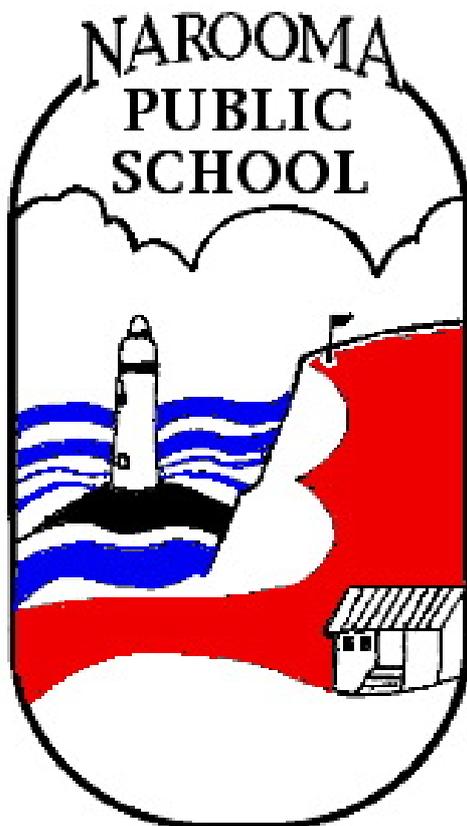


2022 Annual Report

Narooma Public School



2758

Introduction

The Annual Report for 2022 is provided to the community of Narooma 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

Narooma Public School

7 Montague St

Narooma, 2546

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

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

4476 2556

Message from the principal

2022 was a better year where we, at school were able to conduct many of our intended programs and procedures punctuated with COVID restrictions, which is just part of life.

Everyone adapted and celebrated the many wonderful achievements we obtained at school. Staff continue to work together to provide the best possible outcomes for the children and I can honestly say that we are proud of our school. We pride ourselves at Narooma Public School in living the Department's manta of *'every child being known, valued and cared for'* and overall, I believe children feel happy, safe, and supported whilst at school.

2022 continued the implementation of the new four-year School Improvement Plan (SIP) where all Department of Education schools designed plans for ongoing continuous improvement. Our External Validation was postponed until 2023 and we look forward to this process to validate the many wonderful programs we implement at our school.

The Narooma Public School staff extensively reviewed our data and formulated goals and targets to strive for in the following three areas:

- Student Growth & Attainment - Literacy & Numeracy.
- Equity.
- Wellbeing.

All three target teams have highly functioning teams led by one or more of the Executive, which set the goals, designed strategies and milestones to measure improvement and finally to evaluate and report upon the successes experienced and to identify follow up areas for future planning. All teams have reported significant growth and we look forward to building upon these successes in 2022 with the commencement of our new School Plan.

Finally, I would like to highlight and recognise the valued relationship we share with our school community in particular the school's P&C. I look forward to continuing these relationships with our community in 2023.

Mr Paul Sweeney

Principal

School vision

Our School Vision is to provide students with a range of opportunities to:

- Achieve Excellence;
- Experience Success;
- Become Resilient;
- Develop Strong Values; and
- Embrace Innovation.

Through our School Purpose of:

- Delivering high quality, evidence-based and innovative Teaching and Learning;
- Equipping students for the future as a whole person; and
- Ensure students transition to High School with a strong foundation of Literacy & Numeracy.

Around our School Values of:

- Responsibility & Fairness - Doing the right thing at the right time. following the rules, and choosing a good attitude;
- Care & Respect - Looking after people, places and things, and treating others how you would like to be treated; and
- High Expectations - Excellence can be achieved through parents, students and teachers all working together to achieve a common goal.

We are committed to encouraging our students to possess the following qualities:

- A mastery of academic skills;
- A love for learning;
- Self-discipline;
- Good manners;
- Good study habits; and
- Respect for themselves and others.

School context

Narooma Public School is a rural/coastal primary school on the Far South Coast of NSW. We are a medium sized Primary School with a fluctuating enrolment, 20-25% of students identifying as being from Aboriginal background. The school is supported in the community by its Parents & Citizens Association (P&C).

Narooma Public School has a great history and strong traditions of academic and sporting excellence. The school aims to build on our rich history by providing students with a balanced, comprehensive, challenging and stimulating curriculum focusing on the future. High expectations for learning and behaviour provide a caring and safe environment for all students.

The school culture is that of connectedness, inclusion and belonging with students, staff, parents and the wider community working together to promote school excellence. Our families and community members, including the P&C enable us to regularly celebrate success and promote a sense of community. Many families have had generations pass through the school.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction for all students including those with additional needs and those identified as high potential. Through the NAPLAN gap analysis the school has identified system-negotiated target areas in Reading and Numeracy.

Our teaching staff is a mix of experienced and early career teachers who enthusiastically keep themselves up-to-date via quality Teacher Professional Learning to be able to deliver best practices and quality lessons to the students in their care. Our K-6 philosophy focuses on developing quality teaching and learning programs across all Key Learning Areas. We offer a diverse range of programs and activities to optimise the total development of our students.

Our work with individual students will be responsive and closely monitored. Individual, system-negotiated targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

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	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
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

To develop a school-wide culture of high expectations and continual school improvement to engage students in learning and success with a growth mindset.

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.

- Curriculum - Phonics based reading instruction
- Learning Support for Literacy & Numeracy
- Data Analysis and Teaching and Learning Cycle
- Teacher Professional Learning & Collaboration
- Curriculum - Numeracy Strategies

Resources allocated to this strategic direction

Socio-economic background: \$224,322.58

Location: \$80,387.25

Low level adjustment for disability: \$181,078.89

Professional learning: \$35,284.78

Summary of progress

In order to make progress in Student Growth & Attainment (Reading), we consolidated our existing, evidence-based Synthetic Phonics approach to reading instruction, K-6. Teachers embedded positive changes to their literacy teaching through this approach, establishing settled classroom routines with instruction taking place in small, highly differentiated 'engine room' groups. Ongoing funding was targeted to ensure quality decodable texts were available, including purchase of decodable information texts. Additional staffing, through literacy teacher and COVID ILSP funds, ensured a consistent approach with all classes receiving three hours of additional teacher support. Differentiation in literacy was also supported by introduction of the MaqLit program to complement existing Mini-lit intervention. Our school-based and external data demonstrates that this approach to literacy learning has been highly effective, with many students making significant growth in reading. Next year, we will continue to resource and support this program because we want to continue the progress made this year. In addition, we will have a strong focus on the new curriculum.

In order to make progress in Student Growth & Attainment (Maths), we have implemented improved differentiation across K-6 through establishment of maths groups to teach Number and Algebra concepts. Stage groups were supported, through additional staffing and planning time, to create smaller, differentiated groups for three sessions per week. With teaching staff utilising pre-assessment data effectively, students have been able to receive more targeted instruction and higher ratio of teachers to students. The positive effects of this program have been increased teacher collaboration, improved student motivation and sound progress in this key learning area. Next year, we will continue to make differentiated teaching a focus in Mathematics because this has been an effective approach for staff and students. We will also prioritise ensuring staff are up-skilled in the new curriculum with a renewed focus on working mathematically and inquiry-based, rich mathematical tasks.

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
Increase the percentage of students in the top 2 bands in Numeracy in NAPLAN by 6.8%	Decrease of 4.9%.
Increase the percentage of students in the top 2 bands in Reading in NAPLAN by 5.9%	Decrease of 8.2%.
Increase the percentage of students	Expected growth figures not available for the cohort due to no NAPLAN in

achieving expected growth in Numeracy in NAPLAN by a further 1.4%	2020.
Increase the percentage of students achieving expected growth in Reading in NAPLAN by a further 1%	Expected growth figures not available for the cohort due to no NAPLAN in 2020.
Increase the percentage of Aboriginal students in the top 3 bands in Numeracy in NAPLAN by 4.2%	Decrease of 19.3%.
Increase the percentage of Aboriginal students in the top 3 bands in Reading in NAPLAN by 6.1%	Increase of 26.0%.
PAT-R Reading - to increase the percentage of students achieving benchmark by a further 2%	<p>The percentage of students in each grade have achieved benchmark in PAT testing in 2022:</p> <p>Overall percentage 2021 - Y3-6 - 186/256 = 75.9%</p> <p>Y3 - 47/63 = 74.6%</p> <p>Y4 - 52/67 = 77.6%</p> <p>Y5 - 38/49 = 77.5%</p> <p>Y6 - 49/66 = 74.3%</p> <p>Overall percentage 2022 - Y3-6 - 164/224 = 73.2%</p> <p>Y3 - 37/48 = 77%</p> <p>Y4 - 46/61 = 75.4%</p> <p>Y5 - 48/67 = 72%</p> <p>Y6 - 33/48 = 69%</p>
PAT-R Maths - to increase the percentage of students achieving benchmark by a further 2%	<p>The percentage of students in each grade have achieved benchmark in PAT testing in 2022:</p> <p>Overall percentage 2021 - Y3-6 - 82.4%</p> <p>Y3 - 55/64 = 85.9%</p> <p>Y4 - 56/67 = 83.5%</p> <p>Y5 - 43/50 = 86%</p> <p>Y6 - 52/69 = 75.3%</p> <p>Overall percentage 2022 - Y3-6 - 178/230 = 77.4%</p> <p>Y3 - 39/49 = 80%</p> <p>Y4 - 46/63 = 73%</p> <p>Y5 - 52/69 = 75.4</p> <p>Y6 - 41/49 = 84%</p>
Increase the percentage of children at the Literacy benchmark to 73% by 2022.	<p>What percentage of students are achieving at benchmark in Literacy, as assessed by class teachers through CTJ processes?</p> <p>Overall percentage: 80.6%</p> <p>K - 86.3%</p>

<p>Increase the percentage of children at the Literacy benchmark to 73% by 2022.</p>	<p>Y1 - 67.3%</p> <p>Y2 - 78.6%</p> <p>Y3 - 89.8%</p> <p>Y4 - 79.7%</p> <p>Y5 - 85.3%</p> <p>Y6 - 76%</p> <p>Our overall literacy percentage is above our stated goal of 73%. We will continue to work on quality provision for teaching and learning in literacy, dedicating significant RAM funding to employing literacy support teachers and building on the success of our School Learning Support Officer in the Kindergarten area.</p>
<p>Increase the percentage of children at the Numeracy benchmark to 80% by 2022.</p>	<p>The percentage of students are achieving at benchmark in Numeracy, as assessed by class teachers through Consistent Teacher Judgement (CTJ) processes.</p> <p>Overall percentage: 76.1%</p> <p>K - 92.2%</p> <p>Y1 - 73.1%</p> <p>Y2 - 78.6%</p> <p>Y3 - 81.6%</p> <p>Y4 - 60.9%</p> <p>Y5 - 80.9%</p> <p>Y6 - 68%</p> <p>Our overall percentage is slightly below our stated goal of 80% at benchmark. We will continue to look at our Numeracy teaching and learning, with a particular focus on the Measurement strand which has seen a slight decrease in student growth. Kindergarten students head to Year One with high levels at benchmark (92.2%), we will look to continue to fund intervention through School Learning Support Officers in kindergarten next year and provide Teacher Professional Learning on the new curriculum and specific Maths teaching around the Big Ideas.</p>

Strategic Direction 2: Equity

Purpose

To support staff in motivating children through quality teaching and learning experiences that target their needs.

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.

- Aboriginal Education
- Collaborative planning / Explicit Teaching / Observations
- Engagement
- Attendance
- Transition

Resources allocated to this strategic direction

Aboriginal background: \$150,088.32

Socio-economic background: \$47,347.26

QTSS release: \$75,273.26

Summary of progress

The school has implemented many initiatives to support the 'Equity' area throughout 2022. School attendance rates have remained ahead of the state, network and similar school groups, with overall attendance above 90%. This is very positive, and the school will continue to look at strategies to support student attendance. Our School Excellence Framework self-assessment demonstrates growth in the 'Teaching' domain, where we are now Sustaining and Growing across all 15 themes. In 2023, we will focus on student goal setting and progress towards goals.

Through the Tell them from Me survey data, we have had another increase in the number of Aboriginal Students who 'feel good about their culture' at school. Progress in these areas has been supported by quality teaching, supportive learning environments, differentiated programs and cultural programs such as NAIDOC excursions and events. We will continue to focus on these goals, and we hope to build upon initiatives and activities in 2023.

Transition, both to and from our school, remains a high priority for Narooma Public. Our Kindergarten team have been able to identify and support at-risk students in 2022, through the Kindy Start program and visits to local pre-schools and day care centres. This process has already begun for our 2023 intake, with learning support programs in place for identified students. We have worked closely with our high school colleagues to ensure a smooth transition for all students, including focusing on students with additional needs.

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
13/15 of the Teaching domain of the School Excellence Framework are assessed and validated at Sustaining or Growing or better.	The areas in which we have assessed ourselves as delivering in 2022 were: Collaborative Practice and Feedback, Improvement in Practice (PDPs), Data use in planning and Feedback. This year, when completing the SEF, we assessed our Teaching domain as Sustaining and Growing or better in all 15 areas (themes).
Attendance Increase the percentage of students attending more than 90% of the time by 5.3%.	In 2022, students attending 90% or more was 43.6%. In 2022, students attending 85-90% or more was 23.9% 85%-100% = 67.6 Less than 85% = 32.4%

<p>Attendance</p> <p>Increase the percentage of students attending more than 90% of the time by 5.3%.</p>	<p>We did not hit our target for 2022</p>
<p>Decrease the percentage of students identified as at-risk during Kindergarten transition.</p>	<p>Of the students entering Kindergarten in 2022, 16 were identified as at risk during their transition to school. Of these students; six are now identified as achieving at benchmark academically, one no longer attends the school and ten continue to receive ongoing intervention academically and/or socially. Twelve of these students participate in the Quota Speech Program.</p>
<p>Increase in the average scores in the student Tell Them From Me survey on 'Interested and motivated' by 5.5%.</p>	<p>TTFM no longer records data on this measure. We will allocate a new measure for 2023.</p>
<p>An increase of students feeling good about their culture for Tell Them From Me by 2.5%.</p>	<p>TTFM Data demonstrates positive growth within our school of students feeling good about their culture. We have progressed from 82% of Aboriginal Students (Y4-6) in 2021 to 85% in 2022 Agreeing or Strongly Agreeing that they feel good about their culture at our school. Of these students, 65% 'Strongly Agree'. This is a 13% increase compared with 2021 data. Of the remaining 15% of Aboriginal Students taking part in the survey, 20% Agree, 10% said they 'Neither Agree nor Disagree' with only 2 students who disagreed that they felt good about their culture at school.</p>

Purpose

To create and nurture a supportive social and physical environment where children and staff are safe, happy and empowered to make positive choices.

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.

- Positive Behaviour for Learning
- Developing Teachers to Support Student Wellbeing and Success

Resources allocated to this strategic direction

Low level adjustment for disability: \$54,665.00

Professional learning: \$35,284.00

Summary of progress

In Strategic Direction 3: Wellbeing, many strategies and initiatives have been implemented to improve classroom and playground behaviour. The Positive Behaviour for Learning (PBL) team provide an organised and supervised game/activity directly targeted at those students who required further support in making positive choices in the playground. Weekly PBL lessons were selected based on data shown through Sentral Wellbeing and class teachers taught these lessons to their students. Acknowledgement of 'Whale Tails' was given to classes and individual students who were following our fortnightly focus.

In the classroom, we have continued with Berry Street professional learning for staff. Staff meetings have been dedicated throughout the year to ensuring staff are trained in these processes. All staff also undertook the 'Understanding Behaviour' PL, engaging in collegial discussion about how to best apply this new knowledge.

When deciding what to do to improve our recorded number of incidences, we had a core team of staff on the PBL team who are committed to improving social and emotional outcomes for the students. These teachers collaborated and came up with games/activities they knew would engage the students we were targeting (also engaging many other students) and their knowledge and commitment to what we were trying to achieve. The Wellbeing Leader and Learning and Support teacher met with School Learning Support Officers to explain the importance of PBL within our school as well as to outline the goals for the year and what the expectations were for them when being rostered on in the playground as well as with specific students.

Class teachers have implemented strategies learned through PBL Classrooms training and Berry Street professional learning to further improve their knowledge and strategies in ensuring a positive classroom culture and now have a bank of strategies to utilise when coming across negative classroom behaviours.

The decisions we made have had a significant impact on the negative behaviours being exhibited. As indicated through the data collated, we have seen a reduction of negative behaviours in the playground from 2020 to 2022. There was also a reduction in the number of classroom incidences from 2020 to 2022.

To further promote positive behaviour in our school in 2023, the wellbeing team will focus on: Further Berry Street professional learning, establishing a wellbeing space, improving resources through the PET team, strengthening teaching of social skills for targeted students.

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
Sentral Data record a demonstrated improved classroom behaviour with a 5% reduction in classroom incidents by 2022.	Have the strategies implemented led to a reduction in negative classroom incidents? Sentral Wellbeing incidents have reduced by 204 from 2020.

<p>Sentral Data record a demonstrated improved playground behaviour with 5% reduction in playground and other non-classroom incidents by 2022.</p>	<p>Have the initiatives implemented led to a reduction in negative playground incidents?</p> <p>Data Source: Sentral Wellbeing</p> <p>Sentral Wellbeing incidents have reduced by 327 from 2020.</p> <p>1057 incidents in 2020 down to 730 in 2022. This is a reduction of 31% from 2020 figures.</p> <p>Whilst we have had a slight increase from 2021, this is to be expected given that this was a full year of onsite schooling as opposed to having periods of home learning.</p>
<p>Increase the percentage of students reporting positive wellbeing in TTFM by 3.6%.</p>	<p>The number of students reporting positive wellbeing through the 'Positive Behaviour at School' measure is 79% in 2022.</p> <p>This is a reduction from the 86% in 2021 so will need ongoing monitoring.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$245,508.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Narooma Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • SLSO Support for specific students and their identified needs • Activities and programs include: <ul style="list-style-type: none"> - Individual Education Plan where specific targets were set for each child - Health Care Plan where specific targets were set for each child - Behaviour Plan where specific targets were set for each child - PAT Maths Data to assess individual growth for the IEP in maths set - SENA data to assess individual growth for the IEP in maths set - PAT Reading data to assess individual growth in the literacy program set - SBP Spelling data to assess individual growth in the literacy program set - Word Attack levels to assess individual growth in the literacy program set <p>The allocation of this funding has resulted in the following impact: Individual funds have been utilised as per each child's specific needs. These needs were negotiated in Funding Support meetings with the Support Teacher Learning Assistance Teacher, Classroom Teacher & Parent/Carers. Improvements and progress have been noted via Individual Education Plans, Health Care Plans, behaviour management plans, data from both math and reading, School Based Phonics data and Word attack data.</p> <p>After evaluation, the next steps to support our students will be: Next steps will be to continue to collaborate with each individual parent to design a needs based program for each child receiving Integration Funding Support.</p>
<p>Professional learning</p> <p>\$70,568.78</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 Narooma 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"> • Positive Behaviour for Learning • Developing Teachers to Support Student Wellbeing and Success • Teacher Professional Learning & Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ol style="list-style-type: none"> 1. engaging a specialist teacher to unpack evidence-based approaches to teaching reading, spelling and phonics 2. Building upon the Berry St team by training four new facilitators <p>The allocation of this funding has resulted in the following impact: The targeted Synthetic Phonics training was a huge success. All classrooms K-6 are implementing the School Based Phonics program and are reporting growth in their rooms. The Berry St team have reinvigorated the program providing outstanding programs to the children taking into account the trauma based strategies as a priority.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to direct funds towards our school targets and strategic directions. We will continue to build / upskill our staff in the Berry St practices as this program is achieving excellent outcomes.</p>

<p>Socio-economic background</p> <p>\$271,669.84</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Narooma 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"> • Curriculum - Phonics based reading instruction • Aboriginal Education • Learning Support for Literacy & Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Student Assistance funds were utilised in 2021 for mainly: <ul style="list-style-type: none"> - uniforms purchases for students - site licences for students to access the curriculum - lunches for student who came to school without food - swimming scheme in Term 1 for the learn to swim program. - partial funding of events such as camps / excursions / Life Education <p>The allocation of this funding has resulted in the following impact: Funds utilised ensured all students had equal access to access the curriculum, to be involved in school activities or to simply come to school and feel a sense of belonging.</p> <p>After evaluation, the next steps to support our students will be: We will continue to support our schools by setting aside a small 'Student Assistance' bucket of money.</p>
<p>Aboriginal background</p> <p>\$150,088.32</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Narooma Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Aboriginal Education <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • - employment of specialist additional staff (SLSO) to support Aboriginal students - community consultation and engagement to support the development of cultural competency - employment of specialist additional staff and the Aboriginal Education Officer (AEO) to support Aboriginal students - engaging an AEO to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact: Our AEO and employed SLSOs continue to liaise strongly with the Aboriginal and Torres Strait Islander communities to provide strong connections with children and their learning and to ensure communication is high. Community feel supported and have a high opinion of the school at present. Students have equal access to the curriculum, have strong connection to their culture and are proud of their identity.</p> <p>After evaluation, the next steps to support our students will be: After consultation with the community, our school will once again provide SLSO support for students in the classroom and have a student assistance fund available for families to access. The AEO will continue to liaise with community and provide cultural activities for students and support classroom teachers when implementing the curriculum adding indigenous</p>

<p>Aboriginal background</p> <p>\$150,088.32</p>	<p>perspectives.</p>
<p>Low level adjustment for disability</p> <p>\$235,743.89</p>	<p>Low level adjustment for disability equity loading provides support for students at Narooma 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"> • Positive Behaviour for Learning • Learning Support for Literacy & Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Activities and programs include: <ul style="list-style-type: none"> - Individual Education Plan where specific targets were set for each child - Health Care Plan where specific targets were set for each child - Behaviour Plan where specific targets were set for each child - PAT Maths Data to assess individual growth for the IEP in maths set - SENA data to assess individual growth for the IEP in maths set - PAT Reading data to assess individual growth in the literacy program set - SBP Spelling data to assess individual growth in the literacy program set - Word Attack levels to assess individual growth in the literacy program set <p>The allocation of this funding has resulted in the following impact: Individual funds have been utilised as per each child's specific needs. These needs were negotiated in Funding Support meetings with the STLA, CRT & Parent/Carers. Improvements and progress have been noted via IEPs, Health Care Plans, behaviour management plans, PTA data both math and reading, SENA data, SBP data and Word attack data.</p> <p>After evaluation, the next steps to support our students will be: Next steps will be to continue to collaborate with each individual parent to design a needs based program for each child requiring adjustments to the curriculum due to low level disability or not meeting benchmark.</p>
<p>Location</p> <p>\$80,387.25</p>	<p>The location funding allocation is provided to Narooma Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum - Phonics based reading instruction <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Overview of activities partially or fully funded with this operational funding include: <ul style="list-style-type: none"> - purchasing of resources to support the K/2 curriculum implementation in both Literacy and Numeracy. - technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: The purchasing of quality resources for Literacy and Numeracy which will complement the new syllabus. Continue to upgrade and provide state of the art technology has assisted with the implementation of the curriculum in every learning space.</p> <p>After evaluation, the next steps to support our students will be: We will look at purchasing more quality resources to assist with the implementation of the draft 3/6 Literacy and Numeracy syllabuses.</p>
<p>QTSS release</p> <p>\$75,273.26</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Narooma Public School.</p>

<p>QTSS release</p> <p>\$75,273.26</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative planning / Explicit Teaching / Observations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Overview of activities partially or fully funded with this initiative funding include: <ul style="list-style-type: none"> - additional staffing to support staff collaboration in the implementation of high-quality curriculum - assistant principals provided with additional release time to support classroom programs - implementation of instructional rounds to strengthen quality teaching practices - additional teaching staff to implement quality teaching initiatives - staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: QTSS is a vital component in the operations of a Primary school. APs have utilised this time to effectively work with their teams to provide better quality outcomes, programs, TPL, personal development of staff and design higher order scope and sequences for the school</p> <p>After evaluation, the next steps to support our students will be: QTSS funds will be continued to be used in the way the school has already identified. APs will support their teams to best implement the SIP and strategic directions ensuring the enhancement of student learning outcomes are the highest priority.</p>
<p>COVID ILSP</p> <p>\$147,500.00</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"> • Overview of activities partially or fully funded with this targeted funding include: <ul style="list-style-type: none"> - employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy - engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice <p>The allocation of this funding has resulted in the following impact: The COVID ISLP teachers coupled with the Literacy support teacher have allowed more one to one and small group support to occur in the school. Students have been identified at their instructional level and have been given greater access to a teacher to support their learning. As a result, greater growth has been recorded than expected</p> <p>After evaluation, the next steps to support our students will be: The school, whilst we have access to this resource and COVID ISLP money, will continue to provide this targeted program and learning instruction to best assist the students and their needs. We hope that this resource will continue in 2023.</p>
<p>AP Curriculum & Instruction</p> <p>\$150,571.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key</p>

AP Curriculum & Instruction

\$150,571.00

partners in student learning.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this Staffing - Other funding include:

- APCI to support staff collaboration in the implementation of high-quality curriculum
- Assistant Principals provided with additional release time (QTSS) to work with APCI on key school initiatives relating to their stages and target teams.
- APCI to support APs with implementation of instructional rounds to strengthen quality teaching practices
- Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff
- APCI to work with APs on areas of need and improvement in their stage.
- APCI attending stage planning days to collaborate with staff, leading data analysis and collaboration on best practice in teaching and learning.

The allocation of this funding has resulted in the following impact:

1. APCI role is a vital component in the operations of a Primary school. APCI has worked across the school target and stage teams to provide better quality growth and attainment outcomes, programs, for the school and professional development for staff.
2. APCI role has supported stage teams in working towards student achievement and growth in literacy and numeracy. APCI-led analysis of Scout, PAT and school data has supported specific goal setting and next steps in student learning.
3. APCI has supported APs and stage teams in preparation for the implementation of the K-2 syllabuses in English and Maths.

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

APCI funds will be continued to be used in the way the school has already identified. APCI will have an active role in working with APs and teachers on key areas of need in the curriculum - identified at the end of 2022 as being the Measurement and Geometric Reasoning and problem solving strands of Mathematics; and Reading comprehension, textual concepts and writing in English. APCI will work within classrooms in team teaching and demonstration lessons, ensuring a strong focus in the role on student growth in literacy and numeracy.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	230	224	217	211
Girls	178	174	178	169

Narooma PS has 380 children enrolled when actuals were submitted and was as high as 392 at one point through the year. 7.2% of children indicated that they have a background other than English or have a family member that speak another language. 24% of students identify as being of Aboriginal decent.

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.2	94.2	91.1	88.0
1	92.4	95.3	91.1	87.5
2	92.3	94.2	90.5	87.8
3	93.8	93.7	91.5	86.4
4	91.2	95.8	90.1	86.3
5	91.6	94.6	90.5	86.3
6	91.5	91.9	90.9	85.0
All Years	92.2	94.1	90.8	86.7
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 at Narooma Public School has always been closely monitored. In 2022, we continued to set attendance an initiative within the Wellbeing target team and continued to focus upon cutting the rate of children that were continually late to school or have unexplained or unjustified absences.

Attendance percentages are lower this year with fewer unexplained absences recorded. These figures have been affected by the COVID-19 restrictions.

In a town like Narooma where school holidays are the peak time for businesses, families are more likely to take their vacations during school time, so they aren't missing out on crucial business or income.

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)	5
Classroom Teacher(s)	15.07
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	4.36
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 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.

This year utilised the QTSS funds to release each AP to provide in-class support to all staff. This took the form of:

- observation lessons;
- professional meetings with staff
- demonstration lessons;
- ensuring CTJ & QT standards
- working on staff goals

Our expenditure for Teacher Professional Learning is as follows:

Narooma Public School's 2022 Teacher Professional Learning budget was \$35,324.78

This equates to \$1,261.59 of Teacher Professional Learning per teacher within the school.

Currently our school has two staff members who are considered new scheme teachers who are working towards gaining their accreditation with the NESAs.

We have two new scheme teachers maintaining their accreditation at proficient; however, we do not have any teachers seeking voluntary accreditation at highly accomplished or lead status.

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	483,218
Revenue	5,113,337
Appropriation	4,984,802
Sale of Goods and Services	6,468
Grants and contributions	117,100
Investment income	4,867
Other revenue	100
Expenses	-5,298,767
Employee related	-4,560,013
Operating expenses	-738,753
Surplus / deficit for the year	-185,430
Closing Balance	297,788

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.

This summary covers funds for operating costs for our school.

Further details concerning the statement can be obtained by contacting the school.

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	245,508
Equity Total	555,490
Equity - Aboriginal	150,088
Equity - Socio-economic	224,323
Equity - Language	0
Equity - Disability	181,079
Base Total	3,167,210
Base - Per Capita	99,808
Base - Location	80,387
Base - Other	2,987,014
Other Total	747,025
Grand Total	4,715,233

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.

This summary covers funds for operating costs for our school.

Further details concerning the statement can be obtained by contacting the school.

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.

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.

NAPLAN - Literacy

Our **Year 3** results in Literacy were sound in comparison to Similar School Groups (SSG) and the State averages.

In Reading, Narooma PS has 42.6% of our students in the top 2 bands in comparison to 32.8% of Similar School Groups (SSG) and 53.6% of the State.

In Writing, Narooma PS has 50.0% of our students in the top 2 bands in comparison to 38.1% of Similar School Groups (SSG) and 55.4% of the State.

In Spelling, Narooma PS has 31.9% of our student in the top 2 bands in comparison to 34.1% of Similar School Groups (SSG) and 51.3% of the State.

In Punctuation and Grammar, Narooma PS has 44.7% of our student in the top 2 bands in comparison to 30.8% of Similar School Groups (SSG) and 52.3% of the State.

Our **Year 5** results in Literacy are also sound in comparison to Similar School Groups (SSG) and State averages.

In Reading, Narooma PS has 26.2% of our students in the top 2 bands in comparison to 25.1% of Similar School Groups (SSG) and 40.1% of the State.

In Writing, Narooma PS has 16.1% of our students were in the top 2 bands in comparison to 13.9% of Similar School Groups (SSG) and 26.3% of the State.

In Spelling, Narooma PS has 22.2% of our students were in the top 2 bands in comparison to 27.8% of Similar School Groups (SSG) and 40.4% of the State.

In Punctuation and Grammar, Narooma PS has 25.4% of our students were in the top 2 bands in comparison to 20.4% of Similar School Groups (SSG) and 33.6% of the State.

NAPLAN - Numeracy

Our **Year 3** results in Numeracy are also sound in comparison to the SSG and State averages.

Narooma PS has 25.5% of our students were in the top 2 bands in Numeracy in comparison to 15.8% of Similar School Groups (SSG) and 36.7% of the State.

Our **Year 5** results in Numeracy are also slightly disappointing in comparison to the SSG and State averages.

Narooma PS has 7.9% of our students were in the top 2 bands in Numeracy in comparison to 12.8% of Similar School Groups (SSG) and 29.0% of the State.

Parent/caregiver, student, teacher satisfaction

Parent/caregiver, student, teacher satisfaction

Staff

In 2022 the school also sought the opinion of teachers regarding working at the school.

Here are the results of the 38 staff members surveyed:

- 32 agreed and 3 not sure & 3 disagree that Narooma PS is an attractive and well-resourced school. e.g., classrooms, library, and grounds.
- 33 agreed and 5 not sure that the school has a strong commitment to the environment.
- 35 agreed and 3 not sure that the school is connected to its community and parental involvement is positive and helpful.
- 36 agreed, and 2 not sure that parents find it easy to contact the school to discuss concerns relating to their child.
- 38 agreed that the school is a friendly school that is tolerant and accepting of all students.
- 38 agreed that the students are the school's main concerns;
- 36 agreed and 2 not sure that the school has effective welfare programs.
- 38 agreed that the school teaches and promotes positive core values.
- 37 agreed, and 1 not sure that fair discipline exists within the school.
- 35 agreed and 3 not sure that students of Narooma PS are well behaved and respectful.
- 35 agreed, and 3 not sure that the school offers challenging programs for its students.
- 31 agreed and 7 are not sure that students at Narooma PS achieve high academic standards.
- 38 agreed that the school maintains a focus on literacy and numeracy.
- 38 agreed that the school provides effective extra support to students who needs it.
- 38 agreed that a wide range of extracurricular programs e.g., sport, music, drama, debating is offered.
- 35 agreed, 3 not sure that there is good student access to computers and strong technology programs and resources.
- 38 agreed that they feel part of a professional team at Narooma PS.
- 38 agreed that they are supported and able to do my job well.
- 37 agreed and 1 not sure that they enjoy teaching at Narooma PS.
- 38 agreed that Narooma PS is a good school.

Parents & Community

We received 54 responses from our community with surveys being a part of our fortnightly newsletter for a month. Here are the results:

- 45 strongly agree, 6 agree, 2 disagree and 1 no answer that the school is an attractive and well-resourced school. e.g., classrooms, library, and grounds.
- 40 strongly agree, 6 agree, 4 somewhat disagree and 4 disagree that the school is connected to its community and parental involvement.
- 44 strongly agree, 6 agree, 3 somewhat disagree and 1 disagree that the school encourages parents to contact the school to discuss concerns relating to their child.
- 47 strongly agree, 4 agree, 3 somewhat disagree and 0 disagree that the school is a friendly school that is tolerant and accepting of all students.
- 48 strongly agree, 5 agree, 1 somewhat disagree and 0 disagree that the students are the school's main concerns.
- 42 strongly agree, 3 agree, 3 somewhat disagree, 2 disagree and 4 no answer that the school has supportive welfare programs.
- 40 strongly agree, 10 agree, 2 somewhat disagree and 2 disagree that the school offers challenging programs for its students.
- 46 strongly agree, 4 agree, 2 somewhat disagree and 2 disagree that the school maintains a focus on literacy and numeracy.
- 46 strongly agree, 6 agree, 2 somewhat disagree and 0 disagree that the school teaches and promotes core values.
- 43 strongly agree, 10 agree, 1 somewhat disagree and 0 disagree that the school has competent teachers who set high standards of achievement.
- 47 strongly agree, 6 agree, 1 somewhat disagree and 0 disagree that the school offers a wide range of extracurricular programs e.g., sport, music, drama, debating is offered.
- 44 strongly agree, 8 agree, 2 somewhat disagree and 0 disagree that there is good student access to computers and strong technology programs and resources.
- 49 strongly agree, 4 agree, 1 somewhat disagree and 0 disagree that the school promotes a healthy lifestyle.
- 41 strongly agree, 9 agree, 4 somewhat disagree and 0 disagree that fair discipline exists within the school.
- 38 strongly agree, 4 agree, 8 somewhat disagree and 4 disagree that the school promotes its uniform policy.

Students

We surveyed our students on their thoughts and feelings as well on the same issues. Here are the percentage results:

- 97.5% agree, 2.1% partly agree and 0.4% disagree that we have quality learning spaces and grounds at Narooma PS.
- 88.8% agree, 9.2% partly agree and 2.0% disagree that the environment is very important at our school.
- 54.3% agree, 42.2% partly agree and 3.5% disagree that they like how the school, and the parents work together.
- 78.0% agree, 18.5% partly agree and 3.5% disagree that the school is friendly, and all students are welcome.
- 21.2% agree, 78.0% partly agree and 8.0% disagree that students of Narooma PS are well behaved and respectful.
- 74.3% agree, 23.7% partly agree and 2.0% disagree that the teachers care for the students.
- 82.4% agree, 13.8% partly agree and 3.8% disagree that if they had a problem they know where to get help.
- 89.1% agree, 7.0% partly agree and 3.9% disagree that the school's PBL rules are fair.
- 84.2% agree, 13.2% partly agree and 2.0% disagree that the teachers help us to be our best.
- 88.8% agree, 7.4% partly agree and 3.8% disagree that students who need extra help get it.
- 76.5% agree, 19.1% partly agree and 4.4% disagree that they have learnt a lot this year.
- 80.2% agree, 14.8% partly agree and 5.0% disagree that there are a lot of different things you can do if you are interested at Narooma PS such as sport, performances etc.
- 49.6% agree, 42.5% partly agree and 7.9% disagree that you can get to use a computer for your work when you need to.
- 80.8% agree, 14.1% partly agree and 15.1% disagree that they like it at Narooma PS.
- 79.6% agree, 14.8% partly agree and 5.6% disagree that Narooma PS is a good school.

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.

Aboriginal Education - School statement

Aboriginal Education and Aboriginal perspectives are implemented across all Key Learning Areas K-6 at Narooma Public School. All children demonstrate understanding and knowledge of the Aboriginal culture and history through their engagement with the curriculum and whole school events.

Students are immersed in the Aboriginal culture via the curriculum through the teaching of Aboriginal perspectives. Units of work provide ideal opportunities for children to make informed judgments and inferences about situations and early Australian history.

Narooma Public School's AEOs Ms. Lynne Thomas assists the teachers in developing programs and implementing initiatives that complement the curriculum and up skills both the students and teacher's knowledge in respects to Aboriginal culture, customs, and beliefs.

The school has an extremely active 'Equity Target Team' where Aboriginal Education is assigned to this portfolio. Here we ensure the Aboriginal culture is celebrated within the school. This group has provided the students and community many opportunities throughout the year to enrich their understanding of local culture and customs.

Resources were purchased with the \$82,568.98 both human and physical to assist with the teaching of Aboriginal perspectives within the school. We funded an Aboriginal SLSO to assist teachers in conjunction with our AEO, as well as assist with the outcome acquisition of each identified Aboriginal student within the school.

During NAIDOC week, the Aboriginal Education Target Team organised many magnificent experiences for children to enjoy.

Narooma will continue to take Aboriginal Education seriously! At the school level, we will build upon the successes within the curriculum as well as continue to promote tolerance of all cultures. We will also continue to have Aboriginal Education as a target in our future school plan. We will continue to look at method to further engage Aboriginal students into the curriculum.

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.

Anti-Racism - School statement

Narooma Public School has always embraced multiculturalism with several different cultures that have attended the school.

Narooma Public School has teachers trained as Anti-Racism Contact Officers (ARCOs) to assist in eliminating racism

and racist behaviour at our school. This year we have fewer incidents than previous years highlighting the effectiveness of the program.

Narooma will also continue with our successful Anti-racism program and ARCO program. These programs are proactive programs, which remind children of the correct behaviours, and approaches they need to demonstrate when confronted in these situations. These programs also provide children with behaviour modification strategies if needed to assist children in making better choices in the future.

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.

Multicultural and anti-racism education - School Statement

Narooma Public School promotes to all children tolerance and respect for all cultures through an integrated curriculum. All teachers ensure that multicultural perspectives are taught in lessons and celebrate diversity and promote a variety of cultures and customs.

Coupled with an inclusive curriculum, our school teaches tolerance and acceptance of all cultures and promotes inclusion to our students