

# Annual Report 2021

*In the Pursuit of Excellence*

## Principal's Address

As part of the school's reporting and accountability process, the Annual Report provides our community with a snapshot of how the school performed in 2021. In acknowledging the successes of 2021, I would like to recognise the contributions made by every area of our school community, including; staff, students, parents/carers, the P&C and the School Board.

Of significance, our wonderful P&C put the finishing touches on Phase 1 of the playground redevelopment and this provided a range of physically challenging activities for students of all ages. We sincerely thank Mr Shepherd and Mr Piper for their superlative efforts in completing these works.

Staff continued to deliver meaningful lessons to meet students' educational needs and progress was shown in most areas. Throughout the year, students in Years 4, 5 and 6 expanded their use of technology through the continuation of the BYOD program.

Although we did not meet our Literacy targets for Year 5 NAPLAN, students' Numeracy results were close to those of like schools and almost achieved our Business Plan Target. Year 3 students performed well in their NAPLAN tests and were close to achieving our Business Plan targets in most areas. Their performance in Writing was very pleasing, with their results meeting our Business Plan target and Aspirational target.

Throughout the year school staff continued to provide quality opportunities to enhance student engagement and participation. Despite working under changing conditions, we were able to organise successful faction and interschool sporting events, run a Year 6 camp, prepare our choir for performances within the community and the 'One Big Voice' event in Perth and host our annual graduation and book awards ceremonies.

During Term 4 of 2021, we were thrilled by the announcement that Mr Basil Kickett had been judged to be the Department of Education's Aboriginal and Islander of the Year recipient. A large contingent of staff travelled to Perth for the announcement and joined the very large crowd in attendance in congratulating Mr Kickett for his outstanding commitment to the education of students at Narrogin Primary School.

Although the 2021 school year was challenging, it was also a very rewarding and successful year!

**David Harrison**  
Principal

*We remain focused on being 'In the Pursuit of Excellence'.*

## Our School

Narrogin Primary School has a proud history of serving the Narrogin Community.

We value cultural and linguistic diversity, difference and individuality, and use inclusive educational practices.

Our school motto, 'In the Pursuit of Excellence', reflects our belief that every student can be a successful student and a lifelong learner.

## School Purpose

Narrogin Primary School provides quality education for all students, based on the Western Australian (WA) Curriculum, maximising learning opportunities and preparing each child for life.

Our curriculum caters for the social, emotional, physical, academic, cultural and creative needs of individuals in a safe and supportive environment.

We take a personal approach to prepare our students to be life-long learners in the 21<sup>st</sup> Century and active citizens in the wider community.

08 9882 1700  
22-24 Williams Rd  
Narrogin WA 6312  
[www.narroginprimaryschool.wa.edu.au](http://www.narroginprimaryschool.wa.edu.au)





Kangaroo stew during a NSHS Clontarf visit

## 2021 Board Chair Report

It is again a privilege to present the Narrogin Primary School Board Annual Report for 2021. Our dedicated and committed board continues to work hand in hand with Narrogin Primary School to enhance the education of all students at this school. Our board consists of a total of eleven current members, including the three members of our school's management team, one staff member, six parents and one community member.

Our board strives to always operate in the best interests of the students, and is continually evaluating student outcomes, by reviewing and updating the policies of the school, reviewing the school's academic performance against relevant benchmarks, and reviewing parent feedback.

One of the board's initiatives in 2021 was the publishing of our Agenda on Connect prior to our monthly meetings, and following up with a report summarising the meeting's outcomes published on Connect soon afterwards. We hope this will keep the Narrogin Primary School community more informed of what is happening at board level, and allow all interested parties to easily keep abreast of board proceedings.

In addition, all NPS board meetings are generally open to the public and the meeting dates are published on our school calendar and in our school newsletter. We also hold an annual public meeting at which an annual report is presented to advise the school community of the performance of the Board since the previous annual public meeting.

We hope these initiatives enhance awareness of the board's objectives and proceedings and encourage continued interest from people who want to contribute to the Narrogin Primary School community by becoming a part of our school board.

**Kelly Fulston**  
**School Board Chair**



## Our Student Population

We commenced the year with 293 student enrolments. The Indicator of Socio-Economic Advantage (ICSEA), provides the average level of educational advantage of students attending the school, with the average value for Australian schools being 1000. In 2021 our ICSEA REMAINED AT 944.

The composition of our student population included 16% Aboriginal and 10% of students with adjustments for disability.

We commenced 2021 with 11 classes from Pre-primary to Year 6. Kindergarten commenced with three small classes who participated on a rotational basis, which meant all students mixed with each other during the week. A surge in numbers meant a re-structure occurred at the commencement of Semester 2 with students then being placed in two distinct classes.

Specialist subject areas in 2021 provided from Years 1 – 6 included Physical Education, Health Education, Humanities and Social Sciences (HASS), Visual Arts, Performing Arts (Music) and Languages (Indonesian).

## Our Staff Population

Staff at Narrogin Primary School are highly regarded by the school community as was reflected in the National Schools Opinion Parent Survey. Their commitment to delivering a quality curriculum and dedication towards each of their students is to be commended. In 2021, the staffing profile consisted of a Principal, two deputy principals, 23 teaching staff and 18 support staff.

2021 saw the retirement of three long serving teachers: Sue Bicknell, Kerry Heil and Marion McDougall. The sudden passing of Sherree Donaldson, a long term Special Needs Assistant and MacqLit educator, shocked and saddened our entire school community.



2021 Student Councillors

## Business Plan (2019 – 2021)

Although progress toward the achievement of targets set out in the Narrogin Primary School Business Plan (2019-2021) was impeded by the response to the COVID-19 pandemic, teachers worked hard to minimise the impact on student learning. Throughout the year, teachers utilised the available resources to optimise:

- Student Achievement
- Teaching Quality
- Leadership
- Learning Environment
- Relationships and Partnerships

## Business Plan (2022 – 2024)

After extensive collaboration with staff, the 2022 – 2024 Narrogin Primary School Business Plan is nearing completion. In order to align with data collection requirements for school review purposes, the school's decision was to retain the focus areas of the Business Plan as Student Achievement, Teaching Quality, Leadership, Learning Environment and Leadership. Within the 2022- 2024 Business Plan, some strategies, milestones and targets are the same or similar to 2019 – 2021, there are additions, deletions to reflect our current school context and priorities.



Mr Basil Kickett AIEO of the Year

## TEACHING QUALITY AND LEADERSHIP

### Mr Basil Kickett – WA Aboriginal and Islander Education Officer of the Year

The classroom is the place where Pop Basil Kickett is happiest. It is there that the Narrogin Noongar Elder starts to build rapport with students and their families from the earliest days of their schooling, by working in the KindiLink, Kindergarten and Pre-Primary classes each week.

The relationships he forms at Narrogin Primary School while assisting with literacy and numeracy ensures that if those students face significant challenges in the future, there is always a supportive and familiar face for them. “I want them to feel safe and like they belong in the school,” he says. “I want to be a part of having Indigenous perspectives embedded into every classroom and that Indigenous children see themselves represented and culture recognised.”

Described as a kind, calm and humble “gentle giant”, Pop Basil’s presence and invaluable contribution to Narrogin Primary School over the past 17 years has built an inclusive curriculum across all learning areas, using his knowledge of Noongar culture and language and the history of his own family.

This includes the production of the children’s book “When Pop was a Boy”, with student illustrations, and a Noongar language YouTube video “Echidna Finds a Friend” that has been shared by the Indigenous Literacy Foundation. These stemmed from Pop Basil regularly playing the role of “Grandfather” during classroom history activities, with students marvelling at his amazing experiences growing up in Narrogin including the horse and cart he had used for transport. “We made the stories about my life into a book and people are wanting to read it and learn what it was like for some of us growing up Noongar in the Wheatbelt,” he says. “Through the book, I want the kids to remember that I care about them and hope they will always feel that I will be there to help and support them always.”

Born and educated in Narrogin, Pop Basil worked on the railways, pursued an opportunity to play with West Perth Football Club and worked for QANTAS for 23 years before stepping in and taking on the role as WA Aboriginal and Islander Education Officer. At Narrogin Primary School, he participates in all planning sessions including meetings, staff planning workshops and school development days. He has contributed to three cycles of business plan development over nine years and he has been a key driver of school improvement by championing the implementation of the Aboriginal Cultural Standards Framework.

His support of local students has also taken him far beyond the classroom. He “hits the street” at kindergarten enrolment time each year, working with the school administration team to ensure all young Aboriginal children are correctly enrolled for the following year, to avoid any missed days at school. “They inspire me - seeing them go from Kindy and all through school, watching them learn and grow,” he says. “The happiness on kids’ faces when they shout out at the top of their voices in the middle of the supermarket, ‘Hi Pop Basil’.”

This title is high recognition of the role Pop Basil plays in the community as a Noongar Elder, and the way he has melded his cultural responsibilities with many years of work at the school as a mentor, advisor and friend to all. At other times, Pop Basil can also be found calmly and quietly kicking the footy or throwing a boomerang with students dealing with feelings of stress.

Understanding the multi-generational trauma that can impact on students, he works collaboratively with teachers to identify risk factors for escalation and then works one-on-one with the students to ensure de-escalation at the most challenging times. He also attends all school and interschool sporting events, taking on several roles including coach, behaviour support and ribbon presentation. As a badged attendance officer, he supports students and families in need, often arranging transport, lunches and other necessities. He conducts home visits to ensure that incursion/excursion forms, medical forms and all other paperwork is completed, so that no Aboriginal student misses an opportunity to participate.

He also coordinates all of the Derbarl Yerrigan health appointments to conduct hearing screening for Aboriginal students. “I support them not just academically but more importantly building their confidence, self-esteem and self-worth,” he says. “I want them to be proud of themselves. “To grow up into proud people, respecting themselves, family and others. Working to be the best they can, at whatever that may be in life. “I’m getting on in years now and I would also like to inspire and mentor other young people to become an AIEO.”



At the awards breakfast, surrounded by proud co-workers



## InitialLit

2021 was the first year of implementation of the InitialLit program following two days of training for all members of the early childhood team and representatives from the administration team. Prior to implementation of the program, the school ensured the program was thoroughly resourced through the provision of all necessary physical resources including; reading books, teacher resource books, posters and student workbooks. Additional staff were deployed to each classroom during InitialLit sessions to maximise the learning opportunities for our students.

Staff collaborated through regular meetings and provided assistance, where required, to maximise the opportunities of success for the students and the program. Staff involved with the program became more confident with the implementation of the program. Post-test results, at the year's end, indicated that students were benefiting from this intensive, research and evidence based program. 2022 will see the continuation of InitialLit, thus enabling the collection and comparison of longitudinal data.

## Spelling Mastery

In response to a decline in NAPLAN spelling results in recent years, Narrogin Primary School has committed to the implementation of Spelling Mastery for students in Years 3 – 6. Spelling Mastery is a research-proven program that employs the Direct Instruction Method to enable teachers to deliver highly interactive, structured lessons that help students learn dependable spelling skills. Spelling Mastery approaches spelling through strategies, patterns and rules.

All students were tested at the end of 2021 and placed into a Spelling Mastery Group according to their ability in readiness for the new school year.

## Developing Teacher Talent

Narrogin Primary School continued to support the development of new teachers through existing and ongoing relationships with universities. During 2021, we accommodated teacher practicums for students from the University of Notre Dame, Edith Cowan University, Curtin University and the University of Western Australia.

We were recognised for the excellent mentoring and support provided within our school, by being selected as one of just two regional schools in the state to participate in Edith Cowan University's Primary Internship Program. Through this program, high achieving students are selected from a pool of applicants based on their merits and an interview, and then placed into the school. During Term 4, 2020, a number of meetings were held, using Webex, to establish the program and to meet the interns. In addition to the 10-week Assistant Teacher Program (ATP), our interns completed an additional two weeks before and 10 weeks after their ATP, taking greater ownership of their class and other leadership initiatives across the school.

In 2021 our two Intern teachers were:

- Miss Chloe Franklin who was mentored by Mrs Cindy Tyler-Tourle. We were so impressed with Miss Franklin that she was appointed to the school for Term 4 whilst Mrs Tyler-Tourle was on Long Service Leave.
- Mr Matt Grehan who worked alongside Miss Jen Whiteford. Matt excelled in his role in Junior Primary and we were impressed with his growth as a teacher. Matt also worked alongside a number of other staff members to support them in the upskilling of our students with ICT.



Based on the successes of the 2021 program, Edith Cowan University invited Narrogin Primary School to participate in the program for the 2022 school year.

## Junior and Senior Choir

Our Junior and Senior Choirs were very active throughout the year, with their positive reputation resulting in numerous requests for them to perform at community events. Some notable performances included;

- The Shire of Narrogin's Australia Day breakfast
- ANZAC Day and Remembrance Day events
- Performances held at assemblies and awards ceremonies
- Children's Week activities at the Narrogin Town Hall
- Entertaining shoppers at the Christmas Party event in Mackie Park
- Participation by the Senior Choir at the 'One Big Voice Festival' at RAC arena in August.
- Launch of our new school song at NPS Presentation Assembly

## Aboriginal and Cultural Standards Framework

Milestone: The Aboriginal and Cultural Standards Framework is used as a whole school self-reflection tool.

In 2021, Narrogin Primary School staff were asked to complete a survey placing themselves and the school alongside the Aboriginal Cultural Standards Framework. 22 staff completed the survey in 2021. This data was compared to a similar survey conducted in 2019.

The five main areas surveyed in 2021 were relationships, leadership, learning environment, resources and teaching.

The survey results showed there was a decrease in the percentage of staff who rated themselves individually as, 'capable or proficient' in 2019, compared to 2021. This decrease could be attributed to the changeover of staff during the three-year period.

On the other hand, there was an increase in the overall school ratings of, 'capable or proficient' from 2019 to 2021. This indicates that the school is tracking well in the implementation of the Aboriginal and Cultural Standards Framework.



Mr Kickett in his favourite place - KindiLink



## STUDENT ACHIEVEMENT

### Targets

Our targets for each National Assessment Program in Literacy and Numeracy (NAPLAN) assessment area in our 2019 – 2021 Business Plan was that the percentage of Year 3 and 5 students above the National Minimum Standard in NAPLAN are to be equivalent to, or above, like schools (those schools with a similar ICSEA).

We also aspire to have our students' NAPLAN achievement to be similar to, or above, Western Australia (WA) Public schools in all areas tested.

### NAPLAN

In 2021, NAPLAN at Narrogin Primary School continued in an online forum, with the exception of Year 3 Writing. All testing was undertaken in the Library Computer Room, using both laptop and desktop computers. The following table outlines Narrogin Primary School's performance in 2021 NAPLAN, relative to 'like' schools (those schools with a similar ICSEA), and all Western Australian Public Schools.

Values listed in this table are the 'mean' scores.

	YEAR THREE			YEAR FIVE		
	NARROGIN PRIMARY	LIKE SCHOOLS	WA PUBLIC SCHOOLS	NARROGIN PRIMARY	LIKE SCHOOLS	WA PUBLIC SCHOOLS
NUMERACY	369	369	392	454	459	484
READING	391	391	420	455	471	498
WRITING	416	395	420	434	449	475
SPELLING	377	378	406	450	473	500
GRAMMAR & PUNCTUATION	381	385	421	429	463	491

■ Achieved at or above like schools

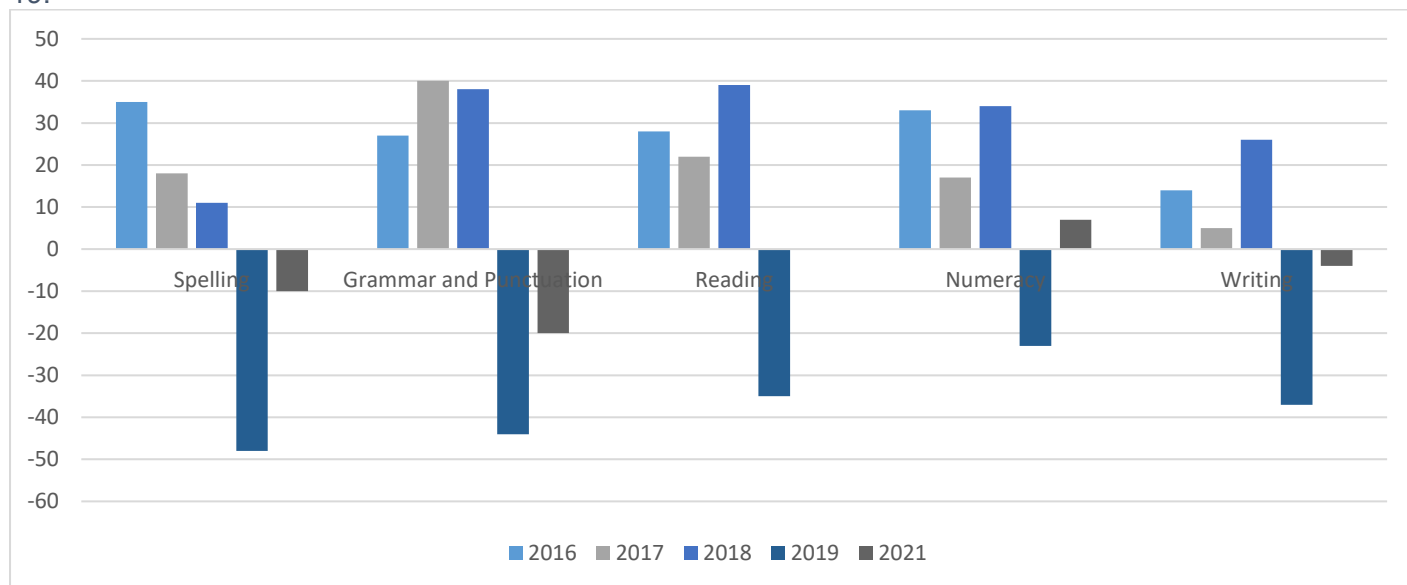


Book week celebrations 2021



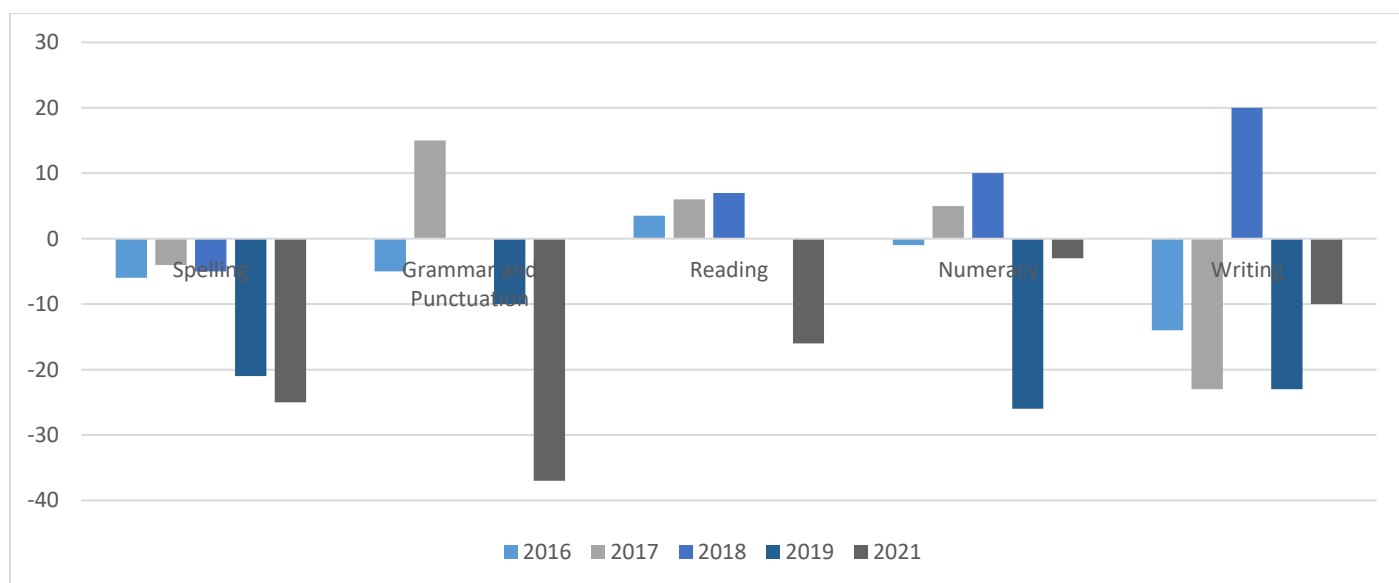
## Longitudinal Year 3 – 5 NAPLAN Achievement (2016-2021)

The graph below shows Narrogin Primary School Year 3 – 5 achievements against the like schools mean over a six-year period. Please note there is no data for 2020 as NAPLAN was not conducted due to COVID-19.



## Longitudinal Year 3 - 5 NAPLAN Progress (2016-2021)

The graph below shows Narrogin Primary School Year 3 - 5 progress against the like schools means over a six-year period. Please note there is no data for 2020 as NAPLAN was not conducted due to COVID-19.



## Business Plan Target

The percentage of Year 3 and 5 students above the National Minimum Standard across all NAPLAN subjects will be equivalent to, or better than, like schools.

## 2021 results

### Numeracy

In 2021, our Year 3 students met the Business Plan Target. Many Year 3 students at Narrogin Primary School (77%) achieved above the National Minimum Standard, more than like schools (73%) but less than WA Public Schools. (82%). Our Year 5 student achievement nearly met the Business Plan Target in Numeracy. 68% of

students at Narrogin Primary School achieved above the National Minimum Standard, slightly less than like schools (69%) and less in comparison to WA Public Schools (80%).

### **Reading**

In 2021, 73% of our Year 3 students performed above the National Minimum Standard. Our students performed less than like schools (75%), and below WA Public Schools (84%). We did not quite meet our target. 65% of our Year 5 students achieved results above the National Minimum Standard. This was significantly lower than both like schools (74%) and WA Public Schools (84%).

### **Writing**

Our Year 3 NAPLAN Writing achievement met both our Business Plan Target and Aspirational Target of achievement being the same as, or better than WA Public Schools. 92% of students achieved results above the National Minimum Standard. This was above like schools (85% above the National Minimum Standard) and WA Public Schools (91% above the National Minimum Standard). We had 57% of Narrogin Primary School Year 5 students achieve above the National Minimum Standard in Writing. In comparison, 67% of Year 5 students at like schools, and 81% of Year 5 students at WA Public Schools, achieved above the National Minimum Standard. Our target was not met for Year 5 Writing.

### **Spelling**

Year 3 Spelling performance in 2021 was slightly less than like schools. We had 69% of students performing above the National Minimum Standard, as opposed to like schools at 73%, and WA Public Schools at 82%. Year 5 spelling performance included 62% of Narrogin Primary School students performing above the National Minimum Standard. In comparison, like schools had 72% of students above the National Minimum Standard and WA Public Schools had 83% of students performing above the National Minimum Standard.

### **Grammar and Punctuation**

Narrogin Primary School's Year 3 cohort did not quite meet our target. 71% of our students were working above the National Minimum Standard, whereas like schools had 72% and WA Public Schools had 82% in this range.

Our Year 5 students demonstrated performance significantly below like schools. At Narrogin Primary School, 53% of students performed above the National Minimum Standard, whereas like schools had 67%, and WA Public Schools 79%.

### **Overall Performance**

Year 3 performance, overall was similar to Like Schools. Writing achievement is to be celebrated – student performance was well above like schools and close to WA and National Standards. A consolidated approach over a number of years using Brightpath would be a contributing factor.

Pre-primary to Year 2 implemented InitialLit in 2021 with a goal for long term improvement. MiniLit intervention was offered to many students to further improve outcomes for students.

Year 5 performance, apart from Numeracy, was well below Like Schools with a significant number of students performing beneath the National Minimum Standard. Transiency and attendance had a large impact on results within this cohort of students.

MacqLit was used as an intervention program for Years 3-6. Due to staff transiency, illness and COVID-19, this program was not implemented with as much fidelity and consistency as would have been liked. This could have impacted results. In 2021, there were more MacqLit groups and targeted support placed in classes where needed.

To address a continuing pattern of Spelling performance being less than Like Schools, Narrogin Primary School has invested in and implemented the Spelling Mastery Program for 2022.

In both the Year 3 and 5 cohorts, it was noticeable that there were a group of students achieving in the top band scales (often more than like schools), but with fewer students achieving in band scales just above the National Minimum Standard.



Aboriginal Students – There were seven Aboriginal students in Year 3 and six students in Year 5. Only one student in Year 3 achieved above the National Minimum Standard in most learning areas.

### Grade Alignment

Business Plan Target: Grade alignment in Semester 2 Year 3 and 5 reports, is equivalent to, or better, than the WA Public Mean, in comparison to NAPLAN performance.

Grade alignment in comparison to NAPLAN results has been an area that has needed addressing at Narrogin Primary School. In 2021, grade alignment was comparative to like schools in most learning areas. Narrative has been able to be provided for most students with an anomaly. Staff have expressed wanting more opportunities for grade moderation with their peers and as a school. This has been incorporated into the 2022 – 2024 Business Plan.

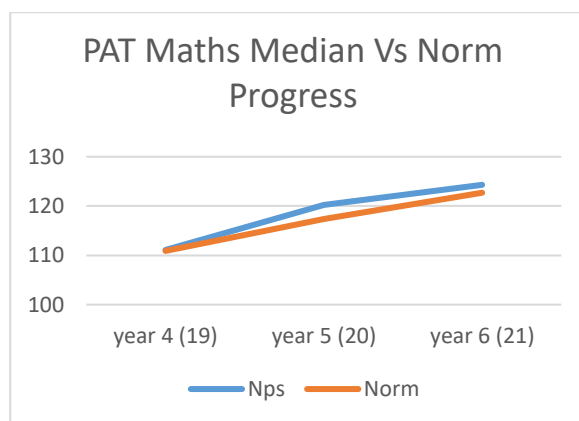
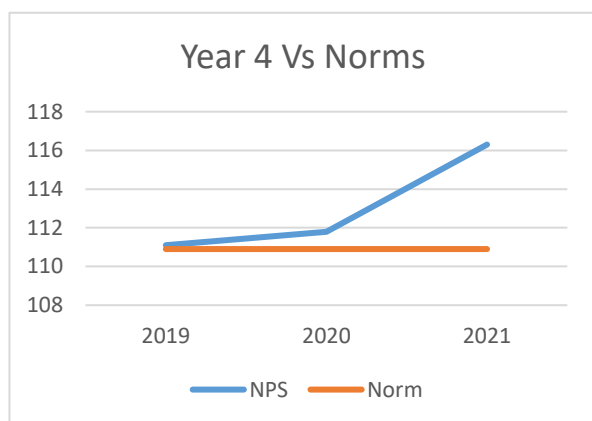
### Progressive Achievement Tests (PAT)

As outlined in the 2020 annual report, Narrogin Primary School have been using the Progressive Achievement Tests (PAT) to monitor student progress individually and against the norms established through extensive testing and research. Narrogin Primary School has continued to utilise these assessment tools for Maths, Science, Spelling, Grammar and Punctuation and Reading.

Business Plan Target: Maintain and improve the performance of students in each year level on Acer Progressive Achievement Tests (PAT) Reading Comprehension, Mathematics and Science.

#### PAT - Maths

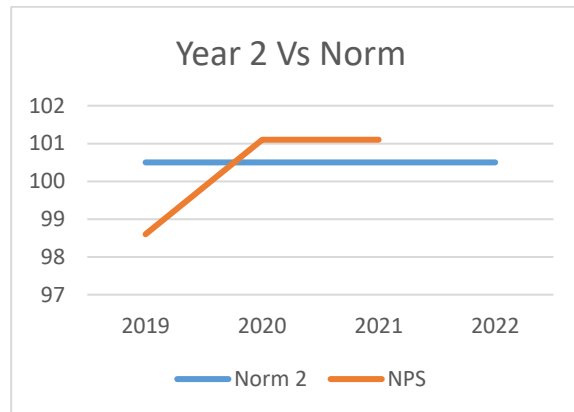
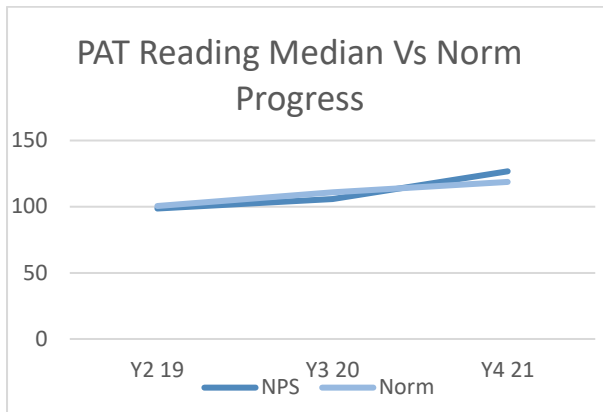
The graphs below show a snapshot of the progress of the year 4's each year since starting, against the Median Norms, as well as an example of a single cohorts progress over 3 years.



#### PAT - Reading

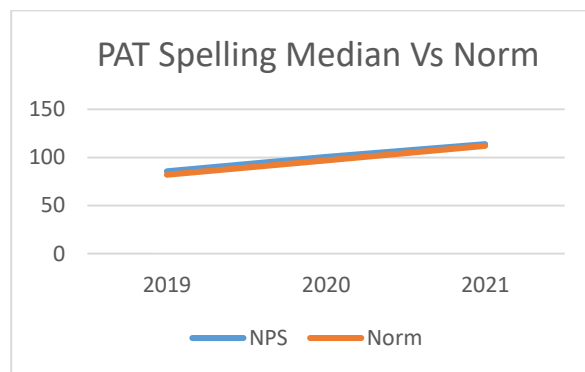
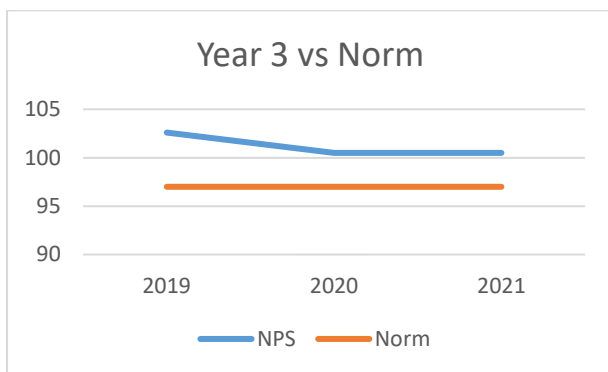
Here is an example of the 2019-year 2 cohorts progress over 3 years, illustrating that Narrogin Primary School is travelling closely with the Australian Norms. The second graph shows the median score for Narrogin Primary School, jumping from 2019 to above the Norms and staying consistent over 2020 and 2021.





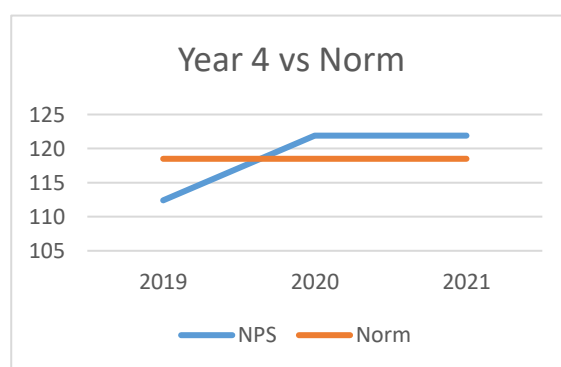
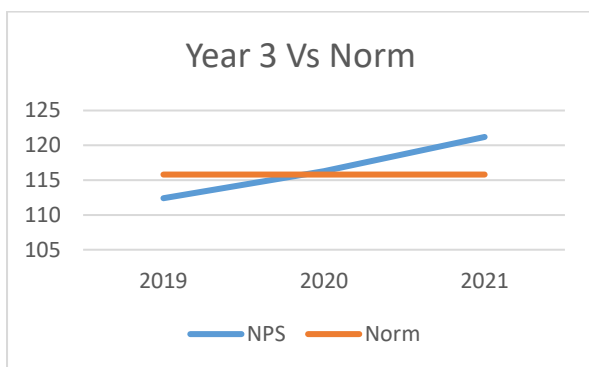
## PAT - Spelling

Whilst NAPLAN has shown that a percentage of our students are scoring below like schools in relation to spelling, the *PAT Spelling* shows that our performance is at or above the Norms for Australia in general. It is expected to see an increase in both PAT and NAPLAN scores with the implementation of Spelling Mastery.



## PAT – Science

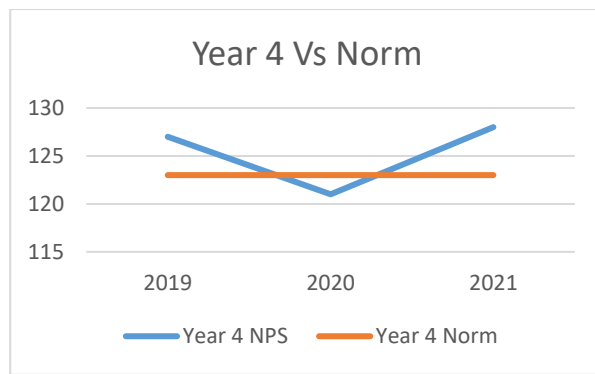
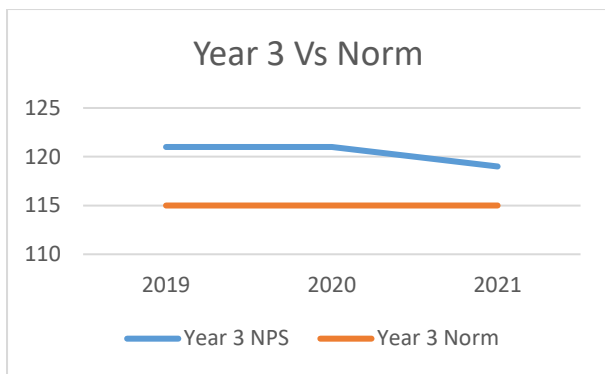
As seen in the graphs below Narrogin primary School's general performance in Science has increased after the initial introduction of PAT Science to above the Australian Median.



## PAT - Grammar and Punctuation

The two graphs below show a particular year groups achievement each year and do not follow any one specific cohort. As can be seen in the graphs Narrogin Primary School is achieving results that are often above the Australian Norms.





## BrightPath

We continued to use Brightpath Writing Program across the school in 2022 and engaged in three common writing tasks over three terms.

In Term 1, P-2 wrote Recounts and Year 3-6 Persuasive texts. In Term 2 we all wrote Narratives and in Term 3, Year P-1 wrote Recounts and Year 2-6 Informational Texts.

The tasks were administered following the same instructions and on the same topics so there would be consistency of information. Teachers worked collaboratively to place their students on the Brightpath Rulers which enabled us to compare our results across the school and across year levels.

It also provided an opportunity for moderation to occur and to develop teacher expertise in applying grades for reporting to parents. Using the teacher rulers in Brightpath, we were able to compare our results to other schools across WA. The information provided teachers with teaching points for individual students as well as classroom focuses, to develop writing skills. Students were able to use their writing to set personal goals for improvement.

Our Year 3 NAPLAN Writing results were excellent in 2021, which could be attributed to Narrogin Primary School's ongoing commitment to using Brightpath within the school.



**National Simultaneous Story Time**



## Year 6 Awards

### Vi Barham Award for Excellence

Congratulations to Axel Beresford, Mateya Browne, Jade Leeson and Ruth Oldfield who were nominated as Narrogin Primary School's representatives in the annual Vi Barham Award. These students sat a Higher Abilities Selection Test with 35 other participants. Although none of our students went through to interview stage, we were very proud of their academic achievements at Narrogin Primary School.

### Presentation Assembly

In addition to our Year 6 Graduation Ceremony, Narrogin Primary School acknowledges the achievements and accomplishments of students from Years 1 to 6 in an annual Presentation Assembly. Sponsorship is obtained to present books to students in each class for Encouragement, Achievement and Community. It is worthy of note that 2021 was the first year that we introduced the Community Award.

Graduation Award Recipients	
Award	Recipient
Dux	Axel Beresford
English	Jade Leeson
Mathematics	Mateya Browne
Science	Sydney Hardingham
Science	Zoran Vukomanovic
HASS	Ruth Oldfield
Visual Arts	Samantha Armstrong
Sportsperson	Kylah Leeson
Sportsperson	Jay Hayes
Citizenship	Charleah White
Citizenship	Zavier Paice
Commendation	Anna Corner
Commendation	James Kickett

CLASS	ENCOURAGEMENT	ACHIEVEMENT	COMMUNITY
P/1 Harris	Nate Italiano	Lawson Saunders	Elizabeth Keeling
1 Whiteford	Regan Hardie	Tatum Ledger	Blessing Jagan
2 Byway	Eva Allinson	Brooke Russell	Harriet Ballard
2/3 McDougall	Hayden Borgas	Ashlynn Hardie	Jake Saunders
3 Hayes	Rebel Klaassen	Ariella de Gruchy	Reece McDonald
4 Atherton	Harley Booth	Violet Carvey	Jade Davies
5 Bicknell/Kittow	Amore Bruyns	Ashleigh Jenner	Jack Allinson
5/6 Hogg	Jayce Harrison	Olivia Dewing	Alexander Lee
Physical Education		Joel Hay Aleisha Ugle	
Languages		Zara Sims	
Visual Arts		Sienna Kittow Pania Lopez	

### Chance to Dance

Narrogin Primary School was provided with the opportunity to participate in the WA Ballet's Chance to Dance program. This program involved two classes of students participating in a two-week Residency Program under the instruction of two ballet coaches from WA Ballet. This culminated in performances by both classes at our first whole school assembly in Term 4.

Participating students were then invited to watch a Matinee Performance of Sleeping Beauty at His Majesty's Theatre in November. This incursion and excursion provided many of our students' opportunities that they may never have experienced otherwise. We are hopeful that this program will be able to be offered to Narrogin Primary School in 2022.



## LEARNING ENVIRONMENT

### Parent Opinion Surveys

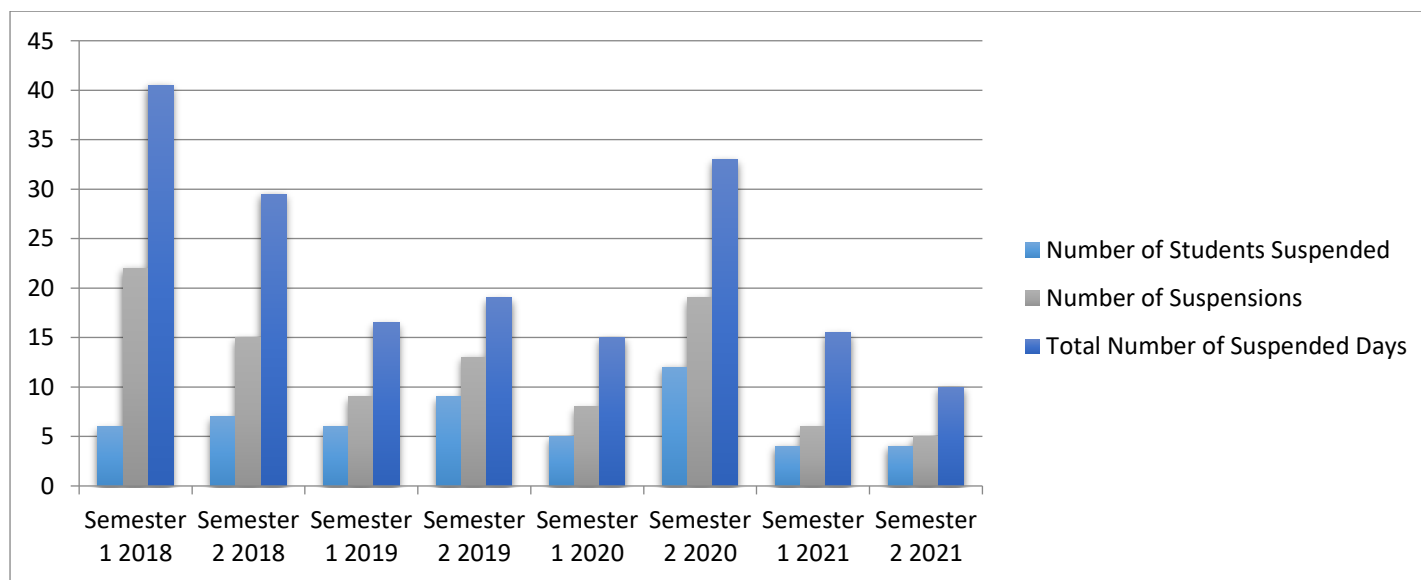
Parents were again provided an opportunity to complete the National Opinion Parent Survey during and around the school's Open Classroom event during Term 3, with 90 respondents. The increase in the number of responses in comparison to previous years could be attributed to parents being able to access the survey for more than one of their children. Responses to all items were extremely positive, with the school meeting our Business Plan targets of achieving positive ratings of 4.0 or above (out of a rating scale of 5) in the areas of Teaching Quality, Leadership and Relationships and Partnerships. As per previous year's responses, parents acknowledged the high quality of our teaching staff.

- I can talk to my child's teacher about my concerns (4.5)
- My child's teachers are good teachers (4.5)
- Teachers at this school care about my child (4.5)
- My child feels safe at this school (4.5)
- Teachers at this school expect my child to do their best (4.5)
- My child likes being at this school (4.5)
- This school has a strong relationship with the local community.

### Student Behaviour

As evident in the graph below, 2021 saw a decrease in the number of students being suspended, the number of suspensions and the number of days suspended. At times we decided that withdrawal was a more appropriate consequence for students than suspension. However, data also indicates fewer detentions and office withdrawals than in previous years. The reinvigoration of our Positive Behaviour in Schools program could have contributed to this overall improvement in student behaviour.

2018-2021 Suspension Data



## **Our New School Song**

In November 2021, the Senior School Choir travelled to Perth with Mr Harrison to record our new school song at the Bonsai Recording Studio. The song 'Nidja Ngulla Mia – Nidja Ngulla Moort; This is our Place, Narrogin Primary School' was launched by the school choir at the school's end of year presentation assembly. We look forward to singing our song regularly.



**In the recording studio**



**Director of Education visit**



## Attendance

In both 2020 and 2021, attendance rates for our non-Aboriginal students remained similar to like schools. For both years, there has been a significant decline in Aboriginal attendance rates in comparison to both previous years and like schools. With many of our Aboriginal families being classed as vulnerable during COVID-19 outbreaks, there has been a trend for many students to be 'first out and last back to school'. Transiency and extended absences amongst a core group of Aboriginal students has also contributed to this attendance decline. The school offers intensive family support and numerous programs for our Aboriginal students to encourage engagement and participation. We hope our continued efforts in these areas and an individual case management approach will result in improved data for our Aboriginal students in 2022 and beyond.

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2017	94.1%	92.8%	93.8%	80.8%	83.3%	81.2%	91.6%	91.4%	92.7%
2018	94.1%	92.2%	93.7%	79.5%	82.7%	80.8%	91.2%	90.8%	92.6%
2019	92.8%	91.7%	92.7%	75.3%	80.7%	79.5%	89.9%	90.1%	91.6%
2020	91.4%	91.8%	93.2%	69.4%	81.6%	77.6%	88.0%	90.4%	91.9%
2021	91.5%	90.7%	92.4%	71.5%	79.7%	76.8%	88.4%	89.0%	91.0%



Interschool Swimming Carnival



## National Quality Standards (NQS) Framework

Narrogin Primary School continued to implement the National Quality Standards (NQS) over the Early Years of Learning, with the middle school and upper school being encouraged to follow the Standards. Teachers from Kindergarten to Year 3 followed the guidelines of the seven quality areas of the framework.

In 2021, InitialLit was implemented across the K-2 classes to try to improve student Literacy development. This supported us to meet Standard 1 - Educational Program and Practice.

Kindergarten teachers continued to implement 'Play Based Learning' and supported children to learn through play. This approach also supported us to meet Standard 1. Other classes were beginning to develop in this area.

We continued to build solid relationships with outside agencies that assisted children and their parents in their development. In 2021, Narrogin Allied Health Services provided sessions at the school with children in their care to ensure that children received specialised programs (Speech, Occupational Therapy) on a regular basis.

The P&C continued to work with the school to develop more areas of nature based play. This supported us to reach more outcomes in order to meet Standard 3 - Physical Environment.

Throughout 2021 we continued to show improvement in those Standards we have already achieved, as well as continuing to work on achieving those Standards we have not reached.

The KindiLink program continued to build solid relationships with our Aboriginal community and led to increased attendance of children in Kindergarten, which, in turn contributed to us meeting Standard 6. In September, we were thrilled to be invited to contribute toward the development of a project, undertaken by Early Childhood Team at Statewide Services, to outline best practices in Early Childhood areas across the state.

The story written from our involvement in the project may be used as a good example of a 'whole quality area 6' and will be utilised in a forthcoming publication.



Year 6 camp fun

### Year 6 Camp

With COVID-19 making its presence known once again, the Year 6 camp narrowly escaped cancellation for a second time. The Year 6 class of 2021 were lucky enough to have their camp go ahead at the Ern Halliday recreation camp in Hillarys with Miss Kelly Hogg (lead teacher), Miss Chloe Franklin (student teacher at the time), Mrs. Sarah Munns (teacher), and Cara Borthwick (parent and bus driver).

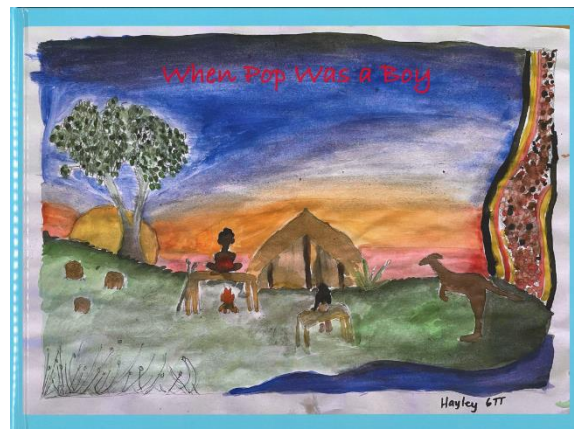
The students had a variety of experiences while in Perth, including a Noongar seasons experience at Kings Park, roller-skating, trampolining, and visiting the CSIRO lab at Sci-tech; thanks to Mr Harrison's connections we made it there after the bus broke down!

Students also participated in a range of activities at the camp school including; pump bike riding, rock climbing, flying fox, archery. They also participated in activities conducted and organised by the staff including, 'Minute to Win it' games and a movie night.

### When Pop Was a Boy

Copies of the picture book, "When Pop was a Boy", based on the life of Pop Basil Kickett, were originally made for use in classrooms and school library.

During 2021, the Wheatbelt Region, through the Director of Education, sponsored funding for each of the 69 schools in the Wheatbelt to receive a copy of the book for their school library. These were presented to the school Principals and Director General, Ms Lisa Rogers, at a Principal's conference. The demand and interest in the book was so great that we published and sold, at cost, a further 250 copies to community members, teachers and schools across the state, as well overseas.



We also created an electronic book/video (E-Book) of the story, with Mrs Andrea Cowcher reading the story in Standard English and Pop Basil Kickett reading in Noongar language. After learning about the E-Book, the Indigenous Literacy Foundation sought permission to upload it to their website to promote Indigenous language, as part of their World Indigenous Literacy Day nation-wide online forum.

### National Aboriginal and Islander Day of Celebration (NAIDOC) 2021

Once again, Mrs Cowcher was successful in her application for Partnership Acceptance Learning Support (PALS) funding to conduct meaningful NAIDOC activities. Mr Ross Storey, local Wiilman Noongar visual artist, musician and dancer played didgeridoo and taught each class some traditional dance. Indigenous students from the high school joined in to conduct beading, face painting and art with groups of students. This built on their confidence and capacity as role models. We also had the Steven Michael Foundation visit to introduce traditional games with the students.

This NAIDOC project assisted with reconciliation within the school and brought the whole community together. The school, high school, the Shooting Stars, Clontarf, KEEDDAC, Steven Michael Foundation, Indigenous and Non-Indigenous families across the community and local business were involved and contributed to the project. These organisations all continue to work alongside the school to acknowledge and embed Indigenous perspectives into classroom and within the school culture.

We held a community launch of the 'When Pop was a Boy' E-Book as a part of our ongoing NAIDOC celebration. The community was invited to come along for a damper and kangaroo stew lunch made by local group of mums and nans. The group came together and counted down as the book launch was happening on YouTube and watched the story together online.



NAIDOC fun – face painting



## RELATIONSHIPS AND PARTNERSHIPS

### Super Starters

In 2021, Narrogin Kindergarten again partnered with the local Child Development Services to offer Super Starters as a form of transition for students entering Kindergarten in 2022, under the expert tutelage of Mrs Tanya Shepherd. The Super Starter program utilised activities centralised around speech, occupational therapy and socialisation.

Parents accompanied their child to these sessions and it allowed them to observe the skills necessary in order to be successful at Kindergarten. As well as providing the children and parents an opportunity to be engaged in the routines and structure of a Kindergarten program, it enabled staff the valuable chance to build relationships and connections with families prior to the commencement of the new school year. Feedback was very positive with parents feeling comfortable in the school setting.

### Parents and Citizens Association (P&C)



**Our new Tyre Serpent play equipment**

The Narrogin Primary School P&C (Kindergarten/Pre-Primary and Senior) continued to be very active in their support of the school. The P&C raised funds through a range of initiatives and have focussed their fundraising on the development of Nature Play activity centres and equipment in the greater playground areas.

Key initiatives included:

- School Canteen – a host of volunteers supported our canteen workers throughout the year and the canteen progressed to on-line ordering.
- Uniform Shop – The Uniform committee introduced new skorts and provided great support to clothe students from across the school.
- Catering – Various catering opportunities were undertaken.
- Swimming Carnivals and Athletics Carnivals – The school received invaluable support from the P&C to run these events.
- Camp Support – Generously, the P&C donated money to assist our ear 6 students to attend a camp in Term 2.
- Donations – The P&C supported the purchase of books for home reading, guided reading and synthetic phonics. They also contributed to the payment of standing orders, purchase of new choir



shirts, Vi Barham Award contributions. The P&C were also generous in their sponsorship of awards for both Year 6 Graduation and the Presentation Assembly.

- As well as supporting students at Narrogin Primary School, the P&C organised a fundraising event to support the small school of Binnu when they suffered extensive cyclone damage.

## **Shooting Stars**

Narrogin Primary School is proud to have partnered with Shooting Stars again in 2021, to support their mission of empowering Aboriginal girls to achieve their dreams. The program continued to flourish and Shooting Stars worked with our Year 5 and 6 girls to provide sport, health and wellbeing sessions, and reward activities within a school-based framework of support, advocacy, and connection.

## **TARGETED INITIATIVES**

### **KindiLink**

In 2021, KindiLink targeted, not only 3-year-olds, but also catered for and explicitly planned support for 0-3 year olds and their families. We also catered for 4-year-old Kindergarten children who came to KindiLink on their off kindergarten days, either as siblings, or as KindiLink graduates.

We had a great 2021 and lots of families attended throughout the year. As well as inviting guest speakers such as Mr Bill Dempsey to visit and share his knowledge at KindiLink. External agencies also approached KindiLink to offer services and support to families as they know that it is a hub and a place where they can meet and support families. Students and parents were involved in many excursions exploring country locally and more broadly, for example, Boodja Mia in Dryandra.

Over the year we had many visits from high profile members of the Education Department. Regional Executive Directors, National Quality Standard verification consultants, and the judges for the Education Awards for AEIO of the year. Each visitor met with families and interacted with the children. Their feedback on the success of KindiLink was overwhelmingly positive, as they were extremely impressed with the amount of engagement of children, families and the broader community.

KindiLink educators Mrs Andrea Cowcher, Chadd and Basil Kickett were asked to present at the KindiLink conference where KindiLink educators and Principals from across the state gather once a year. Narrogin KindiLink was identified as being an exemplary success story within the state. At the conference they shared their methods of engaging and supporting families, in particular, through their on-country examples and experiences. KindiLink staff, from centres within the Wheatbelt Region, also visited the Narrogin Primary KindiLink centre to gain insight into how to run sessions more effectively in their own school settings.

The, "Sector" and "Early Education News, Views and Reviews" journal interviewed KindiLink teacher, Mrs Andrea Cowcher and published a two-piece article, 'Embedding Positive Early Childhood Education' (PECE) strategies and a discussion on the success of KindiLink. Many families regularly attended KindiLink with their children. Mums, nans, pops, and an increasing number of dads joined in and worked alongside their children as the first and most important educators of their children. The feedback from the families continues to be positive and supportive.



## 2021 Highlights of the Year

### Student Achievement

- Continuation of Progressive Achievement Testing (PAT) in Science, Mathematics, Reading, Spelling and Grammar and Punctuation.
- Bring Your Own Device (BYOD) trial continued from Year 4 – Year 6.
- NAPLAN online conducted for Years 3 and 5 in the Computer Laboratory, excepting Year 3 Writing.
- BrightPath (Writing) advanced reporting.
- Successful participation in School and Interschool sporting events including Swimming Carnivals, Cross Country, Tennis and Athletics.
- Participation in Talented Young Writers in an on-line environment.
- Participation in the Australian Mathematics Test for 22 students, with two students achieving a 'Distinction'.
- MacqLit and MiniLit intervention programs provided for students at risk.
- School and District Cross Country, with one student invited to participate in State Cross Country.
- Participation in the CSBP Cup Hockey Carnival. Our girls won their event. The school also took enough students to supplement other schools' teams to ensure the day would be successful for all students.
- Online delivery of reports via CONNECT.
- Participation in the 'Chance to Dance' WA ballet residency program, including excursion to view Sleeping Beauty at His Majesty's Theatre.
- Recording and launch of new school song.

### Teaching Quality

- Annual Open Classrooms event held with social distancing restrictions.
- Further teacher training undertaken in KETAWA for the teaching of Indonesian.
- Upskilling in ICT to provide online assemblies, learning from home resources and CONNECT.
- Purchase and utilisation of 6 new BENQ interactive panels.
- Training of staff to implement MiniLit Sage
- Network Celebration Award recipients – Andrea Cowcher, Jenny O'Connell, Holli Hanson, Jenny Carter, Chadd Kickett, Emma Hayes, Rob Shepherd.
- Statewide Services project to identify and write about quality practice in Early Childhood settings.

### Leadership

- Year 6 Camp to Ern Halliday Camp school in Hillarys.
- Edith Cowan University internship program featured 2 teachers who completed their ATP practicums and subsequently became employed by the Department of Education.
- Teacher practicums for students from University of Western Australia, Murdoch University and Curtin University.
- Scholastic Book Fair, National Simultaneous Storytime, "Give Me Some Space", and a range of

literature based activities coordinated by Miss Amanda Savage (Library Officer).

- Staff recognised at the Network Celebration at Narrogin Senior High School.

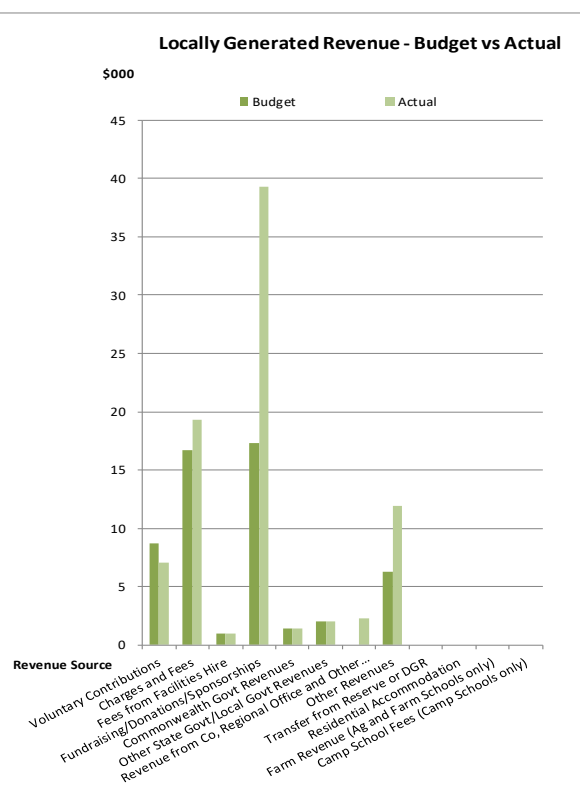
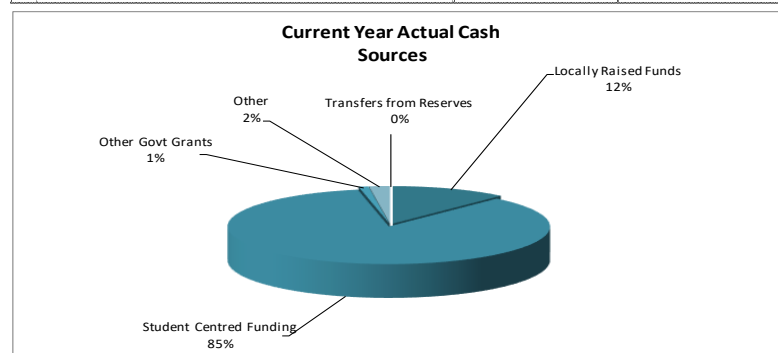
### Learning Environment

- Science Circus visit from Narrogin Senior High School.
- Student Council representation.
- Chaplaincy Program with Mrs Wilkie including Breakfast Club.
- School NAIDOC Celebrations.
- Successful Partnership, Acceptance, Learning, Sharing (PALS) application to further support the development and promotion of the book, "When Pop Was a Boy".
- Provision of senior and junior choir opportunities.
- One Big Voice Festival for Senior Choir.
- Celebrating Harmony Day and Book Week Parade for the 'Super Heroes' Dress up day'.
- Fremantle Literacy Centre incursion in which every class participated – funded by the P&C.
- Continued the use of 'Class Solver' student placement program.

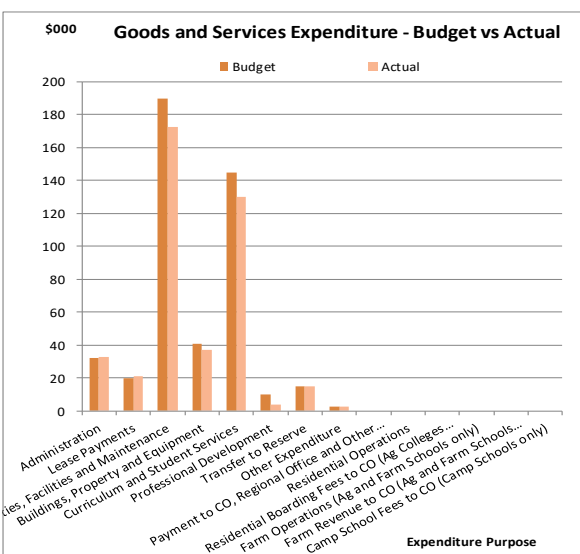
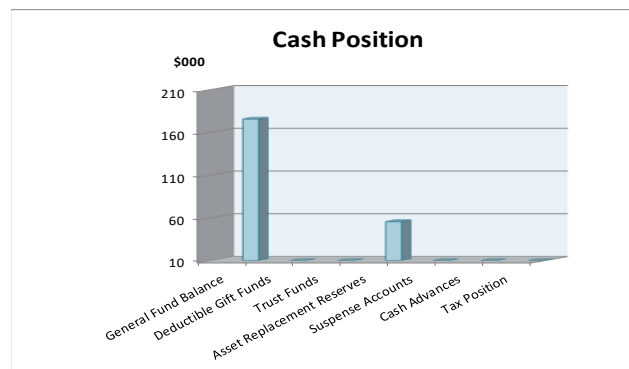
### Relationships and Partnerships

- Basil Kickett – Department of Education's AIEO of the year.
- Hosted Winter Carnival with 64 students volunteering from SEDA College WA and NSHS.
- Effective communication and collaboration with the School Board.
- Obstacle-a-thon Events.
- Continued our partnership with Regional Early Education and Development Incorporated (REED) to run outside- hours school care on our premises.
- Teddy Bear Hospital with visiting Medical Students.
- Increased participation and engagement with KindiLink families.
- Choir performances at community events for the RSL, Shire of Narrogin and Chamber of Commerce.
- Continued to support Narrogin Independent Playgroup to run sessions from the school house each Friday morning.
- NAIDOC celebrations including dancing with Ross Storey and story-telling by Pop Basil Kickett. NSHS Students assisted with Indigenous Sports/Games.
- Provision of sound for the Combined Schools ANZAC Service and Remembrance Day at Memorial Park.
- Detailed collaboration with Shire of Narrogin to plan for and run the Australia Day Festivities.
- Chance to Dance residency-WA Ballet Company.
- Ongoing relationship with Shooting Stars and Clontarf.
- Super Starters Kindergarten Preparation Program.
- Continuation of online SWAY newsletters.

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 8,730.00	\$ 7,036.00
2	Charges and Fees	\$ 16,736.00	\$ 19,277.60
3	Fees from Facilities Hire	\$ 1,000.00	\$ 919.64
4	Fundraising/Donations/Sponsorships	\$ 17,346.00	\$ 39,300.21
5	Commonwealth Govt Revenues	\$ 1,355.00	\$ 1,355.45
6	Other State Govt/Local Govt Revenues	\$ 2,000.00	\$ 2,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ 2,244.00
8	Other Revenues	\$ 6,274.00	\$ 11,943.83
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	\$ 53,441.00	\$ 84,076.73
	<b>Opening Balance</b>	\$ 21,180.00	\$ 21,180.45
	<b>Student Centred Funding</b>	\$ 393,555.00	\$ 484,319.63
	<b>Total Cash Funds Available</b>	\$ 468,176.00	\$ 589,576.81
	<b>Total Salary Allocation</b>	\$ -	\$ -
	<b>Total Funds Available</b>	\$ 468,176.00	\$ 589,576.81



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 32,088.00	\$ 32,835.61
2	Lease Payments	\$ 20,000.00	\$ 20,912.36
3	Utilities, Facilities and Maintenance	\$ 189,374.00	\$ 172,499.56
4	Buildings, Property and Equipment	\$ 40,420.00	\$ 36,968.67
5	Curriculum and Student Services	\$ 144,795.00	\$ 129,663.15
6	Professional Development	\$ 10,000.00	\$ 3,684.62
7	Transfer to Reserve	\$ 15,000.00	\$ 15,000.00
8	Other Expenditure	\$ 2,379.00	\$ 2,470.57
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	\$ 454,056.00	\$ 414,034.54
	<b>Total Forecast Salary Expenditure</b>	\$ -	\$ -
	<b>Total Expenditure</b>	\$ 454,056.00	\$ 414,034.54
	<b>Cash Budget Variance</b>	\$ 14,120.00	



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 226,095.33</b>
Made up of:	
1 General Fund Balance	\$ 175,542.27
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 55,531.56
5 Suspense Accounts	\$ (839.50)
6 Cash Advances	\$ (100.00)
7 Tax Position	\$ (4,039.00)
<b>Total Bank Balance</b>	<b>\$ 226,095.33</b>