

2021 Annual Report

Narranga Public School



4404

Introduction

The Annual Report for 2021 is provided to the community of Narranga 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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School vision

We are a positive learning community that fosters a culture of high expectations, engagement and mutual respect. Every student has the opportunity to achieve sustained academic and personal growth.

Our students learn and flourish by attending school regularly, striving to do their best and taking pride in their achievements. Student wellbeing is a major school focus.

As part of their commitment to ongoing improvement, every teacher engages in best practice professional learning in teaching strategies identified as having the greatest effect. Teachers work together to deliver a balanced and innovative curriculum with a strong focus on reading and numeracy., measuring and analysing impact on student outcomes.

Parents and the wider community are provided with regular communication and feedback opportunities to actively engage with and support student and school progress.

The school promotes and reinforces its traditional culture of fairness and tolerance. We believe that school should be fun. Narranga produces caring, capable citizens who will continue to model the school's values as they take their place in the wider community.

School context

Narranga Public School serves families in the western part of Coffs Harbour on the NSW Mid-North Coast. We have over 640 students, who are drawn from a range of socio-economic and cultural backgrounds. The school's Family Occupation and Education Index is 120, with 14% of students from an Aboriginal background, and 8% for whom English is an additional language or dialect.

Equity funds received by the school are used primarily to employ staff to directly improve student outcomes. A team of teachers and support staff provide high quality, comprehensive educational programs. They are supported by parents and overseen by a professional executive team, led by the principal.

The school curriculum provides a balance across all key learning areas, with a particular focus on literacy and numeracy. Enrichment and remedial programs are provided to support the individual needs of all students.

Narranga has strong traditions of artistic and sporting excellence. The school's performing arts groups provide creative learning opportunities, while the comprehensive sports program has led to consistent individual and team success at regional and state levels.

The school has the support of an active community which contributes to a range of school programs and has helped develop excellent educational facilities. The school promotes a positive and inclusive environment which focuses on individual and team accomplishment in an atmosphere of fun, respect and goodwill.

The school plan is the product of extensive consultation with the school executive and staff, parents, P&C, members of the local Aboriginal community and students. A situational analysis identified that the school should prioritise student learning, teacher practice and the development of partnerships to optimise positive learning outcomes, including wellbeing and attendance as areas for high improvement.

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

Strategic Direction 1: Student growth and attainment

Purpose

To optimise student learning outcomes in literacy and numeracy and to build strong foundations for academic success.

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.

- Explicit teaching and the use of data to inform practice
- Expert curriculum delivery in reading & numeracy

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$94,179.00

Low level adjustment for disability: \$145,161.00

Socio-economic background: \$341,865.00

QTSS release: \$58,760.00

Literacy and numeracy: \$16,853.00

Professional learning: \$22,000.00

Summary of progress

Effective Teaching of Reading

In 2021 we began an extensive review of the teaching of reading at NPS. The whole staff undertook PL in the five pillars of reading: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Stage Teams evaluated what current practices are being used and devised a collaborative plan to incorporate alternate strategies based on PL to implement and improve the teaching of reading across the five pillars of reading at NPS. New resources and programs to support teacher development have been implemented and professional learning transferred into classroom practice, based on current research and best teaching practice. We utilised the new department and PLAN2 assessment tools to drive literacy cycles.

In 2022, we will use the collaborative plans that were developed to continue to improve the teaching of reading. We will develop a new whole assessment schedule based on our practices.

Feedback for Learning

In 2021 we undertook whole school on High Impact Feedback strategies (including active learning) based on the research by Dr Cam Brooks and Feedback for Learning. This was followed up by specific focused PL in this area with Stage 2 teachers in the area of teaching Mathematics. We collected evidence of implementation of the theme of "Feedback" in the What Works Best publications and shared these with the whole school. This resulted in teachers feeling more confident with providing feedback to their students and improved student results.

In 2022 we will continue to focus on active learning and feedback strategies as integral in the expert curriculum delivery of reading and numeracy.

Implementation of targeted Number Groups

In 2021 we used triangulated data to form number groups for Years 1 to 6 and conducted twice-weekly groups with specific number focus based on identified student needs. These groups were reviewed and updated each term based on data collected. Three weekly planning cycles, previous mathematics PL and teacher strength in explicit instruction have helped enable the success. The number groups have been successful with improved results indicated in internal assessments, Naplan and the Check-in assessments. We have already achieved our 2023 target of above 60.6% of students achieving at or above expected growth in Naplan. An additional benefit of the groups has been more targeted parent communication regarding achievement and improvements in Number.

In 2022 we will continue to run data-informed number groups. To continue to improve we will establish consistent observations of these groups and additional opportunities for teachers to observe each other. The success of this model has led to suggestions that it be expanded to Measurement & Geometry.

Literacy and Numeracy teachers

In 2021 we employed Literacy and Numeracy teachers to provide in-class support for learning and feedback strategies. These teachers worked with the Class teacher to use explicit teaching strategies to focus on targeted goals with selective student groups. Data was used to inform group selection, learning goals and track student pathways. Staff were surveyed and stated the the Literacy & Numeracy teachers have a positive impact on student learning.

In 2022 we will continue to employ Literacy and Numeracy teachers to support student learning.

Teaching & Learning Cycles - Literacy & Numeracy

In 2021 we utilised the ILs and APs to commence and review 3 weekly cycles - Class and targeted "bump it up" students set for Literacy & Numeracy. We Conducted collegial discussions around the impact of teaching throughout cycles and collected data to show visible growth. Staff were surveyed and stated the the cycles have a positive impact on student learning.

In 2022 we will continue to target student learning needs via 3 weekly teaching cycles and collegial discussion.

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
Top 2 Bands Naplan <ul style="list-style-type: none"> Improvement in the percentage of Year 3 and 5 students above baseline data in the top 2 bands in NAPLAN Numeracy Improvement in the percentage of Year 3 and 5 students above baseline data in the top 2 bands in NAPLAN Reading 	Reading Actual 40.43% Target 42.2% by 2022 Numeracy Actual 28.57% Target 34.0% by 2022
Naplan Growth Increase the percentage of students achieving expected growth in NAPLAN Numeracy to more than baseline data. Increase the percentage of students achieving expected growth in NAPLAN Reading to more than baseline data.	Reading Actual 64.2% Target 63.9% by 2023 Numeracy Actual 64.94% Target 60.6% by 2023
Numeracy & Reading Internal Measures <ul style="list-style-type: none"> All classes in Years 1-6 will demonstrate an average of 0.75 growth in Essential Assessment in Number & Algebra (where relevant). Teachers will show reading and comprehension growth for all students on internal data measures. 	Internal data in Number & Algebra (Essential Assessment) showed for the full year, 54% of classes achieved expected growth and a further 31% of classes exceeded their expected growth. Reading and comprehension internal data is collected and analysed to ensure all students achieve growth.

Strategic Direction 2: Improved teacher practice

Purpose

To facilitate optimal learning outcomes for students, we will implement collaborative structures to assist teachers to learn, develop, administer and refine evidence-based teaching strategies.

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.

- High impact collaborative practice
- Instructional leadership & effective classroom practice

Resources allocated to this strategic direction

QTSS release: \$70,450.00

Professional learning: \$19,500.00

Socio-economic background: \$117,520.00

Summary of progress

Instructional Leaders Observation and Feedback

In Term 1 the Instructional Leaders conducted Initial observations and helped set teacher professional goals for Stage 2 & Year 5 teachers. In Term 2, Initial observations and teacher goals were set with ILs for ES1, S1 & Year 6 teachers. Throughout the year we have utilised the Instructional Leader positions and Assistant Principals to work with teachers to improve effectiveness through observations, feedback and modelling of effective practice.

In 2022 NPS will be expanding Instructional Leadership with the appointing of two permanent Assistant Principals Curriculum & Instruction.

Visiting Other Teachers and Teacher Observations

Over 2021 provide formal (Quality Teaching Rounds) and informal (Visiting Other Teachers and other) opportunities for teachers to visit other classrooms to observe quality practice.

Review of What Works Best - Collaboration and Explicit Teaching

In 2021 teachers undertook collaborative professional learning, review of practice and evidence gathering backed on the CESE What Works Best publications on Collaboration and Explicit Teaching.

High impact collaborative practice

In 2021 we conducted self-assessment, PDP discussions and observations to identify teaching staff not confident against Standards 2.5.2 & 5.1.2. We collaboratively developed plans with teachers to address these needs and undertook small group and individual PL to ensure teachers are confident against these standards.

Culture of shared responsibilities for student outcomes

Feedback data shows that teachers have a clear understanding of effective professional learning processes within the new HIPL policy.

Implications for 2022 and beyond are the need to:

1. collaborate more broadly with other schools;
2. emphasize clear links between PDP's and the initiatives in the SIP - increase understanding of SIP;
3. share best practice across KLA's - utilising initiatives such as VOT & QTR
4. improve the measurement of impact with PL - QTR/observations/IL support.

Teachers are now confident with Literacy and Numeracy strategies and the use of formative assessment. It will be important to maintain this confidence as staff changes occur in 2022 and beyond.

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
80% of teachers self-assess as agreeing or strongly agreeing that they are confident against Australian Teaching Standard 2.5.2 Standard Descriptor: Literacy & Numeracy strategies and 5.1.2 Standard Descriptor: Assessment.	The final survey shows 97% (initial 92%) of teachers confident against Std 2.5.2 Literacy & Numeracy strategies, and 92% (initial 81%) against Std 5.1.2 Formative Assessment.
Sustaining & Growing in 5.1 "Foster a culture of individual and shared responsibility for student outcomes" in "Accountability for impact on student progress" on the High Impact Professional Learning Continuum.	Using the HIPL self-assessment tool, the staff interpret our school position as Sustaining & Growing in all five elements of the policy.

Strategic Direction 3: Partnerships

Purpose

To promote programs which facilitate teachers, students, parents and the wider community working together to optimise positive learning outcomes, including wellbeing and attendance.

Initiatives

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

- Wellbeing and attendance
- Parent and community partnerships

Resources allocated to this strategic direction

Per capita: \$165,166.00

Aboriginal background: \$100,386.00

Refugee Student Support: \$27,027.00

English language proficiency: \$95,918.17

Low level adjustment for disability: \$2,600.00

Hub School funding: \$100,000.00

Summary of progress

Wellbeing & Attendance

In 2021 we developed initiatives to promote student wellbeing and to encourage positive school attendance behaviours. The Be You program provided information and strategies for students, staff and parents to promote mental healthy communities. Smiling Minds lessons provided our students with tactics to improve their mindfulness.

In 2022 we will continue these wellbeing initiatives and will pursue further strategies to optimise our students' mental health and positive behaviours. We will continue to work with parents to promote positive school attendance.

Parent & Community Partnerships

In 2021 the school deepened its ties with Gumbaynggirr community organisations, liaised with parents to complete Personalised Learning Plans and undertook a distributed model of professional learning at weekly meetings to increase staff understanding of Aboriginal culture and history. Our EALD teacher and SLSO worked with staff to cater for the needs of our EALD students, including strengthening home-school links. We reviewed and refined our home-school communication processes. to replace traditional media with 2 way digital platforms. We provided parents with face to face and online opportunities to develop their ability to assist their children's academic and social development.

In 2022 we will continue to seek strategies to increase and enhance parents' engagement and participation in class and school activities

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
Wellbeing <ul style="list-style-type: none">• The percentage of students with positive wellbeing as measured by the Tell Them From Me survey will be above 85.2%• Continue to improve the percentage of students attending school 90% of the time or more.	85.26% of Narranga students reported positive wellbeing via the Tell Them From Me survey, compared to 81.97% in 2019 and 81.37% in 2020. 70.0% of Narranga students attended school 90% of the time or more, compared to 56.9% of students in the Coffs Harbour Network of schools, 62.7% in statistically similar schools and 61.7% across NSW.
Parent & Community Partnerships	Narranga parents reported scores higher than or comparable to the NSW

- The average scores in the Tell Them From Me parent survey will be comparable to or above the NSW Government norm in all areas.
- 90% of pre-service teachers who participate in the SHAPE program report that it has positively impacted their preparedness to enter the teaching profession

Government norm in the categories of feeling welcome in the school, supporting learning from home, two way communication, the school's support of learning, the school's support of positive behaviour and inclusive school culture. They scored slightly lower in the area of school safety, indicating work needs to continue on the timely prevention of negative student behaviours.

100% of pre-service teachers involved in the SHAPE program reported a positive impact on their preparedness to enter the teaching profession

Funding sources	Impact achieved this year
Refugee Student Support \$27,027.00	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • Parent and community partnerships <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in: Improved sense of wellbeing and achievement for our EALD students.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue these programs in 2022.</p>
Integration funding support \$548,973.00	<p>Integration funding support (IFS) allocations support eligible students at Narranga 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"> • 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) • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: Students being well supported with their wellbeing and academic needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue this support in 2022.</p>
Socio-economic background \$488,385.00	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Narranga 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"> • Explicit teaching and the use of data to inform practice • Expert curriculum delivery in reading & numeracy • Instructional leadership & effective classroom practice • 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 support the teaching of literacy and numeracy. • professional development of staff through the Effective Teaching of Reading to support student learning • resourcing to increase equitability of resources and services

<p>Socio-economic background</p> <p>\$488,385.00</p>	<p>The allocation of this funding has resulted in: Targeted, differentiated instruction for all our students in literacy and numeracy leading to improved academic results.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue these programs in 2022.</p>
<p>Aboriginal background</p> <p>\$100,386.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Narranga 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"> • Parent and community partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (AEO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: A strong sense of belonging by all of our Aboriginal students and families.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue this support in 2022 and enhance PLP processes.</p>
<p>English language proficiency</p> <p>\$95,918.17</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Narranga 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"> • Parent and community partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in: Improved sense of wellbeing and achievement for our EALD students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue this support in 2022.</p>
<p>Low level adjustment for disability</p> <p>\$215,031.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Narranga 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"> • Explicit teaching and the use of data to inform practice • Parent and community partnerships

<p>Low level adjustment for disability</p> <p>\$215,031.00</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 • targeted students are provided with an evidence-based interventions to increase learning outcomes <p>The allocation of this funding has resulted in: School being inclusive, engaging and respectful for students with disabilities.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue this support in 2022.</p>
<p>Location</p> <p>\$2,863.00</p>	<p>The location funding allocation is provided to Narranga 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"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in: Students being able to participate in school organised activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue this support in 2022.</p>
<p>Literacy and numeracy</p> <p>\$16,853.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Narranga 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"> • Explicit teaching and the use of data to inform practice <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 • teacher release to allow staff to implement and evaluate DoE literacy and numeracy assessments. <p>The allocation of this funding has resulted in: Improved student support in literacy and numeracy</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue this support in 2022.</p>
<p>QTSS release</p> <p>\$129,210.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Narranga 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"> • Explicit teaching and the use of data to inform practice

<p>QTSS release</p> <p>\$129,210.00</p>	<ul style="list-style-type: none"> • High impact collaborative practice • Instructional leadership & effective classroom practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: Effective support and professional learning for classroom teacher by their Assistant Principals.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue this support in 2022.</p>
<p>Literacy and numeracy intervention</p> <p>\$94,179.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Narranga 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"> • Explicit teaching and the use of data to inform practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices <p>The allocation of this funding has resulted in: Improved student results in Literacy and Numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue this support in 2022.</p>
<p>COVID ILSP</p> <p>\$348,099.32</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 to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy • providing intensive small group tuition for EALD students. <p>The allocation of this funding has resulted in: Analysis of triangulated data revealed the interventions to have a positive impact on the majority of students learning. Some students learning needs require specialised support and were referred to Learning Support. Analysis of internal and Check-in Assessment data show that students involved in the COVID ILSP small groups have improved at a greater rate than their peers. The COVID ILSP interventions have helped to ensure that all students at NPS are identified and receiving the support that they need.</p> <p>After evaluation, the next steps to support our students with this</p>

COVID ILSP
\$348,099.32

funding will be:

In 2022 we will continue to support our students through COVID ILSP small group interventions in literacy and numeracy.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	308	331	336	327
Girls	342	339	334	341

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.5	93.7	90.3	91.7
1	93.9	93.5	92	92.7
2	92	93.4	92.4	92.6
3	91.3	92.9	90.3	93.5
4	91.9	92.6	92.7	91.8
5	93.6	92.7	88.9	91.9
6	90.3	93.5	93.1	90.4
All Years	92.5	93.2	91.4	92
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
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	26.43
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.2
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	5.76

*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	634,981
Revenue	7,654,608
Appropriation	7,516,809
Sale of Goods and Services	14,957
Grants and contributions	111,470
Investment income	372
Other revenue	11,000
Expenses	-7,913,674
Employee related	-7,085,951
Operating expenses	-827,723
Surplus / deficit for the year	-259,067
Closing Balance	375,914

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	581,493
Equity Total	899,752
Equity - Aboriginal	100,386
Equity - Socio-economic	488,385
Equity - Language	95,918
Equity - Disability	215,063
Base Total	4,752,134
Base - Per Capita	165,166
Base - Location	2,863
Base - Other	4,584,105
Other Total	756,704
Grand Total	6,990,083

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

In 2021 Narranga parents and caregivers reported that they provided a high level of support for their children's schooling and were satisfied that the school reinforced that support. They felt welcome at the school, they felt that it kept them informed and that it provided an inclusive environment. They were satisfied that the school supported positive behaviour and that it was a safe environment, but were concerned about the behaviour of some students.

Narranga students reported that they valued schooling outcomes, tired hard to succeed, exhibited positive behaviour, and that students were advocated for. They were very positive about the quality of teaching practices at the school. Some students had a low sense of belonging at the school, and this is an area which will be addressed in the student well-being section of the school plan.

Teachers at Narranga reported that the school performed above the state average in all areas - collaboration, learning culture, use of data, teaching strategies, technology use, inclusive practices, parent involvement and leadership.

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.