

# 2022 Annual Report

## Narranga Public School



4404

# Introduction

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

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

## School contact details

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Narranga Public School

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## School vision

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

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

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

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

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

## School context

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

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

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

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

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

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

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
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	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### 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.

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

### Resources allocated to this strategic direction

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**Low level adjustment for disability:** \$164,831.00

**Socio-economic background:** \$411,289.75

**QTSS release:** \$75,279.00

**Professional learning:** \$22,800.00

### Summary of progress

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#### Effective Teaching of Reading

We continued to improve our whole school approach to the teaching of reading. The entire staff undertook Professional Learning in Fluency, Vocabulary and Phonics. Stage Teams created an action plan to improve our teaching practice of reading. A systematic synthetic phonics instruction sequence was introduced across K-2 in line with the new K-2 Syllabus across the whole school year. The APCI devised a new Phonics scope and sequences and aligned various programs across the school with the DoE's guidelines. We revised our K-6 reading assessment schedule to align with the new Syllabus.

In 2023, we will continue to develop and evaluate these practices to ensure they align with the new K-6 Syllabus.

#### Implementation of targeted Mathematical Groups

In 2022 we triangulated data to form mathematical groups for K-6 and conducted twice-weekly specific number-focus groups based on identified student needs. In Term 2 we used this triangulated data to identify Measurement and Geometry as a need of focus for these groups for Term 3. This was followed up by specific whole school PL on Measurement and Geometry to improve the student learning outcomes for this strand of Mathematics. This resulted in teachers feeling more confident in teaching measurement and geometry by providing feedback to their students and improving student results.

In 2023 we will continue to proceed with data-informed mathematics groups.

#### Literacy and Numeracy support staff

In 2022 we employed Literacy and Numeracy teachers to provide in-class support for learning and feedback strategies. These teachers worked with the class teacher to use explicit teaching strategies to focus on targeted goals with selective student groups. Data was used to inform group selection, learning goals and track student pathways.

In 2023 we will continue to employ Literacy and Numeracy teachers to support in-class learning.

#### Teaching & Learning Cycles - Literacy & Numeracy

In 2022 we utilised the APCIs and APs to commence and review 3 weekly cycles - Class and targeted "bump it up" students set for Literacy & Numeracy. We conducted collegial discussions around the impact of teaching throughout cycles and collected data to show visible growth.

PL opportunities were undertaken in planning meetings in 3 weekly cycles to engage with evidence-based reading instruction PL from NESAs and Micro-Learning from DoE.

APCIs and APs collected regular qualitative data with debriefing sessions and observing lessons to identify areas for support of teachers implementing new reading strategies.

In 2023 we will continue our 3 weekly Teaching & Learning cycles.

## 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
<p><b>Numeracy &amp; Reading Internal Measures</b></p> <ul style="list-style-type: none"> <li>All classes in Years 1-6 will demonstrate at or above expected average growth in Essential Assessment in Number &amp; Algebra.</li> <li>Teachers will show reading and comprehension growth for all students on internal data measures, including PM Reading Levels and the Literacy Progressions. .</li> </ul>	<p>Internal data in Number &amp; Algebra (Essential Assessment) showed for the full year all grades and and 86% of individual classes achieved averaged expected growth.</p> <p>Reading and comprehension internal data is collected and analysed to ensure all students achieve growth.</p>
<p><b>Top 2 Bands</b></p> <ul style="list-style-type: none"> <li>Improvement in the percentage of students to at least 42.2% of Year 3 and 5 students achieve in the top 2 bands in NAPLAN Reading</li> </ul>	<p>Baseline 35.94% in 2018</p> <p>Actual 37.24% for 2022</p> <p>Target 42.2% by 2022</p>
<p><b>Top 2 Bands</b></p> <ul style="list-style-type: none"> <li>Improvement in the percentage of students to at least 34% of Year 3 and 5 students achieve in the top 2 bands in NAPLAN Numeracy.</li> </ul>	<p>Baseline 27.93% in 2018</p> <p>Actual 29.17% for 2022</p> <p>Target was 34.0% by 2022</p>
<p><b>NAPLAN Growth</b></p> <ul style="list-style-type: none"> <li>Increase the percentage of students achieving expected growth in NAPLAN Reading to more than 63.9%.</li> </ul>	<p>Baseline 58.63% in 2018</p> <p>Actual 2021 63.75%</p> <p>Target 63.9% by 2023</p>
<p><b>NAPLAN Growth</b></p> <ul style="list-style-type: none"> <li>Increase the percentage of students achieving expected growth in NAPLAN Numeracy to more than 60.6%.</li> </ul>	<p>Baseline 54.79% in 2018</p> <p>Actual 2021 65.79%</p> <p>Target 60.6% by 2023</p>

## Strategic Direction 2: Improved teacher practice

### Purpose

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

### Initiatives

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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.

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

### Resources allocated to this strategic direction

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**QTSS release:** \$53,971.00

**Professional learning:** \$31,700.00

**AP Curriculum & Instruction:** \$210,799.40

**Socio-economic background:** \$30,114.00

### Summary of progress

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Instructional Leaders' observation and coaching/mentoring

At the beginning of 2022 Narranga appointed two permanent APCI's (K-2 and 3-6). They participated in the Phase 2 APCI professional learning modules conducted by the DoE. During the year, the executives built relational trust with teams to help teachers set professional goals. We have utilised APCI's and Assistant Principals to work with teachers to improve effectiveness through observations, feedback and modelling of effective practice. The APCI's maintained a specific focus on the leadership of effective, evidence-informed literacy and numeracy teaching and assessment practises for improved student learning outcomes across the curriculum.

In 2023 NPS will continue to develop and strengthen our own and other's expertise in evidence-informed literacy and numeracy practice by actively leading and engaging in high-quality targeted professional learning.

Preparing for the new K-6 Syllabus

In semester 1, Senior executives and APCI's developed a deeper understanding of the new Syllabuses and current practices while working in partnership with key staff to support and develop the implementation plan for the Curriculum Reform.

During Semester 2, the school has adopted an evidence approach to literacy and numeracy in alignment with the Syllabus outcomes and teachers' trialling practices in the classroom. Staff developed their capabilities to plan and teach the new content aligned with syllabus outcomes.

In 2023 we will move into the enact phase of the K-2 English and Mathematics syllabuses and evaluate the effectiveness of syllabus implementation. We will begin the Engage phase with the 3-6 English and Mathematics syllabuses.

Quality Teacher Rounds/Collaborative Practice

Deputy Principal Learning and the APCI's participated in the QTR training. They led staff using the Quality Teaching model to collaboratively analyse lessons and programs, focusing on strategies that address literacy and numeracy. Quality Teaching rounds were high impact evidence-backed professional development that significantly impacted teachers and students. QTR empowered teachers to enrich student learning through collaborative teacher-driven analysis and refinement of practice.

In 2023 we will embed QTR practises in order to improve student outcomes, improve the quality of teaching, lift teacher morale and positively impact school culture.

### 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.

Annual progress measure	Progress towards achievement
<p>100% of teachers are assessed as confident and proficient in their responses to a school-developed survey assessing differentiation and inclusion, setting challenging learning goals and improving teaching programs as identified in Australian Teaching Standards 1.5.2 &amp; 4.1.2 and 3.1.2, 3.6.2.</p>	<p>The final survey shows 100% (initial 88%) of teachers confident against Std 1.5.2 Differentiation strategies, 96% (initial 88%) against Std 3.1.2 Challenging Learning Goals and 96% (initial 72%) against Std 3.6.1 Evaluation of teaching and learning programs.</p>
<p>Sustaining and Growing in 5.2 "Measure impact of professional learning on student progress and achievement" in the "Accountability for impact on student progress" on the High Impact Professional Learning Continuum.</p>	<p>Using the HIPL self-assessment tool, the staff interpret our school position as Sustaining &amp; Growing in all five elements of the policy.</p>
<p>100% of teachers demonstrating through their PDP process that their learning has had a positive impact on student outcomes.</p>	<p>100% of teachers provided evidence and demonstrated through their PDP process that their learning has had a positive impact on student outcomes</p>



## Strategic Direction 3: Parent partnerships

### Purpose

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

### 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.

- Wellbeing and attendance
- Parent and community partnerships

### Resources allocated to this strategic direction

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**Low level adjustment for disability:** \$45,968.00

**Socio-economic background:** \$35,400.00

**Per capita:** \$10,569.35

**Aboriginal background:** \$109,644.00

**English language proficiency:** \$187,491.00

**Refugee Student Support:** \$27,047.00

### Summary of progress

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#### Wellbeing & Attendance

In 2022 promoting student attendance was a major focus at Narranga. Roll marking procedures continued to be stringently implemented, and we strengthened the processes to identify and address problematic attendance patterns. The public health guidelines relating to Covid were the biggest obstacle to improving student attendance. We sent home information for parents on the importance of regular attendance and reinforced this with assembly and classroom talks with students. A weekly "attendance raffle" was introduced to maximise student attendance.

Staff have had professional learning in the importance of a sense of belonging amongst students and have contributed ideas to promote this at Narranga. The Be You program continued to provide information and strategies for students, staff and parents to promote mentally healthy communities. Smiling Minds lessons provided our students with tactics to improve their mindfulness.

In 2023 we will continue these wellbeing initiatives and pursue further strategies to optimise our students' mental health and positive social interaction. We will endeavour to re-establish positive school attendance behaviours as a priority in 2023

#### Parent & Community Partnerships

As Covid restrictions started to relax during the 2022, Narranga was once again able to encourage greater face-to-face parental involvement in school life.

We continued to promote a deeper connection with Aboriginal parents and Gumbaynggirr community organisations. The K-6 Indigenous Studies program, Yarn Up opportunities, weekly BMNAC cultural lessons, NAIDOC celebrations, Connecting to Country PL for staff, a weekly breakfast homework club and cultural awareness presentations in staff communication meetings all deepened understanding and connection with our Aboriginal community, culture and history.

Our EALD teacher and SLSO worked with staff to cater to our EALD students' needs, including strengthening home-school links.

We continued to refine our home-school communication - the Seesaw app, Facebook, texts and emails were all utilised to facilitate this process. We provided parents with face-to-face and online opportunities to develop their ability to assist their children's academic and social development.

In 2023 we will continue to encourage parents and community organisations to develop connections with the school and provide opportunities for our students - as above. In addition, we have been selected to work with Settlement Services International in the National Community Hubs program to build relationships between the school, community organisations and parents - particularly those from refugee and other vulnerable backgrounds.

## 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.

Annual progress measure	Progress towards achievement
<b>Parent &amp; Community Partnerships</b> <ul style="list-style-type: none"><li>The average scores in the Tell Them From Me parent survey will be comparable to or above the NSW Government norm in all areas</li></ul>	Narranga's parent responses to the Tell Them From Me survey were above the State norm in all categories. Parents reported particularly positive results in feeling welcome at the school, being informed, the school's support of positive behaviour and the school's inclusive nature. 92% of Narranga parents agreed that they would recommend the school to other parents, with 68% strongly agreeing with that statement.
<b>Wellbeing</b> <ul style="list-style-type: none"><li>The percentage of students with positive wellbeing as measured by the Tell Them From Me survey will be above 87%.</li></ul>	In 2022 68.8% of Narranga students reported positive wellbeing (belonging) via the Tell Them From Me survey, compared to 65.4% in 2021 and 66.06% in 2020.
<ul style="list-style-type: none"><li>Continue to improve the percentage of students attending school 90% of the time or more.</li></ul>	Narranga's 2022 target of students attending school at a rate over 90% was between 78.7% and 83.7%. We have not achieved this target, with 46.0% of students attending at the desired rate. This shortfall is largely due to the Covid guidelines for much of the year resulting in additional absences - which often needed to be extended to 5 days or more.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$27,047.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><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>• Parent and community partnerships</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 additional staff for targeted student support</li> <li>• intensive English language and learning support to increase educational outcomes for students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved sense of wellbeing and achievement for our EALD students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue these programs in 2023.</p>
<p>Integration funding support</p> <p>\$458,104.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Narranga Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><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>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students being well supported with their wellbeing and academic needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue this support in 2023.</p>
<p>Socio-economic background</p> <p>\$476,803.75</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Narranga Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><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>• Explicit teaching and the use of data to inform practice</li> <li>• Wellbeing and attendance</li> <li>• Expert curriculum delivery in reading &amp; numeracy</li> <li>• Instructional leadership &amp; effective classroom practice</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>• employment of additional staff to support the teaching of literacy and numeracy..</li> <li>• professional development of staff to support student learning</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Targeted, differentiated instruction for all our students in literacy and</p>

<p>Socio-economic background</p> <p>\$476,803.75</p>	<p>numeracy leading to improved academic results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue these programs in 2023.</p>
<p>Aboriginal background</p> <p>\$109,644.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Narranga Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><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>• Parent and community partnerships</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>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A strong sense of belonging by all of our Aboriginal students and families.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue this support in 2023 and enhance PLP processes.</p>
<p>English language proficiency</p> <p>\$187,491.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Narranga Public School.</p> <p><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>• Parent and community partnerships</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>• employment of additional bilingual staff to support communication</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved sense of wellbeing and achievement for our EALD students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue this support in 2023.</p>
<p>Low level adjustment for disability</p> <p>\$210,799.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Narranga Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><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>• Explicit teaching and the use of data to inform practice</li> <li>• Wellbeing and attendance</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 a learning and support teacher to work with individual students</li> </ul>

<p>Low level adjustment for disability</p> <p>\$210,799.00</p>	<p>and in a case management role within the classroom/whole school setting</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</li> <li>• targeted students are provided with an evidence-based intervention to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> School being inclusive, engaging and respectful for students with disabilities</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue this support in 2023.</p>
<p>Location</p> <p>\$3,000.00</p>	<p>The location funding allocation is provided to Narranga Public School to address school needs associated with remoteness and/or isolation.</p> <p><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>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students being able to participate in school organised activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue this support in 2023.</p>
<p>Professional learning</p> <p>\$54,500.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Narranga 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>• Explicit teaching and the use of data to inform practice</li> <li>• High impact collaborative practice</li> <li>• Expert curriculum delivery in reading &amp; numeracy</li> <li>• Instructional leadership &amp; effective classroom practice</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>• engaging in professional learning to unpack evidence-based approaches to teaching reading, and explore the implementation of this into practice at NPS</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff having the skills to deliver high quality, differentiated teaching programs to improve student outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue high impact professional learning in 2023.</p>
<p>Beginning teacher support</p> <p>\$24,411.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Narranga Public School during their induction period.</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>• Providing additional time and support to Beginning Teachers in support of</li> </ul>

<p>Beginning teacher support</p> <p>\$24,411.00</p>	<p>their achieving accreditation.</p> <p><b>The allocation of this funding has resulted in the following impact:</b> Both 2022 Beginning Teachers are now proficiently accredited.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue this support in 2023.</p>
<p>Per capita</p> <p>\$168,569.35</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Narranga 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>• Wellbeing and attendance</li> <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>• Employing an additional SLSO to support the implementation of technology.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff and students having effective access to technology.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue funding this position in 2023.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$210,799.40</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Narranga 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>• Instructional leadership &amp; effective classroom practice</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Employ two Assistant Principals Curriculum &amp; Instruction - K-2 &amp; 3-6.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers being supported in literacy and numeracy classroom instruction and curriculum reform.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue this program in 2023.</p>
<p>QTSS release</p> <p>\$129,250.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Narranga Public School.</p> <p><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>• Explicit teaching and the use of data to inform practice</li> <li>• High impact collaborative practice</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> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers being supported in their classroom practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>QTSS release</p> <p>\$129,250.00</p>	<p>Continue this program in 2023.</p>
<p>COVID ILSP</p> <p>\$278,479.00</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>• releasing staff to analyse school and student data to identify strategies of greatest effect to assist targeted students</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students identified as needing additional learning support have received small group tuition in literacy and numeracy. The pre and post data from the program indicate meaningful learning growth for those students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To maintain intensive small group tuition for targeted students on a reduced scale due to a reduction in funding.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	331	336	327	311
Girls	339	334	341	334

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.7	90.3	91.7	89.7
1	93.5	92.0	92.7	87.7
2	93.4	92.4	92.6	88.3
3	92.9	90.3	93.5	87.8
4	92.6	92.7	91.8	86.0
5	92.7	88.9	91.9	85.5
6	93.5	93.1	90.4	85.0
All Years	93.2	91.4	92.0	87.0
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
Deputy Principal(s)	1
Assistant Principal(s)	6.4
Classroom Teacher(s)	25.36
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.2
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	5.76

\*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>	375,914
<b>Revenue</b>	7,969,429
Appropriation	7,626,455
Sale of Goods and Services	20,341
Grants and contributions	314,688
Investment income	6,385
Other revenue	1,560
<b>Expenses</b>	-7,691,259
Employee related	-7,084,048
Operating expenses	-607,211
<b>Surplus / deficit for the year</b>	278,169
<b>Closing Balance</b>	654,084

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>	485,151
<b>Equity Total</b>	984,655
Equity - Aboriginal	109,644
Equity - Socio-economic	476,802
Equity - Language	187,492
Equity - Disability	210,716
<b>Base Total</b>	4,738,487
Base - Per Capita	168,790
Base - Location	2,906
Base - Other	4,566,791
<b>Other Total</b>	839,230
<b>Grand Total</b>	7,047,523

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 Narranga parents and caregivers reported a higher degree of satisfaction with the school than averages across all NSW schools in every measure of the Tell Them From Me survey. They felt very welcome in the school, and reported that the school strongly supported learning and positive behaviour. They were very supportive of the safe and inclusive nature of the school, and felt that they were well informed about school activities. They were slightly less confident in their ability to support learning at home.

Narranga students reported that they generally enjoyed positive relationships, valued schooling outcomes and exhibited positive behaviours. They were very positive about the quality of teaching practices at the school. They also generally felt that drivers of student outcomes such as effective learning time, explicit teaching practice and feedback and positive student-teacher relations were well in place.

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

# Policy requirements

## Aboriginal Education Policy

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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.