

2022 Annual Report

Narrandera High School



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Introduction

The Annual Report for 2022 is provided to the community of Narrandera High 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

Narrandera High School
19-33 Elizabeth St
Narrandera, 2700
<https://narrandera-h.schools.nsw.gov.au>
narrandera-h.school@det.nsw.edu.au
6959 1744

Message from the principal

Despite the challenges associated with the 2022 school year, mainly related to COVID, floods and major issues with buildings, there were many positives that marked the 2022 school year at Narrandera High School.

Highlights for 2022 include a continued personalised approach to literacy and numeracy coaching using the skills of staff as tutors and the support of staff in the Intervention Center and the Aboriginal Learning and Engagement Centre. Students are provided with a culturally safe space which supports their educational, social and emotional wellbeing.

Higher School Certificate (HSC) results were pleasing with two courses offered for the first time - Investigative Science and Community and Family Studies performing well with above state average results.

For 2023, the school will not only carry on with the focus on continued student growth, but there will be a priority on student improvement in the middle bands of the HSC through targeted professional learning. Literacy and numeracy coaching will remain important, as will after school coaching and support through the Homework and Study Centre and after school HSC tutorials. The school will also remain committed to closing equity gaps and increasing the number of students with an attendance rate above 90%.

The pleasing progress occurring at Narrandera High School has much to do with the positive relationships the staff have with students, their families and the wider community.

School vision

At Narrandera High School our vision is to develop strong learning partnerships where staff, students and families work together to empower each student to be the best they can be. All members of our school community will be challenged to continue to learn and improve every year in a respectful, inclusive and high expectation environment where every student is known, valued and cared for.

School context

Narrandera High School is a growing public comprehensive secondary school in the Riverina region of NSW, with a current enrolment of approximately 350 students, including 27% Aboriginal students. Student enrolments have increased by over 35% over the past 4 years as Narrandera High School has become the local school of choice. During this time of growth, the school has had a clear improvement agenda.

Teaching staff consist of a mixture between more experienced and beginning teachers. The school's staffing entitlement is currently 37 teaching staff. This includes allocation for one Deputy Principal and 5 Head Teachers. There are two additional Head Teachers currently employed (Administration and Learning and Intervention) and an additional Deputy Principal. The school also has additional funding for a Learning and Engagement Centre for Aboriginal students until the end of 2023, this includes funding for a full-time Head Teacher, part-time Teacher and full-time School Learning Support Officer (SLSO). The school's non-teaching staff entitlement is 10 staff. A number of additional support staff continue to be employed on temporary contracts using a combination of equity and operational funding.

The school has a Clontarf Academy and Aboriginal Learning and Engagement Centre on site as well as an Intervention Centre to support inclusive practice and personalised learning. There are also two multi-categorical classrooms in operation. The school is a successful Positive Behaviour for Learning (PBL) school with a focus on restorative practice and positive relationships between students and staff.

A situational analysis has been conducted which included consultation and analysis that involved staff, students and the community, including the P&C and the Narrandera Aboriginal Education Consultative Group (AECG). From this, the school is committed to improving effective classroom practice with staff professional learning and collaboration being instrumental in achieving this goal. This learning will prioritise improving student literacy and numeracy levels through explicit teaching and effective data collection, analysis and use. This underpins our belief that all students at Narrandera High School will make progress and achieve learning growth. Moving forward, the school's focus is building a school culture strongly focused on learning and ongoing performance improvement, with the highest priority given to evidence-based teaching strategies. There is an expectation that every student, every teacher and every leader will improve every year.

The school is also committed to developing a learning environment that is strongly centered on the building of educational aspiration and high expectations. There will be a focus on effective partnerships in learning with students and parents to ensure that students are motivated to deliver their best and continually improve.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve growth and attainment in the areas of reading, HSC performance and numeracy, we will embed data informed evidence-based teaching practice across the school.

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.

- Effective Classroom Practice
- Data Skills and Use

Resources allocated to this strategic direction

Professional learning: \$28,846.00
6101 Consolidated Fund Carry Forward: \$87,461.50
Low level adjustment for disability: \$154,961.00
Socio-economic background: \$267,465.95
Integration funding support: \$188,468.00
English language proficiency: \$3,196.00
Operational Funds (6100): \$2,136.00

Summary of progress

In 2022 the focus to improve growth and attainment in the areas of reading, HSC performance and numeracy, with embedded data informed evidence-based teaching practice across the school through two initiatives.

Effective Classroom Practice

The focus for 2022 was on effective classroom instruction with a focus on explicit teaching and enhancement of school wide assessment practices. This involved the Mathematics Growth Team providing a program consists of a blend of evidence-based planned professional learning, 'unstructured' support where the Trainer provides guidance on explicit teaching strategies, effective resourcing and programming. Support will also be provided to HSC teachers to embed effective higher order teaching strategies through professional dialogue and planning, collaboration, classroom observation, the modelling of effective practice and specific and timely feedback.

As a result, participants had a greater understanding of the importance of explicit teaching in the classroom to improve student understanding and educational outcomes. These practices will support student growth in all years and with students of all abilities.

Next year the focus will be on consistent classroom instruction and a continued focus on explicit teaching. This will support further improvements towards improvement in internal and external assessments.

Data Skills and Use

The focus for 2022 was on effective strategies and processes for data analysis, to inform teaching and planning. Teachers and leaders will work together using data to monitor and assess student progress and plan future learning on a whole school, class, group and individual level. This involved systematic, targeted collection and analysis of internal and external data to gain insights into student learning and inform teaching and planning. Each staff member will receive tailored data analysis coaching.

As a result teachers have contributed to an electronic data profile for Year 7. Faculties have identified literacy and numeracy goals for Stage 4 and 5 using external assessment data. Faculties have updated 2022 teaching programs to incorporate strategies that address the L&N goals which supported the enhancement of data informed teaching and learning.

Next year the focus will continue with extending the data profiles to Year 8, consolidation of Faculty L&N goals and closer analysis of HSC performance. This will support further improvements towards increased staff data literacy

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
NAPLAN Results in Top 2 Bands The percentage of students achieving in the top 2 bands in reading to increase by 7% from 8%	Year 9 Reading NAPLAN top 2 bands have increased from 15% in 2021 to 20% in 2022 Year 7 Reading NAPLAN top 2 bands have increased from 15% in 2021 to 21% in 2022
NAPLAN Results in Top 2 Bands The percentage of students achieving in the top 2 bands in numeracy to increase by 7% from 9%.	Year 9 Numeracy NAPLAN top 2 bands have decreased from 15% in 2021 to 10% in 2022 Year 7 Numeracy NAPLAN top 2 bands have increased from 10% in 2021 to 24% in 2022
NAPLAN Students Achieving Expected Growth The percentage of students achieving expected growth in reading to increase by 9% from 51% .	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
NAPLAN Students Achieving Expected Growth The percentage of students achieving expected growth in numeracy to increase by 6% from 62%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
HSC Results in Top 2 Bands The percentage of students achieving in the top 2 HSC bands to increase by 6% from 15%	15.7% of students attained results in the top two bands demonstrating progress yet to be seen toward the lower bound target.
HSC Results in Top 3 Bands The percentage of students achieving in the top 3 HSC bands to increase by 6% from 45%.	51.64% of students attained results in the top three bands demonstrating achievement of the lower bound target.

Strategic Direction 2: Staff growth and collaboration

Purpose

In order to foster staff growth, formalised structures will be embedded to support quality teaching and collaboration across the school that drives ongoing school-wide improvement in student results.

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.

- Educational Leadership
- Learning and Development

Resources allocated to this strategic direction

6101 Consolidated Fund Carry Forward: \$87,461.50

Professional learning: \$10,000.00

Summary of progress

In 2022 the focus was to foster staff growth and collaboration to embed quality teaching and collaboration across the school which drives ongoing school-wide improvement in student results across the two initiatives.

Educational Leadership

The focus for 2022 was on strengthening the implementation of the Performance and Development Framework and Policy. This involved structured professional learning activities for all staff, including a collaborative 2022 SMART goals planning session. It was planned to conduct faculty based training in feedback, reflection and refinement processes.

As a result staff had a more structured understanding of the SMART goal formulation process and applied this to Professional Learning and Development goals. which supported the enhancement of strategic career planning

Next year the focus will be on structured feedback coaching which will support further improvements towards

Learning and Development

The focus for 2022 was on staff developing and achieving common goals through the sharing of evidence informed practices, knowledge and problem solving that will improve staff collaboration, confidence and student results. This involved the conduct of Teacher Learning Communities sessions, which will concentrate on applying a number of high impact teaching strategies, in line with the 2020 'What Works Best' practices.

As a result of the TLC process, staff engaged in highly collaborative learning, feedback and reflection activities, which supported the development of collegial relationships and cross-faculty interactions

Next year the focus will move towards developing more cross-faculty shared routines and approaches which will support further improvements towards consistency and whole school goals for teaching and learning.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
The percentage of staff reporting a strong level of support as part of the Performance and Development Plan process in the annual reflection survey increases by 4% from 62% and the relevance of the Performance and Development Plan process to career development increases by 4% from	Level of support provided during the Performance and Development Plan (PDP) process has remained consistent from 2021. The relevance of the PDP process to career development has also remained consistent from 2021.

64%.	
The percentage of students reporting the use of explicit teaching practices and feedback in the 'Tell Them From Me' survey increases by 4% from 61%.	The percentage of students reporting the use of explicit teaching practice and feedback has increased by 0.1 from 5.8 in 2021 to 5.9 in 2022.
The percentage of staff reporting strong staff collaboration in the 'Tell Them From Me' teacher survey increases by 3% from 68%.	The percentage of staff reporting strong staff collaboration has remained steady at 7.3.

Strategic Direction 3: Building student engagement and high expectations

Purpose

In order to build engagement and improve student outcomes, students will be supported in a student centered inclusive school environment that prioritises high expectations and educational aspiration.

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.

- Engage and Partner with Parents and Carers
- Motivated and Self-Driven Learners

Resources allocated to this strategic direction

Professional learning: \$10,158.00

Socio-economic background: \$55,842.40

Aboriginal background: \$147,240.00

Operational Funds (6100): \$11,966.00

Aboriginal Learning and Engagement Centre (Aboriginal Directorate): \$266,342.00

Student support officer (SSO): \$96,058.00

Summary of progress

In 2022 the focus was to build engagement and improve student outcomes, students will be supported in a student centered inclusive school environment that prioritises high expectations and educational aspiration across the two initiatives.

Engage and Partner with Parents and Carers

The focus for 2022 was on evidence-based strategies being used to improve and broaden community engagement and partnerships with parents and carers whilst enhancing communication and shared community aspirations for student learning. This involved the development of a community engagement and communication team and plan. The implementation of an electronic newsletter, embedding of the Parent Portal (Sentral) and formalising the use of social media platforms (fb) have all occurred. An Attendance Improvement Team, was established which conducted improved processes including attendance improvement interviews, plans and acknowledgements.

As a result, students, staff and community have increased their engagement with Narrandera High. All groups report an increased knowledge and understanding of events, activities, successes and goals which has supported the enhancement of partnerships and communication.

Next year the focus will shift to increased on-site community interaction which will support further improvements towards student sense of belonging and connections.

Motivated and Self-Driven Learners

The focus for 2022 was on enhancing learner motivation and self-regulation through a focus on building positive, respectful relationships and increasing student self-awareness. Students will take greater ownership of their learning through goal setting and monitoring and engaging in quality learning conversations. This involved a suite of initiatives such as Peer Support, Well-being days and conversations, and the conduct of the TTFM survey tool. A key element of this SD also included the revitalization of Positive Behaviours for Learning through the establishment of a committee, data collection processes and explicitly designed PBL lessons.

As a result, all members of the school community have ownership for the improvement of social and educational outcomes for all students. Staff have an improved understanding of the key focus areas of PBL and of the positive outcomes this program can achieve.

Next year the focus will be on the continued "re-launch" of PBL which will support staff to have a consistent approach to classroom management and students will participate in explicit PBL lessons. A focus on student wellbeing will continue with programs coordinated by the wellbeing team and the Aboriginal Education Team.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
The percentage of Aboriginal students attaining their HSC whilst maintaining their cultural identity in the Narrandera Network to increase by 14% from 33%.	The percentage of Aboriginal students in the Narrandera Network attaining their HSC whilst maintaining their cultural identity has increased.
The percentage of students attending greater than 90% of the time to increase by 6% from 58%.	The number of students attending greater than 90% of the time or more has decreased by 4%.
The percentage of students reporting expectations for success, advocacy and sense of belonging in the 'Tell Them From Me' survey to increase by 4% from 66%.	59% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) which is an increase of 2%

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$188,468.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Narrandera High 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"> • Data Skills and Use <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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • intensive learning and behaviour support for funded students. <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$323,308.35</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Narrandera High 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"> • Data Skills and Use • Engage and Partner with Parents and Carers <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement literacy and numeracy coaching to support identified students with additional needs • an additional Aboriginal Education Officer was employed to develop partnerships to increase community engagement • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support student attendance improvement program implementation. <p>The allocation of this funding has resulted in the following impact: additional staffing was utilised to support all students in Years 7-10 to access literacy and/or numeracy coaching to support students to achieve or exceed expected growth. An additional Aboriginal Education Officer was employed to develop partnerships to increase community engagement and attendance of students. Aboriginal Education Officers play a large role in the safety and wellbeing whilst at school and support families when issues arise. Students accessed economic support for educational materials, uniform, equipment and other items are supported to ensure they have the resources for all areas of school. Additional support staff implemented an</p>

<p>Socio-economic background</p> <p>\$323,308.35</p>	<p>attendance improvement plan to ensure equity for all students to attend school.</p> <p>After evaluation, the next steps to support our students will be: to continue to engage the additional staff to coach and support students to improve their literacy and numeracy. The additional Aboriginal Education Officer will continue to support students and their families by maintaining a positive relationship with the community maintaining cultural sensitivity. The school will evaluate the role of the additional staff, redirecting resources where necessary and continuing to focus on improving our attendance rates.</p>
<p>Aboriginal background</p> <p>\$147,240.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Narrandera High 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"> • Engage and Partner with Parents and Carers • Motivated and Self-Driven Learners <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 (AEO) to support Aboriginal students, with a specific focus on improving the attendance rate for Aboriginal students. <p>The allocation of this funding has resulted in the following impact: The number of Aboriginal students attending greater than 90% of the time has been maintained. The quality of Personalised Learning Plans (PLP's) for Aboriginal students have also improved and engagement with the wider Aboriginal community continues to be positive and inclusive.</p> <p>After evaluation, the next steps to support our students will be: Increasing the number of Aboriginal students attending greater than 90% of the time will continue to be a priority in 2023, with the focus on decreasing the attendance gap between Aboriginal and non-Aboriginal students.</p>
<p>English language proficiency</p> <p>\$3,196.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Narrandera High 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"> • Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs. <p>The allocation of this funding has resulted in the following impact: ongoing support for targeted students with summative assessment tasks and other literacy based syllabus requirements. targeted Literacy support.</p> <p>After evaluation, the next steps to support our students will be: to capitalise on teacher confidence and capacity to identify and support targeted students to meet the language and cultural demands across all curriculum areas.</p>
<p>Low level adjustment for disability</p> <p>\$154,961.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Narrandera High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$154,961.00</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"> • Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • support for students completing Life Skills programs and students requiring Higher School Certificate Special Provisions. • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in the following impact: Students needing Special Provisions are supported by school staff to ensure inclusive access to the curriculum. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. By engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting, both students and classroom teachers have access to differentiated support to enable access to teaching and learning.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team. The school will provide additional support for identified students through the employment of additional Student Learning Support Officers.</p>
<p>Location</p> <p>\$66,834.00</p>	<p>The location funding allocation is provided to Narrandera High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • support for students completing Life Skills programs and students requiring Higher School Certificate Special Provisions. <p>The allocation of this funding has resulted in the following impact: the school achieved a more consistent approach to student learning support and interventions with learning support referrals being approached in a collaborative manner which has led to collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to review the impact of the learning support team and adjust the allocation of learning and support staff where needed. The school will provide additional support for identified students through the employment of additional Student Learning Support Officers. In 2023, the school will continue to engage specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students.</p>
<p>Professional learning</p> <p>\$49,004.00</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 Narrandera High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Professional learning</p> <p>\$49,004.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Data Skills and Use • Learning and Development • Engage and Partner with Parents and Carers • Motivated and Self-Driven Learners <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teaching staff, across all faculties engaging in instructional coaching to develop skills in the explicit teaching of reading in the secondary context. This included teacher release time to observe, plan and participate in coaching sessions. • teacher learning communities, focused on the teaching of reading, resources, consumables and professional learning literature. • teacher release for all staff and faculties to engage in collaborative student data analysis and plan for future teaching and learning. <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of reading, resulting in improved external and internal student results.</p> <p>After evaluation, the next steps to support our students will be: personalised, targeted and relevant professional learning for all staff, with a focus on mentoring, co-teaching and collaborative data analysis. The teaching of reading in the secondary context and 'What Works Best' teaching practices will continue to be prioritised.</p>
<p>Beginning teacher support</p> <p>\$9,194.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Narrandera High School during their induction period.</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 initiative funding include:</p> <ul style="list-style-type: none"> • beginning teacher release time (reduced load) for planning purposes. • teacher release for teaching staff new to the school to observe and consult with experienced teachers. • beginning teacher professional learning and resources. <p>The allocation of this funding has resulted in the following impact: beginning teachers being supported to access additional release time, professional learning, mentoring and resources to support effective classroom practice.</p> <p>After evaluation, the next steps to support our students will be: continuing to support second year teachers with mentoring and completion of accreditation, including the opportunity to view and reflect on the practice of successful, experienced teachers.</p>
<p>COVID ILSP</p> <p>\$154,421.00</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

<p>COVID ILSP</p> <p>\$154,421.00</p>	<ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals. More than 75% of targeted students also reported feeling more confident in relation to their literacy and numeracy skills.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Year 7 and Year 9 students will be targeted for support in semester 1. 2022 NAPLAN and Check In results indicate that a number of Year 8 students will require extensive targeted support, particularly in numeracy in semester 2.</p>
<p>Aboriginal Learning and Engagement Centre (Aboriginal Directorate)</p> <p>\$266,342.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Narrandera High 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"> • Motivated and Self-Driven Learners <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • targeted literacy and numeracy coaching for all Aboriginal students in years 7-10 • one on one support and check ins for all Year 10 Aboriginal students (targeted cohort) • support for all Aboriginal students with homework, assessment tasks and achieving the HSC Minimum Standard • cultural groups for all Aboriginal girls and targeted Year 10 cohort • in class support for targeted Aboriginal students • the creation of authentic Personalised Learning Pathways for all Aboriginal students <p>The allocation of this funding has resulted in the following impact: improved educational outcomes for Aboriginal students. Well-being, academic and cultural support has been provided to enhance educational outcomes for all Aboriginal students. Data systems and routines were established to monitor student achievement and track expected growth for all students.</p> <p>After evaluation, the next steps to support our students will be: to continue the focus on small group coaching in literacy and numeracy for Aboriginal students and to increase the focus on programs to support the cultural knowledge and identity of all Aboriginal students.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Narrandera High 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"> • Motivated and Self-Driven Learners <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Support for staff and students in the use and maintenance of technology. <p>The allocation of this funding has resulted in the following impact: Students and staff have access to reliable and up to date technology to improve engagement in the classroom.</p> <p>After evaluation, the next steps to support our students will be: Continue to access relevant technology to support their educational growth.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	148	159	151	169
Girls	156	181	170	177

Student attendance profile

School				
Year	2019	2020	2021	2022
7	92.2	91.9	88.6	87.3
8	90.4	89.9	83.9	83.0
9	84.0	91.9	86.6	77.0
10	80.5	81.5	84.3	76.8
11	79.8	86.6	74.0	78.7
12	87.8	86.6	86.5	78.7
All Years	86.4	88.8	84.8	80.7
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	8	2
Employment	11	6	10
TAFE entry	0	1	5
University Entry	0	0	5
Other	0	0	1
Unknown	1	0	0

Year 12 students undertaking vocational or trade training

7.04% of Year 12 students at Narrandera High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Narrandera High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	24.8
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.98
Other Positions	2

*Full Time Equivalent

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	831,775
Revenue	7,454,186
Appropriation	7,361,543
Sale of Goods and Services	10,600
Grants and contributions	74,242
Investment income	4,301
Other revenue	3,500
Expenses	-7,064,385
Employee related	-6,374,310
Operating expenses	-690,075
Surplus / deficit for the year	389,801
Closing Balance	1,221,576

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	173,380
Equity Total	631,668
Equity - Aboriginal	147,240
Equity - Socio-economic	322,977
Equity - Language	3,196
Equity - Disability	158,254
Base Total	5,285,390
Base - Per Capita	83,718
Base - Location	66,834
Base - Other	5,134,838
Other Total	905,295
Grand Total	6,995,732

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

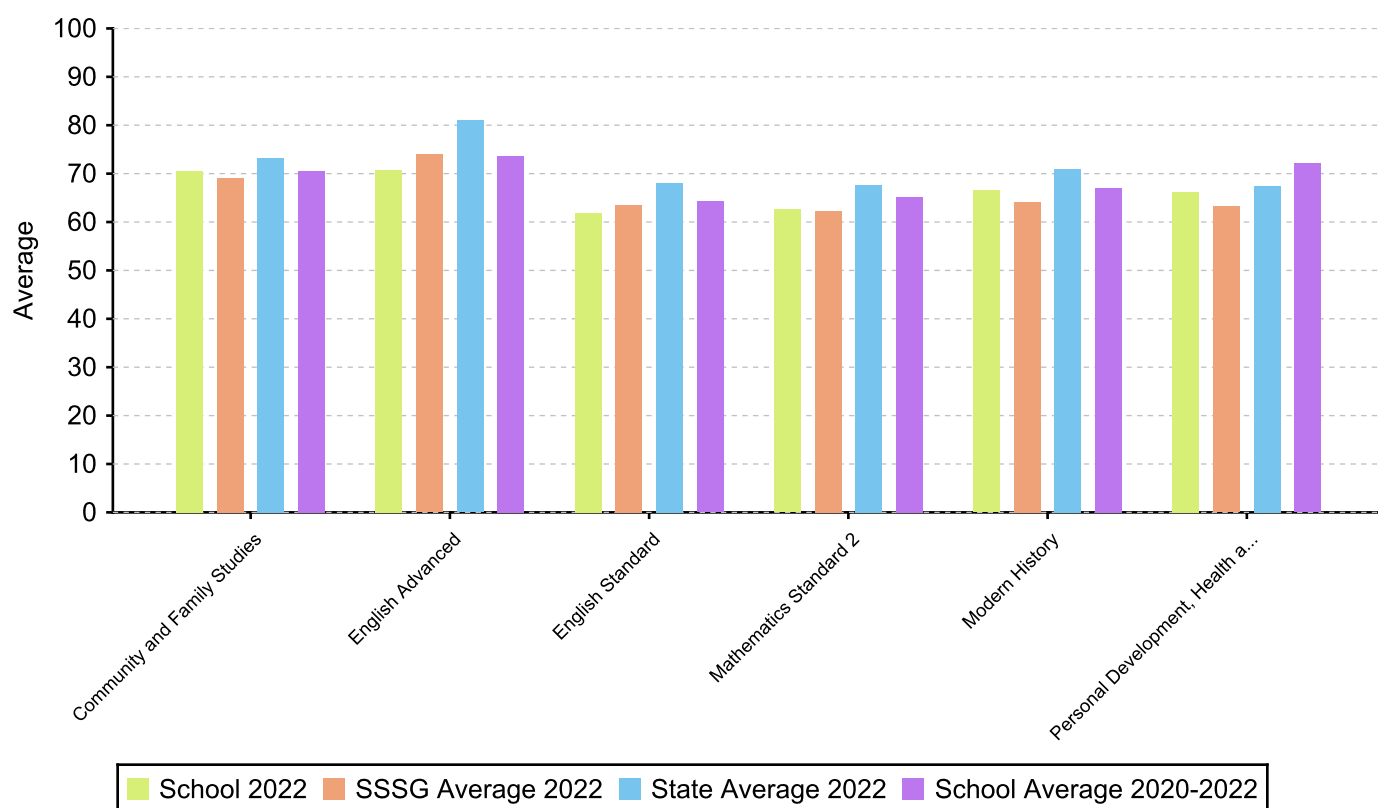
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2022	SSSG	State	School Average 2020-2022
Community and Family Studies	70.5	69.0	73.2	70.5
English Advanced	70.8	74.0	81.0	73.6
English Standard	61.8	63.6	68.1	64.2
Mathematics Standard 2	62.6	62.3	67.6	65.1
Modern History	66.5	64.1	70.9	67.0
Personal Development, Health and Physical Education	66.2	63.2	67.5	72.1

Parent/caregiver, student, teacher satisfaction

Narrandera High School undertook the Tell them From Me 'Partners in Learning' parent survey in 2022. Particular areas of strength, continue to be that around parents feel welcome and Narrandera High being an inclusive school. The school average was well above the NSW Govt norm in these categories.

The school leadership team have considered the results and have committed to focusing on increasing the methods of communication between home and school. By increasing parental and community engagement it is anticipated that this will support students to report increased expectations for success, advocacy and belonging.

Students also completed the Tell Them From Me survey in 2021 which indicated a number of positives. The school average was above the NSW Govt norm in relation to key areas related to positive teacher-student relations and academic buoyancy. It is pleasing to note that Narrandera High students, on average, have the skills to overcome setbacks and challenges that are typical of the ordinary course of school life, at a higher rate than their peers across the state.

Areas to focus on moving forward include the development of positive homework behaviours and increasing the sense of belonging felt by NHS students. Activities planned in 2023 as part of Strategic Direction 3 - Building student engagement and high expectations will continue to be addressed these areas of priority.

Staff whom completed the Tell The From me Staff Survey reported an improvement inclusivity, parent involvement and the use of data to inform practice. Areas to be addressed include quality feedback and planned learning opportunities.

Refer to help text (?) for advice on this section

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.