

2021 Annual Report

Narrandera Public School



2710

Introduction

The Annual Report for 2021 is provided to the community of Narrandera 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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Narrandera Public School

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School vision

Narrandera Public School aims to improve performance, confidence and resilience for every student, teacher and leader in all learning experiences.

School context

Narrandera Public School is located in the township of Narrandera on the Murrumbidgee River on the traditional lands of the Wiradjuri people. The school boasts a strong and proud history of public education in Narrandera and surrounding areas with a total enrolment of 252, including 99 Aboriginal students. The Parents & Citizens Association (P&C), the Narrandera Aboriginal Education Consultative Group (AECG) and various community groups are active and supportive partners that contribute to, and strengthen, learning and well-being programs for our students.

We encourage high expectations of all learners (children and adults) and a school culture based on four key values of being respectful, responsible, safe and a learner. 'STRIVE TO EXCEL' features in the school's day to day practices and is the traditional motto for the school.

Narrandera Public School is a learning focused school in which staff expertise and positive relationships with students and their families are prioritised as key factors that can contribute to growth in student learning.

Through our situational analysis, we have identified a need to improve data driven practices that ensure all students have access to stage appropriate learning. Further professional learning will need to occur focussed on how teachers can successfully plan for and deliver quality differentiated instruction to students with additional learning needs, including those identified with high potential. Our work with individual students will be responsive and closely monitored.

Trends across a range of factors are carefully monitored and these are considered to inform interventions, programs and staff professional learning needs.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

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	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

Teachers will expertly use a range of explicit teaching strategies in response to recognising what individual students know and understand, resulting in improved growth and attainment in reading and numeracy.

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.

- Effective Classroom Practice
- Assessment, Data Skills and Use

Resources allocated to this strategic direction

Socio-economic background: \$259,900.00
Early Action for Success (EAFS): \$102,908.00
Low level adjustment for disability: \$250,606.00
Location: \$50,328.92
QTSS release: \$45,968.38
Literacy and numeracy: \$23,544.78
Integration funding support: \$20,430.00
English language proficiency: \$2,040.00
Literacy and numeracy intervention: \$23,544.78

Summary of progress

Effective Classroom Practice

In 2021 our focus was on ensuring every classroom is an engaging environment, where explicit teaching strategies are delivered highly competent teachers. The use of learning intentions, success criteria, formative assessment and quality feedback are fundamental characteristics of classroom practice at our school.

Individual student needs are catered with adjustments based around a thorough understanding of every student. The leadership team held weekly data and planning meetings in stage groups to follow up on professional learning in explicit teaching practice and unpacked relevant data to ensure lesson plans met the identified needs of all students.

This has resulted in teachers being able to use explicit teaching strategies with more confidence and expertise. An increased number of students have Individual Learning Plans (ILP) which are regularly monitored and refined.

Assessment, Data Skills and Use

In 2021 our focus was to deliver high-quality professional learning and collaboration to expertly develop effective data collection processes for teachers to reflect, plan, modify and deliver lessons to meet the learning strengths and needs of students and to monitor the effectiveness of lessons. This was evident through the leadership team working side-by-side in the classroom, coaching, mentoring, providing feedback, co-planning, co-teaching and co-reflecting. Teachers used student data to plan and embed quality practices into their everyday teaching and, as a result, adapted teaching and learning programs to reflect this. Student learning outcomes have been successfully tracked through the collection and analysis of assessment data and have shown improvement across the board. This has been shared with all stakeholders.

Teaching staff engaged in the formal analysis of the current system, school and classroom growth and attainment data to inform and tailor personalised, explicit and differentiated learning experiences to cater for student strengths and needs. A range of assessments were administered with achievement and growth data collected and analysed.

In 2022 we will continue to work with staff to embed a quality 2 hour literacy block which will include effective learning environments, rich assessments and planned lessons as a result of data analysis.

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
<p>The percentage of Year 3 and Year 5 students achieving top two bands in Reading increases by 8%.</p> <p>The percentage of Year 3 and Year 5 students achieving top two bands in Numeracy increases by 8%.</p>	<ul style="list-style-type: none"> • 33% of students are now in the top two skill bands (NAPLAN) for reading and 23% for numeracy, indicating achievement of the annual progress measure.
<p>The percentage of Year 3 and Year 5 Aboriginal students achieving top three bands in Reading increases by 4%.</p> <p>The percentage of Year 3 and Year 5 Aboriginal students achieving top three bands in Numeracy increases by 10%.</p>	<ul style="list-style-type: none"> • 43% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating achievement of the lower bound target of 32%. • 20% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating progress toward the lower bound target of 23%.

Strategic Direction 2: Connected, inclusive, aspirational and collaborative learning community.

Purpose

Teachers, students and the school community will strive to develop and sustain a strategic and planned approach to student engagement, well-being and attendance processes that support growth, whilst fostering positive relationships.

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.

- Well-being & Engagement
- Attendance

Resources allocated to this strategic direction

Aboriginal background: \$177,746.00

Socio-economic background: \$90,662.00

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

Summary of progress

Well-being and Engagement

Our focus for 2021 was for students to engage with the integrated whole school approach to student well-being. The aim was for students to connect, succeed and thrive at each stage of their schooling. The school successfully established and use the Instructional Leadership positions to work with teachers to assess student progress and design future learning for improved student engagement which also allowed students to succeed with their learning. This was evident through timetabled weekly data and planning sessions with stage groups as well as through the schools in-class mentoring program with identified classroom teachers. There was also evidence of classroom teachers building a positive learning environment in the classroom, characterised by supportive relationships and regular contact with parents. The school's learning and support program was strong in the area of Personalised Learning Pathways (PLP's), Individual Education Plans for identified students as well as providing stage support in lesson differentiation.

Attendance

The school's focus for 2021 was to establish whole school programs regarding attendance, concentrating on improving factors influencing attendance, whilst building parent and community links to support. An attendance team was established to closely monitor student attendance and devise programs to support improvement. Students at risk of falling below 85-90% attendance were identified by the attendance team, with support plans co-developed with families. This included the school running a morning bus to pick up for students at greater risk. This was in conjunction with professional learning for all staff to confirm their role in relation to attendance. The aim was to embed a culture of staff regularly and accurately monitoring attendance whilst taking prompt action. The hub staff investigated strategies and interventions for individual students with on-going attendance concerns.

In 2022 we will work with staff to establish and embed a mentoring program between staff and students in upper primary, providing support for students both at school and home. This will be in conjunction with the hub staff and the school's leadership team working together to collect and compare data regarding the effectiveness of well-being and attendance programs and adjusting programs accordingly. The school will continue to work with our Aboriginal Education Team and the community to embed a strong process for the development of our PDP's.

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
• An uplift in the percentage of students feeling a sense of belonging and supported for improved learning.	There has been a slight decrease in the percentage of students feeling a sense of belonging and supported for improved learning.
• The percentage of students attending	The number of students attending greater than 90% remained steady and

school 90% or more per year increases
by 5%.

below the lower bound target trajectory.

Strategic Direction 3: Powerful Instructional Leadership

Purpose

The school demonstrates high expectations for all. Professional Learning develops a culture of effective, evidence-based teaching, developing stronger educators to sustain whole school improvement.

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.

- Educational Leadership
- Professional Learning

Resources allocated to this strategic direction

Professional learning: \$20,000.00

Socio-economic background: \$33,635.40

Summary of progress

Educational Leadership

Our focus for 2021 was the process of embedding a culture of teachers individually and collaboratively evaluating the effectiveness of their teaching practices. This included the analysis of student engagement, learning growth and outcomes. The leadership team has established quality structures around the tracking of student data and professional learning, which has focused on continuous improvement of teaching and learning. It has been evident that teachers and support staff collaborate within stage teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, which has resulted in collaborative, current evidence-based programs and lessons, to improve student outcomes. There is evidence of an improving culture of high aspirations and expectations for all, whilst celebrating the successes of staff and students.

Professional Learning

At the beginning of 2021, the school's leadership team reviewed data and identified reading as a focus area for improvement for 2021. By mid-Term 2, all teachers were supported by professional learning (PL) run by the school's Instructional Leaders. This learning was focused on critically analysing student data to identify areas of need and identifying best practice in reading. Baseline data was captured by all teachers on students' comprehension skills, whilst completing assessments for reading.

By the end of 2021, Instructional Leaders completed blended learning PL on continuous teacher improvement, whilst instilling the expectation that every minute of every lesson is important and valuable, including uninterrupted literacy and numeracy time. As part of this, we have a strong professional learning structure, which includes an external consultant who visits the school twice per term to present high level learning to our leadership group, classroom and intervention teachers as well as keeping our structures and processes accountable, which includes our individual tracking for improved student learning. This has led to our weekly timetabled stage data and planning sessions becoming vital planning and learning opportunities to embed evidenced based high impact strategies to improve student outcomes in Literacy.

In 2022 the leadership team will continue to work with staff around the concept of student feedback. This will include teaching staff developing a model to provide relevant information to students of their progress and future goals. Along with this, the team will investigate more current online tools to create teaching and learning programs across the school to address a gap in evidence. Current professional learning programs will continue with external specialists guiding the plan.

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
The percentage of students achieving	• The proportion of Year 5 students achieving expected growth in NAPLAN

expected growth in Reading increases by 8%.	Reading has increased by 3%.
The percentage of students achieving expected growth in Numeracy increases by 12% by 2021.	<ul style="list-style-type: none">• The proportion of Year 5 students achieving expected growth in NAPLAN Numeracy has increased by 3%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$101,334.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Narrandera 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"> • Effective Classroom Practice • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional SLSO staff to assist individual students with additional learning needs, including phonics intervention. • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students Individual Education Plan (IEP) • consultation and follow up with external contracted Speech Pathologist. <p>The allocation of this funding has resulted in: all students with access to Integrated Funding Support (IFS) received targeted support through SLSO assistance in line with their Individual funding sources. In addition to this each student had an Individual Education Plan written in consultation with the Learning Support Teacher, classroom teacher and family members. These were reviewed and updated throughout 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to allocate integration funding support funds to support students approved to receive this funding. Support will be provided in the classroom and playground, depending on the needs of the individual student and in accordance with their Individual Education Plan.</p>
<p>Socio-economic background</p> <p>\$384,197.40</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Narrandera 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"> • Educational Leadership • Effective Classroom Practice • Well-being & Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teaching staff to support identified students with additional needs through smaller class numbers. • professional development of staff through our quality Instructional Leadership program to better support student learning outcomes. • providing students without economic support for educational materials, uniform, equipment and other items. • employment of an external Speech Pathologist to support students with additional learning needs in kindergarten. The Speech Pathologist visited the school one day per week, with follow up activities undertaken by an SLSO. • professional development of both leadership and teaching staff through an external consultant to better support student learning outcomes and best practice in the classroom. <p>The allocation of this funding has resulted in: the schools Instructional Leaders being able to lead quality professional learning to support student outcomes and best practice in the classrooms.</p>

<p>Socio-economic background</p> <p>\$384,197.40</p>	<p>This has been evident through leadership working side by side in the classroom with teachers modelling new learning, coaching, mentoring, giving quality feedback and engaging in discussions post session. There has been a significant increase in students achieving the top bands in reading and numeracy. Student assistance was particularly beneficial this year as a result of the economic impact of COVID on some families.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to employ additional Instructional Leaders along with maintaining links to our external consultant. The Leadership and Learning Support Teams will collaborate to enhance the differentiation of english content to meet students at their point of need, including adjustments to support learning or to increase challenge. The continued focus will also be to embed processes around a quality english 2-hour block that includes, modelled and guided reading and writing, quality speaking and listening within a learning environment that supports student engagement.</p>
<p>Aboriginal background</p> <p>\$177,746.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Narrandera 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 enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Well-being & Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of two Aboriginal Education Officers (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • employment of additional office staff to deliver superior attendance tracking of students for additional support as required. • employment of specialist additional teaching staff to better support Aboriginal students in regard to well-being. • aboriginal students had the opportunity to participate in NAIDOC Day celebrations, indigenous dance workshops and Proud and Deadly awards. Our Year 6 students also had the opportunity to spend time with a local elder to design and make didgeridoos, bush tucker and to learn about local traditions. <p>The allocation of this funding has resulted in: the schools Aboriginal programs and connection with the local community continuing to grow and to develop an active Personalised Learning Pathway. Specific learning and well-being support was provided to all Aboriginal students in collaboration with class teachers and the school's Learning Support Team. The schools AEOs continued supported a morning bus run to collect students. This continues to significantly improved attendance rates as well as improving connection with the schools community.</p> <p>After evaluation, the next steps to support our students with this funding will be: All programs that have been developed in 2021 will continue to operate as they have proven successful with the connection with the local community and has strengthened relationships with our students. The Aboriginal Attendance program will continue to be developed in the coming year to strengthen and further increase student engagement.</p>
<p>English language proficiency</p> <p>\$2,040.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Narrandera Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>English language proficiency</p> <p>\$2,040.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Purchasing of the literacy APP Wooshka as an additional online support for students requiring support in english language proficiency. <p>The allocation of this funding has resulted in: The purchasing of online resources allowed for an additional support within the literacy block for students with low English proficiency to access different texts through audio support.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school believes that the professional development of teachers in the delivery of quality differentiated literacy blocks along with the added support of online programs enables classroom teachers to adjust supportive programs. The school will continue to use the TPL mentor and training structures created in 2021 to further develop all teachers strengths in creating quality literacy programs for all students.</p>
<p>Low level adjustment for disability</p> <p>\$250,606.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Narrandera 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"> • Effective Classroom Practice <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 <p>The allocation of this funding has resulted in: many students, with significant support needs, in mainstream classes receiving support within the classroom. The school funded additional SLSO's to work in the classroom and across the school. Additional staff were employed to release teachers to attend relevant professional learning in order to build effective classroom practice in supporting student needs. After a period of remote learning, we employed additional support to enable a smooth transition back to school for a number of students. This funding enabled additional classroom and/or playground support for students with additional needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued employment of a Learning and Support Teacher to work intensively with targeted students. The continuation to employ additional School Learning Support Officers (SLSOs) , with one SLSO to be targeted to assist students who have been identified and assessed by the speech therapist and at least one SLSO to implement MiniLit with targeted students.</p>
<p>Location</p> <p>\$50,328.92</p>	<p>The location funding allocation is provided to Narrandera Public School to address school needs associated with remoteness and/or isolation.</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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this operational funding include:</p>

<p>Location</p> <p>\$50,328.92</p>	<ul style="list-style-type: none"> • employment of additional teaching staff to support individual students. <p>The allocation of this funding has resulted in: employ additional teaching staff, specifically trained in individual student support for the implementation of intervention targets for Stage 2 and 3 students. This has led to on-going support: allowing for co-planning, co-teaching and co-reflecting. The extra staff employed also allowed flexibility for collaborative meetings to take place as they were available to cover classes for professional learning and planned and unplanned leave.</p> <p>After evaluation, the next steps to support our students with this funding will be: used to employ additional staff. These staff have proven to be highly effective in supporting the school direction and targets.</p>
<p>Literacy and numeracy</p> <p>\$23,544.78</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Narrandera 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • purchasing of literacy resources such as quality picture books for guided and shared instruction • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: the extensive purchase of readers/novels to support best practice in literacy across kindergarten to Year 6.</p> <p>After evaluation, the next steps to support our students with this funding will be: the school will no longer receive these funds from the beginning of 2022.</p>
<p>Early Action for Success (EAfS)</p> <p>\$102,908.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Narrandera Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students <p>The allocation of this funding has resulted in: employment of an Instructional Leader to implement targeted high impact professional learning, supported by appropriate resources, to enable teachers to meet the needs of students in regards to english and mathematics.</p> <p>After evaluation, the next steps to support our students with this funding will be: the school will no longer receive these funds from the beginning of 2022</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Narrandera</p>

<p>\$45,968.38</p>	<p>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"> • Effective Classroom Practice <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 • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: the employment of a classroom teacher two half days per week to provide additional release time for teachers to meet with Instructional Leaders, focusing on Literacy and Numeracy. This allowed teachers to co plan, teach and reflect on implementation of evidence based reading and numeracy strategies.</p> <p>After evaluation, the next steps to support our students with this funding will be: maintain the support given for teachers through additional RFF in terms of data and planning cycles which are run by the Instructional Leaders.</p>
<p>Literacy and numeracy intervention</p> <p>\$23,544.78</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Narrandera 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in: Activities within this initiative saw a positive growth in the assessed cohorts across internal and external assessment tools.</p> <p>After evaluation, the next steps to support our students with this funding will be: the school will no longer receive these funds from the beginning of 2022</p>
<p>COVID ILSP</p> <p>\$201,813.00</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"> • Other funded activities <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 • providing targeted, explicit instruction for student groups in literacy/numeracy • employing staff to supervise and monitor progress of student groups

<p>COVID ILSP</p> <p>\$201,813.00</p>	<p>engaging in online tuition in [program]</p> <p>The allocation of this funding has resulted in: the implementation of a targeted small group approach to intervention which saw an increase in the number of students identified through internal school data as on track to meet current NAPLAN targets in reading.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need then adjusting the explicit teaching and delivery model to best meet the needs of the students.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	124	120	118	119
Girls	132	127	129	132

Student attendance profile

School				
Year	2018	2019	2020	2021
K	89.6	89.3	80.2	90.3
1	82.3	87.4	79.2	89.8
2	90.4	84.7	86.2	87.4
3	91.8	91	74.1	91.7
4	89.1	90.5	82.5	84.1
5	88.9	89.3	83.5	89.8
6	89.6	89	83.5	89.5
All Years	89	88.9	81.2	88.8
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)	3
Classroom Teacher(s)	10.66
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.6
School Administration and Support Staff	5.47

*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	679,942
Revenue	3,935,896
Appropriation	3,905,280
Sale of Goods and Services	589
Grants and contributions	29,750
Investment income	278
Expenses	-4,118,056
Employee related	-3,604,667
Operating expenses	-513,389
Surplus / deficit for the year	-182,160
Closing Balance	497,782

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	99,477
Equity Total	814,379
Equity - Aboriginal	178,083
Equity - Socio-economic	384,198
Equity - Language	2,400
Equity - Disability	249,698
Base Total	2,341,389
Base - Per Capita	62,162
Base - Location	50,329
Base - Other	2,228,898
Other Total	380,523
Grand Total	3,635,768

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

When Surveyed on 5 key questions the below mentioned percentage of school parents who responded either agree or strongly agree responses were collected from 45 families.

Narrandera Public School provides a happy and safe learning environment for my child - 81%

I feel comfortable discussing my child's learning with the teachers at Narrandera Public School - 89%

I believe that what my child is learning allows them to achieve to the best of their ability - 78%

I believe that Narrandera Public School provides opportunities for my child to grow academically - 78%

I believe that Narrandera Public School provides opportunities for my child to grow socially - 85%

I believe that communication from the school is consistent and timely - 71%

These statements reflect the strong relationship between the school and wider community which continues to be a priority for the school

In students response to the 2021 Tell Them From Me Survey the school saw positive growth in

- Effective Learning Time
- Relevance
- Positive teacher relationships
- Expectations for success.
- Positive behaviour at school.

In an internal survey of staff we identified the main positives within current school structures were the well being hub and the data and planning cycles both of which drive student engagement and in turn improvement.

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.