

2022 Annual Report

Narara Public School



2703

Introduction

The Annual Report for 2022 is provided to the community of Narara Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

The Annual School Report is a summary of the school's achievements in 2022 and provides information regarding the priorities for 2023. In 2022 we supported each other through the pandemic. It was definitely a challenging year for all. As a school community we supported each other and found creative ways to stay connected.

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

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

Grant McFarland

Principal

School vision

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

School context

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

NPS has a student population of 373 students, with 7% from Aboriginal heritage and 3% from non-English speaking backgrounds. The school consists of 13 mainstream classes, 2 Multi-Categorical classes and an Early Intervention class. In total the school has 16 classes in 2022.

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

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

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

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

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

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

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Data Driven Practices:
- Differentiated Pedagogies:

Resources allocated to this strategic direction

Professional learning: \$27,500.00

Per capita: \$97,291.27

AP Curriculum & Instruction: \$120,456.80

QTSS release: \$76,545.49

Low level adjustment for disability: \$141,326.84

English language proficiency: \$5,065.40

Socio-economic background: \$62,278.08

Integration funding support: \$190,108.00

Summary of progress

Throughout 2022, we had a strong focus on improving literacy and numeracy practice across K-6. All key K-6 staff completed foundation training in Multisensory Structured Language Education (MSLE) and 7 additional class teachers have now been trained in Orton-Gillingham Classroom Educator (OGCE) Professional Learning. Staff engaged in whole school professional learning on Numeracy Warm-Ups. Additionally, Stage 2 teachers participated in the LEED initiative, focussing on Learning Intentions and Success Criteria (LISC) in writing.

High impact professional learning ensured that teachers were equipped with the knowledge of each pedagogy. To further support staff and ensure a consistent approach across the school, the Assistant Principal Curriculum Instruction (APCI) timetabled co-planning and demonstrations that considered class data. Teachers were supported as needed until they were confident in each pedagogy. All staff were aware of the explicit structures to ensure successful cognitive changes in our students. There was a deep commitment from staff to effectively implement Numeracy Warm-Ups, MSLE explicit teaching and LISC in writing (Stage 2).

This process demonstrates that professional learning is differentiated and evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. Teaching and Learning programs are dynamic, showing evidence of revisions based on feedback on teaching programs, consistent and reliable student assessment and continuous tracking of student progress and achievement.

In 2023 we will ensure that mathematics is a priority with an APC&I focusing on pedagogies across the school. We will utilise the Department's assessment resources K-6 to ensure teachers know their students and where to next in their learning. This assessment data will be collected and used as an integral part of classroom instruction. To ensure sustainability new staff will be trained in Numeracy Warm-Ups.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
NAPLAN: Improvement in the percentage of students achieving in the top two bands to be above the school lower bound	We achieved 62% of students in the top two bands of NAPLAN Reading. This is above our lower bound target of 46.6%

system negotiated target baseline in Reading 46.6%	
NAPLAN: Improvement in the percentage of students achieving in the top two bands to be above the school lower bound system negotiated target baseline in Numeracy 37.4%.	We achieved 36% of students in the top two bands of NAPLAN Numeracy. This is slightly below our lower bound target of 37.4%
NAPLAN: Improvement in the percentage of students' achieving expected growth to be between the system negotiated target baseline and the schools lower bound target in Reading of 46.6%	Student Growth reports for 2022 cohort is unavailable due to the absence of 2020 NAPLAN results.
Improvement in the percentage of students' achieving expected growth to be between the system negotiated target baseline and the schools lower bound target of 37.4% in Numeracy.	Student Growth reports for 2022 cohort is unavailable due to the absence of 2020 NAPLAN results.
PAT (Numeracy): At least 75% of students in Year 2-6 will demonstrate 3 points of growth in numeracy (calculated through scale score) when compared to previous year in PAT.	Student Growth in numeracy is unavailable due to remote / at home learning in 2021.
PAT (Reading): At least 77% of students in year 2-6 will demonstrate 3 points of growth in reading (calculated through scale score) when comparing to previous year in the Progressive Achievement test (PAT)	Student Growth in reading is unavailable due to remote / at home learning in 2021.
Support Unit: 90% of students from the Support Unit will achieve their Personalised Learning and Support Plan (PLaSP) goals within the Learning domain.	64% of students achieved their Learning Goal in 2022. This was an increase of 14% since 2021.
School Excellence Framework: In the School Excellence Framework NPS will be achieving Sustaining and Growing in the theme of Data Analysis within the element of Data Skills and Use.	In the School Excellence Framework the school is achieving Sustaining and Growing in the theme of Data Analysis within the element of Data Skills and Use. Specifically, the leadership team is now comprehensively analysing student progress and achievement data for insights into student learning and discussing results with the whole staff. The school will look to further developing this strength in 2023 and beyond.

Strategic Direction 2: SD 2 Wellbeing and sense of belonging

Purpose

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

Initiatives

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

- Wellbeing and Engagement:

Resources allocated to this strategic direction

QTSS release: \$2,750.00

Summary of progress

In 2022, an early career teacher was supported with curriculum implementation and worked closely with the APCI to develop teaching practice. The attendance team provided individual strategies for students and parents, seeing attendance improvement for many of our families. In line with our Positive Behaviour for Learning (PBL) framework, we continued to explicitly teach students, and communicate with families, around school behaviour expectations.

Consistent and ongoing evaluation of whole school data drove our approach to wellbeing and engagement. The school formed an attendance team and followed a system where parent letters were sent home, followed by parent meetings as required. This ensured that families were supported dependent on their individual circumstance. COVID guidelines still impacted our ability to improve overall school attendance. Across the year we regularly communicated to our community via media platforms about the importance of attendance and keeping your child/ren at home when unwell.

School data demonstrated that the PBL framework is having a positive impact on behaviour and consequently, the school did not need to train staff in PAX Good Behaviour Game. Instead, the school focused on refining existing processes and procedures and all teaching staff were trained, or given a refresher, in Non-Violent Practice. This professional learning ensured that staff felt empowered with the knowledge necessary to provide a safe and supportive learning environment for students.

This process demonstrates respectful and positive relationships are evident throughout the school, through explicit teaching and reflection of the school's values and expectations. Teachers demonstrated increased expertise in teaching students with complex trauma, learning and support needs and/ or behaviour difficulties and this was driven by regular and ongoing planning, monitoring and evaluation of the whole school approach to student wellbeing and engagement. Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with families.

In 2023, we will have two early career teachers. The school will support them to select a mentor who will guide them through the accreditation process and support them with curriculum. The school will continue to refine existing PBL processes and procedures, with more community consultation. We will focus on engaging students in programs such as Cool Connections and lunch clubs because our student TTFM data showed that Sense of Belonging was lower than state average. We will also conduct student forums to deeply unpack the issues that students have around Sense of Belonging at our 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
Attendance: Increase the percentage of students attending > 90% of the time to be	During 2021, NPS had an attendance rate of 92.5%. This is above the state average of 90% for all department schools. The school had 78.5% of students attending at or above 90% of the time, compared to the state average of 65.4%.

above the lower bound system negotiated target of 83.5%.	
Tell Them From Me (TTFM): TTFM Wellbeing data in the area of Sense of Belonging increases to 82%.	Student sense of belonging decreased to 63% which will continue to be an area of focus in 2023.
PLaSPs: 90% of students achieve their Personal Learning and Support Plan (PLSP) goals in the area of wellbeing.	100% of students achieved their PLaSP goal in the area of wellbeing during Semester 1.
School Excellence Framework: In the School Excellence Framework NPS will work towards demonstrating elements of Excelling in the theme of Attendance in the element of Learning Culture and the themes a Planned Approach to Wellbeing and Behaviour within the element of Wellbeing.	In 2022 the school has continued to strengthen Attendance and a Planned Approach to Wellbeing within the elements of Learning Culture and Wellbeing. In 2022 the school will continue to work towards demonstrating elements of Excelling in these themes.

Strategic Direction 3: SD 3 Partners in learning

Purpose

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

Initiatives

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

- Community Engagement and Transition:

Resources allocated to this strategic direction

School support allocation (principal support): \$21,488.00

Aboriginal background: \$30,939.00

Summary of progress

In 2022 we have strengthened learning communities through effective transition processes for students and their families. The school has made increased links with learning alliances, including the department support services, to effectively cater for and support our Aboriginal students. The role of an additional SASS officer has been deeply valued as they have supported the principal and teaching staff in daily administration duties.

The school has run a successful pre-kindergarten program, extending this for students identified as having additional needs through an additional playgroup program. It has consolidated a strong working relationship with the local high school including regular staff meetings which were held each term and termly orientation days were organised for our Stage 3 students. Additionally, all relevant support students have secured a placement for 2023 in high school. Through collaborative planning, teachers have been able to share teaching and learning programs across the school and integrate support unit students wherever possible in mainstream activities.

All school staff participated in professional learning on Acknowledgement of Country and Aboriginal Education Policy, with 6 staff attending Connecting to Country. The school employed an Aboriginal SLSO to work collaboratively with staff, students and community. This has enabled the school to conduct cultural groups and engage many of our Aboriginal and non-Aboriginal students in learning about First Nations culture. The role of the Aboriginal SLSO supported the school to successfully implement the PLP process for our Aboriginal students, and parents were invited into the school to celebrate their child/ren's PLP journey. During this process staff consulted with parents about the establishment of a yarning circle.

This process demonstrates that all students transitioning into kindergarten attend Narara's orientation program, students transitioning into high school placements participate in high school orientation days and all Aboriginal families are welcomed and encouraged to be equal partners in the PLP process.

Next year in this strategic direction we will continue to utilise principal support funding to employ a part time SASS officer who will support administrative duties and Work Health & Safety practices. An Aboriginal SLSO will continue cultural groups with the intention of including a dance component as we want to continue building a sense of belonging and sense of culture at our school. The school will endeavour to establish greater links within the Valley Schools networks to strengthen existing Aboriginal programs. This will be the same for transition practices to further strengthen relationships within our community.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement

TTFM: Increase Parent support learning at home to 75% in the TTFM.	The school's data indicated that 68% of parents supported learning at home in 2022 in the TTFM 'Partners in Learning' Parent Survey.
Parent Satisfaction: 80% Parent satisfaction of workshops and transition programs.	From the data collected through way of surveys and verbal feedback 82% of parents expressed satisfaction with parent workshops and student transition programs.
Aboriginal Families: 90% of the Aboriginal families engage with the PLP process.	100% of Aboriginal families engaged with the PLP process in 2022.
School Excellence Framework: In the School Excellence Framework NPS will consolidate Sustaining and Growing in the elements of Educational Leadership and Management Practices in relation to community satisfaction and engagement.	In 2022 the school is achieving Sustaining and Growing in the element of Educational Leadership and Management Practices in relation to community engagement. In 2023 the school will look to further consolidate in this area with the intention of moving to elements of Excelling.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$190,108.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Narara Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiated Pedagogies: <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: Building teacher capacity to effectively differentiate learning programs targeted to individual learning needs. These programs have resulted in improved learning outcomes for all students with targeted support for Tier 2 and 3 students through the COVID ILSP. Additional staff were employed to support students with additional needs utilising Intergration Support Funding.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to support students with a similar model in 2023.</p>
<p>Socio-economic background</p> <p>\$62,278.08</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Narara Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiated Pedagogies: <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement SLSO support for each stage to support identified students with additional needs <p>The allocation of this funding has resulted in the following impact: Improved learning outcomes for students and allowed the school to better support Tier 2 and Tier 3 students. This reduced classroom misdemeanors and enhanced student engagement.</p> <p>After evaluation, the next steps to support our students will be: The school will continue these targeted initiatives to support student learning and engagement.</p>
<p>Aboriginal background</p> <p>\$30,939.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Narara Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Aboriginal background</p> <p>\$30,939.00</p>	<ul style="list-style-type: none"> • Community Engagement and Transition: <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Pathways • employment of specialist additional staff (SLSO) to support Aboriginal students • Further established authentic relationship with Aboriginal families <p>The allocation of this funding has resulted in the following impact: Improved academic success for Aboriginal and Torres Strait Islander students and ensured cultural perspectives were embedded in teaching and learning activities.</p> <p>After evaluation, the next steps to support our students will be: To continue to employ an SLSO to work directly with Aboriginal and Torres Strait Islander students and to further develop authentic relationships with families.</p>
<p>English language proficiency</p> <p>\$5,065.40</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Narara Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiated Pedagogies: <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in the following impact: EAL/D students being supported within the classroom within literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Continued support as required for all students who are EAL/D.</p>
<p>Low level adjustment for disability</p> <p>\$141,326.84</p>	<p>Low level adjustment for disability equity loading provides support for students at Narara Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiated Pedagogies: <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention to increase learning outcomes • employment of LaST and interventionist teacher • employment of Speech Pathologist to develop phonological awareness, articulation, receptive / expressive language and self-regulation for identified students <p>The allocation of this funding has resulted in the following impact: Identified students in Kindergarten increased oral language skills due to speech pathology program run in Term 4. LST supporting Tier 3 students with individualised reading program to build phonic knowledge and fluency.</p>

<p>Low level adjustment for disability</p> <p>\$141,326.84</p>	<p>After evaluation, the next steps to support our students will be: Continue to go above establishment in Learning Support and employ additional SLSOs to run small group intervention programs to support literacy and numeracy.</p>
<p>Professional learning</p> <p>\$27,500.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Narara Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiated Pedagogies: <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • OG/MSLE training completed. Most staff trained in Foundations of MSLE and 6 staff fully trained in OGCE. <p>The allocation of this funding has resulted in the following impact: 90% of K-6 staff are trained in OGCE MSLE and 100% of staff are Foundations MSLE trained.</p> <p>After evaluation, the next steps to support our students will be: Continue training in 2023, so that 100% of staff have Foundations MSLE training and all K-2 are OGCE MSLE trained.</p>
<p>QTSS release</p> <p>\$79,295.49</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Narara Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiated Pedagogies: • Wellbeing and Engagement: <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives • small group intervention for identified students <p>The allocation of this funding has resulted in the following impact: An additional part time learning support teacher to support Tier 2 and Tier 3 students in literacy and numeracy, as well as allocated time for executive to collaborate with stage members.</p> <p>After evaluation, the next steps to support our students will be: Continue to allow for executive to work with teaching staff in allocated sessions.</p>
<p>COVID ILSP</p> <p>\$101,923.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy with particular focus on phonics

<p>COVID ILSP</p> <p>\$101,923.00</p>	<p>The allocation of this funding has resulted in the following impact: Increased student achievement for Tier 2 and Tier 3 students through way of small group intervention.</p> <p>After evaluation, the next steps to support our students will be: This initiative will continue in 2022 as the Department have extended this funding.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	212	196	192	192
Girls	188	183	181	163

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.6	95.7	92.9	88.1
1	92.1	93.6	93.7	87.1
2	91.6	92.6	92.0	86.3
3	93.8	92.8	89.6	87.6
4	92.1	95.5	91.6	84.1
5	92.4	93.7	92.7	85.4
6	92.7	94.0	87.9	86.8
All Years	92.7	93.9	91.4	86.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.8
Classroom Teacher(s)	14.13
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration and Support Staff	5.42

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	207,467
Revenue	4,265,686
Appropriation	4,110,562
Sale of Goods and Services	2,490
Grants and contributions	150,781
Investment income	1,853
Expenses	-4,022,057
Employee related	-3,686,904
Operating expenses	-335,153
Surplus / deficit for the year	243,629
Closing Balance	451,096

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.

	2022 SBAR Adjustments (\$)
Targeted Total	190,108
Equity Total	239,641
Equity - Aboriginal	30,971
Equity - Socio-economic	62,278
Equity - Language	5,065
Equity - Disability	141,327
Base Total	3,101,281
Base - Per Capita	97,292
Base - Location	0
Base - Other	3,003,990
Other Total	318,726
Grand Total	3,849,756

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

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

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

The 2022 Tell Them From Me - Parent Survey was conducted in Semester 2. Some of the parent responses are as follows:

- * 87% feel welcome when they visit the school
- * 88% can easily speak with their child's teacher
- * 80% can easily speak to the principal
- * 74% feel teachers have high expectations for their child to succeed
- * 84% believe their child is encouraged to do their best
- * 63% felt parent activities are scheduled at times when they can attend
- * 68% of parents are informed about their child's social and emotional development.

The 2022 Tell Them From Me - Teacher Survey was conducted at the end of 2022. Overall, staff felt that the professional learning they engaged in throughout the year was meaningful and they would like to see further professional development in researched based programs and pedagogies such as Multisensory Structured Language Education (MSLE). Some of the teacher responses are as follows:

- * 96% establish clear expectations for classroom behaviour
- * 80% are in regular contact with the parents of students with special learning needs
- * 89% set high expectations for student learning
- * 85% use results from formal assessment tasks to inform their lesson planning
- * 88% feel assessments help them understand where students are having difficulty
- * 85% discuss learning problems of particular students with other teachers
- * 86% believe school leaders have provided guidance for monitoring student progress
- * 85% believe school leaders have helped them improve their teaching.

The 2022 Tell Them From Me - Student Survey was conducted in Semester 1 & 2 for students in Year 4 to Year 6. Some of the student responses are as follows:

- * 75% believe teachers set clear goals for learning, establish expectations, check for understanding and provide feedback
- * 91% do not get in trouble at school for disruptive or inappropriate behaviour
- * 78% feel they have someone at school who consistently provides encouragement and can be turned to for advice
- * 84% believe school staff emphasise academic skills and hold high expectations for all students to succeed
- * 27% of students feel they are subjected to physical, social, or verbal bullying, or are bullied over the internet. This figure is below the state norm and is one the school will have a particular focus on in 2022.

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

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.