

2023 Annual Report

Narara Valley High School



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Introduction

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

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

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Message from the principal

Narara Valley High School continued to make great progress towards achieving the goals of our 2023 to 2026 Strategic Improvement Plan. The key areas of literacy, numeracy, wellbeing, and attendance all had great gains made.

Our progress in literacy and numeracy for Years 7-9 were chiefly measured by the Department of Education's Check In assessment this year. Narara Valley High School was well ahead of statistically similar schools' Year 7 numeracy, Year 8 Numeracy and Year 9 Numeracy, and higher than state average in Year 8 reading. Literacy and numeracy are a key area of focus in our strategic improvement plan and whilst there is still work to be done, the results above are a great tribute to the hard work of the students and teachers.

Our HSC results showed great improvement, with Narara Valley High School featured in the top 20 most improved in the department's Regional North Operational Directorate. I would like to acknowledge some great individual achievements, beginning with joint dux recipients Xavier Cardozo and Sunrise Michelle. I would also like to acknowledge Taylah Smith and Sunrise Michelle for nomination for the HSC Dance showcase, Callback. Mimi Gable Gammelgaard and Ryan Lloyd were nominated for the Shape showcase of HSC Technology major projects. Brandon Kenny and Sunrise Michelle also received nomination for the Music showcase, Encore. This recognition was truly remarkable, and I would like to congratulate the students for their achievements in these courses, under the expert guidance of their teachers.

Alongside our academic achievements, Narara Valley High School students have continued to excel in extracurricular activities. These are many and varied, including a wonderful community service initiative working with the local charity, Coast Shelter. Student engagement in this was exceptional, as was the work of staff supporting them. In the sporting arena, the achievements of George Wells were truly remarkable, culminating in him representing Australia and winning gold at the Junior Commonwealth Games in Trinidad and Tobago. Our junior debating team finished 2nd in NSW out of the 347 teams who competed. This is a magnificent achievement and was celebrated publicly through the students participating in a live demonstration debate on ABC Central Coast 92.5 FM. These are but a very small selection of the achievements of our students in 2023.

I would like to thank the entire Narara Valley High School community for another successful year. As a true community school, with such diverse and wonderful achievements, we have a great deal to celebrate.

School vision

The Narara Valley High School motto is "For the Future". This statement underpins the philosophy of teaching and learning within our school and is demonstrated by the continued focus on innovative pedagogy through evidence-based practice. A positive learning culture fosters connections and partnerships that are evident throughout the school community. Students are supported in their learning and wellbeing to equip them with the necessary skills to adapt to the dynamic nature of the future workforce and our ever changing society.

School context

Narara Valley High School is a comprehensive high school situated on Darkinjung land on the Central Coast of NSW. The school has an enrolment of approximately 740 students including 89 Aboriginal students and a Support Unit of 51 students. The school caters for students of all ability levels and has developed a reputation for its strong focus on academic achievement, wellbeing and supporting community needs. Narara Valley High School has achieved national recognition as a Power House School and a Science, Technology, Engineering and Mathematics (STEM) Action School for its successful approach to innovation and learning.

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

The 2023 - 2026 Strategic Improvement Plan was formulated through extensive consultation with students, staff and community. Through the Situational Analysis process, evidence and data collated informed future directions.

Strategic Direction 1: Student Growth and Attainment

Strategic Direction 2: Engaged students who belong and succeed

Strategic Direction 3: Dynamic learning partnerships

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

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	Sustaining and Growing
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	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to maintain the positive learning culture, students will benefit from explicit teaching practices with a firm evidence base. Measurable growth in literacy, numeracy and the HSC will inform a continuum of improvement throughout the high school years.

Initiatives

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

- Targeted literacy and numeracy instruction
- Stage 6 success

Resources allocated to this strategic direction

Socio-economic background
New Arrivals Program
Integration funding support
Low level adjustment for disability
English language proficiency

Summary of progress

Targeted literacy and numeracy instruction was a significant area of focus for Narara Valley High School in 2023. Reading, comprehension, vocab, multiplicative thinking & number sense. Staff undertook professional learning in the tiered vocabulary strategy. This was followed by the formation of comprehensive KLA vocabulary lists organised by tier. Teaching strategies to enhance vocabulary were broadly successful for Year 8, as evidenced by Term 4 Check In data being 0.7% above statistically similar schools. Other year groups were lower than similar schools by a small amount in most cases. Vocabulary will remain an area for focus in 2024.

Year 8 comprehension was 4.3% above statistically similar schools and 1.8% above state average, which was a great achievement given the students improved their Year 7 performance in this area by 2.2% (statistically similar schools) and 0.7% respectively (State) in the Term 2 Check In Assessment.

Students in Stage 6 were supported through a number of targeted interventions. One such intervention was the The HSC writing program. This program was initiated by the relieving deputy principal. This involved professional learning for staff based on research. This research, *Teaching Writing: Report of the Thematic Review of Writing* investigated how primary and secondary teachers teach writing. Recommendations of the review, amongst others, included establishing an evidence base for teaching writing by identifying existing effective practice, grounded in research. Individual students responded positively to the writing support they received, as evidenced by direct feedback provided. The program will change in 2024 due to staff movement. It is envisaged that the scaling to a whole cohort initiative will be realised with some small changes to the program itself and other school wide structures being in place to support senior students.

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
Students achieving in the top two bands or above in the HSC increases from 24.0% (baseline) to 29.0% .	The percentage of students achieving in the top two bands was 15.41%. This represents a 9% improvement on the 2022 figure.
Students achieving in the top three bands or above in the HSC increases from 58.8% (baseline) to 63.3%.	The percentage of students achieving in the top three bands was 48.39%. This represents an increase of 12.8% on the 2022 figure.
The proportion of students in Years 7 and 9 demonstrate growth in numeracy increases compared to 2022 as	Students in Years 7 and 9 demonstrate a 2% increased growth in numeracy compared to 2022 as measured by the Check In assessment scaled score.

measured by the Check In assessment.	
The proportion of students in Years 7 and 9 demonstrate growth in reading increases compared to 2022 as measured by the Check In assessment.	Students in Years 7 and 9 demonstrate 1.5% decreased growth in reading compared to 2022 as measured by the Check In assessment.

Strategic Direction 2: Engaged students who belong and succeed

Purpose

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

Initiatives

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

- Strategic actions to support increased student attendance
- Enhanced student engagement

Resources allocated to this strategic direction

Socio-economic background
Integration funding support
Low level adjustment for disability
English language proficiency
Student Support Officer

Summary of progress

Focus remained on increasing the number of students attending 90% or more of the time, per the system negotiated target. Year Advisers continued to successfully support students whose attendance was in the 70-90% band. This took the form of individual check ins during the fortnight selected. Rewards for improved attendance became ingrained in whole school processes, with fortnightly and termly draws and other rewards characterising this. The high value awards came at the ends of terms. The management of fractional truancy was supported by the school implementing an email to parents when a child was late to class or truanted it. This process was automated through Sentral and a number of parents expressed their support of it via return email to the school. As a result of interventions to support increased attendance, the number of students attending school 90% of the time or more increased by 4.4% in comparison with 2022 data, placing the school higher than statistically similar schools. Narara Valley High School will seek to further enhance the attendance of students in other statistical brackets in 2024.

In 2023 there was a significant emphasis placed on students feeling a sense of belonging and recognising and rewarding positive behaviour at school. The Positive Behavior for Learning (PBL) team planned a number of high value reward initiatives to enhance wellbeing and positive behaviour. This included rewards excursions and incursions, a visit by an ice cream truck, a school disco, a pickle ball tournament, lunch time CAPA performances, vouchers for local shops and many more. Added to this, students demonstrating positive behaviour went into a fortnightly draw for canteen vouchers. The number of merit awards recorded on the school's wellbeing database, Sentral, increased significantly over the course of the year, which demonstrates impact at a classroom level. The PBL team will continue this work in 2024 and seeks to further enhance the overall wellbeing indicator calculated from Tell Them From Me data.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the number of students attending 90% of the time or more to 55.3%	The number of students attending school 90% of the time or more increased by 4.4% compared with 2022 data. This places Narara Valley High School above statistically similar schools.
Wellbeing: 62.3% (baseline) of students reporting TTFM Expectation for success, Advocacy and Sense of Belonging at school to increase to 66.8%.	Based on TTFM the school is slightly below statistically similar schools in the area of Wellbeing. However, internal data gained through student focus groups conducted in July 2023 suggested that students believe they have strong friendship connections overall, that teachers have positive relationships with students, students feel comfortable seeking advice from and confiding in teachers and the majority expressed feeling supported both at home and at school.

Strategic Direction 3: Dynamic learning partnerships

Purpose

Learning and teaching initiatives are student centred, evidence based, enhanced through targeted professional development and demonstrate connections to community and culture.

Initiatives

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

- Highly effective teaching practice
- Authentic learning partnerships and cultural connections

Resources allocated to this strategic direction

Professional learning Aboriginal background

Summary of progress

Teaching practice was an area of focus in 2023. A key manifestation of this focus was in the junior year groups through explicit literacy and numeracy instructional practice. Teachers implemented the explicit teaching of tiered vocabulary following analysis of data that revealed vocabulary to be an area for significant development in both junior and senior years. Whole staff professional learning and a number of executive level discussions worked to ensure staff felt comfortable with this process and were able to implement it across the curriculum.

Narara Valley High School staff formed an Aboriginal Education Team that was representative of different faculties and staff. This team met as part of the cyclical strategic teams meeting process. The team engaged in planning for major school events such as NAIDOC, changing the format of this celebration to an entire day for all students. The school was assisted on this day by external organisations to enhance the experience. PLPs were reviewed and it was discovered that the current format was not working as effectively as it could in terms of student and parent engagement. In consultation with colleagues from a nearby high school, the decision was made by the Aboriginal Education team and senior executive staff to trial an electronic PLP process. The rate of completion was significantly higher and positive feedback was received from parents and carers. Plans were developed for an updated space for Aboriginal Education as part of broader works being undertaken by SINSW. The Connecting To Country PL ran in Term 4 2023. Two members of staff - one teacher and one senior executive - completed this training and found it extremely valuable. This engagement will continue in 2024.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Tell Them From Me parent survey indicates growth in the "parents are informed" scaled score to equal the NSW Government Norm.	The scaled score for "parents are informed" in the 2023 Tell Them From Me parents survey was 5.4
Tell Them From Me data indicates an increased scaled score in explicit teaching practices that meets the NSW Government norm.	The scaled score for explicit teaching practices in the 2023 Tell Them From Me survey was 5.8. For Year 9, the score equalled NSW Government norm at 6.1

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$29,445.00</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 Narara Valley High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted literacy and numeracy instruction <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: Students in receipt of new arrivals support are provided close assistance from expert staff in terms of academic endeavours and social growth.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to provide high level support to students in the New Arrivals Program.</p>
<p>Integration funding support</p> <p>\$465,174.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Narara Valley High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted literacy and numeracy instruction • Strategic actions to support increased student attendance • Enhanced student engagement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of specific student learning and engagement plans. <p>The allocation of this funding has resulted in the following impact: Students in receipt of integration funding support were provided with a variety of wrap around supports in 2023 dependent tailored to assist in their areas of greatest need. This primarily took the form of support from dedicated School Learning Support Officers both in classrooms and outside of them.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to provide targeted support to students who receive integration funding support. This may take the form of learning support or wellbeing support, or a combination of both dependent on need.</p>
<p>Socio-economic background</p> <p>\$446,087.04</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Narara Valley High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted literacy and numeracy instruction • Strategic actions to support increased student attendance

<p>Socio-economic background</p> <p>\$446,087.04</p>	<ul style="list-style-type: none"> • Enhanced student engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students with economic support for educational materials, uniform, equipment and other items • professional development of staff through to support student learning across the curriculum • staff release to increase community engagement <p>The allocation of this funding has resulted in the following impact: Funding to assist students facing disadvantage due to socio economic factors had broad usage across the school. It enabled students to access additional educational resources, opportunities, wellbeing support and specialised or intensive instruction. Likewise, the school's positive behaviour for learning initiatives have utilised this funding source in order to fund student reward and recognition events.</p> <p>After evaluation, the next steps to support our students will be: Better able to access a broad range of educational opportunities as well as learning and wellbeing supports as needed. Students were also able to benefit from school wide programs designed to enhance classroom engagement and wellbeing.</p>
<p>Aboriginal background</p> <p>\$90,178.46</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Narara Valley High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Authentic learning partnerships and cultural connections <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Aboriginal and Torres Strait Islander students were supported by the school funding an additional Aboriginal SLSO position at 0.8 FTE in 2023. This allowed for enhanced academic, wellbeing and community initiatives to be successfully undertaken.</p> <p>After evaluation, the next steps to support our students will be: The school will seek to employ the additional ASLSO for 1.0 FTE as well as examine the possibility of a student allocation approach, dependent on need, with the ASLSOs for Aboriginal and Torres Strait Islander students.</p>
<p>English language proficiency</p> <p>\$31,783.50</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Narara Valley High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted literacy and numeracy instruction • Enhanced student engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact:</p>

<p>English language proficiency</p> <p>\$31,783.50</p>	<p>Narara Valley High School employed specific teaching staff to provide support to students at different phases of English language proficiency. This allowed students to better access the curriculum and enhance their cultural understanding.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to offer dynamic and tailored support to students who are building their English language proficiency.</p>
<p>Low level adjustment for disability</p> <p>\$330,390.33</p>	<p>Low level adjustment for disability equity loading provides support for students at Narara Valley High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted literacy and numeracy instruction • Enhanced student engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: Students with low levels of disability were supported to access the curriculum and wellbeing activities consistent with their peers.</p> <p>After evaluation, the next steps to support our students will be: Wellbeing and executive staff will continue to provide and coordinate wrap around support for students requiring low levels of adjustment for disability. Access to innovative resources and programs will feature within this support.</p>
<p>Professional learning</p> <p>\$76,959.95</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 Narara Valley High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practice • Authentic learning partnerships and cultural connections <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses <p>The allocation of this funding has resulted in the following impact: Narara Valley High School staff continue to engage in planned, authentic professional learning which is aligned to the goals of their Performance and Development Plan. Line management structures enable the effective allocation of professional learning resources and opportunities.</p> <p>After evaluation, the next steps to support our students will be: Students will have teachers and support staff who are the beneficiaries of exposure to high quality professional learning that has a demonstrable impact on practice.</p>
<p>COVID ILSP</p> <p>\$299,790.00</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>COVID ILSP</p> <p>\$299,790.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in the following impact: COVID ILSP funding greatly assisted in achieving the enhanced reading and numeracy results this year. A cohesive and effective teaching team collaborated with the school funded Deputy Principal and key members of the teaching staff to provide small group and personalised support to targeted students. As was the case previously, early identification of students that need more intensive LaST support was very beneficial.</p> <p>After evaluation, the next steps to support our students will be: Better able and equipped to successfully attempt class and assessment tasks as well as participate more fully in school activities.</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 Narara Valley High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhanced student engagement <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • 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. • Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies. • Establish referral pathways to appropriate local services through community partnerships. • Support transition, between schools and post-school enrolments by working with transition coordinators and external providers. • working collaboratively with external and other government agencies in their support of students and their families. <p>The allocation of this funding has resulted in the following impact: Students on the case load of the Student Support Officer were provided access to a broad range of opportunities that their personal circumstances would otherwise prohibit. This includes, but is not limited to, skill building or restorative wellbeing programs, support to access psychological or medical intervention, liaison with other government agencies for financial or housing support, liaison with a variety of NGOs and many others.</p> <p>After evaluation, the next steps to support our students will be: More able to confidently navigate school and non school contexts.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	398	377	378	366
Girls	426	410	383	354

Student attendance profile

School				
Year	2020	2021	2022	2023
7	91.1	89.4	81.4	87.4
8	88.7	84.6	79.6	80.6
9	90.1	80.8	72.4	82.7
10	85.7	80.1	73.0	72.3
11	87.3	83.2	75.3	82.0
12	87.5	83.0	79.3	82.6
All Years	88.4	83.5	76.5	80.9
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

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	2	0	15
Employment	4	22	23
TAFE entry	2	1	4
University Entry	0	0	30
Other	2	0	16
Unknown	19	2	12

The "unknown" destination figure for Year 10 students is chiefly made up of graduates of the school's unique Young Parents Program. This programme comprises mostly young adult learners who are post compulsory school age.

Year 12 students undertaking vocational or trade training

32.46% of Year 12 students at Narara Valley High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

96.4% of all Year 12 students at Narara Valley 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)	2
Head Teacher(s)	10
Classroom Teacher(s)	44
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	18.68
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

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

	2023 Actual (\$)
Opening Balance	1,290,736.25
Revenue	12,754,716.85
Appropriation	12,291,381.55
Sale of Goods and Services	114,114.66
Grants and contributions	321,855.21
Investment income	27,265.43
Other revenue	100.00
Expenses	-12,664,495.00
Employee related	-11,464,969.97
Operating expenses	-1,199,525.03
Surplus / deficit for the year	90,221.85
Closing Balance	1,380,958.10

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2023 SBAR Adjustments (\$)
Targeted Total	542,379
Equity Total	898,439
Equity - Aboriginal	90,178
Equity - Socio-economic	446,087
Equity - Language	31,783
Equity - Disability	330,390
Base Total	9,438,847
Base - Per Capita	208,813
Base - Location	0
Base - Other	9,230,034
Other Total	752,802
Grand Total	11,632,467

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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

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

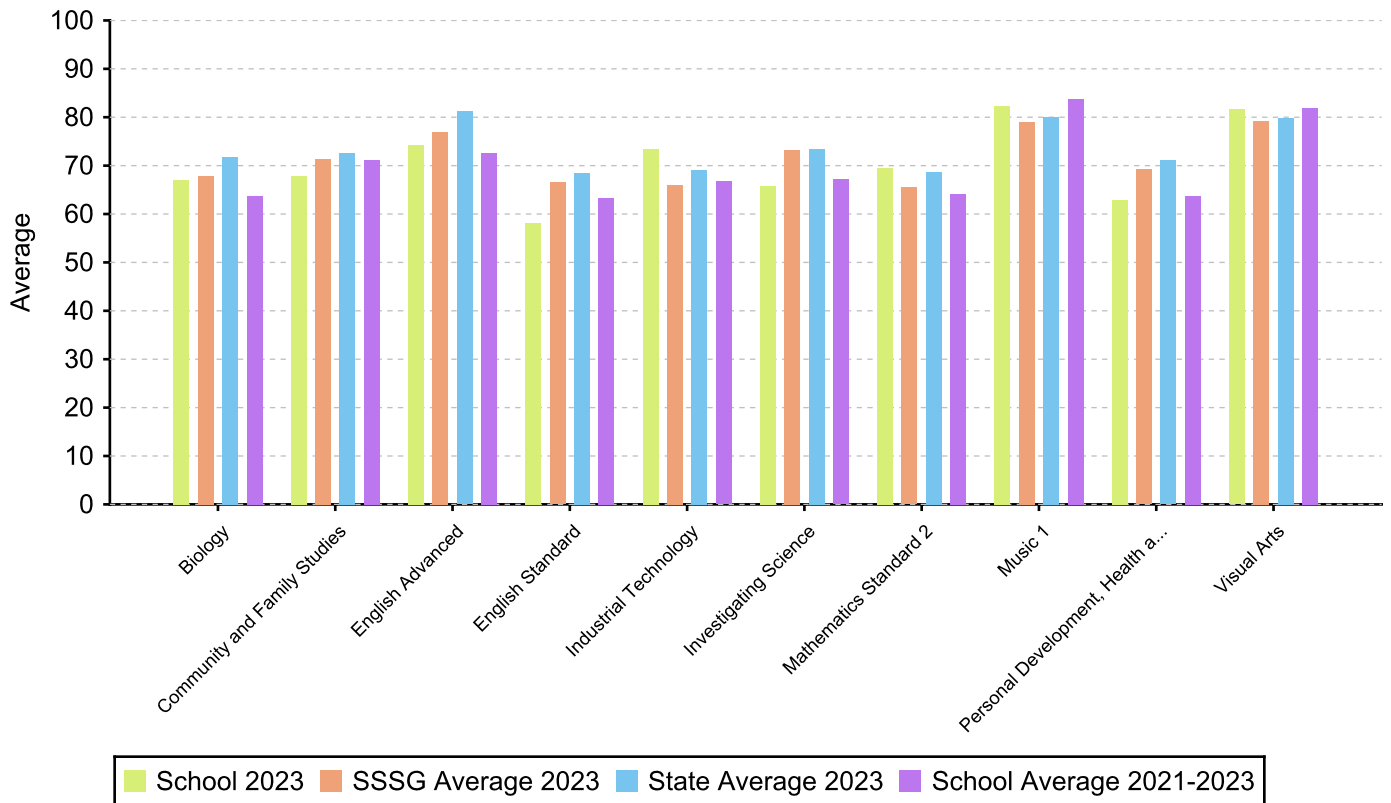
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

School performance - 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	67.0	67.8	71.8	63.8
Community and Family Studies	67.9	71.4	72.7	71.1
English Advanced	74.3	77.0	81.2	72.6
English Standard	58.2	66.5	68.5	63.3
Industrial Technology	73.4	66.1	69.1	66.7
Investigating Science	65.8	73.3	73.4	67.1
Mathematics Standard 2	69.5	65.5	68.7	64.1
Music 1	82.3	79.0	80.0	83.7
Personal Development, Health and Physical Education	62.9	69.2	71.0	63.8
Visual Arts	81.6	79.2	79.8	81.8

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me survey had parent/caregiver, student and teacher iterations in 2023 and informed the majority of judgments around satisfaction.

Parents and carers identified communication as an area of strength for the school, with safety at school an identified area for development. The survey did indicate there was only one data point available across a range of other areas, therefore it is anticipated that there will be a more wide ranging suite of results available after the next survey.

For students, the "student interest and motivation" data point was an area of particular strength, with a 4% increase on the previous survey. Instructional relevance also increased by 0.1. Student identified areas for development relate to positive relationships with friends, which in this section is reported as 5% lower. However, this data appears anomalous when qualitative factors across the school are considered and the fact that social connections with friends is the single largest determinant of students' sense of belonging. The school's teachers, wellbeing team and executive are well apprised of the needs of individual students and work to ensure social connections remain robust.

Teachers indicated strength in the areas of data informed practice, which had increased by 0.2, learning culture and teaching strategies. Identified areas for development include parental involvement, which is 0.2 lower.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.