

2022 Annual Report

Nareena Hills Public School



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Introduction

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

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

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Nareena Hills Public School

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School vision

Nareena Hills Public School community believe that every learning opportunity counts and that students should be empowered to become resilient, self-directed and successful learners. They should be challenged to learn and continually improve in a respectful, inclusive, engaging and high expectations environment. Our vision is improved performance for every student, every teacher and every leader every year.

School context

Nareena Hills Public School is located in Figtree and has a student enrolment of 241. The school motto of 'Caring, Living and Learning' and our school values of respect, responsibility and resilience are intertwined in the culture and ethos of the Nareena Hills Public School community.

The staff at Nareena Hills Public School are dedicated professionals who are committed to improving their own professional practice by collaborating with others to plan, implement and evaluate teaching and learning practice with a focus on student and whole school improvement. A rigorous situational analysis was completed in 2020 and evidence was gathered from students, staff and parents and informs the development of the 2021-2024 Strategic Improvement Plan.

The situational analysis identified many areas of strength within the school and our school vision is to collaboratively empower all students to become confident, resilient, self-directed and successful learners by focusing on both high impact learning and wellbeing practices. It is clear that there is a positive school culture and that staff have an open mindset and demonstrate a commitment to improving their professional practice to meet the needs of all students.

The school community believe effective communication is of central importance and that every student should be challenged to learn and continually improve in a respectful, inclusive and engaging environment.

Continual monitoring of student performance and wellbeing data will determine areas of need and success at a class and school level. The involvement of the whole school community in this process will be essential for success.

The 2021-2024 School Improvement Plan will be underpinned by the work of Lyn Sharrat, Helen Timperley, John Hattie, other key researchers, The School Excellence Framework and the What Works Best 2020 Update.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

Every student, every teacher every leader improves every year through a cycle of continuous professional learning which focuses on identifying, understanding and implementing the most effective teaching methods, with the highest priority given to evidence-based teaching strategies. Student assessment data, will be used to identify student achievements, reflect on teaching effectiveness and to inform next the next cycle of targeted teaching. Students will be self-directed, reflective and active learners.

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.

- A Culture of Data
- Effective Classroom Practice

Resources allocated to this strategic direction

Literacy and numeracy: \$30,393.00

Low level adjustment for disability: \$61,300.00

QTSS release: \$45,968.00

Socio-economic background: \$2,878.29

Aboriginal background: \$3,052.00

English language proficiency: \$5,235.00

Summary of progress

In 2022, the school refined a numeracy assessment schedule and developed consistent collaborative frameworks to inform classroom teaching and learning programs and to support improvement in professional practice.

An assessment inventory was conducted to identify those assessments that were authentically informing the work of teachers. After an analysis of the inventory, the Interview for Student Reasoning (IfSR) was identified as a tool which could apply to all classes K-6, with the added benefit of tracking student progress in PLAN2. The school connected with an expert to deliver professional learning around the implementation of IfSR and analysis of student data. Release time was allocated to teachers to implement the assessment, as a result of feedback around the difficulty of using IfSR while on class.

Collaboration was embedded into the timetable of the school, with teachers receiving an additional one hour release per week. The school's Assistant Principals led teachers in the analysis of student data to inform teaching directions and to monitor and assess student progress and achievement. The leadership team met prior to collaboration time to ensure consistent planning and implementation of the collaborative framework across all stage teams. Teachers valued the provision of the additional opportunities to collaborate on improving teaching and learning in their classes. Professional learning led by a member of the Teacher Expert Network developed teachers' knowledge and understanding of curriculum change.

The integration of the school's collaborative processes with assessment practices has resulted in teachers reporting an increase in opportunities to develop and share teaching and learning programs. Using assessment data has focused professional dialogue on the learning needs of students and how these can be explicitly addressed through quality teaching practice. The use of PLAN2 has provided staff with clear guidance on the monitoring of student progress, with consistency in its use providing insights into learning.

In 2023, professional learning will be designed to strengthen teachers' capacity to analyse data when determining teaching directions, monitoring and assessing student progress and achievement and reflecting on teaching effectiveness. Refining our assessment and collaboration processes in support of improving student growth and attainment will continue. Collaboration sessions, led by Assistant Principals, will be focused on teachers developing short cycle, targeted intervention programs to accelerate student progress.

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
An uplift of 14.4 % students achieving in the top two bands in NAPLAN Numeracy.	2022 NAPLAN data indicates 48.75% of students in the top two skill bands for numeracy indicating we are working towards the system negotiated target.
An uplift of 9.4% in students achieving in the top two bands in NAPLAN Reading	2022 NAPLAN data indicates 60% of students in the top two skill bands for reading indicating we are working towards the system negotiated target, however progressed beyond the target baseline by 4.33% .
<p>No NAPLAN Reading growth in 2022 due to the cancellation the National Assessment Program in 2020.</p> <p>Expected growth will be monitored by internal progress and achievement data and Check-In Assessments.</p>	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<p>No NAPLAN Numeracy growth in 2022 due to the cancellation of the National Assessment Program in 2020.</p> <p>Expected growth will be monitored by internal progress and achievement data and Check-In Assessments.</p>	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 2: Excellence in Teaching and Learning

Purpose

We will ensure that all learners are challenged and engaged within a high expectations environment by designing and delivering a quality student centred curriculum with a strong focus on student wellbeing. Consistent practices for curriculum development and implementation will result in responsive teaching that meets the learning needs of all students. There will be a planned approach to support personalised learning and wellbeing so that students can connect, succeed, thrive and achieve their very best.

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.

- Connect, Succeed, Thrive

Resources allocated to this strategic direction

Professional learning: \$1,744.00

Low level adjustment for disability: \$7,720.00

Summary of progress

In 2022, the school implemented a planned approach to developing whole school processes in support of student wellbeing and improved learning.

Staff evaluated the current Student Welfare Policy in consultation with a school wellbeing officer to ensure alignment of current practices with DoE policies and guidelines. Staff collaboratively explored the care continuum and evaluated school discipline and behaviour management procedures. Parents and student focus groups were also consulted, resulting in a draft Student Behaviour Support and Management Plan (SBSMP) being created. The draft SBSMP was trialled in Term 4 and evaluated by teachers and students at the end of the term. As a result, the SBSMP was finalised, with full implementation scheduled for Term 1 2023.

An updated Anti-Bullying Plan was also created to ensure strategies were being implemented to educate students on the types of bullying and the impact of bullying. A student voice team was established for wellbeing. This team contributed to refining school behaviour expectations and worked with SRC leaders to establish student-led initiatives for implementation in 2023 (e.g Kindness Krew playground recognition). Professional learning was delivered to reinforce effective positive classroom management strategies to ensure optimum learning. Staff delivered a term of explicit lessons aligned to Zones of Regulation to support students' social and emotional wellbeing and regulation.

The impact of the school's work can be seen in feedback as identified in Tell From Me survey data. Student survey results identify that 90% of students believe that they have positive relationships at school and 97% of students believe that they display positive behaviour. Students report bullying rates below the NSW Government norm, with 79% of students indicating that they know where to seek help if bullied. Teacher feedback identifies that the processes introduced in 2022 have assisted them to establish clear expectations for classroom behaviour. Teachers also identify that they have worked with school leaders to create a safe and orderly school environment.

In 2023, school expectations will continue to be regularly reviewed through explicit communication with all members of our community. The implementation of policies around inclusive education, student behaviour and restrictive practices will include whole school planning and further professional learning for teachers, to ensure positive respectful relationships continue to be evident.

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
A 6.81% uplift in the percentage of students achieving greater than 90% of the time.	The number of students attending greater than 90% of the time or more has decreased by 27.73%, however this figure was significantly affected by the public health orders and a flooding event.

<p>Tell Them from Me Wellbeing Data (advocacy, belonging and expectations of success) demonstrates an uplift of 14.61%</p>	<p>Tell Them From Me data indicates 80.24% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).</p>
<p>Internal data indicates that streamlined systems and processes support consistency in wellbeing and behaviour management practices.</p>	<p>Tell Them from Me teacher survey data indicates that the school's processes in wellbeing and behaviour management are supportive of teachers establishing clear expectations for classroom behaviour and in creating a safe and orderly school environment.</p>

Strategic Direction 3: Excellence in Leadership

Purpose

Strong, strategic and effective leadership enables a self-sustaining and self-improving school community to support the highest level of learning. This will be achieved by ensuring the development of school-wide systems and processes that support a culture of teachers as leaders and a cycle of continuous whole school, teacher and leader improvement.

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.

- Leadership at all Levels

Resources allocated to this strategic direction

Professional learning: \$13,957.00

Low level adjustment for disability: \$32,162.00

QTSS release: \$1,034.00

Socio-economic background: \$3,479.00

Summary of progress

The focus of our work in this strategic direction in 2022 was on developing teachers as leaders of their own professional development.

School leaders and teachers co-developed an instructional model to promote consistency of effective classroom practice across the school. Once finalised, teaching staff engaged in high-impact professional learning to further develop their knowledge and understanding of the components of the model. Performance and Development Plan (PDP) goals were aligned with the Australian Professional Standards for Teachers and to a school-wide consistent framework - School Goal, Stage Goal, and Individual Goal. School and stage goals focused on the effective implementation of the instructional model and data-driven teaching. Executive staff supported teachers to identify a personal goal as an area for development and continual improvement.

Teachers were supported during collaboration time to work alongside executive staff to co-plan lessons and engage in professional conversations around learning intentions, success criteria, effective questioning and lesson reflections. Assistant Principals received additional release time to conduct classroom walkthroughs and work with teachers to support their continued improvement. Teachers who requested support received in-class coaching in the different components of the instructional model. To demonstrate the impact of professional learning, teachers delivered a short presentation to their peers explaining how lesson delivery had improved in the explicit teaching of literacy and numeracy.

A sustained focus on the development and implementation of the instructional model has helped to promote consistent planning and teaching practices across the school. Teaching and learning programs provide evidence that 100% of teachers are planning lessons with each component of the instructional model being addressed. The use of the model has also facilitated teachers sharing lesson plans and other teaching materials with their peers in support of improvement. An open door culture is developing, with formal and informal observations allowing coaching conversations to occur.

In 2023, ongoing professional learning will be delivered to further develop teacher understanding of the 'apply' component of the instructional model. A more streamlined framework of the performance and development process will further support teacher needs and ensure formal observations occur twice a year, with time allowed for staff to engage in pre-observation conversations as well as post-observation conversations.

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
Internal data indicates that our PDP process supports teachers in reflecting	Document analysis indicates that the school's PDP process has supported teachers' improved professional practice through being a flexible working

on their practice leading to improvement.	document that enables them to reflect on school, stage and personal goals.
Internal data indicates that a consistent approach to teaching is embedded K-6 using a co-developed instructional model.	All teaching and learning programs provide evidence of lesson planning using our instructional model across all Key Learning Areas. Lesson observations confirm that teachers are implementing the instructional model as part of their lesson delivery.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$18,550.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Nareena Hills 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"> • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans (PLSP). <p>The allocation of this funding has resulted in the following impact: All Personalised Learning and Support Plans were regularly updated and responsive to student learning needs and progress, ensuring eligible students received personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: to continue to use integration support funding for all eligible students. The allocation of the funding will be adjusted throughout the year in response to students' PLSPs reviews and in consultation with parents and caregivers.</p>
<p>Socio-economic background</p> <p>\$11,357.29</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Nareena Hills 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"> • Effective Classroom Practice • Leadership at all Levels • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Multi Lit to support student learning. • employment of additional staff to support Multi Lit program implementation. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: NAPLAN results demonstrated a number of positive trend as a result of our focus on improving teacher professional practice.</p> <ul style="list-style-type: none"> ~ 66% of Year 5 students achieved in the top 2 bands or above in NAPLAN numeracy ~ 58% of Year 5 students achieved in the top 2 bands or above in NAPLAN reading ~ 62% of Year 3 students achieved in the top 2 bands or above in NAPLAN reading ~ 41% of Year 3 students achieved in the top 2 bands or above in NAPLAN reading <p>After evaluation, the next steps to support our students will be: to continue to implement small group literacy support using the Multi Lit program, with additional staff employed to deliver the program. Funds will be used in support of embedding collaboration processes for all teachers K-6. Where required, funds will also be used to ensure that all students have</p>

<p>Socio-economic background</p> <p>\$11,357.29</p>	<p>equitable access to resources and opportunities through the provision of student assistance.</p>
<p>Aboriginal background</p> <p>\$3,052.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Nareena Hills 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"> • Effective Classroom Practice <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 <p>The allocation of this funding has resulted in the following impact: Aboriginal students with additional learning needs received support to achieve their personalised learning goals.</p> <p>After evaluation, the next steps to support our students will be: to support our Aboriginal students identify their cultural, academic and social goals through a refined Personalised Learning Pathway process. Students with additional learning and wellbeing needs will receive support from specialist staff involved in delivering small group programs.</p>
<p>English language proficiency</p> <p>\$5,235.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Nareena Hills 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: All EAL/D students achieved at or above national minimum standard in NAPLAN reading and numeracy. EAL/D students have been observed to be more confident and prepared to take risks with their language use when engaged in classroom discussions and when answering questions. Student work samples also reflect the skills learnt with the support of specialist teaching staff.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide specialist, small group support to EAL/D students as required. The language and cultural demands in the new curriculum will be identified and ongoing professional learning will support teachers integrate those demands into newly developed units of learning.</p>
<p>Low level adjustment for disability</p> <p>\$101,182.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Nareena Hills 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"> • A Culture of Data • Effective Classroom Practice • Connect, Succeed, Thrive

<p>Low level adjustment for disability</p> <p>\$101,182.00</p>	<ul style="list-style-type: none"> • Leadership at all Levels <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of professional learning for teachers on the use of assessment to inform teaching and learning programs • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • targeted students are provided with an evidence-based intervention Multi Lit to increase learning outcomes • release time for teachers to collaborate on student progress and achievement data to inform classroom programs and differentiate the curriculum to meet the needs of student • release time for teachers to engage in evidenced based programs in support of students wellbeing <p>The allocation of this funding has resulted in the following impact: 2022 NAPLAN results improved as a result of the work the school undertook in improving teachers' skills in the teaching of literacy and numeracy. Student results place our school above Statistically Similar Schools and the average state score in Year 3 numeracy and Year 5 reading and numeracy. Our students achieved above the average state score in Year 3 reading and are trending towards Statistically Similar Schools. Refining the school's wellbeing processes has enabled us to improve learning through implementing evidence based practices, with an increased percentage of students reporting that they are being positively challenged by learning at school.</p> <p>After evaluation, the next steps to support our students will be: to further refine our assessment and collaboration practices to inform the development of evidence-based programs and lessons. Consistent processes for meeting students' individual learning needs will be developed to inform the design of targeted intervention programs in literacy and numeracy.</p>
<p>Professional learning</p> <p>\$15,701.00</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 Nareena Hills 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"> • Connect, Succeed, Thrive • Leadership at all Levels <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher release to lead the professional learning for staff on Zones of Regulation and Cool Kids programs • team release to develop a whole school wellbeing framework • leadership team release to conduct walkthroughs to determine the impact of the school's Instructional Model and to support teachers' achievement of their professional goals • engaging a specialist teacher to unpack evidence-based approaches to teaching as identified in the school's instructional model <p>The allocation of this funding has resulted in the following impact: The development of the school's wellbeing framework was designed to align to the current Inclusive, Engaging and Respectful schools reform and supported the consistent implementation of evidence-based programs, processes and practices. Our instructional model supported consistency of teaching practice across the school, with staff identifying and seeking support for achieving professional goals related to the model. All stages of teachers engaged in informal observations and follow-up conversations, leading to positive changes in teaching in key areas of learning.</p>

Professional learning \$15,701.00	<p>After evaluation, the next steps to support our students will be: to develop coaching and mentoring processes for teachers to receive specific and timely feedback on their practice from both peers and leaders. Professional learning will continue to support the effective implementation of the school's instructional model, particularly in the apply phase and in the use of learning intentions and success criteria.</p>
Literacy and numeracy \$30,393.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Nareena Hills Public School from Kindergarten to Year 6.</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"> • A Culture of Data <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher • teacher release to engage in collaboration on assessment and teaching practice <p>The allocation of this funding has resulted in the following impact: Through professional learning and in-class support, teachers are using targeted numeracy assessments with small groups of students to inform individual learning plans. Collaborative processes gave teachers the opportunity to engage in professional discussion to improve teaching and learning in their classes and to trial evidence-based practices. Additional learning and support time led to more students with additional needs working towards and achieving their learning goals.</p> <p>After evaluation, the next steps to support our students will be: to engage an Assistant Principal, Curriculum and Instruction with our new executive entitlement allocation. This new, permanent leadership role will share the broader educational imperatives of the assistant principal position but with an explicit focus on the leadership of effective, evidence-based literacy and numeracy teaching and assessment practices for improved student learning outcomes across the curriculum.</p>
QTSS release \$47,002.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Nareena Hills 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"> • A Culture of Data • Leadership at all Levels <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff through collaboration • assistant principals provided with additional release time to support classroom programs and conduct walkthroughs • assistant principals provided with additional release time to support the school's PDP processes <p>The allocation of this funding has resulted in the following impact: The quality teaching, successful students (QTSS) staffing allocation supported staff to implement evidence-based teaching strategies, especially in the focus area of numeracy. Collaboration structures and professional learning deepened teachers' understanding of the new syllabuses, ensuring their readiness to implement them from the beginning of 2023. Teachers built their understanding of effective strategies in teaching literacy and numeracy skills and knowledge by sharing practices, curriculum knowledge, data, feedback and other information about student progress and</p>

<p>QTSS release</p> <p>\$47,002.00</p>	<p>achievement.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide teachers with additional release time to refine their teaching practice so that the most effective evidence-based teaching methods are being used in every classroom. Assistant Principals will lead collaborative processes to ensure that quality teaching practice is embedded and sustained across the school.</p>
<p>COVID ILSP</p> <p>\$57,584.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in the following impact: Using assessment to inform instruction, intervention teachers were able to effectively develop learning goals for students, monitor and communicate student progress, and reflect on the effectiveness of the COVID ILSP program. Throughout the year a total of 76 students were reached through the program, focusing on both numeracy and literacy targets. Results from the program identify:</p> <ul style="list-style-type: none"> ~ 30% of the school's population was supported throughout the year ~ 87% of students reached expected SMART learning goals developed by the COVID Intervention Teacher ~ 93% of the students reported a positive experience in COVID groups and stated they found it useful to their learning <p>After evaluation, the next steps to support our students will be: to continue to use the small group intervention strategy to support students with additional learning needs in literacy and numeracy.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	124	119	122	110
Girls	128	122	124	116

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.9	94.4	94.1	90.7
1	95.7	93.2	96.0	90.4
2	94.6	93.5	93.9	89.9
3	96.7	93.0	94.7	89.1
4	94.1	94.6	91.9	88.6
5	93.1	93.9	94.1	85.7
6	94.3	94.6	90.8	89.6
All Years	94.9	93.8	93.3	89.0
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

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)	3
Classroom Teacher(s)	7.19
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	2.47

*Full Time Equivalent

Workforce composition statement

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

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

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

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	137,235
Revenue	2,373,140
Appropriation	2,286,165
Sale of Goods and Services	-2
Grants and contributions	85,218
Investment income	1,760
Expenses	-2,261,801
Employee related	-1,977,763
Operating expenses	-284,038
Surplus / deficit for the year	111,339
Closing Balance	248,574

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

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	120,817
Equity - Aboriginal	3,053
Equity - Socio-economic	11,347
Equity - Language	5,235
Equity - Disability	101,182
Base Total	1,879,282
Base - Per Capita	62,159
Base - Location	0
Base - Other	1,817,123
Other Total	111,845
Grand Total	2,111,944

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver Satisfaction

Parent views of the school were obtained by the use of the Tell Them from Me parent survey.

Positive comments from parents and carers identified that school staff are accessible, positive, inclusive and supportive. Clear and simple communication was highlighted as an area of success but also an area where improvement is required. Feedback identified that more information on what is happening in the classroom would be valued and clearer home-school communication for older students would strengthen home/school partnerships. In 2023, we will continue to streamline our communication platforms to ensure parents and carers are informed of school events in a timely manner.

Student Satisfaction

Student views of the school were obtained by the use of the Tell Them from Me student survey.

Trend data indicates that there has been an increase of; students participating in school sport by 18%, student participation in extra-curricular activities by 19% and students that value schooling outcomes by 5%. Positive relationships data indicate that 90% students feel they have a close friend that they can trust and they get along with others. Positive behaviour at school is highly regarded as 97% of students are following class and school expectations. Survey results indicate student sense of belonging has declined, and students feeling accepted will be an area of focus in 2023.

Teacher Satisfaction

Teacher views of the school were obtained by the use of the Tell Them from Me teacher survey.

Trend data indicates that collaboration as a driver of student learning is on an upward trend with teacher comments being highly positive. The positive collaborative culture at Nareena Hills Public School was reflected in comments around strong relationships among the staff and an effective leadership team that aim to improve standards at school by supporting staff. Teachers identified our commitment to ongoing professional learning as a strength and the consistent approach to implementing our instructional model met the needs of our staff.

Areas of concern that were identified were further developing a community focus on excellence, where more community connections are encouraged with a focus on sharing learning. The review of our new behaviour policy aims to develop clear expectations and processes for student behaviour and will continue to be an area of focus in 2023 through professional learning.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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