

2020 Annual Report

Narara Public School



2703

Introduction

The Annual Report for 2020 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.

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Message from the principal

The Annual School Report is a summary of the school achievements in 2020 and provides information regarding the priorities for 2021. The 2020 school year was one like no other. In 2020 we supported each other through bush fires, floods and a pandemic. It was definitely a challenging year for all. As a school community we supported each other and found creative ways to stay connected.

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 vision

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 capability to be confident leaders in a new educational landscape.

Narara Public School 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 Aboriginal 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 393, 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 6 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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Delivering
TEACHING: Professional standards	Sustaining and Growing
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

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

In 2020 the Big Write program continued throughout the year, however, due to the pandemic the school was unable to send staff to additional training by Andrell Education. As an alternative the school undertook teacher professional learning sessions via Zoom. These sessions also included teachers from neighbouring schools. The aim of these sessions was to build on the prior knowledge of teachers. It was also a great collaborative platform for teachers to share what works in their classrooms. In 2020 teachers focused on differentiation and explicit teaching of writing which will be a continued focus in 2021.

All K-2 classes are using Multisensory Structured Language Education (MSLE) to teach explicit systematic phonics-based programs to students to improve literacy levels in reading and writing. All students K-2 have shown growth through the phonological awareness progression as tracked on PLAN 2 through ALAN. Unfortunately, due to COVID-19 the school was unable to formally train any further staff in MSLE, however this will be scheduled for 2021. In Semester 2 of 2020, local schools came to observe NPS teachers to see how the MSLE program is effectively being implemented in the classroom and the growth being achieved in all areas of early literacy.

Sound Waves which is a phonological based spelling program was implemented in 2020. Teachers undertook training from Fire Fly Education and were able to blend this program with their knowledge of MSLE. Student achievement was tracked throughout the year using the Sound Waves diagnostic and content assessments. The school saw positive growth in all aspects of these assessments.

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. This will be an ongoing focus in 2021.

In 2020 the National Assessment Program (or NAPLAN) did not proceed due to the COVID-19 pandemic. For this reason we are unable to report on the school's Improvement Measures as outlined above.

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)
Due to the COVID-19 pandemic, teacher demands linked to online learning	\$2,500

Progress towards achieving improvement measures

and restrictions put in place around teacher professional learning opportunities this initiative was put on hold. Teachers were not up-skilled in the writing dragons as a whole staff. Some teachers were using them to guide the placement of student individual learning goals, however it was not consistent across the school. A new writing assessment procedure including data tracking and monitoring will be a focus for the 2021-2024 school plan.

A school curriculum committee was established in 2020 to ensure consistency across the school. One representative per stage was appointed to develop cross curricular units of work for 2021. They also undertook a revision of the school's assessment schedule which will continue into next year.

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)
Due to the pandemic, demands on teachers and change in leadership it was decided as an executive to place this process on hold with school services. A contributing factor to this decision was due to teacher workload and well-being and a number of school operations needing further attention and consolidation.	\$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>Teachers were unable to be trained in MSLE due to the pandemic. This training has been scheduled via online learning through REACH Learning for 2021. It is anticipated that all staff will be trained in MSLE Foundations and eight more teachers in Orton Gillingham Classroom Educators Training (OGCE) next year.</p> <p>Phonological and phonics screeners were used by Kindergarten to Year 2 staff. The results from these screeners indicated that all Kindergarten students showed growth when compared to Best Start.</p> <p>A review of current practice indicated that Kindergarten will continue to implement their scope and sequence in 2021. However, Year 1 will not be using Sound Waves texts. Instead, teachers will use their own knowledge from the MSLE training to effectively, explicitly and systematically teach spelling, writing and reading in Year 1 and Year 2. A document was made by the Curriculum Advisor - Assistant Principal that integrated the Sound Waves content with the MSLE content. This resource will be used across the school in 2021.</p> <p>All grades completed the Sound Waves assessments and both the diagnostic and content test showed improvements in all grades and levels. This will continue to be a focus in the 2021-2024 school plan.</p>	\$4,500

Next Steps

In 2021, the school will continue to focus on its identified curriculum areas. In particular Multisensory Structured Language Education (MSLE) and Numeracy. The school has the intention of broadening the MSLE professional learning to encompass all staff K-6. Our aim is to have most of our teachers fully certified in Orton Gillingham Classroom Education (OGCE) to support the explicit and systematic teaching of literacy to improve reading, writing and spelling.

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. We will revisit the assessment schedule and ensure we have accurate data to track students K-6 in writing and guide teaching practice to be differentiated and explicit to lead to improved student learning outcomes.

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 (NPS) has continued to implement a supportive welfare approach with a focus on 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.

Positive Behaviour Learning (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. The PBL team have been responsible for implementing a number of initiatives in 2020 including PBL Procedures, Reward Day Menus and Classroom Lessons. This framework is having a positive impact at NPS as there has been a significant decrease in behaviours of concern across the school.

The COVID-19 pandemic impacted on the way we connected with our community in 2020. The school creatively connected with its wider community utilising digital platforms such as Zoom and Class Dojo. When appropriate and adhering with COVID-19 Guidelines, the school invited the wider community into the school. Some of these events included the Year 6 Graduation and Teacher Information Sessions in Term 1.

High engagement in these face to face and digital events maintained a sense of connection with our community and families in what was a difficult year for all.

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)
The PBL coordinator conducted teacher professional learning to explain the systems and procedures in place at NPS for both positive behaviour and behaviours of concern in and out of the classroom environment. Teachers discussed the flowcharts and PBL classroom displays. All classrooms were updated with information they did not already have after an internal review. A PBL Rewards Day Menu was developed and will be communicated to staff in	\$3,000

Progress towards achieving improvement measures

2021.

The School's Tell Them From Me (TTFM) Students Survey data was analysed by executive staff. 149 students in Years 4-6 were surveyed in 2020. The school showed positive growth in all aspects compared to the 2019 TTFM results. There was also improvement when compared to the baseline data in the school's Improvement Measures as outlined above. The 2020 results in the targeted areas are as follows:

- Students with positive relationships: 87% compared to NSW Government Norm 85%. This is a 7% increase from the school's 2019 result.

- Students with a positive behaviour at school: 89% compared to NSW Government Norm 83%. This is an increase of 10% from the school's 2019 result.

- Students try hard to succeed in their learning: 93% compared to NSW Government Norm 88%. This is an increase of 15% from the school's 2019 result.

- Students with a positive sense of belonging: 73% compared to NSW Government Norm 81%. This is an increase of 13% from the school's 2019 result.

- Students that value schooling outcomes: 92% compared to NSW Government Norm 96%. This is an increase of 5% from the school's 2019 result.

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)
<p>Due to COVID-19 the school made adjustments to ensure we were able to include the community in school events (where possible) whilst adhering to COVID-19 Guidelines.</p> <p>We created videos of our Presentation Day Assemblies and provided a Zoom link for our Graduation Day Assemblies and Year 6 Farewell to maintain connection with our community. We also offered Zoom sessions through out the year when face to face options were not available.</p> <p>Our Support Unit incorporated transition day opportunities that were student only sessions. The school also conducted phone interviews and socially distanced Learning Support Team (LST) meetings to ensure a smooth transition into NPS.</p> <p>Step Up Day was a success which enabled students to have an in-depth knowledge of class expectations moving in to 2021 classes.</p> <p>Due to COVID-19 Narara Nippers (Kindergarten Transition) was modified to suit COVID-19 Guidelines. We held smaller transition groups which gave students an understanding of Kindergarten expectations and enabled children to become more familiar with NPS staff. The school also offered Zoom parent information sessions. Community feedback was positive with parents grateful for the opportunity to transition their child into NPS.</p>	\$1,500

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

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

The school undertook a variety of social and emotional programs including Seasons for Growth, Zones of Regulation and Cool Connections. These programs brought value to the students that were involved and the school saw a reduction in negative behaviours from the students involved in these programs.

\$500

Due to COVID-19 the school was unable to undertake the Peer Support Program as planned as the mixing of cohorts was discouraged as per the guidelines.

Process 4: Student Well-being Procedure

Evaluation	Funds Expended (Resources)
The PBL team in consultation with all staff developed and implemented a PBL Procedure in 2020. This procedure brought 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. The PBL team led professional learning for all staff on the new procedures to ensure greater consistency across the school.	\$1,200

Next Steps

In 2021, the executive will once again lead all staff in an analysis of the Tell Them From Me Data. This proved extremely useful in 2020 as it highlighted the positive growth the school achieved in the large majority of aspects across the suit of surveys and also identified areas for further improvement which have been a key focus of the school this year.

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 2021 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 the implementation of the Peer Support Program. Key PBL staff will engage in PAX Good Behaviour Game training to compliment the PBL program that is already embedded in the school.

A key focus for 2021 will 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 2020 Narara Public School continued to refine 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 the school plan and its applications towards key funding initiatives, professional learning on ETAMS and establishing an online learning platform for staff. Due to the pandemic most teacher professional learning was undertaken online.

Professional learning on digital data collection was undertaken with staff with additional executive data meetings scheduled through the year. Assessment and reporting guidelines were implemented across 2020 and programming and supervision procedures were reviewed and amended as required.

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>The undertaking of High performance Strategic Direction has come across a few unavoidable hurdles this year. Despite this, staff have taken on new approaches to professional learning and have used it to further direct teaching and learning opportunities with students across the school context. Writing dragons will be introduced again next year moving forward as a tool for formative assessment and will be combined with the Strategic Direction: Student Growth and Attainment in the new School Improvement Plan.</p> <p>Executive members of staff have been trained in new school planning procedures which will commence at the beginning of next year. MSLE has been a major focus this year along with its alignment of Sound Waves. Further direction on this will be provided in the 2021 - 2024 School Improvement Plan. Numeracy will also have a key focus in this plan.</p>	\$2,000

Progress towards achieving improvement measures

In 2020, teaching staff completed the 'Focus on Learning' Tell Them From Me Survey. The results from this survey that link to the school's improvement measures are as follows:

- Leadership: 79% compared to NSW Govt Norm 71%. This is a 10% increase from the school's 2019 result.
- Collaboration: 81% compared to NSW Govt Norm 81%. This is an 8% increase from the school's 2019 result.
- Learning Culture: 82% compared to NSW Govt Norm 80%. This is a 6% increase from the school's 2019 result.
- Data Informs Practice: 80% compared to NSW Govt Norm 78%. This is a 2% increase from the school's 2019 result.
- Teaching Strategies: 80% compared to NSW Govt Norm 79%. This is a 3% increase from the school's 2019 result.
- Inclusive School: 85% compared to NSW Govt Norm 82%. This is a 5% increase from the school's 2019 result.
- Technology: 66% compared to NSW Govt Norm 67%. This is an 8% increase from the school's 2019 result.

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 2020 the school continued to utilise SENTRAL cloud ensuring the school did not need a server onsite. The staff utilised this digital platform daily. It is used for a variety of purposes including student attendance, assessment and reporting, data tracking, communication and learning and support.	\$6,500

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 2020, 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. The school did not see much positive growth in this area, however, the changes that COVID-19 brought to traditional schooling needs to be taken into consideration. These results link to the improvement measures in Strategic Direction 3.</p> <ul style="list-style-type: none">- Parents feel welcome within the school: 81% compared to NSW Govt Norm 74%. This is an 8% increase from the school's 2019 result.- Parents are Informed: 74% compared to NSW Govt Norm 66%. This is equal the school's 2019 result.- School Supports Learning: 78% compared to NSW Govt Norm 73%. This is a 3% increase from the school's 2019 result.- School Supports Positive Behaviour: 82% compared to NSW Govt Norm 77%. This is a 3% decrease from the school's 2019 result.	\$800

Progress towards achieving improvement measures

- Safety at School: 76% compared to NSW Govt Norm 74%. This is a 2% decrease from the school's 2019 result.

- Inclusive School: 74% compared to NSW Govt Norm 67%. This is a 2% decrease from the school's 2019 result.

It is pleasing to note that these 2020 results are above the state average in all categories. However, due to the limited positive growth the school has identified this as an area requiring further improvement and focus. For this reason, it will feature in the 2021-2024 School Improvement Plan under the Strategic Direction: Partners in Learning.

Next Steps

In 2021 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 Schools Local Management Group.

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

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$35,066	<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>
English language proficiency	\$18,034	<p>Students who had been identified as having English as an additional language or dialect (EAL/D) were assessed using the EAL/D progressions at the beginning of the school year and after each semester. This allowed for individualised planning for direct explicit teaching by the EAL/D teacher and classroom teacher.</p> <p>EAL/D students were assisted in class by the EAL/D teacher and identified students were supported with one on one or small group activities. Lessons were based on the EAL/D learning progressions. During these sessions students were able to discuss and engage with their culture and language through texts and discussions.</p> <p>All teaching staff had the opportunity to discuss the EAL/D students in their class with the EAL/D teacher to direct further teaching and targeted interventions.</p>
Low level adjustment for disability	\$139,409	<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>
Quality Teaching, Successful Students (QTSS)	\$95,000	<p>A member of the executive team was utilised as a curriculum advisor supporting staff to</p>

Quality Teaching, Successful Students (QTSS)	\$95,000	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 collection and consistent teacher judgement.
Socio-economic background	\$65,430	<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 implemented initiatives accordingly.</p> <p>Community activities, social days and forums engaged parent participation at all school levels.</p>
Professional learning	\$27,374	<p>Staff completed school based 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 implemented initiatives accordingly.</p>
Environmental	\$1,600	<p>The environmental committee undertook a number of initiatives throughout the year including the return and earn program.</p> <p>Rumbalara visited the school to undertake a Wipe Out Waste audit and make recommendations for future sustainability practices and processes. The environmental committee will continue to implement these recommendations.</p> <p>Throughout the year 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>
Learning and Support and Welfare	\$4,000	<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, however, due to COVID-19, Peer Support will be delivered in 2021.</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>

Learning and Support and Welfare	\$4,000	<p>The Positive Behaviour Learning (PBL) team reviewed and refined existing practices and procedures. The team led staff through these changes at professional learning sessions throughout the year. A new Rewards Day Menu was developed and will be implemented in 2021.</p>
Sport and PDHPE	\$2,200	<p>A team of teachers reviewed the PDHPE scope and sequence that was developed in 2019. 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 2020 and obtained some notable results including students representing the school at regional and state level.</p> <p>Additional sporting resources were purchased as required.</p>
ICT	\$81,600	<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.</p> <p>Three Promethean Boards were purchased to replace outdated technology and a bank of laptops and storage unit was also purchased to increase the number of laptops available to students. A bank of staff laptops was purchased so staff could use these devices at professional learning and during the period of remote learning.</p> <p>An external contractor was engaged from JTC Technology to assist with technology support. This contractor worked at the school each week supporting staff in a variety of ways.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	204	198	212	196
Girls	196	180	188	183

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.1	93.3	94.6	95.7
1	94.3	93.1	92.1	93.6
2	94.3	94	91.6	92.6
3	95.1	93	93.8	92.8
4	93.4	92.5	92.1	95.5
5	94.2	93.1	92.4	93.7
6	91.3	91.5	92.7	94
All Years	93.7	93	92.7	93.9
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	16.17
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration and Support Staff	5.42

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Significant amounts of professional learning were undertaken by Narara Public School staff in 2020. 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 2020, 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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	269,517
Revenue	4,012,193
Appropriation	3,939,847
Sale of Goods and Services	960
Grants and contributions	66,733
Investment income	533
Other revenue	4,120
Expenses	-4,038,786
Employee related	-3,663,394
Operating expenses	-375,392
Surplus / deficit for the year	-26,593
Closing Balance	242,924

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.

	2020 Approved SBA (\$)
Targeted Total	129,192
Equity Total	257,939
Equity - Aboriginal	35,066
Equity - Socio-economic	65,430
Equity - Language	18,034
Equity - Disability	139,409
Base Total	3,224,623
Base - Per Capita	99,097
Base - Location	0
Base - Other	3,125,525
Other Total	210,644
Grand Total	3,822,398

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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, Leaner 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 2020 Tell Them From Me - Parent Survey was conducted in Semester 2 of 2020. Some of the parent responses are as follows:

- * 85% feel welcome when they visit the school
- * 86% can easily speak with their child's teacher
- * 77% can easily speak to the principal
- * 78% feel teachers have high expectations for their child to succeed
- * 83% believe their child is encouraged to do their best
- * 65% felt parent activities are scheduled at times when they can attend
- * 66% of parents are informed about their child's social and emotional development.

The 2020 Tell Them From Me - Staff Survey was conducted at the end of 2020. 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:

- * 93% establish clear expectations for classroom behaviour
- * 83% are in regular contact with the parents of students with special learning needs
- * 91% set high expectations for student learning
- * 88% use results from formal assessment tasks to inform their lesson planning
- * 86% feel assessments help them understand where students are having difficulty
- * 91% discuss learning problems of particular students with other teachers
- * 76% believe school leaders have provided guidance for monitoring student progress
- * 79% believe school leaders have helped them improve their teaching.

The 2020 Tell Them From Me - Student Survey was conducted in Semester 1 for students in Year 4 to Year 6. Some of the student responses are as follows:

- * 92% believe that schooling is useful in their everyday life and will have a strong bearing on their future

- * 87% feel they have friends at school they can trust and who encourage them to make positive choices

- * 89% do not get in trouble at school for disruptive or inappropriate behaviour

- * 93% try hard to succeed in their learning

- * 82% feel important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives

- * 71% are interested and motivated in their learning

- * 28% of students feel they are subjected to physical, social, or verbal bullying, or are bullied over the internet. This figure is below the state norm and is one the school will have a particular focus on in 2021.

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.