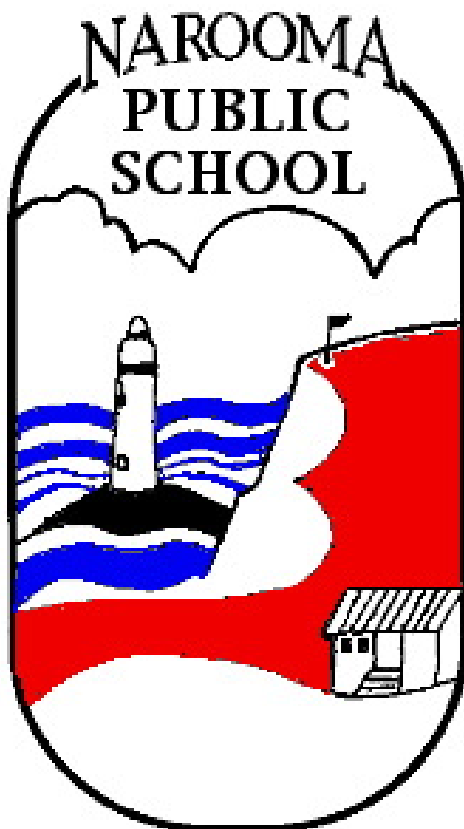


2023 Annual Report

Narooma Public School



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Introduction

The Annual Report for 2023 is provided to the community of Narooma Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

We have had a successful year at Narooma Public School in 2023. We have achieved many of our goals and both staff and students have worked tirelessly striving for continuous improvement.

2023 saw our school participate in External Validation. This process confirmed that our school was on the right path and allowed us to build upon the successes of our previous plan and develop our new School Improvement Plan (SIP) for 2023-2027. We will set aspirational targets and hopefully by 2027, we will achieve these.

The new SIP continues to have three strategic directions. These directions are:

- Student Growth and Attainment
- Equity
- Wellbeing

The External Validation has also confirmed that our system structures are highly functioning and thus we will continue to formulate Target Teams, which will be responsible for setting strategies for improvement and monitoring/evaluating our success measures.

Finally, we have also revamped our music program after many years of implementing a previous program. The previous program was a great program however our school always strives for continuous improvement, and we have implemented a new program K-6 which has incorporated Indigenous Perspectives. This program, titled Music and Creative Culture (MACC) has seen all students learn our Aboriginal culture through song, dance and storylines.

Our school is in a great place with the culture within the school being high. This couldn't be possible without the continued support of our community. I truly value the input and assistance we receive from our community and look forward to continuing this relation in 2024.

Mr Paul Sweeney

Principal

School vision

Our School Vision is to provide students with a range of opportunities to:

- Achieve Excellence;
- Experience Success;
- Become Resilient;
- Develop Strong Values; and
- Embrace Innovation.

Through our School Purpose of:

- Delivering high quality, evidence-based and innovative Teaching and Learning;
- Equipping students for the future as a whole person; and
- Ensure students transition to High School with a strong foundation of Literacy & Numeracy.

Our School Core Values are:

- Safety;
- Respect;
- Responsibility.

We are committed to encouraging our students to possess the following qualities:

- A mastery of academic skills;
- A love for learning;
- Self-discipline;
- Good manners;
- Good study habits; and
- Respect for themselves and others.

School context

Narooma Public School is a rural/coastal primary school on the Far South Coast of NSW. We are a medium sized Primary School with a fluctuating enrolment, 20-25% of students identifying as being from Aboriginal background. The school is supported in the community by its Parents & Citizens Association (P&C).

Narooma Public School has a great history and strong traditions of academic and sporting excellence. The school aims to build on our rich history by providing students with a balanced, comprehensive, challenging and stimulating curriculum focusing on the future. High expectations for learning and behaviour provide a caring and safe environment for all students.

The school culture is that of connectedness, inclusion and belonging with students, staff, parents and the wider community working together to promote school excellence. Our families and community members, including the P&C enable us to regularly celebrate success and promote a sense of community. Many families have had generations pass through the school.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction for all students including those with additional needs and those identified as high potential. Through the NAPLAN gap analysis the school has identified system-negotiated target areas in Reading and Numeracy.

Our teaching staff is a mix of experienced and early career teachers who enthusiastically keep themselves up-to-date via quality Teacher Professional Learning to be able to deliver best practices and quality lessons to the students in their care. Our K-6 philosophy focuses on developing quality teaching and learning programs across all Key Learning Areas. We offer a diverse range of programs and activities to optimise the total development of our students.

Our work with individual students will be responsive and closely monitored. Individual, system-negotiated targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2023 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	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To develop a school-wide culture of high expectations and continual school improvement to engage students in learning and success with a growth mindset.

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.

- Curriculum - Phonics based reading instruction
- Learning Support for Literacy & Numeracy
- Data Analysis and Teaching and Learning Cycle
- Teacher Professional Learning & Collaboration
- Curriculum - Numeracy Strategies

Resources allocated to this strategic direction

Socio-economic background

Location

AP Curriculum & Instruction

Integration funding support

Beginning teacher support

Low level adjustment for disability

Professional learning

Summary of progress

In order to make progress in Student Growth & Attainment (Reading), we continued to consolidate our existing, evidence-based Synthetic Phonics approach to reading instruction, K-6. Teachers embedded positive changes to their literacy teaching through this approach, establishing settled classroom routines with instruction taking place in small, highly differentiated 'engine room' groups. Building upon the strong decoding skills of our students, staff in primary classrooms have implemented the PROBE reading comprehension assessment and teaching strategies in order to increase comprehension skills. This has been identified as an area of need through school-based assessment data. A school-wide approach to vocabulary teaching through our 'Word of the Week' teaching strategy has also followed the data trends identified. Additional staffing, through literacy teacher and COVID ILSP funds, ensured a consistent approach with all classes receiving three hours of additional teacher support. Differentiation in literacy was also supported by introduction of the MaqLit program to complement existing Mini-lit intervention. Our school-based and external data demonstrates that this approach to literacy learning has been highly effective, with many students making significant growth in reading. Next year, we will continue to resource and support these programs with literacy support teachers and any necessary teaching resources because we want to continue the progress made this year.

There has been a strong focus in the K-2 area upon implementing the new English curriculum through the enact phase. Teachers and Stage APs have been given additional planning time in order to edit NSW DoE lesson plans to make them more relevant to our context. School teacher-librarian has taught additional English lessons to students based on the 'Character' concept. Significant funds have been allocated to purchasing quality texts for teaching the 'Textual Concept' units. Students have responded well to the new curriculum lessons, with work samples showing quality writing results. Primary teachers have been preparing for the new curriculum by undertaking TPL and professional reading, guided by stage leaders, APCI and regional advisers.

In order to make progress in Student Growth & Attainment (Maths), we have implemented a range of strategies to best fit the needs of our stage groups. Stage groups were supported, through additional staffing and planning time, to create smaller, differentiated groups either within classes or as withdrawal groups. Kindergarten used SLSO support to create in-class rotational groups, Stage 1 created extension withdrawal groups, and primary classes utilised support teachers and SLSOs to provide additional in class support for inquiry and whole class learning. With teaching staff utilising pre-assessment data effectively, students have been able to receive more targeted instruction and higher ratio of teachers to students. The positive effects of this program have been increased teacher collaboration, improved student motivation and sound progress in this key learning area. Next year, we will continue to make differentiated teaching a focus in Mathematics because this has been an effective approach for staff and students. Staff have been undertaking TPL on the 'Big Ideas to Start Strong in Mathematics' in order to gain strong understanding of the research and pedagogy underpinning the new Mathematics curriculum. K-2 staff have been enacting the new curriculum by using additional planning time to edit Maths units provided by the DoE in order to best fit our student needs. Primary staff have been building their knowledge of the new curriculum both through TPL sessions and by observing K-2 teaching of the new

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
Increase the percentage of students achieving the PAT-R benchmark by 5% (from 65.5% in 2020)	<p>The percentage of students in each grade have achieved benchmark in PAT testing in 2023:</p> <p>Overall percentage 2023 - Y3-6 - $164/224 = 73.2\%$</p> <p>Y3 - $37/48 = 77\%$</p> <p>Y4 - $46/61 = 75.4\%$</p> <p>Y5 - $48/67 = 72\%$</p> <p>Y6 - $33/48 = 69\%$</p> <p>Overall percentage 2023 - Y2-6 - $168/234 = 72\%$</p> <p>Y2 - $33/48 = 69\%$</p> <p>Y3 - $22/32 = 69\%$</p> <p>Y4 - $31/39 = 79\%$</p> <p>Y5 - $42/56 = 75\%$</p> <p>Y6 - $40/59 = 68\%$</p>
Increase the percentage of students achieving the PAT-M benchmark by 5% (from 71.1% in 2020)	<p>The percentage of students in each grade have achieved benchmark in PAT testing in 2023:</p> <p>Overall percentage 2023 - Y3-6 - $178/230 = 77.4\%$</p> <p>Y3 - $39/49 = 80\%$</p> <p>Y4 - $46/63 = 73\%$</p> <p>Y5 - $52/69 = 75.4\%$</p> <p>Y6 - $41/49 = 84\%$</p> <p>Overall percentage 2023 - $172/235 = 73\%$</p> <p>Y2 - $32/46 = 70\%$</p> <p>Y3 - $29/34 = 85\%$</p> <p>Y4 - $29/39 = 74\%$</p> <p>Y5 - $39/58 = 67\%$</p> <p>Y6 - $43/58 = 74\%$</p>
Increase the percentage of children at the Literacy benchmark to 73% by 2023.	<p>What percentage of students are achieving at benchmark in Literacy, as assessed by class teachers through CTJ processes?</p> <p>Overall percentage: 76.2%</p> <p>K - 72.8%</p>

<p>Increase the percentage of children at the Literacy benchmark to 73% by 2023.</p>	<p>Y1 - 76.9%</p> <p>Y2 - 78.0%</p> <p>Y3 - 75.6%</p> <p>Y4 - 85.3%</p> <p>Y5 - 72.5%</p> <p>Y6 - 76.1%</p> <p>Our overall literacy percentage is above our stated goal of 73%. We will continue to work on quality provision for teaching and learning in literacy, dedicating significant RAM funding to employing literacy support teachers.</p>
<p>Increase the percentage of children at the Numeracy benchmark to 80% by 2023.</p>	<p>The percentage of students are achieving at benchmark in Numeracy, as assessed by class teachers through Consistent Teacher Judgement (CTJ) processes.</p> <p>Overall percentage: 76.4%</p> <p>K - 82.8%</p> <p>Y1 - 76.9%</p> <p>Y2 - 82.0%</p> <p>Y3 - 83.7%</p> <p>Y4 - 80.4%</p> <p>Y5 - 70.9%</p> <p>Y6 - 64.1%</p> <p>Our overall percentage is slightly below our stated goal of 80% at benchmark. We will continue to look at our Numeracy teaching and learning, with a particular focus on the Measurement strand which has seen a slight decrease in student growth. We will look to at Teacher Professional Learning on the new curriculum and specific Maths teaching around the Big Ideas.</p>

Strategic Direction 2: Equity

Purpose

To support staff in motivating children through quality teaching and learning experiences that target their needs.

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.

- Aboriginal Education
- Collaborative planning / Explicit Teaching / Observations
- Engagement
- Attendance
- Transition

Resources allocated to this strategic direction

Aboriginal background

Location

QTSS release

Summary of progress

The school has implemented many initiatives to support the 'Equity' area throughout 2023. School attendance rates have remained ahead of the state, network and similar school groups, with overall attendance above 88.9%. This is very positive, and the school will continue to look at strategies to support student attendance. The school has introduced a 90% attendance club to encourage improved attendance, with students receiving an attendance award each term and a celebration day at the end of the year for achieving above 90% attendance.

Our School Excellence Framework self-assessment demonstrates growth in the 'Teaching' domain, where we are now Sustaining and Growing across all 15 themes. In 2024, we will continue to focus upon student goal setting and progress towards goals.

Through the Tell them from Me survey data, we have had another increase in the number of Aboriginal Students who 'feel good about their culture' at school. Progress in these areas has been supported by quality teaching, supportive learning environments, differentiated programs and cultural programs such as NAIDOC excursions and events. We will continue to focus on these goals, and we hope to build upon initiatives and activities in 2024.

Transition, both to and from our school, remains a high priority for Narooma Public. Our Kindergarten team have been able to identify and support at-risk students in 2023, through the Kindy Start program and visits to local pre-schools and day care centres. This process has already begun for our 2024 intake, with learning support programs in place for identified students. We have worked closely with our high school colleagues to ensure a smooth transition for all students, including focusing on students with additional needs.

At a school level, we have commenced a focus on transition from grade to grade and stage to stage, where teachers will meet with the respective Assistant Principal, APCI and Principal to discuss children and their individual needs so they can be appropriately placed and catered for in 2024.

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
13/15 of the Teaching domain of the School Excellence Framework are assessed and validated at Sustaining or Growing or better.	The areas in which we have assessed ourselves as delivering in 2023 were: Collaborative Practice and Feedback, Improvement in Practice (PDPs), Data use in planning and Feedback. This year, when completing the SEF, we assessed our Teaching domain as Sustaining and Growing or better in all 15 areas.

<p>Attendance</p> <p>Increase the percentage of students attending more than 90% of the time by 5.3%.</p>	<p><i>In 2022, students attending 90% or more was 43.6%.</i></p> <p><i>In 2022, students attending 85-90% or more was 23.9%</i></p> <p><i>85%-100% = 67.6%</i></p> <p><i>Less than 85% = 32.4%</i></p> <p><i>We did not hit our target for 2022</i></p> <p>In 2023, students attending 90% or more was 57.3%.</p> <p>In 2023, students attending 85-90% or more was 21.2%</p> <p>85%-100% = 78.5%</p> <p>Less than 85% = 21.5%</p> <p>We hit our target for 2023</p>
<p>Decrease the percentage of students identified as at-risk during Kindergarten transition.</p>	<p>Of the students entering Kindergarten in 2023, Three were identified as at risk during their transition to school. Of these students; One is now identified as achieving below benchmark academically and is on an IEP. Twelve students participate on a Speech Program.</p>
<p>Increase in the average scores in the student Tell Them From Me survey on 'Interested and motivated' by 5.5%.</p>	<p>In November 2023, 44% of students feel 'interested and motivated' in their learning in Year 4-6. This represents a decrease from our 2020 figure of 53% (no data available in 2022). This will be a continued area of focus for improvement.</p>
<p>An increase of students feeling good about their culture for Tell Them From Me by 2.5%.</p>	<p>TTFM Data demonstrates negative growth within our school of students feeling good about their culture. Previously in 2022 it was 82% & in 2021 it was 85%. (2020, 81%)</p> <p>In 2023, we had 74% of Y4-6 students 'Agree' or 'Strongly Agreeing' that they feel good about their culture at our school. Of these students, 38% 'Strongly Agree'. Of the remaining 62% of Aboriginal Students taking part in the survey, 36% Agree, 14% said they 'Neither Agree nor Disagree' with only 12% students who disagreed that they felt good about their culture at school.</p>

Purpose

To create and nurture a supportive social and physical environment where children and staff are safe, happy and empowered to make positive choices.

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 Behaviour for Learning
- Developing Teachers to Support Student Wellbeing and Success

Resources allocated to this strategic direction

Socio-economic background

Summary of progress

In Strategic Direction 3: Wellbeing, many strategies and initiatives have been implemented to improve classroom and playground behaviour. Our PBL team has worked with the whole staff, through SDD day TPL sessions and Target Team meetings to review and renew our PBL strategies and matrix. This has given staff the opportunity to deepen their understanding of behaviour strategies and to frame school structures to best support positive behaviour. The school has sought to engage with our wider school community to maintain a focus on positive behaviour by sharing our PBL lesson focus in the newsletter and organising community groups such as PCYC to work with our students.

The Positive Behaviour for Learning (PBL) team provide an organised and supervised game/activity directly targeted at those students who required further support in making positive choices in the playground, with both active and passive choices available to students. The Lions room and Library offer quiet, passive spaces while the basketball court and hall are used for active games. Also, SLSO staff are employed to work with specific groups of students to teach safe play and build social skills. Weekly PBL lessons were selected based on data shown through Sentral Wellbeing and class teachers taught these lessons to their students. Acknowledgement of 'Whale Tails' was given to classes and individual students who were following our fortnightly focus. New signage across the school has been put up to continue the focus of being respectful, responsible and safe at school.

In the classroom, we have continued with Berry Street professional learning for staff. Staff meetings have been dedicated throughout the year to ensuring staff are trained in these processes. This has included the introduction of a weekly Staff Information meeting which includes positive staff feedback opportunities and a morning 'positive primer' for staff. A third team of teachers undertook the Berry Street PL in Canberra.

When deciding what to do to improve our recorded number of incidences, we had a core team of staff on the PBL team who are committed to improving social and emotional outcomes for the students. These teachers collaborated and came up with games/activities they knew would engage the students we were targeting (also engaging many other students) and their knowledge and commitment to what we were trying to achieve. The Wellbeing Leader and Learning and Support teacher met with School Learning Support Officers to explain the importance of PBL within our school as well as to outline the goals for the year and what the expectations were for them when being rostered on in the playground as well as with specific students.

Class teachers have implemented strategies learned through PBL Classrooms training and Berry Street professional learning to further improve their knowledge and strategies in ensuring a positive classroom culture and now have a bank of strategies to utilise when coming across negative classroom behaviours.

The decisions we made have had a significant impact on the negative behaviours being exhibited. As indicated through the data collated, we have seen a reduction of negative behaviours in the playground from 2020 to 2023. There was also a reduction in the number of classroom incidences from 2020 to 2023.

To further promote positive behaviour in our school in 2024, the school will continue the process of relaunching PBL with a consultation of students and community to establish the school matrix of behaviour and a review of the recognition system to encourage ongoing positive behaviour.

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
Sentral Data record a demonstrated improved classroom behaviour with a 5% reduction in classroom incidents by 2023.	Classroom incidences have increased from 2020 figure of 629 to 688 in 2023.
Sentral Data record a demonstrated improved playground behaviour with 5% reduction in playground and other non-classroom incidents by 2023.	<p>Playground incidences have reduced from 730 in 2022 to 611 in 2023. This is a reduction of 119 incidents, 16%.</p> <p>With this reduction of 16% in the playground and other non-classroom environment incidents, we have exceeded our 2023 target.</p> <p>As a result, we will continue to maintain our current active playground supervision processes and provide extra support for students in the playground.</p>
Increase the percentage of students reporting positive wellbeing in TTFM by 3.6%.	<p>'Positive sense of belonging' November 2023 is 54%.</p> <p>Year 4 - 71%</p> <p>Year 5 - 43%</p> <p>Year 6 - 58%</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$349,786.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Narooma Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum - Phonics based reading instruction <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • consultation with external providers for the implementation of [strategy] • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - All eligible students demonstrating progress towards their personalised learning goals. - Students were provided with one-to-one intervention from School Learning Support Officers (SLSO's) in the classroom and playground, based on their level of need. - All Personalised Learning and Support Plans (PLSPs) were regularly updated and responsive to student learning needs and progress ensuring eligible students received personalised learning and support within their own classrooms - Consultation time with parents and the Learning and Support Teacher (LaST) was scheduled to develop Personalised Learning and Support Plans (PLSPs). - An improvement in the literacy/numeracy achievement levels of targeted students as evidenced by assessments and teacher observations. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. - The use of integration funding will be adjusted throughout the year in response to student Personalised Learning and Support Plans (PLSPs) reviews to ensure funding is used to specifically address each student's support needs. - To revise the Learning Support Team referral process and provide professional learning to staff in relation to learning support.
<p>Professional learning</p> <p>\$36,170.86</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 Narooma Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning Support for Literacy & Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Increased capacity of all teachers to embed effective practices in the explicit teaching of problem solving and mental computation. - Increased capacity of all teachers to differentiate the curriculum to cater for students above and below the expectation in literacy and numeracy.

<p>Professional learning</p> <p>\$36,170.86</p>	<ul style="list-style-type: none"> - Assistant Principals Curriculum and Instruction (APC&Is) have supported both classroom teachers and Assistant Principals to develop their skills and understanding in data analysis and classroom practice. - K-2 staff have a solid understanding of the new syllabuses and associated teaching practices. - Increased opportunities for staff to engage in professional discussions, observations and professional dialogue. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Additional professional learning to support staff with the implementation and teaching of new syllabuses. - Personalised and targeted professional learning in the form of mentoring and co-teaching. - To ensure the school's professional learning cycle and mandatory requirements are met by all staff. - Staff engaged in a variety of professional learning activities aligned to system, school and individual performance and development goals to improve growth and achievement for all students. - The leadership team will work towards creating structures to support an inclusive learning culture that enables learning and growth for every teacher. - Continued support (particularly for beginning teachers) in differentiating units of work to suit the needs of students. - Increased personalised and targeted professional learning in reading and numeracy strategies.
<p>New Arrivals Program</p> <p>\$1,767.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Narooma Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - One-to-one intervention from School Learning Support Officers (SLSO's) in the classroom, based on their level of need. - A Personalised Learning and Support Plan (PLSP) was regularly updated and responsive to the need of the student and progress was evident. - Consultation time with parents and the Learning and Support Teacher (LaST) was scheduled to develop Personalised Learning and Support Plan (PLSP). - An improvement in the literacy achievement levels of the targeted student as evidenced by assessments and teacher observations. <p>After evaluation, the next steps to support our students will be: What specific support has been provided by support staff and how have these interventions assisted the child?</p> <p>Data sources:</p> <ul style="list-style-type: none"> - Individual Education Plan - Word Attack levels - SBP benchmarking levels - Staffing timetables <p>To ensure all children have access to the curriculum</p>

<p>New Arrivals Program</p> <p>\$1,767.00</p>	<p>The program was successful with the individual making solid gains with the English language. The individual is an academic student and his language needs are learning needs.</p>
<p>Socio-economic background</p> <p>\$226,246.73</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Narooma Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum - Phonics based reading instruction • Positive Behaviour for Learning • Learning Support for Literacy & Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through [program] to support student learning • employment of additional staff to support [name] program implementation. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Teachers receiving additional release from face-to-face teaching to plan quality literacy and numeracy programs using assessment data. - The school heavily invested in data and the evaluation of data to support students and their learning. - Additional staffing to implement group interventions (Phonemic Awareness, MiniLit, MacqLit, mathematics groups). - Additional release time for professional learning to support identified students with learning and support needs. - Supplementation of extra-curricular activities and resourcing to increase equitability of resources and services. - Providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue to engage the literacy and numeracy mentor to support our trajectory towards achieving school improvement measures. - To continue successful reading, writing and mathematics interventions for individuals and groups of students. - Continue to engage the literacy and numeracy mentor to support our trajectory towards achieving school improvement measures. - To continue successful reading, writing and mathematics interventions for individuals and groups of students. - To expand current interventions to support more students. - To adjust mathematics focus-groups to ensure students requiring intervention receive appropriate support. - To provide teacher professional learning on the effective analysis and use of student achievement data. - Continued employment of additional teachers for literacy and numeracy intervention. - To continue to employ School Learning and Support Officers (SLSOs) to support interventions for targeted students.
<p>Aboriginal background</p> <p>\$147,837.78</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Narooma Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Aboriginal Education

<p>Aboriginal background</p> <p>\$147,837.78</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - An increase of Aboriginal families engaging in the Personalised Learning Pathways (PLP) process. - The creation of a school culture that values the identity, culture, heritage and languages of our Aboriginal histories and culture. - Increased understanding of Aboriginal history and culture across the school. - Staff understanding of Aboriginal policy, responsibilities and cultural immersion have improved through implementation of department, mandatory and school developed professional learning. - Funding supported the Personalised Learning Pathways process, ensuring every Aboriginal child achieves success and finds school an engaging and culturally safe place. - Community consultation and engagement to support the development of cultural competency. - Additional School Learning and Support Officers (SLSO) time was provided to support students with engagement activities and reading skills. - All students benefitted from cultural learning. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students. - To further expand the cultural education for our Aboriginal and Torres Strait Islander children through workshops and the Personalised Learning Pathways (PLP) cycle. - Executive and Equity / Aboriginal Education team members will receive training in 8 Ways pedagogies, with staff exploring the eight interconnected pedagogies and collaborating to embed these within teaching programs. - To gather targeted student learning data to ensure that literacy and numeracy goals can be met by identified students through differentiation and personalised support in the classroom.
<p>English language proficiency</p> <p>\$8,588.76</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Narooma Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact:</p> <p>Student progress showing high growth on the EAL/D learning progressions, with 96% of EAL/D students achieving expected or above expected growth.</p> <ul style="list-style-type: none"> - Increased teacher capacity to cater for EAL/D students in mainstream classrooms. - EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.

<p>English language proficiency</p> <p>\$8,588.76</p>	<ul style="list-style-type: none"> - Professional learning, with the EAL/D teacher guiding teachers how to plan an integrated writing unit, analyse student writing data and student English language proficiency using the EAL/D learning progressions. - Professional learning, with teachers guided to use student English language proficiency data, using the EAL/D learning progressions. - Employing an EAL/D head teacher or Assistant Principal to strengthen and oversee whole school planning and effective EAL/D program organisation to meet the needs of EAL/D students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - To capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners. - Ongoing professional learning to identify language and cultural demands across the curriculum. - Personalised and targeted professional development in the form of mentoring, co-teaching and co-planning. - Additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds.
<p>Low level adjustment for disability</p> <p>\$181,078.89</p>	<p>Low level adjustment for disability equity loading provides support for students at Narooma Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning Support for Literacy & Numeracy • Other funded activities <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 <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - The school achieved a more consistent approach to student learning support and interventions. - The Learning and Support Team (LST) consolidated learning and support procedures to ensure efficient and effective strategies were implemented for student support. - Student centred, explicit and personalised learning is visible across the whole school. - implemented intensive small group tuition to support students with additional literacy and numeracy learning needs. - Employing a literacy support teachers to work with individual students within the classroom to build teacher capacity to meet the needs of all learners. - Engaging specialists and support to provide targeted professional learning for staff to build staff capacity. - Improved learning achievement outcomes for students increasing expected growth for students in reading and numeracy. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - To further expand the impact of the Learning and Support Team (LST), the school will provide additional support for identified students through the employment of trained School Learning and Support Officers (SLSOs).
<p>Location</p> <p>\$79,865.66</p>	<p>The location funding allocation is provided to Narooma Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum - Phonics based reading instruction

<p>Location</p> <p>\$79,865.66</p>	<ul style="list-style-type: none"> • Aboriginal Education • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Increased subject opportunities and choices for students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.
<p>QTSS release</p> <p>\$73,980.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Narooma Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative planning / Explicit Teaching / Observations • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. - Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. - Teachers reported lessons differentiated according to students' needs. - Teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria. - Additional release time for teachers to engage in peer observations and sharing of expertise. - Mentoring and coaching support for early career teachers to ensure ongoing development and improvement of quality teaching practices. - Staff have displayed increased confidence and teaching practice when using data to support student learning and the development of teaching programs. - Teachers will continue to embed evidence-based, high impact teaching strategies within their classroom practice. - Teachers developing professionally in literacy and numeracy with the support of external consultants and Instructional Leaders. - Teachers working collaboratively to analyse internal and external data sources to track student achievement and inform planning, ensuring quality education opportunities are provided for all students. - Regular coaching and mentoring to collect and analyse student data to adjust instruction. Teachers have reported increased confidence in being able to use data to plan teaching and learning programs and assist with the targets outlined in the K-6 action plan. - Improved staff confidence and quality teaching practice. - Formative assessment will be prioritised across the school, focusing on immediate feedback. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy. - Support for classroom teachers to deliver quality explicit teaching strategies across the curriculum. - Additional time for assistant principals to support classroom teachers to

QTSS release \$73,980.00	develop engaging differentiated teaching and learning programs guided by current syllabuses and student data.
COVID ILSP \$110,624.67	<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 2023.</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 • employing staff to provide online tuition to student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - The majority of the students in the program achieving significant progress towards their personal learning goals. - The majority of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN2. - The majority of students answered all additive and multiplicative questions correctly in the Term 4 Check-in assessment. - Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. - Improved student engagement in learning <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. - The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. - Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority. - Engagement of additional teaching staff using other flexible funding to extend intensive small group intervention programs. - To monitor students who have been on the program in 2023 to ensure ongoing success. - To continue to upskill teachers by attending relevant professional learning sessions. - To continue to provide progress updates to class teachers and parents during and/or at the end of each learning cycle. - Ensure ongoing high impact professional learning takes place to enable consistent delivery of effective practice on student data to differentiate learning in literacy and numeracy. - Small-group tuition to continue in the foundational skills of reading, writing and using number sense.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	224	217	211	197
Girls	174	178	169	180

Narooma PS had 377 children enrolled when actuals were submitted with 7.2% of children indicating that they have a background other than English or have a family member that speaks another language. About 24% of students have identified as being of Aboriginal descent.

Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.2	91.1	88.0	90.7
1	95.3	91.1	87.5	88.3
2	94.2	90.5	87.8	91.5
3	93.7	91.5	86.4	89.9
4	95.8	90.1	86.3	86.8
5	94.6	90.5	86.3	87.8
6	91.9	90.9	85.0	87.8
All Years	94.1	90.8	86.7	89.0
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance at Narooma Public School has always been closely monitored. In 2023, we continued to set attendance an initiative within the Wellbeing target team and continued to focus upon cutting the rate of children that were continually late to school or have unexplained or unjustified absences.

In a town like Narooma where school holidays are the peak time for businesses, families are more likely to take their vacations during school time, so they aren't missing out on crucial business or income.

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	15.04
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	4.36
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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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.

This year utilised the QTSS funds to release each AP to provide in-class support to all staff. This took the form of:

- observation lessons;
- professional meetings with staff
- demonstration lessons;

- ensuring CTJ & QT standards
- working on staff goals

Our expenditure for Teacher Professional Learning is as follows:

Narooma Public School's 2023 Teacher Professional Learning budget was \$36,170.86

This equates to \$1,291.81 of Teacher Professional Learning per teacher within the school.

We have one new scheme teacher maintaining their accreditation at proficient; however, we do not have any teachers seeking voluntary accreditation at highly accomplished or lead status

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	297,788.02
Revenue	5,586,762.95
Appropriation	5,399,986.55
Sale of Goods and Services	7,702.10
Grants and contributions	161,528.12
Investment income	12,572.43
Other revenue	4,973.75
Expenses	-5,597,693.58
Employee related	-5,158,586.89
Operating expenses	-439,106.69
Surplus / deficit for the year	-10,930.63
Closing Balance	286,857.39

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.

	2023 SBAR Adjustments (\$)
Targeted Total	319,696
Equity Total	563,752
Equity - Aboriginal	147,838
Equity - Socio-economic	226,247
Equity - Language	8,589
Equity - Disability	181,079
Base Total	3,253,692
Base - Per Capita	98,899
Base - Location	79,866
Base - Other	3,074,928
Other Total	733,791
Grand Total	4,870,932

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 - NAPLAN

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.

NAPLAN - Literacy

Our Year 3 results in Literacy were sound in comparison to Similar School Groups (SSG) and the State averages.

In Reading, Narooma PS has 42.6% of our students in the top 2 bands in comparison to 32.8% of Similar School Groups (SSG) and 53.6% of the State.

In Writing, Narooma PS has 50.0% of our students in the top 2 bands in comparison to 38.1% of Similar School Groups (SSG) and 55.4% of the State.

In Spelling, Narooma PS has 31.9% of our students in the top 2 bands in comparison to 34.1% of Similar School Groups (SSG) and 51.3% of the State.

In Punctuation and Grammar, Narooma PS has 44.7% of our students in the top 2 bands in comparison to 30.8% of Similar School Groups (SSG) and 52.3% of the State.

Our Year 5 results in Literacy are also sound in comparison to Similar School Groups (SSG) and State averages.

In Reading, Narooma PS has 26.2% of our students in the top 2 bands in comparison to 25.1% of Similar School Groups (SSG) and 40.1% of the State.

In Writing, Narooma PS has 16.1% of our students in the top 2 bands in comparison to 13.9% of Similar School Groups (SSG) and 26.3% of the State.

In Spelling, Narooma PS has 22.2% of our students in the top 2 bands in comparison to 27.8% of Similar School Groups (SSG) and 40.4% of the State.

In Punctuation and Grammar, Narooma PS has 25.4% of our students in the top 2 bands in comparison to 20.4% of Similar School Groups (SSG) and 33.6% of the State.

NAPLAN - Numeracy

Our Year 3 results in Numeracy are also sound in comparison to the SSG and State averages.

Narooma PS has 25.5% of our students in the top 2 bands in Numeracy in comparison to 15.8% of Similar School Groups (SSG) and 36.7% of the State.

Our Year 5 results in Numeracy are also slightly disappointing in comparison to the SSG and State averages.

Narooma PS has 7.9% of our students in the top 2 bands in Numeracy in comparison to 12.8% of Similar School Groups

(SSG) and 29.0% of the State.

Parent/caregiver, student, teacher satisfaction

Parent/caregiver, student, teacher satisfaction

Staff

In 2023 the school also sought the opinion of teachers regarding working at the school.

Here are the results of the 42 staff members surveyed:

- 32 agreed and 3 not sure & 3 disagree that Narooma PS is an attractive and well-resourced school. e.g., classrooms, library, and grounds.
- 33 agreed and 5 not sure that the school has a strong commitment to the environment.
- 35 agreed and 3 not sure that the school is connected to its community and parental involvement is positive and helpful.
- 36 agreed, and 2 not sure that parents find it easy to contact the school to discuss concerns relating to their child.
- 38 agreed that the school is a friendly school that is tolerant and accepting of all students.
- 38 agreed that the students are the school's main concerns;
- 36 agreed and 2 not sure that the school has effective welfare programs.
- 38 agreed that the school teaches and promotes positive core values.
- 37 agreed, and 1 not sure that fair discipline exists within the school.
- 35 agreed and 3 not sure that students of Narooma PS are well behaved and respectful.
- 35 agreed, and 3 not sure that the school offers challenging programs for its students.
- 31 agreed and 7 are not sure that students at Narooma PS achieve high academic standards.
- 38 agreed that the school maintains a focus on literacy and numeracy.
- 38 agreed that the school provides effective extra support to students who need it.
- 38 agreed that a wide range of extracurricular programs e.g., sport, music, drama, debating is offered.
- 35 agreed, 3 not sure that there is good student access to computers and strong technology programs and resources.
- 38 agreed that they feel part of a professional team at Narooma PS.
- 38 agreed that they are supported and able to do my job well.
- 37 agreed and 1 not sure that they enjoy teaching at Narooma PS.
- 38 agreed that Narooma PS is a good school.

Parents & Community

We received 52 responses from our community with surveys. Here are the results:

- 45 strongly agree, 6 agree, 2 disagree and 1 no answer that the school is an attractive and well-resourced school. e.g., classrooms, library, and grounds.
- 40 strongly agree, 6 agree, 4 somewhat disagree and 2 disagree that the school is connected to its community and parental involvement.
- 44 strongly agree, 6 agree, 1 somewhat disagree and 1 disagree that the school encourages parents to contact the school to discuss concerns relating to their child.
- 47 strongly agree, 4 agree, 1 somewhat disagree and 0 disagree that the school is a friendly school that is tolerant and accepting of all students.
- 48 strongly agree, 3 agree, 1 somewhat disagree and 0 disagree that the students are the school's main concerns.
- 42 strongly agree, 3 agree, 3 somewhat disagree, 0 disagree and 4 no answer that the school has supportive welfare programs.
- 40 strongly agree, 10 agree, 1 somewhat disagree and 1 disagree that the school offers challenging programs for its students.
- 46 strongly agree, 4 agree, 1 somewhat disagree and 1 disagree that the school maintains a focus on literacy and numeracy.
- 46 strongly agree, 6 agree, 0 somewhat disagree and 0 disagree that the school teaches and promotes core values.
- 43 strongly agree, 8 agree, 1 somewhat disagree and 0 disagree that the school has competent teachers who set high standards of achievement.
- 47 strongly agree, 4 agree, 1 somewhat disagree and 0 disagree that the school offers a wide range of extracurricular programs e.g., sport, music, drama, debating is offered.
- 44 strongly agree, 6 agree, 2 somewhat disagree and 0 disagree that there is good student access to computers and strong technology programs and resources.
- 49 strongly agree, 2 agree, 1 somewhat disagree and 0 disagree that the school promotes a healthy lifestyle.
- 41 strongly agree, 9 agree, 2 somewhat disagree and 0 disagree that fair discipline exists within the school.
- 38 strongly agree, 4 agree, 6 somewhat disagree and 4 disagree that the school promotes its uniform policy.

Students

We surveyed our students on their thoughts and feelings as well on the same issues. Here are the percentage results:

- 97.5% agree, 2.1% partly agree and 0.4% disagree that we have quality learning spaces and grounds at Narooma

PS.

- 88.8% agree, 9.2% partly agree and 2.0% disagree that the environment is very important at our school.
- 54.3% agree, 42.2% partly agree and 3.5% disagree that they like how the school, and the parents work together.
- 78.0% agree, 18.5% partly agree and 3.5% disagree that the school is friendly, and all students are welcome.
- 21.2% agree, 78.0% partly agree and 8.0% disagree that students of Narooma PS are well behaved and respectful.
- 74.3% agree, 23.7% partly agree and 2.0% disagree that the teachers care for the students.
- 82.4% agree, 13.8% partly agree and 3.8% disagree that if they have a problem they know where to get help.
- 89.1% agree, 7.0% partly agree and 3.9% disagree that the school's PBL rules are fair.
- 84.2% agree, 13.2% partly agree and 2.0% disagree that the teachers help us to be our best.
- 88.8% agree, 7.4% partly agree and 3.8% disagree that students who need extra help get it.
- 76.5% agree, 19.1% partly agree and 4.4% disagree that they have learnt a lot this year.
- 80.2% agree, 14.8% partly agree and 5.0% disagree that there are a lot of different things you can do if you are interested at Narooma PS such as sport, performances etc.
- 49.6% agree, 42.5% partly agree and 7.9% disagree that you can get to use a computer for your work when you need to.
- 80.8% agree, 14.1% partly agree and 5.1% disagree that they like it at Narooma PS.
- 79.6% agree, 14.8% partly agree and 5.6% disagree that Narooma PS is a good school.

Future directions

I continue to be proud of these results as all stakeholders have indicated that they hold a positive viewpoint of the school and our strategies.

The school's leadership team in consultation with our community will continue to do their best to support the children in their learning as well as the teachers in performing their duties.

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.

Aboriginal Education - School statement

Aboriginal Educations and Aboriginal perspectives are implemented across all Key Learning Areas K-6 at Narooma Public School. All children demonstrate understanding and knowledge of the Aboriginal culture and history through their engagement with the curriculum and whole school events.

Students are immersed in the Aboriginal culture via the curriculum through the teaching of Aboriginal perspectives. Units of work provide ideal opportunities for children to make informed judgments and inferences about situations and early Australian history.

Narooma Public School's AEOs Ms. Lynne Thomas assists the teachers in developing programs and implementing initiatives that complement the curriculum and up-skills both the students and teacher's knowledge in respects to Aboriginal culture, customs, and beliefs.

The school has an extremely active 'Equity Target Team' where Aboriginal Education is assigned to this portfolio. Here we ensure the Aboriginal culture is celebrated within the school. This group has provided the students and community many opportunities throughout the year to enrich their understanding of local culture and customs.

Resources were purchased with the \$82,568.98 both human and physical to assist with the teaching of Aboriginal perspectives within the school. We funded an Aboriginal SLSO to assist teachers in conjunction with our AEO, as well as assist with the outcome acquisition of each identified Aboriginal student within the school.

During NAIDOC week, the Aboriginal Education Target Team organised many magnificent experiences for children to enjoy.

Narooma will continue to take Aboriginal Education seriously! At the school level, we will build upon the successes within the curriculum as well as continue to promote tolerance of all cultures. We will also continue to have Aboriginal Education as a target in our future school plan. We will continue to look at methods to further engage Aboriginal students into the curriculum.

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.

Multicultural and anti-racism education - School Statement

Narooma Public School has always embraced multiculturalism with several different cultures that have attended the school.

Findings and conclusions

Narooma Public School promotes to all children tolerance and respect for all cultures through an integrated curriculum. All teachers ensure that multicultural perspectives are taught in lessons and celebrate diversity and promote a variety of cultures and customs.

Narooma Public School has teachers trained as Anti-Racism Contact Officers (ARCOs) to assist in eliminating racism and racist behaviour at our school. This year we have fewer incidents than previous years highlighting the effectiveness of the program.

Future directions

Narooma will also continue with our successful Anti-racism program and ARCO program. These programs are proactive programs, which remind children of the correct behaviours, and approaches they need to demonstrate when confronted in these situations. These programs also provide children with behaviour modification strategies if needed to assist children in making better choices in the future.

We will also be training another ARCO at our school as our current ARCO retired at the end of 2023.