

# 2020 Annual Report

## Narara Valley High School



8591

# Introduction

The Annual Report for 2020 is provided to the community of Narara Valley High 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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## Message from the principal

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Narara Valley High School has continued to deliver high quality education to students throughout 2020. The Wellbeing structures of the school have expanded and continued to support all student learning needs and supports the education that is delivered at Narara Valley High School. The continued implementation of the Positive Behaviour for Learning system is further supporting student behaviour especially in the area of positive referrals and reduced suspensions.

Student achievements offered numerous opportunities to celebrate and recognise the diversity of our student population. Academically we have witnessed the school continue its upward trend in student growth scales for both the NAPLAN and HSC examinations. In the HSC students were recognised for high achievement in Maths, English, Science, Creative and Performing Arts and TAS. Our first HSC cohort under Minimum Standards have reached their minimum standards in Reading, Writing and Numeracy.

The school TSP and CAPA programs have developed a strong culture of sports and creative arts participation in the school. External participation was hindered due to the COVID pandemic.

The school's commitment to Aboriginal Education was evidenced by the growth for Aboriginal Students in the NAPLAN Writing results. Since 2015 the mean in writing for Aboriginal Students improved by over 250 points to be above the State Mean for Aboriginal Students. The school continues its focus on STEM and Innovation with teachers being trained in the latest use of interactive technology and opportunities for students to implement it into the learning being increased in all learning areas, this was highlighted during periods of online learning using a variety of platforms. Two new computer labs were created and existing labs were given upgrades to meet the growing needs of the school. The sponsorship of Samsung through the Powerhouse Schools initiative has added an extra degree of professional support and resource to the school in meeting this Strategic Direction.

Samoan Forrest

Relieving Principal

Narara Valley High School

## School vision

An innovative learning environment that supports students and provides them with skills and opportunities for future success. The school's motto "For The Future" encapsulates the school's vision which is to prepare all students for their post school destinations while encouraging the goal of lifelong learning.

## School context

Narara Valley High School is a comprehensive high school on the Central Coast of approximately 850 students including 71 Aboriginal students and a Support Unit of 54 students.

The School caters for students of all ability levels and has developed a reputation for its strong focus on academic achievement, wellbeing and supporting community needs.

As well as its strong focus on innovation the school runs specialist programs in:

- Creative and Performing Arts
- Targeted Sport
- Enrichment and Acceleration
- Supporting Young Mothers

Each of these classes are based on meeting the specific needs of our local community. The school has established strong links with local businesses, AECG and community organisations which further support the schools educational, wellbeing and transition programs.

## 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>

## Strategic Direction 1

### LEARNING and INNOVATION

#### Purpose

To ensure all students have a strong foundation in literacy and numeracy. This will allow students to apply the skills of analysis, evaluation and creativity to a complex and ever changing society.

#### Improvement Measures

By 2020 the percentage in the top two bands for Reading and Numeracy in Year 9 will increase to 21% ( 2017 baseline date of 15%). 2019 Reading - 17% (16.82%) Numeracy - 15% (15.15%)

By 2020 Aboriginal students Reading and Numeracy achievement will increase to contribute to the 35% state target of Aboriginal students in the top two bands using the current baseline average of 6% (Three year rolling average).

Year 7 Numeracy - 19%, Reading 11%

Year 9 Numeracy - 0%, Reading - 12%

Aboriginal students base line results improved for the top two bands for Year 7 - Numeracy to 10%, Year 7 Reading 11% and Year 9 Reading 12.5%. There was no improvement in Year 9 numeracy for Aboriginal students.

The school will maintain positive student growth in the HSC Value Added data and the school HSC Mean will increase to the state mean of 72 by 2020 (baseline School Mean 70).

#### Progress towards achieving improvement measures

**Process 1:** Implement and embed high quality research based teaching practices through strategically planned professional development initiatives with a literacy and numeracy focus.

Evaluation	Funds Expended (Resources)
<ol style="list-style-type: none"> <li>1. PDP goals- individual faculty</li> <li>2. Updated program documents</li> <li>3. Staff Development Day agenda</li> <li>4. Faculty meeting minutes and agenda for planning days</li> <li>5. Literacy and Numeracy Team</li> <li>6. Evidence collated supports the implementation of researched based teaching practices with a focus on literacy and numeracy. This was achieved through identified professional learning and the implementation of professional learning plans. Staff have collaborated to improve teaching practices and the development of resources. Participating in Quality Teaching Rounds engaged the use of technology to support the teaching of literacy and numeracy.</li> </ol>	<p>Professional Learning Funds</p> <p>Beginning Teacher Funds</p>

**Process 2:** Implement and embed resources and contemporary content knowledge using innovative teaching practices.

Evaluation	Funds Expended (Resources)
<p>Teaching and learning processes were driven to new platforms during COVID. Our professional learning, technology focus and innovative practices enabled a smooth transition to online platforms.</p> <ul style="list-style-type: none"> <li>• All teachers engaged in professional learning, at faculty level, during timetabled professional learning allocation, at Narara Valley High School Staff Development Day, at Valley Schools Learning Community professional learning events and at Head Teacher Network professional learning days. This allowed staff to increase their capacity to develop and embed resources with a future focus to allow innovative teaching practices to occur on a daily basis at Narara Valley High School with an increase engagement in extra-</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Learning time in timetable</li> <li>• Funding STEM rooms</li> <li>• Funding for Professional Learning time</li> <li>• Samsung Technology</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Professional learning (\$70000.00)</li> <li>• Low level adjustment for disability (\$20000.00)</li> </ul>

## Progress towards achieving improvement measures

curricular events to improve the quality learning environment.

- Online teaching and learning platforms were embeded in practices to enable continuity of learning through the development of staff capabilities.
- Revised assessment practices, multi-modal assessment
- BYOD
- STEM rooms improvements
- Professional Learning for STEM team
- Professional Learning for innovative teaching practices
- Project based learning programs
- Excursions examples
- Leadership team programs
- All teachers engaged in professional learning, at faculty level, during timetables professional learning allocation, at Narara Valley High School Staff Development Day, at Valley Schools Learning Community professional learning events and at Head Teacher Network professional learning days.

This allowed staff to increase their capacity to develop and embed resources with a future focus to allow innovative teaching practices to occur on a daily basis at Narara Valley High School wlth an increase engagement in extra-curricular events to improve the quality learning environment.

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## Strategic Direction 2

### WELLBEING

#### Purpose

To provide a learning environment which allows students to thrive by delivering high quality learning experiences in conjunction with the domains of wellbeing and other recognised influences. To this end the school supports the development and wellbeing of all individuals in the school.

#### Improvement Measures

Increase positive referrals by 7% each year to be above 50% of all referrals using 2017 29% as a baseline measure.

Increase the percentage of students who demonstrate above NSW Government norms for Institutional Engagement using the 2017 TTFM baseline data (Baseline 71% school and 76% state).

#### Progress towards achieving improvement measures

**Process 1:** Review and strengthen wellbeing processes across the whole school.

Evaluation	Funds Expended (Resources)
<p>Roles were defined to increase efficiency, the appointment of the SSO and extra SLSO's had a positive impact on consistency and efficiency in the wellbeing team.</p> <p>Streamlining, using videos and social media to provide information to parents assisted the transition process for the 2021 Year 7 cohort. There is a shared site that is updated and continually available for parent and community information.</p> <p>Wellbeing processes within the school have been consistently evaluated and strengthened through the development of efficient and informed systems and practices. This is evidenced by the whole-school approach to the documentation of NCCD evidence on Sentral. Through this practice, classroom teachers engage with their students' specific learning needs as outlined in IEPs to plan differentiated adjustments and accommodations to foster the development of learning and wellbeing outcomes for all students. Regular consultation between the LAST and students and their families takes place and is documented on Sentral to further support this outcome.</p> <p>A streamlined and collaborative process to support the transition of Year 6 students into Year 7 for 2020 has occurred, and contributions are made by all parties to the shared 'Transition' google drive. Updated information on the delivery of SRE at Narara Valley High School has been added to the school website to ensure consistent access to information for all community members.</p> <p>The Welfare Team were up-skilled in suicide intervention practices by participating in ASIST training. Fifteen staff members were also trained in the SafeTALK program and parents were invited to attend the Supporting Kids in Living Life Safely training. These steps have led to the development of a more informed community with systematic and consistent processes to support students facing mental health crises. A diverse range of both preventative and intervention programs, including whole school Mind Matters timetable lessons and special events, support student wellbeing.</p>	<p>Head Teacher increase to 1.2 staffing</p> <p>School Learning Support Officer staff increase</p> <p>Student Support Officer appointment</p> <ul style="list-style-type: none"><li>• Funding for Head Teacher Welfare position</li><li>• Professional Learning funds supporting Year Advisor training</li><li>• Time dedicated to Mind Matter</li><li>• Funding for extra School Learning Support Officer staff</li></ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Integration funding support (\$190000.00)</li></ul>

**Process 2:** Implement a whole school approach to building evidence based practices to maximise engagement.

Evaluation	Funds Expended (Resources)
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## Progress towards achieving improvement measures

To maximise student engagement we have implemented a whole school approach based upon differentiating student learning to cater for those with diverse learning needs. This has been evident through National Consistent Collection of Data and Individual Education Plan implementation. Which has required Professional development to up skill teachers and ensure they are aware of their responsibilities for their students learning needs, and the provision of this in the classroom.

Evidence uploaded to Sentral demonstrates that teachers are ensuring that they are addressing those needs. This is also evidence with the attached annotated documentation.

- Curriculum placement for specialist class tutorials
- Professional Learning funds
- School Learning Support Officer, Aboriginal Education Officer funding

**Process 3:** Consistent application of school values and expectations through PBL.

### Evaluation

Students increasingly engage in learning and participate to achieve PBL mentions. Weekly Year group competitions for the most number of PBL's given and the least negative PBL mentions. Teachers get rewarded at staff meetings for issuing PBL's, the number of staff has increased to over 80% of staff each week. PBL values Respect, Responsibility and Personal Best underpin and are integral to school culture.

Positive Behaviour for Learning (PBL) continues to explicitly convey the positive values and a common language to connect across the school community that is universally understood by all. This evidence set includes embedding our PBL values of Respect, Responsibility and Personal Best across the whole school community. This is evident in the evidence set provided including a assembly report and PBL newsletter item. Organised and delivery of PL on PBL data trends, implementing staff and student survey, along with the regional presentation that was presented, NVHS welfare flowchart, lesson matrix (that has been embedded in all classrooms) and external signage have all been provided as evidence. These school based platforms have allowed for NVHS to successfully communicate PBL messages to the wider school community. As a result overall negative incidents had decreased and there has been increase in positive referrals this year compared to last year. Positive whole school cultural change has also continued to facilitate a shift in teachers' self-belief and feeling of support that is necessary to improve pedagogy and assist with the management of academic and wellbeing needs of students at NVHS.

### Funds Expended (Resources)

- Canteen rental income.
- Professional Learning funds for team training
  - Physical school resources
  - Prizes and vouchers
  - Rewards excursions
- Funding Sources:**
- Canteen income (\$2000.00)

## Strategic Direction 3

### LINKS and PARTNERSHIPS

#### Purpose

To further develop the connection already built between the school and its community. This will inform teaching and learning programs, as well as relevant systems and practices, and be achieved through a current, informed and flexible response to the changing needs of the community.

#### Improvement Measures

Increased proportion of students with an HSC, Yr 12 certificate or AQF Cert 2 to above 75% (baseline 70% based on Yr 10-12 completion rate, 2015-2017).

Increase the percentage of HSC Band 5 and 6 results using HSC RAP Band Table Analysis of the total completed HSC courses from 23.8%(2017) to above 30% (2020).

Increase parent involvement in student learning to the NSW Govt norms for parent involvement( Baseline school 6.9, NSW Govt norms 7.5).

#### Progress towards achieving improvement measures

**Process 1:** Implement a whole school approach to build stronger links with schools, tertiary institutions, businesses and learning communities for student and overall school success.

Evaluation	Funds Expended (Resources)
<p>The school has excelled in collaborating with staff in other schools and service providers to share and embed best practice with the local community, to access resources that develop meaningful and relevant teaching and learning experiences with a focus on ensuring staff nurture excellence, personal best and participation.</p> <p>6 to 7 transition was very effective through the use of technology. Videos and Zoom meetings enabled families and partner primary school access to Narara valley High School amid COVID restrictions. This method will be continued into future years</p> <ul style="list-style-type: none"> <li>• Photographs</li> <li>• Newsletter</li> <li>• Work Experience</li> <li>• Excursions</li> <li>• Programs - agencies embedded</li> <li>• Junior AECG</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Learning</li> <li>• Partner Primary School</li> <li>• Valley School Learning Community</li> <li>• HT Network</li> <li>• UoN and UNSW</li> <li>• Careers Day</li> <li>• Support Services</li> <li>• Industry</li> <li>• CYPMH</li> <li>• AECG</li> <li>• External Technology support</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$0.00)</li> <li>• Professional learning (\$0.00)</li> </ul>

**Process 2:** To develop a strong connection between teachers, parents and the community that support consistent processes for ongoing improvement to student learning outcomes.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>• Reports</li> <li>• emails, texts</li> <li>• PBL</li> <li>• Postcards</li> <li>• Presentation</li> <li>• Subject selection</li> <li>• Newsletter</li> <li>• Social Media</li> <li>• Valley School Transition Program</li> <li>• N award process</li> <li>• Phone logs</li> <li>• Parent communication books</li> <li>• ITP meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Sentral</li> <li>• Mail register</li> <li>• Assembly</li> <li>• Information evenings</li> <li>• Transition process</li> </ul>

## Progress towards achieving improvement measures

- Improvement programs
- Information evening, parent teacher night, Transition Yr 7, Stage 6
- Assembly
- The Valley Schools Learning Community has always been a strong network for providing a united approach to supporting students in the local area with targeted Student Leadership, professional learning and collaborating with events such as the Leadership Forum.

A shared approach to caring for the local community and students also supports the educational and wellbeing needs of the local students and their families.

The use of equity loadings to create a Transition Coordinator has facilitated the structures necessary to support strong community links and student opportunities. The school has a history of positive relationships with the local community. However, the focus of 2020 has been to utilise these links more effectively for work placements, work experience and post-school transition and to maintain these links during COVID.

Social Media, newsletters and online modes enabled continued community involvement and connection to the school under difficult circumstances.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	AEW staffing  <b>Funding Sources:</b> • Aboriginal background loading (\$65 359.00)	Students engaged in their learning and increased awareness and understanding of their culture
<b>English language proficiency</b>	LaST and ESL assistance.  <b>Funding Sources:</b> • English language proficiency (\$5 319.00)	Students requiring English Language proficiency are supported through Learning and Support Teacher (LaST), Student Learning Support Officers with a focus on reading and writing.
<b>Low level adjustment for disability</b>	Student Learning Support Officers  <b>Funding Sources:</b> • Low level adjustment for disability (\$300 953.00)	This funding has continued to support additional LaST and School Learning Support staff to assist with adjustments and scaffolding to assist students with their literacy and numeracy development. They are specifically work with the literacy and numeracy teams
<b>Socio-economic background</b>	Student Learning Support Officers  HT Wellbeing Programs  Third Deputy  <b>Funding Sources:</b> • Socio-economic background (\$307 020.00)	The equity funds for socio- economic loading support the majority of the additional staffing initiative that have been introduced to support learning at Narara Valley High School. This includes The Third Deputy, reduced teaching allocations, improved resources for student technology.
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> • Support for beginning teachers (\$85 000.00)	This amount is allocated to New and Beginning teachers at Narara Valley High School. All teachers including New and Beginning teachers have a reduced teaching load for professional learning and collaborative practice inbuilt into their timetable. This is to assist with mentoring and support with their accreditation, teaching and learning.
<b>Targeted student support for refugees and new arrivals</b>	<i>NIL</i>  <b>Funding Sources:</b> • (\$0.00) • (\$0.00)	The school did not receive any funds for this specific program due to the current enrolment intake. Students who required language and learning support were identified and supported by the school wellbeing team and IEP's were developed.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	462	432	419	398
Girls	485	468	430	426

## Student attendance profile

School				
Year	2017	2018	2019	2020
7	91.6	91.1	89.6	91.1
8	88.2	86.4	89.5	88.7
9	85.8	87.4	84	90.1
10	85	86.1	82.9	85.7
11	84.8	83.9	87.6	87.3
12	85.7	84.2	85.3	87.5
All Years	86.6	86.5	86.6	88.4
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

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.

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	1	0	6
Employment	1	23	13
TAFE entry	0	2	8
University Entry	0	0	38
Other	1	7	35
Unknown	0	2	21

Year 10 and 11 students have a high rate of continuing schooling. The majority of Year 12 continued with their HSC during COVID but year 11 was heavily impacted, leaving school for traineeships and apprenticeships. TAFE courses, School based apprenticeships and an active school Transition program enabled many students to gain employment during the year. The percentage of Year 12 gaining early entry into university has also had an impact on data and HSC results.

## Year 12 students undertaking vocational or trade training

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30.19% of Year 12 students at Narara Valley High School undertook vocational education and training in 2020.

## Year 12 students attaining HSC or equivalent vocational education qualification

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97% of all Year 12 students at Narara Valley High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

This has remained consistent with the percentage of students moving from Year 10 to Year 12 in previous years. Teachers, parents and the community will continue to work together to support systematic and consistent processes that ensure student absences do not impact on learning outcomes.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	46.6
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	16.48
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>	1,087,659
<b>Revenue</b>	11,336,861
Appropriation	10,980,554
Sale of Goods and Services	110,998
Grants and contributions	241,805
Investment income	3,504
<b>Expenses</b>	-11,267,327
Employee related	-9,969,974
Operating expenses	-1,297,353
<b>Surplus / deficit for the year</b>	69,534
<b>Closing Balance</b>	1,157,194

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>	193,526
<b>Equity Total</b>	678,651
Equity - Aboriginal	65,359
Equity - Socio-economic	307,020
Equity - Language	5,319
Equity - Disability	300,953
<b>Base Total</b>	9,066,817
Base - Per Capita	211,451
Base - Location	0
Base - Other	8,855,366
<b>Other Total</b>	552,423
<b>Grand Total</b>	10,491,417

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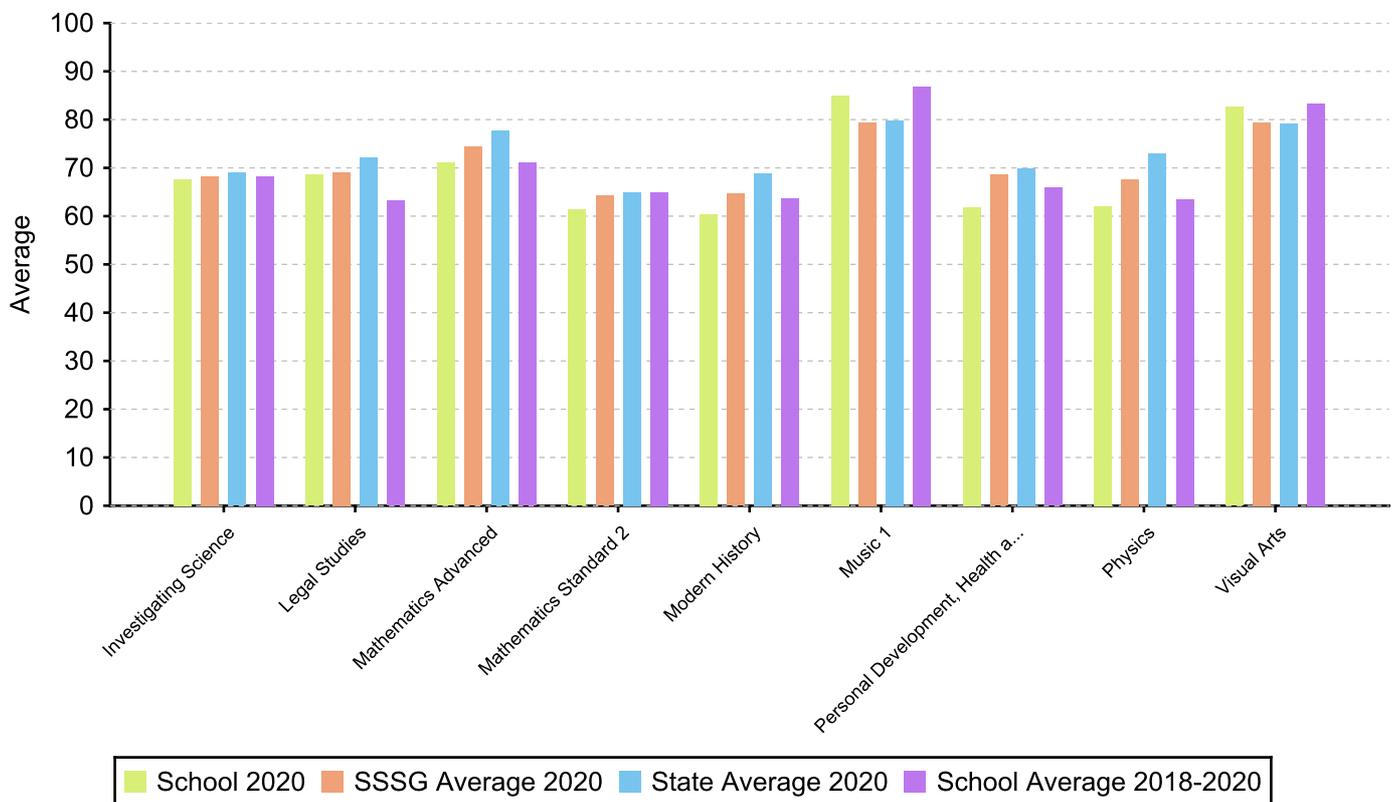
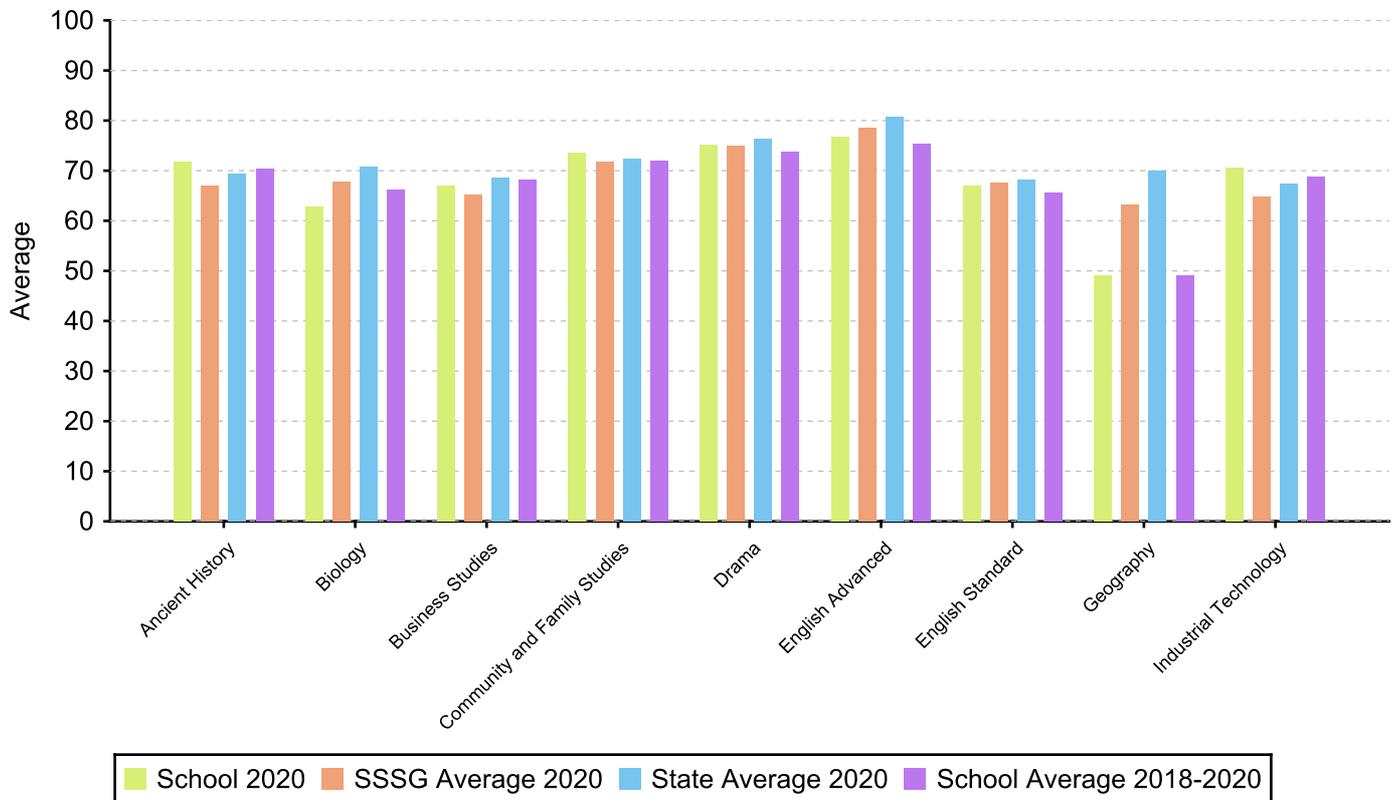
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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.

# School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



<b>Subject</b>	<b>School 2020</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2018-2020</b>
Ancient History	71.8	67.0	69.4	70.4
Biology	62.8	67.9	70.8	66.1
Business Studies	67.0	65.2	68.6	68.2
Community and Family Studies	73.6	71.7	72.4	71.9
Drama	75.1	75.0	76.4	73.7
English Advanced	76.8	78.6	80.8	75.4
English Standard	66.9	67.7	68.1	65.6
Geography	49.0	63.2	70.1	49.0
Industrial Technology	70.6	64.9	67.5	68.8
Investigating Science	67.6	68.3	69.0	68.3
Legal Studies	68.6	69.1	72.1	63.2
Mathematics Advanced	71.0	74.3	77.7	71.0
Mathematics Standard 2	61.3	64.2	64.9	64.9
Modern History	60.4	64.7	68.9	63.7
Music 1	85.0	79.4	79.8	86.9
Personal Development, Health and Physical Education	61.9	68.6	69.9	65.9
Physics	62.1	67.7	73.0	63.5
Visual Arts	82.6	79.4	79.2	83.3

## Parent/caregiver, student, teacher satisfaction

In 2020 we conducted four Tell Them From Me Surveys to seek the opinions of parents, teachers and students about the school. Each group was asked open-ended questions on systems and processes in the school.

Senior executive made phone calls to parents to ask them their opinion about many aspects of the school and asked for parent feedback on systems, processes and satisfaction with Narara Valley High School. Responses were exceptionally positive especially in the areas of knowing our students and how they learn. Wellbeing was a priority with parents and felt Narara valley High School was very supportive in meeting their student's needs.

Staff were also extensively asked for feedback on our systems and processes as part of our situational analysis for future school planning. Phone use by students, particularly social media and messaging was of concern.

Data from phone calls, surveys, TTFM and interviews were evaluated by executive, external sources and used to form the focus of the school plan for the next four years.

# 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.

We are proud of our understanding of the place of indigenous history in our environment and our Aboriginal students are well supported at both an individual and group level. Aboriginal students have undertaken many initiatives whilst attending Narara Valley High School. 7.25% of our students are Aboriginal.

Aboriginal students have a strong identity at Narara Valley High School. There are many opportunities for students that are Aboriginal to participate in cultural activities, leadership initiatives and present a student's voice. This is well demonstrated when the Valley Schools celebrate their annual Yarn Up. Students lead Aboriginal cultural activities for primary students. This is part of our commitment to building leadership potential amongst Aboriginal students.

Academically Aboriginal students have improved from the baseline set in 2015 in NAPLAN and remain above the SSG in both reading and numeracy in the Year 7 and Year 9 NAPLAN.

Aboriginal students have access to a Reconciliation Room which is supported by two Aboriginal Education Workers, one 4 days a week and one 2 days a week. This allows access to support, cultural identification and in class assistance. Students are provided with academic and social support along with cultural activities such as dance, wood carving and weaving and jewellery making from natural materials.

Narara Valley High School have been trained in the 8 Ways of Learning and this is incorporated in teaching and learning programs across the school. Our Yarning Circle was constructed and an adjoining outdoor classroom for alternate learning opportunities.

Narara Valley High School continues to foster an understanding of multiculturalism in a range of specific programs and in the general delivery of the curriculum. Examples include:

The school has actively engaged in the Gosford City Council Sister City arrangements with Edogawa City. This included a cultural exchange visits with Japan .

The library has a selection of multicultural texts and resources for students covering a wide range of topics with English texts expanding its range of multicultural and indigenous texts.

The active implementation of themes of understanding and multiculturalism in each KLA supporting the 8 ways teaching protocols. Narara Valley High School has a trained ARCO (Anti-Racist Contact Officer) working to support the Wellbeing Team and maintain a positive and accepting learning community.

## 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.