

2021 Annual Report

Narara Public School



2703

Introduction

The Annual Report for 2021 is provided to the community of Narara Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

The Annual School Report is a summary of the school achievements in 2021 and provides information regarding the priorities for 2022. In 2021 we supported each other through the pandemic. It was definitely a challenging year for all. As a school community we supported each other and found creative ways to stay connected.

Narara Public School is a place where students are valued as individuals and staff are committed to providing quality teaching and learning experiences to maximise student learning opportunities. These opportunities are evidenced by the wide range of activities offered each year. The school boasts a long list of achievements in academics, creative arts, technology, sport and extra-curricular activities.

I have enjoyed working closely with students, staff and parents to ensure the school continues to excel and Narara Public School's vision is achieved. A vision that clearly values the success of the past and acknowledges the challenges of the future. A vision that is shared by the whole school community. I very much look forward to the coming years in leading this school community and ensuring the students of Narara Public School have the opportunity to engage in a world class educational experience that will allow them to develop the required skills, qualities and attributes that will stand them in good stead as they move into high school and then into their adult lives.

Grant McFarland

Principal

School vision

Narara Public School is committed to providing high quality cross curricular teaching and learning programs that challenge and engage all learners to succeed. Teachers, parents and students work in partnership to maintain high expectations and a safe, respectful, learning environment where every student is known, valued and cared for.

School context

Narara Public School (NPS) has a strong and rich heritage dating back over 130 years. The school was established in 1889, relocating to the present day location on Newling Street, Lisarow in 1998. NPS pays respect and acknowledges that it is on Aboriginal land. The school has strong links with the Cooinda Aboriginal Education Consultative Group (AECG).

NPS has a student population of 387 students, with 9% from Aboriginal heritage and 3% from non-English speaking backgrounds. The school consists of 15 mainstream classes, 2 Multi-Categorical classes and an Early Intervention class. In total the school has 18 classes in 2021.

The school completed a rigorous situational analysis that identified three areas of focus for this Strategic Improvement Plan. The three strategic directions are Student Growth and Attainment, Wellbeing and Sense of Belonging and Partners in Learning. Within these strategic directions our major focus areas will be maximising student learning outcomes in literacy and numeracy, increasing student and staff wellbeing and ensuring all community members feel valued and respected as equal partners in learning. It is important to note that this builds upon the work undertaken in the previous school planning cycle.

The school receives School Based Allocation Resource (SBAR) funding for Socio-economic Backgrounds, Aboriginal Education, Low Level Adjustment for Disability and Beginning Teacher Support.

NPS is an active member of the Valley schools Learning Community and has a genuine partnership with the school's Parent & Citizens (P&C) Association, ensuring the school is well positioned in supporting quality outcomes for all students.

Our school continues to focus on the quality of student outcomes in literacy, numeracy and engagement and offers a broad range of extra-curricular experiences including performing arts, band, cultural groups, leadership, sport, environmental education and a number of academic pursuits.

There is a strong student welfare program in our school and we pride ourselves on being a Positive Behaviour for Learning School and Trauma Informed Practice school.

At NPS our mission is to "Create Opportunities" for all students. All staff strive to provide students with the skills, knowledge and values necessary for success in education and life.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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 growth and attainment

Purpose

In order to maximise student learning outcomes in literacy and numeracy, and to build the capacity of staff in utilising effective teaching pedagogies across Kindergarten to Year 6, we will use data informed practices that are tailored to suit the individual learning needs of all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Driven Practices:
- Differentiated Pedagogies:

Resources allocated to this strategic direction

QTSS release: \$78,482.00
English language proficiency: \$13,864.00
Literacy and numeracy intervention: \$47,089.00
COVID ILSP: \$121,441.00
Integration funding support: \$176,059.00
Low level adjustment for disability: \$141,869.00
Socio-economic background: \$60,892.00
Per capita: \$96,185.00
Literacy and numeracy: \$8,986.00
Professional learning: \$19,658.00
6101 Operational: \$99,054.00
School support allocation (principal support): \$4,067.00
Beginning teacher support: \$4,395.00

Summary of progress

In 2021, all K-2 classes used Multisensory Structured Language Education (MSLE) to teach explicit systematic phonics to students to improve literacy levels in reading, writing and spelling. All students K-2 have shown growth through the phonological awareness progression as tracked on PLAN 2 through ALAN. During the year, the school trained 8 further teachers in foundations of MSLE and 6 teachers in Orton-Gillingham Classroom Educator (OGCE). This training was offered to other Central Coast schools as the trainer is an Orton-Gillingham practitioner from Canada. Further training in 2022 for both courses will be scheduled. In Semester 2 of 2021, local schools came to observe NPS teachers to see how MSLE is effectively being implemented in the classroom and the growth being achieved in all areas of early literacy.

Sound Waves, which is a phonics based spelling program, continued in 2021 for Years 2-6. Sound Waves and MSLE were blended by executive staff and the curriculum team to include all focus areas for reading and spelling development. The school saw positive growth in all aspects of school based assessments. In-class support was offered through instructional leadership where demonstration lessons, programming support and team teaching was provided for all classes in the areas of writing and MSLE. This will be an ongoing focus in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
NAPLAN: Improvement in the percentage of students achieving in the top two bands to be above the school system negotiated target baseline in reading of 46.6% and numeracy of 37.4%.	In 2021 the percentage of students in the top two bands for reading was 47.78%. This is above the 2021 Progress Measure of 46.6%. In numeracy the percentage of students achieving in the top two bands for numeracy was 25.8%. This is below the 2021 Progress Measure of 37.4%.
NAPLAN:	In 2021 the percentage of students achieving expected growth in reading

Improvement in the percentage of students achieving expected growth to be above the system negotiated target baseline in Reading of 46.6% and Numeracy 37.4%	was 74.42%. This is above the 2021 Progress Measure of 37.4%. In numeracy the percentage of students achieving expected growth was 60.47%. This is above the 2021 Progress Measure of 37.4%.
PAT (Numeracy): At least 80% of students in Year 2-6 will demonstrate growth in numeracy when compared to the previous year in the Progressive Achievement Test (PAT).	In 2021, 78% of students showed growth in PAT data. This is below our achievement measure of 80% by 2%.
PAT (Reading): At least 85% of students in year 2-6 will demonstrate growth in reading when compared to the previous year in the Progressive Achievement test (PAT).	In 2021, 77 % of students showed growth in Reading PAT. This was below our target of 85%.
Support Unit: 90% of students from the Support Unit will achieve their Personalised Learning and Support Plan (PLaSP) goals within the Learning domain.	In 2021, 50% of our support students met their PLaSP goals. Due to home learning, we faced many challenges in ensuring engagement and completion of all tasks that related specifically to their learning goals in literacy and numeracy.
School Excellence Framework: In the School Excellence Framework NPS will move from Delivering to include components of Sustaining and Growing in the theme of Data Analysis within the element of Data Skills and Use.	In the School Excellence Framework the school has moved from Delivering to Sustaining and Growing in the theme of Data Analysis within the element of Data Skills and Use. Specifically, the leadership team is now comprehensively analysing student progress and achievement data for insights into student learning and discussing results with the whole staff. The school will look to further developing this strength in 2022 and beyond.

Strategic Direction 2: SD 2 Wellbeing and sense of belonging

Purpose

In order to increase student and staff wellbeing and sense of belonging, we will implement a planned approach to wellbeing, attendance, classroom management and individual learning and support needs to ensure all members of our school community are able to connect, succeed and thrive.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing and Engagement:

Resources allocated to this strategic direction

Beginning teacher support: \$10,446.00

School support allocation (principal support): \$4,272.00

Professional learning: \$534.00

Summary of progress

Narara Public School (NPS) has continued to implement strategies to increase student and staff wellbeing and sense of belonging. We have implemented a planned approach to well-being, attendance, classroom management and individual learning and support needs to ensure all members of our school community are able to connect, succeed and thrive. To ensure all staff and students are known valued and cared for, we have implemented effective strategies and processes that support both well-being and sense of belonging within our whole school community. These strategies were impacted by COVID-19 restrictions, however we were able to adjust our approach to ensure well-being was still one of our top priorities along with teaching and learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Attendance: Increase the percentage of students attending > 90% of the time to be at or above the lower bound system negotiated target of 83.5%.	During 2021, NPS had an attendance rate of 92.5%. This is above the state average of 90% for all department schools. The school had 78.5% of students attending at or above 90% of the time, compared to the state average of 65.4%.
Tell Them From Me (TTFM): TTFM Wellbeing data in the area of Sense of Belonging increases from 73% in 2020 by 5% to 78% in 2021.	Student sense of belonging decreased to 67%. The extended learning from home period may have contributed to this decline. This will be an area of focus in 2022.
PLaSPs: 90% of students achieve their Personal Learning and Support Plan (PLSP) goals in the area of wellbeing.	100% of students achieved their PLSP goal in the area of wellbeing during Semester 1. However, this goal was difficult to measure in Semester 2 as students were predominately engaged in learning from home.
School Excellence Framework: In the School Excellence Framework NPS will continue to strengthen Sustaining and Growing in the theme of Attendance in the element of Learning Culture and the themes a Planned	In 2021 the school has continued to strengthen Attendance and a Planned Approach to Wellbeing within the elements of Learning Culture and Wellbeing. In 2022 the school will work towards demonstrating elements of Excelling in these themes.

Approach to Wellbeing and Behaviour
within the element of Wellbeing.

Strategic Direction 3: SD 3 Partners in learning

Purpose

Connecting to the community bridges the gap between home, school and transitional settings and ensures all community members feel valued and respected as equal partners in the teaching and learning process. To support this, we have considered what excellent parent, student, teacher culture looks like in relation to community satisfaction, engagement and transitions embedded in the Learning Culture, Educational Leadership and Management Practices of the School Excellence Framework.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Community Engagement and Transition:

Resources allocated to this strategic direction

School support allocation (principal support): \$13,605.00

Aboriginal background: \$26,366.00

Professional learning: \$6,540.00

Summary of progress

In 2021 Narara Public School continued to build upon parent and community involvement by increasing engagement in their child's learning. This was accomplished through parent information sessions, teacher/parent interviews, parent involvement in the PLP and PLaSP process and parent information sessions in MSLE. The COVID-19 pandemic impacted on the way we connected with our community in 2021. The school creatively connected with its wider community utilising digital platforms such as Zoom, Class Dojo and Google Classroom. When appropriate and adhering with COVID-19 Guidelines, the school invited the wider community into the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
TTFM: Increase Parent support learning at home from 70% in 2020 to 73% in 2021 in the TTFM.	The school has met its 2021 Progress Measure increasing parent support learning from 70% in 2020 to 73% in 2021 in the TTFM 'Partners in Learning' Parent Survey.
Parent Satisfaction: 78% Parent satisfaction of workshops and transition programs.	From the data collected through way of surveys and verbal feedback 82% of parents expressed satisfaction with parent workshops and student transition programs. It is important to note some parent workshop did not go ahead and some transition programs needed to be modified due to COVID-19 and the school needed to adhere to guidelines and restrictions.
Aboriginal Families: 90% of the Aboriginal families engage with the PLP process.	Due to COVID-19 restrictions we were unable to invite parents on to school grounds. As a result parent engagement with the PLP process was not an authentic process. This will be an area of focus for 2022.
School Excellence Framework: In the School Excellence Framework NPS will show elements of Sustaining and Growing in the elements of Educational Leadership and Management Practices in relation to community satisfaction and	In 2021 the school is showing elements of Sustaining and Growing in the element of Educational Leadership and Management Practices in relation to community engagement. In 2022 the school will look to further consolidate in the area of Sustaining and Growing.

engagement.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$176,059.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Narara Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices: <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: Building teacher capacity to effectively differentiate learning programs targeted to individual learning needs. These programs have resulted in improved learning outcomes for all students with targeted support for Tier 2 and 3 students through the COVID ILSP. Additional staff were employed to support students with additional needs utilising Intergration Support Funding.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will continue to support students with a similar model in 2022.</p>
<p>Socio-economic background</p> <p>\$60,892.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Narara Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices: <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement SLSO support for each stage to support identified students with additional needs <p>The allocation of this funding has resulted in: improved learning outcomes for students and allowed the school to better support Tier 2 and Tier 3 students. This reduced classroom misdemeanors and enhanced student engagement.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will continue these targeted initiatives to support student learning and engagement.</p>
<p>Aboriginal background</p> <p>\$26,366.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Narara Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Aboriginal background</p> <p>\$26,366.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community Engagement and Transition: <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Pathways • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: Improved academic success for Aboriginal and Torres Strait Islander students and ensured cultural perspectives were embedded in teaching and learning activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to employ an SLSO to work directly with Aboriginal and Torres Strait Islander students and to further develop authentic relationships with families.</p>
<p>English language proficiency</p> <p>\$13,864.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Narara Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices: <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in: EAL/D students being supported within the classroom within literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued support as required for all students who are EAL/D</p>
<p>Low level adjustment for disability</p> <p>\$141,869.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Narara Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiated Pedagogies: • Data Driven Practices: <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention to increase learning outcomes • employment of LaST and interventionist teacher • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students

<p>Low level adjustment for disability</p> <p>\$141,869.00</p>	<p>The allocation of this funding has resulted in: Identified students in Kindergarten increased oral language skills due to speech pathology program run in Term 1. LST supporting tier 3 students with individualised reading program to build phonic knowledge and fluency.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to go above establishment in Learning Support and employ additional SLSOs to run small group intervention programs to support literacy and numeracy.</p>
<p>Professional learning</p> <p>\$26,732.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Narara Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices: • Differentiated Pedagogies: • Wellbeing and Engagement: • Community Engagement and Transition: <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • OG/MSLE training completed. Most staff trained in Foundations of MSLE and 8 staff fully trained in OGCE. <p>The allocation of this funding has resulted in: 50% of K-6 staff are trained in OGCE MSLE and 80% of staff are Foundations MSLE trained.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue training in 2022, so that 100% of staff have Foundations MSLE training and all K-2 are OGCE MSLE trained.</p>
<p>Beginning teacher support</p> <p>\$14,841.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Narara Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiated Pedagogies: • Wellbeing and Engagement: <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Early Career teacher supported through mentoring program. • Additional release for TPL opportunities and assessment and reporting allocation with mentor. <p>The allocation of this funding has resulted in: Early career teachers being well supported in their first year of teaching</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued capacity building of early career teachers to initiate best practice in teaching and learning for the benefit of all students.</p>
<p>School support allocation (principal support)</p> <p>\$21,944.00</p>	<p>School support allocation funding is provided to support the principal at Narara Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>School support allocation (principal support)</p> <p>\$21,944.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Differentiated Pedagogies: • Wellbeing and Engagement: • Community Engagement and Transition: <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of SASS to support the Principal and teachers in administration duties • teacher release for collaboration for programming, assessment, PLaSPs and teacher observations <p>The allocation of this funding has resulted in: streamlined processes and procedures for organisation for excursions and administration duties.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued employment of SASS staff to complete administration duties, supporting the Principal and teachers to effectively complete their role.</p>
<p>Literacy and numeracy</p> <p>\$8,986.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Narara Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices: • Differentiated Pedagogies: <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • employment of an additional teacher to lower class sizes and improve quality teaching practices in literacy and numeracy. <p>The allocation of this funding has resulted in: lower class sizes across K-6 allowing for strong classroom management and improved outcomes in literacy and numeracy. Assessment schedule has been completed K-6 for effective data collection and use to inform teaching and learning programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to utilise funding to support teachers to target evidence based teaching strategies in all classrooms and allow time for teacher observations.</p>
<p>QTSS release</p> <p>\$78,482.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Narara Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices: <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives • small group intervention for identified students <p>The allocation of this funding has resulted in: An additional part time learning support teacher to support Tier 2 and Tier 3 students in literacy and numeracy, as well as allocated time for executive to collaborate with stage members.</p>

<p>QTSS release</p> <p>\$78,482.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: Continue to allow for executive to work with teaching staff in allocated sessions.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Narara Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices: <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in: Small group intervention for Tier 2 and Tier 3 students in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: This role will continue with the COVID ILSP and APCI in 2022.</p>
<p>COVID ILSP</p> <p>\$121,441.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices: <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: Increased student achievement for Tier 2 and Tier 3 students through way of small group intervention.</p> <p>After evaluation, the next steps to support our students with this funding will be: This initiative will continue in 2022 as the Department have extended this funding.</p>
<p>6101 Operational</p> <p>\$99,054.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Narara Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiated Pedagogies: <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • Engagement of an off class APCI to lead professional learning and collaborative practice. <p>The allocation of this funding has resulted in: improved evidence-based teaching practices in literacy to improve reading, writing, spelling and oral language.</p>

6101 Operational \$99,054.00	<p>After evaluation, the next steps to support our students with this funding will be: Continued support in literacy and a further focus on numeracy.</p>
Per capita \$96,185.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Narara Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices: • Differentiated Pedagogies: <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • releasing classroom teachers with specific expertise to engage in planning to support identified curriculum areas, including literacy and numeracy. • enhancing teaching resources. • allocating additional resources to support specific programs. • employ SLSOs to support student learning needs. <p>The allocation of this funding has resulted in: building teacher capacity in identified curriculum areas, with a focus on literacy. Engaging additional staff to run intervention groups with a specific focus for tier 2/3 students. Purchase of teaching resources to support teaching and learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to employ additional staff to run intervention groups as required across K-6 and purchase additional resources to support teaching and learning across literacy and numeracy.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	198	212	196	192
Girls	180	188	183	181

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.3	94.6	95.7	92.9
1	93.1	92.1	93.6	93.7
2	94	91.6	92.6	92
3	93	93.8	92.8	89.6
4	92.5	92.1	95.5	91.6
5	93.1	92.4	93.7	92.7
6	91.5	92.7	94	87.9
All Years	93	92.7	93.9	91.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.18
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration and Support Staff	5.42

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	242,924
Revenue	4,092,157
Appropriation	3,984,596
Sale of Goods and Services	3,958
Grants and contributions	103,237
Investment income	198
Other revenue	168
Expenses	-4,078,361
Employee related	-3,732,295
Operating expenses	-346,066
Surplus / deficit for the year	13,797
Closing Balance	256,721

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	176,059
Equity Total	243,027
Equity - Aboriginal	26,401
Equity - Socio-economic	60,892
Equity - Language	13,864
Equity - Disability	141,870
Base Total	3,164,633
Base - Per Capita	96,186
Base - Location	0
Base - Other	3,068,447
Other Total	232,795
Grand Total	3,816,514

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of the school community including parents, students and teachers about the school. Information related to this are detailed below.

The large majority of parents see the Positive Behaviour for Learning (PBL) values of Safe, Respectful, Learner being supportive and characterising the type of environment they would like their child to experience at Narara Public School (NPS). Since the implementation of PBL in 2016, the school has sought feedback from staff, students and parents on how we can further improve PBL at NPS. This feedback has and will be used to further develop key documents such as the Student Wellbeing Procedure and assist with streamlining certain aspects such as referrals and the required number of Sammy's to be collected for key rewards and milestones.

The 2021 Tell Them From Me - Parent Survey was conducted in Semester 2. Some of the parent responses are as follows:

- * 80% feel welcome when they visit the school
- * 87% can easily speak with their child's teacher
- * 78% can easily speak to the principal
- * 72% feel teachers have high expectations for their child to succeed
- * 81% believe their child is encouraged to do their best
- * 65% felt parent activities are scheduled at times when they can attend
- * 67% of parents are informed about their child's social and emotional development.

The 2021 Tell Them From Me - Teacher Survey was conducted at the end of 2021. Overall, staff felt that the professional learning they engaged in throughout the year was meaningful and they would like to see further professional development in researched based programs and pedagogies such as TEN, Big Write and Multisensory Structured Language Education (MSLE). Some of the teacher responses are as follows:

- * 95% establish clear expectations for classroom behaviour
- * 83% are in regular contact with the parents of students with special learning needs
- * 92% set high expectations for student learning
- * 89% use results from formal assessment tasks to inform their lesson planning
- * 90% feel assessments help them understand where students are having difficulty
- * 88% discuss learning problems of particular students with other teachers
- * 78% believe school leaders have provided guidance for monitoring student progress
- * 81% believe school leaders have helped them improve their teaching.

The 2021 Tell Them From Me - Student Survey was conducted in Semester 1 & 2 for students in Year 4 to Year 6. Some of the student responses are as follows:

- * 77% believe teachers set clear goals for learning, establish expectations, check for understanding and provide feedback
- * 88% do not get in trouble at school for disruptive or inappropriate behaviour
- * 81% feel they have someone at school who consistently provides encouragement and can be turned to for advice
- * 84% believe school staff emphasise academic skills and hold high expectations for all students to succeed
- * 28% of students feel they are subjected to physical, social, or verbal bullying, or are bullied over the internet. This figure is below the state norm and is one the school will have a particular focus on in 2022.

The Tell Them From Me surveys have provided valuable feedback to the school on current programs and practices. These results will be used to further improve the school and have identified areas requiring further development and attention. The positive results (and there are many) have been celebrated by school staff and the wider community.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.