

Narromine Public School

2019 Annual Report



2713

Introduction

The Annual Report for 2019 is provided to the community of Narromine 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

Narromine Public School

Meryula St

Narromine, 2821

www.narromine-p.schools.nsw.edu.au

narromine-p.school@det.nsw.edu.au

02 6889 4566



School background

School vision statement

Quality Education in a Caring Environment.

School context

Narramine Public School is located in the Macquarie Valley in central New South Wales. The current school enrolment is 285, this includes a 61% cohort of students identifying as being Aboriginal.

NPS provides a variety of opportunities for academic, sporting, cultural and social achievements in a supportive and collaborative environment. Curriculum access for students is maximized through our three focus areas of:

- Engaged, Responsible and Successful Learners,
- Quality Teaching Team, and
- Meaningful Community Partnerships.

Our school is set on a large block with extensive grass and asphalt areas for play and sporting activities, with 18 classrooms, a science lab, sports and creative arts hall, a modern well equipped library/research hub and a number of covered outdoor learning areas (COLA). The school is well equipped for a range of learning activities.

The school and community value our motto of 'Achieve with Honour'. The school's Positive Behaviour for Learning philosophies of being respectful, honest and responsible learners enhances Narramine Public School's belief in working together to promote a quality education in a caring school culture.



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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Engaged, Responsible, Successful Learners

Purpose

To develop critical and creative thinkers who are connected, challenged and engaged in their learning.

Students will:

- demonstrate independence and resilience,
- value and foster positive relationships and school pride,
- be self-regulated, take responsibility for their learning and strive to improve,
- develop a strong foundation in literacy and numeracy, a deep content knowledge and confidence in their ability to learn.

The concepts used to drive our purpose:

Educational – Australian curriculum (planning, implementation, assessment and reporting), teacher quality and quality teaching practices supported by Teacher Professional Learning plans .

Knowledge and Learning –Targeted support for Student Management plans (IEP's, PLP's, BMP's, OOHC plans), effective feedback and student engagement through meaningful assessment, teaching and learning.

Educational Best Practice Innovations – Early Action For Success, Project Based Inquiry Learning and Positive Behaviour for Learning.

Improvement Measures

Increased growth for students in all aspects of literacy and numeracy above like schools average in NAPLAN.

All staff engaging in differentiated teaching practices, improved assessment measures and professional learning.

All students demonstrating growth in line with learning progressions.

Progress towards achieving improvement measures

Process 1: Develop and implement evidenced based teaching practices (setting clear learning intentions, specific criteria, descriptive feedback, questioning, self and peer assessment and student ownership) through mentoring and professional learning, to support successful learning.

Evaluation	Funds Expended (Resources)
Teachers have engaged in professional learning to implement evidence-based teaching practises, focusing on learning intentions and success criteria. Teachers participated in professional learning workshops, engaged in understanding learning intentions and success criteria through professional readings and worked together through sub-teams to implement learning intentions and success criteria within each teacher's pedagogy, programming, daily lessons and feedback to students. Visuals were created to display within classrooms to provide consistent understanding of what learning intentions and success criteria will occur throughout each lesson.	\$500.00 Equity \$5,500.00 TPL RAM \$450.00 TPL RAM

Process 2: Implement assessment and tracking strategies using PLAN2, learning progressions and common assessment tasks to inform teaching and learning K–6. Use effective and relevant assessment data to support the learning needs of students.

Evaluation	Funds Expended (Resources)
Teachers developed consistent and common assessment tasks for each KLA area within each stage. Throughout the year, teachers engaged in professional collaboration to develop common assessment tasks to suit student's learning within each KLA program. This was supported with a	\$1,000.00 \$20,000.00 Teacher – Equity

Progress towards achieving improvement measures

common rubric that complimented each assessment task. Teachers across K–6 engaged with learning and planning learning goals for students through using progressions and PLAN2 to drive assessment and feedback to students and families. Further consolidation and implementation of using progressions and PLAN2 will continue to develop in 2020 planning.

Process 3: Select and implement innovative programs and learning to engage responsible successful learners.

Evaluation	Funds Expended (Resources)
<p>Teachers have engaged in learning and implementing innovative learning programs and opportunities for students in regards to STEAM/STEM. This was achieved through professional learning opportunities. Teachers have implemented innovative programming through class lessons and programming, Education Week activities and daily planning and teaching of STEM/STEAM through KLA units. Teachers from years 3 –6 have engaged in professional learning through Stemt4L and engaged with filming and virtual reality kits to implement in classrooms with students. Further consolidation with implementing STEM/STEAM into our classrooms will occur in 2020.</p>	<p>\$3,400.00 \$450.00 TPL Aboriginal RAM \$106,000.00 RAM & Equity</p>



Strategic Direction 2

Quality Teaching Team

Purpose

To develop a professional team of highly effective teachers and leaders who demonstrate personal and collective efficiency in taking responsibility for student learning success and wellbeing. Teachers will use and understand evidence based pedagogies to maximise student experience success and achieve to the their potential.

We strive to ensure that student learning is underpinned by high quality teaching and leadership across our school with reviewed performance to drive improvement.

Teachers develop collaborative and efficient teams with a focus on evidenced based pedagogy, student welfare and student success.

The concepts used to drive our purpose:

Strong Start, Great Teachers – Investment in leadership development and capacity building.

Organisational – Local Schools Local Decisions, DEC Reforms, School Planning Processes and Practices, LMBR, Annual School Report (ASR), ongoing systematic reviews across all areas, student welfare/PBL equity philosophy, Nationally Consistent Collection of Data on school students with disability.

Improvement Measures

Staff work in teams to develop a coherent, sequenced curriculum which is underpinned by conceptual planning.

Mentor and peer teaching.

A comprehensive program for induction for new staff including experiences and professional development, school plans, policies, local history and culture and an introduction to local support services in the school.

A clear well sequenced school plan for curriculum delivery incorporating NSW Education Standards (NESA) documents

Performance and Developmental Plans (PDPs) for all staff reflecting on teaching practice, common goals and links to the standards supported by a whole school approach informed by research.

Progress towards achieving improvement measures

Process 1: A comprehensive program of induction delivered to all new teachers to the school including experiences and professional development, school plans and policies, local history and culture and introduction to local support services in the school

Evaluation	Funds Expended (Resources)
Professional learning for all staff on community resources and personnel for use in the classroom was undertaken and school induction was conducted for new staff. The staff were highly engaged with the mentor process. 100% of new staff reported that they feel supported in the school. A list of local support services and community members has been updated and professional learning sourced and local history shared with staff. Staff were highly engaged and gained knowledge of the local area. This was evident in curriculum with Stage 3 accessing the Aviation Museum and Stage 2 working with Lands Council to view areas of local significance. The induction process was reviewed for the year and the process updated for 2020. A survey was completed with beginning teachers and mentor teachers around the induction process. Beginning teachers noted that being on multiple teams was overwhelming so the process was updated to provide information from teams and reduce number of teams that the beginning teachers are participants on. Mentor teachers found the process to be manageable and beginning teachers found it effective to have a single teacher to approach for support. They found the overall process supportive.	\$17,700 Beginning Teacher Supports

Progress towards achieving improvement measures

Process 2: Staff work in teams to develop a coherent, sequenced curriculum which is underpinned by conceptual planning empowering staff to deliver syllabus requirements that are supported by school documentation and provide engaging and meaningful learning experiences for the students

Evaluation	Funds Expended (Resources)
<p>Professional development was provided to staff around assessment and differentiation in the classroom. Evidence of impact was provided in the collection of sample units using Pirozzo grids which have been collated and stored on the server. All stages using differentiated learning in programming and providing opportunities for self-directed and extension activities. 100% of staff using differentiation in the classroom. Evidence with classroom learning intentions and success criteria displayed in all rooms. Evidence in NCCD collection with all students with additional needs receiving adjustments.</p> <p>Support activities and assessment ideas developed for History and Geography scope and sequences and evidence of impact in program samples. 100% of staff using updated scope and sequence in line with new syllabus. All staff supporting the development of units. Support activities and assessment developed for CAPA and PDHPE. Scope and sequence updated for CAPA to align with updated syllabus requirements. 100% of staff using the scope and sequences. Two staff mentors trained in new PDHPE Syllabus with 100% of staff receiving internal professional learning to support the implementation of the new syllabus.</p> <p>Access to casual teaching staff was limited at the end of 2019 so time has been allocated for 2020 for teachers to create support documents and units to align with the scopes and sequences for Geography, History, CAPA, PDHPE and Science. Time has also been allocated to update the English and Math scope and sequence K-6. Staff currently using DEC scope and sequence as we continue to work on updating internal school scopes.</p>	<p>\$20,000.00 Teacher TPL</p>

Process 3: Mentoring and peer teaching through quality rounds to enhance self-reflective teaching practices in line with PDPs and embedding explicit systems to facilitate this practice.

Evaluation	Funds Expended (Resources)
<p>Professional development provided for staff on NESAs and PDPs. PDPs developed and updated, stored on server. PDPs used to determine staff professional development for the year. 100% of staff achieved goals within their PDP. Strategic directions were addressed through PDPs and ongoing professional development. PDPs evaluated and staff addressed future ongoing professional learning needs.</p> <p>Professional development was provided on NESAs Accreditation reports, monitoring standards and hours for accreditation. 100% of staff accessed NESAs portal and were successful in identifying professional learning needs based on professional standards. 100% of staff able to enter non-registered professional learning and align these to professional standards. All staff shown how to access NESAs reports to support maintenance of accreditation.</p>	<p>LST Teacher and expert staff</p> <p>Executive Staff</p> <p>\$23,500.00</p> <p>\$5,000.00 Equity</p>

Strategic Direction 3

Meaningful Community Partnerships

Purpose

To enhance student partnerships to develop resilient, responsible and respectful learners.

To strengthen our school community relationships, whereby enhancing opportunities to work together in supporting our students with a focus on school wide equity, student welfare and wellbeing.

The concepts used to drive our purpose:

Culture and Community – engagement with local community, with a particular focus on the Aboriginal community targeting our younger members, interagency links to support students and families in engaging with local services.

Community engagement – enhancing capacity (mental health, parenting, autism, new curriculum, mothers group–playgroup), increasing participation by recognising and addressing our barriers (physical, emotional and social), access to school resources and celebrations.

Improvement Measures

To increase the number of parents accessing our school information and community days.

To improve community and identity through a focus on cultural diversity and inclusion.

To increase the attendance at P&C meetings

To increase the community awareness of health screenings, referrals and related programs.

Progress towards achieving improvement measures

Process 1: Ensure staff are aware of cultural issues and protocols to foster trust.

Evaluation	Funds Expended (Resources)
Feedback from AECG. The community NAIDOC event was a great success. Two staff members received community awards from the LALC/AECG at the NAIDOC dinner and the AECG feedback has been extremely positive towards all aspects of NPS/community interaction.	\$400.00 \$900.00 Aboriginal Resources

Process 2: Continue to make all school events inclusive and well planned, structured and communicated.

Evaluation	Funds Expended (Resources)
In 2019 NPS hosted various events including EOI show camps, bootcamp, 3C's Canteen Helpers, sons and male role–models, daughters and female role–models and healthy lunchbox sessions. The use of anecdotal and statistical evidence will assist us with planning for 2020. These events have shown to be a massive positive for our community interactions.	\$6,000.00 Aboriginal RAM (T) \$3,000.00 Aboriginal RAM \$5,500 Equity

Process 3: Identify key parents and contacts in the different cultural/grade/stage groups to support the engagement of a wider range of parents and carers.

Evaluation	Funds Expended (Resources)
We promote healthy lifestyle choices by building focussed initiatives that engage students, parents and the community through events such as 3C's Canteen Helpers, sons and male role–models, daughters and female role–models and healthy lunchbox sessions.	\$400.00 Aboriginal RAM \$600.00 Aboriginal RAM
Our P&C committee meets at least once per term, after school hours and is	

Progress towards achieving improvement measures

open to all members of the community to attend. In 2019 the use of Facebook to advertise when meetings are to be held has assisted us to increase attendance from the wider community.

Process 4: Create an easily accessible digital resource detailing services and opportunities for support available at our school. Resource to be placed at key locations and with partner groups such as LALC, AECG and Keeping Place.

Evaluation	Funds Expended (Resources)
In 2019 our Community Team has facilitated dental screening for 146 students, hearing screenings for 55 students, and vision screening for 47 students. All screenings are assisted with follow up appointments and therapies. We strongly advocate the physical wellbeing of all our students. The scale of interventions and new needs was high as was the interaction with support agencies.	\$400.00

Process 5: Implement the development of a long term database across schools for students who take part in wellbeing assisted programs, to enhance targeted supports, long term evaluation and success in the later years of education.

Evaluation	Funds Expended (Resources)
Narromine Public School and Narromine High School are working collaboratively to support student's health and wellbeing with the establishment of a K-12 Community Hub. The Hub is accessible for both students and families. The Hub provides access for visiting services to provide professional support to our students and their families. Regular emails are sent to teaching staff explaining what interventions are taking place for further use in planning and programming.	\$5,600.00 Equity Consultants

Process 6: Develop a program based on the importance of the local riverine environment to cultural groups in Narromine.

Evaluation	Funds Expended (Resources)
Program Samples and Staff Feedback. Yet to be developed.	N/A



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$83,300.00 Transition Teacher .6FTE \$282,000.00 SLSO \$137,000.00 AEO x2	<p>The purpose that drives the Community Team is embedded in enhancing student partnerships to develop resilient, responsible and respectful learners and to strengthen school community relationships, whereby enhancing opportunities to work together in supporting our students with a focus on school wide equity, welfare and wellbeing. Sixty-one percent of our student cohort identify as Aboriginal or Torres Strait.</p> <p>Our transition program establishes positive partnerships between children, parents and educators and facilitates each child's development as capable, confident and involved learners. The SLSOs support teachers to help students to reach their full potential and assist throughout Stage 1,2 & 3.</p> <p>Our Community Team lead the cultural connections at NPS by attending local AECG meetings, coordinating NPS/NHS Connecting to Culture staff development, leading NAIDOC celebrations, cultural dance interest groups and performances, recognising culturally significant days and coordinating in-school events and professionally developing and highlighting Aboriginal 8 Ways of Learning. The Community Team develop and support our classroom teachers by working in partnership to ensure that 100 percent of Personalised Learning Plans are collaboratively created and implemented in Term 1 of each year. The team assist teachers in Term 3 to revisit students PLPs with families to ensure students' needs and interests are being recognised and actioned. This team has been actively developing partnerships and have sought feedback via the Tell Them From Me student and parent surveys, the information attained will then be used to assist in writing the 2020 strategic directions plans.</p>
Low level adjustment for disability	\$202,760.00 1.9 FTE LST \$20,000.00 Equity teacher	<p>Throughout 2019, Narromine Public School's Learning and Support Team has played a key role in ensuring that the specific needs of students with a disability and students with additional learning and support needs are met. Students who are identified as requiring support are regularly monitored through a consistent whole school approach and are discussed in a variety of meetings including Stage, Learning Support and Individual Learning Support Meetings. Teachers make adjustments to programs and continually monitor and evaluate them to ensure all students access quality learning. Teachers at Narromine Public School actively collect data on student learning needs through the completion of a range of assessment strategies which are used to inform teaching and learning programs and aid in the completion of the National Consistent Collection of Data. The Learning Support</p>

<p>Low level adjustment for disability</p>	<p>\$202,760.00 1.9 FTE LST \$20,000.00 Equity teacher</p>	<p>Team maintains collaborative partnerships with parents and carers and where necessary, seeks support from outside services in the wider community. Access to outside services has provided timely and effective support for students with additional needs. Students with additional learning and support needs are supported through small group and one on one instruction in the areas of social integration, language and communication, literacy, numeracy and behaviour.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$52 824.00)</p>	<p>The purpose of the Quality Teaching Team is to encourage and assist teachers to develop collaborative and efficient teams with a focus on evidenced based pedagogy, student welfare and student success.</p> <p>Staff members have worked in Stage teams to develop a coherent, sequenced curriculum in our minor KLAs, History, Geography and Creative and Practical Arts. This has assisted to underpin conceptual planning empowering staff to deliver syllabus requirements that are supported by school documentation and provide engaging and meaningful learning experiences for students. Staff have participated in professional development around creating common A–E assessment samples to support scope and sequence.</p>
<p>Socio–economic background</p>	<p>\$428,346.00 Teaching staff x4 \$195,705.00 Non teaching staff</p>	<p>Support is provided to students through small group and if needed, individual interventions. Staff in K–6 undertake professional development focussing on understanding and using literacy and numeracy progressions to develop and drive individualised learning goals for our students. We have additional teachers available thereby enabling us to have small class numbers. Also we have welfare teacher support, LSC and extensive leadership opportunities. Our SASS staff facilitate speech initiatives, NCCD, Wellbeing Hub, LST and school promotion and marketing.</p>
<p>Come and See</p>	<p>\$58,390.00 Royal Far West Program cost \$45,000.00 SLSO</p>	<p>Narromine Public School students who had been identified with speech needs participated in individualised and group speech therapy programs through Royal Far West in a program entitled 'Come 'N See'.</p> <p>'Come 'N See' is a technology–assisted, individualised speech, language and communication program for children in rural and remote regions of Australia. The program is delivered via Video Conferencing software and is presented on an interactive whiteboard. Some children participated in group therapy where up to four children with similar needs participated in lessons aiming to develop their expressive language, vocabulary and/or phonological awareness skills. Lessons directly correlated with classroom curriculum and ongoing support was provided to the classroom teachers for the duration of the program. Each week</p>

<p>Come and See</p>	<p>\$58,390.00 Royal Far West Program cost</p> <p>\$45,000.00 SLSO</p>	<p>students attended a therapy session supported by a therapy aid in the Tiered Learning Centre.</p> <p>In 2019, nineteen students from Kindergarten to Year 5 participated in the 'Come and See' program. 68% were male and 32% were female. 68% of students were in Kindergarten to Year 2, 32% in Years 3 – 6.</p>
<p>Early Action for Success</p>	<p>\$163,254.00 Instructional Leader</p> <p>\$42,700.00 Interventionist</p>	<p>In 2019, EA4S has been supported by four teachers who worked collaboratively with K–2 teachers to develop and implement effective practices to collect, analyse, track and monitor student progress in literacy and numeracy to support and enable quality learning and teaching practices. K–2 teachers, EA4S Instructional Leader and EA4S Interventionist worked collaboratively to develop literacy programs focusing on evidence–based teaching strategies. These strategies focused on high expectations, differentiated learning, explicit teaching, using data to inform practice and collaboration to improve students' literacy outcomes. Teachers in K–2 engaged in quality professional learning and coaching with 'Teaching Sprints' to enhance their professional understanding of effective evidence–based teaching strategies and learning outcomes to meet the needs of their students. Effective professional learning, mentoring and coaching was aimed at using teachers' expertise and knowledge in differentiating and targeting instruction within the K–2 classrooms to improve student literacy outcomes.</p> <p>All K–2 students were assessed, tracked and monitored for mastery of phonemic awareness and application, spelling and reading progress. Data was analysed in order to refine best practices in the classroom and to identify additional support scaffolds for students requiring additional support. A number of students across K–2 worked with the EA4S Interventionist to receive one to one explicit instruction to support their progress across key areas of literacy. The overwhelming observation was that students who receive daily explicit support with mastering phonemic understanding, learning their sight words to automatically and reading and writing for fluency and meaning are able to realise their literacy potential in these important early years. Both teachers and parents play a significant role in supporting students to achieve this.</p> <p>This year, three of our parents participated in the Parents As Teachers and Classroom Helpers (PATCH) program. The training consisted of fortnightly training sessions and weekly practical sessions within the classroom over 12 weeks. The PATCH program participants engaged with the EA4S Instructional Leader to learn about the developmental stages of their children's</p>

Early Action for Success

\$163,254.00 Instructional Leader

\$42,700.00 Interventionist

learning in speaking and listening, reading, writing and numeracy to equip them in helping at home and in our classrooms. They worked alongside teachers within the classroom and supported our students learning and engagement in literacy and numeracy. All enjoyed participating within the classrooms and seeing what their children were learning. This provided ways to support their children at home in their own learning.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	160	149	136	150
Girls	156	149	145	143

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94	90.6	89.2	89.7
1	91.8	89.2	92.1	92.4
2	92.7	90.3	90.9	91.5
3	94.9	93.4	90.7	86.9
4	88.7	92.6	92.7	90.1
5	91	88.8	91.6	91.5
6	92.6	89.9	88.2	88.9
All Years	92.2	90.7	90.7	90.1
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)	3
Classroom Teacher(s)	11.14
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.6
School Administration and Support Staff	5.65
Other Positions	1

*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 ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
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.

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 Actual (\$)
Opening Balance	237,525
Revenue	4,187,425
Appropriation	4,131,923
Sale of Goods and Services	1,119
Grants and contributions	52,599
Investment income	1,784
Expenses	-3,977,996
Employee related	-3,654,296
Operating expenses	-323,699
Surplus / deficit for the year	209,429

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 Approved SBA (\$)
Targeted Total	341,930
Equity Total	1,119,763
Equity - Aboriginal	453,066
Equity - Socio-economic	454,906
Equity - Language	0
Equity - Disability	211,792
Base Total	2,104,051
Base - Per Capita	67,346
Base - Location	55,562
Base - Other	1,981,143
Other Total	466,523
Grand Total	4,032,267

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 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

In 2019 Narromine Public School participated in the Tell Them From Me Survey. 109 students completed the survey between 25 Mar 2019 and 02 Apr 2019. The survey includes nine measures of student engagement alongside the five drivers of student outcomes and is categorised into social, institutional and intellectual engagement. Students were asked to indicate the extent to which they agreed or disagreed with a number of statements. Data from students can help school staff develop policies and practices to help increase engagement. Parents and carers also participated between 10 September 2019 and 20 October 2019 with their survey covering seven separate measures covering several aspects of parents'/carers' perceptions, this fosters greater communication with parents and carers and encourages their involvement in their child's' education.



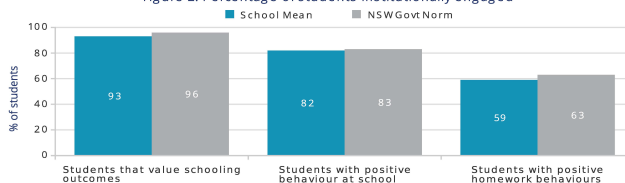
Student Engagement - Primary Survey (2019)

NSW Primary Schools 2019
Narromine Public School

Institutional Engagement

Students who value schooling outcomes and meet the formal rules of schooling are considered 'institutionally' engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour and their effort in doing homework. Levels of institutional engagement in Narromine Public School are shown in Figure 2.

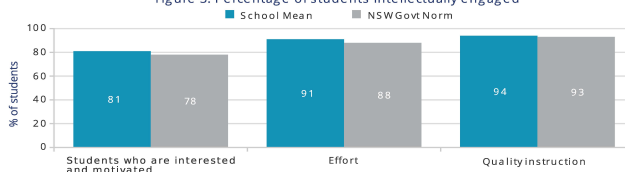
Figure 2: Percentage of students institutionally engaged



Intellectual Engagement

Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge [5]. It is closely tied to the quality of instruction offered at school as there is an interaction between a teacher's approach to instruction and student motivation. Figure 3 shows the results for Narromine Public School on the three measures of intellectual engagement.

Figure 3: Percentage of students intellectually engaged



© 2019 The Learning Bar. All Rights Reserved.

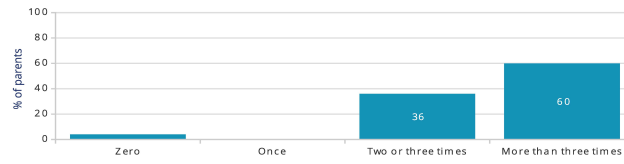
17-04-2019

Page 3 of 6

Parents' Participation at School

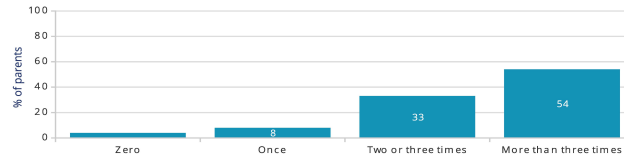
Parents talked with a teacher

Since the beginning of the school year, how often have you talked with a teacher about your child's learning or behaviour?



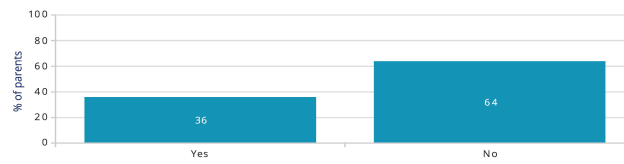
Parents attended meetings

Since the beginning of the school year, how often have you attended meetings (e.g., parent-teacher meetings) or social functions at your school?



Parents involved in school committees

Are you involved in any school committees (for instance, the P&C)?



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.