Narraween Public School
Annual School Report
2012
Messages

Principal's message

Our school is proud of its students and staff. Our key programs continue to develop and achieve excellent results.

Key achievements for 2012 are:

- The establishment of a sister school relationship with Buronga Public School. This relationship has involved 4 staff visiting from Buronga and 2 staff from Narraweena visiting Buronga. In 2013 we look towards involving our school leaders.
- Our J-Rock dance performance ‘Mystical Madness’ came 4th out of 14 schools and received Awards of Excellence in choreography, drama and costuming character
- Kitchen garden established as a joint initiative between our preschool and primary school.
- The installation of wireless internet to support the introduction of iPads into the classrooms.

As in previous years we have worked extensively with our community who are now engaging with the school at a high level and taking an active role in the provision of resources for our students. I would also like to commend the staff of Narraweena Public School for their commitment to providing the highest quality education for our students.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Andrew Williamson

P & C message

The Parents and Citizens Association (P & C) of Narraweena Public school exists to promote the interests of the school by bringing parents, citizens, students and teaching staff into close co-operation. I believe 2012 has shown this to be the case at NPS.

I acknowledge the great work of our established sub committees of Uniform Shop and Canteen. Both areas have continued to go from strength to strength. With a new computer in the canteen, 2013 should see the introduction of on-line ordering.

Thank you to Colleen and Kathy and their teams for their outstanding work. We said goodbye to Jenny our canteen manager at the end of term 3. Jenny was with us for several years and performed her role with professionalism and care. She’ll be missed but we wish her well as she will now have more time to spend with her own children. To our new Canteen Manager, Maria, welcome aboard.

Our two newer sub committees of Band and School Environment and Gardens are doing work that the whole school community can be proud of. Performance night showcased this, while other performances throughout the year reinforced the talent and commitment of the children, bandmaster and parents.

This year didn’t see a working bee occur but there are plans for a few next year. I welcome our newest working subcommittee, the Dance committee. This group of interested parents and teachers will plan all the dance and performances for the year. Work is already underway for 2013.

The P & C has already raised over $15,000 in 2012, with nearly $7,000 coming from our Trivia Night. The major fundraising goal for the year was a joint project with the school to replace and relocate the ageing fixed equipment on the oval. We will continue with this goal up till the end of term 1, 2013. The school will match dollar for dollar whatever the P & C raises.

To all the parents and carers who volunteered at our various fundraisers including mother’s and father’s day, Easter, Bunning’s BBQ, and many more, we thank and appreciate you. Thanks to Di for once again leading the fundraising charge. It’s
a thankless task that is greatly appreciated by all of us.

2012 saw our second Community Movie night. A “free” event, it combined a movie night, BBQ and “Narrafest”. Add to that our student Tea towels and Carols night. As the fundraising events have grown and diversified, so has the role. As a P & C, we should look at a bigger team to undertake all of these events.

To our outgoing committee members thank you for all your hard work through the year.
To our incoming committee, I wish you all luck and look forward to working with you in some way over the next 12 months and hope you enjoy the experience.

To our teaching, ancillary, support, maintenance and volunteer school staff, I thank you all on behalf of the parents and citizens of this great school for guiding, teaching and supporting mine and all our children. To our school executive Mrs Bell, Mrs Coelho & Ms Barnes I thank you for your role in leading the school, your attendance at our meeting and your unwavering support of the parent body. On a personal note, I would like to say a big thank you to Ms Costa who is leaving us to take up an executive role at Forestville. She has taught my 2 children on 4 separate occasions over the years and countless times through dance, choir and sport. You will always have a place in ours and many other students’ and parents hearts. Thank you and good luck.

To Andrew, thank you on behalf of the parents and students of this great school. Your appointment was welcomed by many parents for many reasons. You have come to us at a time when the school needed stability and you have delivered. We look forward to watching you progress the school and its reputation through increasing the number of enrolled students, improving academic achievements, supporting our sporting champions, identifying and working with our gifted and talented students and providing a stage for our musical and drama students. You have set some lofty goals and made some big commitments. As your P & C we plan to hold you to those goals and support and assist in whatever way we can.

Mark Stamopoulos
President, Narraweena Public School

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**Student representative’s message**

Ever since we were in Kindy we have admired our school captains and suddenly it was our turn! Our amazing experiences and opportunities included going to Leadership Camp where we made new friends and learnt strategies on how to grow as a leader. Leading special assemblies was another highlight like Presentation Day, Kindy orientations and dance performances. Helping other students in the playground if they were hurt or just sad has been memorable too. Seeing their sad faces become happy ones was rewarding for us both. It has been an honour to be the 2012 school captains

Laura Mesiti and Anton Luscri

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**School context**

**Student information**

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

**Student enrolment profile**

<table>
<thead>
<tr>
<th>Gender</th>
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<td>181</td>
<td>173</td>
<td>171</td>
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Student attendance profile

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<td>K</td>
<td>95.5</td>
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<td>95.9</td>
<td>94.7</td>
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<td>2</td>
<td>94.6</td>
<td>95.3</td>
<td>96.6</td>
<td>94.4</td>
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<td>3</td>
<td>94.9</td>
<td>95.4</td>
<td>94.6</td>
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<td>4</td>
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<td>5</td>
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<td>Total</td>
<td>95.7</td>
<td>95.4</td>
<td>95.3</td>
<td>95.1</td>
<td>94.6</td>
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</table>

Management of non-attendance

Our home school liaison officer, who provides assistance to families requiring support with school attendance matters, monitors student attendance.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teachers</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>Counsellor</td>
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<tr>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<tr>
<td>Total</td>
<td>20.368</td>
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</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. No staff at Narraweena are identified as Aboriginal.

Staff retention

In 2012, one teacher gained a promotional position to begin 2013, one staff member received a permanent position at another school which began in term two.

Teacher qualifications

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

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

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance. Date of financial summary: 30/11/2012

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<th>Income</th>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
<td>776335.90</td>
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<tr>
<td>Balance carried forward</td>
<td>212175.36</td>
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</table>
A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School P&C meeting. Further details concerning the statement can be obtained by contacting the school.

**School performance 2012**

**Achievements**

**Arts**

The creative and performing arts programs are highly valued by the school community and have a significant place in the school curriculum. Creative and performing arts programs are enhanced by extracurricular activities organised by both staff and parents.

This year we decided to start a **Talented Dance Group** consisting of 24 talented dancers from years 4 to 6 (22 girls and 6 boys). The group was taught a dance to the songs, ‘Wizard of Oz’ by Miss Kylie. They rehearsed every Tuesday at recess. In term 2 the group entered the school groups sections of the **Northern Beaches Eisteddfod** and was awarded 2nd place and the **Extreme Eisteddfod** and were awarded 4th place. They also performed in the **Sydney North Schools Dance Festival** at Glen Street Theatre, Belrose 25th July to 2nd August.

The group has also performed at several school events, including Education Week, Kindergarten Open morning and Performance Night.

**School Dance**

All classes from K-6 participate in a weekly dance lesson with Miss Kylie for one term of the year. At the end of the term each class performs their dance routine at a special concert for the whole school and community.

**Junior Rock Eisteddfod**

Our Years 2-6 dance group, consisting of 114 students, performed in the **Junior Rock Eisteddfod** at the **Sydney Entertainment Centre** on 21st August. Our dance performance, “Mystical Madness” came 4th out of 14 schools and received Awards of Excellence in choreography, drama and costuming character.

**Sport**

Once again we continued to provide a variety of opportunities in sport for our students.

Our home sport program, for the students in Years 3-6 who don’t go to PSSA Summer Sport on a Friday, was varied and exciting. Students participated in a variety of activities.

Year 1-2 students participated in gross motor and sporting activities developing a range of skills to play modified games.

Year 5 and Kindergarten students participated in an excellent and beneficial buddy sport program. Year 5 students trained as instructors and assisted Kindergarten children in developing their fundamental movement skills.

All Students participated in a semester of dance and gym, led by qualified instructors. This year we employed Sports Pro who ran a thorough and year specific gymnastics program for all our students in Years 3-6. Two instructors ran 40 minute classes over a term for each class.

Our Dance program was taught by our highly talented dance Teacher Miss Kylie Clare. All classes in the school participated in a 40 minute lesson that ran for a whole school term. Miss Kylie also took the dance troupe on Tuesday lunchtimes in the hall.

**Drama and Film**

This year Narraweena participated in the annual Arts North Film Festival. This event is held at the Dendy Opera Quays in the city. Students in the Northern Sydney Region are invited every year to submit films. This year, Year 4 students entered a film called “Help Me”, which received a gold award.

The performance evening is an opportunity for the students of Narraweena to showcase performing arts to their school community. Items showcased included our dance, drama, film, band
and other musical ensembles. This successful event occurs annually.

Our drama group participated in the Northern Sydney Region drama festival with a performance entitled “Inside Sarah’s Iphone”. The item told a story through the eyes of the apps in the Iphone. It was a humorous and contemporary piece.

**Academic**

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

**Significant programs and initiatives**

**Aboriginal education**

The teachers, teacher aides, parents, grandparents, community members and representative from the Local Aboriginal Education Consultative Group make up the Aboriginal Education Planning Group at our school. We have continued to meet each term throughout 2012. The group continues with to work towards improving the educational outcomes of Aboriginal and Torres Strait Islanders children, increasing the knowledge of Aboriginal Australia for all staff and students and strengthening collaborative decision making with Aboriginal communities.

During NAIDOC Week this year all students enjoyed ‘The Wildman’ Phillip Green’s photographic presentation and hands on exhibits pertaining to the traditional survival techniques of the First Australians. Both staff and students were enthralled throughout and gained a great amount from his show.

Additionally during this time, the students of the SRC organised our school’s participation in the Ian Thorpe Foundation’s Aboriginal Literacy fundraiser. By donating a coin students were able to print their hand onto an Aboriginal flag which was displayed throughout NAIDOC Week. The money raised was used by the Foundation to purchase school literacy packs for Indigenous Australians.

The school continues to maintain ongoing Indigenous education programs. This includes the provision of time for teachers to create and review Personal Learning Programs for Indigenous students in consultation with parents and care givers and support staff.

This year has also seen the beginning of a sister school relationship with Buronga Public School. Mr Williamson shared his photographs and experiences with the students during his visit to Western NSW to begin proceedings. We have had several visits from Buronga teachers who have shared ideas and teaching strategies with our staff through formal and informal teacher training sessions and time spent in classrooms. Miss Ambrose and Mrs Cambridge visited our sister school Buronga in the hope of fostering a genuine and meaningful relationship with staff.
and students there. As part of this the Year 6 SRC students made a video for Buronga Public School students and a hat and t-shirt was donated. We are hoping to learn about the school and local area and share Aboriginal cultural practices and stories in the future as well as learn of particular teaching and learning strategies that may assist support Aboriginal students in our own school.

The SRC and whole student body have also been involved in naming the school buildings with Guringai language bird names. Votes were cast and each building will feature a sign with the new block name early next year.

Finally, we are proud of a number of our Indigenous students who received Excellence Awards at the Metropolitan North Regional AECG Awards held at the Gawura Centre.

Environmental Education
This year Narraweena has focussed on improving gardens throughout our school. We formed a garden club which involved 20 year 5/6 students. The garden club has worked hard to establish and develop a new vegetable garden area in partnership with Explore and Develop our childcare centre. We have also improved other gardens throughout the school by weeding mulching and planting new plants. The club meets on Thursday during lunch.

We have continued our whole school composting program which is now viewed as sustainable for the future.

Progress on 2012 targets

Target 1
Improved student performance through the implementation of differentiated programs that cater for the learning and wellbeing needs of all students

During 2012 the following was achieved:

- Professional learning day for teachers focusing on curriculum differentiation and collegial planning to develop differentiated programs across KLA’s to support all students to achieve learning goals.
- Continued implementation of PBEL including explicit teaching of the anti-bullying program ‘Friendly Schools and Families’ resource.
- Through PBEL, time out sessions reduced in and out of the classroom as a result of explicit teaching of the school’s expectations. ‘Check In’ system used as required.
- Completion of ‘Understanding Autism’ on line course by many staff.
- LAS flowcharts and ‘case study’ student priorities implemented.
- Implementation and monitoring of aboriginal students’ PLPs.

Target 2
Improved student reading comprehension and spelling:

- In reading increase number of Year 3 students in NAPLAN bands 5 & 6 from 42% to 50% and Year 5 students in bands 7 & 8 from 29% to 40% in 2013.
- In spelling increase number of Year 3 students in NAPLAN bands 5 & 6 from 59% to 65% and Year 5 students in bands 7 & 8 from 27% to 40% in 2013.

In 2012 the staff revisited the DEC teaching comprehension strategies (Super Six) during TPL sessions. Teachers collegially planned and implemented explicit comprehension teaching strategies in grade/stage groups and reported back in stage meetings.

- Team teaching of the Super Six strategies occurred across K-2 with support teachers. Across 3-6 Reciprocal Reading and comprehension strategies were team taught during Semester One.
- During Semester One, Stage One staff attended a Best Start TPL course ‘Strategies for Spelling Success’. These teachers reported back during the K-2 stage meeting and are...
implementing the strategies learnt into their classroom programs.

- K-2 teachers have been individually working with Ruth Yourn (NSR Best Start Literacy Leader) to implement effective strategies to support student growth in literacy in their teaching programs. Best Start has also funded a K-2 planning day for staff members resulting team collaboration, programming and planning for spelling, writing and comprehension.

Target 3

In numeracy, increase Year 3 student NAPLAN achievement in bands 5 and 6 to 60% and Year 5 student achievement in bands 7 and 8 to 30%

In 2012 Part of our action learning plan in Numeracy was to revisit Newman’s analysis to support problem solving in 2012. The teachers on each year pre-tested students then taught problem solving as part of their weekly maths curriculum. At the end of term two the teachers re-tested the students to see if there were improved outcomes. The test results showed that the majority of the students improved.

Stage 2 students and teachers were part of a Numeracy Project STLA support provided by the region. A regional literacy consultant worked closely with stage 2, over terms one and two, to improve problem solving skills in teachers and students. This was a very thorough and hands on approach teachers and students benefited greatly from this project. Statistics supplied from the consultant gave the teachers good indication of where the improvements were made and where we needed to continue support.

Many Staff TPL meetings were utilised to look at vocabulary and the specific language required to support students as numeracy learners. Teachers in stages planned to explicitly teach students required vocabulary using techniques similar to those used as part of comprehension focus for literacy.

Staff development day in term one focused on differentiation in the classroom. Throughout the year stage AP’s monitored staff programs which included how staff differentiates numeracy in their classrooms. Collegial planning at grade/stage level with a focus on differentiated planning helped to achieve learning goals to support all learners in our school.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of technology.

Technology

The implementation of an effective Technology curriculum requires adequate resources, effective teaching and learning activities and an understanding of the processes involved by the whole school community.

Technology is an emerging influence on our educational practices as it continues to grow and influence our everyday lives.

The school surveyed the use of technology in our school and its community.

Findings and conclusions

100% indicated they thought Technology was an important program in the school.

85% indicated they were happy with the overall use of Technology in the school and felt their children were succeeding and that individual differences were well-catered for in all classrooms.

Future directions

The staff, parents and students are generally very positive about the implementation of the
technology program at Narraweena. The school needs to:

Raise parental knowledge of technology processes through parent information sessions;

Provide professional learning for staff using the technology resources available more effectively; and

Provide more resources (iPad’s, video conferencing and other digital media resources) to support student development.

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

**Learning**

A survey of parents, students and staff was carried out in November 2012 to evaluate the learning throughout the school. The response was overwhelming. Thank you to all who participated in the survey.

The survey was based on the Best Practice Statements of the NSW Department of Education and Communities.

Staff Students and Parents agreed on the highest rating statements of:

- the resources our school has to provide students
- the classroom is an interesting place to learn
- the school expects children to achieve their best and
- the teachers further their learning as well as students.

Only 50% of parents felt that their child looks at samples of his/her work over time to see how he/she has improved.

**Future directions**

The survey confirmed that as a whole we are providing a learning environment that nurtures students and develops students to achieve their personal best. However, we as a school community needs to continue to focus on the learning of students and staff to ensure we are able to continue to provide a stimulating environment for all students.

**Professional learning**

Throughout 2012 we have used professional learning funds to support our targets of literacy, numeracy and student well-being. This investment in our teachers ensures we implement quality learning programs and effective teaching and learning activities.

The teacher professional learning cycle has once again continued to provide the opportunity for our teaching staff to investigate effective and practical ways to implement quality classroom programs that cater for the needs of all students. The school has continued to achieve a consistent level of judgment between teachers which is an indicator of the success of this program.

1A’s artwork

**School planning 2012—2014**

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

**School priority 1**

**Outcome for 2012–2014**

Improved student engagement and achievement in the 21st century.
2013 Targets to achieve this outcome include:

- Increase our ‘sister’ school relationships with Buronga Public School through student leadership and staff programs
- Refine/establish school wide achievement awards and student welfare policy
- Increase use of mobile technology throughout the school
- Increase student engagement and achievement through Gifted and Talented programs
- Develop a leadership forum with local high schools K-12

Strategies to achieve these targets include:

- Organise a leadership visit to Buronga Public School with our school leaders to meet and cement a relationship with their school leaders.
- Using a merit system we need to refine the purpose and value of our current system. This will also involve our weekly assemblies and a termly ‘Honour Assembly’ where we can celebrate our students achievements in relation to our school targets.
- Appoint a gifted and talented coordinator to oversee and organise programs to cater for our students. Staff need to be involved in identifying and catering for these students.
- Develop a leadership forum with local high school K-12 to ensure we have a continuum of learning K-12 and a shared vision amongst our students.

School priority 2
Outcome for 2012–2014

Improved student growth to 60% by 2014 in reading with a focus on inferential comprehension and higher order thinking skills.

2013 Targets to achieve this outcome include:

- In reading increase number of Year 3 students in top 2 bands by 8% and Year 5 students in top 2 bands by 10% in 2013.
- In spelling increase number of Year 3 students in top 2 bands by 6% and Year 5 students in top 2 by bands 7 & 8 from 8% in 2013
- Implement the English syllabus for the Australian Curriculum

Strategies to achieve these targets include:

- Teacher’s develop and use rubric’s to assess student comprehension of particular texts.
- Introduce L3 into Kindergarten and support teachers as they develop literacy groups and complete training to support its introduction
- Teachers to continue with the development of a spelling scope and sequence. Teacher’s to review
- Continue to improve teacher confidence mapping students on Best Start continuum literacy, and use of data to inform planning
- Implement the English syllabus for the Australian Curriculum through training staff in the online modules training as well as supporting its introduction through regular stage based discussions and trialing of the different aspects of the new curriculum.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Andrew Williamson Principal
Sally Bell Assistant Principal
Dany Coelho Assistant Principal
Katy Costa Relieving Assistant Principal
Mark Stamopolous P&C President

School contact information

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Fax: 9982 5594
Email: narraween-p.school@det.nsw.edu.au
Web: www.narraween-p.schools.nsw.edu.au
School Code: 3827

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: