expenditure</td>
<td>825759.22</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>532932.63</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Arts
- Katie Brooks (Year 12) was Regional winner of the Sydney Morning Herald Young Writer of the Year.
- Narrabri High School’s Senior Debating Team (Alyssa Nott, Emily O’Brien, Katie Brooks and Alissa Riley) were Zone Champions.
- Jessica Campbell, Jarvis Prestage and Jock Smith toured Hawaii with the “West of the Divide” Concert Band.

Sport
- Thomas Vaessen (Year 12) was selected in the NSWCHS Rugby First XV.
- Shelley Higgins (Year 11) was selected in the NSWCHS Girls’ Cricket Team.
- Narrabri High School’s Under 15 Years Boy Relay Team (Mitchell Barnes, Dylan Gale, Guy Gleeson and Justin Shaw) won a gold medal at the NSWCHS Athletics Championships.

Other
- Matthew Nott (Year 10) was elected President of the New England Regional Student Representative Council.
- Matthew was also awarded a Diamond Level Award in the NSW Premier’s Student Volunteering Program.
• Narrabri High School General Assistant, Mr Stephen Duncan, was named Narrabri’s Most Valuable Employee in the BEST Employment Awards.
• David Boaden, Kyle Barton, Leon Merten and Alex Hamilton were Regional Chess Champions.

• In the Regional Worldskills Competition, Joshua Wilson was 1st and Jack Davenport came 4th in the Construction section. Matthew Wall came 2nd and Elijah Barnes came 4th in the Metals and Engineering section.

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 these assessments.
Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
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).

Litrcacy – NAPLAN Year 7
Year 7 NAPLAN results for literacy were pleasing and reflected results obtained in previous years. In Reading there more Narrabri High School students in the top three bands than in previous years and more than in Similar School Groups (SSGs). Furthermore, the percentage of students in the top bands was on par with that of the State and the average score for Narrabri High School students in Reading was higher than that of Similar School Groups.

Results in Spelling and Grammar and Punctuation showed improvement, with Narrabri High School students performing better than their historical average and better than SSGs. However, the performance of Narrabri High School in Writing was lower than Narrabri High School students in the past and lower than SSGs.
It was also pleasing that in 2011 there were fewer students in the bottom band (Band 4) than had SSGs and the State as a whole.

**Literacy – NAPLAN Year 9**
The Year 9 NAPLAN results for literacy were disappointing. In Reading, while performing slightly better than the average for Similar School Groups, Narrabri High School students did not perform as well as the School’s historical average.

**Numeracy – NAPLAN Year 7**
In Year 7 Numeracy in 2011 there were more Narrabri High School students represented in the top three bands (Bands 9, 8 and 7) than in previous years and compared to Similar School Groups.
In Writing and Spelling students’ performances were not as impressive as those of previous years and lower than results for SSGs.

In Grammar and Punctuation, students did not perform as well as the School’s historical average but performed better than SSGs.

Numeracy – NAPLAN Year 9
The average performance of students in Year 9 numeracy was lower than averages for previous Narrabri High School students but higher than that of Similar School Groups.

School Certificate
In the 2011 School Certificate external examinations very few students achieved the highest band and the School was disproportionately represented in the lower bands.
The number of students in the top three bands in English was greater than the School’s historical average but not as great as the numbers for SSGs.

In Science, Narrabri High School had a higher percentage of students in the top three bands than both the School’s historical average and SSGs.
School Certificate relative performance comparison to Year 5 (value-adding)

In terms of the relative performance of students in the School Certificate compared to Year 5, the value added was greater for Science and Computer Skills than for other subjects.
Higher School Certificate

There were some outstanding results achieved by Narrabri High School students in the 2011 HSC. Collectively, students performed better than the average of both SSGs and the State in nine subjects. These subjects were Biology, Business Studies, Food Technology, Geography, Industrial Technology, Music, PD/Health/PE and Software Design and Development.

Students performed better than SSGs in a further five subjects: Extension 2 Mathematics, Mathematics, General Mathematics, Physics and Textiles and Design.

Higher School Certificate relative performance comparison to School Certificate (value-adding)

The relative performance comparison suggests that Narrabri High School was effective in contributing to students’ performances, particularly for student in the middle and high range of abilities.
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.

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives
Aboriginal education
2011 has been a very busy and exciting year for Aboriginal education at Narrabri High School. The beginning of the year saw the handing over of the new Aboriginal Resource Room. Transition into the room was met with great anticipation and excitement.

During Term 4 the refurbishment of the resource centre began with the installation for new equipment for the students to use. We are hoping to have more parents come in and see the centre in 2012, as the students always enjoy coming in to catch up or ask for assistance with their work.

In March, female students from Years 8, 9 and 10 participated in the ‘Go Girls Program held at Narrabri TAFE on Wednesday afternoons. The program covered areas such as self esteem awareness, goal setting, teamwork, communication, cultural issues and language.

In Term 3, a similar course called ‘The All Stars’ program was implemented for boys. This was conducted at the school on Thursday afternoons. Also in Term 3, students in Year 10 participated in the ‘Walking Tall’ program which helped teach the students about how to prepare to enter the workplace and how job interviews work.

NAIDOC celebrations at Narrabri High this year were very successful. A sausage sizzle was held and a touch football tournament that was taken out by the senior student team. The traditional flag-raising and cutting of the cake were conducted and Lyn Trindall, as guest speaker, addressed the school on this year’s theme, ‘Change: the next step is ours’.

Academically, we saw achievements by Aboriginal students in all years and a particular highlight was the performance of Year 7 students in the NAPLAN Numeracy examination where they performed significantly above the State average.

Amanda Wheeler, Tianne Parker, Brianna King and Bianca Booby represented the Aboriginal student body on the SRC and provided an important link between the SRC and the Aboriginal students.

All subjects provided an Aboriginal curriculum perspective to some extent, with Year 7 and 8 History providing a close study of Australian history and traditional Aboriginal society.
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 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 has Narrabri High School done so far?
- Explicitly taught the expectations of behavior in shared space around the school through dramatizations on assembly, videoed plays, quick quizzes and power points
- Collected data which helped highlight problem areas in the playground. Some of the problems identified were active and passive areas, the congestion in the gravel area, out of bounds and defiance
- All minor/ major and severe incidences within the playground were identified and a flow chart was designed to show how staff could respond to each incident
- A survey on the effectiveness of DEAR was carried out by both staff and students
- Some potential solutions were raised that may minimize many of the identified issues within the playground
- Increased the amount of RISE signage around the school.

Progress on 2011 targets
Each year the school selects improvement targets and works towards achieving them.
Strategies to achieve 2011 targets were incorporated into school plans. Resources were allocated to train staff, purchase equipment and provide quality learning experiences for students. During 2011 there were measurable and observable indications that we had made significant progress towards achieving our stated targets. However, some of the outcomes relating to our targets will become more evident over a longer time frame than this reporting period.

Target 1
To build on the expected behaviours established through PBL and develop consistent expectations for the classroom and communicate these to the school community.
Our achievements include:
- The development and placement of signs and ongoing publicity through newsletter, website and local press.
- The collection and analysis of data related to responsibilities in shared sites and matters relating to the school playground.
- Discussions and planning of an appropriate rewards program and budgetary provision for its implementation.
Explicit teaching of lessons related to expectations about how the School's values of respect, involvement, success and engagement can be demonstrated in shared space in the School.

Target 2
To encourage student attendance, engagement and retention.

Our achievements include:
- Use of Millennium to monitor daily attendance and partial attendance records.
- Earlier contact with parents/carers of students developing unsatisfactory attendance patterns.
- Development of Career Link and programs provided by outside agencies (such as OH&S and RSA courses) to engage students returning to School as a result of the new school leaving age.

Target 3
To improve students’ performances in writing.

Our achievements include:
- TPL activities to equip staff to deliver a co-ordinated approach to teaching writing were incorporated into fortnightly staff meetings, made the focus of School Development Day sessions and courses offered by outside providers were well supported.
- Teachers were required to provide frequent positive feedback to student about their writing.

Student growth in Writing in NAPLAN was not available owing to the change to “Persuasive Writing” in 2011 but Writing results, in keeping with State-wide trends, indicate that this should remain a priority.

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 2011 our school carried out evaluations of shared spaces in the school.

Educational and management practice

Evaluation of playground issues:
Background
When Narrabri High School began the PBL program we had to identify the values that we, as a school community, believed were important. Through surveys that were distributed to all parents, staff and students the concept of RISE (Respect, Involvement, Success and Engagement) was developed. These were the four values that all stakeholders found were important.

Once RISE was developed, the first area that was evaluated was all the shared spaces around the school. The staff and students identified areas that they believed fitted the description of a shared space. From this information the school matrix for shared spaces was developed using both student and staff input that was collected during roll call.

Findings and Conclusions
The key foundation of PBL is data. All changes around the school must be driven by what the data tells us. Our first piece of data collection was to see if what was happening in our playground and this provided a clear pattern of behavior that identified the gravel area as a problem for junior years.
The data has shown that many of the minor incidents (as defined by the staff in a quantitative survey) were occurring in this area.

A survey was distributed to all staff asking for the opinion on some playground changes that could be implemented or trialed to minimize these identified problems. This survey provided an overwhelming response in favour of creating a separate Year 7/junior area. It was felt that this would minimize the congestion in the gravel and resolve many of the issues associated with a large group of students confined to a small area.

**Future Directions**
A survey has now been completed by all Year 7 students asking them if they would like a separate area. This information will be collated and a suitable area based on their needs and preferences will be considered. Once this area has been decided, Year 7 will undergo their initial PBL training by developing a matrix for the new area. This matrix will contain all the acceptable behavior that is allowed for the area and will be completely designed by the students in the same vein as the initial matrix was developed.

From all the information gathered about the playground, the PBL team is beginning to collate all of the information into a handbook that will be issued to all staff (permanent, temporary and casual). The handbook will contain all the expected behaviours of staff and students for each shared space in the school. The book will also contain all the procedures that need to be followed for both discipline and positive reinforcements within the school.

**Curriculum**

**Evaluation of Year 7 transition program:**

**Background**
A program to enhance the transition of Year 6 students to high school was developed and implemented during 2011. The program was evaluated on its completion.

The program comprised an administrative element involving regular meetings by a Community of Schools Transition Team, Information sessions for parents and a “Class Creation Day”.

Social and personal elements of the program were addressed by tours of the School for students and parents, an Activities Day at Yarrie Lake and a Gala Sports Afternoon. Orientation Days were conducted for each primary school and a combined “Taster Day” provided an experience of life and lessons at Narrabri High School. Additional transition days were provided for students with special needs.

**Findings and conclusions**
The majority of schools were consistently represented at each Team meeting while the Parent Information Evenings were considered informative and were well supported by parents. The creation of classes was facilitated by open communication involving all schools.

The tours for parents and students assisted to orientate them with the facilities that were available and both the gala day and Yarrie Lake Day achieved their purpose of providing a non-school based setting in which students were able to interact with students from other schools.

The organization and implementation of the Yarrie Lake Day were extensive and having SRC to support the program forged links for Year 7 with responsible older students.

The additional transition days for students with special needs were extremely beneficial in developing their understanding and allowing them to be supported.

**Future directions**
It is envisaged that further enhancement of the Transition Program will be developed by including more rigorous curriculum and pedagogical elements.
The “Taster Days” could be extended and exchanges of teachers between primary and secondary schools could occur at nominated times throughout the year. These would develop the understanding of teachers from different schools and facilitate the academic transition of students.

It is also planned to forge links between primary and high school staff members by a shared knowledge of pedagogy and metalanguage used. Stage 3 teachers and high school faculty groups will design together a unit of work that begins in Year 6 and carries onto to Year 7 the following year. The unit(s) of work will give all schools access to a common lesson that could then be built upon.

Professional learning
The main focus areas of Teacher Professional Learning (TPL) in 2011 were Welfare and Equity, Leadership and Career Development and Quality Teaching. The use of ICT for Teaching and Learning in the classroom via the Digital Education Revolution continued to be a 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 2011. More than $40,000 was spent on TPL activities during the year, with over 120 days and more than 110 hours of Video Conference time were used for TPL. Staff Development Days focused on the importance of the local cotton industry to Narrabri High School, Literacy and Numeracy, Positive Behaviour for Learning (PBL), Millennium Administration Systems, Technology in the classroom and staff training in CPR and emergency first aid.

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 planning 2012—2014
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School priority 1
Outcome for 2012–2014
*Increase and refine leadership capacity in staff and cultivate a culture of empowerment and shared leadership.*

2012 Targets to achieve this outcome include:
- All executive staff will attend at least one network meeting in 2012.
- All staff with aspirations for promotion will be supported in attending leadership related activities.
- Allocation of duties will be reviewed.
- Executive development sessions will occur in at least 50% of Executive Meetings.

Strategies to achieve these targets include:
- Leaders and aspiring leaders will be identified and supported.
- Staff will be encouraged to attend TPL activities and leadership courses.
- A culture of empowerment and shared leadership will be cultivated, particularly with regard to succession planning.
- Meeting agendas will promote discussion and development activities.
- Allocation of duties will provide for development of skills and training opportunities provided.

School priority 2
Outcome for 2012–2014
*Review and refine administrative procedures to improve attendance procedures.*

2012 Targets to achieve this outcome include:
- Millennium will be used for all roll marling and the generation of attendance reports.
- Parents will be notified of attendance issues promptly.
- Year – based roll groups will be implemented.
Strategies to achieve these targets include:
- Revamp roll classes and base on year groups.
- In-service staff of roll marking procedures using Millennium software.
- Train staff in procedures to facilitate accurate roll marking viz., VOR generation, student exclusions, late arrivals.
- Implement a ‘chit printing’ system to process late arrivals and subsequent parent follow-up.
- Investigate use of SMS messages to inform carers of absences.

School priority 3
Outcome for 2012–2014
Evaluate and increase level of curriculum differentiation to cater for students’ needs.

2012 Targets to achieve this outcome include:
- Information and development sessions will be held to ensure staff are aware of the issue and its associated terminology and principles.
- A survey will be conducted to ascertain the current levels of curriculum differentiation that occur in the School as a whole and in various faculties and groups.
- All faculties will have developed at least one unit of work that reflects the elements of curriculum differentiation.

Strategies to achieve these targets include:
- Ascertain degree of curriculum differentiation that currently exists and provide information and opportunities for discussion and for reworking of programs and assessment tasks.
- Sessions at staff meetings, executive meetings and development days will be conducted.
- Time will be funded to develop modifications to teaching and assessment programs.
- Extend links with primary schools to heighten the curriculum continuity aspect of transition programs.
- Teacher exchanges conducted and transition work units developed and trialed.

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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