

2021 Annual Report

Narromine Public School



2713

Introduction

The Annual Report for 2021 is provided to the community of Narromine 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.

School contact details

Narromine Public School

Meryula St

Narromine, 2821

<https://narromine-p.schools.nsw.gov.au>

narromine-p.school@det.nsw.edu.au

02 6889 4566

School vision

At Narromine Public School it is our mission to provide our students with a quality education in a caring environment. Our school is student focussed and provides excellence in education. We pride ourselves on making a diverse range of co-curricular and educational opportunities available to all with equity and access a strong focus of our delivery. Staff, parents and the wider school community work in partnership to develop the whole child. Student wellbeing encompasses everything the school community does to meet the personal, social and learning needs of students. We develop and enhance a safe, caring school environment in which students are nurtured as they learn. We acknowledge and support differences within the school community and provide programs and support which incorporate these differences. Within our students' Personal Learning Plans we acknowledge their strengths and set goals around aspiring to achieve at their highest level.

School context

Narromine Public School is located in the Macquarie Valley in central New South Wales. The current school enrolment is 285, this includes a 61% cohort of students identifying as Aboriginal. Our school is set on a large block with extensive grass and asphalt areas for play and sporting activities, with 18 classrooms, sports and creative arts hall, a modern well-equipped library and a number of covered outdoor learning areas. The school's Positive Behaviour for Learning philosophies of being respectful, honest and responsible learners enhances Narromine Public School's belief in working together to promote a quality education in a caring school culture.

The school has a small but energetic P&C consisting of parents, carers, staff and the wider school community. The many roles of the P&C include assisting in providing equipment, management of the school canteen "Tastebuds", consulting with teaching staff in establishment of school policy and management, engaging with staff in all facets of school activity and establishing a strong sense of community within the school.

Narromine Local AECG and Narromine Public School have a rich and respectful relationship where we share cultural and community knowledge and understanding for staff and for students. Our AECG monthly meetings are attended by our Aboriginal Education Officers and an executive member of staff to consult and inform members of student progress, initiatives and actions taking place at Narromine Public School. We as a school community value the input and support of our AECG.

Narromine Public School provides a variety of opportunities for academic, sporting, cultural, leadership and social achievements in a supportive and collaborative environment for our students.

The school has completed a situational analysis that has identified three areas of focus for the 2021-2024 Strategic Improvement Plan. It is important to note these build upon the work undertaken in the previous school planning cycle around engaged, responsible and successful learners; quality teaching; and meaningful community partnerships.

Growth in both numeracy and literacy is an area of explicit focus. To ensure academic success for every student in numeracy and literacy, the embedding of strong foundations is critical. Student learning outcomes are driven by data and are aspirational, measurable and attainable maximising individual learning outcomes for kindergarten to Year 6. As a whole school we have reviewed and adapted practices to ensure reliable formative and summative assessment tasks are implemented in the analysis of student progress, evaluation of growth over time and reporting student achievement. We have implemented and consolidated evidenced based teaching practices in Teaching Sprints for both reading and number and embedded a deeper and consistent understanding of A-E Assessment. We have implemented, monitored and evaluated key features of 'What works best in practice' engaging the Assistant Principals as key drivers for adaption.

Embedding a learning culture that facilitates high expectations, positive well-being, consistent attendance and quality learning opportunities that meet the needs and aspirations of both students and staff is another key area of focus in the new school plan. By ensuring all students can articulate, understand and achieve their personalised learning goals for numeracy and literacy it provides a defined pathway to achievement. Student assessment data across key learning areas will be regularly visited in Stage meetings to develop understanding and possible high-performance focus areas for groups and individuals. Professional learning impacts on quality teaching and student learning will be evaluated and explicit systems for collaboration and feedback will be built to sustain quality teaching practice.

When conducting the situational analysis, it was evident that educational leadership to manage practices and maximise potential of students and staff was an important area of ongoing focus. With a renewed emphasis on high expectations and continuous improvement we have further developed student and staff's capacity for engagement, success and achievement. By offering the vision to achieve within their personal context, learners have built the potential for lifelong learning. Narromine Public School values teacher accreditation and will work towards developing aspirations in staff for higher levels of accreditation.

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

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure academic success for every student in numeracy and literacy. Student learning outcomes will be driven by data and will be aspirational, measurable and attainable maximising individual learning outcomes for kindergarten to Year 6.

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.

- Learning analysis
- Engagement with curriculum

Resources allocated to this strategic direction

Beginning teacher support: \$14,500.00

Professional learning: \$1,408.00

Summary of progress

Teachers implemented Teaching Sprints in stage teams. Professional learning experiences identified specific explicit teaching strategies and consolidated planned evidence-based teaching instruction to be successfully executed across the curriculum of English and Mathematics. The priority areas of comprehension and place value formed the basis of the Teaching Sprints. The Instructional Leader provided Teacher Professional Learning (TPL) on Scout and PLAN2 to inform future teaching and learning. Areas of focus in PLAN2 were demonstrated as a tool for student groupings within classes.

Deep reflection in the area of assessment pedagogy led to staff unpacking the impact of quality teaching on student learning.

An assessment team was developed with the focus of supporting each stage with understanding consistent assessment and pedagogy for student learning. This team focused on assessment grids that aligned to the teaching grids throughout the COVID-19 lock down period and into Term 4 2021.

Check-in assessments occurred in Term 4. From this data, assessments, Teaching Sprints and class placements for 2022 were discussed and actioned.

Work samples for the COVID-19 Intensive Learning Support Program (ILSP) and High Potential and Gifted Education (HPGE) students were analysed and moderated by the COVID-19 ILSP team and results were placed on PLAN2 to track student progress and to inform future learning moving forward into 2022. Analysis of mainstream student work samples were planned for but not achieved due to work place COVID-19 restrictions. This will become a 2022 focus area.

Early career teachers and their wellbeing has been a focus for 2021 and as a result the following areas of leadership have been identified as outstanding - induction to Narromine Public School Positive Behaviour for Learning (PBL) policies, practices, and processes, the NPS Scope and Sequences, and programs of learning.

Provision of extra curricular engagement opportunities such as excursions and incursions were planned for but not achieved due to COVID-19 restrictions.

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 proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy increases by 3% from the system negotiated lower bound target.	There was an increase in students achieving in the top two bands. 22.86% of Year 3 students performed in the top two bands, an increase of 12.6 %, while in Year 5 NAPLAN numeracy 3.45% of students performed in the top two bands with a smaller increase of 0.75%. Next steps for improvement are: In 2022 we will develop rubric proformas

<p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy increases by 3% from the system negotiated lower bound target.</p>	<p>used across each of the stages to ensure a consistent response to assessment. We will have a greater strategic analysis of assessment for learning with a focus on number and place value.</p>
<p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading increases by 5% from the system negotiated lower bound target.</p>	<p>There was an increase in students achieving in the top two bands for reading in Years 3 and 5. 28.21% of students in Year 3 performed in the top two bands, an increase 4.53%. In Year 5 NAPLAN Reading 23.33% of students performed in the top two bands a 20.63% increase. 21 students in Year 5 achieved 'At or Above' expected growth in reading.</p> <p>Next steps for improvement are: Assistant Principals' Curriculum and Instruction (APCI) will develop, implement and review focused and targeted supports for staff in identifying, analysing, applying and reflecting on data driven change across the key learning areas of English.</p>
<p>Increase the proportion of Year 5 students achieving expected growth in NAPLAN reading by 6% from the system negotiated lower band target.</p>	<p>59% of Year 5 students achieved expected growth in reading, not quite meeting the system negotiated target of 62.3%.</p> <p>Next steps for improvement are: In 2022 staff will revisit the Teaching Sprints, planning for teaching and learning, implementing quality pedagogy and evaluating our focus area. (concepts of comprehension). The impact from the first Teaching Sprint 2022 will be evaluated with identified professional learning for beginning or new teachers.</p>
<p>Increase the proportion of Year 5 students achieving expected growth in NAPLAN numeracy 5% from the system negotiated lower bound target.</p>	<p>There was an increase in students achieving expected growth in numeracy by 24%.</p> <p>Next steps for improvement are: Staff will focus on place value and number work samples for a consistent approach to grading while applying the ICT Scope and Sequence to evidence and data gathering across the 2021 - 2024 Strategic Improvement Plan.</p>
<p>70% of the Kindergarten students demonstrating reading strategies at a level 9 and beyond with the expectations of maintaining green reading levels (EA4S benchmark level) throughout Stage 1.</p>	<p>87% of students demonstrated reading growth in 2021, however only 47% of Kindergarten students reached level 9+ due to COVID-19 interruptions to onsite face to face learning opportunities.</p> <p>Next steps for improvement are: 2022 will see the Scope and Sequence embedded into Kindergarten teaching programs and ongoing professional development to support consolidation. The introduction of the APCI role will lead to consolidation of ALAN online assessment tools across teaching and learning of Early Stage 1 and Stage 1. The APCI will work collaboratively implementing online assessment and tracking student progression through PLAN2. This will support the use of data within Teaching Sprints, enhancing consistency in assessment and understanding student learning.</p>
<p>70% of Kindergarten and Year 1 students will demonstrate a reading comprehension level 10.</p>	<p>42% of students in Early Stage 1 and Stage 1 reached a level 10+. 74% of students progressed in their reading potential. From the targeted interventions 67% of students showed growth in their reading abilities. Data was tracked in PLAN2 and through internal data systems. The COVID-19 lockdown period impacted on student results.</p> <p>Next steps for improvement are: In 2022 we will continue to consolidate teacher understanding of reading pedagogy and online ALAN assessments to track and plan student reading expectations. This will occur through stage and whole school professional learning, using online assessment tools, tracking students learning and progression through ALAN/PLAN2 and working collaboratively with stage teachers and APCI to develop a consistent approach and understanding of reading outcomes.</p>

Strategic Direction 2: Foundations

Purpose

Our purpose is to embed a learning culture that facilitates high expectations and quality learning opportunities that meet the needs and aspirations of students.

Staff at Narromine Public School use information about individual students' capabilities and needs to plan for students' learning so as to engage them in rich learning experiences, developing the vital skills for flourishing, now and in future years.

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.

- Supporting learners
- Attendance

Resources allocated to this strategic direction

Aboriginal background: \$52,800.00

Socio-economic background: \$66,480.00

Literacy and numeracy: \$2,500.00

Beginning teacher support: \$3,000.00

Summary of progress

Throughout 2021, the members of the Strategic Direction 2 team focused on student wellbeing, attendance, Information and Communication Technology (ICT) and High Performance and Gifted Education (HPGE). As a result of our initiatives, students showed improved wellbeing and engagement in their learning.

Attendance: Home School Liaison Officer and Aboriginal Community Liaison Officer (HSLO and ACLO) continued to consolidate the knowledge, processes and practices of staff by working collaboratively to embed additional strategies. Beginning and newly appointed teachers felt supported through the Teacher Professional Learning (TPL) Units which focused on Department of Education (DOE) attendance procedures and school processes. The School Attendance Officer ensures that all staff have a working knowledge of the stage referral process with weekly updates focusing on students or families who were in need of support for improvement in attendance. Overall attendance has increased compared to matched semesters in 2020. Consistent contact with parents and tracking of engagement and wellbeing during the COVID-19 learning from home period resulted in a rapid return of students to full time face to face learning. To further encourage improvement in attendance significant rewards have been purchased as part of an attendance incentive program for 2022. Ideas were gathered from the Student Representative Council students and plans established to reward students in 2022 with new incentives and special reward days.

The researching for suitable platforms for digital portfolios and Personalised Learning Plans was started in 2021 and will continue in 2022.

Staff investigated and developed their proficiency in the engagement of the DoE Online Digital Learning Selector. This resource was used to create user friendly learning from home packs for HPGE students whereby ensuring high levels of engagement and feedback for students learning from home.

Community engagement and student voice will continue to be sought throughout 2022 to determine future directions with portfolios, HPGE and attendance.

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 proportion of students attending school over 90% of the time increases by 5.4%.	The school did not have a 5.4% increase of the proportion of students attending school more than 90% of the time. While the school did not reach this target in Semester 1, 47.8% of students maintained an attendance of

<p>The proportion of students attending school over 90% of the time increases by 5.4%.</p>	<p>90% or greater. This was slightly below the Department of Education (DoE) average of 48.5%, however in Semester 2, 60.6% of students maintained an attendance rate of 90% or greater, above the DoE average of 58.7%. Overall Narromine Public School experienced a 3.7% increase in attendance from the previous year.</p> <p>Next steps for improvement are: Staff will revisit roll marking processes regularly in stage meetings, all new staff will be inducted to Sentral roll marking codes and the role of the SAO, ACLO and HSLO. In 2022 each term will see a Super Attender receive an Apple iPod via a 95% and above attendance super draw. Staff will investigate the viability and practicality of an additional incentive such as students who qualify for the termly draw accumulate dollars off their next class excursion.</p>
<p>The percentage of students reporting Expectations for Success, Advocacy and Sense of Belonging at School in the TTFM well being data increases by 3.6%.</p>	<p>The percentage of students reporting 'Expectations for Success' has increased 7% from 2020 data.</p> <p>'Advocacy' has increased 19% since 2020.</p> <p>'Sense of Belonging' has increased 15% since 2020.</p> <p>Next steps for improvement are: While the school continues to positively engage high potential and gifted students through extra-curricular programs and effective differentiated learning experiences in the classroom the progress of this target was limited due to COVID-19 restrictions. NPS hopes to return in 2022 to excursions, camps, incursions and in-school guests, special showcase assemblies, eisteddfods and sport.</p>
<p>90% of students have Personalised Learning Plans</p>	<p>100% of students had a personalised learning plan (PLP) in 2021.</p> <p>NPS PBL team introduced an additional section to our PLPs with the introduction of the High Potential Gifted Education (HPGE) category. Students and parents were given the opportunity to identify an area of high potential or talent. A learning goal was created to reflect each child's HPGE focus. Teachers worked across stages to ensure opportunities and adjustments.</p> <p>Our commitment to identifying opportunities for our students was not diminished by the COVID-19 lockdown. We continued our Tournament of Minds program, we took student voice into our social media channels with our SRC creating brain breaks and our student leadership team reading book week stories on Facebook. Virtual debates and public speaking enabled our students to participate in regional knockouts for these activities.</p> <p>Next steps for improvement are: HPGE best practice, the use of Rural Access Gap technologies in HPGE. Narromine Early Education Centre (EEC) is targeting HPGE students and NPS will focus on forming a partnership with their program.</p>
<p>Early Stage One/ Stage One teaching and learning programs clearly reflect learning progressions and syllabus knowledge, implementation and reflection as key elements.</p>	<p>100% of the 2021 Kindergarten, Year 1 and Year 2 teaching programs met the expectation of the NPS Quality Teaching rubric.</p> <p>Next steps for improvement are: Learning adjusted professional learning to be delivered by the Learning and Support Coordinator on an as needs basis with general adjustment supports being shared at LST and stage meetings.</p>
<p>The percentage of students reporting they feel accepted and valued by peers and others in the Tell Them From Me (TTFM) survey increases by 5% from the 2020 baseline data.</p>	<p>Sense of belonging in the Tell Them From Me survey identified a 15% increase in the students feeling accepted and valued by peers and others.</p> <p>Next steps for improvement are: The NPS Learning Support Team and Community Team will continue to monitor and put in place timely response programs to the ever growing and ever changing needs of our students in the area of wellbeing.</p>
<p>The percentage of students reporting they feel they have friends at school to trust and encourage positive choices in the TTFM surveys increases by 5%</p>	<p>In school PBL surveys demonstrate a 7% increase in students who feel they have friends at school that encourage them to make positive choices. 93% of students surveyed reported they have friends at school that encourage them to make positive choice 91% of students are in the green zone for</p>

<p>from the 2020 baseline data.</p>	<p>PBL, which is above expectation for PBL state norm.</p> <p>Next steps for improvement are: NPS will be developing our process and procedures for Tier Two Social Skills interventions. Positive Living Skills is a community initiative that NPS will be facilitating in 2022.</p>
<p>10% uptake of staff observations and peer teaching experiences identifying What Works Best as key drivers for change.</p>	<p>Unfortunately, limited movement or uptake of this improvement measure by lead teachers was due to COVID 19 casual staffing impacts. QTSS mentoring and classroom teacher/executive observations took place as per QTSS plan.</p> <p>Next steps for improvement are: NPS has imbedded lesson observation and peer teaching opportunities into QTSS for 2022 WWB QTSS for lead teachers.</p>

Strategic Direction 3: Empowered Educators

Purpose

To ensure the school leadership team models instructional leadership that drives high expectations, professional growth of staff and improved engagement with peer schools and external agencies to enhance learning outcomes for 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.

- Educational leadership
- Collaborative learning community

Resources allocated to this strategic direction

Beginning teacher support: \$4,500.00

Professional learning: \$6,000.00

Integration funding support: \$2,355.00

Socio-economic background: \$2,080.00

Summary of progress

During the initial phase of our 2021-2024 school plan the team for Strategic Direction 3 were focused on educational leadership and developing collaborative learning communities. We surveyed staff to ascertain their level of understanding regarding the processes and procedures with accreditation. We opted for a conversational model for the survey to get a deep and reflective response from staff. This ensured rich data to drive the planning. Staff need greater support with the higher levels of accreditation as lack of knowledge in this area has impacted staff pursuit of these levels. Mentor support for these higher levels will be sought for 2022 to encourage higher numbers of staff to undertake levels of accreditation. Transparency of the accreditation process and purpose will be pursued in 2022.

Consultation with Narromine Preschool was undertaken, regarding appropriate starting points for learning. Using the transition to school statements provided by the preschool and conversations held between our Transition Teacher and the preschool, we were able to gather information and align this with Best Start data for academic and social progress for each of the students at the start of school. A hand over of information also took place with Narromine High School including behaviour and learning and support planning. Meetings were held throughout the year to ensure a smooth transition to high school for our students. Our Strategic Direction 3 team will work towards formalising these models over the coming years of the plan to ensure a sustainable model for transition points.

Throughout 2021, we began updating our procedures in accreditation and will include the provision of accreditation time for NES A Australian Professional Standards for Teachers and alignment to NPS processes and procedures. Our updates in the school procedures will reflect changes in expectations for professional learning provided at our school, which will support teachers in maintaining regular updates of their teacher elected professional development.

Our beginning teachers received an induction onto site and found that additional time for orientation to site and policies and procedures in the initial term at Narromine Public School, provided the opportunity for additional support for mentoring and for moving towards and gaining proficient accreditation. This additional time also enabled observational feedback and review of accreditation evidence pieces to be undertaken between the supervisor and beginning teacher. These processes will continue to be formalised throughout the next couple of years to ensure sustainable practices are embedded at Narromine Public 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
Staff are introduced to the Australian Professional Standards for Teachers and NES A accreditation	69.8% of staff indicated that they were confident to complete the proficient level of accreditation independently. 58.8% of staff indicated that they were confident enough to complete the maintenance level of accreditation independently or help a staff member to

<p>Staff are introduced to the Australian Professional Standards for Teachers and NESA accreditation</p>	<p>do their accreditation at this level.</p> <p>20% of staff indicated that they were confident enough to complete the highly accomplished level of accreditation independently or help a staff member to do their accreditation at this level.</p> <p>17.6% of staff indicated they were confident enough to complete the lead accreditation level by themselves.</p> <p>56% of staff indicated that they would be interested in pursuing higher levels of accreditation in the next 5 years.</p> <p>Next steps for improvement are: Transparency around the processes of accreditation in the form of information about the purpose of accreditation, priority links for NESA accreditation on SENTRAL to ensure ease of access for staff, facilitate professional learning and lead teachers mentoring staff are priorities for the 2021-2024 SIP.</p>
<p>Student progress tracked and uploaded onto SENTRAL</p>	<p>Teaching staff undertook a series of professional learning experiences focused on the ICT Scope and Sequence / SENTRAL system.</p> <p>Next steps for improvement include: Stage leaders continuing to match pedagogy with teaching standards, beginning teachers and newly appointed teachers to NPS being mentored in the adaption of Sentral student tracking. 2021-2024 SIP ensures primary staff will connect with NHS staff to strengthen transition points.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$159,138.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Narromine 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"> • Collaborative learning community • Other funded activities <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. • Staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs). <p>The allocation of this funding has resulted in: Students K-6 accessing modified and adjusted teaching and learning programs that are built on expert knowledge of DoE syllabuses, learning progressions and assessment processes. All students having collaboratively developed Personalised Learning Plans, key stakeholders participating in review meetings/case management meetings, ensuring the students' needs are being addressed and developed in line with the students' areas of need. Teachers are provided with additional time to facilitate meetings and prepare quality teaching and learning instruction. School Learning Support Officers (SLSO) facilitate one to one and small group instruction, they assist in supporting social interactions and positive choices for targeted students. As a result students with integration funding experience success academically and socially.</p> <p>After evaluation, the next steps to support our students with this funding will be: To address the individual needs of students identified through Learning Support Teacher processes. Continued emphasis on collaborative case management meetings and transition points for students will ensure successful acquisition of skills and knowledge.</p>
<p>Socio-economic background</p> <p>\$542,319.59</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Narromine 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"> • Supporting learners • Attendance • Collaborative learning community • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Equitable access to specialist resources - Royal Far West, NSW Health services and Stewart House. • Employment of speech and OT therapist (SLSO) to support the Royal Far West program implementation. • Professional development of staff through Information Communication and Technology (ICT) / Rural Access Gap (RAG) program to support student learning. <p>The allocation of this funding has resulted in: 'Come 'n' See' Identified students requiring speech and occupational therapy supports participated in individualised and group therapy services through Royal Far West (RFW) via interactive telehealth with the assistance of an in-school</p>

<p>Socio-economic background</p> <p>\$542,319.59</p>	<p>therapist. Programs offered by Narromine Public School include; speech screener assessment, speech therapy - individual and group therapy, Clinical Evaluation of Language Fundamentals 5 (CELF) assessment, sensory assessment, occupational therapy and referral to RFW paediatric development programs. In 2021, 18 students from Kindergarten to Year 6 participated in the 'Come 'N' See' program with an additional 6 students participating in the RFW occupational therapy program. Individualised program goals include articulation and intelligibility, expressive and receptive language, vocabulary and or phonological awareness skills, improved behaviour, attention, emotional and general functioning. Individual goals directly correlate with classroom curriculum and ongoing support provided by the classroom teacher. Royal Far West and Narromine Public School were able to offer regular therapy services during COVID lock down periods for our students via blended delivery including phone calls, Zoom calls, and onsite school sessions facilitated by the NPS therapist. In 2021 the NDIS funded Windmill program complemented the weekly RFW schedule.</p> <p>Regional Access Gap The Regional Access Gap (RAG) team researched suitable platforms for digital portfolios and personalised learning plans. A focus on developing the skills of teachers to gather, annotate and save student learning samples using the identified technologies greatly enhanced teacher productivity and student engagement. This year the RAG team achieved and created a trial assessment Scope and Sequence for digital portfolios. In Term 4, teachers had a whole staff professional learning session on how to store and utilise files using One Drive. Staff expertise in Information Communication Technology (ICT) has been identified through the practices established by the RAG team for professional learning. This system for recognising expertise in ICT has enabled us to use this knowledge to mentor other staff in the area of ICT.</p> <p>Attendance To encourage 100% attendance significant rewards have been purchased, however due to the disruption to onsite attendance with COVID-19 this incentive program has been moved to 2022.</p> <p>After evaluation, the next steps to support our students with this funding will be: 'Come 'n' See' The continued collaboration with RFW to support our students will continue in 2022.</p> <p>RAG As part of the RAG pilot program we endeavor to visit a mentor school in 2022 to investigate how technology is used to support High Performing and Gifted Education (HPGE) students. Our local Early Education Centre (EEC) is targeting HPGE students and Narromine Public School will focus on forming a partnership with their program. We also plan to survey families in order to gather data based on portfolio preferences and we aim to introduce One Drive to our students for storing work samples.</p> <p>Attendance As restrictions at school continue to ease we will continue with whole school assemblies and reward days. Regularly and spontaneously throughout each term in 2022, students will be rewarded for 95% attendance and higher with selected rewards. Major rewards will occur at the end of each term for these students.</p>
<p>Aboriginal background</p> <p>\$472,146.87</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Narromine 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</p>

<p>Aboriginal background</p> <p>\$472,146.87</p>	<p>including:</p> <ul style="list-style-type: none"> • Supporting learners • Other funded activities <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 deliver personalised support for Aboriginal students. • Community consultation and engagement to support the development of cultural competency. • Staffing release to support development and implementation of Personalised Learning Plans. • Employment of specialist additional staff (AEO) to support Aboriginal students. • Employment of additional staff to support literacy and numeracy programs. • Engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the Personalised Learning Pathway (PLP) process. <p>The allocation of this funding has resulted in:</p> <p>NAIDOC Day, Apology Day, Reconciliation Week as well as Harmony Day being celebrated as a whole school. We have active partnerships with the local / regional AECG as well as the Lands Council. A Cultural Safety professional learning experience was attended and surveys were completed as a result of the in-service. Parent workshops were conducted and well attended across a range of social / cultural activities at the HUB. Narromine Public School staff and students supported Meals on Wheels by delivering meals across the Narromine community. Our Community Team throughout 2021 continued to engage in hearing, vision and dental screenings as well as supporting students with GP appointments, Closing the Gap care plans, referrals and attendance at Paediatrician and Otolaryngologist appointments. Narromine Public School in 2021 maintained 100% completion of Personalised Learning Pathways.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To evaluate the above programs reflects the ongoing need for community assistance working with non government agencies, medical practitioners and psychological supports ensuring our students and their families are accessing available services. Narromine Public School Community Team will continue to raise awareness and create valuable links between health and education as well as highlighting significant cultural events for inclusion in the school calendar.</p>
<p>Low level adjustment for disability</p> <p>\$218,003.96</p>	<p>Low level adjustment for disability equity loading provides support for students at Narromine 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"> • Other funded activities <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 • Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. • Employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. • Employment of an Occupational Therapist to provide intervention programs that support student needs.

<p>Low level adjustment for disability</p> <p>\$218,003.96</p>	<ul style="list-style-type: none"> • Employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students. <p>The allocation of this funding has resulted in: Teachers engaged in skill development of online teaching with a focus on learning adjustments in literacy and numeracy. Teachers collaboratively developed programs and assessment based on internal and external data that enabled consistent tracking and monitoring of student achievement. As a result the identification of low level achievement was specifically targeted and supported by the EAfS Instructional Leader and C19 targeted teaching team. NPS teachers engaged in stage collaboration through developing and implementing Teaching Sprints. This supported teacher professional learning and reflection of pedagogy in areas of comprehension and place value. During 2021, NPS implemented the C19 program. This program built teaching and learning opportunities around targeted students for remediation and extension. These individualised programs enhanced and supported in-class literacy programs. Check in assessments and online assessment resources were facilitated as part of an ongoing tracking mechanism. Learning progressions formed the basis of reflection for achievement. C19 teachers, occupational therapists and speech pathologists liaised closely with classroom teachers as a way of communicating interventions supporting student development and wellbeing.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue interventions for remediation and extension across kindergarten to Year 6, with a specific focus on Stage 2. Personalised Learning Pathways will reflect data gathered and tracked via learning progressions. LST coordinator and interventionists will facilitate one to one and small group supports within the classrooms. They will also continue to advise and support teachers with learning adjustments. 'Road to Reading' and 'Sounds and Blends Identification' will be implemented across Stage 1 and 2 to support low achieving students. Teaching Sprints will be embedded across all stages within literacy and numeracy teaching programs. In 2022 the continued employment of a speech pathologist, an occupational therapist and the newly created position for a psychologist, will further enhance opportunities for low level disability interventions.</p>
<p>Location</p> <p>\$56,593.36</p>	<p>The location funding allocation is provided to Narromine 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Supplementation of extra-curricular activities. • Incursion expenses. • Student assistance to support excursions. • Subsidising student excursions to enable all students to participate. <p>The allocation of this funding has resulted in: A number of activities were unable to go ahead due to COVID-19 restrictions in place and as such not all funds allocated were spent. The whole school attended the Life Education Van incursion. Stage 3 travelled to Mungery Hall for outdoor/environmental educational activities, Early Stage 1 travelled to Dubbo to the theatre and Year 6 attended the GRIP leadership program. During Term 1 students were able to participate in the school sport swimming program, unfortunately in Term 4 this was disrupted due to COVID-19 restrictions. In addition the Tournament of the Minds and Math Olympiad were held. Reward days, including the Year 6 Gold Level reward, went ahead in a modified manner to comply with COVID-19 restrictions.</p>

<p>Location</p> <p>\$56,593.36</p>	<p>After evaluation, the next steps to support our students with this funding will be: Supporting students to enable 100% participation rates in school activities will continue in 2022.</p>
<p>Literacy and numeracy</p> <p>\$9,869.42</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Narromine 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"> • Supporting learners • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Online program subscriptions to support literacy and numeracy. • Staff training and support in literacy and numeracy. • Literacy and numeracy programs and resources, to support teaching, learning and assessment. • 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 provision of resources to support literacy and numeracy were purchased throughout 2021. These include online subscriptions to Reading Eggs, Sentral, Jolly Phonics, Jolly Grammar, Math Olympiad and Reader Rabbit. Various Apps were purchased and downloaded to support ICT engagement and learning. PM readers, decodeables and home readers were purchased to support in-class book boxes. Additional picture books, junior novels and library bags were purchased for the library to encourage a greater percentage of borrowing kindergarten to year 6. Due to the mouse plague all craft trolleys were completely restocked, additional craft supplies were purchased for future use.</p> <p>After evaluation, the next steps to support our students with this funding will be: To purchase additional decodeables for Early Stage 1 and Stage 1. ICT subscriptions will continue throughout 2022. The use of Sentral will be extended to include parent communication notes, time tables, Scope and Sequence and in-school policies.</p>
<p>Early Action for Success (EAfS)</p> <p>\$171,512.97</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Narromine 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"> • Other funded activities <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 build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation. • Employment of Instructional Leader to lead analysis of data and professional learning, including cross-stage teaching rounds and the use of 'Learning Sprints'. <p>The allocation of this funding has resulted in: Early Action for Success focused on developing strong foundation skills in literacy. K-2 students benefited from a wide range of opportunities that developed their skills, knowledge and understanding and gave them the</p>

<p>Early Action for Success (EAfS)</p> <p>\$171,512.97</p>	<p>confidence for continued learning success. K-2 teachers were supported by the Instructional Leader to strengthen their capabilities through; professional learning, professional research and readings, collaborative professional dialogue and planning, analysing data and assessment and understanding impact on learning.</p> <p>Teachers engaged in a whole school approach in using 'Teaching Sprints'. This was to ensure the most effective evidence-based teaching methods optimised learning progress for all students across literacy and numeracy. Teachers were assisted in using data driven practices to drive targeted teaching, identify learning needs and make informed decisions about how to differentiate learning.</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>\$57,180.18</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Narromine 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principals provided with additional mentoring time to support classroom programs. • 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: Quality Teaching, Successful Students (QTSS) staffing allocation provided executive staff mentoring time with teachers building collaborative networks, strengthening data analysis with a focus on comprehension and place value. Executive coaching of quality teaching strategies across stage teams focused on Teaching Sprints, teachers identified through staff surveys that they found the mentoring and coaching sessions with executive staff extremely valuable and applicable to their development as teachers.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue with this model of professional support and development.</p>
<p>Literacy and numeracy intervention</p> <p>\$58,861.95</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Narromine 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy. • 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. <p>The allocation of this funding has resulted in: Targeted numeracy and literacy interventionist working closely with classroom teachers to target student learning goals and ensure sustainability of practice with a particular focus on writing, comprehension and place value.</p>

<p>Literacy and numeracy intervention</p> <p>\$58,861.95</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>\$228,132.89</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. • Releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups. • Providing targeted, explicit instruction for student groups in literacy/numeracy. • Providing intensive small group tuition for identified students. • Releasing staff to participate in professional learning. <p>The allocation of this funding has resulted in: Analysis of the data showed that the small group tuition has been implemented well in literacy for kindergarten to Year 6. An analysis of the literacy data indicated all students reached at least one of their personal learning goals on the literacy progressions during 2021. In Term 4, the analysis indicated that 27% of the students achieved their personal learning goal; with a further 70% on track to do so. 3% of students made some progress but will require additional support. As a direct result of the consistent, targeted intervention, students and teachers reported increased engagement both in small group tuition and upon return to the classroom. An analysis of numeracy data indicated 80% of students reached their personal learning goals based on the numeracy progressions; with a further 15% on track to do so by the end of Term 1. Five percent of students had made some progress but required additional support.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue implementation of literacy and numeracy tuition. Plan for frequent analysis of student assessment and recording data on PLAN2 (Weeks 5 and 10) and build in time for this information to be shared between the COVID ILSP team and class teachers. Ensure ongoing PL is undertaken to enable consistent delivery of effective practice. Evaluate the impact on teaching and learning. Further PL will also include a focus on embedding the use of student data to differentiate learning in literacy and numeracy.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	136	150	140	136
Girls	145	143	135	131

Student attendance profile

School				
Year	2018	2019	2020	2021
K	89.2	89.7	90.6	85.8
1	92.1	92.4	92.2	84.5
2	90.9	91.5	89.5	88.9
3	90.7	86.9	92.4	85.4
4	92.7	90.1	89.7	88.3
5	91.6	91.5	89.8	85
6	88.2	88.9	91.1	83
All Years	90.7	90.1	90.7	85.7
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)	11.16
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.6
School Administration and Support Staff	5.65
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	491,360
Revenue	4,645,679
Appropriation	4,605,354
Sale of Goods and Services	1,717
Grants and contributions	38,302
Investment income	305
Expenses	-4,583,965
Employee related	-4,358,937
Operating expenses	-225,027
Surplus / deficit for the year	61,714
Closing Balance	553,074

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	124,775
Equity Total	1,232,470
Equity - Aboriginal	472,147
Equity - Socio-economic	542,319
Equity - Language	0
Equity - Disability	218,004
Base Total	2,371,899
Base - Per Capita	69,064
Base - Location	56,593
Base - Other	2,246,241
Other Total	501,625
Grand Total	4,230,769

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

At the end of 2021 NPS surveyed our school community. More than half of the respondents commented on the adaptability of NPS during COVID. Comments such as " The school's ability to adapt to COVID changes was amazing. The use of Zoom classes, Zoom discos and phone calls where very helpful during a difficult time." " The online social via Zoom was particularly memorable. Loved the outfits- thanks Mr Smith. Such an awesome social activity in isolation" and " The online Zoom lessons that the teachers did during COVID were amazing. My boys really looked forward to them, seeing friends and their teacher."

Twenty-two percent of respondents commented on the transition to school programs at NPS, both Kindergarten Transition and the Transition to High School - " With a little one transitioning from preschool I was so thankful for the time, effort and planning that goes into Kindy Transition. We felt prepared and confident on day one and ready to launch. Great program."

Teachers also completed an anonymous survey, with 50% positively rating collegiality at NPS, 69% rated School Learning Support Officer support as outstanding and 89% rating administration support as outstanding. 82.8% of teachers rated programs and assessment expectations as very good and more than 75% rated mentoring between very good and outstanding.

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.