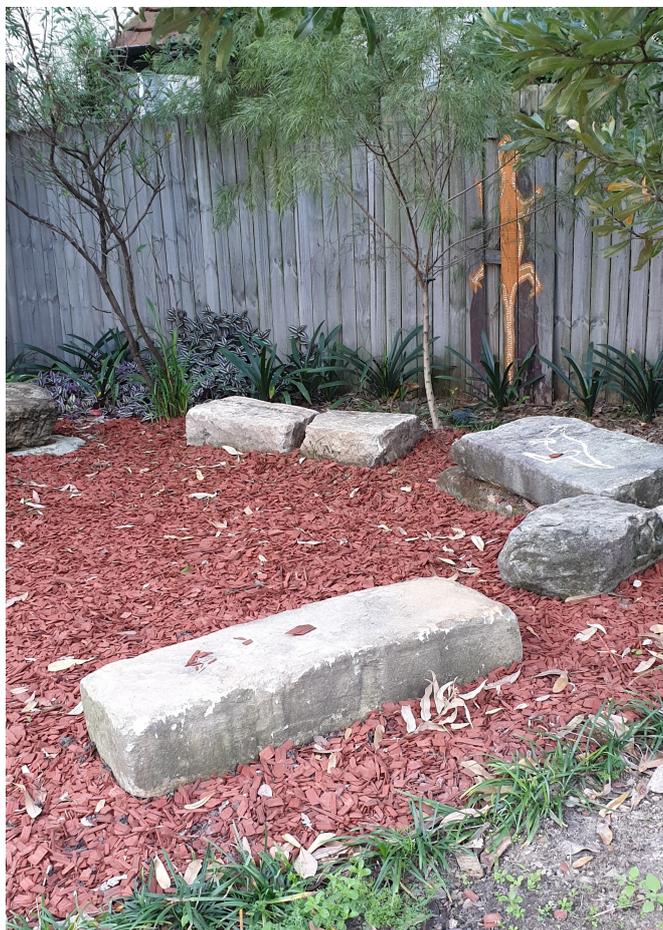


# 2020 Annual Report

## Naremburn School



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# Introduction

The Annual Report for 2020 is provided to the community of Naremburn 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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Naremburn School

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## School vision

Naremburn School strives to provide innovative and quality education through a collaborative approach involving the whole school community. We engage students and support their well-being by preparing them to be life-long learners and responsible citizens.

## School context

Naremburn School offers a program for students who are experiencing difficulties in their mainstream schools. Naremburn School caters for a maximum of 35 students from years 7-12 and aims at addressing each student's academic, vocational, emotional and behavioural needs. Naremburn School works collaboratively with students, staff, families and outside agencies to assist students to achieve improved academic and social outcomes.



Nala, the Learning Assistance Dog.

## 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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Working towards 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

### Student Welfare and Well-Being

#### Purpose

Ensure there is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students to be confident and resilient citizens.

#### Improvement Measures

1. Students will achieve qualifications in Outdoor Education and Duke of Edinburgh. Students will be interviewed after participating in these programs to assess how these qualifications have impacted their lives.

2. There will be an increase in the number of students accessing therapeutic interventions and thereby increasing their self esteem and resilience. Students will be surveyed before and after interventions.

#### Progress towards achieving improvement measures

**Process 1:** 1. Outdoor Education will be supported by staff and overseen by a qualified outdoor education provider with a view for interested students to participate in the Duke of Edinburgh program.

Evaluation	Funds Expended (Resources)
Camps were cancelled by the providers due to COVID 19. No camps were able to go ahead due to venues being closed. Some providers have closed down and new ones will need to be sourced.	No resources were needed due to all activities being cancelled.

**Process 2:** 2. Students will be offered therapeutic interventions and the school will provide spaces conducive to these interventions such as a quiet space for counselling services, a room for music therapy and a creative space for art therapy.

Evaluation	Funds Expended (Resources)
Art works were placed on display in the hall. Students were involved in ceramics and aboriginal art. Students have been very involved with music therapy and a student was able to perform a musical piece at Presentation Day.  An art therapist wasn't employed but one of the staff is being trained in art therapy and is preparing a well-being program.  The learning assistance dog has proved to be effective in encouraging improved engagement and attendance.	Musical instruments. \$500  Stands, easels and sticky hooks to display student artworks in the school hall. \$300  <b>Funding Sources:</b> • Socio-economic background (\$800.00)



Student creating ceramics in Visual Arts.

## Strategic Direction 2

Transforming learning through professional growth.

### Purpose

Build teacher capacity through focussed professional learning that is sustained, relevant and research-based, and impacts positively on the quality of teaching and learning outcomes.

### Improvement Measures

1. Students will increase their academic outcomes in literacy, numeracy and STEM by a minimum of 10% each year over 12 months of attendance at Naremburn School.

2. Increased involvement and engagement in the number of teachers completing classroom observations with appropriate feedback through the peer coaching program.

### Progress towards achieving improvement measures

**Process 1:** 1. Literacy, numeracy and STEM program - source a wide variety of resources for literacy, numeracy, science and technology.

Evaluation	Funds Expended (Resources)
<p>This process has been delayed due to COVID-19. Students who were present at the beginning of the year have been assessed but this process was interrupted when COVID-19 restrictions were placed on schools.</p> <p>STEM lessons have continued but excursions could not go ahead. STEM equipment was purchased and other equipment was borrowed from the DEO's STEM library.</p> <p>The students enjoyed working with the Robotics and LEGO.</p> <p>Essential Assessment was introduced with testing of students in Numeracy. The literacy program was held up. Students will have follow up testing done in 2021.</p>	<p>STEM library was free.</p> <p>Staff training in STEM education was free.</p>

**Process 2:** 2. The staff will participate in regular classroom observations with constructive feedback. This in turn will assist them with the development of their PDP's. Naremburn Executive will offer mentoring sessions on Wednesday afternoons and teacher only staff meetings to assist teachers with their NESA accreditation.

Evaluation	Funds Expended (Resources)
<p>Teachers who were eligible gained their accreditation.</p> <p>PDP's were completed for both teaching and non-teaching staff.</p> <p>Mentoring was in school only due to COVID-19. Observations were also only within the school.</p> <p>Teacher only meeting one morning a week were useful for the staff to learn how to log their hours and complete their accreditation.</p>	<p>NIL</p>

## Strategic Direction 3

Students as life long learners

### Purpose

To support students to become competent, independent learners by developing new and strengthening existing partnerships to increase educational opportunities and improve student outcomes.

### Improvement Measures

1. Students exit Naremburn School with increased skillset and qualifications. This is measured by certificates and qualifications. Students will be surveyed before and after their participation in these programs to assess the impact on their self-esteem.
2. Students will know how to access and maintain partnerships with support agencies. This will be measured by an increase in students involved with external agencies.
3. Students will be able to access further education or employment. This will be measured by the number of students employed or engaged with further education after they leave school.

### Progress towards achieving improvement measures

**Process 1:** 1. Hospitality Centre. Our school kitchen will be refurbished. Naremburn School will employ staff to oversee this process. Students will be given the opportunity to gain outcomes and competencies for Food Technology, Hospitality and work readiness.

Evaluation	Funds Expended (Resources)
<p>Due to COVID-19, Presentation Day was impeded by social distancing restrictions. Students were able to prepare food and serve it to guests, but the menu was modified to meet the new restrictions.</p> <p>The new kitchen was held up due to COVID 19 and financial restrictions. New plans were drawn up and awaiting approval.</p> <p>A specialist staff member was employed to run a Cooking Club on Fridays. This program is very successful.</p>	

**Process 2:** 2. Naremburn Cafe will become a centre for the local community to improve their perceptions of the school. The school will purchase a commercial coffee machine and invite a local Barista to train the students. The local community and agencies will be invited to catered morning teas hosted by the students.

Evaluation	Funds Expended (Resources)
<p>Due to changing situations through the year, the program had to evolve and be run entirely within the school when all students were allowed to attend. The students opt to cook on a Friday using food from Oz Harvest and supplemented by the school budget. Students are able to have the food prepared for lunch and take home packaged food for home. Food that is surplus can be purchased by the staff to supplement the costs.</p>	

**Process 3:** 3. Future connections with TAFE and university are formed for school leaving students as exiting options.

Evaluation	Funds Expended (Resources)
<p>Options were discussed with students. The staff member was able to assist students to investigate courses and apprenticeships. Students were supported in Resume writing and applications.</p>	<p>SLSO 1 day per week.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>SLSO 1 day per week for a term. \$1362.00</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$1 362.00)</li> </ul>	<p>The students enjoyed having extra assistance with their studies.</p> <p>The planned excursions couldn't go ahead.</p>
<b>Socio-economic background</b>	<p>Hire of outside agency to assist in the organisation of camping activities.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$1 700.00)</li> </ul>	<p>The camping and outdoor activities had to be cancelled due to COVID restrictions.</p> <p>SLSO was employed to support students with TAFE and Work Experience when allowed.</p> <p>The students were able to access extra training which they otherwise would not have been able to because of their risk assessments.</p>
<b>Support for beginning teachers</b>	<p>Many courses were on-line due to COVID-19.</p> <p>Relief from classroom teaching. 5 days</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$2 500.00)</li> </ul>	<p>Many courses during the year were provided on line and for free but the beginning teacher was given release from face to face teaching.</p> <p>A beginning staff member is undergoing training in art therapy.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	14	19	21	20
Girls	6	7	12	11

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

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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)	2
Classroom Teacher(s)	3.59
Teacher Librarian	0.2
School Administration and Support Staff	6.61
Other Positions	0.2

\*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>	531,063
<b>Revenue</b>	1,851,421
Appropriation	1,833,285
Grants and contributions	17,229
Investment income	444
Other revenue	464
<b>Expenses</b>	-1,808,259
Employee related	-1,610,011
Operating expenses	-198,247
<b>Surplus / deficit for the year</b>	43,163
<b>Closing Balance</b>	574,226

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>	0
<b>Equity Total</b>	8,170
Equity - Aboriginal	1,751
Equity - Socio-economic	6,419
Equity - Language	0
Equity - Disability	0
<b>Base Total</b>	1,499,617
Base - Per Capita	16,090
Base - Location	0
Base - Other	1,483,527
<b>Other Total</b>	278,031
<b>Grand Total</b>	1,785,817

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.

## Parent/caregiver, student, teacher satisfaction

Through surveys and feedback parents have had the opportunity to voice areas of improvement or other comments. Through the feedback from the parents and the local community there was a lack of knowledge and understanding of the level of academic achievements from our students. We are in the process of changing this perception by showcasing our students accomplishments with monthly emails to their referring schools and including more academic outcomes in the weekly emails to the parents and caregivers. Overall, parents are happy with the care and education that their children are receiving with one parent saying "My son has changed so much. The personnel and educators are excellent. In a nutshell, I think they saved his life".

When students were surveyed they identified particular programs running in the school that they felt were offering them the therapeutic support that they felt they required. Music Therapy scored extremely highly as did the Learning Assistant Dog. Due to this feedback Music Therapy has increased to two days a week and the Learning Assistant Dog will continue to support students. Many other support programs are continuing to run in the school successfully. A graduating year 12 student stated that "I don't think that there's anything that Naremburn can do better, it's a really good, positive environment and I can't think of anything that I have ever disliked that wasn't my own fault in the first place. Thank you for being super amazing :)".

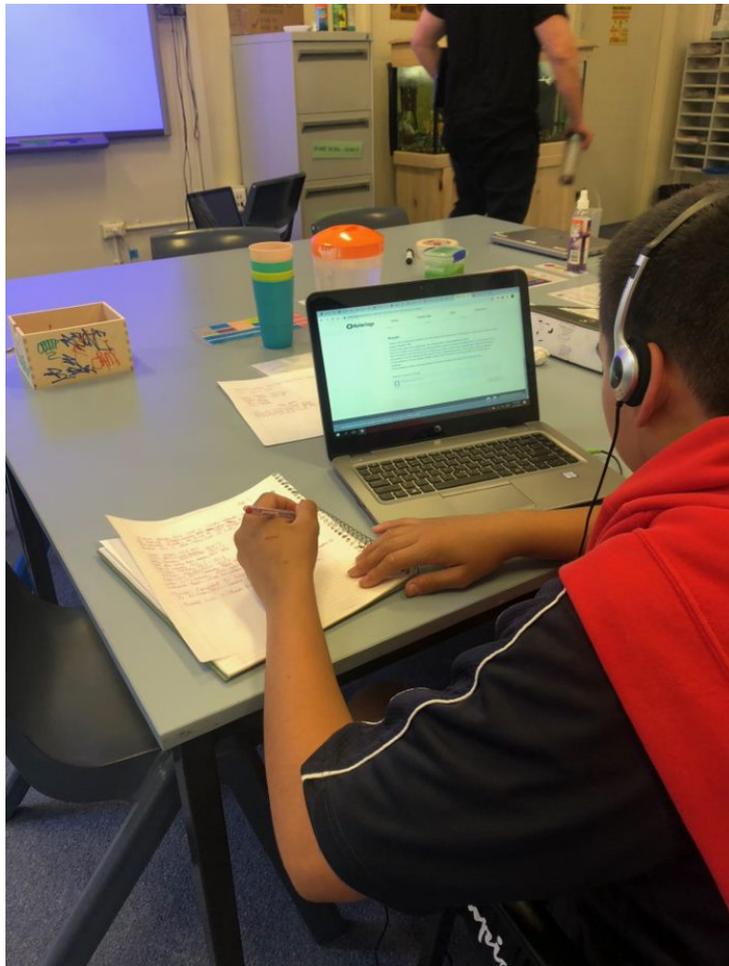
Overall staff feedback show enthusiasm in developing existing and new programs and taking into consideration whole school voice. Staff retention rates indicate a level of staff satisfaction through the longevity of the employment within the school, with many employees having worked at Naremburn for more than 10 years in an environment that normally has a high staff turnover. One staff member stated that "Naremburn School is a challenging but satisfying school community, which offers opportunities to grow and develop my skill sets in both academic and well-being avenues".



Students learning auto skills.



PCYC offers boxing skills to the students.



All students have access to computers to complete their academic studies.

# 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.