



NSW Education Standards Authority

**Annual Report
2024**

Reporting on the 2023 Calendar Year

Narromine Christian School

Owned and operated by

Seventh-day Adventist Schools
(SNSW) Ltd

A message from key school bodies

Principal's Message

Nurture for Today, Learning for Tomorrow, Character for Eternity

At Narromine Christian School, we are committed to fostering a safe and supportive environment where every child can thrive and grow, preparing them for a successful future. It is our utmost priority to ensure that our school remains a place where students feel safe, valued and supported in their educational journey. Our dedicated staff members work tirelessly to create an atmosphere that encourages curiosity, teamwork and respect among all members of our school family.

Our popular pre-kindergarten program not only focuses on school readiness but also lays a strong foundation for a lifetime of learning. Through a well-rounded curriculum and nurturing environment, we ensure that our youngest learners are equipped with the skills and confidence needed to embark on their educational journey with enthusiasm and curiosity.

Our commitment to literacy and numeracy excellence is unwavering. We offer robust programs designed to develop strong foundational skills in reading, writing, and mathematics, laying the groundwork for academic success. Through differentiated instruction and ongoing assessment, we ensure that every student receives the support and challenge they need to reach their full potential.

In addition to academic excellence, we place a strong emphasis on holistic development. Our tier 3 interventions are carefully designed to provide targeted support for students who require additional assistance, ensuring that no child is left behind. Furthermore, our extensive array of sporting opportunities allows students to explore their passions, develop teamwork skills, and foster a lifelong commitment to physical fitness and well-being.

Rooted in our Christian values, we strive to nurture the whole child, instilling principles of compassion, integrity, and service. Our curriculum integrates life skills education, empowering students to become responsible, empathetic members of society who make positive contributions to their communities.

School Management Committee

The Narromine Christian School Management Council meet regularly each year. Members of the Management Council consist of the SNSW Conference CFO, the SNSW Education Director, the SNSW Associate Education Director, the School Principal, the School Registrar, the Teaching and Learning Coordinator, the Pastoral Care Coordinator and the school Chaplain.

A copy of the minutes of each meeting is filed in the governance folder on the schools NCS Drive and shared with members of the Management Committee. The role of the school management committee is to support the principal in the running of the school, look after school governance and approve and give advice on necessary changes to the school guidelines in all areas of the school. The management committee receives regular WH&S reports, principal's reports and financial reports.

Although many challenges have been faced in 2023, many highlights have also been noted. As staffing shortages continue to grip the industry, we have been blessed to be fully staffed and not have too many interruptions to the teaching and learning aspects of our school.

We have been able to repaint our play equipment to give it a new lease of life and have also built an addition to our play space with a mud kitchen, cubby houses and quiet play area.

Home and School Committee:

One of the most effective ways Narromine Christian School can promote relationship building and cooperation with all stakeholders is through the Home and School Association (Home & School).

The Home & School's aim is to unite the home, school and wider community providing opportunities for families for social interaction, parent education, fundraising, volunteering and other means that improves the educational environment and outcomes for each student.

The Home & School fosters understanding, appreciation and co-operation between school and community by providing special events, in which the members of the community are invited, which promotes the Narromine Christian School to the local and wider community.

The Home & School is a committee of enthusiastic parents who are there to support the function of the school in a variety of ways from assisting with fundraising events, volunteering in the canteen, and taking on special days or community events held at the school throughout the year. Whatever way parents and friends can assist, their contribution is vital to the success of our School and Pre-Kindy, and it is totally valued and appreciated.

Meetings

Home & School meet once or twice a term at the school, led by a president who is appointed each year. An AGM is held annually at the beginning of each year to appoint a treasurer, a secretary and all general members. Discussions of the important decisions that affect our students' school experience are made during these meetings. Parent attendance is appreciated, and all parents involved are kept informed by emails and texts.

Fundraising

Fundraising plays an important part in the role of the Home & School. Funds are raised to provide the school with additional facilities and equipment that the school needs to help make

our student's experience a memorable one. The Home and School Committee has contributed to funds to go towards an electronic sign for the front of school. As this is an expensive endeavour it has taken a couple of years to raise the needed funds.

School Community

The Home and School values the importance of a healthy, happy and connected school community. Each year the committee supports the running of a welcome bbq, a Father's Day lunch, grandparents' day. Craft activities for Mother's Day and whatever else is needed to provide opportunities for our school families to connect.

2 Contextual information about the school (including information about National Partnerships and /or Improving Teacher Quality if applicable)

Narromine Christian School emphasises academic progress and facilitates each student's learning to help them reach their potential. Student learning is celebrated in a safe, positive, disciplined environment.

Narromine Christian School has spacious grounds that house large well-equipped air-conditioned classrooms with up-to-date computer and internet technology in each classroom. Students enjoy the multifunctional covered modern playground area with a sand floor covering.

Narromine Christian School has a Christian ethos and provides Christian values for all children irrespective of race, religion, or culture. The teachers are dedicated to encouraging students to develop a love for God, a love and acceptance of other people and a healthy self-esteem. Narromine Christian School will give students numerous opportunities to:

- Develop academic excellence.
- Mature in physical skills.
- Make positive social adjustments.
- Build lasting peer relationships.
- Grow in Christian values.
- Create a sense of pride in themselves and their school.
- Feel secure and nurtured within their learning environment.

Narromine Christian School's mission is to motivate, nurture and celebrate spiritual, academic and personal growth in a Christ-inspired environment that serves not only our school community but the wider community as well.

At Narromine Christian School, we place high value on the character development of our students. We emphasise high standards in the areas of behaviour, academic excellence, spiritual development, physical achievement, and social interaction. Our whole school behaviour management program, STRENGTH, supports provides positive supports and guidelines for staff and students to promote the development of character and morals and values in our students.

Narromine Christian School runs a Pre-Kindergarten Centre which currently runs 3 days a week and is well patronised by the community. The Pre-Kindergarten Centre gives 4 year old's the opportunity to grow and develop in a school environment to ultimately make their transition into regular school life smooth and 'hassle free'. The Pre-Kindergarten program operates within a

flexible framework providing a balance of social interaction and developmental play, combined with formal learning, as is appropriate to the maturity level of the child. Children learn the routines of the classroom and the expectations of school. The program is designed to give children an advanced start to their education.

In 2023, Narromine Christian School enrolments have grown to 154 students in the main school and all Pre-Kindergarten days filled. Narromine Christian School employs 9 full time staff, 3 part-time staff, 3 teacher aides and 3 part time office staff. The school students have access to sporting facilities both at the school and in the town, itself. Students have the opportunity to participate in community events, visit the local library and travel to local areas for educational and sporting excursions. Older students attend overnight excursions where appropriate to their learning.

At Narromine Christian School, academic progress is emphasised and individual learning is celebrated. The school focus is on improving student literacy and numeracy standards and improving students' cultural awareness and connections to community.

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

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

Narromine Christian School has received funding under the banner of the Waratah Project. The overarching aim of this project is to improve the literacy and numeracy outcomes of our ATSI students while also improving the school's cultural awareness, building community connections both locally and further afield and guiding staff in these areas through professional learning and close connections with hub schools.

Covid Intensive Learning Support Funding has been provided to our school to ensure we have the capacity to support students who have been affected academically throughout the restrictions and home learning due to COVID.

We are extremely proud of the growth and achievements of not only our students but our staff as they grow and learn to better themselves and their teaching practice.

2 Outcomes and results

2.1 Student outcomes in standardised national literacy and numeracy testing

Literacy

Language Conventions includes Reading, Writing, Spelling, Grammar and Punctuation.

Reading

Year	% Needs Additional Support	% Developing	% Strong	% Exceeding
Year 3	5%	35%	35%	25%
Year 5	20%	7%	53%	20%

Writing

Year	% Needs Additional Support	% Developing	% Strong	% Exceeding
Year 3		25%	70%	5%
Year 5	7%	40%	47%	7%

Spelling

Year	% Needs Additional Support	% Developing	% Strong	% Exceeding
Year 3	10%	35%	40%	15%
Year 5		27%	53%	20%

Grammar and Punctuation

Year	% Needs Additional Support	% Developing	% Strong	% Exceeding
Year 3	15%	20%	60%	5%
Year 5	13%	27%	53%	7%

Interpretative Comments

The 5% of students in year 3 and 20% of students in year 5 that need additional support in reading represents 1 student and 3 students respectively.

The 7% of students in year 5 that need additional support for Writing represents 1 student.

The 10% of students in year 3 that need additional support for Spelling represents 2 students.

The 15% of students in year 3 and the 13% of students in year 5 who need additional support in Grammar and Punctuation represents 3 students and 2 students respectively.

Numeracy

Numeracy incorporates Number and Data, Patterns and Algebra, Measurement Space and Geometry.

Year	% Needs Additional Support	% Developing	% Strong	% Exceeding
Year 3	5%	30%	60%	5%
Year 5	7%	27%	53%	13%

Interpretative Comments

The 5% of students in year 3 and 7% of students in year 5 needing additional support represents 1 student in year 3 and 1 student in year 5 respectively.

3 Staffing

3.1 Teacher Accreditation Status

Accreditation Level of Teachers	Numbers of teachers
(i) Conditional	0
(ii) Provisional	1
(iii) Proficient or higher	9
	10

3.2 Workforce composition (comment on Indigenous staff)

Our school consists of six female and two male full time teaching staff, 3 female part time teaching staff, two full time teacher aides and 1 part time teacher aide, 2 part time female ancillary staff and one part time male ancillary staff.

4 Attendance

4.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	93.82
Year 1	89.45
Year 2	91.01
Year 3	91.41
Year 4	90.47
Year 5	90.6
Year 6	86.75
Total school attendance average	90.50

4.2 Management of non-attendance

It is the law that all children of compulsory school age must attend a registered school. Compulsory school age is up to the completion of Year 10 and at least 15 years of age. As school staff, we have a legal and moral responsibility to ensure that attendance of students at school is monitored and records are kept.

An unacceptable level of attendance is defined as 85% or below. When a child has an unacceptable record of attendance, the following steps are taken:

1. The Attendance Officer informs the principal and a letter is sent to parents/guardians informing them that their child's attendance has reached a low threshold and attendance must show immediate improvement.
2. If attendance does not improve a parent interview is arranged by the principal and a plan formulated to ensure the student attends school regularly.
3. On attendance improvement, in consultation with the parents, the plan is reviewed and the need for changes or updates is discussed.
4. In the case that the plan is not adhered to, the principal will follow the mandatory requirements for non-attendance.

5 School policies

The following school policies are publicly available on the [NSW Adventist Schools](#) website:

- [Enrolment policy](#)
- [Child protection policy](#)
- [Anti-bullying policy \(consolidated with the Student Behaviour policy\)](#)
- [Discipline policy](#)
- [Complaints policy](#)

6 Stakeholder satisfaction

1. Parent Satisfaction:

- **Communication:** Parents appreciate clear and frequent communication from the school regarding their child's progress, upcoming events and any concerns.
- **Involvement:** They feel satisfied when the school encourages and welcomes their involvement in their child's education, whether through volunteer opportunities, parent-teacher conferences, or school events.
- **Academic Excellence:** Parents want assurance that their child is receiving a high-quality education that meets or exceeds academic standards.
- **Safety and Well-being:** Satisfaction is heightened when parents feel confident that their child is safe at school and that their emotional and physical well-being are prioritised.

2. Student Satisfaction:

- **Supportive Environment:** They appreciate a supportive and inclusive school environment where they feel valued, respected, and supported by teachers and peers alike.
- **Opportunities for Growth:** Satisfaction increases when students have opportunities for personal and academic growth, including extracurricular activities, clubs, and leadership roles.
- **Effective Teaching:** They value teachers who are passionate, approachable, and dedicated to their success, and who employ varied teaching methods to keep classes interesting.
- **Fairness and Respect:** Students want to feel that they are treated fairly and respectfully by teachers and staff, with consistent discipline and recognition of their efforts.

3. Teacher Satisfaction:

- **Professional Development:** Teachers feel satisfied when they have access to ongoing professional development opportunities to enhance their teaching skills and stay abreast of educational trends.
- **Supportive Leadership:** They appreciate supportive and visionary leadership within the school, including administrators who value their input and provide resources to help them succeed.

- **Work-Life Balance:** Satisfaction is heightened when teachers feel they have a manageable workload and adequate support to maintain a healthy work-life balance.
- **Collegial Relationships:** They value collaborative relationships with colleagues, where they can share ideas, resources, and best practices.
- **Recognition and Appreciation:** Teachers feel satisfied when their hard work and dedication are recognized and appreciated by both school leadership and parents.

7 Summary financial information

The schools company will complete this section for all SDA schools.

Income

Income Sources	Percentage of Total Income
Fees and private income	9.05%
State recurrent grants	18.33%
Commonwealth recurrent grants	71%
Other Government grants	1.62%
Government capital grants	0.0%
Other capital income	0.0%

Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	61.92%
Non-salary expenses	28.25%
Classroom expenditure	9.83%
Capital expenditure	0.0%

SECTION 2

CHECKLIST

Commonwealth legislation (Schools Assistance Act 2008) includes the following requirements not listed as part of NESA requirements for registration and accreditation.

Please tick that your school complies with the following. (please delete the least applicable box)



Provides national reports on the outcomes of schooling.



Provides individual school information on performance.



Annually reports on school performance information and makes the report publicly available.



Implements the NESA Curriculum as it becomes available.



Has an annual certificate of financial accountability from a qualified accountant.



Annually reports on each program of financial assistance provided under this Act.



Participates in program evaluations (BGA, National Partnerships & NCCD)