

# 2020 Annual Report

## Narranga Public School



4404

# Introduction

The Annual Report for 2020 is provided to the community of Narranga Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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Narranga Public School

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## School vision

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

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

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

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

## School context

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

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

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

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

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

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

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

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

### Self-assessment using the School Excellence Framework

| Elements   | 2020 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture                             | Sustaining and Growing |
| LEARNING: Wellbeing                                    | Sustaining and Growing |
| LEARNING: Curriculum                                   | Sustaining and Growing |
| LEARNING: Assessment                                   | Excelling              |
| LEARNING: Reporting                                    | Sustaining and Growing |
| LEARNING: Student performance measures                 | Sustaining and Growing |
| TEACHING: Effective classroom practice                 | Sustaining and Growing |
| TEACHING: Data skills and use                          | Sustaining and Growing |
| TEACHING: Professional standards                       | Sustaining and Growing |
| TEACHING: Learning and development                     | Excelling              |
| LEADING: Educational leadership                        | Excelling              |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources                              | Excelling              |
| LEADING: Management practices and processes            | Sustaining and Growing |

## Strategic Direction 1

### Expert Teaching

#### Purpose

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

#### Improvement Measures

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

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

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

#### Progress towards achieving improvement measures

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

| Evaluation  | Funds Expended (Resources)   |
|---|--|
| Narranga's teachers participated in 3 week cycles promoting teaching of strategies of greatest effect - explicit teaching<br><br>94% reported that lit/num instruction is explicit and structured<br><br>collected data re student improvement each 3 weeks | Instructional Leader positions<br><br><b>Funding Sources:</b><br>• Socio-economic background (\$318411.00) |

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

| Evaluation   | Funds Expended (Resources)  |
|--|---|
| 100% of Narranga's classroom teachers participated in 3 week cycles promoting teaching of strategies of greatest effect -feedback<br><br>collected data re student improvement each 3 weeks<br><br>97% articulate student goals related to the curriculum / 87% explain these goals and the steps required to achieve them / 81% ensure feedback within appropriate timeframe / 84% give feedback so students can improve their work / teach peer feedback 68% | Physical teaching resources<br><br>Teacher release<br><br><b>Funding Sources:</b><br>• Professional learning (\$48000.00) |

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

| Evaluation  | Funds Expended (Resources)  |
|---|---|
| maths groups - split each year into differentiated groups - including LAS, L&N, ILs<br><br>driven by Essential Assessment data<br><br>97% report lessons differentiated according to students' needs / 77% provide students opportunity to use self-assessment against learning intentions and success criteria | Physical teaching resources<br><br>Teacher release<br><br><b>Funding Sources:</b><br>• Quality Teaching, Successful Students (QTSS) (\$119350.00) |

## Strategic Direction 2

### Learning & Engagement

#### Purpose

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

#### Improvement Measures

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

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

Visible advancement of school technology use by students and staff.

#### Progress towards achieving improvement measures

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

| Evaluation   | Funds Expended (Resources)  |
|--|---|
| Student wellbeing processes and programs have been successful in promoting positive behaviours and mental health outcomes for students. School records indicate low incidence of negative behaviours and student suspensions, positive play programs have promoted student social skills and monitoring of ILPs have demonstrated wellbeing gains for targeted students.<br><br>Targeted academic interventions have successfully progressed student literacy and numeracy outcomes. | Learning & Support Teachers<br><br>SLSO support<br><br><b>Funding Sources:</b><br>• Integration funding support (\$200000.00) |

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

| Evaluation  | Funds Expended (Resources) |
|---|----------------------------|
| Semester 2 student reports were modified to provide simplified and specific feedback to parents. Seesaw, Class Dojo and Facebook were increasingly adopted into regular communication channels across the school. Communication with parents was identified as requiring further focus during the next school plan. |                            |

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

| Evaluation   | Funds Expended (Resources)   |
|--|--|
| The school and its staff continue to build on their ICT resources, PL and STEM teaching skills via an inclusive and responsive coordination of whole school needs. | ICT resources<br><br>Professional learning<br><br><b>Funding Sources:</b><br>• Socio-economic background (\$101826.00) |

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

## Progress towards achieving improvement measures

| <b>Evaluation</b>   | <b>Funds Expended (Resources)</b> |
|---|-----------------------------------|
| <p>By far the biggest impact upon student attendance during 2020 was the disruption caused by Covid, but attendance figures following the lockdown period did improve markedly, to the point that they were strong again by Term 4. The school was able to implement a number of new strategies which will continue into the future, and will maintain a focus on improving attendance.</p> |                                   |

## Strategic Direction 3

### Partnerships

#### Purpose

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

#### Improvement Measures

Teachers have developed and implemented improved STEM teaching strategies.

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

Students & families report positive engagement with the school.

#### Progress towards achieving improvement measures

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

| Evaluation  | Funds Expended (Resources)  |
|---|---|
| The learning opportunities provided for participating pre-service teachers were extremely valuable for those who were able to participate. They received a richer and more extensive demonstration of quality teaching strategies and exposure to the life of a teacher than that offered by a standard practicum experience. The major aim for the future of the program is to encourage higher participation rates, which is hindered by the time pressures and the lack of credit towards course completion. | Teacher release<br><b>Funding Sources:</b><br>• Hub School Initiative Funding (\$133477.00) |

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

| Evaluation  | Funds Expended (Resources) |
|---|----------------------------|
| Parent feedback confirmed that the school is highly regarded by its community. Particularly well regarded were the school's efforts to involve parents in their children's education during the Covid lock-down period, the provision of additional communication avenues throughout the year, deeper engagement with the local Aboriginal community, parent liaison as part of student wellbeing initiatives and ongoing efforts to improve feedback on student performance. |                            |

**Process 3:** Increased opportunities for student advocacy

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| Activities relating to improving student advocacy were impacted significantly by the disruptions caused by Covid. The Student Representative Council provided an ongoing opportunity for students to impact school activities. It will continue to be a focus as we move into the new school year. |                            |



| Key Initiatives                                     | Resources (annual)   | Impact achieved this year  |
|---|--|--|
| <b>Aboriginal background loading</b>                | RAM Aboriginal Funding<br>AEO<br>Aboriginal staff members<br>BMNAC<br>AECG<br><b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• RAM Aboriginal Background (\$105 496.00)</li> <li>• RAM Aboriginal Staffing (\$76 277.00)</li> </ul>  | Feedback from community indicates programs such as Gumbaynggirr Language lessons, BMNAC cultural awareness activities, NAIDOC Week activities, targeted Seesaw / Dojo parent communication, staff cultural awareness training and the general conduct of the school have promoted Narranga's image of commitment to promoting outcomes for Aboriginal students and families. |
| <b>Low level adjustment for disability</b>          | RAM Disability funding<br>Integration Funding Support<br>SLSO / APLAS / LAST staffing<br><b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• RAM Disability (\$211 783.00)</li> <li>• RAM Disability Staffing (\$131 261.00)</li> <li>• Integration Funding Support (\$507 862.00)</li> </ul> | Growth in academic and social outcomes assessed as part of the ILP processes indicate the positive impact of school initiatives.   |
| <b>Quality Teaching, Successful Students (QTSS)</b> | QTSS staffing allocation<br><b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• QTSS (\$122 729.00)</li> </ul>  | QTSS time has been a valuable resource to facilitate Assistant Principals working with teacher teams to implement strategies which improve teaching and learning throughout the school.  |
| <b>Socio-economic background</b>                    | Instructional Leader staffing<br><b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• RAM Socio-economic Background (\$390 303.00)</li> </ul>  | Instructional Leader worked with class teachers to promote strategies of greatest effect size. Pre and post survey of explicit teaching practice indicated significant growth in the adoption of these positive teaching strategies.   |

# Student information

## Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2017       | 2018 | 2019 | 2020 |
| Boys     | 301        | 308  | 331  | 336  |
| Girls    | 326        | 342  | 339  | 334  |

## Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2017 | 2018 | 2019 | 2020 |
| K         | 95.2 | 94.5 | 93.7 | 90.3 |
| 1         | 94   | 93.9 | 93.5 | 92   |
| 2         | 93.9 | 92   | 93.4 | 92.4 |
| 3         | 94.6 | 91.3 | 92.9 | 90.3 |
| 4         | 95.3 | 91.9 | 92.6 | 92.7 |
| 5         | 92.6 | 93.6 | 92.7 | 88.9 |
| 6         | 93.6 | 90.3 | 93.5 | 93.1 |
| All Years | 94.2 | 92.5 | 93.2 | 91.4 |
| 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     |
| Deputy Principal(s)                     | 1     |
| Assistant Principal(s)                  | 5     |
| Classroom Teacher(s)                    | 27.44 |
| Literacy and Numeracy Intervention      | 0.84  |
| Learning and Support Teacher(s)         | 1.2   |
| Teacher Librarian                       | 1.2   |
| Teacher ESL                             | 0.6   |
| School Counsellor                       | 1     |
| School Administration and Support Staff | 5.76  |

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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>                | 636,036          |
| <b>Revenue</b>                        | 7,478,204        |
| Appropriation                         | 7,346,397        |
| Sale of Goods and Services            | 19,691           |
| Grants and contributions              | 111,021          |
| Investment income                     | 1,095            |
| <b>Expenses</b>                       | -7,479,259       |
| Employee related                      | -6,975,539       |
| Operating expenses                    | -503,720         |
| <b>Surplus / deficit for the year</b> | -1,055           |
| <b>Closing Balance</b>                | 634,981          |

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>   | 512,631                       |
| <b>Equity Total</b>     | 814,184                       |
| Equity - Aboriginal     | 105,496                       |
| Equity - Socio-economic | 390,303                       |
| Equity - Language       | 106,602                       |
| Equity - Disability     | 211,783                       |
| <b>Base Total</b>       | 4,816,147                     |
| Base - Per Capita       | 161,138                       |
| Base - Location         | 3,181                         |
| Base - Other            | 4,651,828                     |
| <b>Other Total</b>      | 645,907                       |
| <b>Grand Total</b>      | 6,788,868                     |

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.



## Parent/caregiver, student, teacher satisfaction

Feedback was sought on a range of school functions from Narranga's students, staff and parents. It is collected via a range of formal and informal measures, including Tell Them From Me online surveys, P&C meetings, staff forums and individual meetings.

Narranga student survey feedback was similar to or above the NSW average in areas including positive peer relationships, positive behaviour, advocacy at school, involvement in extracurricular activities, effective learning time and positive teacher-student relationships. There was a significant number of students who felt that they didn't have a strong sense of belonging in the school and that their application to home study was poor - these are areas we will continue to address.

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

Parents and caregivers perceive many positives in the relationship between the school and its community. Changes to school function brought about by the Covid pandemic were received with overwhelming support from parents. The school received volumes of positive feedback regarding the digital communication channels we created or expanded to facilitate home learning, as well as to boost student and parent wellbeing. Following students' return to full time school attendance, there was admirable parent compliance with government mandated restrictions on their presence at school.

# 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.