

Narranga Public School

2019 Annual Report



4404

Introduction

The Annual Report for 2019 is provided to the community of Narranga 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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School background

School vision statement

We are a positive learning community that fosters a culture of high expectations, engagement and mutual respect.

Expert teachers are committed to delivering a balanced and innovative curriculum. Every student has the opportunity to achieve sustained academic and personal growth.

The school promotes and reinforces its traditional culture of fairness and tolerance. Our students strive to do their best and take pride in their achievements.

We believe that school should be fun. We produce caring, capable citizens who will continue to model the school's values as they take their place in the wider community.

School context

Narranga Public School serves families in the western part of Coffs Harbour on the NSW Mid–North Coast. We have over 600 students, who are drawn from a range of socio–economic and cultural backgrounds.

A team of 50 teachers and support staff provide high quality, comprehensive educational programs. They are supported by parents and overseen by a professional executive team, led by the principal.

The school curriculum provides a balance across all key learning areas, with a particular focus on literacy and numeracy. Enrichment and remedial programs are provided to support the individual needs of all students.

Narranga has strong traditions of artistic and sporting excellence. The school choirs, band and dance groups provide learning and performing opportunities, while the comprehensive sports program has led to consistent individual and team success at regional and state levels.

The school has the support of an active community which contributes to a range of school programs and has helped develop excellent educational facilities. The school promotes a positive and inclusive environment which focuses on individual and team accomplishment in an atmosphere of fun, respect and goodwill.

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 | 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 | Sustaining and Growing |
| TEACHING: Learning and development | Excelling |
| LEADING: Educational leadership | Excelling |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Excelling |
| LEADING: Management practices and processes | Excelling |

Strategic Direction 1

Expert Teaching

Purpose

To commit to continuous improvement of teaching skills in order to maximise learning outcomes for all students. Teachers will develop students' essential skills in literacy and numeracy and the creative use of technology as a foundation for lifelong learning.

Improvement Measures

Teaching pedagogy reflects increased effective sharing of strategies of greatest effect size as indicated through staff reflection on professional learning.

All class teaching programs reflect NSW Syllabus documents for the Australian Curriculum, including differentiation, quality feedback and analysis of assessment data.

Analysis of NAPLAN and school-based data demonstrates ongoing improvement.

Progress towards achieving improvement measures

Process 1: Promote the use of explicit teaching strategies to improve student learning outcomes in Literacy & Numeracy

| Evaluation | Funds Expended (Resources) |
|--|--|
| <p>Evaluation Question 1: Has an improvement in explicit teaching had a impact on student outcomes?</p> <p>Narranga's internal assessments and overall trends in NAPLAN show improving student outcomes.</p> <p>Evaluation Question 2: Does working with the IL have a positive impact on teaching?</p> <p>Semester One saw a strong focus on the use of Learning Intentions & Success Criteria with all teachers adapting these into their classroom practice. As a result of this:</p> <p>Teacher Standards Confidence Levels</p> <p>2.5.2 Literacy & Numeracy strategies to support student achievement: 73% to 82%</p> <p>3.1.2 Explicit learning goals: 72% to 87%</p> <p>Surveyed teachers advised internal PL this year had a very good or excellent impact on their students learning.. 91% of surveyed teachers found the weekly planning meetings to have a positive impact student learning and 100% felt working with the IL and/or Literacy and Numeracy teacher was beneficial for students..</p> | <p>Combination of school staff allocation and additional staff purchased using RAM funds</p> |

Process 2: Develop use of effective feedback to improve student learning outcomes with a focus on Literacy

| Evaluation | Funds Expended (Resources) |
|---|--|
| <p>Evaluation Question: Does providing teachers with extra support to provide feedback result in improved student results?</p> <p>In Semester Two we focused on the use of effective feedback including being a part of the Instructional Leader Feedback project.. As a result of this:</p> | <p>Combination of school staff allocation and additional staff purchased using RAM funds</p> |

Progress towards achieving improvement measures

Teacher Standards Confidence Level

3.1.2 Timely, effective feedback re learning goals: 69% to 82%

Using Feedback in the classroom is complex and this will continue to be a focus in 2020.

Whilst improved, using progression data as part of programming continues to be inconsistent across the school and will continue to be a focus in 2020.

Our 2019 Naplan results reflect an improvement in Literacy, particularly writing .

Year 5 Writing – top 3 bands – 2017 25% 2018 30% 2019 39%

Year 3 Writing – top 2 bands – 2017 37% 2018 35% 2019 57%

While Year 3 reading results have improved, Year 5 reading remains consistent and will be a focus in 2020.

Year 5 Reading – top 2 bands – 2017 36% 2018 32% 2019 33%

Year 3 Reading – top 2 bands – 2017 36% 2018 42% 2019 50%

Process 3: Collect and use assessment data to inform teaching practice, and meet the differentiated learning needs of students with a focus on Numeracy

| Evaluation | Funds Expended (Resources) |
|---|--|
| <p>Evaluation Question: 1. Does teacher confidence to use formative assessment data impact on student improvement in numeracy?</p> <p>The whole staff participated in the first two modules of the Shared Services Formative Assessment PL. This was followed up by internal PL and support from the IL.</p> <p>As part of this direction we invested in Essential Assessment and all students 1–6 have completed an initial, mid and final numeracy assessment. This has directly assisted teachers in differentiating their numeracy teaching As a result of this:</p> <p>Teacher Standards Confidence Levels</p> <p>5.1.2 Select and use informal, formal, formative and summative assessment: 68% to 82%</p> <p>Whilst improved, using progression and essential assessment data as part of programming continues to be inconsistent across the school and will continue to be a focus in 2020.</p> <p>While Year 5 numeracy results have improved since 2017, Year 3 numeracy dipped in 2019 and will be a focus in 2020.</p> <p>Year 5 Numeracy – top 2 bands – 2017 18% 2018 23% 2019 22%</p> <p>Year 3 Numeracy – top 2 bands – 2017 35% 2018 37% 2019 29%</p> | <p>Combination of school staff allocation and additional staff purchased using RAM funds</p> |

Strategic Direction 2

Learning & Engagement

Purpose

To promote a school wide commitment to improving students' ability to learn, adapt and be responsible, productive and happy citizens. The school will deliver rich learning experiences which will both engage and provide opportunities for all students to succeed.

Improvement Measures

Promotion of a growth mindset among teachers and students, clearly visible in all classrooms.

Academic interventions promote student access to curriculum, resulting in growth in NAPLAN and school based data above expected standards.

Visible advancement of school technology use by students and staff.

Progress towards achieving improvement measures

Process 1: Wellbeing processes and programs and Targeted academic interventions reviewed to promote student outcomes and engagement

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| School wide matrix of support provided to students with specific social, behavioural and academic needs. | SLSO budget |
| School's overall behaviour and wellbeing provisions gained clarity and focus, with staff and students providing input to review process. | |

Process 2: Review and enhance clear communication and reporting to parents that promotes student and parent engagement.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| Demonstrated improvement in Quicksmart, Minilit and Macqlit learning data. | SLSO budget |
| Improved student physical and social outcomes from Move to Learn involvement. | LAST allocation |
| Identification and remediation of speech issues. | |

Process 3: Promotion of teacher skills and resources to ensure students build their Science, Technology, Engineering and Mathematics capabilities.

| Evaluation | Funds Expended (Resources) |
|---|--|
| Increased differentiation of curriculum via adoption of new technology added to ongoing growth of student learning outcomes.. | School budget and RAM funds purchased ICT hardware & PL time |
| Teacher communication and sharing of effective learning strategies and programming enhanced. | |

Process 4: Review and implementation of new attendance strategy to promote and encourage student attendance at school

| Evaluation | Funds Expended (Resources) |
|-----------------|----------------------------|
| 2020 initiative | nil |

Strategic Direction 3

Partnerships

Purpose

To develop strong collaborations between teachers, students, parents, the community and external agencies that inform and support progress, achievement and wellbeing across the school.

Improvement Measures

Teachers have developed and implemented improved STEM teaching strategies.

Teachers have improved mentoring skills, with the ability to provide effective feedback to pre-service teachers and other staff.

Students & families report positive engagement with the school.

Progress towards achieving improvement measures

Process 1: SHAPE program (Sustaining High quality Approaches to Professional Experience) to build teacher capacity to mentor Southern Cross University (SCU) pre-service teachers as part of the HUB School initiative

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| All PST participants were engaged in successful school practicums – several have been approached for employment possibilities. Based on their SHAPE experiences, all participants expressed an interest in working at Narranga PS. Narranga teachers were provided with opportunities to further their mentoring / team teaching capabilities via various aspects of the Hub program. Personnel changes at NPS and SCU have impacted upon liaison and collaboration practices | Hub School funding |

Process 2: Promote programs that deepen parent and community involvement in the education of students and broader school priorities

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| Narranga enjoys extremely positive formal and anecdotal feedback from parents regarding a range of school activities. Parents have played important roles in organising and participating in specific programs. Attendance at special events is high, and parents regularly interact with staff to contribute to their children's educational progress. Communication via Class Dojo, Seesaw, SZ App and Facebook increasing. | School budget |

Process 3: Increased opportunities for student advocacy

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| Students' voice was heard via a range of matters addressed by the SRC. These included fundraising for charity, playground mentoring and reviewing the school discipline and anti-bullying processes. | Nil |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--|--|
| Aboriginal background loading | RAM Aboriginal funding AEO | Feedback from community indicates programs such as Gumbaynggirr Language lessons, BMNAC activities, community art lessons, targeted Seesaw communication, staff cultural awareness training and the general conduct of the school have promoted Narranga's image of commitment to promoting outcomes for Aboriginal students and families. |
| Low level adjustment for disability | RAM disability funding School budget | Growth in academic and social outcomes assessed as part of the ILP processes indicate the positive impact of school initiatives. |
| Quality Teaching, Successful Students (QTSS) | 0.2 QTSS staffing allocation per AP | QTSS time has been a valuable resource to facilitate Assistant Principals to work with teachers to implement strategies to improve teaching and learning throughout the school. |
| Socio-economic background | Socio-economic RAM funds to create Instructional Leader and Literacy & Numeracy Support teacher positions. | Instructional Leader worked with class teachers to promote strategies of greatest effect size. Pre and post survey of explicit teaching practice indicated significant growth in the adoption of these positive teaching strategies. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| Boys | 304 | 301 | 308 | 331 |
| Girls | 304 | 326 | 342 | 339 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 81.8 | 95.2 | 94.5 | 93.7 |
| 1 | 92.3 | 94 | 93.9 | 93.5 |
| 2 | 93.4 | 93.9 | 92 | 93.4 |
| 3 | 94 | 94.6 | 91.3 | 92.9 |
| 4 | 93 | 95.3 | 91.9 | 92.6 |
| 5 | 94.1 | 92.6 | 93.6 | 92.7 |
| 6 | 91.2 | 93.6 | 90.3 | 93.5 |
| All Years | 91.5 | 94.2 | 92.5 | 93.2 |
| 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 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 5 |
| Classroom Teacher(s) | 26.34 |
| Teacher of Reading Recovery | 0.84 |
| Learning and Support Teacher(s) | 1.2 |
| Teacher Librarian | 1.2 |
| School Counsellor | 1 |
| School Administration and Support Staff | 5.76 |

*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 | 554,089 |
| Revenue | 7,060,159 |
| Appropriation | 6,780,220 |
| Sale of Goods and Services | 19,250 |
| Grants and contributions | 256,812 |
| Investment income | 3,636 |
| Other revenue | 240 |
| Expenses | -6,978,212 |
| Employee related | -6,410,580 |
| Operating expenses | -567,631 |
| Surplus / deficit for the year | 81,947 |

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 | 675,198 |
| Equity Total | 577,862 |
| Equity - Aboriginal | 74,708 |
| Equity - Socio-economic | 261,754 |
| Equity - Language | 36,758 |
| Equity - Disability | 204,642 |
| Base Total | 4,405,043 |
| Base - Per Capita | 152,515 |
| Base - Location | 3,535 |
| Base - Other | 4,248,994 |
| Other Total | 654,868 |
| Grand Total | 6,312,972 |

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](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Narranga's students, staff and parents were surveyed on their opinions of a range of school functions. The Tell Them From Me online survey data was supplemented by group and individual feedback.

Students felt that they displayed positive behaviour at school, made a good effort with their studies and generally placed high value on their schooling outcomes. There was a significant number of students who felt that they didn't have a strong sense of belonging in the school and that their application to home study was poor – these are areas we will continue to address.

Narranga's teachers indicate that the school operates effectively in the major drivers of student learning, including parent involvement and leadership. Teachers also scored the school as performing well in the four dimensions of classroom and school practices.

Parents and caregivers perceive many positives in the relationship between the school and its community. Narranga is perceived to provide good communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance.

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.