



Narrandera High School

Annual Report



2018



8157

Introduction

The Annual Report for **2018** is provided to the community of Narrandera High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Kyle Bryant

Principal

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Message from the Principal

2018 has been a successful year for Narrandera High School. Our extensive achievements have been as a result of the collaborative efforts between staff, students, parents/carers and the wider community.

Our priority for 2018 has again been teaching and learning and we persist to make positive progress in this area. Literacy and numeracy continue to be a priority as we strive to work towards meeting the Premier's Priorities agenda. Our 2018 NAPLAN results continued to show growth particularly in Numeracy for Year 7 and Writing for Year 9.

We have also worked consistently this year to collect and analyse student data to change how we teach and to help our students improve and reach their learning goals. A rigorous whole school professional learning agenda has been adopted to encourage our teaching staff to improve and reflect upon their teaching practice.

Our Year Days and Positive Behaviour for Success trips have also been highly successful as we focus on building relationships and rewarding positive behaviour in line with the restorative principles we value at Narrandera High. These programs have also been generously supported by our P&C.

2018 has been a great year of positive growth and improvement for Narrandera High. We look forward to this continuing in 2019.

Kyle Bryant

Principal

Message from the school community

Narrandera High School P&C has enjoyed a steady year, with no special events but regular opportunities to have input into Narrandera High School.

Those members involved in P&C appreciate the monthly opportunities to meet with high school staff.

A key highlight of 2018 has been the P&C support for the Year days held for each year group.

These year days provided not only educational opportunities for the year groups, but also the chance for bonding and socialising to strengthen the sense of community in each group.

Our support for these days, and also for the school's annual presentation night, are made possible due to the success of

the Narrandera High School canteen.

Our canteen manager Jess Pearce and our canteen treasurer Fiona Gawne are to be thanked for their dedication.

Students have enjoyed the changing menu items cooked on site by Jess along with occasional specials and treats.

Throughout the year a number of our P&C members have also served on various school employment panels both for temporary teacher positions at school and permanent merit selection teacher panels.

I would encourage any parents interested in having input to the school in this way to consider joining P&C and undertaking the short, online merit selection procedures training.

Thank you to all of the P&C committee for their assistance in 2018. These members include Debbie Wickes (vice president), Maree Rainbird (secretary) and Vicki Hall (treasurer).

We are looking forward to seeing new parents become involved in P&C in 2019.

Melanie Beer

Narrandera High School P&C President

School background

School vision statement

Our vision at Narrandera High School is to empower students to value knowledge and skills that will support them, as lifelong learners, to achieve to their academic and social potential, practise the core values of respect, responsibility and learning and be equipped to contribute to the global world and take their place in a 21st century society.

School context

Narrandera High School is a small rural comprehensive high school that services the township of Narrandera and its surrounding community on the banks of the Murrumbidgee River. This area of the Riverina is the traditional land of the Wiradjuri people.

The school has a highly skilled and motivated staff who work collaboratively to enhance learning outcomes through innovative 21st century teaching practices. All students have the opportunity to develop their potential through an extensive range of academic, sport and extracurricular programs. The school runs an extensive curriculum pattern for all students including a Compressed Curriculum model for Stage 6 students.

The school is a Positive Behaviour for Learning School and has as its main values; Respect, Responsibility and Learning. The school motto is 'Perseverando'. The school maintains high expectations and aspirations for all students.

The school is well supported by partnerships with local community organisations including TAFE, Clontarf and Narrandera AECG as well as the Narrandera High Parents and Citizens association.

More specific information about the school can be found at the school website or Facebook pages:

www.narrandera-h.schools.nsw.edu.au

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Mapping our progress against the School Excellence Framework has provided a useful insight into our achievements and areas for further development. In the domain of learning, we have made significant progress in relation to quality assessment practices and developing a whole school approach to wellbeing. To support student achievement, we use internal and external assessments (PAT, NAPLAN and HSC) to assess student progress and achievement supported by professional learning delivered in the school. We are continuing to develop our reporting processes to ensure parents receive timely and accurate information that supports further student learning and progress.

In the Teaching domain, we have developed a teacher professional learning calendar that ensures a whole school approach to further improve teaching practice in line with the Australian Professional Standards for Teachers. There is also a priority on improving student writing using ALARM and the IDEA paragraph structure. There is a need to further develop our use of data to adequately inform teaching practice. The use of this data will assist in measuring student performance so that the school can provide appropriate, individualised and timely interventions as required.

In the domain of Leading we continue to strengthen our school and community links and develop staff and student leadership. We continue to seek parent feedback in a variety of ways, including the Parent Tell Them From Me Survey

and by having regular parent information evenings. Our school planning consultation has also been increased amongst staff, students and the wider community. Our Facebook page and more regular newsletters are also being used to improve communication.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Student Learning and Engagement

Purpose

Narrandera High School aims to provide relevant 21st Century learning experiences that offer opportunities for students of all abilities and backgrounds to achieve their educational potential in a safe and secure environment. The school will do this by promoting excellence, growth and personal achievement, independence and developing the resilience of all students.

Overall summary of progress

Student engagement and the quality of student learning has progressed in 2018 with our focus on restorative practice leading to a further decrease in negative behaviour incidents at school, including suspensions. Our focus on improving student writing using ALARM and the IDEA paragraph scaffold has led to pleasing improvements in NAPLAN results for Year 9 writing. NAPLAN results for Year 7 Numeracy were also extremely positive.

Narrandera High School also continues to achieve high value added results. Our school also participated in the Teacher Success Profile Project in 2018 due to above expectation value add.

Links to Learning has again continued in 2018 under the direction of the CRC Church and has been excellent in upskilling our young men with positive work and social skills.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students obtaining proficiency in NAPLAN reading, writing and numeracy.	Quicksmart Literacy and Numeracy – \$60,663	Narrandera High School was above state average in scaled growth in all Year 7 and 9 NAPLAN domains except Year 7 Writing. Year 7 Numeracy and Year 9 Writing were particular highlights with 79.6% of Year 7 students at or above expected growth in Numeracy and 65.8% of Year 9 students above expected growth in Writing (compared to 57.3% across the state).
Decrease the percentage of students in bands 1 and 2 in the Higher School Certificate.	Learning Hub – \$5,642	Macqlit and Quicksmart Literacy and Numeracy were used to improve skills in targeted students. A more tailored and rigorous subject selection process was adopted in 2018 for Stage 6 to ensure students are selecting subjects suitable to their abilities and future aspirations. Learning Hub and the Intervention Centre are also providing students with one on one support.
Differentiated explicit programs with embedded literacy and numeracy focuses have been created for all courses at Narrandera High School.		Deputy Principal and Head Teacher programming checks monitored this focus in 2018 (including the use of ALARM and the IDEA paragraph scaffold). PAT testing is also being used to measure student progress in these areas.

Next Steps

Our focus on improving student writing will continue with staff being further professionally developed on ALARM and the IDEA paragraph structure. The English department will concentrate on professional learning for their staff using 7 Steps for Writing Success and will incorporate these successful strategies into teaching programs. Including a range of Non ATAR and vocational options for students in Stage 6 will also be a priority to meet the needs of all students. The school will continue to professionally develop staff to use available data to differentiate and adjust teaching and learning programs to ensure access for all. Quicksmart literacy and numeracy will also be expanded to assist more students. Staff refresher training on using restorative practice in the classroom will also be a priority.

Strategic Direction 2

Quality Teaching

Purpose

Narrandera High School aims to deliver Quality Teaching through the successful engagement of all students, utilising current and evidence based teaching practices to create a dynamic learning environment. A highly qualified and professional staff will engage in ongoing collaborative and personal professional learning to ensure the efficient delivery of high quality educational programs.

Overall summary of progress

Extensive professional learning for staff based on improving student writing and increasing teacher capacity to use data to inform teaching practice took place in 2018. The Performance and Development Plan process for teaching staff was also strengthened with clear goals for improvement linked to school and system priorities. A whole school approach to professional learning was adopted and clearly articulated to staff and our school community with professional development becoming the focus for staff and faculty meetings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff are working collaboratively to develop and demonstrate current evidence-based teaching practice.	Professional Learning – \$23,170	A whole school approach to staff professional learning was adopted with professional development being the focus of staff and faculty meetings. A professional learning calendar was published each term with all sessions being explicitly linked to the Australian Professional Standards for Teachers and our School Plan.
A significant increase in student performance in both NAPLAN and Higher School Certificate that stems from teacher's analysis of data sources such as SMART and RAP.	RAP Fee \$500	Using data to improve teaching practice and to adjust teaching programs became an expectation in 2018. All staff engaged in professional learning based on analysing the 2018 NAPLAN results and teaching programs were adjusted accordingly.
All staff have evidence to demonstrate their progress towards personal goals and whole school strategic directions.	HT TD – \$32,301	All staff completed Performance Development Plans in conjunction with their Head Teacher and the Head Teacher – Teacher Development. Regular reviews were conducted and discussed with the senior executive.

Next Steps

The school will continue to support teachers to develop professionally as classroom practitioners and future leaders. The senior executive will take an even greater focus on instructional leadership with the Principal leading the Performance and Development Process and the Deputy Principal leading whole school professional learning. All teaching staff will be part of a Teacher Learning Community (TLC) group that will include a focus on formative assessment and will also include a classroom observation and mentoring component. A formalised induction program will also be introduced to support new staff. Teachers will be given a greater opportunity to contribute to and lead faculty and whole school initiatives, particularly as part of our Teacher Learning Communities.

Strategic Direction 3

School and Community Values

Purpose

Narrandera High School is an inclusive school that values the contribution from community members. The school works in partnership with the broader community to enhance the educational and social development of all students by promoting Respect, Responsibility and Learning. The school focuses on developing a holistic approach to education and citizenship.

Overall summary of progress

Incidents of negative behaviour have continued to decrease through our focus on restorative practice as well as our Positive Behaviour for Success values and reward program.

Our NAIDOC Day celebrations were highly successful involving a number of different schools, community members and organisations.

In line with our priority of increasing communication between school and home, our use of Facebook has been expanded to more effectively disseminate information to strengthen key relationships between the school and community. We have also been able to access more features on Sentral to alert parents of attendance issues via an SMS system which has been well received. Our school publications, such as our Information and Assessment Booklets, have also been revamped to more accurately and professionally present school information.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students demonstrate an increase in positive behaviour, leadership and community involvement through participation in school life.	PBS – \$1,400.70 BBQ Area – \$20,400	Incidents of negative behaviour, including suspensions, have continued to decrease. More varied rewards trips and initiatives were used to reward positive behaviour including excursions with an arts focus and prizes such as an Ipad being raffled as a reward for students demonstrating consistent positive behaviour. The Duke of Edinburgh leadership program has also been introduced successfully at Narrandera High School. Our Year Days were continued and generously supported by the P & C in 2018.
Increase in the percentage of school community members demonstrating understanding and knowledge of the school's strategic directions and educational priorities and programs.	NAIDOC – \$4,200 Electronic Sign – \$24,500	A highly successful Information Evening for new parents and parents / carers considering enrolment at Narrandera High School took place in 2018. This evening also included information about the school plan and future directions. Our Information Booklets were also updated to depict a more professional and detailed snapshot of our school. The use of Facebook has also been increased to improve our communication systems and share timely information. Posts have also had a focus on school initiatives and improvement. Our 2018 NAIDOC Day involved four schools and was led by Narrandera High. This was a fantastic success and expanded our wider community links. Our new electronic sign and greater use of Sentral features, such as text messages to parents, particularly in relation to attendance have further increased communication methods with our parents / carers and the wider community.

Next Steps

We will continue to access the expertise and experience within our community to build on key programs for our students both to enhance career options and further support wellbeing.

Our new Intervention Centre will continue to expand community links through connections related to employment and strengthening our student volunteer program. Our new Clontarf Academy will also focus on promoting more positive publicity for our school and will aim to establish further links with the broader Narrandera community and beyond.

Moving forward, a focus on the importance of the arts, including a priority on developing a performance culture at our school will be paramount. With this in mind, our school will be involved in KROP and will form a school choir and band in 2019.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Staffing – \$80,005.48 Teaching Resources \$3,444.39	Aboriginal background loading was used to support Aboriginal students with SLSO and additional AEO assistance to further improve literacy and numeracy outcomes. All Aboriginal students have an individual learning plan (PLP's) and our Learning / Intervention Centre continued to support our Aboriginal students with literacy and numeracy skills as well as assistance with assessment tasks and goal setting.
English language proficiency	Teaching Resources – \$3,069	This funding was used to assist students through the purchase of resources to assist with language proficiency.
Low level adjustment for disability	Staffing – \$60,663.00 Teaching Resources – \$3,471.25	School Learning and Support Officers were employed to support students in a mainstream environment. The funding was also used to support the Quicksmart Literacy program for students who require additional assistance in this area.
Socio-economic background	Teaching Resources – \$62,901.69 Technology – \$41,831.31 Student Welfare – \$5,467.68	Resourcing was the primary focus for these funds in 2018. Faculties are able to provide students with many of the tools they will need for their learning. Student assistance was also provided in this area as well as improving the technology in the school as many of our students do not have equality of access in the home. Student assistance (such as support with uniforms, lunches and payment for excursions) was also provided to families impacted by financial hardship.

Student information

Learning and Support Team.

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	121	122	126	128
Girls	129	128	136	141

Student attendance profile

School				
Year	2015	2016	2017	2018
7	87.6	93	92.9	89.1
8	79.8	84.6	88.6	86.8
9	79.8	76.7	81.2	82.2
10	73	80.4	69.9	83.7
11	74.4	86.9	79.5	69.7
12	88.1	85.9	87	77.1
All Years	80	84.7	83.2	82.7
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

The school attendance profile is below state average. This is due a small number of students who attend irregularly. Many of these students were in Year 11. Additionally, the abnormal small size of the Year 11 cohort exacerbates the poor attendance profile for this year group. This has been highlighted in previous years as well.

However, over the past two years our overall attendance, particularly in the younger years is trending extremely positively. The school has developed a comprehensive response to attendance concerns which includes regular communication with parents / carers through attendance phone calls, letters and interviews as well as Home School Liaison Officer support. Attendance support plans were also devised in 2018 in conjunction with the Deputy Principal, Year Advisor and

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	33	6
Employment	25	60	48
TAFE entry	50	7	6
University Entry	0	0	34
Other	25	0	6
Unknown	0	0	0

Students have gained entry to a variety of destinations in NSW and Victoria. Many students also received early entry to University. Others have taken employment opportunities in the local area while some are pursuing options through TAFE.

Year 12 students undertaking vocational or trade training

16% of Year 12 students completed a VET course in 2018 as part of their HSC studies.

Year 12 students attaining HSC or equivalent vocational education qualification

93% of Year 12 students attained a HSC or equivalent in 2018.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	5
Classroom Teacher(s)	19.9
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	8.18
Other Positions	2

*Full Time Equivalent

Of the total staff at Narrandera High School, five identify as Aboriginal. This includes teaching, Aboriginal Education Officers and School Learning and Support Officers.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	35

Professional learning and teacher accreditation

With the increasing focus on instructional leadership and all staff improving their teaching practice, professional learning is increasingly being delivered internally to support staff to engage successfully with school and system requirements. A professional learning calendar is published every term that is explicitly linked to the priorities outlined in our school plan.

Staff are also able to source external avenues for professional learning in line with their Performance and Development goals. Beginning teachers are supported with the accreditation process by their Head Teachers and the Head Teacher – Teacher Development. Beginning teacher funding is also used to ensure that early career teachers have access to effective professional learning opportunities and time to work with their mentors.

Whole school professional learning was undertaken during the year in areas such as formative assessment, restorative practice and ALARM / IDEA writing improvement tools.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	777,963
Revenue	5,261,207
Appropriation	5,144,492
Sale of Goods and Services	7,531
Grants and Contributions	100,882
Gain and Loss	0
Other Revenue	3,337
Investment Income	4,967
Expenses	-5,107,183
Recurrent Expenses	-5,107,183
Employee Related	-4,472,796
Operating Expenses	-634,388
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	154,024
Balance Carried Forward	931,987

Overall, the school is in a very healthy financial position. Our balance carried forward is more than our opening balance. This is due to some expensive projects being carried over to 2019.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	3,872,017
Base Per Capita	51,417
Base Location	50,530
Other Base	3,770,070
Equity Total	502,817
Equity Aboriginal	139,808
Equity Socio economic	218,586
Equity Language	3,069
Equity Disability	141,354
Targeted Total	321,897
Other Total	254,124
Grand Total	4,950,855

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

NAPLAN literacy data from 2018 shows above state average scaled growth for Year 7 in grammar and punctuation, spelling and reading. The data indicates that further improvement is required in writing in particular. With this in mind, our focus on enhancing the quality of student writing using ALARM and the IDEA paragraph scaffold will continue in 2019.

There was most pleasing improvement in Year 9 writing which indicates the focus on improving the quality of student writing across the school has been successful for this cohort. 65.8% of Year 9 students were at or above expected growth in writing (compared to 57.3% across the state). Further improvement is required in reading and spelling. Quicksmart Literacy and Macqlit will be used to address these concerns with targeted students.

Year 7 and 9 Numeracy NAPLAN data was again strong in 2018. Year 9 Numeracy was above state average for scaled growth and Year 7 numeracy was also a stand out with 79.6% of our students at or above expected growth (compared to 65.5% across the state). Quicksmart numeracy will be introduced in 2019 with the aim of continuing this pleasing growth.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band

distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

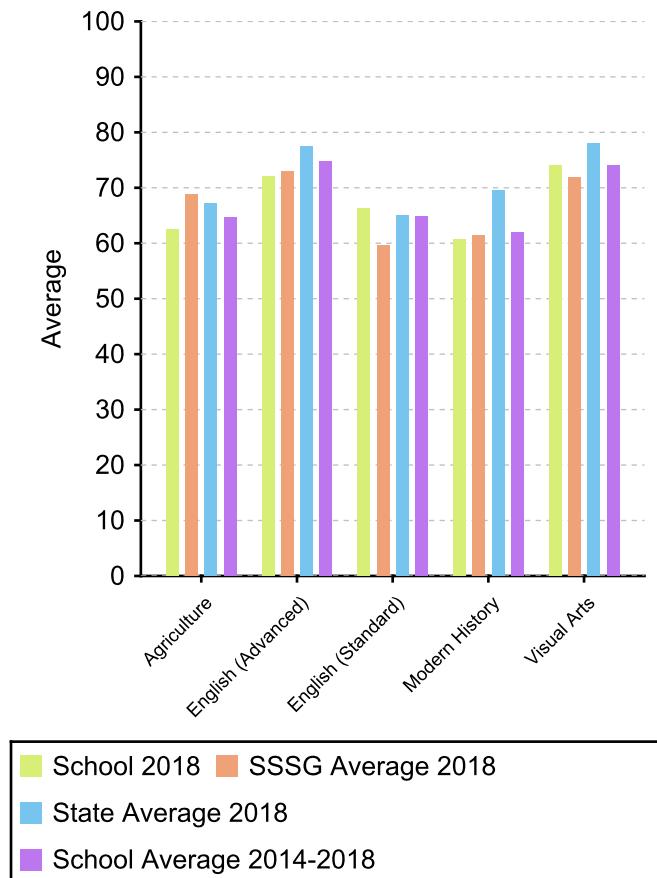
Narrandera High School is committed to improving the learning outcomes for both indigenous and non-indigenous students in line with the Premiers Priorities around increasing the numbers of students in the top two NAPLAN bands.

The Premier's Priorities call for an 8% improvement in the number of students in the top two bands of NAPLAN. The number of students reaching the top two bands in NAPLAN for Reading and Numeracy in Years 7 and 9 has improved from 10% in 2016 to 13.33% in 2017 and 16.99% in 2018.

Narrandera High School also had Aboriginal students reach the top two bands for the first time in many years in 2018 (just over 7% of Aboriginal students). This is a pleasing development moving forward. Support for Aboriginal students in 2019 will include Quicksmart Literacy and Numeracy, Macqlit and access to our Intervention and Aboriginal Learning Centre.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



Ivy Longmire was our Dux for 2018 achieving Band 6 results in Biology and PDHPE.

Parent/caregiver, student, teacher satisfaction

Narrandera High School surveyed parents, teachers and students on a variety of issues in 2018.

Using the Tell Them From Me survey, our students responded to a variety of questions designed to measure their engagement in school. Compared to the previous year, our results were very similar with our areas of improvement being that students reporting an increased sense of belonging, rising 19% to 75% and positive relationships increased by 15% to 87%. Positive behaviour at school also continues to increase with 91% of students reporting this to be their perception of themselves (up 7% from 2017). This data affirms the success of our focus on restorative practice and decreasing negative student behaviour.

Our Aboriginal students were also asked if they thought that teachers had a good understanding of their culture. The percentage of Aboriginal students agreeing or strongly agreeing continued to increase in 2017 and 2018. Additionally, Aboriginal students reported increased pride in their culture, which is extremely

encouraging.

In regards to the 'Partners in Learning' Parent Survey, Narrandera High School was above the NSW state average in parents that felt welcome at the school, that parents were informed, that we have an inclusive school and that the school supports learning. Areas for improvement included parents supporting learning at home. With this in mind, Year Advisors will continue to work on goal setting and positive study patterns with their students in 2019. The aim is also to share student Personalised Learning Plan data with parents and carers.

The Teacher Tell Them From Me Survey also reported positive results with areas of priority moving forward being identified as providing greater feedback to students and increasing the use of technology. Both these areas will be included in school plan milestones for 2019.

Policy requirements

Aboriginal education

Aboriginal education at Narrandera High School has a primary focus of literacy, numeracy, engagement and retention. We are achieving these priorities through initiatives such as our Learning and Intervention Centres whose primary focus is to work on explicit literacy and numeracy teaching as well as assisting our students with assessment tasks and goal setting. We also have a Learning Hub which runs each Monday and Tuesday afternoon to assist students with assessment tasks or home learning.

The school runs a Links to Learning program, that aims to improve engagement in respect to our young men as well as upskill them with soft skills such as teamwork and communication. If successful, it is hoped that this increased engagement will lead to better retention into Stage 6.

The school will look at initiatives aimed at our girls in 2019, including commencing a girls group one day a week with a focus on developing positive life skills. Our initiatives for our boys will continue in 2019 but will also include the establishment of an on site Clontarf Academy at Narrandera High. The Clontarf Foundation exists to improve the education, discipline, life skills, self-esteem and employment prospects of Aboriginal and Torres Strait Islander young men.

Multicultural and anti-racism education

Narrandera High School provides its students with many different cultural perspectives through contact with multiculturalism in our curriculum and contact with staff and students from different cultural backgrounds. Each year, students take leave from school to engage with community run cultural tours abroad to places such as Fiji, which sees them emerge in the local culture.

Staff also take leave to attend and supervise these tours which broaden their cultural understanding.

In 2018, we have continue our LOTE program with Italian being the new language studied. In 2019, we will prioritise multicultural links related to this culture being explored.

The school also has an anti-racism contact officer which is Mrs Lynne Gilmour who is trained to deal with conflict of a racist nature within the school.