

2021 Annual Report

Narara Valley High School



8591

Introduction

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

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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

The Narara Valley High School motto is "For the Future".

This statement underpins the philosophy of teaching and learning within our school and is demonstrated by the continued focus on innovative pedagogy through evidence-based practice.

A positive learning culture fosters connections and partnerships that are evident throughout the school community. Students are supported in their learning and wellbeing to equip them with the necessary skills to adapt to the dynamic nature of the future workforce and our ever changing society.

School context

Narara Valley High School is a comprehensive high school on the Central Coast of approximately 751 students including 94 Aboriginal students and a Support Unit of 51 students. The school caters for students of all ability levels and has developed a reputation for its strong focus on academic achievement, wellbeing and supporting community needs. Narara Valley High School has achieved national recognition as a Power House School and a Science, Technology, Engineering and Mathematics (STEM) Action School for its successful approach to innovation and learning.

The school runs specialist programs in Creative and Performing Arts, Targeted Sport, Enrichment and Acceleration. In addition to this, the school also has a Young Parents Program and intensive learning support team. The school has established strong links with local businesses, AECG and community organisations which further support the school's educational, wellbeing and transition programs. Our PBL values of Respect, Responsibility and Personal Best are embedded in all aspects of School life.

The 2021 - 2024 School Improvement Plan was formulated around extensive consultation with students, staff and community. Through the Situational Analysis process, evidence and data collated informed future directions. The three strategic directions were collaboratively developed by the School Executive Team.

Strategic Direction 1: Student Growth and Attainment

Strategic Direction 2: Wellbeing

Strategic Direction 3: Evidence-based practice for learning, teaching and leading.

Our school vision 'For the Future' has again guided the school planning cycle. We aim to develop students who are achieving their personal best academically, students who are known, valued and cared for and the capacity of teaching staff to grow our learning culture of high expectations and best practice pedagogy.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
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

In order to foster a positive learning culture, we will develop students' growth as learners and as leaders of their individual learning goals.

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.

- Intensive Literacy and Numeracy Support
- Data Driven Practices

Resources allocated to this strategic direction

COVID ILSP: \$140,000.00

Professional learning: \$20,000.00

Summary of progress

This strategic direction focused on literacy and numeracy support and data driven practices, supported in large part by the employment of the Instructional Leader. High impact professional learning was the foundational element of this direction, with the aim of building the capacity of all in data and evidence based best practices. This enhanced the understanding of how the teaching and learning cycle was used to drive improvement. Specific professional learning that was designed and delivered included understanding the components of reading, Plan 2 and learning progressions, explicit teaching strategies and sprints, and use and understanding of SCOUT.

The quality processes that underpinned this professional learning were based on collaboration and instructional leadership. Specific processes included one on one meetings between head teachers and the Instructional Leader to gauge understanding and confidence in their role in driving leadership and growth; weekly reports from the Instructional Leader to the executive for distribution and discussion in faculty meetings and the development of resources, including video illustrations of practice, to support the implementation of best practice. The whole staff participated in a teaching sprint for reading, using knowledge gained in the components of reading, in Week 5 Term 2. Plan 2 progression indicators were used to track and monitor the impact of the designed sprint. The Covid 19 lockdown meant that further sprints could not be undertaken. During the learning from home period, Google Classrooms were utilised by all teachers to ensure quality learning for all students. An analysis was conducted of the reading complexity of resources uploaded to classrooms. This was presented back to teachers to highlight the need to present more sophisticated and complex texts to students to drive high student achievements. A specific Google Classroom was set up to support high achieving Year 11 students to strengthen writing and HSC question analysis. Resource bookmarks were created for students and teachers to ensure a consistent and shared understanding of strategies for school wide improvement in literacy and numeracy.

Teachers have demonstrated an understanding of the teaching and learning cycle and data driven practices. This is evidenced by teaching programs now containing evidence based teaching strategies and adjustments, centred on the professional learning delivered. All teachers are demonstrating a raised awareness of how data is collected and used to drive individual learning experiences for the students in their classrooms. Surveys indicated that staff would like greater understanding of the language of the progressions to be able to confidently use these. Student voice was captured in relation to disposition towards literacy and numeracy which indicated that one third of them needed to take more time to complete assessment tasks and that more work was needed in the area of vocabulary. This data was shared and discussed at faculty meetings where a plan of action was developed to strengthen approaches in this area. Consistency of teacher judgement is developing through the provision of annotated work samples and participation in HSC specific professional learning. This is an area for future focus.

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
Reading: students achieving top two bands or above in reading maintaining	10.66% of students achieved in the top two bands of reading.

<p>a 12.6% (baseline).</p> <p>Numeracy: students achieving top two bands or above in numeracy maintaining a 12.6% (baseline).</p> <p>HSC : students achieving in the top two bands or above in the HSC maintaining a 24.0% (baseline).</p> <p>HSC : students achieving in the top three bands or above in the HSC maintaining a 58.8% (baseline).</p>	<p>8.2% of students achieved in the top two bands of numeracy.</p> <p>12.63% of students achieved in the top two bands in the HSC.</p> <p>41.3% of students achieved in the top three bands of the HSC.</p>
<p>Expected growth in student reading will increase from 57.1% (baseline) to 59.1%.</p> <p>Expected growth in student numeracy will increase from 56.4% (baseline) to 58.4%</p>	<p>48.45% of students achieved expected growth in reading.</p> <p>47.96% of students achieved expected growth in numeracy.</p>

Strategic Direction 2: Wellbeing

Purpose

To provide a learning environment which is inclusive, supportive and provides connections to ensure that all students are known, valued and cared for.

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.

- Monitoring and Supporting Attendance
- Targeted Approach to Wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$124,000.00

Aboriginal background: \$27,240.40

Summary of progress

This strategic direction focused on wellbeing, specifically student attendance, indicators of positive wellbeing at school, positive behaviour data and support for Aboriginal students. Narara Valley High School has a history of successful wellbeing programs and interventions that are managed by a comprehensive, strong, and effective team of staff. Staff were provided with professional learning to assist them in navigating the increasingly complex wellbeing needs of students, which the Covid 19 lockdown period and subsequent operational restrictions greatly intensified.

Attendance monitoring took a different form in Term 3 given the majority of students were engaged in learning from home. This, coupled with operational pressures when school resumed to learning face to face meant that attendance programs suffered further interruption and wellbeing staff intensively focused on students in lower attendance bands. To support this, an additional, temporary, Deputy Principal level position was funded. This Deputy Principal closely monitored daily attendance trends and put in place both whole school and individual case management strategies to increase attendance.

Aboriginal students were well supported across the full range of school activities by our Aboriginal SLSOs and assisting staff. Many face to face cultural, wellbeing and academic programs were paused due to Covid 19 restrictions. These will be resumed to the greatest extent possible in 2022.

Wellbeing programs will seek to enhance student sense of belonging, expectations of success and advocacy, as measured by the Tell The From Me surveys conducted throughout the year.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Attendance: Maintain the percentage of students attending 90% of the time at 55.3%.	The current measure of students attending school 90% of the time was 45.6% This was a decrease of 9.7%. Incompatibilities with the school's @NVHS server and the SCOUT software have led to this anomalous data when the period of home learning is taken into account.
Wellbeing: Maintain 62.3% (baseline) of students reporting TTFM Expectation for success, Advocacy and Sense of Belonging at school.	The 2021 measure for Wellbeing is 56.7% . This is a decrease of 5.3% from the baseline figure.
Aboriginal students: 100% of Aboriginal students have a personalised learning plan and 5% of parents engage in the consultation of the plan.	Data related to this measure was not collected due to Covid 19 restrictions. Baseline data will be established in 2022.

Strategic Direction 3: Evidence based practice for learning, teaching and leading

Purpose

Through targeted professional development and data analysis, we will implement programs that support and grow our learning culture of high expectations and best practice pedagogy.

Initiatives

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

- Data Informed Strategies
- Creating a HIPL Environment
- Effective Classroom Practice

Resources allocated to this strategic direction

Professional learning: \$57,268.25

Socio-economic background: \$10,000.00

Summary of progress

This strategic direction focuses on building capacity and capability in teachers and leaders across the school. The introduction of the teaching and learning cycle, the mandatory implementation of the High Impact Professional Learning policy, the Strategic Improvement Plan and the School Excellence Framework were aligned to provide the language to shape conversations around improvement measures and the use of data as an indicator of impact for all staff.

In Semester 1 all teaching staff participated in professional learning on the components of reading and evidence-based practice. Staff collaborated in and across key learning areas, analysing teaching and learning programs and planning for opportunities to strengthen classroom practice in the explicit teaching of reading to improve student learning and engagement. Executive support and collaboration within faculties in data analysis, lesson planning, explicit teaching, and feedback to meet the learning needs of students in their classes. Professional learning was informed via the PDP process and managed by the Instructional leader in consultation with Senior Executive.

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
HSC : students achieving in the top two bands or above in the HSC increases from 24.0% (baseline) to 27.0% .	12.63% of students achieved in the top two bands or above in the 2021 HSC.
HSC : students achieving in the top three bands or above in the HSC increases from 58.8% (baseline) to 60.3%.	41.3% of students achieved in the top three bands or above in the 2021 HSC.
Staff: 50% of staff employ a range of evidence-based effective teaching strategies with tracking student progress and achievement.	76% of staff reported that the targeted strategies were adaptable to their KLA subject area. Self-assessment from staff on Data Use had shifted from Sustaining and Growing to be externally validated in Term 3 at Excelling.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$378,423.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Narara Valley High 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 targeted professional learning • staffing release to build teacher capacity around behaviour intervention and curriculum adjustments • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: Students with additional learning needs are allocated additional teacher and/or SLSO support to help them reach their learning goals and demonstrate progress.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continual refinements to the type and frequency of support provided as the needs to students change.</p>
<p>Socio-economic background</p> <p>\$322,527.68</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Narara Valley High 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"> • Monitoring and Supporting Attendance • Creating a HIPL Environment • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students with additional needs • engage with external providers to support student engagement and retention • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: Equity needs of students have been thoroughly addressed. The Covid 19 lockdown saw this need increase in schools markedly.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continual process of evaluation and innovation to ensure that current and emergent needs are addressed in an efficient and effective way.</p>
<p>Aboriginal background</p> <p>\$62,408.97</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Narara Valley High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Aboriginal background</p> <p>\$62,408.97</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Monitoring and Supporting Attendance • 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 • employment of specialist additional staff (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in: Aboriginal students demonstrated a higher degree of engagement and were better represented in the school merit award structure.</p> <p>After evaluation, the next steps to support our students with this funding will be: A pronounced focus on improvements in attendance and enhancing partnerships between school and home wherever possible.</p>
<p>English language proficiency</p> <p>\$3,918.54</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Narara Valley High 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 equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: Students for whom English is an additional language or dialect were able to better navigate class tasks, assessment tasks and other school requirements.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further implementation of flexible approaches to targeted support for EALD students.</p>
<p>Low level adjustment for disability</p> <p>\$305,873.95</p>	<p>Low level adjustment for disability equity loading provides support for students at Narara Valley High 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 • targeted students are provided with an evidence-based intervention to increase learning outcomes <p>The allocation of this funding has resulted in: Students with low levels of disability were provided with targeted support to access the curriculum in a manner consistent with their peers.</p> <p>After evaluation, the next steps to support our students with this funding will be: School learning and support officers and school executive maintain their</p>

<p>Low level adjustment for disability</p> <p>\$305,873.95</p>	<p>commitment to the provision of innovative, best practice supports and provision of additional resources to students with low levels of disability.</p>
<p>COVID ILSP</p> <p>\$374,157.60</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"> • Intensive Literacy and Numeracy Support • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy • employing staff to provide online tuition to student groups in literacy/numeracy • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in:</p> <p>Students were observed in classrooms in order to enhance baseline data. Small group intensive support addressed targeted skill and knowledge gaps. Staff were upskilled in the use of SCOUT reports to inform teaching interventions.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Programs to support students will continue to be flexible yet targeted to ensure that the achievement gaps that formed as a result of absences from face to face teaching are narrowed.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	432	419	398	377
Girls	468	430	426	410

Student attendance profile

School				
Year	2018	2019	2020	2021
7	91.1	89.6	91.1	89.4
8	86.4	89.5	88.7	84.6
9	87.4	84	90.1	80.8
10	86.1	82.9	85.7	80.1
11	83.9	87.6	87.3	83.2
12	84.2	85.3	87.5	83
All Years	86.5	86.6	88.4	83.5
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	2
Employment	14	32	19
TAFE entry	12	21	13
University Entry	0	0	39
Other	32	5	7
Unknown	42	42	20

Of the leavers in the Year 10 cohort, 24 of these were participants in the Young Parents Program.

Year 12 students undertaking vocational or trade training

40.91% of Year 12 students at Narara Valley High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

97.7% of all Year 12 students at Narara Valley High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	45.9
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	17.48
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	1,157,194
Revenue	12,022,143
Appropriation	11,672,464
Sale of Goods and Services	95,956
Grants and contributions	252,835
Investment income	888
Expenses	-11,866,251
Employee related	-10,666,200
Operating expenses	-1,200,051
Surplus / deficit for the year	155,892
Closing Balance	1,313,086

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	378,423
Equity Total	694,729
Equity - Aboriginal	62,409
Equity - Socio-economic	322,528
Equity - Language	3,919
Equity - Disability	305,874
Base Total	9,184,870
Base - Per Capita	212,618
Base - Location	0
Base - Other	8,972,253
Other Total	611,370
Grand Total	10,869,393

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School performance - NAPLAN

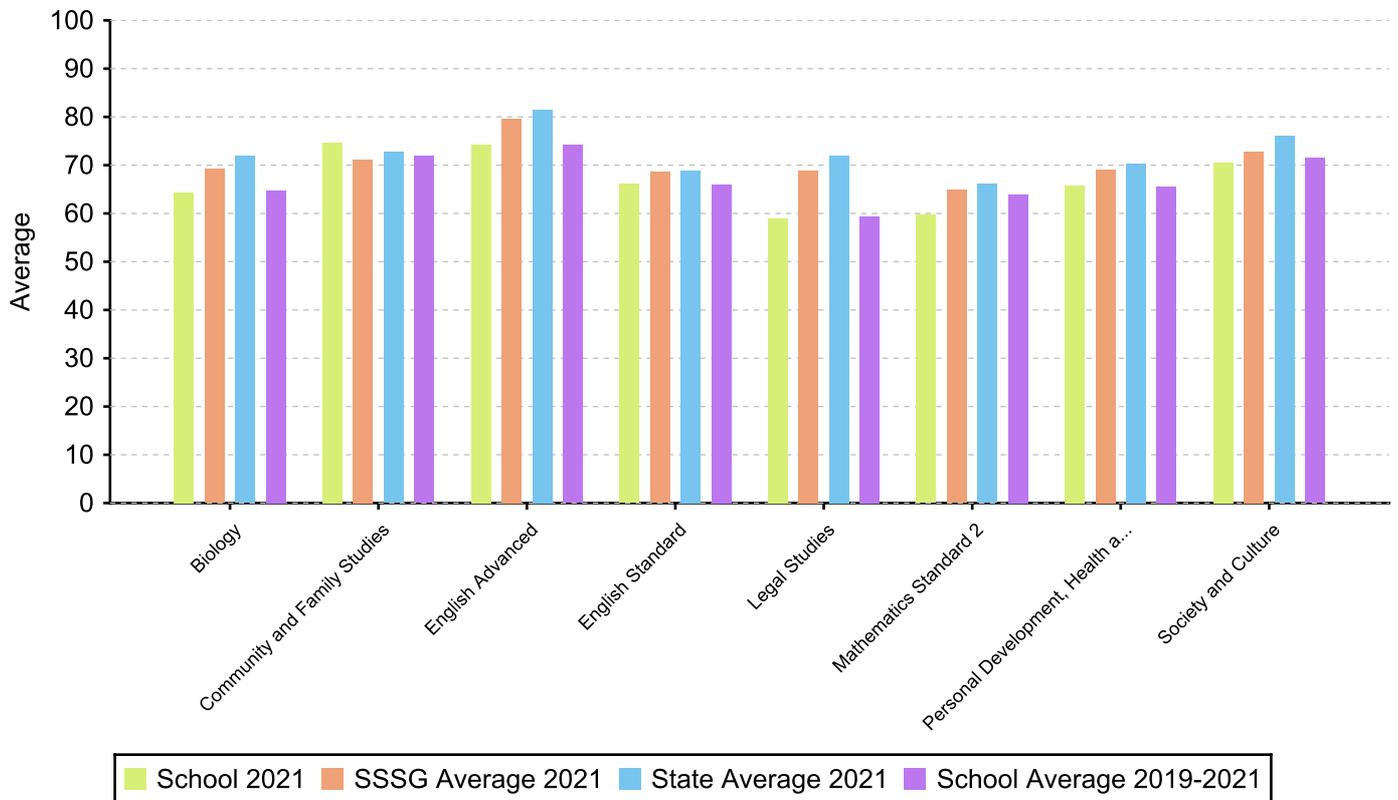
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

School performance - HSC

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

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



Subject	School 2021	SSSG	State	School Average 2019-2021
Biology	64.4	69.2	71.9	64.8
Community and Family Studies	74.7	71.2	72.7	71.9
English Advanced	74.3	79.6	81.4	74.2
English Standard	66.1	68.6	68.8	66.0
Legal Studies	59.0	68.9	72.0	59.3
Mathematics Standard 2	59.7	64.9	66.1	64.0
Personal Development, Health and Physical Education	65.8	69.2	70.3	65.5
Society and Culture	70.5	72.9	76.0	71.5

Parent/caregiver, student, teacher satisfaction

In 2021 we made numerous attempts to collect community voices through system-generated surveys such as Tell Them from Me and through school-developed surveys communicated via newsletters and Facebook posts to seek the opinions of parents, teachers and students about the school.

Senior executive made phone calls to parents to ask them their opinion about many aspects of the school and asked for parent feedback on systems, processes, and satisfaction with Narara Valley High School. Responses were exceptionally positive, especially in the areas of knowing our students and how they learn and the support provided to them through Covid. Wellbeing continued to be a priority throughout 2021, with parents and students receiving regular contact from teachers while working from home. Narara Valley High School was deemed to be very supportive in meeting their student's needs. The development of a Black Snakes newsletter and staff videos was very well received across the school community

Staff were provided opportunities to provide feedback on our systems and processes as part of our situational analysis, self-assessment for External Validation. and evaluation of professional learning. The implementation of Yonder pouches required significant community engagement.

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

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.