

# 2020 Annual Report

## Narromine Public School



2713

# Introduction

The Annual Report for 2020 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

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Narromine Public School

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## School vision

Quality education in a caring environment.

## School context

Narromine 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 Narromine 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. 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                 | Delivering             |
| TEACHING: Effective classroom practice                 | Sustaining and Growing |
| TEACHING: Data skills and use                          | Delivering             |
| TEACHING: Professional standards                       | Sustaining and Growing |
| TEACHING: Learning and development                     | Sustaining and Growing |
| LEADING: Educational leadership                        | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources                              | Sustaining and Growing |
| LEADING: Management practices and processes            | Excelling              |

## 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)   |
|--|--|
| <p>One hundred percent of teaching staff engaged in whole school Teacher Professional Learning to equip them in using formative assessment within their planning, teaching and learning practices. Stage teams shared feedback on implementation of formative assessment used within the classrooms.</p> <p>Teaching Sprints were introduced to teachers K-6 through whole school professional learning. Stage teams planned their Teaching Sprints to implement them in Term 2, however due to COVID-19 stages were unable to implement them until Term 3. Each stage successfully implemented Teaching Sprints in Term 3 and 4 with the support from mentors. K-2 used PLAN2 to track their data for our teaching sprints. Other stages used internal data sources.</p> <p>K-6 teachers are working on implementing this consistently and this will continue to be a focus for 2021.</p> | <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning - instructors (\$14367.00)</li><li>• Professional learning - casual relief (\$11259.00)</li></ul> |

**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 |
|------------|----------------|
|------------|----------------|

## Progress towards achieving improvement measures

| Evaluation   | (Resources)   |
|--|---|
| <p>Teachers K-2 used progressions and PLAN2 within their Teaching Sprints and planning. Teachers K-6 have developed and implemented common assessment tasks for Science. Teachers have started to collaborate with common assessment tasks and rubrics for English and Mathematics with consistency being developed, this will be continued in 2021.</p> <p>Early Action for Success Instructional Leader supported each Stage with PLAN2 and literacy and numeracy progressions used within their Stage. This was done with each Stage through stage meetings due to modifications around COVID-19. EA4S Instructional Leader supported Early Stage 1 and Stage 1 with using PLAN2 assessments for Phonological Awareness and Phonics and using this data to implement their Teaching Sprints. Stage 2 and Stage 3 were supported with implementing the Check-in assessments for reading and mathematics.</p> | <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Early action for success (\$167335.00)</li></ul> |

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

| Evaluation  | Funds Expended (Resources) |
|---|----------------------------|
| <p>Teachers used STEM activities within their Science programs and class lessons. We will continue to collaborate using STEM within our program planning. Students K-6 have engaged in STEM robotics and LEGO robotics to compliment their Science units and problem solving skills.</p> <p>STEM day was successful with students K-6 working in mixed groups gaining skills in problem solving, technology, Mathematics, Science and construction. As part of this day students provided feedback through Survey Monkey to assist with teacher evaluation.</p> | <p>shared resources</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 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)  |
|---|---|
| Mentor policy and induction completed. All new staff were assigned a mentor and taken through the induction process to support them with the procedures of the school. There is a central location for storage of this on the shared Google Drive and on the school server to ensure access for all staff. Beginning teachers reported that the mentor and induction process was very effective for them and they felt supported in starting at Narromine Public School. Capacity was built in current staff as they developed skills in mentoring new teachers. This year we had two mentors and five beginning teachers. Teachers continued to use the professional development provided by Ralph Pirozzo to create rubrics to support differentiation in learning. | <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Support for beginning teachers (\$21033.00)</li></ul> |

**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) |
|------------|----------------------------|
|------------|----------------------------|

## Progress towards achieving improvement measures

Mathematics, PDHPE and English scopes completed. Implementation of the Mathematics and the PDHPE scope and sequence began this year as evidenced by use in class programs. Stages continued to build units of work with assessment pieces and moderate within the Stage. Whole staff professional learning to support implementation of these resources was inhibited by COVID-19 restrictions which prevented whole staff meetings. Creation content was developed to support blended learning for students working from home. These tools used the Pirozzo grid model for guidance when choosing activities to ensure differentiated opportunities for learning.

Casual Relief x 2

**Funding Sources:**

- (\$1000.00)

**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)

As part of the PDP process Stages have used class observations where possible to support teacher development. COVID-19 restrictions have impacted the ability to do this consistently throughout the year due to changes in organisation for schools with blended learning. The target team has incorporated the use of the NESAs teacher observation sheet to be implemented for 2021. Professional learning will be implemented on these processes at the completion of 2020.



## 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) |
|---|----------------------------|
| <p>Due to COVID-19 restrictions parents/carers and community members were unable to attend assemblies and special days, however we were able to share these events through our Facebook page.</p> <p>Relationships between parent/carers, community members and school were maintained and enhanced due to COVID-19 restrictions with a change of routine at school entrance gates creating the opportunity for engagement between staff and families on a regular basis. The provision of at home learning provided the opportunity for more shared family contact via phone calls with the classroom teachers. Home visits for at risk students continued as did welfare checks with NGO's.</p> | Nil                        |

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

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| <p>Face to face attendance may not have been possible however all events were scheduled, celebrated and shared through our Facebook page in line with the Departmental guidelines at the time.</p> <p>Engagement through NPS Facebook page has increased significantly due to the school staff utilising a wider range of communication mediums including photos and videos to share at-school experiences.</p> <p>Meetings were scheduled and held either face to face or via Zoom to discuss special events. Special events were still held at a modified level.</p> | SASS and SLSO staff        |

## Progress towards achieving improvement measures

The transition program ran via a modified model, with learning packs sent home during the time that transition students were unable to attend school.

**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) |
|---|----------------------------|
| <p>Although members were identified we couldn't celebrate through a morning tea due to COVID-19 restrictions.</p> <p>A database of community members willing to participate in, share and support cultural learning has been created and is accessible by all teachers. Further consultation with AECG and LALC in 2021 will see the development of further resources in this area. The development of Storyline program (AECG) will continue in 2021 and will be supported by school staff.</p> <p>Engagement with our NPS Facebook page has increased as this was the main method of communicating our events and celebrate student success during COVID-19 restrictions. Kalori, Facebook, the school sign and school APP were all updated regularly and participation in activities was celebrated.</p> | Catering \$100.00          |

**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) |
|--|----------------------------|
| The Hub has continued to support families via Telehealth appointments and providing a space for all health screenings. Referrals were made to identified NGO's and pamphlets and flyers were created and distributed throughout the community. |                            |

**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)   |
|---|--|
| <p>SENTRAL is being utilised throughout the school but not yet to its full potential. Wellbeing and assessment is now tracked using SENTRAL with a vast amount of student wellbeing data being maintained by the AEOs. Royal Far West has continued to support identified students and parents/carers were given the opportunity to meet with teachers and RFW staff to discuss relevant goals and strategies for their students.</p> | <p>SENTRAL subscription - \$6,414.00</p> <p>Royal Far West \$58,000.00</p> |

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

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| The planning for the events to measure river quality was completed and the relevant parties engaged and contacted, but the events themselves had to be cancelled due to COVID-19 restrictions. Planning for local excursions to places of significance along the Macquarie River will continue to be developed in 2021. Surveys of river quality will continue as we consider it important to maintaining the connection, this has been part of our Challenge Bushcraft Camp previously. |                            |

| Key Initiatives                             | Resources (annual)   | Impact achieved this year   |
|---|--|---|
| <p><b>Aboriginal background loading</b></p> | <p>Community team member - 2 days \$43,753</p> <p>AEOs - \$152,554</p> | <p>Our Community Team continues to enhance the relationships between our students, our school and our community. The resilience and wellbeing of our students has increased in importance in the past year. The task of maintaining a respectful, flexible and responsible approach to learning and engagement in a supportive and equitable environment was a vital part of our school community's response to the COVID-19 pandemic. Our school has a significant number of disadvantaged students and an Aboriginal and Torres Strait Islander cohort of 61%. This brought a higher level of complexity and vulnerability into our school community which made the team's work even more vital.</p> <p>Even though our Kindergarten transition program was disrupted, the Community Team and our AEOs maintained contact with the parents and we were still able to ensure a smooth transition to school. The work of the AEOs and SLSOs in assisting teachers in delivering materials to students working from home, especially the large number with limited internet connectivity was a major part of our successful management of the situation. The team was also essential in regaining contact with vulnerable students as more normal school activities returned.</p> <p>The Community Team led and maintained the limited celebrations allowed for NAIDOC this year and while AECG and a number of other everyday activities were severely limited the contacts were firmly maintained. A number of performances were recorded and viewed in a virtual space. The effort of the team in maintaining our outstanding 100% response to students' Personalised Learning Plans and the consequent goal setting and monitoring was prominent once more. The members of the team displayed outstanding flexibility in finding ways to maintain the health and wellbeing of students with extra needs and ensuring that programs such as vision screening resumed as soon as possible.</p> <p>The transition of students to Narromine High School was strongly supported and ways of working flexibly within the COVID-safe environment were devised. In this changed environment the team still supported the Term 3 PLP reviews encouraging participation and assisting in enabling contact. There were a number of initiatives in Term 3 and Term 4 helping to reach out to our community and collect input for our review of the 2020 School Improvement Plan with as much face to face contact as could be managed and further use of Tell Them From Me surveys. Input was also obtained from the LALC. These efforts will both inform the 2021 SIP development and assist with the implementation of the NPS</p> |

|  |   |   |
|--|---|---|
| <p><b>Aboriginal background loading</b></p>                | <p>Community team member -<br/>2 days \$43,753</p> <p>AEOs - \$152,554</p>  | <p>Digital Improvement Plan going forward.</p>  |
| <p><b>Low level adjustment for disability</b></p>          | <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$214 176.00)</li> </ul>         | <p>Narromine Public School's Learning and Support team has played a vital role in ensuring the needs of students with a disability and additional learning needs were met in 2020. Identified students who required support were monitored regularly through a consistent whole school approach and are discussed in a variety of meetings including Stage, Learning and Support and Individual Learning and Support Meetings. Adjustments to programs are made by teachers to ensure all students access quality learning. These programs are evaluated regularly.</p> <p>Narromine Public School teachers actively collect data on students' learning needs throughout 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 and Support team maintains a collaborative partnership with parents, carers and where necessary seeks support from outside agencies. Access to outside agencies 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 behavior.</p> |
| <p><b>Quality Teaching, Successful Students (QTSS)</b></p> | <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$55 458.00)</li> </ul> | <p>In 2020, the Quality Teaching Team worked collaboratively with Executive Teachers and Classroom Teachers to develop their pedagogy, evidence-based practices and completing their NESA accreditation.</p> <p>Executive Teachers worked alongside Classroom Teachers to develop their NESA accreditation expectations and complete teacher accreditation observations. This enhanced teachers' understanding of NESA accreditation expectations and processes. Through a collaborative practice with Executive Teachers, teachers also enhanced their pedagogy to improve student learning and their understanding of evidence-based teaching strategies.</p>   |
| <p><b>Socio-economic background</b></p>                    | <p>\$349,349 four Teaching Staff</p> <p>\$262,809 eight non-teaching support staff</p>  | <p>All staff K-6 undertake professional development focusing on the understanding of literacy and numeracy progressions enabling development of individual learning goals for all students. Additional teachers are employed to all classes to maintain low student numbers to allow for improved catering of individual learning needs.</p> <p>Support is provided to targeted students from a non-teaching team through small group and individual interventions. The SASS support</p>  |

|   |  |  |
|---|--|--|
| <p><b>Socio-economic background</b></p> | <p>\$349,349 four Teaching Staff</p> <p>\$262,809 eight non-teaching support staff</p>                                     | <p>team facilitate speech initiatives, NCCD, well-being programs and learning support for all students.</p> <p>A well-being HUB is established within the school grounds and is a place for service providers, government and non-government, to utilise to assist students and their families to access services.</p>   |
| <p><b>Come and See</b></p>              | <p>Royal Far West \$58,000.00</p> <p>SLSO \$54,480</p>   | <p>Narromine Public School students who had been identified with speech and occupational therapy needs participated in individualised and group therapy services through Royal Far West via interactive telehealth.</p> <p>Royal Far West provide technology-assisted, individualised speech and occupational therapy programs for children in rural and remote regions of Australia. The therapy is delivered via video conferencing software and is presented on an interactive whiteboard with the assistance of a therapy aide.</p> <p>Children participated in individual or group speech therapy through a program named Come and See. The student is initially screened and receives therapy based on their needs. Lessons aim to increase their articulation and intelligibility, develop their expressive and receptive language, vocabulary and/or phonological awareness skills.</p> <p>The Occupational Therapy Program aims to provide parents and teachers with an understanding about why their child/student reacts the way they do in certain situations, and the strategies that may help better regulate the child and improve their behaviour, attention, emotion and general functioning across different environments.</p> <p>Therapy directly correlates with classroom curriculum and ongoing support was provided to the classroom teachers for the duration of the program. Each week students attended a therapy session supported by a therapy aide in the learning support room. Students complete homework provided by Royal Far West clinicians with the therapy aide.</p> <p>In 2020, nineteen students from Kindergarten to Year 5 participated in the Come and See Speech program. 89% were male and 11% were female. 89% of students were in Kindergarten to Year 2, 11% in Years 3-6.</p> <p>In 2020, five students participated in Royal Far West's Occupational Therapy Program. 60% were male and 40% female. 60% of students were in Kindergarten to Year 2, 40% in Years 3-6.</p> |
| <p><b>Early Action for Success</b></p>  | <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Early action for success (\$167 336.00)</li> </ul> | <p>This year, Early Action for Success has focused on consolidating explicit teaching strategies within our literacy sessions. K-2 teachers have continued to enhance their</p>  |

|  |  |   |
|--|--|---|
| <p><b>Early Action for Success</b></p> | <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Early action for success (\$167 336.00)</li> </ul> | <p>knowledge and understanding of evidence-based teaching strategies of:</p> <ul style="list-style-type: none"> <li>• explicit teaching</li> <li>• differentiation</li> <li>• collaboration</li> </ul> <p>K-2 teachers have been supported by the Early Action for Success Instructional Leader and the Early Action for Success Interventionist through:</p> <ul style="list-style-type: none"> <li>• Professional Learning,</li> <li>• Professional research and readings,</li> <li>• Collaborative professional dialogue and planning,</li> <li>• Analysing data and</li> <li>• Assessment and understanding impact on learning</li> </ul> <p>Teachers K-6 have engaged in evidence-based teaching practices of learning intentions and success criteria, formative assessment using literacy and numeracy progressions and Teaching Sprints. This has assisted teachers in using data driven practices to drive targeted teaching, to capture relevant information about learning needs and to make informed decisions about how to differentiate learning in the areas of literacy and numeracy for students K-6.</p> <p>Teachers from K-6 have engaged with professional development in using PLAN2 and implemented data from PLAN2 throughout the year to systematically collect, analyse and monitor student progress to enhance quality teaching practices in all areas of learning.</p> <p>This year four teachers have engaged in professional learning with Dr Simon Breakspear on 'Teaching Sprints' and have implemented them within classes K-6. Teaching Sprints provides opportunities for teachers to support and continually enhance their teaching practices through evidence and research. These sprints enable teachers to engage in rich dialogue about student learning and consider professional research to target focus for improvements.</p> <p>2020 has seen changes in teaching and learning for teachers and students. Online professional learning, understanding online platforms and catering for different learning environments due to COVID-19 has seen our teachers and students engage in a collaborative learning approach that has enabled our students, families and teachers to work together to improve student learning.</p> |
|--|--|---|

# Student information

## Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2017       | 2018 | 2019 | 2020 |
| Boys     | 149        | 136  | 150  | 140  |
| Girls    | 149        | 145  | 143  | 135  |

## Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2017 | 2018 | 2019 | 2020 |
| K         | 90.6 | 89.2 | 89.7 | 90.6 |
| 1         | 89.2 | 92.1 | 92.4 | 92.2 |
| 2         | 90.3 | 90.9 | 91.5 | 89.5 |
| 3         | 93.4 | 90.7 | 86.9 | 92.4 |
| 4         | 92.6 | 92.7 | 90.1 | 89.7 |
| 5         | 88.8 | 91.6 | 91.5 | 89.8 |
| 6         | 89.9 | 88.2 | 88.9 | 91.1 |
| All Years | 90.7 | 90.7 | 90.1 | 90.7 |
| 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)                  | 3     |
| Classroom Teacher(s)                    | 11.15 |
| Literacy and Numeracy Intervention      | 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, 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 <sup>1</sup> | 2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| 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.

# 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 (\$) |
|---------------------------------------|------------------|
| <b>Opening Balance</b>                | 446,954          |
| <b>Revenue</b>                        | 4,453,066        |
| Appropriation                         | 4,402,259        |
| Sale of Goods and Services            | 2,176            |
| Grants and contributions              | 48,052           |
| Investment income                     | 579              |
| <b>Expenses</b>                       | -4,408,660       |
| Employee related                      | -4,117,769       |
| Operating expenses                    | -290,891         |
| <b>Surplus / deficit for the year</b> | 44,406           |
| <b>Closing Balance</b>                | 491,360          |

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

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

|                         | 2020 <b>Approved SBA</b> (\$) |
|-------------------------|-------------------------------|
| <b>Targeted Total</b>   | 173,891                       |
| <b>Equity Total</b>     | 1,254,522                     |
| Equity - Aboriginal     | 512,265                       |
| Equity - Socio-economic | 528,081                       |
| Equity - Language       | 0                             |
| Equity - Disability     | 214,176                       |
| <b>Base Total</b>       | 2,357,778                     |
| Base - Per Capita       | 71,709                        |
| Base - Location         | 58,187                        |
| Base - Other            | 2,227,882                     |
| <b>Other Total</b>      | 464,713                       |
| <b>Grand Total</b>      | 4,250,905                     |

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](https://myschool.edu.au) to access the school data.

## 2020 NAPLAN

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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.

NAPLAN is the National Assessment Program for Literacy and Numeracy. Students are tested in Years 3, 5, 7 and 9. The achievement scale for demonstrating understanding and skills in these assessments increases from Band 1 to Band 10. 2020 was to see all students complete the online NAPLAN test but with COVID 19 the NAPLAN assessment was unable to be held.

At Narromine Public School we participated in the Check in Assessments for Years 3 and 5 which were online assessments measuring achievement in Reading and Numeracy. Forty three Year 5 students and 36 Year 3 students sat the tests. The results indicated the following:

- 22.2% of the Year 3 group were in the top two bands for Reading
- 13.9% of the Year 3 group were in the top two bands for Numeracy
- 9.3% of the Year 5 group were in the top two bands for Reading

Results were used to help identify areas for teaching sprints where there was a focus on sight words and vocabulary development as well as comprehension in reading.

# Parent/caregiver, student, teacher satisfaction

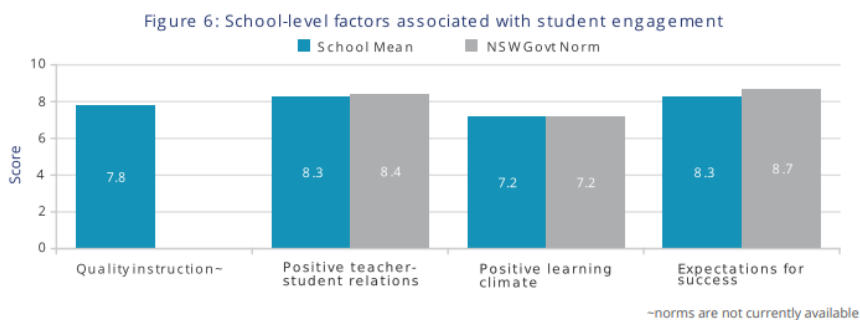
## Parent/caregiver, student, teacher satisfaction

In 2020 Narromine Public School continues their participation in the Tell Them from Me Survey. 119 students from Years 4-6 were surveyed from the 18th to the 25th of June 2020. The survey measures student engagement across a number of fields; social, institutional and intellectual. In looking at the drivers of engagement the survey measures quality instruction, teacher student relationships, positive learning climate and expectations for success. As evident in the image below, Narromine Public school measures close to if not at the state norms for these areas.

In addition to this survey our school also undertook an internal survey process with our parents and carers as well as external agencies that work with our school. We looked at the impact of our school planning from 2018 to 2020 with regards to the initiatives that had been put in place. We had just over 20 responses with the following information being derived:

- 85.7% of respondents were advocates for Narromine Public School.
- 95% reported that the STEM days held at school were engaging and beneficial to students.
- 81% felt they had strong opportunities for input into their child's learning goals.
- 95% felt the school was culturally inclusive.
- 95.2% reported Narromine Public School as being happy and collaborative.
- 90% felt that our students were academically catered for.

We will continue to participate in the Tell Them from Me Survey process in order to develop trend data and look at the possible impact of COVID-19 on student engagement.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.