

# 2023 Annual Report

## Narrandera High School



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# Introduction

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

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

## School contact details

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## School vision

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

## School context

Narrandera High School is a growing public comprehensive secondary school in the Riverina region of NSW, with a current enrolment of approximately 330 students, including 30% Aboriginal students.

Teaching staff consist of a mixture between more experienced and early career teachers. The school's staffing entitlement is currently 37 teaching staff. This includes allocation for one Deputy Principal and 6 Head Teachers. There are two additional Head Teachers currently employed (Wellbeing and Learning and Intervention). The school also has additional funding for a Learning and Engagement Centre for Aboriginal students until the end of 2024, this includes funding for a full-time Head Teacher, part-time teacher and full-time School Learning Support Officer (SLSO). The school's non-teaching staff entitlement is 10 staff. A number of additional support staff continue to be employed on temporary contracts using a combination of equity and operational funding.

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

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

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

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
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	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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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.

- Effective Classroom Practice
- Data Skills and Use

### Resources allocated to this strategic direction

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### Summary of progress

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#### Effective Classroom Practice

The focus for 2023 was on literacy, numeracy and improved HSC results.

This involved professional learning for all staff on literacy and numeracy strategies. Staff participated in literacy and numeracy professional learning at staff meetings and a staff development day. Literacy strategies focused on those relevant to NAPLAN. Numeracy strategies focused on faculty specific numeracy skills. Professional learning for Stage 6 teachers (for example HSC Professional Learning online), where a small number of staff engaged in this Professional Learning. Due to the lack of casual staff available to cover classes, more staff were unable to participate in this type of Professional Learning. The staff that did engage in these online activities found the professional learning worthwhile and the strategies presented had a positive impact of their delivery of Stage 6 courses. A Professional learning day with network schools with a focus on Stage 6 assessment and curriculum reform. This day involved the sharing of best practice and feedback from this day was overwhelmingly positive. The collaboration has continued within these faculty groups in relation to stage 6 assessments and resources for curriculum implementation.

This has resulted in all staff engaging in professional learning to support their capacity to deliver literacy and numeracy strategies in the classroom and developed networks with local schools to support improved teaching and learning programs. A limited number of Stage 6 staff engaged in professional learning to improve their teaching and learning practices to improve HSC results.

This was achieved by teachers using data analysis to target literacy and numeracy support and differentiated learning experiences in their classroom. Professional Learning and collaboration supported the enhancement of quality assessment tasks. Student learning outcomes were monitored using both summative and formative assessment and analysed for progress on achievement.

In 2024 the focus will be to continue to build the capacity of teachers to deliver the explicit teaching of faculty relevant literacy and numeracy strategies. Staff will be supported to access relevant collaborative HSC professional learning to improve teaching practices. This will be achieved by further capacity building through collaborative professional learning with local schools, implementing strategies to embed improved practices in teaching and learning programs, review of processes for the development of assessment tasks, including formative assessment and the continuation and extension of personalised small group tuition to improve literacy and numeracy outcomes.

These strategies will support further improvement towards support staff to develop their skills in explicit teaching in all areas including literacy and numeracy. This will lead to student growth in internal and external assessments.

#### Data Skills and Use

The focus for 2023 was on the development of staff capacity to analyse the available data to support student learning and engagement.

This involved the analysis of NAPLAN data at a staff meeting. Staff were presented professional learning to support and enhance their understanding of the data available on Scout pertaining to NAPLAN. In faculty groups, staff analysed the data of the cohort. There were concerns that the item analysis was not available which made the thorough analysis of the data difficult when staff could not see the questions students did not understand. The identification of students with low literacy and numeracy was valuable to allow these students to be further supported in class and to be identified for

small group tutoring where relevant. Staff collegiality when analysing Results Analysis Package (RAP) data was evident with experienced staff coaching and mentoring new career teachers in the item analysis for the HSC subjects within their faculty.

As a result, staff had an improved understanding of the literacy and numeracy competency of the students at Narrandera High School in their classes and were able to adjust their teaching and learning programs accordingly.

In 2024 a focus will be to ensure that staff have the skills and confidence to analyse the data sources available (NAPLAN, Check-In, RAP and Tell Them From Me) to support the development of their teaching and learning programs. This will lead to improved learning outcomes for students. This will include analysis of Tell Them From Me (TTFM) data by the Executive and Wellbeing Team to improve student engagement. Teams attended professional learning sessions to ensure they had the skills and capacity to analyse the engagement and wellbeing criteria in the TTFM data. Staff will analyse NAPLAN and Check-in data at a staff meeting and at a faculty level and the analysis of RAP data in faculty groups with an emphasis on Item Analysis.

As a result, most staff have a good understanding of the use of RAP data to reflect on their teaching practices in Stage 6 courses and NAPLAN and Check-In data will be used to understand the literacy and numeracy strengths and areas for focus in Stage 4 and 5 students.

In 2024 a focus will be to value add students results in NAPLAN, Check-In and the HSC.

This will be achieved by continuing to build the capacity of staff to use and understand the data available, review when and how the available data is used by staff to improve literacy, numeracy and HSC results and a continuation and extension of formative and summative in school assessments to target students for additional support to improve their literacy and numeracy.

This will support further improvement towards all teachers demonstrating a sound understanding of internal and external data sources and how this can inform planning of teaching and learning program and modify teaching practices to improve student learning outcomes.

### 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
Increase the mean scaled score of Years 7 and 9 students from 2022 to 2023 in the Numeracy Check-in assessment.	The Check-In Assessment percentage of questions correct in the numeracy assessment for Year 8 students increased by 5.3% from Year 7 in 2022. This cohort was above 6.2% above SSG school in numeracy.
<b>NAPLAN Students Achieving Expected Growth</b>  The percentage of students achieving expected growth in reading to increase by 9% from 51% or to be above the reset system negotiated baseline target.	The Check-In Assessment percentage of questions correct in the literacy assessment for Year 8 students increased by 4.7% from Year 7 in 2022.
<b>HSC Results in Top 2</b>  The percentage of students achieving in the top 2 HSC bands to increase by 6% from 15%	22% of students attained results in the top two bands demonstrating achievement of the lower bound target.
<b>HSC Results in Top 3 Bands</b>  The percentage of students achieving in the top 3 HSC bands to increase by 6% from 45%.	45% of students attained results in the top three bands demonstrating progress yet to be seen toward the lower bound target.

## Strategic Direction 2: Staff growth and collaboration

### Purpose

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

### Initiatives

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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.

- Educational Leadership
- Learning and Development

### Resources allocated to this strategic direction

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### Summary of progress

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#### Educational Leadership

The focus for 2023 was to strengthen the Performance and Development Plans (PDP) to support staff in their professional development.

This involved explicit delivery of professional learning on the PDP where staff were asked to identify a personal, faculty and whole school goals. A Professional Learning session for supervisors was held to support their professional discussions and observations of staff. Staff who would benefit from mentoring were identified and a mentor appointed. Supervisors informally collated Professional Learning staff would like to engage for their PDP conversations to assist in the planning of relevant professional learning for staff.

As a result, all staff have an understanding of the PDP process and the links to their professional development. Supervisors understand their role and obligations with observations and the support of their staff. Staff developed collegial relationships which were professional and supportive.

This was achieved by targeted professional learning, mentoring of staff by supervisors and of supervisors by the senior executive staff and by the building of collegial relationships with mentors from within and outside the faculty.

In 2024 the focus will be to continue to strengthen the PDP process with targeting professional learning to support staff to achieve their professional goals. Staff who will benefit from mentoring and coaching will be identified for support to achieve their professional goals. Suitable mentors will be identified and supported to develop their leadership skills to be supportive and professional in their role.

This will be achieved by further professional learning and support of supervising staff in relation to the PDP process. Identifying from PDP's staff who require or would like mentoring and coaching and those who would be willing to be mentors.

This will support further improvement towards teaching and non-teaching staff pro-actively seeking to improve their practice through the development of their PDP; mentoring and coaching will become embedded at the school to support staff on their professional journeys and as they aspire to develop as leaders.

#### Learning and Development

The focus for 2024 was the development and maintenance of a culture of staff collaboration within faculties, the school and the wider educational community. This collaboration will allow the sharing of high impact teaching strategies (including explicit teaching practices), and quality classroom resources and assessments.

This involved a whole school collaboration in the analysis of data (RAP, Scout) with experienced staff supporting less proficient staff. A Narrandera Network combined staff development day where staff from nine local schools shared resources, assessments and collaboratively prepared for the implementation of curriculum reform was held in Term 3. Whole school Professional Learning in the explicit teaching and in quality assessment which included formative and summative assessment was undertaken. Coaching practices were not embedded or developed due to a lack of casual

staff.

As a result, staff developed collegial, professional and respectful relationships with staff from Narrandera High School and those in the local community of schools where all voices were valued and heard. Explicit teaching resources were developed in faculty areas. Common assessment tasks were collegially planned within faculties.

This was achieved by staff developing relational trust with their colleagues at Narrandera High School and in the local community of schools. A collegial approach to the development of explicit teaching resources with experienced staff having the opportunity to coach and mentor staff in their areas of expertise.

In 2024 the focus will be to continue to embed explicit systems which facilitate professional dialogue, classroom observation and effective feedback. Effective coaching and mentoring processes will support teachers at all stages of their careers. There will be continued collaboration with partner schools to improve teaching practices and support staff as they implement new syllabuses as part of curriculum reform.

This will be achieved by whole staff professional learning on effectively and timely feedback. There will be continued leadership and collaboration with partner schools to develop and maintain collaborative staff development days.

This will support further improvement towards explicit systems which facilitate collegial professional learning, classroom observations and effective feedback.

### **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.

<b>Annual progress measure</b>	<b>Progress towards achievement</b>
The percentage of staff reporting a strong level of support as part of the Performance and Development Plan process in the annual reflection survey increases by 4% from 62% and the relevance of the Performance and Development Plan process to career development increases by 4% from 64%.	The percentage of staff reporting strong level of support in the Performance and Development Plan in the annual reflection survey has remained steady at 64%.
The percentage of students reporting the use of explicit teaching practices and feedback in the 'Tell Them From Me' survey increases by 4% from 61%.	The percentage of students reporting the use of explicit teaching practices and feedback in the 'Tell Them From Me' survey remained steady in the two 2023 snapshots. This is a decrease of 6% from 2022.
The percentage of staff reporting strong staff collaboration in the 'Tell Them From Me' teacher survey increases by 3% from 68%.	The percentage of staff reporting strong staff collaboration in the 'Tell The From Me' survey has remained steady at 68%.



### Purpose

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

### Initiatives

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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.

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

### Resources allocated to this strategic direction

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#### Per capita

#### Aboriginal background

### Summary of progress

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#### Engage and Partner with Parents and Carers

The focus for 2023 was improve and broaden community engagement and partnerships with parents and carers.

This involved all staff completed cultural awareness professional learning which included a cultural tour with local Wiradjuri Elders. All Indigenous students completed Personal Learning Pathways (PLPs) in collaboration with their family, members of the Aboriginal Education Team and other relevant members of staff. Wiradjuri Elders were welcomed into school for a variety of events including an Elders Luncheon, NAIDOC Day celebrations and smoking ceremonies. Communication with parents using a variety of mediums (social media, electronic, phones calls and in person meetings) was prioritised.

As a result, all staff had an improved understanding and cultural awareness of the history and culture of the local Wiradjuri community. The local Wiradjuri community had greater engagement at school and staff, with the guidance of the Aboriginal Education Team, strived to improve cultural safety. Parents and families became more familiar with multiple methods of electronic communication which improved communication with families. Indigenous students completed their PLPs and these were published on Sentral. Staff were made aware of how to access student PLPs at a staff meeting.

This was achieved by the members of the Aboriginal Education Team (Aboriginal Education Officers, Clontarf Staff, Aboriginal Learning and Engagement Staff and Indigenous Student Learning Support Officers) developed an annual plan for activities and invited relevant members of the community to attend. Some activities were postponed due to Sorry Business. However, all planned activities did take place. The Communications Team developed and implemented a plan to improve the communication of activities with families. The Head Teacher - Aboriginal Learning and Engagement Centre collaborated with members of the Aboriginal Education Team to coordinate the completion of Indigenous students PLPs.

In 2024 the focus will be to continue to engage all members of the school community to feel safe and welcome at Narrandera High School. 2024 cultural activities will be planned with the Aboriginal Education Team, building on the success of 2023. All PLPs for all Indigenous students will be reviewed and updated with the support of the Aboriginal Education team and the local community. Appropriate professional learning will be planned for staff to improve their understanding of local Wiradjuri culture, history and language. Support Indigenous students in Stage 5 and 6 to improve their educational outcomes by accessing the support available in the Aboriginal Learning and Engagement Centre.

This will be achieved by all staff supporting the educational outcomes for Indigenous students by ensuring they have a cultural and historical understanding of the local Wiradjuri people. All staff and students will have the opportunity to engage in whole school cultural events. All staff will access student PLP's to support staff to develop rapport with Indigenous students to support their educational activities at Narrandera High School.

This will support further improvement towards all staff having cultural awareness of the local Wiradjuri community and support Indigenous students to have a positive educational experience where they achieve educational outcomes where they grow and improve every year.

#### Motivated and Self-Driven Learners

The focus for 2023 was to provide a supportive and positive learning environment for all students to allow them to achieve positive academic, social and emotional outcomes.

This involved providing staff with professional learning on self regulation and positive relationships through the Positive Behaviour for Learning (PBL) program. Parents and families were engaged in the school community through regular communication as to the learning progress of students. Social and behaviour programs were developed and implemented using the Intervention Centre to support students' educational outcomes in the classroom

As a result, students feel known and valued at school. Students were rewarded for positive behaviour through the PBL program. Targeted students received explicit lessons on behaviour self regulation and positive relationships in the Intervention Centre.

This was achieved by staff working collaboratively to support the social and emotion needs of students. The PBL committee developed a program of rewards at the end of each term and at the end of the year for students consistently displaying positive behaviours. The Intervention Centre staff collaborating with staff to develop targeted programs for students to monitor their behaviour and develop positive and respectful relationships with all members of the school community.

In 2024 the focus will be for the PBL committee to continue to refine their use of data to develop targeted programs to recognise positive and respectful behaviour at school. The Intervention Centre to refine their respectful and motivated student program to support students to self regulate their behaviour in all areas of the school and wider community.

This will be achieved by continued collaboration from all staff with the PBL team to recognise positive behaviour at school. The Intervention Centre staff will continue to collaborate with staff to provide targeted programs for students who require additional support to be respectful members of the school community.

This will support further improvement towards teacher and families working together to support students to be motivated and respectful members of the community which will lead to greater engagement in the classroom.

### 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
The percentage of Aboriginal students attaining their HSC whilst maintaining their cultural identity in the Narrandera Network to increase by 22% from 33%.	The percentage of Aboriginal students in the Narrandera Network attaining their HSC whilst maintaining their cultural identity has increased by 21.5%.
The percentage of students attending greater than 90% of the time to increase by 6% from 58%.	The percentage of students attending greater than 90% of the time increased 4.7% in comparison to 2022 to 34.6%.
The percentage of students reporting expectations for success, advocacy and sense of belonging in the 'Tell Them From Me' survey to increase by 4% from 66%.	The Tell Them From Me data indicates that students expectations for success, advocacy and sense of belonging remained steady in 66%.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$10,013.00</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 Narrandera High 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><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Targeting online tutoring using external providers from an Intensive English Center.</li> <li>• employing a 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> The student has greatly improved his written and spoken understanding of English.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In class supports will continue.</p>
<p>Integration funding support</p> <p>\$288,387.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Narrandera High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <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>• staffing release for targeted professional learning around [course]</li> <li>• staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments]</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students are well supported at school to improve their social, emotional and educational outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Similar programs will continue in 2024. Staff will be retained to continue to offer targeted support for students with Integrated Funding Support.</p>
<p>Socio-economic background</p> <p>\$332,514.96</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Narrandera High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staff release to increase community engagement (SLSO employed as an additional Aboriginal Education Officer)</li> <li>• resourcing to increase equitability of resources and services including the purchase of additional technology to support student learning.</li> <li>• providing students with economic support for educational materials, uniform, equipment and other items</li> <li>• professional development of staff through [program] to support student</li> </ul>

<p>Socio-economic background</p> <p>\$332,514.96</p>	<p>learning</p> <ul style="list-style-type: none"> <li>• employment of additional staff to support small group tutoring program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Students are able to engage in their education as they have the necessary resources.  Students are supported in the classroom and in small groups to improve their educational outcomes.  Members of the school community have easily identifiable staff members (AEOs) that they feel comfortable with and are able to feel comfortable and safe within in the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Similar programs will continue in 2024.  Students will be supported in the classroom and in small groups to ensure they have access to tutoring and resources to improve their educational outcomes.</p>
<p>Aboriginal background</p> <p>\$189,224.37</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Narrandera High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><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>• Motivated and Self-Driven Learners</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 an additional Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families.</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Aboriginal students feel safe and supported at school. Students have additional support for their educational, social and cultural wellbeing. There was an increase in the number of students completing their HSC with eight Aboriginal students graduating in 2023.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Additional staff will continue to be employed to support all educational aspects for Aboriginal students.</p>
<p>English language proficiency</p> <p>\$4,111.16</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Narrandera High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul>

<p>English language proficiency</p> <p>\$4,111.16</p>	<p><b>The allocation of this funding has resulted in the following impact:</b>  Additional support was provided by the Learning and Support teacher in class and individually. Staff were able to access bi-lingual tools to support the student in improving their English. The student has continued to improve his spoken and written English.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  The student will continue to access support in class. and with assessment tasks when required.</p>
<p>Low level adjustment for disability</p> <p>\$178,732.37</p>	<p>Low level adjustment for disability equity loading provides support for students at Narrandera High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <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 (small group tutoring) to increase learning outcomes</li> <li>• support for identified students with additional needs - e.g. Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Identified students are supported in class and in small group tutorials by SLSO's with specialist training in literacy and numeracy. Students have shown some improvement in these areas which is tracked using PLAN2.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Small group tutorials and inclass support will continue. Further staff will receive professional learning to support students to improve their literacy and numeracy skills.</p>
<p>Location</p> <p>\$72,557.86</p>	<p>The location funding allocation is provided to Narrandera High 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> <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>  All students have been able to access curriculum and non-curriculum excursions with cohort excursions being either fully or partially subsidised. Students are able to access all equipment and resources for school when there is a financial need to ensure all students are able to engage with their education.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Student support programs for school essentials will continue in 2024. Students and their families will be aware of the resources available to students to support their education.</p>
<p>Professional learning</p> <p>\$56,945.23</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Narrandera High School.</p>

<p>Professional learning</p> <p>\$56,945.23</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><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• course costs for staff undertaking recognised courses</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 professional learning has been greatly impacted by the lack of casual staff to replace staff to engage in professional learning both in person and online. The majority of professional learning for staff have been whole day activities on Staff Development Days (which focused on Aboriginal Education, Curriculum Reform, tudent and staff wellbeing) and in staff meetings.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Professional learning for staff will continue to be delivered at a school level and when resources permit, access to professional learning externally.</p>
<p>COVID ILSP</p> <p>\$75,677.24</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 enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <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 teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - small group tutoring</li> <li>• providing intensive small group tuition for identified students who were...</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Due to staffing shortages, less students than originally planned for were able to access this tutoring. Tutoring programs were targeted to students with the greatest need. These students were tracked with PLAN2 and showed improvement.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Further staff will be trained in the use of explicit literacy and numeracy programs. This will allow for more students to be able to access programs to improve their literacy and numeracy.</p>
<p>Student Support Officer</p> <p>\$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Narrandera High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this Staffing - Other include:</b></p> <ul style="list-style-type: none"> <li>• Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies.</li> <li>• Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies.</li> <li>• Establish referral pathways to appropriate local services through community partnerships.</li> </ul>

Student Support Officer

\$99,516.00

- SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention.
- working collaboratively with external and other government agencies in their support of students and their families.

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

The Student Support Officer is an integral part of the Narrandera High School Wellbeing Team. They continue to work collaboratively with all areas of the school community to improve student wellbeing.

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

The Student Support Officer will continue to be a vital and valued member of the Narrandera High School community.

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	159	151	169	159
Girls	181	170	177	168

## Student attendance profile

School				
Year	2020	2021	2022	2023
7	91.9	88.6	87.3	85.4
8	89.9	83.9	83.0	85.6
9	91.9	86.6	77.0	78.9
10	81.5	84.3	76.8	71.3
11	86.6	74.0	78.7	71.1
12	86.6	86.5	78.7	83.5
All Years	88.8	84.8	80.7	79.7
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

## 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.

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	11
Employment	7	26	35
TAFE entry	12	4	5
University Entry	0	0	49
Other	0	0	0
Unknown	3	7	0

## Year 12 students undertaking vocational or trade training

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6.67% of Year 12 students at Narrandera High School undertook vocational education and training in 2023.

## Year 12 students attaining HSC or equivalent vocational education qualification

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94.7% of all Year 12 students at Narrandera High School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	25.4
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.98
Other Positions	2

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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>	888,007.24
<b>Revenue</b>	7,861,143.62
Appropriation	7,750,839.42
Sale of Goods and Services	4,890.79
Grants and contributions	91,547.11
Investment income	13,766.30
Other revenue	100.00
<b>Expenses</b>	-7,632,687.16
Employee related	-6,182,560.29
Operating expenses	-1,450,126.87
<b>Surplus / deficit for the year</b>	228,456.46
<b>Closing Balance</b>	1,116,463.70

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>	249,852
<b>Equity Total</b>	704,583
Equity - Aboriginal	189,224
Equity - Socio-economic	332,515
Equity - Language	4,111
Equity - Disability	178,732
<b>Base Total</b>	5,527,330
Base - Per Capita	92,736
Base - Location	72,558
Base - Other	5,362,036
<b>Other Total</b>	942,254
<b>Grand Total</b>	7,424,019

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.

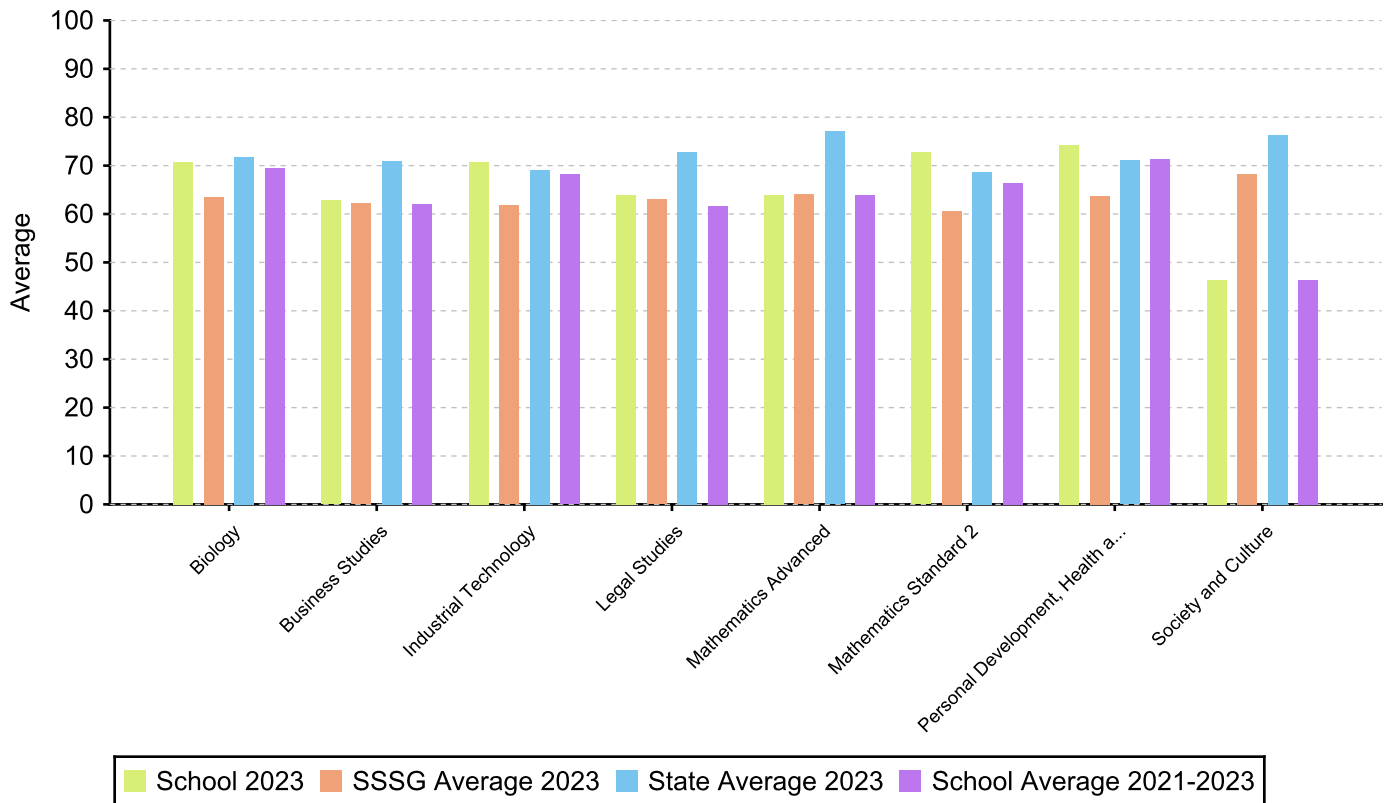
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.

# School performance - HSC

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

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



Subject	School 2023	SSSG	State	School Average 2021-2023
Biology	70.7	63.5	71.8	69.5
Business Studies	62.8	62.2	70.9	62.1
Industrial Technology	70.8	61.8	69.1	68.2
Legal Studies	64.0	63.0	72.9	61.7
Mathematics Advanced	64.0	64.0	77.0	64.0
Mathematics Standard 2	72.7	60.6	68.7	66.4
Personal Development, Health and Physical Education	74.2	63.7	71.0	71.3
Society and Culture	46.4	68.3	76.3	46.4

# Parent/caregiver, student, teacher satisfaction

## Parent/Carergivers

There were 45 responses from the parent "Tell Them From Me" survey.

Improved communication with parent/caregivers was a priotiry in 2023. From TTFM, more than 65% of respondants found the at the following communcation methods were "useful" and "very useful" - social media, school newsletter, emails and text messages. The school website was identified as a communcation method which needed improvement. 11% of resonpondants "disagreed" or "strongly disagreed" when asked if they were satisfied with communciation between school and the home while 52% reposed with "agreed" or "strongly agreed".

From the survey, areas within the school where parents perceive there is an need for improvment include - parents feel welcome, school supports learning and inclusivity.

85% of respondents reported that Narrandera High School was their local public school of choice and more than 50% would recommend the school to other parents with 8% "strongly disagreeing" with this statement.

There has been in increase in the number of parents responding that they want their child to finish Year 12 and complete further education (wither unirveristy or TAFE).

## Students

Students participated in two Tell Them From Me surveys in 2023.

Areas which showed improvement included interest and motivation, relevance, explicit teaching and feedback practices, aspiration to complete year 12, aspiration to go to university, perseverance, participation in sport, growth orientation, homework behaviour and advocacy.

Areas which showed the greatest decline between the two surveys included a sense of belonging, effort, aspirations to pursue a trade, values school outcomes and positive relationships.

## Staff

Eleven staff completed the staff version of the Tell Them From Me Survey. There were nominal changes in staff responses from 2022 to 2023 when thirteen staff members completed the survey. There were slight drops (less than 0.5) in key drivers for student learning. Areas which remained close to or above the NSW Government School Norm included technology, inclusive school and teaching strategies. Areas which were the furtherest from the norm (below) were parent involvement, leadership and collaboration.

# 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.