

2022 Annual Report

Narrabeen Sports High School



8512

Introduction

The Annual Report for 2022 is provided to the community of Narrabeen Sports 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

Narrabeen Sports High School
10 Namona St
NORTH NARRABEEN, 2101
<https://narrabeen-h.schools.nsw.gov.au>
narrabeen-h.school@det.nsw.edu.au
9913 7820

School vision

Narrabeen Sports High School is inclusive, innovative and comprehensive. Our skilled staff deliver outstanding specialised programs to foster student interest. Teachers provide opportunities, across all key learning areas, to develop students to be creative, adaptable and independent learners. Our core values of success, respect and responsibility encourage students to become empathetic, collaborative and self-motivated members of the community.

School context

A comprehensive situational analysis has been conducted which led to the development of the 2021- 2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents and the local AECG. Narrabeen Sports High School is a comprehensive, inclusive, co-educational high school, located 40 minutes from the Sydney CBD on the northern end of the Northern Beaches. There are currently 1088 students enrolled. The school has a well-known selective sports academy that draws talented sports students from areas outside of the community catchment. The school has had significant and rapid student and staff growth over several years. There are various cultural groups represented at Narrabeen Sports High School.

The team of teachers are passionate educators who strive for excellence within their faculties to support the visions of the school. The leadership and staff teams work harmoniously and continuously seek improvement in all procedures and programs to build collective efficacy and improve student learning outcomes. The school's staffing entitlement in 2022 was 70.4 teaching staff and 12.572 non-teaching staff. The school also employs several executive teachers from SBAR and school funds including a Deputy Principal (shared with Narrabeen North Public School, Narrabeen Lakes Public School and Elanora Public School), a full time Deputy Principal, a Head Teacher of Teaching and Learning, a 0.5 Head Teacher Wellbeing, three additional classroom teachers, specialist sport coaches and a Learning and Support Teacher. Our executive staff is stable with the majority being here for more than five years. 11% of our staff are early career teachers. There has been a reduction of staff in 2022 as enrolments have decreased.

The school is innovative in trialing new approaches to learning and has an explicit literacy and numeracy program implemented by all teachers to support students' reading, writing and numeracy skills. Narrabeen Sports High School has created and maintained significant alliances and partnerships with local businesses; and primary schools to strengthen transition and collaborate on middle schooling programs.

The school embeds strong sporting, arts and academic opportunities with a focus on individual student needs through strong wellbeing programs and a broad co-curricular program. Our strong focus on quality teaching and learning, positive education and future focused skills, aims to develop well informed, critical and creative thinkers with high resilience and self-reliance. Students with additional needs, First Nations Australia students and students learning English as an additional language (EAL/D students) are supported by focused and strategic teacher committees. The school community is committed to a strong learning culture with respect for others and aspiration to success in all endeavours.

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

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

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.

- Efficacy and Engagement
- Empowerment

Resources allocated to this strategic direction

Per capita: \$24,500.00

English language proficiency: \$7,498.40

Professional learning: \$21,764.81

Student support officer (SSO): \$56,058.00

Integration funding support: \$5,908.00

P & C funding: \$3,000.00

: \$0.00

Program Budgets: \$6,000.00

Low level adjustment for disability: \$73,989.98

Aboriginal background: \$8,303.84

Summary of progress

In 2022 a number of programs were implemented to address Strategic Direction 1 (Student Growth & Attainment) including NAPLAN Familiarisation, Numeracy Guided Support, HSC Support Programs, Raise the Roof and Aboriginal Student Support programs.

Improvement was seen across all progress measures including NAPLAN, HSC and Aboriginal student learning outcomes. Specifically, the impact of these initiatives has been that student achievement has shifted upward in the Band distributions in both NAPLAN and HSC and across a range of domains. In many instances, the school continues to work towards the lower bound targets

In 2023, in this initiative, we will work toward continuing the growth seen in our students cohorts. Data from this year indicates that the initiatives that have been implemented have lead to positive change and so the school will continue to reflect and refine these based on teacher and student feedback.

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 Top 2 Bands in Reading Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in reading of 21.7%.	17.2% of Year 9 students and 21.6% of year 7 students achieved in the top two bands in NAPLAN reading, this is an improvement across both cohorts indicating progress toward the lower-bound target of 21.7%
NAPLAN Top 2 Bands in Numeracy Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound	19.4% of Year 9 students and 31.7% of Year 7 students achieved in the top two bands in NAPLAN numeracy indicating achievement of the lower-bound target in year 7.

system-negotiated target in numeracy of 26.9%.	
NAPLAN Expected Growth in Reading Improvement in the percentage of students achieving expected growth to achieve the school's trajectory system-negotiated target in reading of 60.3%.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022
NAPLAN Expected Growth in Numeracy Improvement in the percentage of students achieving expected growth to be above the school's trajectory system-negotiated target in numeracy of 67.48%.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022
HSC Attainment in Top 2 Bands Improvement in the percentage of HSC course results in top 2 bands to reach the lower bound trajectory system-negotiated target of 20.86%.	15.35% of students attained results in the top two bands demonstrating achievement of progress toward the lower bound target.
HSC Attainment in Top 3 Bands Improvement in the percentage of HSC course results in top 3 bands to achieve the lower bound trajectory system-negotiated target of 54.28%.	46.9% of students attained results in the top three bands demonstrating progress toward the lower bound target.
Aboriginal Student Achievement Improvement in each NAPLAN domain for growth to upper bands for all Aboriginal students year on year.	Lowest band has improved from band 4 to a band 6 and highest band has shown a significant shift from band 7 to band 8 across all NAPLAN domains.

Strategic Direction 2: High and Specific Expectations

Purpose

Our purpose is to ensure high and specific expectations underpin everything we do. High impact professional learning will actively encourage teacher efficacy to successfully support and improve student engagement and student empowerment.

Initiatives

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

- Positive Learning Culture
- Student Voice

Resources allocated to this strategic direction

Per capita: \$164,257.78

Socio-economic background: \$69,336.65

Low level adjustment for disability: \$134,921.00

Professional learning: \$30,000.00

Integration funding support: \$98,000.00

Student support officer (SSO): \$40,000.00

Summary of progress

A number of initiatives have been implemented in 2023 to address Strategic Direction 2 (High and Specific Expectations) including continued communication to parents and the community regarding the importance of school attendance and impact on learning outcomes, the review and refinement of assessment processes which were then updated in student Assessment Schedules, and the implementation of a SMART goal setting program for Stage 6 students to support them in their HSC.

In 2023, the school will be investigating how to improve access to the Student Portal and upskill students in how to use this effectively to reflect on their learning progress. This will be implemented in conjunction with the extension of the SMART goal setting program across Stage 4 & 5.

Currently, progress is yet to be seen toward the schools attendance targets although recent challenges such as remote learning (as a result of COVID) have impacted the validity of data and determinations of 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
Attendance 90% of time or more Improvement in the percentage of student attendance to achieve the school's lower bound trajectory system-negotiated target of 68.91%.	The percentage of students attending greater than 90% of the time or more has decreased by 36% (from 60.5% in 2021 to 24.5% in 2022).
All students set short and long term SMART goals for their learning including explicit teaching of study/organisational skills All staff engage in TPL to improve quality of differentiation in learning programs	All staff engaged in TPL regarding differentiation in learning programs based on student learning profiles and NAPLAN data and utilising the Department's Differentiation Adjustment Tool. Stage 6 students completed a program on SMART goal setting. This involved analysis of school report, development of SMART goals and targeted support.
Establish an assessment team to	An assessment team has been established and has developed new

<p>review practices across the school.</p> <p>All parents receive communication regarding school assessment processes</p>	<p>processes which have been communicated to all staff and implemented across all KLAs.</p> <p>All parents have received student Assessment Schedule which includes the Assessment Policy - via email and available on the Parent Portal. Further, they have received specific information regarding illness and misadventure (specifically relevant due to COVID).</p>
---	---

Strategic Direction 3: Relationships

Purpose

By building partnerships, our purpose is to leverage the internal and external expertise of the school to improve student engagement, empowerment and teacher efficacy.

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.

- Collaboration and Innovation
- Culture and Engagement

Resources allocated to this strategic direction

Per capita: \$76,000.00

Program Budgets: \$7,000.00

Professional learning: \$30,000.00

Socio-economic background: \$25,000.00

Integration funding support: \$29,000.00

Summary of progress

Several initiatives have been implemented in 2022 to address strategic direction 3 (Relationships) The school has used feedback from a 2022 parent surveys and tell them from me data to implement evidence informed programs to further develop the wellbeing of students. The school collaborated with our feeder Primary schools in the NEST (Narrabeen, Elanora Student and Teacher collaboration) to lead and participate in teams to support collaborative programs and processes to support student learning and wellbeing.

In 2023 in this initiative, we will continue to engage with the NEST to promote shared programming and resources to support the teaching, learning, sporting opportunities and wellbeing of students. We will continue to foster student wellbeing through evidenced based, targeted small group interventions, updating the wellbeing policy to reflect the new policy and appoint a Boy's advisor to the wellbeing team. We will continue to consult with the community and using data to strengthen our wellbeing structures and supports Continuing to gather and act on feedback from the school community to strengthen methods of communication regarding teaching and learning, school procedures, activities and successes.

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
Wellbeing Overall student wellbeing Tell Them From Me data improves to achieve the school's lower bound system-negotiated target of 71.1%.	Tell them from Me survey indicates that overall student wellbeing (as measured by % positive at school for Sense of Belonging) is 67% (compared to state 64%). While a decrease has been identified compared to 2021 data, comparative to pre-COVID data in 2018, this is consistent and progressing toward the system negotiated target.
Using parent (including P&C) survey responses to guide improvements on communication to parents of student learning progress.	Survey was created and all parents were offered the opportunity to respond. The data gathered indicated that parents preferred the online parent teacher interviews, parent found school reports easy to understand, however, they would like further information related to their child's progress, they receive prompt and effective communication from the school.
Relationships are established with The NEST Collaboration that involve shared programming, resources and cross curricula teaching and learning and sporting opportunities.	Narrabeen / Elanora Students and Teachers Collaboration PL took place each term with focus groups dedicated to sustainability, data analysis, Aboriginal student support, sport pathways, combined school arts and learning opportunities, HPGE programs, and primary to secondary transition programs.

Relationships are established with The NEST Collaboration that involve shared programming, resources and cross curricula teaching and learning and sporting opportunities.	Specific opportunities/events included: PSSA refereeing, combined band rehearsals and performances, shared resources, HPGE year 5 class
--	---

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$132,908.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Narrabeen Sports 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"> • Efficacy and Engagement • Positive Learning Culture • Culture and Engagement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: There has been a significant focus on funding allocation to engage with our community and support the unique learning needs of our students. Most of the allocated funds have been linked to specific staffing to create learning environments with extra support to improve student outcomes.</p> <p>After evaluation, the next steps to support our students will be: Continuing to review the data collected from internal and external sources to evaluate programs. There will be an increased focus on continuing to grow an interest in the creative and performing arts to increase the breadth of learning opportunities for all students as this has a positive impact on learning motivation and literacy skills. Review into new strategies to increase teacher confidence in differentiation to support growth in all students.</p>
<p>Socio-economic background</p> <p>\$94,336.65</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Narrabeen Sports 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"> • Positive Learning Culture • Collaboration and Innovation <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 all years to support student learning • staff release to increase community engagement • employment of additional staff to support streamline program implementation. <p>The allocation of this funding has resulted in the following impact: Analysis of student learning progression and the implementation of specific programs such as streamline, HSC support programs and other targeted programs have supported improved student outcomes. Review and update of Wellbeing policy inline with the IERS policy is in the developmental stages but there has been an evident shift in the school culture</p> <p>After evaluation, the next steps to support our students will be: Development of wellbeing programs to continue to build a culture of support and high and specific expectations. Learning programs are focused on student growth and will continue to be evaluated to assess impact</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Narrabeen Sports High School. Funds under</p>

<p>\$8,303.84</p>	<p>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"> • Empowerment <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 deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact: The further development of the First Nations learning team including a scope and sequence of activities and programs that have linked to local AECG and connected students with Aboriginal culture.</p> <p>After evaluation, the next steps to support our students will be: Continue to build more opportunities for our students to connect with their culture. Increased communication to parents regarding programs available to Aboriginal students has helped to identify more students. The development of daily and weekly opportunities to meet and share learning has been identified as a key goal of the First Nations team.</p>
<p>English language proficiency</p> <p>\$7,498.40</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Narrabeen Sports 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"> • Efficacy and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phase • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: This funding has supported an allocation to a teacher to engage with and share professional learning linked to English proficiency. This has been further incorporated into programs linked to building language proficiency and was incorporated into targeted literacy programs.</p> <p>After evaluation, the next steps to support our students will be: Evaluating internal and external data will help to identify targeted strategies to support students who are learning English as a second language. A number of these strategies have been effective in supporting students with lower literacy levels and so would be incorporated into whole school literacy programs.</p>
<p>Low level adjustment for disability</p> <p>\$208,910.98</p>	<p>Low level adjustment for disability equity loading provides support for students at Narrabeen Sports 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>\$208,910.98</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"> • Efficacy and Engagement • Positive Learning Culture <p>Overview of activities partially or fully funded with this equity loading 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 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in the following impact: Scout Analysis of NAPLAN shows an increase of ~7% to 19.4% of Y9 students in top 2 bands 2022 (12.6% in 2021, 14.2% in 2019), a decrease of ~7% of Y9 students in lower 2 bands (17.3% in 2021 down to 10.9% in 2022). Further, students are learning to evaluate their own learning, plan learning goals and pathways to take ownership of their learning journey.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to provide additional staffing and look into resources that may allow for increased opportunities to differentiate learning and assessment strategies to specific student levels. This review will be assess based on a trial and evaluation or test and learn approach, with a focus on ascertaining impact on learning growth.</p>
<p>Professional learning</p> <p>\$81,764.81</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 Narrabeen Sports 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"> • Efficacy and Engagement • Positive Learning Culture • Collaboration and Innovation • Empowerment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Whole school professional learning focused on: <ul style="list-style-type: none"> - data analysis (to evaluate practice) - differentiation - trauma informed practice - inclusive practice - literacy and numeracy strategies across all stages • Focused professional learning focused on learning teams such as First Nations, sustainability, HPGE <p>The allocation of this funding has resulted in the following impact: Scout Analysis of NAPLAN shows an increase of ~7% to 19.4% of Y9 students in top 2 bands 2022 (12.6% in 2021, 14.2% in 2019), a decrease of ~7% of Y9 students in lower 2 bands (17.3% in 2021 down to 10.9% in 2022). Scout Analysis of HSC data has identified a shift to increasing achievement in the top 2 bands (2020: 11.3%, 2021: 11.7%, 2022: 15.5%) and top 3 bands (2021: 37%, 2022: 47.1%)</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Professional learning</p> <p>\$81,764.81</p>	<p>Continuing to evaluate programs in place and investigate evidence based programs to further extend student achievement - this includes whole school writing programs, digital learning and literacy skills to enhance engagement in learning. All eligible teachers will receive curriculum reform professional learning time to focus on new NESA curriculum implementation. Our focused teams will continue to analyse data to form new ideas and strategies to support student growth and attainment.</p>
<p>COVID ILSP</p> <p>\$74,340.00</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 • employing/releasing staff to coordinate the program • employing/releasing teaching staff to support the administration of the program • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: High level of attendance and engagement from students and positive reception from parents. Post testing indicated improvement but it was also identified that this needed to be more ongoing across time as many of these students needed differentiated programming and timing</p> <p>After evaluation, the next steps to support our students will be: Review of 2023 NAPLAN data to identify students who may benefit from being involved in programs that have been developed, and also identify further areas and students for targeted support.</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 Narrabeen Sports 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"> • Efficacy and Engagement • Positive Learning Culture <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of additional teachers to run the Streamline program • Employment of additional Learning and Support Staff to integrate strategies across the school and work with individual students • Release time for teachers to develop resources for NAPLAN Familiarisation and Numeracy support and professional learning around this to upskill all teacher <p>The allocation of this funding has resulted in the following impact: This funding has helped to support student wellbeing and learning from 7-12, including the Streamline program (two classes) which are targeted toward students who may require additional support in their transition into secondary school. The SSO supports the newly formed Student Support Team - team within a school approach to case management of high needs students. In addition, the SSO with works with the wellbeing Year Advisers to plan targeted interventions.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>Continued evaluation of data and programming to assess the effectiveness of the programs to ensure transparency in funding and ensure best practice. Professional learning in data analysis through the year will enable teachers to review the impact of programs and incorporate specific strategies into faculty based programs to support the whole school strategies and priorities. Also, seeking programs to address specific wellbeing issues and social and emotional learning skills as the need is identified from school data.</p>
---	---

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	537	603	601	585
Girls	411	437	447	416

Student attendance profile

School				
Year	2019	2020	2021	2022
7	92.1	93.7	91.0	85.5
8	90.1	93.0	88.3	81.9
9	89.6	91.4	85.3	81.6
10	86.9	89.5	85.0	82.6
11	94.4	92.8	84.4	79.2
12	95.4	93.2	86.7	82.3
All Years	90.8	92.2	86.9	82.4
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	N/A	N/A	N/A
Employment	N/A	N/A	4
TAFE entry	4.5	N/A	4
University Entry	0	0	8
Other	95.5	N/A	1
Unknown	N/A	0	83

Year 12 students undertaking vocational or trade training

26.89% of Year 12 students at Narrabeen Sports High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

95.4% of all Year 12 students at Narrabeen Sports 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)	2
Head Teacher(s)	11
Classroom Teacher(s)	50.1
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	13.17
Other Positions	1

*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	732,406
Revenue	12,978,218
Appropriation	11,296,213
Sale of Goods and Services	207,528
Grants and contributions	1,442,215
Investment income	13,449
Other revenue	18,812
Expenses	-12,417,161
Employee related	-11,258,994
Operating expenses	-1,158,167
Surplus / deficit for the year	561,057
Closing Balance	1,293,463

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	132,908
Equity Total	319,050
Equity - Aboriginal	8,304
Equity - Socio-economic	94,337
Equity - Language	7,498
Equity - Disability	208,911
Base Total	9,833,927
Base - Per Capita	264,758
Base - Location	0
Base - Other	9,569,169
Other Total	739,214
Grand Total	11,025,099

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

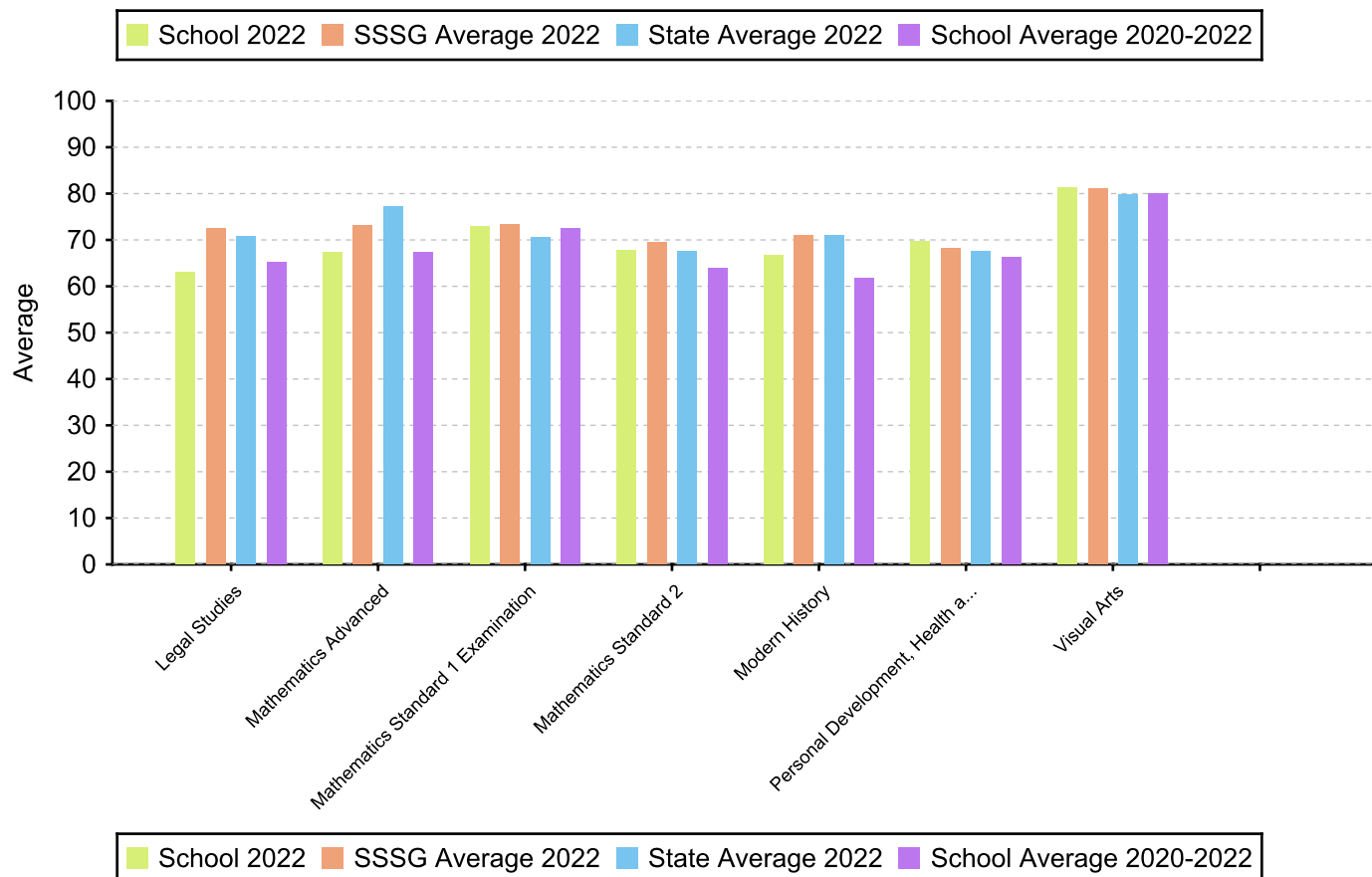
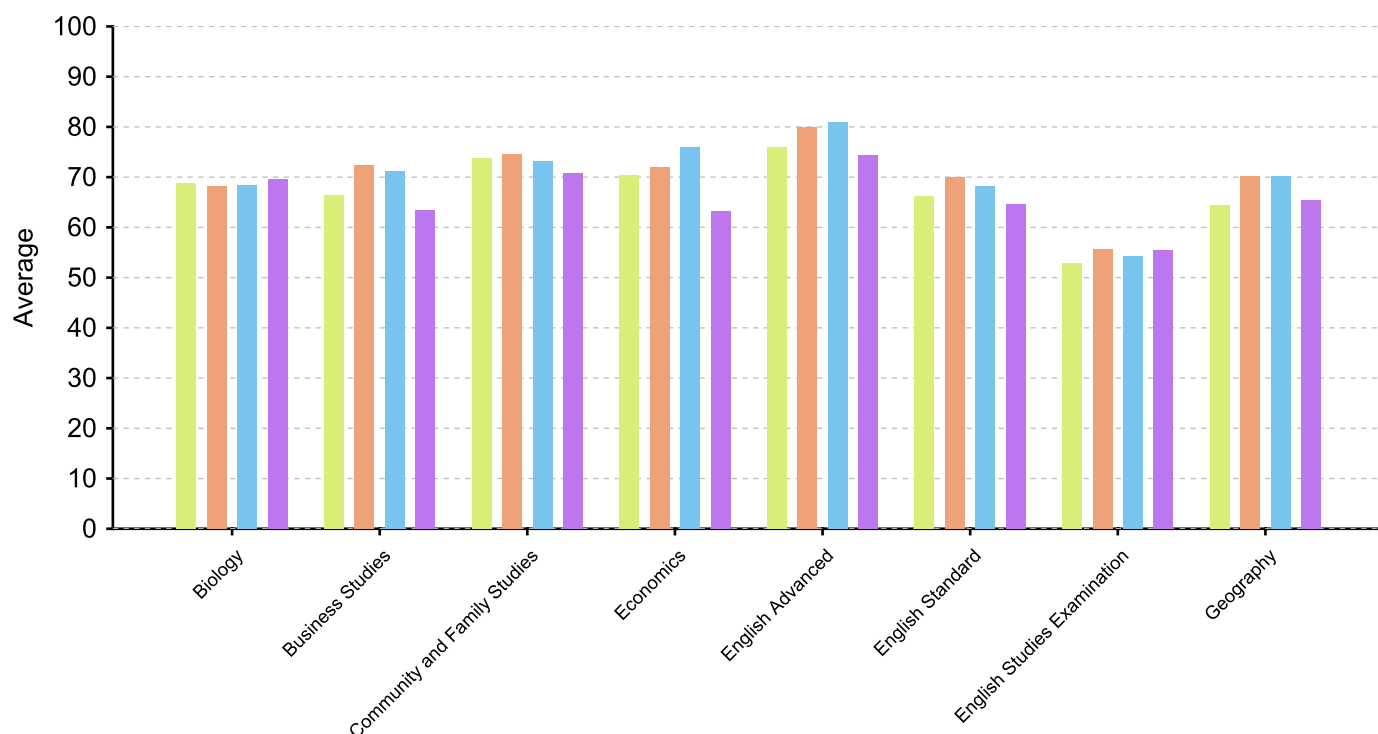
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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
Biology	68.8	68.3	68.5	69.6
Business Studies	66.3	72.5	71.2	63.4
Community and Family Studies	73.7	74.6	73.2	70.8
Economics	70.3	72.0	76.0	63.3
English Advanced	76.0	79.9	81.0	74.4
English Standard	66.2	70.0	68.1	64.6
English Studies Examination	52.9	55.7	54.3	55.4
Geography	64.4	70.3	70.2	65.3
Legal Studies	63.1	72.4	70.8	65.3
Mathematics Advanced	67.4	73.2	77.1	67.4
Mathematics Standard 1 Examination	73.0	73.3	70.5	72.4
Mathematics Standard 2	67.7	69.4	67.6	64.0
Modern History	66.6	71.1	70.9	61.8
Personal Development, Health and Physical Education	69.7	68.3	67.5	66.2
Visual Arts	81.2	81.0	79.8	80.0

Parent/caregiver, student, teacher satisfaction

At the end of 2022, the school conducted a survey with a focus on community communication and engagement. Close to 10% of parents responded to the survey broadly indicating an interest in communication focused on the learning progress of their child.

75% of respondents engaged with and were happy with Parent Teacher Interviews. Parents indicated that they found the online interviews to be more convenient, increasing the likelihood that they could participate. This feedback led to the continuation of this process in 2023 with some adjustments to make the booking and access easier.

Data indicated that almost all parents engaged with their child's report and overwhelmingly find that this is the key opportunity to gain a clear idea of learning progression. Feedback for more of this form of communication led to the development of Interim Reports for Year 11 students and this formed the basis of Parent Teacher discussions during Term 1 in 2023. This development was received well by both parents and teachers who indicated that this ensured the Interview was much more constructive and effective.

Analysis has shown the parents mostly engage with communication from the school when it is focused on their own child and they are doing this through email, reports and interviews. There is the potential to utilise the Parent Portal to increase student-specific information that is provided to parents in a more efficient and regular manner. A Sentral Team has been developed to look into this area in 2023.

Further, there is the opportunity to increase engagement with whole school information and notices through avenues such as Facebook, the school website and newsletter. Coming into 2023, a new social media guide has been implemented which has seen a significant increase in Facebook and Instagram traffic. Further, our Administrative team are continuing to update the school website to bring information up to date.

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.