

## Narara Public School

### 2019 Annual Report



## Introduction

The Annual Report for 2019 is provided to the community of Narara Public 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.

### School contact details

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### Message from the principal

The Annual School Report is a summary of the school achievement in 2019 and provides information regarding the priorities for 2020.

Narara Public School is a place where students are valued as individuals and staff are committed to providing quality teaching and learning experiences to maximise student learning opportunities. These opportunities are evidenced by the wide range of activities offered each year. The school boasts a long list of achievements in academics, creative arts, technology, sport and extra-curricular activities.

I have enjoyed working closely with students, staff and parents to ensure the school continues to excel and Narara Public School's vision is achieved. A vision that clearly values the success of the past and acknowledges the challenges of the future. A vision that is shared by the whole school community.

I very much look forward to the coming years in leading this school community and ensuring the students of Narara Public School have the opportunity to engage in a world class educational experience that will allow them to develop the required skills, qualities and attributes that will stand them in good stead as they move into high school and then into their adult lives.

Grant McFarland

Principal

## School background

### School vision statement

Narara Public School is a community who provides innovative and creative educational opportunities for all. We empower our students to be engaged learners and our teachers to be quality educators, building their capacity to be confident leaders in a new educational landscape.

Narara encourages quality connections with our students and community, built on respect, cooperation and a shared vision of caring for ourselves, caring for our school and caring for others.

Our school vision promotes three key ideas to drive us forward: Innovative Teaching, Strong Connections and High Performance.

### School context

Narara Public School sits on Darkinjung land and was originally established in Berry's Head Road, Narara in 1889. During Term 4 1998, the school was relocated to its current location at Newling Street, Lisarow. The present school provides excellent playground space and modern educational facilities for students and teachers.

Our school is an active member of the Valley Schools Learning Community, committed to providing quality educational programs that are relevant to the needs and aspirations of students and responsive to the expectations of the community.

Narara Public School has a population of 400, consisting of 6% from Aboriginal heritage and 3% from non-English speaking backgrounds. Currently, our 16 mainstream classes are organised into year and stage groups. The school also has an Early Intervention and 2 Multi-Categorical Support Classes. Student enrolments have expanded over the last few years.

Our school continues to focus on the quality of student outcomes in literacy, numeracy and engagement and caters for a broad range of activities from performing arts, culture, leadership, sporting, environmental and academic pursuits.

At Narara Public School our mission is to "Create Opportunities" from Kindergarten to Year Six for all students. All staff strive to provide students with the skills, knowledge and values necessary for success in education and life.

The school prides itself on being a Positive Behaviour for Learning School, a KidsMatter school and a Trauma Informed Practice School.

A genuine partnership with the P&C ensures the school is well positioned in supporting quality outcomes for our students.

## Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

## Strategic Direction 1

### Innovative Teaching

#### Purpose

To create engaging, differentiated teaching and learning programs that reflect high expectations communicated through effective assessment and feedback processes, which is supported by students, staff and community to ensure consistent student growth.

Learning – Curriculum, Assessment, Reporting, Student Performance Measures.

Teaching – Effective Classroom Practice, Data Skills and Use, Learning and Development,

Leading – Educational Leadership, School Resources, Management Practices and Processes.

#### Improvement Measures

Increased proportion of students in the top two NAPLAN bands (baseline 2015–2017) in reading by 4% in Year 3 and by 19% in Year 5 and in numeracy by 18% in Year 3 and 23% in Year 5 to be consistent at 50%.

Aboriginal students match or exceed broader population contributing towards 35% state target in top 2 bands, where data is statistically viable. Baseline 2015–2017 80% Year 3, 50% Year 5 and 33% Year 7 in reading and 33% Year 3, 0% Year 5 and 33% Year 7.

#### Overall summary of progress

Most staff are trained in Big Write through Andrell Education. We sent 4 teachers to the Introduction to Big Write in 2019 and all classes have embraced the pedagogy. Classes all have VCOP walls displayed and these are used on a daily basis and changed as needed. Teachers are focusing on programming that has an emphasis on differentiation and small groups to target individual and class needs. Teachers are using the Cold Write to assess students writing alongside a rubric that incorporates writing progressions in the areas of creating texts and punctuation. This is in a booklet form that students use as self reflection and feedback.

K–2 classes are all using Multisensory Structured Language Education (MSLE) to teach explicit systematic phonics based programs to students to improve literacy levels in reading and writing. Kindergarten have shown amazing growth through the phonological awareness progression as tracked on PLAN 2 through ALAN. This year we were able to bring out a world class trainer and host a Central Coast training group which saw 10 teachers trained in Foundations of MSLE. They will be utilising the training in 2020 in their classroom teaching to ensure quality teaching practices in all literacy teaching programs.

In both areas in class support was offered through instructional leadership where demonstration lessons, programming support and team teaching was provided for all classes in the areas of writing and MSLE for the improvement of literacy. This will be ongoing into 2020.

#### Progress towards achieving improvement measures

##### Process 1: Writing

All staff collaboratively to program, teach and assess writing using consistent teacher judgement as set out in the Big Write framework and the writing progressions.

Evaluation	Funds Expended (Resources)
<p>The school's 2019 Year 5 Reading results indicate the school had 36.5% of students in the top two bands which was 11.5% above the state. In Year 3 52.0% of students were in the top two bands which was in line with the state.</p> <p>In Writing data 21.2% of Year 5 students were in the top two bands. This is 4.6% above the state. In Year 3 the school had 46.9% of students in the top 2 bands which was 8.5% below the state.</p>	\$5,000

## Progress towards achieving improvement measures

In Spelling the school had 42.3% of students in the top two bands which was 5.6% above the state. The school's Year 3 data was 44% which was 8.2% below the state. As a result the school is initiating a whole school phonological / phonemic approach to spelling.

In the area of Grammar and Punctuation the school had 44.2% of students in the top two bands which was 7.8% above the state. In Year 3, 70% of students were in the top two bands which was 13.4% above the state.

In the area of Numeracy the school had 23.1% of Year 5 students in the top two bands which was 5.5% below the state. In Year 3 the school had 40.8% of students in the top two bands which was in line with state results.

The school's Year 3 ATSI students performed above state and similar school groups in reading, writing, grammar and punctuation and numeracy. The Year 5 ATSI students performed well above state and similar school groups in all areas of NAPLAN for 2019.

### Process 2: Quality Feedback

Drawing on research and best practice to develop and implement high quality professional learning to implement explicit feedback improving student learning outcomes.

Evaluation	Funds Expended (Resources)
As an executive it was decided to place this process on hold with school services as there are a number of initiatives already operating through the school that need further attention and consolidating. This decision was decided as a result of teacher workload and well-being.	\$0

### Process 3: Early Literacy Strategies

Staff K–2 will be trained in MSLE and will implement pedagogy within literacy sessions, with quality assessment and feedback.

Evaluation	Funds Expended (Resources)
<p>In 2019 all Kinder students know single sounds and 97% know basic consonant diagraphs. All Kinder students achieved stage appropriate outcomes in phonological awareness as seen on PLAN 2. 90% are achieving reading and writing stage appropriate levels.</p> <p>All K–2 staff are being trained in MSLE. It is the school's goal to continue with this professional learning for all staff, giving both in class support and teacher professional learning opportunities. The assessment linked to this program is lengthy but provides valuable information for effective teacher practice in differentiation.</p>	\$50,000

## Next Steps

In 2020, the school will continue to focus on its curriculum areas. In particular Big Write, Multisensory Structured Language Education (MSLE) and TEN. The school has the intention of broadening the MSLE professional learning to encompass all staff K–6. In addition to this the school will also embrace and undertake professional learning in Sound Waves which is a synthetic phonics and word study program.

The school will continue to analyse internal and external data such as NAPLAN and PAT to identify areas for further development and address some of the identified results as outlined above. Executive staff, in collaboration with Learning Support Teachers, will be utilised as curriculum advisors to oversee current programs. VCOP walls and rubrics will be used and redeveloped to suit the needs of both students and teachers.

## Strategic Direction 2

### Strong Connections

#### Purpose

To create a safe and inclusive school environment for all students, staff and community members where everyone feels connected and a sense of belonging.

Learning – Learning Culture, Wellbeing, Curriculum, Assessment, Reporting,

Teaching – Effective Classroom Practice, Learning and Development.

Leading – Educational Leadership, School Planning, Reporting and Implementation, School Resources, Management Practices and Processes.

#### Improvement Measures

Maintain school mean equivalent or higher to NSW (TTFM) of: Students with positive relationships (School 85%, State 85%), Students with positive behaviour at school (School 84%, State 83%), Effort (School 88%, State 88%)

Improve school mean to equivalent or higher to NSW (TTFM) of: Students with a positive sense of belonging (School 71%, State 81%) and Students that value schooling outcomes (School 90%, State 96%).

Increase student growth baseline (2015–2017) from 49% Year 5 and 58% Year 7 in reading, 55% Year 5 and 66% Year 7 in numeracy to 60%, 65%, 60% and 70% respectively.

#### Overall summary of progress

Narara Public School has continued to implement a supportive welfare approach with a focus on being inclusive and positive well-being for students. The school welcomed our support unit at the start of 2019, and have continued to encourage an understanding of diversity and increase community knowledge of differing needs within our school.

PBL has continued to be a strong whole school focus with the development of Tier 1 positive reinforcement structures as well as Tier 2 and 3 interventions.

We have continued to welcome many family and community members into our school to celebrate occasions and help with whole school and stage-based events. High engagement in these events and positive feedback shows a sense of connection with our community and families.

#### Progress towards achieving improvement measures

##### Process 1: Well-being Structures

All staff understand and utilise effective systems and processes for tier 1, 2 and 3 interventions for Positive Behaviour for Learning.

Evaluation	Funds Expended (Resources)
<p>The schools NAPLAN results have been outlined in Strategic Direction 1 and in the School Performance section of this Annual Report.</p> <p>Due to the effective and consistent implementation of PBL there has been a 30% reduction in negative student incidents from 2018 to 2019.</p> <p>The School's Tell Them From Me Students Survey data was analysed by executive staff. 158 students in Years 4–6 were surveyed. Some of the schools results showed a slight decline from the base line data as outlined in the school's Improvement Measures and compared to the state. The 2019 results in the targeted areas are as follows:</p> <p>– Students with positive relationships 81% compared to NSW Government</p>	\$3,500

## Progress towards achieving improvement measures

### Norm 85%

- Students with a positive behaviour at school 79% compared to NSW Government Norm 83%
- Students try hard to succeed in their learning 78% compared to NSW Government Norm 88%
- Students with a positive sense of belonging 60% compared to NSW Government Norm 81%
- Students that value schooling outcomes 87% compared to NSW Government Norm 96%

### Process 2: School Community Engagement

The school and community effectively communicate and engage with each other through regular community opportunities and events.

Evaluation	Funds Expended (Resources)
In 2019 the school engaged with its community in a variety of ways including parent information sessions, student academic reports and parent / teacher interviews. The school also had a number of community events including Presentation Day, Mother's Day Breakfast, Father's Day Breakfast, Grandparents Day, Book Parade just to name a few.	\$2,000

### Process 3: Social and Emotional Literacy Programs to be trialled with Kindergarten – Year 4 students

Evaluation	Funds Expended (Resources)
The school undertook a variety of social and emotional programs including Growth Mindset (BunYet Program), Zones of Regulation and Cool Connections. These programs brought value to the students that were involved.	\$500

### Process 4: Student Well-being Procedure

Evaluation	Funds Expended (Resources)
The PBL team in consultation with all staff developed a draft PBL procedure that requires endorsement by the P&C association in 2020. This procedure will bring further consistency across the school as it contains detailed information including flow charts on how to manage student behaviour and how this information is to be recorded on internal data systems.	\$1,500

## Next Steps

Executive will lead all staff in 2020 to analyse the 2019 Tell Them From Me Data. The PBL team, consisting of representatives from each stage of learning in consultation with executive members of staff, will further develop and provide professional learning to staff so they can effectively implement Tier 2 and 3 interventions consistently and have a competent understanding of the PBL user guide and welfare procedure. The school will continue to utilise the visual flowchart as these have proven to be effective in their implementation and are ensuring consistency across the school. In 2020 staff will have a key focus on positive student behaviour and will further diversify student reward systems and processes such as Reward Days. The school will continue to focus on student well-being areas including programs such as Bounce Back and the implementation of Peer Support.

A key focus for 2020 will also be clear, effective communication that is delivered to the school community in a timely manner.



## Strategic Direction 3

### High Performance

#### Purpose

To create highly effective structures and procedures to support whole school community functioning and performance.

Learning – Wellbeing, Curriculum, Assessment, Reporting,

Teaching – Effective Classroom Practice, Learning and Development.

Leading – Educational Leadership, School Planning, Reporting and Implementation, School Resources, Management Practices and Processes.

#### Improvement Measures

Maintain school mean equivalent or higher to NSW GOVT NORMS (TTFM) of: Parents feel Welcome within the school (School 7.9, State 7.4), Parents are Informed (School 6.9, State 6.6), School Supports Learning (School 7.3, State 7.3), School Supports Positive Behaviour (School 7.8, State 7.7), Safety at School (School 7.4, State 7.4), Inclusive School (School 7.1, State 6.7).

Maintain school mean equivalent or higher to NSW (TTFM) of: Leadership (School 7.1, State 7.1), Collaboration (School 7.8, State 7.8), Learning Culture (School 8.3, State 8.0), Data Informs Practice (School 7.9, State 7.8), Teaching Strategies (School 8.2, State 7.9) and Inclusive School (School 8.2, State 8.2). Improve school mean to equivalent or higher to NSW (TTFM) of: Technology (School 5.2, State 6.7).

#### Overall summary of progress

In 2019 Narara Public School continued to improve systems and structures across the school relating to teacher organisation, communication and data collection. This included the professional development of staff in evaluation processes including the evaluation of our school plan and its applications towards key funding initiatives, professional learning on ETAMS, setting up an online learning platform for staff and professional development in CV writing. Professional learning on digital data collection was undertaken with staff and additional executive data meetings scheduled through the year. Beginning teachers continued to be supported through their accreditation with three staff attaining accreditation at proficient level. Assessment and reporting guidelines were implemented across 2019, programming and supervision policy was amended, beginning teachers and mentoring policy was updated and an induction checklist was also developed with implementation scheduled for 2020.

#### Progress towards achieving improvement measures

##### Process 1: Capacity Building

School has in place structures, systems and policies to support teacher induction, leadership development, employment opportunities and all levels of accreditation. This is to ensure succession planning and sustainability of effective programs.

Evaluation	Funds Expended (Resources)
<p>In 2019 a classroom and school induction was designed in consultation with all staff. Each classroom developed a casual teacher folder that supplies the casual teacher with important information linked to that class including knowledge of students, school routines, emergency procedures and timetables. For new staff a local level induction was developed which incorporates WHS procedures, timetables, introduction to staff and students and a tour of the school.</p> <p>All Beginning teachers are assigned a mentor who works through the Strong Start Great Teachers modules. This year three staff members received their accreditation at Proficient Teacher level.</p> <p>In 2019 teaching staff completed the 'Focus on Learning' Tell Them From Me</p>	\$2,000

## Progress towards achieving improvement measures

Survey. The results from this survey that link to the school's improvement measures are as follows:

- Leadership 69% compared to NSW Govt Norm 71%
- Collaboration 73% compared to NSW Govt Norm 78%
- Learning Culture 76% compared to NSW Govt Norm 80%
- Data Informs Practice 78% compared to NSW Govt Norm 78%
- Teaching Strategies 77% compared to NSW Govt Norm 79%
- Inclusive School 80% compared to NSW Govt Norm 82%
- Technology 58% compared to NSW Govt Norm 67%

### Process 2: School Systems

School utilises SENTRAL modules to support school wide structures and systems. These include attendance, reporting, communication, Learning Support, assessment and planning.

Evaluation	Funds Expended (Resources)
In 2019 the school changed over to Sentral cloud ensuring the school did not need a server onsite. The staff utilise this digital platform daily. It is used for a variety of purposes including student attendance, assessment and reporting, communication and learning and support.	\$5,500

### Process 3: Parent Satisfaction

The school is committed to further developing and strengthening its relationship with the school community.

Evaluation	Funds Expended (Resources)
<p>At the end of 2019 Parents were invited to complete the Tell Them From Me 'Partners in Learning' Parent Survey. Some of the results from this survey are outlined below. These results link to the improvement measures in Strategic Direction 3.</p> <ul style="list-style-type: none"><li>– Parents feel welcome within the school 76% compared to NSW Govt Norm 74%</li><li>– Parents are Informed 75% compared to NSW Govt Norm 66%</li><li>– School Supports Learning 78% compared to NSW Govt Norm 73%</li><li>– School Supports Positive Behaviour 85% compared to NSW Govt Norm 77%</li><li>– Safety at School 78% compared to NSW Govt Norm 74%</li><li>– Inclusive School 76% compared to NSW Govt Norm 67%</li></ul>	\$400

## Next Steps

In 2020 the school will continue to develop appropriate systems and structures to support the smooth running of the school. Executive members of staff, in consultation with School Services and other members of staff, will further develop the structures and processes for evaluation of school plans, programs and systems in relation to priority areas and key funding initiatives.

The school will continue to review current practices that provide opportunities for aspiring leaders to lead aspects within the school and develop an aspiring leaders procedure. Aspiring leaders will have the opportunity to attend professional learning focused on leadership and network with aspiring leaders from the Valley of the Schools.

Narara Public School will continue to develop and strengthen its relationship with its school community in a variety and innovative ways.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$41,910	<p>All Aboriginal and Torres Strait Islander (ATSI) students have a Personalised Learning Plan (PLP) that was designed in consultation with the individual and their family.</p> <p>Additional School Learning Support Officers (SLSOs) were employed to assist ATSI students with specific learning needs. All ATSI students showed improvement in their learning as referenced from internal and external assessment data and tools such as the Literacy and Numeracy Progressions.</p> <p>All students had the opportunity to engage in cultural days such as NAIDOC and Reconciliation Week. All teaching staff ensure Aboriginal perspectives are embedded in the curriculum.</p>
<b>Low level adjustment for disability</b>	\$167,399	<p>Staff members leading and overseeing the Nationally Consistent Collection of Data (NCCD) was successfully completed.</p> <p>Strengthening of Learning Support Team (LST) practices and processes had a positive impact on students referred through this process. Additional release time allocated to staff to ensure tasks like Access Requests and the NCCD register were accurately completed.</p> <p>The school went above establishment to increase the Learning and Support Teacher (LaST) allocation to support targeted students and implement specific programs to support targeted students in a variety of ways including academically, socially and emotionally.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$71,820	<p>A member of the executive team was utilised as a curriculum adviser supporting staff to implement quality teaching and learning programs such as Multisensory Structured Language Education (MSLE). In addition to this they were also utilised to support whole school initiatives in various ways including undertaking peer observations and leading conversations and professional learning linked to data collecting and consistent teacher judgement.</p>
<b>Socio-economic background</b>	\$47,130	<p>Staff completed training in specific programs such as MSLE and Big Write and staff were released to undertake classroom observations linked to these programs.</p> <p>Staff members collaborated on the School Plan (Milestones) and implement initiatives accordingly.</p> <p>Community activities, social days and forums engaged parent participation at all school levels.</p>

<b>Environmental</b>	\$1,600	<p>The environmental committee undertook a number of initiatives throughout the year including the return and earn program. They were also successful in obtaining a grant. These initiatives enabled the garden committee consisting of staff and students to establish an Aboriginal garden.</p> <p>Throughout the year all classes engaged in the establishment and upkeep of garden beds with a sense of responsibility and ownership. Teachers were also successfully up-skilled in gardening practices to provide cross-curricular learning opportunities through gardening.</p>
<b>Learning and Support and Welfare</b>	\$2,000	<p>The Learning Support Team (LST) worked collaboratively to develop a scope and sequence based on data driven target areas for the implementation of a Peer Support Program. All teachers received appropriate professional learning in peer support training.</p> <p>The Learning Support Team worked collaboratively with classroom teachers and external providers on individual learning goals to ensure differentiated instruction and responsive teaching is evident in all student Personalised Learning and Support Plans (PLSPs).</p>
<b>Sport and PDHPE</b>	\$4,200	<p>A team of teachers developed a PDHPE scope and sequence for K–6 that aligns with the new syllabus. All teachers engaged in professional learning related to this scope and sequence and effectively utilised this resource within the classroom.</p> <p>NPS engaged in a range of PSSA sports throughout 2019 and obtained some notable results including students representing the school at regional and state level.</p>
<b>ICT</b>	\$32,880	<p>A staff member was utilised to teach technology to all students and support staff in the effective implementation and use of technology in the classroom. To support this program the school purchased a range of additional technology devices including robotics.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	199	204	198	212
Girls	179	196	180	188

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.9	94.1	93.3	94.6
1	94.9	94.3	93.1	92.1
2	93.6	94.3	94	91.6
3	94	95.1	93	93.8
4	93.4	93.4	92.5	92.1
5	94.1	94.2	93.1	92.4
6	94.2	91.3	91.5	92.7
All Years	94.3	93.7	93	92.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.34
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration and Support Staff	5.62

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Significant amount of professional learning were undertaken by Narara Public School in 2019. As well as completing the mandatory training elements required by the Department of Education staff focused their professional learning on evidence based programs such as Big Write, Multisensory Structured Language Education (MSLE) and the Professional Development Framework. Professional learning in relation to these programs and others occurred on school development days and additional weekly sessions, which were attended by all teaching staff.

In 2019, Narara Public School had 26 teachers (working in various capacities) maintaining accreditation at the Proficient Level. As these teachers are in their maintenance cycle, they continued to log their professional learning to reach the required 100 hours of professional learning in the designated time frame. In addition to this, the school also had 3 teachers gain accreditation at the Proficient Level successfully completing their Proficient Teacher Accreditation Report complete with annotated evidence.



## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	265,822
<b>Revenue</b>	4,281,633
Appropriation	4,121,451
Sale of Goods and Services	201
Grants and contributions	158,576
Investment income	1,305
Other revenue	100
<b>Expenses</b>	-4,277,938
Employee related	-3,850,932
Operating expenses	-427,007
<b>Surplus / deficit for the year</b>	3,695

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	803,410
<b>Equity Total</b>	233,732
Equity - Aboriginal	29,849
Equity - Socio-economic	47,130
Equity - Language	16,749
Equity - Disability	140,004
<b>Base Total</b>	2,735,583
Base - Per Capita	88,693
Base - Location	0
Base - Other	2,646,890
<b>Other Total</b>	226,944
<b>Grand Total</b>	3,999,669

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of the school community including parents, students and teachers about the school. Information related to this are detailed below.

The large majority of parents see the Positive Behaviour for Learning (PBL) values of Safe, Respectful, Learner being supportive and characterising the type of environment they would like their child to experience at Narara Public School (NPS). Since the implementation of PBL in 2016, the school has sought feedback from staff, students and parents on how we can further improve PBL at NPS. This feedback has and will be used to further develop key documents such as the Student Wellbeing Procedure and assist with streamlining certain aspects such as referrals and the required number of Sammy's to be collected for key rewards and milestones.

The 2019 Tell Them From Me – Parent Survey was conducted in Semester 2 of 2019. Some of the parent responses are as follows:

- \* 84% feel welcome when they visit the school
- \* 79% can easily speak with their child's teacher
- \* 66% can easily speak to the principal
- \* 78% feel teachers have high expectations for their child to succeed
- \* 80% believe their child is encouraged to do their best
- \* 80% believe school staff take an active role in making sure all students are included in school activities
- \* 73% felt parent activities are scheduled at times when they can attend
- \* 71% of parents are informed about their child's social and emotional development.

The 2019 Tell Them From Me – Staff Survey was conducted at the end of 2019. Overall, staff felt that the professional learning they engaged in throughout the year was meaningful and they would like to see further professional development in researched based programs and pedagogies such as TEN, Big Write and Multisensory Structured Language Education (MSLE). Some of the teacher responses are as follows:

- \* 86% establish clear expectations for classroom behaviour
- \* 71% are in regular contact with the parents of students with special learning needs
- \* 82% set high expectations for student learning
- \* 81% use results from formal assessment tasks to inform their lesson planning
- \* 83% feel assessments help them understand where students are having difficulty
- \* 81% discuss learning problems of particular students with other teachers
- \* 72% believe school leaders have provided guidance for monitoring student progress
- \* 68% believe School leaders have helped them improve their teaching.

The 2019 Tell Them From Me – Student Survey was conducted in both Semester 1 and 2 for students in Year 4 to Year 6. Some of the student responses are as follows:

- \* 87% believe that schooling is useful in their everyday life and will have a strong bearing on their future
- \* 81% feel they have friends at school they can trust and who encourage them to make positive choices
- \* 79% do not get in trouble at school for disruptive or inappropriate behaviour
- \* 78% try hard to succeed in their learning
- \* 78% feel important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives

\* 62% are interested and motivated in their learning

\* 37% of students feel they are subjected to physical, social, or verbal bullying, or are bullied over the internet. This figure is on par with the state norm and is one the school will have a particular focus on in 2020.

The Tell Them From Me surveys have provided valuable feedback to the school on current programs and practices. These results will be used to further improve the school and have identified areas requiring further development and attention. The positive results (and there are many) have been celebrated by school staff and the wider community.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.