

# 2022 Annual Report

## Narromine Public School



2713

# Introduction

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

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

## School contact details

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## School vision

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

## School context

Narromine Public School is located in the Macquarie Valley in central New South Wales. The current school enrolment is 252, this includes a 58% cohort of students identifying as Aboriginal. Our school is set on a large block with extensive grass and asphalt areas for play and sporting activities. It has 18 classrooms, a sports and creative arts hall, a modern well-equipped library and a number of covered outdoor learning areas. The school's Positive Behaviour for Learning (PBL) philosophies of being respectful, honest and responsible learners enhances Narromine Public School's belief in working together to promote a quality education in a caring school culture.

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

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

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

The school has completed a situational analysis that has identified three areas of focus for the 2021-2025 Strategic Improvement Plan (SIP). It is important to note these build upon the work undertaken in the previous school planning cycle around engaged, responsible and successful learners; quality teaching; and meaningful community partnerships.

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

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

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

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
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	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

- Learning analysis
- Engagement with curriculum

### Resources allocated to this strategic direction

**Beginning teacher support:** \$14,500.00

**Socio-economic background:** \$5,065.00

### Summary of progress

The Daily Read initiative began in 2022 with Stage 1 students and progressed through to selected Stage 2 (Year 3) students in Semester 2. Baseline data was captured by the Assistant Principal Curriculum and Instruction (APCI) and Stage 1 School Learning and Support Officers (SLSO) on students' sound, sight word knowledge and their ability to blend sounds together in sequence to build words.

Stage teams utilised the literacy and numeracy hub to inform and plan for Teaching Sprints. This involved classroom teachers completing professional readings of the focus areas of Teaching Sprints.

All Stage 2 and Stage 3 teachers completed a Department of Education (DoE) reading assessment (Stage 2 - short assessment/ Stage 3 reading snapshot) to assist in assessing students baseline data with comprehension skills. Baseline data was captured by all Stage 2 and Stage 3 teachers on students' comprehension skills, completing DoE assessments for reading. From this assessment stage teams planned Teaching Sprints to focus on explicitly teaching comprehension using the comprehension model - 'I Do', 'We Do', 'You Do'. Teachers engaged in stage moderation and updated teaching and learning programs, capturing data to evaluate student progress.

The school developed a High Potential and Gifted Education (HPGE) team that worked toward supporting staff in understanding the HPGE policy and developing open ended history and geography units that would best support students' learning and educational development in these areas. Stage teams worked collaboratively in developing these open-ended units.

Beginning teachers participated in lesson observations, lesson modelling, mentoring with their supervisors and a range of professional learning opportunities. They were supported in the implementation of literacy lessons through modelled teaching from APCI.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading increases by 7.5% from the system negotiated lower bound target.	2022 NAPLAN data indicates 25.68% of students in the top two skill bands for NAPLAN reading indicating achievement of the system negotiated lower bound target.
The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy increases by 6.2% from the system negotiated lower	2022 NAPLAN data indicates 8.7% of students in the top two skill bands for NAPLAN numeracy indicating the school did not achieve the system negotiated target.

bound target.	
Increase the proportion of year 5 students achieving expected growth in NAPLAN reading by 8% from the system negotiated lower band target	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the proportion of Year 5 students achieving expected growth in NAPLAN numeracy 7% from the system negotiated lower bound target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
75% of the Kindergarten students demonstrating reading strategies at a level 9 and beyond with the expectations of maintaining green reading levels (EA4S benchmark level) throughout Stage 1.	<p>61% of kindergarten students have demonstrated reading and comprehension strategies at level 9 and beyond.</p> <p>Next steps for improvement are: The APCI will work collaboratively implementing online assessment and tracking student progression through PLAN2 V3. This will support the use of data within Teaching Sprints, enhancing consistency in assessment and understanding student learning.</p>
70% of Stage 1 students will demonstrate a reading comprehension level of 17+	<p>63% of Stage 1 students have demonstrated a reading comprehension level of 17+. From the targeted interventions 100% of students showed growth in their reading abilities. Data was tracked in PLAN2 and through internal data systems.</p> <p>Next steps for improvement are: In 2023 the school will continue to consolidate teacher understanding of reading pedagogy and online ALAN assessment tools to track and plan student reading expectations. This will occur through stage and whole school professional learning, using online assessment tools, tracking students learning and progression through ALAN/PLAN2 V3 and working collaboratively with stage teachers and APCI to develop a consistent approach and understanding of reading outcomes.</p>

## Strategic Direction 2: Foundations

### Purpose

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

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

### Initiatives

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

- Supporting learners
- Attendance

### Resources allocated to this strategic direction

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**Professional learning:** \$10,600.00

**Socio-economic background:** \$2,900.00

**Literacy and numeracy:** \$2,500.00

### Summary of progress

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#### Attendance

The Home School Liaison Officers (HSLO) and Aboriginal Community Liaison Officers (ACLO) presented a professional learning session for all staff identifying key aspects of attendance data aligned with department policies. The school attendance officer has continued to inform beginning teachers using updated information to ensure continuity of data input. During weekly data review meetings the school attendance officer identified teachers who may need support with attendance matters. Staff were informed of student data following these meetings. Regular communication was maintained between the attendance team and classroom teachers which encouraged teachers to follow up parent communication regarding absences. Beginning teachers were provided with a mentor to support them in developing an understanding of the required procedures and department policies in regards to attendance. Through teacher application and consistency, Personalised Attendance Plan (PAP) results indicate that in 18 of 27 cases (66%) student attendance improved. Two students exceeded 95% attendance. Next year, the HSLO, ACLO and the school attendance officer will work with staff to build community understanding of the importance of attendance at school to achieve student learning goals.

#### High Performance Gifted Education (HPGE)

At the beginning of Term 2 a team was developed to review current HPGE policies and create a detailed plan of ways to move forward using the HPGE model through our planning, programming and teaching. The team liaised with executive staff to create sample units that reflected open ended responses and catered for a variety of diverse learners. Units were created across all three stages, which aligned to the schools' HPGE focus. At the end of Term 2, the team presented a whole staff professional learning to introduce HPGE philosophies to the staff. The professional learning that was delivered across two afternoons enabled staff to develop an understanding of HPGE and in particular the four domains, supported by research, that should be incorporated daily within updated teaching and learning programs and practices. The process of creating HPGE units for the key learning areas of geography and history were explained through a step by step process that was supported with research and department policies and procedures. Teachers were given the task of working in collaborative teams to create a history unit that was used across their stages in Term 3 and by Term 4, to create a geography unit with the same focus. The teams were provided with professional learning opportunities to understand the advantage of implementing the change for teachers and students. Staff had the opportunity to work in collaborative teams to not only create the units, but to also provide feedback through the Learning for Sustainability (LFS) process, enabling them to have the opportunity to be part of the process through feedback and creation of units. Barriers that were evident throughout the process were focused around the mindset of most staff members having to create activities that were open ended rather than a structured step by step approach. Since the professional learning opportunity, staff have collaborated to create a history and geography unit for their stage, that is open ended, incorporates current syllabus outcomes and has a primary focus to address HPGE domains. As a result, each stage across the school has completed 100% of their history and geography Units for Term 3 and Term 4 using this new process. The positive impact for this direction has provided teachers with the opportunity to challenge their thought processes, teaching strategies and pedagogy. As a result, students were challenged, engaged and working towards their

full potential. Staff feedback will continue to be gathered across stages in order to determine the ongoing success of the HPGE units and gain an understanding of areas for improvement. The feedback gathered will also allow the team to develop a plan for 2023 based on the implementation of the units across further Key Learning Areas (KLAs).

## Digital Portfolios

Over the past two years, the school's Regional Access Gap (RAG) team has been investigating and reviewing different ways of presenting students' work digitally. All staff members were introduced to Microsoft OneDrive and Microsoft Teams as an option for housing student work samples. Professional learning sessions were held to support staff to ensure they understood the basic capabilities of the platforms. The communication and regular support given by the DoE's Cloud Migration team allowed for all staff and students to be supported. The use of regular check-ins with staff enabled a consistent approach to understanding the new platforms. Staff surveys revealed that the professional learning and check-ins increased teacher confidence and deepened their understanding of digital work samples. Although a majority of teachers felt supported and were able to use the various platforms with support, further work was required to support parents/carers to show them how to correctly use the platforms and view their child's work samples. Parents and carers ability to access the digital work samples due to internet connection also impacted on them viewing the digital portfolio. Staff and student use of technology has significantly increased since introducing the new platforms. Staff have incorporated digital activities into their lessons to ensure students can handle the requirements needed to complete a digital task. Students' work samples have gone from being housed in various locations to one cloud-based system that allows easy access for both staff and students. Professional conversations with staff reveal that they were concerned with the amount of parent and carer engagement the school will receive from switching to displaying work digitally. Next year, in this initiative, the school will not continue to collect digital work samples or display work digitally. This is because it will require additional extensive professional learning for staff. Parents and carers did not respond positively to the change and were not willing to view their child's work digitally.

## Attendance Incentives

In Terms 1, 2 and 3 iPods were introduced as a prize for students who had 90% or higher attendance. At whole school assemblies, students' names were placed into a random generator and one student was selected to win the prize. In Term 4, the attendance draw was changed to include one prize and a canteen voucher, for each stage. This draw included students who had attended school 100% of the time in the two weeks prior. Throughout the year it was identified through attendance data that initial plans for rewards were not having a significant impact. Data from Term 2 2021 compared to Term 2 data 2022 revealed that 59% of students in 2021 had an attendance rate of above 90% compared to Term 2 2022 37.4% had an attendance rate of above 90%. Therefore the decision was made to change the frequency and value of the rewards. Analysis of attendance data shows that reward strategies are having a positive impact. Term 4 student attendance has improved by 6% when compared with the same time last year and now sits 2% above the local network. Next year, in this initiative the school will continue fortnightly attendance data rewards as well as introduce collective rewards for students who meet attendance goals such as reward days.

## Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
The proportion of students attending school over 90% of the time, increases by 4.5%.	The number of students attending greater than 90% of the time or more has increased by 6% when compared with the same time frame from the previous year.
The percentage of students reporting Expectations for Success, Advocacy and Sense of Belonging at School in the Tell Them From Me wellbeing data increases by 1.6%.	TTFM data states that Expectations for Success measure is a school mean score of 8.2. Advocacy at school shows a school mean of 7.8 in comparison to the NSW Government mean of 7.7. TTFM data also shows 81% of girls and 80% of boys feel accepted and valued by their peers and by others at their school and overall developed a sense of belonging.
100% of students have Personalised Learning Plans with 60% meeting their personalised learning goals.	100% of students have a Personalised Learning Plan. 75% of students have met their personalised learning plan goals.
Stage 2 teaching and learning programs clearly reflect learning progressions and syllabus knowledge, implementation and reflection as key elements.	100% of Stage 2 teachers have programs that clearly reflect learning progressions and syllabus outcomes.
The percentage of students reporting	Sense of belonging in the TTFM survey identified a 1% increase in the



<p>they feel accepted and valued by peers and others in the TTFM survey increases by 7% from the 2020 baseline data.</p>	<p>students feeling accepted and valued by peers and others. 79% of students reported a sense of belonging in 2022.</p>
<p>The percentage of students reporting they feel they have friends at school to trust and encourage positive choices in the TTFM surveys increases by 7% from the 2020 baseline data.</p>	<p>An in-school PBL survey demonstrates a 5% increase from 2021 in students who feel they have friends at school that encourage them to make positive choices. 98% of students surveyed reported they have friends at school who encourage them to make positive choices.</p>
<p>25% uptake of staff observations and peer teaching experiences identifying 'What Works Best' as key drivers for change.</p>	<p>100% of teachers have been observed formally and 30% have had collegial support through peer teaching experiences through the APCI.</p>

## Strategic Direction 3: Empowered educators

### Purpose

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

### Initiatives

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

- Educational leadership
- Collaborative learning community

### Resources allocated to this strategic direction

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**Socio-economic background:** \$2,080.00

### Summary of progress

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#### Accreditation

At the beginning of Term 1 2022 all staff worked through a professional development package on the new accreditation processes for NESA at the different accreditation levels. In follow up to this presentation, staff had further professional development where they worked in collegial groups to unpack the teaching standards at the different levels. This formed a pack that could be used by staff to mentor beginning teachers in understanding the standards as they move towards different levels of accreditation and improved the knowledge of staff on the expectations at the different levels of accreditation. In addition to this, the executive team completed the online NESA provided training to implement the new procedures for higher levels of accreditation released in 2022. This allowed supervisors to support staff in completing these levels and ensured executive staff understood their role within the new framework. Forty-four percent of staff have indicated they wish to pursue higher levels of accreditation and 100% of staff believe leaders are leading change for improvement as identified in the TTFM survey. All staff with maintenance due have met maintenance requirements. Finally, the development of the Narromine Public School Accreditation Policy is underway to be finalised before the beginning of Term 1 2023.

In 2023, we will ensure NESA links are on SENTRAL for ease of staff access. The strategic team will endeavour to source or create videos of elements of accreditation and access will be created through TEAMS or SENTRAL. The school will develop collaborative opportunities for staff wishing to undertake higher levels of accreditation, source supports to start this process and will finalise accreditation policy for Narromine Public School and implement Term 1 2023.

#### SENTRAL Communication

In 2022, SENTRAL has been used to a greater extent with the inclusion of the following elements; whole staff daily communication, record keeping for parent contact, collation of Personalised Learning Plans and Behaviour Management Plans for students, borrowing of digital equipment, school maintenance and WHS reporting and excursion notes. Each of these elements have been introduced to the staff through professional learning and followed up at stage meetings for supervisor support. In addition to this staff have continued to build on the practice of using SENTRAL to store information regarding standardised testing and some stage assessment results. The Regional Access Gap team also established a tracking system for the school Information and Communication Technology (ICT) scope which has been implemented by staff this year.

The administration team has developed the skills of specific staff to become experts in specific areas of SENTRAL in order to support staff in using these elements. These practices have streamlined processes across the school and have improved record keeping. There has been significant increase in the use of the SENTRAL program as a means of data collation and communication improving the collaborative opportunities for staff across the school. 2023 will provide the opportunity to consolidate the applications that have been implemented in 2022. The school will move towards using this data storage system with greater uptake and reducing the paper systems that exist concurrently through 2022.

#### Transition

Meetings were held with both Narromine Pre-school and Narromine High School throughout Term 4 to ensure that there was an opportunity to share data specific to students individual needs to support a smooth transition across the different sites. This supported staff in their ability to maintain continuity in the students' learning. In addition to the meetings the

pre school completed the online version of the transition to school statements which were made readily available to staff teaching Kindergarten in 2023 as an additional method of communication regarding the needs of individual students. The Stage 3 teachers completed a similar form provided by the high school to provide written communication on the needs of the students going through to the high school.

As in previous years the Learning and Support Teacher (LST) held additional meetings with the Learning and Support team at the high school and with the pre-school director to establish lines of communication for data sharing on students with additional needs. This led to the actioning of specific supports for students coming into Kindergarten 2023 and provided the high school with information for class planning. The LST teacher also actioned access requests for funding and placement support for students coming into Kindergarten 2023 and entering high school in 2023. This will add an additional layer of support to the continuity in learning for students with additional needs. In total, transition to school statements were completed for 100% of students coming to Kindergarten from the pre school. One hundred percent of students going from Narromine Public School to Narromine High School had a transition to Year 7 statement completed by the Stage 3 staff and meetings were held for each of these individual students. Nine individual learning support meetings were also held to support transition.

In 2022 Narromine Public School reviewed their transition policies with input from key stakeholders to develop a streamlined and sustainable practice for transition. This will be finalised and implemented for Term 1 2023.

## HUB Systems

In 2022 Narromine Public School in conjunction with Narromine High School and Trangie Central School took part in the Wellbeing Health In-reach Nurse (WHIN) nurse initiative. This saw the employment of a health care practitioner to work as a liaison between the three schools and the health care services supporting case managed families to access services that could support them in meeting educational outcomes. Additionally, the learning and support processes at Narromine Public School were updated to ensure consistency in practice so that the resources were equitable among the school community. Implementation of the new LST policy and procedures for 2023 and evaluation of the processes will continue throughout the year. Professional learning for the implementation of this policy is scheduled for Term 1 2023.

## Communication

A review and update of our current school brochures was undertaken to ensure that they have up to date information. The branding and key messaging on these brochures created a model used for further brochures designed in 2022 for transition schools and non-government agencies. Throughout 2022 updates were completed on the school information booklet and transition to Kindergarten and transition for Years 2 and 3 brochures.

The school achieved a 6.2 on the subset of parents feeling informed on the Tell Them From Me survey (TTFM). This is below the state norm of 6.6. This survey also identified that our most successful lines of communication for school news were our school social media page with 67% and school newsletter with 58% of parents identifying these mediums as very useful. A focus for 2023 will be on improving means of communicating school news and student information to parents, reflecting on parent feedback through the executive team. The school will review 2022 TTFM data and review communication strategies employed and how they can be improved based on feedback. The school will also continue to update current brochure packages and include non-government organisations as part of the network to whom this information is distributed.

## Staff Recognition

Throughout 2022, staff were identified through the leadership team as experts within SIP focus area fields and professional development was provided to encourage and support growth. Staff provided mentoring and leadership to team members building the capacity of staff. Notably in 2022 this building of capacity took place through the Regional Access Gap initiatives and through the implementation of the HPGE policy. This team developed the HPGE policy implementation schedule, coordinated its implementation, developed their own personal leadership skills through research into quality and evidence based practices, collegial planning and DoE developed courses. Time was spent developing a package for the implementation of the policy which was then shared with staff. Following this the team undertook the development of sample units using the philosophies of the HPGE policy to enhance current planning practices. They implemented a trial of these units, evaluated the practices and planning model and developed a package for staff to undertake collegial planning using this framework. This model of professional development was evaluated at the end of Term 4 2022 and received extremely positive feedback from staff particularly in relation to engagement, demonstrated knowledge and practical application in the teaching and learning cycle.

Additionally, the HPGE team were able to expand on their contributions to learning communities by presenting their knowledge and the processes implemented at Narromine Public School through two workshops, the first of which was held with the local school AEOs and the second of which was a Middle Leadership Assistant Principal workshop which focused on the processes for staff professional development and the Strategic Improvement Plan. Five professional development sessions were held for school staff and two workshops beyond the local school learning community. Reflection from staff feedback on the implementation of HPGE indicated 100% of staff were confident to continue with

the implementation of the new programming structure and incorporation of HPGE in our minor KLA planning. With both the AP Middle Leaders workshop and AEO workshop 100% of participants found the workshop valuable and the documentation they were provided useful for use back in their schools to introduce the HPGE policy to their staff.

The model of using staff experts as mentors for building staff capacity was a successful model and will continue to be used in 2023. Moving into 2023, a method for ensuring formal recognition is applied for and obtained, still needs to be developed. This will support the ongoing recognition of staff and enable our school to promote the expertise that exists within our school staff. In 2023 the strategic direction team will identify methods of gaining recognition for expertise within the school and establish processes for ensuring the system for recognition is sustainable. This process can also be aligned to the accreditation process for collecting evidence of these practices for higher levels of accreditation.

### **Progress towards achieving improvement measures**

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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.

<b>Annual progress measure</b>	<b>Progress towards achievement</b>
90% of teaching staff have a deeper understanding of the purpose and processes, 80% of staff are actively participating in the NESA accreditation process.	100% of teaching staff are actively participating in the NESA accreditation process and have an improved understanding of the purposes and processes around accreditation.
Build practice around the shared understanding and application of data between peer schools.	Policies have been updated through collaboration with key stakeholders to improve the practice around shared understanding and application of data between transition schools.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$142,046.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Narromine Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Effective Literacy and Numeracy practices.</li> </ul> <p>Additional staffing to assist students with additional funded learning needs.</p> <p><b>The allocation of this funding has resulted in the following impact:</b> All students with targeted funding were provided with in class support by a School Learning Support Officer (SLSO). The timetables were flexible to ensure that student needs were being met at each point in time. SLSOs were provided with additional professional development to support with learning, emotional and behavioural needs for students. Review meetings were held with parents to ensure the funding was accurate and being used to support specific learning needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> National Disability Insurance Scheme and outside agencies that are engaged with the student and/or their family will be invited to attend the review meetings.</p>
<p>Socio-economic background</p> <p>\$86,741.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Narromine Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Supporting learners</li> <li>• Attendance</li> <li>• Collaborative learning community</li> <li>• Engagement with curriculum</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Providing student support for educational materials, uniform, equipment and other items. The supplementation of extra-curricular activities and support programs including Life Education, Positive Behaviour for Learning, Zones of Regulations and sensory diets to support student wellbeing. The activation of higher duties allowances for two Deputy Principals (DPs) Student Wellbeing and Special Education as well as the commencement of a WHIN nurse across local schools connecting health, education and other non government agencies to support families.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The Deputy Principal positions were able to prioritise a focus on proactive support for students demonstrating complex social emotional wellbeing or behaviours. This resulted in a decrease in negative behaviours and a slight decline in the number of suspensions. The DPs and WHIN nurse provided support and positive partnerships with families and developed behaviour response and support plans, communicated these with teachers and parents and regularly monitored and reviewed student progress, attended medical appointments and liaised with agencies. Staff continued to utilise PBL strategies to support mindfulness and foster positive student behaviour. Assistance was provided for the cost of excursions and uniforms.</p>

<p>Socio-economic background</p> <p>\$86,741.00</p>	<p><b>After evaluation, the next steps to support our students will be:</b>  Following consultation, the allowance adjustments for the positions of DP will be continued in 2023. Positive Living Skills is a joint initiative between NSW Health and DoE, and will be integrated into Narromine Public School's PBL structure.  The Narromine WHIN nurse will continue in the position for a further 12 months.</p>
<p>Aboriginal background</p> <p>\$160,516.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Narromine Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Engaging two Aboriginal Education Officers (AEOs) to facilitate improved community engagement, including the engagement of students and their families with the PLP process. Leading vision, hearing, dental clinics and well being initiatives.</li> <li>• Employment of additional staff to deliver personalised support for Aboriginal students.</li> <li>• Community consultation and engagement to support the development of cultural competency.</li> <li>• Staff professional learning in Aboriginal cultural awareness.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Throughout 2022 our community team continued to support students and families with GP appointments, engage in hearing, vision, and dental screenings as well as referrals and attendance at paediatrician and ear, nose and throat specialist appointments. Fourteen clinics were held this year with Brien Holden Vision Institute (BHVI) resulting in more than 170 students being screened. The school has given out 45 sets of glasses which are free to all students. A number of referrals have been made to paediatric optometrists and a number of students have been identified as colour blind. BHVI have identified Narromine Public School as a highlight in their annual report as a school whose eye health is a top priority for students and noted the great work being done to support all students.  Link Up Day was held in November and was the first one held for 2 years due to COVID-19 restrictions. More than 20 services were present on the day. Representatives from employment, health and other non-government agencies participated. Narromine Public School's Year 4, 5 and 6 students were in attendance, while students in Years 7 and 8 from Narromine High School also joined attended. Community members were invited to attend, with a pleasing number engaging with agencies. Information was sent home on the various services that support Narromine.  Narromine Public School students and families came together to take part in a range of activities to mark NAIDOC week as a school community. The school community celebrated with performance items, storytelling and sharing morning tea, lunch, and afternoon teas. The school also participated in an afternoon of Traditional Indigenous Games. Other community celebrations included Reconciliation Week, Harmony Week and Grand Friends Day. These celebrations were well attended by our community, and students enjoyed participating, performing and sharing our school respect for culture.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  After evaluating the above activities and programs it is apparent that there is an ongoing need for assisting our community to work with and access non-government agencies, medical practitioners and psychological supports ensuring students and their families are supported in accessing available services. The school's community team will continue to raise awareness and</p>

<p>Aboriginal background</p> <p>\$160,516.00</p>	<p>create valuable links between health and education as well as highlighting significant cultural events for inclusion in the school calendar.</p>
<p>Low level adjustment for disability</p> <p>\$163,889.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Narromine Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Providing support for targeted students within the classroom through the employment of School Learning and Support Officers (SLSOs).</li> <li>• Employment of SLSOs to improve the development of students by implementing speech and occupational therapy programs developed by specialists.</li> <li>• Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The learning and support teacher worked in classrooms to support teachers with differentiating learning and supporting student behaviour. This role extended to providing a case management approach to connect families with school and local agencies for additional support. The learning and support teacher also provided professional development for all staff to improve knowledge and understating of the National Consistent Collection of Data, resulting in the creation of more detailed records of adjustments and an increase in the number children included in the data collection, accurately reflecting the level of support that teachers are providing. Additional SLSOs were engaged to provide a greater level of support for identified students who did not receive specific individual funding.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To increase the learning and support teacher allocation to provide specific support in the Teaching Sprint focus area.</p>
<p>Location</p> <p>\$57,004.00</p>	<p>The location funding allocation is provided to Narromine Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Location funding is a key component in the HPGE programs at Narromine Public School. Funding is accessed to ensure our students are supported to attend and engage with educational, social and leadership experiences. Such activities include: excursions to Wambangalang and Warrumbungles Environmental Educational Centres, Western Plains Zoo, Life Education, Challenge Camp, Stage 3 Excursion to the Blue Mountains, Western Plains Science and Engineering Challenge, GRIP Leadership and PSSA representative pathways.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students attendance in educational experiences has greatly increased with 100% of students K-2 and 75% of 3-6 students attending all offered experiences.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to support participation and attendance at incursions and on excursions.</p>

<p>Professional learning</p> <p>\$17,120.00</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 Narromine Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Supporting learners</li> <li>• Attendance</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Engage executive and teaching staff in HPGE workshops and professional learning experiences.</li> <li>• Engage teaching staff in embedding Teaching Sprint Pedagogy - teacher release for collaboration in raising the bar to cater for HPGE in the Teaching Sprints and specific professional development for beginning teachers in the formation of Teaching Sprints.</li> <li>• Engage beginning teachers in professional learning and mentoring opportunities to improve their knowledge of attendance.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  All staff implemented strong teaching and learning of Teaching Sprints in practice. Beginning teachers implemented strategies set out and modeled in the attendance professional learning. Classroom teachers expressed they had a deeper understanding of their teaching practice due to the enhanced focus on HPGE and Teaching Sprints.  Planning days resulted in all staff moving to collaborative programming process that catered for open ended activity creation and a more efficient and effective planning process for teaching and learning. Staff participated in a Connecting to Community professional learning event hosted by the local AECG.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  To continue to build teacher efficacy in teaching and learning programs using the newly adapted HPGE mindset with programming. In addition the school will continue to develop professional development and implementation of explicit instruction practice to differentiate teaching and learning within Teaching Sprints using school scope and sequences and new NESA syllabus.</p>
<p>QTSS release</p> <p>\$55,622.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Narromine Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing to support staff collaboration in the implementation of high-quality curriculum.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  The introduction of stage collaboration time allowed teams to identify a Teaching Sprint each term. Teams worked with Deputy Principals to refine teaching through meaningful discussion, collaborative planning and co-developing programs. Stages focused their Teaching Sprints across the key learning areas of English and mathematics.</p> <p>APCs led the collaboration within stage groups and assisted with the data implementation and monitoring across the school.  Professional Learning funds were also used to support this initiative.</p>



<p>QTSS release \$55,622.00</p>	<p><b>After evaluation, the next steps to support our students will be:</b> To continue collaboration time under the leadership of the 1.4 Assistant Principal Curriculum and Instruction positions.</p>
<p>COVID ILSP \$212,898.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of teachers/educators to deliver small group tuition</li> <li>• Providing targeted, explicit instruction for student groups in literacy: Term 1 - Phonological awareness. Term 2 - Structuring and expressing ideas into coherent sentences and building decoding skills to improve reading fluency. Term 3 - Morphemic word families, literal and inferential comprehension. Term 4 - Inferring meaning, recounting relevant details and vocabulary.</li> <li>• Providing targeted, explicit instruction for student groups in numeracy: Term 2 - Number recognition and identification of place value, and calculating equivalent amounts of money. Term 3 - Calculating equivalent amounts of money. Term 4 - Continuing patterns and representing two-digit numbers.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Term 1 Stage 1 Twenty-three students participated in tuition throughout term 1. The focus was on literacy - phonological awareness and sentence formation. 57% of students demonstrated proficiency in writing two or three related ideas. 88% of students demonstrated proficiency in orally blending two or three phonemes. 100% of students who received in class supports demonstrated proficiency in orally blending four phonemes.</p> <p>Term 2 Stage 1 Twenty students participated in tuition with a literacy focus on structuring and expressing ideas into coherent sentences. 60% of students demonstrated proficiency in writing simple and compound sentences related to a topic using conjunctions.</p> <p>Stage 2 Seven Year 3 students participated in tuition with a literacy focus on building their skills in decoding CVC, CVVC, CCVC words and learning high frequency words to improve fluency when reading simple texts. 100% of students demonstrated improvement with their sound and sight word knowledge. 86% of students demonstrated an improvement in reading level. Eight Year 4 students participated in tuition with a numeracy focus on developing foundational skills in numeracy, including number recognition and identification of place value. 100% of students demonstrated an improvement from pre-assessment to post-assessment. 36% of students demonstrating proficiency of their learning goal.</p> <p>Eight Year 4 students participated in tuition with a numeracy focus on understanding money. 88% of students demonstrated proficiency in calculating equivalent amounts of money using different denominators, solving addition and subtraction problems involving money and calculating change and rounding to the nearest five cents.</p> <p>Term 3 Stage 1 Twenty-seven Stage 1 students participated in tuition with a literacy focus on demonstrating understanding of common morphemic word families when reading. After a four-week period the data showed 36% improvement on student growth and 42% student data not updated. Further work was</p>

COVID ILSP

\$212,898.00

required on this focus and continued alongside the Teaching Sprint in term 4.

Stage 2

Sixteen Stage 2 students participated in tuition with a literacy focus on inferential comprehension. 69% of students demonstrated improvement from pre-assessment to post assessment.

Eight Year 4 students participated in tuition with a numeracy focus on understanding money. 88% of students demonstrated proficiency in calculating equivalent amounts of money using different denominators, solving addition and subtraction problems involving money and calculating change and rounding to the nearest five cents.

Stage 3

Thirty-six students participated in tuition with a literacy focus on literal comprehension. 83% of students demonstrated improvement from pre-assessment to post assessment.

Term 4

Stage 1

Week 1-5

Forty-seven Stage 1 students participated in tuition with a literacy focus on inferring meaning. 62% of students demonstrated proficiency in integrating print and visual and audio aspects of simple texts, with 32% developing consistency.

Forty-nine Stage 1 students participated in tuition with a numeracy focus on continuing patterns. 79% of students demonstrated proficiency in continuing patterns where the difference between each item is the same number, with 21% developing consistency.

Week 5-10

Forty-six Stage 1 students participated in tuition with a literacy focus on recounting relevant details. 58% of students demonstrated proficiency in recounting and describing the most relevant details from a text, with 41% developing consistency.

Thirty-eight Stage 1 students participated in tuition with a numeracy focus on representing two-digit numbers. 60% of students demonstrated proficiency in representing and renaming two-digit numbers as separate tens and ones, with 36% developing consistency.

Stage 2

Twenty-four students participated in tuition with a literacy focus on vocabulary. There was no pre- and post-assessment used as a measure for this. However, 33% of students improved in their ability to use context and grammar knowledge to understand unfamiliar words.

Stage 3

Twenty-three students participated in tuition with a literacy focus on vocabulary. 65% of students demonstrated improvement from pre-assessment to post assessment. 74% of students improved in their ability to use a range of context and grammatical cues to understand unfamiliar words.

**After evaluation, the next steps to support our students will be:**

To continue the literacy and numeracy small group tuition into 2023.

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	150	140	136	139
Girls	143	135	131	109

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	89.7	90.6	85.8	87.0
1	92.4	92.2	84.5	82.2
2	91.5	89.5	88.9	82.3
3	86.9	92.4	85.4	84.3
4	90.1	89.7	88.3	80.4
5	91.5	89.8	85.0	83.2
6	88.9	91.1	83.0	82.9
All Years	90.1	90.7	85.7	83.2
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

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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)	4.4
Classroom Teacher(s)	11.13
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.6
School Administration and Support Staff	5.65
Other Positions	1

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	421,073
<b>Revenue</b>	4,831,556
Appropriation	4,753,344
Sale of Goods and Services	1,323
Grants and contributions	73,706
Investment income	3,183
<b>Expenses</b>	-4,608,023
Employee related	-4,177,982
Operating expenses	-430,041
<b>Surplus / deficit for the year</b>	223,533
<b>Closing Balance</b>	644,605

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	139,724
<b>Equity Total</b>	1,294,553
Equity - Aboriginal	486,465
Equity - Socio-economic	583,803
Equity - Language	0
Equity - Disability	224,285
<b>Base Total</b>	2,417,053
Base - Per Capita	68,769
Base - Location	55,145
Base - Other	2,293,139
<b>Other Total</b>	502,788
<b>Grand Total</b>	4,354,118

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

In 2022 parents were asked to participate in the Tell Them From Me (TTFM) survey, where they could express their thoughts about Narromine Public School anonymously. Parents reported an increased level of satisfaction, compared to 2021, that they feel welcome at school, the school supports positive behaviour and that school is a safe and inclusive place for the children. In addition the majority of parents stated that informal and formal meetings were very useful ways of communicating with the school about their children's progress compared to only 27% stating that they found online platforms to share their child's work as a very useful type of communication. When reporting on staying informed as a parent 67% found the school's social media communication the most informative and accessible, closely followed by the school newsletter.

Teachers also completed the TTFM survey and reported a positive increase in all areas including parent involvement, collaboration, learning culture, leadership, quality feedback and technology.

Students were able to provide feedback via the TTFM survey also. 81% of students reported feeling very proud of Narromine Public School, 76% agreed teachers set clear goals for learning, established expectations, checked for understanding and provided feedback and 79% of students felt accepted and valued and have a positive sense of belonging.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.