



# **Narromine Christian School**

**NSW Education Standards Authority  
Annual Report  
2025**

**Reporting on the 2024 Calendar Year**

Owned and operated by

**Seventh-day Adventist Schools  
(SNSW) Ltd**

## 1 Context

### Principals Message

At Narromine Christian School, we are deeply committed to creating a nurturing and supportive environment where every student feels safe, valued, and empowered to thrive. Our school is a place where children are encouraged to grow not only academically, but also socially, emotionally, and spiritually. Our passionate and dedicated staff work collaboratively to cultivate a culture of curiosity, respect, and teamwork across our entire school community.

Our highly regarded pre-kindergarten program is thoughtfully designed to support school readiness and build a solid foundation for lifelong learning. With a balanced curriculum and a caring, structured environment, we help our youngest learners develop the skills and confidence they need to take their first steps in education with excitement and ease. By following school routines and structures and engaging in play with students from the main school, children enjoy a smooth, stress-free transition into formal schooling.

At the heart of our academic approach is an unwavering commitment to excellence in literacy and numeracy. Our pedagogy is grounded in explicit instruction, ensuring that students are taught with clarity, purpose, and structure. We offer comprehensive programs that strengthen core skills in reading, writing, and mathematics. Through carefully sequenced lessons, tailored instruction, and continuous assessment, we ensure that each student is challenged, supported, and guided to achieve their personal best.

We also recognise the importance of holistic development. Our carefully designed Tier 3 interventions provide focused support for students who may need additional help, making sure every child has the opportunity to succeed. In addition, our wide range of sporting opportunities encourages students to explore their interests, build resilience, and develop a lifelong appreciation for health and physical activity.

Grounded in our Christian values, we are devoted to nurturing the whole child. Our teaching promotes compassion, integrity, and service, helping students grow into thoughtful, responsible individuals who contribute meaningfully to their communities. Through the integration of life skills and character education, we empower our students to become empathetic and capable citizens, ready to make a positive impact in the world around them.

### School Management Committee

The Narromine Christian School Management Committee meets regularly throughout the year to provide strategic oversight and support for the effective operation of the school. The committee is comprised of key stakeholders, including the South New South Wales (SNSW) Conference Chief Financial Officer, the SNSW Education Director, the School Principal, the School Registrar, the Teaching and Learning Coordinator, the Pastoral Care Coordinator, and the School Chaplain.

Minutes from each meeting are carefully recorded and stored in the governance folder on the school's NCS Drive. These records are shared with all members of the Management Committee to ensure transparency and informed decision-making.

The primary role of the Management Committee is to support the principal in the leadership and daily operations of the school. This includes overseeing governance matters, reviewing and approving updates to school policies and procedures, and offering strategic advice across all areas of school life. The committee also receives regular updates including Workplace Health and Safety (WH&S) reports, financial reports, and the principal's report to remain well-informed and responsive to the school's evolving needs.

Despite the challenges encountered in 2024, the year has also brought significant progress and cause for celebration. We are pleased to report that Narromine Christian School is once again fully staffed, and disruptions to teaching and learning have been minimal—ensuring consistency and continuity for our students.

In addition, we have been actively developing a comprehensive campus masterplan to guide future growth and development. As part of this forward-thinking approach, we are currently in the process of applying for Block Grant Authority (BGA) funding to support key infrastructure projects that will enhance the learning environment for our students and staff.

## Home and School Committee

One of the most effective ways Narromine Christian School fosters strong relationships and cooperation among all stakeholders is through the **Home and School Association (Home & School)**.

The aim of the Home & School is to unite the home, school, and broader community by creating opportunities for social interaction, parent education, fundraising,

volunteering, and other initiatives that enrich the educational environment and outcomes for every student.

The Home & School promotes understanding, appreciation, and collaboration between the school and the wider community. This is achieved through special events that welcome community participation and help showcase Narromine Christian School both locally and beyond.

The Home & School Committee is made up of enthusiastic and committed parents who support the school in a variety of ways—from assisting with fundraising events to volunteering in the canteen and coordinating special days or community events throughout the year. Every contribution, no matter the size, plays a vital role in the success of our School and Pre-Kindy and is deeply valued and appreciated.

### **Meetings**

The Home & School Committee meets once each term, with meetings held at the school and led by a president elected annually. An Annual General Meeting (AGM) is conducted at the beginning of each year to appoint a treasurer, secretary, and general committee members. These meetings provide a forum for discussing key decisions that impact our students' school experience. Parent attendance is always welcomed, and all members are kept informed through regular emails and text updates.

### **Fundraising**

Fundraising is a key function of the Home & School, helping to provide additional resources and facilities that enhance the learning experience. For example, the committee has contributed significantly to the fundraising efforts for an electronic sign at the front of the school—an ambitious and costly project that has taken several years to bring to fruition.

### **School Community**

The Home & School Committee is committed to building a happy, healthy, and connected school community. Each year, the committee helps organise events such as the Welcome BBQ, Father's Day Lunch, Grandparents' Day, and Mother's Day craft activities—along with other initiatives that provide opportunities for school families to connect, build friendships, and feel a deeper sense of belonging within the school community.

## 1.2 Contextual information about the school

Narromine Christian School places a strong emphasis on academic progress and individual learning, supporting each student to reach their full potential in a safe, positive, and disciplined environment. Student achievement is celebrated, and learning is nurtured through high-quality teaching practices and a Christ-centred ethos.

Our school is set on spacious, well-maintained grounds that feature large, air-conditioned classrooms equipped with modern technology and internet access. Students benefit from a multifunctional, covered playground with a soft sand base, providing an ideal space for physical activity and social interaction.

At the heart of our school is a commitment to Christian values. Narromine Christian School welcomes students of all backgrounds, and our dedicated teachers foster a love for God, acceptance of others, and healthy self-esteem. Students are given every opportunity to:

- Strive for academic excellence
- Develop physical competence and confidence
- Form lasting peer relationships
- Make positive social and emotional adjustments
- Grow in Christian character and values
- Develop pride in themselves and their school
- Feel secure, supported, and nurtured in their learning environment

Our mission is to motivate, nurture, and celebrate spiritual, academic, and personal growth in a Christ-inspired environment that serves both our school community and the wider Narromine community.

Character development is central to our philosophy. We uphold high standards in behaviour, academic achievement, spiritual growth, physical development, and social skills. Our whole-school behaviour management framework, **STRENGTH**, promotes positive behaviours and supports students in becoming individuals of integrity, empathy, and resilience.

### Pre-Kindergarten Program

Narromine Christian School operates a vibrant Pre-Kindergarten Centre, currently running three days a week and strongly supported by the local community. This program offers four-year-olds a nurturing introduction to school life, easing the transition into formal education. The program combines structured learning with developmental play and social engagement, tailored to each child's maturity. Children learn essential classroom routines, develop early literacy and numeracy skills, and gain a strong sense of belonging and readiness for their educational journey.

## Growth and Development

In 2024, our enrolment has grown to **171 students** in the main school, with all Pre-Kindergarten places filled. We employ **9 full-time staff, 6 part-time staff, 8 teacher aides, and 3 part-time office staff**—all of whom contribute to our vibrant and supportive learning community.

Students at Narromine Christian School have access to a variety of sporting facilities both on-site and within the town. They participate in community events, educational excursions, library visits, and—for older students—overnight camps aligned with curriculum learning.

## Strategic Improvement and Investment

Significant steps have been taken to enhance both our physical environment and teaching practice:

- **BGA Funding:** We are proud to have secured Building Grants Assistance (BGA) funding to develop new **staff toilets and dedicated learning support spaces**, further improving facilities for both staff and students.
- **Masterplan Development:** A school masterplan has been developed to guide the future growth and development of Narromine Christian School, ensuring that our infrastructure evolves to meet the needs of our growing community.
- **Refining Teacher Practice:** We are committed to continuous professional learning. Staff have focused on enhancing instructional practices—particularly in **engagement strategies, checking for understanding, and daily review cycles**. These refinements have led to stronger student outcomes and a culture of reflective, evidence-based teaching.

## Literacy, Numeracy, and Cultural Connection

Our strategic focus on literacy and numeracy has brought tangible benefits to student achievement and teacher development. The school continues to prioritise these areas, while also investing in **cultural awareness** and **community connections**.

Through our participation in the **Waratah Project**, we have received additional funding to enhance literacy and numeracy outcomes for our **Aboriginal and Torres Strait Islander (ATSI)** students. This initiative also supports staff in developing cultural competency and strengthens ties with local and regional communities through professional learning and collaboration with hub schools.

### **Celebrating Growth**

We are incredibly proud of the progress and achievements of our students and staff. Our team is continually growing in both skill and confidence, striving to provide the best possible learning experience for every student. At Narromine Christian School, we believe in nurturing the whole child—academically, spiritually, socially, and emotionally—preparing them to become purpose-driven, community-minded citizens of the future.

## **1.3 Characteristics of the student body**

In 2024, Narromine Christian School provided a nurturing and inclusive learning environment for students from Kindergarten to Year 6, operating as a single-stream primary school. In addition to its primary education program, the school offered a dedicated Pre-Kindergarten classroom designed to support children in the year prior to commencing formal schooling. This early learning program plays a key role in preparing young learners for a smooth transition into Kindergarten by fostering foundational skills in a caring and structured setting.

Located in the regional town of Narromine, New South Wales, Narromine Christian School operates on a single campus and is owned and managed by Adventist Schools Australia. As a Christian school, it is committed to delivering high-quality education underpinned by faith-based values, supporting the spiritual, academic, social, and emotional development of each child. The school places a strong emphasis on community, respect, and service, aiming to develop students who are confident, compassionate, and grounded in Christian principles.

In 2024, Narromine Christian School welcomed a total enrolment of 203 students, comprising 171 students from Kindergarten to Year 6 and an additional 32 children in the Pre-Kindergarten program. Approximately 39% of the student body were boys, and 61% were girls. Notably, 33% of students identified as Aboriginal or Torres Strait Islander, reflecting the school's commitment to cultural inclusivity and reconciliation.

The school continues to embrace diversity, providing a supportive environment where all students are encouraged to thrive academically, socially, and spiritually.

## 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 | 4%                       | 21%        | 54%    | 21%       |
| Year 5 | 5%                       | 30%        | 45%    | 20%       |

#### Writing

| Year   | Needs Additional Support | Developing | Strong | Exceeding |
|--------|--------------------------|------------|--------|-----------|
| Year 3 | 0                        | 12.5%      | 75%    | 12.5%     |
| Year 5 | 20%                      | 10%        | 55%    | 15%       |

#### Spelling

| Year   | Needs Additional Support | Developing | Strong | Exceeding |
|--------|--------------------------|------------|--------|-----------|
| Year 3 | 0                        | 29%        | 58%    | 13%       |
| Year 5 | 10%                      | 20%        | 55%    | 15%       |

#### Grammar and Punctuation



| Year   | Needs Additional Support | Developing | Strong | Exceeding |
|--------|--------------------------|------------|--------|-----------|
| Year 3 | 4%                       | 37.5%      | 46%    | 12.5%     |
| Year 5 | 10%                      | 40%        | 45%    | 5%        |

### Interpretative Comments

The 4% of students in year 3 and 5% of students in year 5 that need additional support in reading represents 1 student in each year.

The 20% of students in year 5 that need additional support for Writing represents 4 students.

The 10% of students in year 5 that need additional support for Spelling represents 2 students.

The 4% of students in year 3 and the 10% of students in year 5 who need additional support in Grammar and Punctuation represents 1 student 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 | 4%                       | 21%        | 67%    | 8%        |
| Year 5 | 5%                       | 45%        | 50%    |           |

### Interpretative Comments

It is important to note the 4% of year 3 students and 5% of year 5 students that Need Additional Support equates to 1 student in year 3 and one student in year 5.

### 3 Staffing

#### 3.1 Teacher Accreditation Status

| Accreditation Level of Teachers | Numbers of teachers |
|---------------------------------|---------------------|
| (i) Conditional                 | 1                   |
| (ii) Provisional                | 3                   |
| (iii) Proficient or higher      | 10                  |
|                                 | 14                  |

#### 3.2 Workforce composition

At Narromine Christian School we embrace all faiths and backgrounds of our staff and students. None of our staff have identified as Aboriginal or Torres Strait Islander but we strongly encourage applications from First Nations People.

Our school consists of 6 female and 2 male full time teaching staff, 5 female part time teaching staff, 4 full time teacher aides and 4 part time teacher aide, 3 part time female ancillary staff and one full time male ancillary staff.

### 4 Attendance

#### 4.1 Average Year Level Attendance

| Year Level | Average Attendance (%) |
|------------|------------------------|
|------------|------------------------|

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|                                 |        |
|---------------------------------|--------|
| Kindergarten                    | 92.59% |
| Year 1                          | 93.31% |
| Year 2                          | 88.12% |
| Year 3                          | 89.92% |
| Year 4                          | 90.83% |
| Year 5                          | 91.55% |
| Year 6                          | 92.68% |
| Total school attendance average | 91.29% |

## 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 and can be found at this link:

<https://nsw.adventist.edu.au/policies/>

- Anti-bullying
- Child protection
- Discipline
- Enrolment

- Managing Complaints

## 6 Stakeholder satisfaction

### 1. Parent Satisfaction

#### **Communication:**

Parents highly value clear, transparent, and timely communication from the school. Regular updates about their child's academic progress, upcoming events, and any arising concerns foster trust and confidence in the school's operations.

#### **Involvement:**

Parents feel most satisfied when they are welcomed and encouraged to participate in their child's educational journey. Whether through volunteering, attending school events, joining parent committees, or engaging in regular parent-teacher interactions, this sense of partnership enhances the school community.

#### **Academic Excellence:**

There is a strong desire among parents for their children to receive a robust and challenging education that not only meets but exceeds academic standards. They

appreciate when the school demonstrates a commitment to student learning outcomes and continuous improvement.

**Safety and Well-being:**

A critical element of parent satisfaction is the assurance that their child is safe, both physically and emotionally. Knowing their children are in a secure, nurturing environment increases confidence in the school.

**Sense of Belonging:**

Parents appreciate being seen, heard, and valued. They take comfort when concerns are acknowledged and addressed in a timely and respectful manner, reinforcing their trust in the school's leadership.

**Engagement and Growth:**

High attendance at school events and functions reflects a strong sense of community and satisfaction. The continued growth of the school is a testament to positive parent sentiment and word-of-mouth endorsement.

## **2. Student Satisfaction**

**Safe and Supportive Environment:**

Students thrive when they feel safe, accepted, and free to express themselves. They value a bully-free environment where kindness, respect, and inclusion are actively promoted.

**Positive Relationships:**

Supportive relationships with teachers and peers are crucial. Students appreciate educators who are approachable, encouraging, and genuinely invested in their success—academically, socially, and emotionally.

**Opportunities for Involvement:**

Students are most satisfied when they can actively engage in a variety of extracurricular opportunities including sports, leadership roles, creative arts, and service projects. Events such as chapel services and community outreach provide avenues for personal growth and moral development.

**Fairness and Respect:**

A culture of fairness, consistency, and mutual respect builds student confidence. They want to be heard, treated justly, and recognized for their efforts and achievements.

**Love of Learning:**

Effective teaching that is engaging, relevant, and varied in approach keeps students

motivated. They respond positively to passionate educators who make learning fun and meaningful.

### 3. Teacher Satisfaction

#### **Collegial Support and Mentorship:**

Teachers flourish in a community where collaboration, shared learning, and mentorship are integral. Strong relationships among staff foster a sense of belonging, shared purpose, and mutual encouragement.

#### **Professional Growth:**

Access to quality professional development and the freedom to grow in their teaching practice contribute to high levels of job satisfaction. Teachers value opportunities to grow and evolve in their careers.

#### **High Expectations and Achievement:**

While high standards are motivating, teachers also appreciate realistic expectations and adequate support. They take pride in delivering quality education and seeing their students succeed.

#### **Leadership and Recognition:**

Visionary and approachable leadership is key. Teachers want their voices to be heard, and their efforts acknowledged. Recognition from school leaders, peers, and parents fosters a positive work environment.

#### **Well-being and Workload:**

While passionate about their work, teachers can feel burdened by excessive administrative tasks and compliance requirements. These pressures can lead to fatigue and reduced morale if not balanced with adequate support and streamlined systems.

## 7 Summary financial information

### Income

| Income Sources                | Percentage of Total Income |
|-------------------------------|----------------------------|
| Fees and private income       | 10.04%                     |
| State recurrent grants        | 17.31%                     |
| Commonwealth recurrent grants | 70.99%                     |
| Other Government grants       | 1.66%                      |
| Government capital grants     | 0.00%                      |
| Other capital income          | 0.00%                      |

### Expenditure

| Expenditure Costs                        | Percentage of Total Expenditure |
|--|---------------------------------|
| Salaries, allowance and related expenses | 69.54%                          |
| Non-salary expenses                      | 23.03%                          |
| Classroom expenditure                    | 6.94%                           |
| Capital expenditure                      | 0.49%                           |

