2022 Annual Report

Narara Valley High School

8591

Introduction

The Annual Report for 2022 is provided to the community of Narara Valley 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.

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Message from the principal

It is a great priviledge to present the Annual Report for Narara Valley High School for 2022.

For the first half of 2022 we still felt significant impacts across schools as COVID 19 restrictions curtailed some regular activities and certainly challenged us when staffing our school each day. I would like to recognise the dedication and resilience of our staff team and of course our students and families as we overcame these challenges and had quality learning experiences continue across the school. Despite restrictions still existing in one form or another for at least the first part of the year, 2022 saw some prolific achievements on the part of NVHS students.

Our school continued to make great progress towards achieving the goals of our 2021 to 2025 Strategic Improvement Plan. The key areas of literacy, numeracy, wellbeing, and effective classroom practice saw a number of initiatives go ahead despite the need to change certain aspects of how our plan was implemented whilst we managed day-to-day staffing shortages due to COVID 19. Term 4 attendance initiatives, designed to greatly increase the number of students attending more than 90% of the time, were also very successful. My thanks to the wonderful staff who managed these vital projects. 2023 will see the school embark on a new cycle of planning, which we are very excited about. Our emphasis on supporting the development of skilled, happy and healthy young people who contribute actively to their community will remain very strong.

I would like to thank the entire school community of Narara Valley High School for making my first year as principal such an enjoyable one. We are so fortunate to have such a fantastic school, thanks to everybody's hard work.

Andrew Skehan

Principal

School vision

The Narara Valley High School motto is "For the Future". This statement underpins the philosophy of teaching and learning within our school and is demonstrated by the continued focus on innovative pedagogy through evidence-based practice.

A positive learning culture fosters connections and partnerships that are evident throughout the school community. Students are supported in their learning and wellbeing to equip them with the necessary skills to adapt to the dynamic nature of the future workforce and our ever changing society.

School context

Narara Valley High School is a comprehensive high school on the Central Coast of approximately 751 students including 94 Aboriginal students and a Support Unit of 51 students. The school caters for students of all ability levels and has developed a reputation for its strong focus on academic achievement, wellbeing and supporting community needs. Narara Valley High School has achieved national recognition as a Power House School and a Science, Technology, Engineering and Mathematics (STEM) Action School for it's successful approach to innovation and learning.

The school runs specialist programs in Creative and Performing Arts, Targeted Sport, Enrichment and Acceleration. In addition to this, the school also has a Young Parents Program and intensive learning support team. The school has established strong links with local businesses, AECG and community organisations which further support the school's educational, wellbeing and transition programs. Our PBL values of Respect, Responsibility and Personal Best are embedded in all aspects of School life.

The 2021 - 2024 School Improvement Plan was formulated around extensive consultation with students, staff and community. Through the Situational Analysis process, evidence and data collated informed future directions. The three strategic directions were collaboratively developed by the School Executive Team.

Strategic Direction 1: Student Growth and Attainment

Strategic Direction 2: Wellbeing

Strategic Direction 3: Evidence-based practice for learning, teaching and leading.

Our school vision 'For the Future' has again guided the school planning cycle. We aim to develop students who are achieving their personal best academically, students who are known, valued and cared for and the capacity of teaching staff to grow our learning culture of high expectations and best practice pedagogy.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to foster a positive learning culture, we will develop students' growth as learners and as leaders of their individual learning goals.

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.

- Intensive Literacy and Numeracy Support
- Data Driven Practices

Resources allocated to this strategic direction

Summary of progress

Throughout 2022 the school maintained a significant focus on building data understanding and capability for all staff in its use to identify and target student's needs. The Data hub established in 2021 was refined in 2022 to shape student results into bell shaped curves according to NAPLAN bands from Yr. 7 to Yr. 12 to leverage staff background knowledge using various external assessment results and shifting the bell with each new assessment point to help make growth and need visible. These images were included in executive meeting reports and made available to all staff through Head Teachers, along with guided questions to support understanding of analysis. The Instructional Leader oversaw the creation and distribution of literacy and numeracy resources harvested from the department's resources and modified to be inclusive of led professional learning for staff in their application across KLAs, starting with a focus on reading and writing and increasingly, numeracy.

Leveraging the ILS team and the Instructional Leader to provide intensive support in reading, writing and numeracy along with regular updates via Executive meetings, along with the use of the Standards related to applying literacy and numeracy strategies in professional learning delivery and presentation, created a deep understanding of the need for collective efficacy to achieve growth. Whole school professional learning in 2021 in understanding the components of reading was foundational and built upon staff background knowledge. These evidence-based strategies were used to support ILS students and that staff to include in their programs, with a particular focus on Yr 8 and Yr 9. This was also followed up by in class support and a template with embedded strategies. The use of and reference to the Teaching and Learning cycle in discussions around data informed practice has assisted in narrowing the focus for professional learning. The use of Scout data and Plan 2 has assisted in determinations for subject selection, access requests and measuring literacy and numeracy progression. Stage 4 staff uptake of these strategies and the success on growth evidenced in Check-in assessments and NAPLAN reading and numeracy data can be causallylinked to the leadership of the Humanities Faculty and the use of NAPLAN writing as an assessment task in Yr. 9 English.

Numeracy results continue to be impacted by reading and vocabulary deficits. While there is a greater use of data across the school, an increased emphasis on enshrining the use of data and evidence in regular lesson planning and evaluation will prove beneficial.

Due to the ongoing impact of COVID 19 on staff and students, the next step in the teaching and learning cycle involving the move from modelled through to guided learning led by head teachers and onto independent capability in the use of the evidence-based suite of literacy and numeracy strategies was not as widely evident as invisaged. The introduction of more Faculty time in afterschool meetings to support increasing administration and supporting SD1 through explicit references to strategies in programs, has resulted in a reduction of time to deliver professional learning to the whole staff and monitor implementation has been mostly through external data or internal qualitative data.

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
Reading: students achieving top two bands or above in reading increases from 12.6% (baseline) to 18.7%.	Students achieving in the top two bands or above in the reading component of NAPLAN was 13%

HSC : students achieving in the top two bands or above in the HSC increases from 24.0% (baseline) to 29.0% . HSC : students achieving in the top three bands or above in the HSC increases from 58.8% (baseline) to 63.3%.	Students achieving in the top two bands or above in the HSC was 7% Students achieving in the top three bands or above in the HSC was 36%
Numeracy: students achieving top two bands or above in numeracy increases from 12.6% (baseline) to 19.3%.	Students achieving in the top two bands or above in numeracy was 8.4%
Expected growth in student reading will increase from 57.1% (baseline) to 61.1%.	Expected growth data was not available for 2022.
Expected growth in student numeracy will increase from 56.4% (baseline) to 61.4%	Expected growth in student numeracy was not available for 2022.

Strategic Direction 2: Wellbeing

Purpose

To provide a learning environment which is inclusive, supportive and provides connections to ensure that all students are known, valued and cared for.

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.

- Monitoring and Supporting Attendance
- Targeted Approach to Wellbeing

Resources allocated to this strategic direction

Socio-economic background: $10,000.00
Professional learning: $2,000.00

Summary of progress

In strategic direction 2, there was a pronounced focus on enhancing student attendance and engagement. This was particularly relevant given the significant interruptions to learning and school connectedness experienced by students due to the COVID 19 periods of isolation and restriction since 2020. Structures were introduced whereby year advisers met regularly with Deputy Principals and Head Teachers Wellbeing to discuss attendance patterns, with particular emphasis on students in the 70-85% attendance band. Year advisers were further tasked to make contact with families and align supports where needed.

Student engagement was identified as an area for further development, especially in terms of school structures to support this. A broad review of behaviour management processes was instigated in order to ascertain areas for improvement. A staff team further refined areas of focus to classroom behaviour, uniform policy compliance, attendance and lateness. The team has and will continue to develop resources and program specific activities to support growth in student engagement. Effective collaboration between members of the wellbeing team and executive staff produced a structure of more effective monitoring of student attendance and communication with families. The preparedness of staff to engage in the review of engagement systems led to a comprehensive term of reference for the review. The implementation of the recommendations of this review will continue into 2023.

Year advisers continue to be a vital group in the management of student attendance. In retrospect, the responsibility proved too broad to be effectively completed in the time they had available. Therefore the application of successful interventions to develop better attendance habits in students was inconsistent in parts.

The establishment of the behaviour review team was successful, however, the timeline for completion of the review proved to be unrealistic. As the review process deepened, so to it broadened and necessitated the establishment of break out teams in order to work efficiently.

Initiatives planned and undertaken in this area will be extended into the next strategic improvement plan given their longer term nature.

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: Increase the percentage of students attending 90% of the time from 55.3% to 62.9%.	20% of students attended 90% of the time or more.
Wellbeing: 62.3% (baseline) of students reporting TTFM Expectation for success, Advocacy and Sense of Belonging at school to increase to 65%.	54.2% of students reported a positive sense of wellbeing according to measures in the TTFM survey.

| Aboriginal students: 100% of Aboriginal students have a personalised learning plan and 15% of parents engage in the consultation of the plan. | Aboriginal students were supported by a personalised learning plan. However, parent engagement in this process is an area for development in 2023. |

Strategic Direction 3: Evidence based practice for learning, teaching and leading

Purpose

Through targeted professional development and data analysis, we will implement programs that support and grow our learning culture of high expectations and best practice pedagogy.

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.

- Creating a HIPL Environment
- Effective Classroom Practice

Resources allocated to this strategic direction

Professional learning: $10,000.00

Summary of progress

In strategic direction 3 there was an emphasis on building the capacity of all staff as leaders and to structure initiatives with a view to creating the conditions for a HIPL environment. Professional learning activities were mapped across the School Excellence Framework themes, Lynn Sharratt's 14 parameters, the High Impact Professional Learning elements.

Feedback from Head Teachers and the results of the 360-degree survey identified a need for more time in the professional learning calendar for Faculty-led professional learning. A three-week rotation consisted of one afterschool meeting for Faculty Administration, one for Faculty-led professional learning, and one for whole school professional learning and updates with Head teachers being provided administrator rights in MyPL. And were able to mark attendances for their staff and add details of the learning their were delivering. They were also able to evaluate their role in eTAMS according to the descriptors at HALT.

Professional learning resources were harvested from the department's resources or professional learning Hub, and staff engaged in professional learning delivered via Statewide Staffrooms and were encouraged to participate in professional learning on HSC and high leverage strategies.

All professional learning applications were aligned to the school's strategic directions and the Departments priorities. The Instructional Leader led the whole school professional learning and utalised the Teaching and Learning cycle to ground learning in evidence and assessment of impact. Additionally, transparency for staff and the filling of higher duty opportunities was strengthened through EOI processes, including applications, interviews, and feedback on how to strengthen evidence of impact.

The use of the weekly executive meetings allowed updates for programs aided in the communication of professional learning, along with the details of impact provided by the Instructional Leader reports. Staff proficiency with ICT and collaborative tools, and the high quality resources developed by the department of education were enabling factors. A number of staff had experience in State office roles as SEO2's and through the Tens Program and brought that expertise into the planning and delivery of professional learning for staff.

Whole school professional learning did not have the impact that we were hoping for. The capacity of staff for new learning in the first semester was significantly impacted by operational complexities. The use of the Clarity Learning suite leader modules by the DP IL with Head Teachers was unable to be progressed due to a lack of available time to do the associated professional learning with the executive team. This will be revisited in 2023 when implementing the new strategic improvement plan.

The end of year evaluation has confirmed a need for more executive professional learning time, separate to the scheduled whole school meetings. The allocation of faculty time provided an opportunity to build skills in the use of MyPL for substantive and relieving executive staff. KLA professional learning was aligned to the standards. There is evidence of explicit teaching strategies being used in Stage 4 and early Stage 5 in some programmes, however considerable time has been dedicated to preparing for the implementation of new syllabus documents across KLAs.

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
HSC : students achieving in the top two bands or above in the HSC increases from 24.0% (baseline) to 29.0% .	Students achieving in the top two bands or above in the HSC was 7%
HSC : students achieving in the top three bands or above in the HSC increases from 58.8% (baseline) to 63.3%.	Students achieving in the top three bands or above in the HSC was 36%
Staff: 70% of staff employ a range of evidence-based effective teaching strategies with tracking student progress and achievement.	Staff demonstrating evidence based teaching strategies occured to a reasonable extent. Further enquiry into effective evaulative techniques will be undertaken in 2023.

Funding sources	Impact achieved this year
Integration funding support $536,601.00	Integration funding support (IFS) allocations support eligible students at Narara Valley High School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • Provision of SLSO support to students with integration funding support **The allocation of this funding has resulted in the following impact:** Students provided with additional assistance in class and through wellbeing withdrawal (where this forms part of a learning, wellbeing and/or behaviour support plan) assists students when working towards the mastery of key skills, self regulation, maintaining focus and other vital areas. **After evaluation, the next steps to support our students will be:** Undertake ongoing evaluation of impact to ensure that funded students receive the highest quality assistance possible and realise their learning and wellbeing goals.
Socio-economic background $368,902.03	Socio-economic background equity loading is used to meet the additional learning needs of students at Narara Valley High School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Monitoring and Supporting Attendance • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • staff release to increase community engagement • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff through [program] to support student learning **The allocation of this funding has resulted in the following impact:** Student attendance has been an area of significant focus, with activities to be extended into the new SIP. In semester two, the school voluntarily committed to the Attendance Matters initiative as a means to systematically address attendance concerns, based on evidence. This funding is also imperative in addressing equity gaps and access to educational resources. Additional staffing is provided to ensure a greater degree of personalised support is made possible, both through the utilisation of additional teaching and non teaching staff. **After evaluation, the next steps to support our students will be:** Interact with the array of school activities with greater confidence and experience a positive sense of belonging.
Aboriginal background $78,122.90	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Narara Valley 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.

Aboriginal background $78,122.90	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of specialist additional staff (SLSO) to support Aboriginal students • funding support to enable students to take part in combined school and community programs which enhance cultural connection, wellbeing and life skills. **The allocation of this funding has resulted in the following impact:** An additional Aboriginal SLSO was employed, which greatly increased the reach of the support available. A targetted group of students successfully undertook the Community SOS - Life Youth program in semseter two. This program allowed students to attend sessions on a range of culrural and life skllls topics. This culminated in a camp, which was an extremely positive experience for those involved. **After evaluation, the next steps to support our students will be:** Continue to explore innovative ways to support the evolving needs of our Aboriginal students.
English language proficiency $16,153.06	English language proficiency equity loading provides support for students at all four phases of English language learning at Narara Valley High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives **The allocation of this funding has resulted in the following impact:** A staff member was retained to assist students with EALD. This provided benefits to the students concerned such as increased access to the curriculum and building their cultural knowledge of Australian schooling. Staff were also better able to understand the unique circumstances of these students and how they could adjust their practices to accomodate them better. Famlly support was also provided, especially in the alignment of a more suitable educational pathway for a particular student. **After evaluation, the next steps to support our students will be:** Provided with ongoing, high quality, tailored support.
Low level adjustment for disability $299,769.22	Low level adjustment for disability equity loading provides support for students at Narara Valley High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes **The allocation of this funding has resulted in the following impact:** Students with low levels of disabilty were provided with both universal and

Low level adjustment for disability $299,769.22	specialised supports to access the curriculum in a manner consistent with their peers.
	After evaluation, the next steps to support our students will be: School learning and support officers and school executive maintain their commitment to the provision of innovative, best practice supports and provision of additional resources to students with low levels of disability.
Professional learning $89,847.99	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 Narara Valley High School.
	Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Targeted Approach to Wellbeing • Creating a HIPL Environment • Other funded activities
	Overview of activities partially or fully funded with this initiative funding include: • Teachers take part in professional learning activities in line with the goals set in the PDP process • Teachers enrol in HSC professional learning program where this was not previously completed.
	The allocation of this funding has resulted in the following impact: Teachers took part in a broad range of professional learning opportunities in line with their PDP goals and those of the SIP. In most cases, teachers provided positive feedback in relation to the HSC PL programs.
	After evaluation, the next steps to support our students will be: Continue to provide access to high impact professional learning that is readily shared amongst colleagues.
COVID ILSP $421,761.00	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.
	Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Other funded activities
	Overview of activities partially or fully funded with this targeted funding include: • providing targeted, explicit instruction for student groups in literacy and numeracy • providing intensive small group tuition for identified students who were identified as having gaps in their knowledge and skill development. • employing/releasing staff to coordinate the program
	The allocation of this funding has resulted in the following impact: Success has been seen in the support of students in achieving their HSC Minimum standards through cycles of support in strategies in cohesion, vocabulary, and complex sentences through deconstructing their own attempts. Additionally, early identification for students that need more intensive LaST support was very beneficial.
	After evaluation, the next steps to support our students will be: Better negotiate the literacy and numeracy demands of their courses and more activlely participate in opportunities beyond the classroom.
Student support officer (SSO) $96,058.00	These funds have been used to support improved outcomes and the achievements of staff and students at Narara Valley High School

Student support officer (SSO) $96,058.00	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this Staffing - Other funding include:** • Providing support to students in out of home care. • Providing practical assistance to enhance access to school for students experiencing social or economic disadvantage. • Mentoring and liaising on behalf of students who are at risk of homelessness. • Facilitating access to specific prgrams for students demonstrating a need for significant intervention. **The allocation of this funding has resulted in the following impact:** Students on the case load of the Student Support Officer have been given access to a broad range of opportunities that their personal circumstances would otherwise prohibit. This includes, but is not limited to, skill bulding or restorative wellbeing programs, support to access psychological or medical intervention, liaison with other government agencies for financial or housing support, liaison with a variety of NGOs and many others. **After evaluation, the next steps to support our students will be:** Continue to provide the same high level of care for students whose circumstances necessitate intervention from the Student Support Officer.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	419	398	377	378
Girls	430	426	410	383

Student attendance profile

School				
Year	2019	2020	2021	2022
7	89.6	91.1	89.4	81.4
8	89.5	88.7	84.6	79.6
9	84.0	90.1	80.8	72.4
10	82.9	85.7	80.1	73.0
11	87.6	87.3	83.2	75.3
12	85.3	87.5	83.0	79.3
All Years	86.6	88.4	83.5	76.5
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	0	0
Employment	25	48	63
TAFE entry	17	31	13
University Entry	0	0	0
Other	54	9	0
Unknown	4	12	24

Year 12 data includes students who left throughout 2022 prior to university offers. Year 10 data includes mature students participating in the school's Young Parents Program.

Year 12 students undertaking vocational or trade training

25.88% of Year 12 students at Narara Valley High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

98.5% of all Year 12 students at Narara Valley 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)	10
Classroom Teacher(s)	42.8
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	18.08
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	1,139,141
Revenue	12,232,831
Appropriation	11,745,958
Sale of Goods and Services	113,705
Grants and contributions	364,781
Investment income	8,186
Other revenue	200
Expenses	-12,020,326
Employee related	-10,908,286
Operating expenses	-1,112,040
Surplus / deficit for the year	212,505
Closing Balance	1,351,646

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	536,601
Equity Total	762,947
Equity - Aboriginal	78,123
Equity - Socio-economic	368,902
Equity - Language	16,153
Equity - Disability	299,769
Base Total	8,984,735
Base - Per Capita	209,529
Base - Location	0
Base - Other	8,775,206
Other Total	725,393
Grand Total	11,009,677

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.
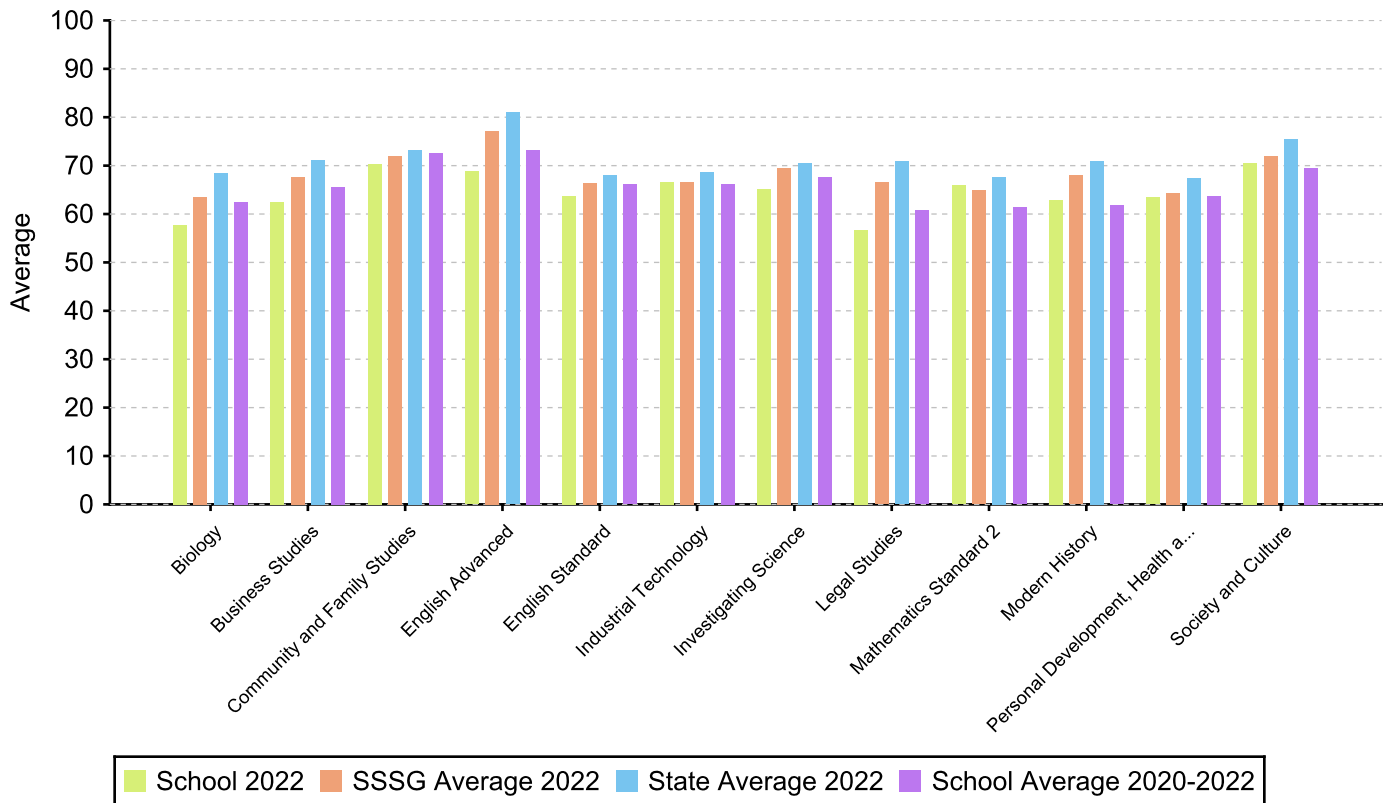
Subject	School 2022	SSSG	State	School Average 2020-2022
Biology	57.7	63.5	68.5	62.5
Business Studies	62.5	67.6	71.2	65.6
Community and Family Studies	70.3	72.1	73.2	72.7
English Advanced	68.8	77.2	81.0	73.2
English Standard	63.8	66.4	68.1	66.1
Industrial Technology	66.6	66.6	68.6	66.2
Investigating Science	65.1	69.6	70.6	67.7
Legal Studies	56.7	66.5	70.8	60.7
Mathematics Standard 2	65.9	64.9	67.6	61.4
Modern History	62.9	67.9	70.9	61.8
Personal Development, Health and Physical Education	63.4	64.3	67.5	63.7
Society and Culture	70.6	72.0	75.5	69.6

Parent/caregiver, student, teacher satisfaction

Parent and caregiver engagement took multiple forms in 2022. A parent and caregiver Zoom meeting was held in early Term 1 as a means to introduce the new principal, set out strategic priorities for the year and to relay vital operational information in line with the COVID 19 settings at the time. This event attracted approximately 40 families with further requests to access a recording of it (which unfortunately, wasn't possible but will be considered in the future). Added to this, a school P&C meeting was held in May. The hard work of the P&C is acknowledged and the school is grateful for the service of individual office bearers over a long period of time. It's aim in 2023 will be to attract additional members and office bearers to ensure its continued success.

Facebook remained a key platform for community engagement at Narara Valley High School. Each day, the school had signigificant, positive engagement with the community through the promotion and celebration of achievements across the full range of student endeavours. A hard working team of staff ensure this platform is effectively mainrained and monitored.

Student feedback was gathered formally through the Tell Them From Me (TTFM) survey and in an ongoing way through the student leadership team, as well as through various surveys such as the attendance survey. TTFM indicated lower than expected results in Sense of Belonging, which appeared abberant given other data and the observations of staff. It is lilely that methodological inconsistencies have given rise to this, and as such, the survey administration process will be reorganised in 2023.

Staff were provided a significant opportunity for feedback on multiple areas of school operation via the review of student engagement processes held in Term 4 2022. Areas for improvement indicated by this review included streamlining student management systems and continued emphasis on systems for positive reinforcement of students.

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.