

# 2023 Annual Report

## Narranga Public School



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# Introduction

The Annual Report for 2023 is provided to the community of Narranga 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.

## School contact details

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Narranga Public School

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## School vision

We are a positive learning community that fosters a culture of high expectations, engagement and mutual respect. Every student has the opportunity to achieve sustained academic and personal growth.

Our students learn and flourish by attending school regularly, striving to do their best and taking pride in their achievements. Student wellbeing is a major school focus.

As part of their commitment to ongoing improvement, every teacher engages in best practice professional learning in teaching strategies identified as having the greatest effect. Teachers work together to deliver a balanced and innovative curriculum with a strong focus on reading and numeracy., measuring and analysing impact on student outcomes.

Parents and the wider community are provided with regular communication and feedback opportunities to actively engage with and support student and school progress.

The school promotes and reinforces its traditional culture of fairness and tolerance. We believe that school should be fun. Narranga produces caring, capable citizens who will continue to model the school's values as they take their place in the wider community.

## School context

Narranga Public School serves families in the western part of Coffs Harbour on the NSW Mid-North Coast. We have over 640 students, who are drawn from a range of socio-economic and cultural backgrounds. The school's Family Occupation and Education Index is 120, with 14% of students from an Aboriginal background, and 8% for whom English is an additional language or dialect.

Equity funds received by the school are used primarily to employ staff to directly improve student outcomes. A team of teachers and support staff provide high quality, comprehensive educational programs. They are supported by parents and overseen by a professional executive team, led by the principal.

The school curriculum provides a balance across all key learning areas, with a particular focus on literacy and numeracy. Enrichment and remedial programs are provided to support the individual needs of all students.

Narranga has strong traditions of artistic and sporting excellence. The school's performing arts groups provide creative learning opportunities, while the comprehensive sports program has led to consistent individual and team success at regional and state levels.

The school has the support of an active community which contributes to a range of school programs and has helped develop excellent educational facilities. The school promotes a positive and inclusive environment which focuses on individual and team accomplishment in an atmosphere of fun, respect and goodwill.

The school plan is the product of extensive consultation with the school executive and staff, parents, P&C, members of the local Aboriginal community and students. A situational analysis identified that the school should prioritise student learning, teacher practice and the development of partnerships to optimise positive learning outcomes, including wellbeing and attendance as areas for high improvement.

## 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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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To optimise student learning outcomes in literacy and numeracy and to build strong foundations for academic success.

### Initiatives

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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.

- Expert curriculum delivery in reading & numeracy
- Explicit teaching and the use of data to inform practice

### Resources allocated to this strategic direction

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#### Socio-economic background

#### Professional learning

### Summary of progress

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#### Curriculum Reform - English & Mathematics

Programs and resources have been collaboratively embedded to support teachers in enacting the new English and Mathematics syllabuses.

**K-6 Engage** - we continued to build knowledge of new syllabus documentation and the research basis behind these. By exploring and understanding syllabus changes and the evidence underpinning them we will develop a high-impact teaching and implementation of the new syllabus.

**K-2 Enact & Embed** - All K-2 staff have effectively implemented and evaluated the new curriculum units to meet their student learning needs so that new practices can be strengthened and scaled to ensure sustainable practices and systems.

In 2024, 3-6 will enact the new syllabus documents and K-2 will embed quality, differentiated teaching and learning.

#### Implementation of targeted Phonics & Number Groups

In 2023, we triangulated data to form phonics (K-1) and mathematics (1-6) groups and conducted twice-weekly specific focus groups based on identified student needs.

In 2024, we will continue to proceed with data-informed groups. The analysed results show the need for further support in differentiated teaching and integrating these groups into the new syllabus units.

#### Literacy and Numeracy support staff

In 2023, we employed Literacy and Numeracy teachers to provide in-class support for learning and feedback strategies. These teachers worked with the class teacher to use explicit teaching strategies to focus on targeted goals with selective student groups. Data was used to inform group selection and learning goals and to track student pathways.

In 2024, we will continue to employ Literacy and Numeracy teachers to support in-class learning.

#### Teaching & Learning Cycles - Literacy & Numeracy

In 2023 we utilised the APC&Is and APs to commence and review 3 weekly cycles - Class and targeted "bump it up" students set for Literacy & Numeracy. We conducted collegial discussions around the impact of teaching throughout cycles and collected data to show visible growth.

PL opportunities were undertaken in planning meetings in 3 weekly cycles to engage with evidence-based reading instruction PL from NESAs and Micro-Learning from DoE.

APC&Is and APs collected regular qualitative data with debriefing sessions and observing lessons to identify areas for support of teachers implementing new reading strategies.

In 2024 we will continue our three weekly Teaching & Learning cycles, integrating these into the new syllabus units.

## 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
<p><b>Reading Growth</b></p> <ul style="list-style-type: none"> <li>Increase in Check-in Assessment percentage correct in Reading for 2023 (with reference to statistically similar schools) compared with 2022.</li> </ul>	<p><b>Check-in Assessment percentage correct in Reading</b></p> <p>All year levels continue to perform higher than statistically similar schools with the highest performances seen in Year 3 (8.7% above) and Year 4 (9.1% above).</p> <p>Year 6 2023 Term 3 54.0% (51.1% SSSG) compared to 2022 52.6% (48.7% SSSG)</p> <p>Year 5 2023 Term 4 51.5% (50.6% SSSG) compared to 2022 52.6% (48.7% SSSG)</p> <p>Year 4 2023 Term 4 69.0% (59.9% SSSG) compared to 2022 55.8% (52.0% SSSG)</p> <p>Year 3 2023 Term 4 59.4% (50.7% SSSG) compared to 2022 58.0% (49.5% SSSG)</p>
<p><b>Numeracy Growth</b></p> <ul style="list-style-type: none"> <li>All classes in Years 1-6 will demonstrate at or above expected average growth in Essential Assessment in Number &amp; Algebra.</li> </ul>	<p>All Stage 3 classes achieved at or above expected growth.</p> <p>All Stage 2 classes (except 2) achieved at or above expected growth.</p> <p>Stage 1 growth could not be consistently measured in 2023 due to the change in syllabus.</p>

## Strategic Direction 2: Improved teacher practice

### Purpose

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To facilitate optimal learning outcomes for students, we will implement collaborative structures to assist teachers to learn, develop, administer and refine evidence-based teaching strategies.

### Initiatives

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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.

- High impact collaborative practice
- Instructional leadership & effective classroom practice

### Resources allocated to this strategic direction

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Professional learning  
Socio-economic background  
QTSS release  
Beginning teacher support  
Per capita  
AP Curriculum & Instruction

### Summary of progress

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#### Instructional Leadership & Effective Classroom Practice

During 2023 we have utilised APC&Is and Assistant Principals to work with teachers to improve effectiveness through observations, feedback and modelling of effective practice. The APCIs focused on the leadership of effective, evidence-informed literacy and numeracy teaching and assessment practises for improved student learning outcomes across the curriculum.

In 2024 NPS will continue to develop and strengthen our own and other's expertise in evidence-informed literacy and numeracy practice by actively leading and engaging in high-quality targeted professional learning.

Additionally, we used the Australian Teaching Standards as a guiding framework, promoting teacher improvement by facilitating professional growth, fostering reflective practices, and enhancing instructional quality. We surveyed staff to determine confidence levels in standards to decide to drive improvement.

Our teacher survey showed, as well as a continued focus on Literacy and Numeracy strategies, there was a clear need for professional learning and support around supporting students with different needs. We used this data to ensure that this was a focus for 2023.

In 2024, we will continue to use the Australian Teaching Standards to drive improvement with teacher surveys indicating the need for further support for 2.4 Understand and respect Aboriginal & Torres Strait Islander people to promote reconciliation.

#### High Impact Collaborative Practice

We implemented and reviewed our existing collaborative practice structures to create a culture of shared expertise, meaningful collaboration and collective problem-solving, leading to improved instructional strategies and enhanced student outcomes.

Surveys identified while teachers were confidently participating in collaborative practice, Student Learning Support Officers were often excluded. Following changes during 2023, SLSOs are now more confident in the areas where they have received PL and are now considered in planning collaborative practice.

Staff were invited to participate in formal Quality Teaching Rounds and less formal "Visiting Other Teachers" observations.

In 2024, we will continue strengthening collaborative structures and involving SLSOs in collaborative practice.

### Progress towards achieving improvement measures

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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
<p>100% of teachers identify Australian Teaching Standards that they would like further support in 2023. and the results of this are integrated into the NPS professional learning plan.</p>	<p>All teachers identified Australian Teaching Standards they needed further support in and this was incorporated into Personal Development Plans (PDPs) and whole school planning. The end-of-the-year survey shows that NPS Teachers:</p> <ul style="list-style-type: none"> <li>* identified and received support against all standards.</li> <li>* would like further support for 2.4 Understand and respect Aboriginal &amp; Torres Strait Islander people to promote reconciliation.</li> </ul>
<p>100% of teachers demonstrate through their PDP process that their learning has had a direct positive impact on student outcomes over time.</p>	<p>All staff have created evidence files based on their PDP files showing a direct positive impact on student outcomes.</p>



## Strategic Direction 3: Parent partnerships

### Purpose

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To promote programs which facilitate teachers, students, parents and the wider community working together to optimise positive learning outcomes, including wellbeing and attendance.

### Initiatives

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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.

- Wellbeing and attendance
- Parent and community partnerships

### Resources allocated to this strategic direction

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Professional learning  
Integration funding support  
Low level adjustment for disability  
Socio-economic background  
Location  
Aboriginal background  
Refugee Student Support  
New Arrivals Program  
English language proficiency

### Summary of progress

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#### Wellbeing & Attendance

In 2023 promoting student attendance remained a major focus at Narranga. Roll marking procedures continued to be stringently implemented, and we monitored and addressed students with problematic attendance patterns. Pre-Covid attendance levels and patterns have not yet been re-established, and this changed paradigm was the biggest obstacle to improving student attendance. We distributed individualised attendance reports each term which included information for parents on the importance of regular attendance and reinforced this with assembly and classroom talks with students.

Staff have had professional learning in the importance of a sense of belonging among students and have contributed ideas to promote this at Narranga. The Berry Street program was introduced to promote safe and predictable routines in classrooms and the playground, as well as lesson strategies to develop emotional and mental growth among students. The Be You and Smiling Minds programs also continued to provide our students with tactics to improve their mindfulness.

In 2024 we will continue these wellbeing initiatives and pursue further strategies to optimise our students' mental health and positive social interaction. We will also prioritise the re-establishment of positive school attendance behaviours.

#### Parent & Community Partnerships

The establishment of the Narranga Community Hub provided our refugee families, and particularly family mothers, a new resource to develop their social, language, vocational and networking links with the local community. In addition, Our EALD teachers and SLSO worked with staff to cater to our EALD students' needs, including strengthening home-school links.

We continued to promote a deeper connection with Aboriginal parents and Gumbaynggirr community organisations. Our Aboriginal Education Officer communicated effectively and built strong relationships with local families. The K-6 Indigenous Studies program, Yarn Up opportunities, regular cultural lessons from community members, NAIDOC celebrations, Connecting to Country PL for staff, a weekly breakfast homework club and cultural awareness presentations in staff communication meetings all deepened understanding and connection with our Aboriginal community, culture and history. We also created for the first time Aboriginal Student Leader positions as part of our Student Leadership Team.

We continued to refine our home-school communication. The School Bytes platform allowed regular parent contact via text and email. In addition to using the Seesaw app in each class, specific contact groups were created for Aboriginal and EALD parents in order to better tailor our messaging. Facebook continued to provide promotional news of positive school events. We continued to provide parents with face-to-face and online opportunities to develop their ability to assist

their children's academic and social development. In 2024 we will continue to investigate the burgeoning field of home-school communication platforms.

## 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
<p><b>Parent &amp; Community Partnerships</b></p> <ul style="list-style-type: none"> <li>The average scores in the Tell Them From Me parent survey will be comparable to or above the NSW Government norm in all areas.</li> </ul>	<p>Narranga's parent responses to the Tell Them From Me survey were above the State norm in all categories. The mean scores for the school had also shown growth over the 2022 results in the areas of Two Way Communication with Parents, Parents Support Learning at Home and School Supports Learning. Parents reported particularly positive results in Parents Feel Welcome, School Supports Positive Behaviour, and Safety at School. 91% of Narranga parents agreed that they would recommend the school to other parents, with 72% strongly agreeing with that statement.</p>
<p><b>Wellbeing</b></p> <ul style="list-style-type: none"> <li>The percentage of students with positive wellbeing as measured by the Tell Them From Me survey will be above 87%</li> </ul>	<p>In 2023 61% of Narranga students reported positive wellbeing (belonging) via the Tell Them From Me survey, compared to 68.8% in 2022, 65.4% in 2021 and 66.06% in 2020. This indicates a need in 2024 for the school to continue to promote its suite of student wellbeing programs in order to increase this percentage.</p>
<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>The percentage of students attending school 90% of the time or more will be above 78.7%</li> </ul>	<p>The percentage of Narranga students attending at a rate over 90% has improved to 56.3%, which is below where we would like it to be. This is part of a trend which has continued since Covid restrictions were introduced which has impacted schools across the state. Pleasingly, Narranga's attendance compares favourably with that of other schools - State average is 52.2%, Network average is 50.2%, Statistically Similar Schools' average is 51.4%.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$21,208.34</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing and attendance</li> <li>• Parent and community partnerships</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff for targeted student support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved sense of wellbeing and achievement for our EALD students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue these programs in 2024.</p>
<p>New Arrivals Program</p> <p>\$130,699.00</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 Narranga Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Parent and community partnerships</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students being well supported with their wellbeing and academic needs</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue this support in 2024.</p>
<p>Integration funding support</p>	<p>Integration funding support (IFS) allocations support eligible students at Narranga Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing and attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs.</li> <li>• consultation with external providers for the whole-school implementation of the Berry St Education Model.</li> <li>• consultation with external providers for the implementation of the transition to High School Years 6-7.</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Student participation enhanced via academic and wellbeing support</p>

<p>Integration funding support</p>	<p><b>After evaluation, the next steps to support our students will be:</b> Continue this program in 2024</p>
<p>Socio-economic background</p> <p>\$461,176.22</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Narranga Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching and the use of data to inform practice</li> <li>• High impact collaborative practice</li> <li>• Wellbeing and attendance</li> <li>• Expert curriculum delivery in reading &amp; numeracy</li> <li>• Instructional leadership &amp; effective classroom practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through the Berry Street Education Model to support student learning.</li> <li>• employment of additional staff to support literacy and numeracy program implementation.</li> <li>• resourcing to increase the equitability of resources and services.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Targeted, differentiated instruction for all our students in literacy and numeracy leading to improved academic results</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue these programs in 2024</p>
<p>Aboriginal background</p> <p>\$123,535.67</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Narranga 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing and attendance</li> <li>• Parent and community partnerships</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Enhanced knowledge of Aboriginal culture and history throughout the school Stronger connection to the school for Aboriginal families</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue this support in 2024</p>
<p>English language proficiency</p> <p>\$184,487.01</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Narranga Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>English language proficiency</p> <p>\$184,487.01</p>	<ul style="list-style-type: none"> <li>• Parent and community partnerships</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional bilingual staff to support communication</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved sense of wellbeing and achievement for our EALD students</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue this support in 2024.</p>
<p>Low level adjustment for disability</p> <p>\$210,716.45</p>	<p>Low level adjustment for disability equity loading provides support for students at Narranga Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing and attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> School being inclusive, engaging and respectful for students with disabilities</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue this support in 2024</p>
<p>Location</p> <p>\$2,937.33</p>	<p>The location funding allocation is provided to Narranga Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing and attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> <li>• student assistance to support excursions</li> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students being able to participate in school organised activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue this support in 2024.</p>
<p>Professional learning</p> <p>\$52,559.97</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 Narranga Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>Professional learning</p> <p>\$52,559.97</p>	<ul style="list-style-type: none"> <li>• High impact collaborative practice</li> <li>• Wellbeing and attendance</li> <li>• Expert curriculum delivery in reading &amp; numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> <li>• teacher relief for staff engaging in professional learning</li> <li>• other methods of learning designed to improve student outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff having the skills to deliver high quality, differentiated teaching programs to improve student outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue this in 2024.</p>
<p>Beginning teacher support</p> <p>\$12,205.50</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Narranga Public School during their induction period.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High impact collaborative practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• mentoring structures and collaborative practices within the school or across a cluster of schools</li> <li>• ongoing feedback and support that is embedded in the collaborative practices of the school</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Beginning teachers having the skills to deliver high quality, differentiated teaching programs to improve student outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue this support in 2024.</p>
<p>Per capita</p> <p>\$167,867.77</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Narranga Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High impact collaborative practice</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Employing an additional SLSO to support the implementation of technology.</li> <li>• Employing additional SLSOs to support the students with learning and wellbeing needs in class and the playground</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff and students having effective access to technology. Students' learning and social needs being supported.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue funding these positions in 2024</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$217,123.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p>

<p>AP Curriculum &amp; Instruction</p> <p>\$217,123.20</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional leadership &amp; effective classroom practice</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school</li> <li>• collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum</li> <li>• develop the capability of middle leaders and teachers to use formative and summative assessment strategies and tools effectively when identifying and monitoring progress of students in literacy and numeracy</li> <li>• coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum</li> <li>• lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers</li> <li>• strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers being supported in literacy and numeracy classroom instruction and curriculum reform.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue this program in 2024</p>
<p>QTSS release</p> <p>\$129,968.06</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Narranga Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High impact collaborative practice</li> <li>• Instructional leadership &amp; effective classroom practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• implementation of instructional rounds to strengthen quality teaching practices</li> <li>• additional teaching staff to implement quality teaching initiatives</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers being supported in their classroom practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue this program in 2024</p>
<p>COVID ILSP</p> <p>\$208,772.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

COVID ILSP

\$208,772.00

**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:**

- employment of teachers/educators to deliver small group tuition
- releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]
- providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]
- providing intensive small group tuition for identified students who were...
- employing/releasing staff to coordinate the program
- development of resources and planning of small group tuition
- leading/providing professional learning for COVID educators

**The allocation of this funding has resulted in the following impact:**

Students identified as needing additional learning support have received small group tuition in literacy and numeracy. The pre and post data from the program indicate meaningful learning growth for those students.

**After evaluation, the next steps to support our students will be:**

To maintain intensive small group tuition for targeted students on a reduced scale due to a reduction in funding.



# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	336	327	311	314
Girls	334	341	334	326

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	90.3	91.7	89.7	90.9
1	92.0	92.7	87.7	88.8
2	92.4	92.6	88.3	88.5
3	90.3	93.5	87.8	90.4
4	92.7	91.8	86.0	89.8
5	88.9	91.9	85.5	90.6
6	93.1	90.4	85.0	90.1
All Years	91.4	92.0	87.0	89.9
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

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

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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
Deputy Principal(s)	1
Assistant Principal(s)	6.4
Classroom Teacher(s)	24.29
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.2
Teacher EAL/D	1
School Counsellor	1
School Administration and Support Staff	5.56

\*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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.

# 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 (\$)
<b>Opening Balance</b>	597,458.90
<b>Revenue</b>	8,616,766.81
Appropriation	8,295,707.13
Sale of Goods and Services	15,492.82
Grants and contributions	273,034.45
Investment income	26,709.40
Other revenue	5,823.01
<b>Expenses</b>	-8,370,702.96
Employee related	-7,567,706.67
Operating expenses	-802,996.29
<b>Surplus / deficit for the year</b>	246,063.85
<b>Closing Balance</b>	843,522.75

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

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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	568,488
<b>Equity Total</b>	979,915
Equity - Aboriginal	123,536
Equity - Socio-economic	461,176
Equity - Language	184,487
Equity - Disability	210,716
<b>Base Total</b>	4,728,775
Base - Per Capita	167,868
Base - Location	2,937
Base - Other	4,557,970
<b>Other Total</b>	813,277
<b>Grand Total</b>	7,090,456

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

In 2023 Narranga parents and caregivers reported a high degree of satisfaction with the school in every measure of the Tell Them From Me survey. They they felt very welcome in the school, and reported that the school strongly supported learning and positive behaviour. They were very supportive of the safe and inclusive nature of the school, and felt that they were well informed about school activities. They were slightly less confident in their ability to support learning at home.

Narranga students reported that they generally enjoyed positive relationships, valued schooling outcomes and exhibited positive behaviours. They were very positive about the quality of teaching practices at the school. They saw themselves as interested and motivated in their studies, and trying hard to succeed. They also generally felt that drivers of student outcomes such as effective learning time, explicit teaching practice and feedback and positive student-teacher relations were well in place. They were less likely to see themselves as victims of bullying and felt they received encouragement and support at school.

Teachers at Narranga also reported that the school performed above the state average in all areas - collaboration, learning culture, use of data, teaching strategies, technology use, inclusive practices, parent involvement and leadership.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.