

Narooma Public School

2019 Annual Report



2758

Introduction

The Annual Report for 2019 is provided to the community of Narooma Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school 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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School background

School vision statement

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

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

Through our School Purpose of:

- Delivering World Class Teaching and Learning;
- Equipping students for the future as a whole person;

Around our School Values of:

- Responsibility & Fairness – Doing the right thing at the right time. Following the rules & choosing a good attitude;
- Care & Respect – Looking after people, places and things. Treating others how you would like to be treated;
- High Expectations – Excellence can be achieved through parents, students and teachers all working together to achieve a common goal.

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

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

School context

Narooma Public School is a rural/coastal primary school on the Far South Coast of NSW. We have approximately 440 students enrolled at our school. The school is well supported in the community with an active Parents and Citizens' Association (P&C).

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

Our families and community members, including the P&C enable us to regularly celebrate success and promote a sense of community. Many families have had generations pass through the school. As a result, community feel a belonging to the school and support our initiatives with a sense of pride.

Our K–6 philosophy and our experienced staff focus on developing quality teaching and learning programs across all Key Learning Areas. We offer a diverse range of programs and activities to optimise the total development of our students, maximising student–learning outcomes.

Our teaching staff is experienced, enthusiastic and keeps themselves up–to–date via quality Teacher Professional Learning so as to be able to deliver best practices and quality lessons to the students in their care.

The school's purpose is to maintain and sustain a positive, safe and happy learning environment that focuses on the growth of the student as an individual.

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 school plan and annual report.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 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 performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Student Wellbeing

Purpose

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

Improvement Measures

Scope and Sequence created for PBL in 2019.

New awards recognition system evident.

Document growth in Literacy and Numeracy students receiving targeted interventions.

New Anti-Bullying and School Welfare Policy documents evident.

Overall summary of progress

The school has set up three target teams in line with our school plan. The Student Welfare and Well-Being Target Team have been formed with a representative of each stage being present and an executive member on the team.

Each target team meets on a regular basis, at least 2–3 times a term to ensure strategies are effective and that they self-assess the progress and develop future directions.

Each team member then reports back these strategies and findings to the stage teams or leadership team to ensure effective communication is maintained.

The Student Welfare and Well-Being Target Team implemented what we planned this year and have achieved vital success measures as indicated below.

Progress towards achieving improvement measures

Process 1: Continue the implementation of PBL structures and strategies into the school to enhance student welfare and wellbeing, creating a community where students care for self and wider wellbeing.

Evaluation	Funds Expended (Resources)
<p>Progress achieved this year</p> <p>DATA:</p> <p>T1 – Minor: 94 Major: 23</p> <p>T2 – Minor: 74 Major: 114</p> <p>T3 – Minor: 103 Major: 112</p> <p>T4 – Minor: 82 Major: 84</p> <p>SUCSESSES:</p> <ul style="list-style-type: none">• Assembly manners – a big focus this year through PBL and excellent results. Very few students receiving consequences, many positives.• Check in – Check out system for Tier 2 students has had some good success with reduced incidents• Change to Whale Tail system – not adding names allows more free and frequent distribution and improved active supervision• Establishment of new playground equipment through PET, Principal and Community collaboration	<p>\$3500.00 for Sentral's Wellbeing package</p> <p>\$4000.00 TPL Casual budget for teacher release</p> <p>\$2500.00 resources</p>

Progress towards achieving improvement measures

Process 2: Begin to implement PBL strategies in classrooms to enhance student welfare and wellbeing, creating calm, positive, productive learning areas

Evaluation	Funds Expended (Resources)
<p>DATA:</p> <p>T1 – Minor: 106 Major: 41</p> <p>T2 – Minor: 60 Major: 35</p> <p>T3 – Minor: 174 Major: 46</p> <p>T4 – Minor: 82 Major: 42</p> <p>SUCSESSES:</p> <ul style="list-style-type: none"> • Whale Tails in Classrooms (used free and frequently, positively received by students) • Establishment of clear expectations across classrooms (displayed and referred to) • Building of strong relationships with students (evidenced by Tier 3 students joining our school experiencing success) • Classrooms are settled and productive (less than 1 Major incident per day across school) 	<p>\$3500.00 for Sentral's Wellbeing package</p> <p>\$4000.00 TPL Casual budget for teacher release</p> <p>\$2500.00 resources</p>

Process 3: Continually review our welfare and wellbeing policies to ensure they reflect current best practice and department policy.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • Variety of staff, including temporary and new to school – through both the PBL Team and WWB Team have worked on updating of plans. • All staff have received updated plans and been given overview. • Positive comments regarding use of these plans on staff survey. • Policies evident in Sentral recording of incidents and referrals to ARCO and Executive Team. 	<p>\$3500.00 for Sentral's Wellbeing package</p> <p>\$4000.00 TPL Casual budget for teacher release</p> <p>\$2500.00 resources</p>

Next Steps

- Continue to support the PBL Team in their work by ensuring fortnightly meetings (including W&WB TT Meetings), enabling staff TPL (such as coach Network, Reload, Tier 2 Training, Rock and Water), timetabling teacher time to prepare lessons, pass on skills and work with students.
- Delivering PBL Classrooms (Day 2) to staff and ensuring commitment of staff to best practice.
- Ensuring quality active supervision on the playground including consistent use of hi-vis and hats by staff, use of fast and frequents for target area.
- Delivering Berry Street training to staff and using as an ongoing wellbeing support.
- Continuing to expand range of playground activities and opportunities e.g. review duty roster and boundaries, explore additional resources such as seating, junk area etc.
- Continuing to access and resource quality social skills programs and outside organisations (Links for Learning, REACH, Bouncing Back, Rock and Water).
- Ongoing student leadership in choice of PBL Celebration activities.

Strategic Direction 2

Equity & Student Engagement

Purpose

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

Improvement Measures

Documented growth evident in Literacy and Numeracy.

A reduction of unexplained absences.

- Target for 2018 is 20.0%
- Target for 2019 is 17.5%
- Target for 2020 is 15.0%

All prospective students feel safe and happy to come to school or go to High School

Overall summary of progress

The school has set up three target teams in line with our school plan. The Equity and Engagement Target Team have been formed with a representative of each stage being present and an executive member on the team.

Each target team meets on a regular basis, at least 2–3 times a term to ensure strategies are effective and that they self-assess the progress and develop future directions.

Each team member then reports back these strategies and findings to the stage teams or leadership team to ensure effective communication is maintained.

The Equity and Engagement Target Team implemented what we planned this year and have achieved vital success measures as indicated below.

Progress towards achieving improvement measures

Process 1: To improve the learning outcomes for Aboriginal students and other students below grade level.

Evaluation	Funds Expended (Resources)
<p>1. To improve the learning outcomes for Aboriginal students and other students below grade level.</p> <p><i>Personal Learning Plans (PLP's) developed for all ATSI students.</i></p> <ul style="list-style-type: none">• All students have a current PLP completed for Semester 1 and these have been reviewed throughout the year. They are currently being updated this semester, so they can be sent home at the end of the year. <p><i>Student Performance Plans (SPP) for all children below grade benchmark</i></p> <ul style="list-style-type: none">• Staff completed SPP for all students below grade benchmark (Digital document on faculty) to record areas of need in Literacy and Numeracy. Student progress was monitored throughout the year and new learning goals were set as required. <p>Data for this can be collected by looking at:</p> <ul style="list-style-type: none">• TEN data and Word Attack Graphs for Years K–2• NAPLAN data collected from Scout• PAT R Assessment Data Years 2–6	<p>Additional RAM funding for Aboriginal students \$122,904.00</p> <p>Aboriginal Education Officer \$68,575.00</p> <p>Socio–Economic Equity Funds – \$57,265.00</p>

Progress towards achieving improvement measures

Process 2: To provide a range of quality enrichment activities across and beyond key learning areas in order to build and strengthen skills in all students.

Evaluation	Funds Expended (Resources)
<p>To provide a range of quality enrichment activities across and beyond key learning areas in order to build and strengthen skills in all students.</p> <p>Student at NPS have been involved in extensive quality enrichment activities across and beyond KLA's.</p> <p>Highlights would be:</p> <ul style="list-style-type: none"> • State Level of the Premiers Spelling Bee – Finn E • Tournament of The Minds – Honours Award • Music – Won the Best School Group at the Narooma Busking Championships. • Sport –many student represented the school at District, Regional and State Championships. • Numeration Challenge – school based competition based on recall of number facts. • Environmental Programs • Teacher Professional Learning in Robotics and Coding in preparation of further developing this area at NPS 	<p>Additional RAM funding for Aboriginal students \$122,904.00</p> <p>Aboriginal Education Officer \$68,575.00</p> <p>Socio–Economic Equity Funds – \$57,265.00</p>

Process 3: Successfully identify and support students with specific needs to achieve improved learning outcomes.

Evaluation	Funds Expended (Resources)
<p>Successfully identify and support students with specific needs to achieve improved learning outcomes.</p> <p>SLSO support for students within classes to support the delivery of quality whole school programs in Literacy and Numeracy i.e.</p> <ul style="list-style-type: none"> • School Base Phonics – Years 1 and 2 • Words Their Way Spelling – Yrs 3–6 • Numeracy Support 3–6 • Specialist Programs such as MiniLit, MultiLit, Fast ForWord, YESS Program, OT Support, Volunteers Programs, Quota Speech, Centre for Effective Reading, Indigenous Speech and Itinerant Hearing and Play Therapy. 	<p>Additional RAM funding for Aboriginal students \$122,904.00</p> <p>Aboriginal Education Officer \$68,575.00</p> <p>Socio–Economic Equity Funds – \$57,265.00</p>

Next Steps

In 2020, our focuses will be:

1. Documented growth evident in Literacy and Numeracy

- continue to use data to inform practice and setting of clear and attainable goals for students.
- Continue to implement high impact teaching strategies to maximise student growth (What Works Best Document and Berry Street Training).
- SPPS – greater involvement, discussion and collaboration within stage groups to collectively plan and work towards student learning goals
- Develop a clear timeline for the development of PLP's which will include greater involvement from our AEO and parent body.

2. Enrichment activities are shared with the community through Happening, School Website, Facebook and the local newspaper where appropriate.

- Dhurga language to continue and expand across the school
- Songline for Stage 3's Geography Units?
- Continue with current enrichment activities

3. Document growth in Literacy and Numeracy students receiving targeted interventions.

- Continue with targeted interventions
- SLSO support in classrooms

Strategic Direction 3

Curriculum & Assessment

Purpose

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

Improvement Measures

Documented evidence of improved Numeracy outcomes for students

Documented evidence of improved Literacy outcomes for students

Overall summary of progress

The school has set up three target teams in line with our school plan. The Curriculum & Assessment Target Team have been formed with a representative of each stage being present and an executive member on the team.

Each target team meets on a regular basis, at least 2–3 times a term to ensure strategies are effective and that they self-assess the progress and develop future directions.

Each team member then reports back these strategies and findings to the stage teams or leadership team to ensure effective communication is maintained.

The Curriculum & Assessment Target Team implemented what we planned this year and has achieved vital success measures as indicated below.

Progress towards achieving improvement measures

Process 1: Review and Implement Targeted Early Numeracy (TEN) strategies into every classroom for targeted students K–4

Evaluation	Funds Expended (Resources)
<p>The K–2 TEN Data that has been entered on our school data base demonstrates improvement across the stages.</p> <p>Kindergarten –</p> <ul style="list-style-type: none">• 25% of targeted students in Term 1• 4% of targeted students in Term 4 <p>Year 1</p> <ul style="list-style-type: none">• 24.2% of targeted students in Term 1• 0% of targeted students in Term 4 <p>Year 2</p> <ul style="list-style-type: none">• 32.3% of targeted students in Term 1• 9.1% of targeted students in Term 4 <p>TEN Training has been sourced for K–2 staff and will occur T1 2020.</p>	<p>TPL – \$30,595</p> <p>Literacy & Numeracy – \$12,920</p> <p>Provide School Operational Funds to support Curriculum = \$60,000</p>

Process 2: Develop automaticity of Maths facts K–6

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Teachers Years 2–6 have monitored the improvement of their own classes, reporting that they have seen growth in student maths fact fluency and their ability to retrieve basic facts from their long term memory. Programs that were being used to develop automaticity skills included 'Five Minute Frenzy', 'Numeracy Ninja' and 'Maths Mentals'.• 'Mathemagician Challenges'– These were introduced K–6, to showcase student improvement in retrieving basic facts from their long term memory	<p>TPL – \$30,595</p> <p>Literacy & Numeracy – \$12,920</p> <p>Provide School Operational Funds to support Curriculum = \$60,000</p>

Progress towards achieving improvement measures

and for students to have a goal to work towards. These were stage based and held at the end of each term. All staff have reported that these are highly enjoyed by students.

- K–2 have focused on TEN strategies.

Process 3: Improve student understanding and skill development using differentiated maths groups

Additional support provided through SLSO's 3–6, Support staff K–2and 3&5, IL Years 4&5

Evaluation	Funds Expended (Resources)
<p>YEAR 3</p> <ul style="list-style-type: none"> • Children received IL support for Maths throughout Semester 1. The teachers worked collaboratively, sharing ideas, discussing programming and results. We used the PAT R Maths assessment data to form differentiated groupings. The IL was to target students who were achieving at the top of the middle. These students attended three one hour sessions per week. They were following the same Scope and Sequence as the students in the main classroom groups, however working at a quicker pace and completing problem solving/critical thinking tasks in addition to standard lessons. <p>YEAR 4</p> <ul style="list-style-type: none"> • Year 4 teachers saw a need to make alterations to the operations of their Maths Program. They collaborated, discussed ideas with the IL and used Planning Days and Stage Meetings to develop their new ideas and to form Differentiated Maths Groups. They incorporated the use of SLSO's and the 3–6 Numeracy Support Teacher to assist groups. They worked in 7 week blocks focusing on addition, subtraction, multiplication and division. The children were split into two main groups. One teacher taking C grade and above students (approximately 32 in this group), whilst the other teacher took D grade and below students (approximately 21 students). The second group had the assistance of 3 additional support staff to work with small numbers of students to maximise student learning. Staff reported that this system was delivering very pleasing results across the year group. <p>YEAR 5</p> <ul style="list-style-type: none"> • In Semester 2, Year 5 modified their Maths Program to include differentiation across the grade. They assessed students using the NSW Department of Education Maths Diagnostic Tasks, in the areas of addition, subtraction, multiplication and division. They then analysed the data to form their groups. Each group was provided with teacher support sessions focusing on strategies and developing working mathematical skills. This was supported by the Numeracy Support teacher 3–6. These sessions occur once per week. 	<p>TPL – \$30,595</p> <p>Literacy & Numeracy – \$12,920</p> <p>Provide School Operational Funds to support Curriculum = \$60,000</p>

Process 4: Review and implement strategies to improve reading and comprehension skills of students K–6

Evaluation	Funds Expended (Resources)
<p>Kindergarten – Teaching of phonics and decoding skills in phonemic awareness and reading lessons</p> <p>Support program for Kindergarten students</p> <p>Stage 1 – School Based Phonics continue to focus on decoding skills, vocabulary and comprehension of text read</p> <p>Year 2 – Yellow box comprehension tasks are utilised</p> <p>Year 2 – Students answer comprehension questions in a written manner on all texts read</p> <p>Stage 2 – Change of focus in reading from guided readers and beginner novels to picture books and novels with a whole class focus and differentiated lessons. Small group instruction focused on comprehension</p>	<p><\$></p> <p>TPL – \$30,595</p> <p>Resources to improve reading comprehension:</p> <p>Early Stage 1 \$1530</p> <p>Stage 1 \$1802</p> <p>Funding used to resource SLSO in Stage 1, 4 days per week</p> <p>Stage 2 \$88.80</p>

Progress towards achieving improvement measures

strategies

CARS & STARS online subscription utilised for individual instruction in comprehension strategies

Comprehension boxes utilised in reading lessons

Identified at risk readers in Year 4 receive extra teacher support weekly

Year 3 NAPLAN results show 40% of students ranked in the Top 2 Bands

Stage 3 – Whole class novel

Guided Reading cards with accompanying big book and teaching guide to be implemented Term 4 in Year 6

CARS & STARS online subscription utilised for individual instruction in comprehension strategies

Comprehension boxes utilised in reading lessons

Year 5 NAPLAN results show 33% of students ranked in the Top 2 Bands

Some resources purchased using Scholastic points accumulated from Book Fairs

Stage 3 \$2800

CARS & STARS online subscription for students and teachers 3–6

Funding used to resource SLSO in Stage 1, 4 days per week

Funding used to resource SLSO in classrooms 3–6, three days per week

Stage 2 attended TPL in Writing (7 Steps to Writing Success) and purchase of resources – \$1644.50

Process 5: Review and implement strategies to improve student spelling knowledge and skills K–6

Evaluation	Funds Expended (Resources)
ES1 Stage 1 – Spelling lessons focus on segmenting and blending phonetically decodable words and sight words.	Funding used to resource SLSO in Stage 1, 4 days per week
Stage 2 – Words Their Way lessons are supported by SLSOs and progress monitored using Waddington Spelling Test	Funding used to resource SLSO in classrooms 3–6, three days per week
Year 3 NAPLAN results show 35% of students ranked in the Top 2 Bands (2019 Target)	
Stage 3 – Words Their Way lessons are supported by SLSOs and progress monitored using Waddington Spelling Test	

Process 6: Review and implement strategies to improve writing fluency K–6

Evaluation	Funds Expended (Resources)
Stage 1 – writing program implemented by Learning Support Teacher to assist particular children	Stage 2 attended TPL in Writing (7 Steps to Writing Success) and purchase of resources – \$1644.50
Stage 2 – writing fluency tasks (one–three minute writes) occur weekly	
Seven Steps to Writing PD attended and the implemented in the classroom	
Talented writers received small group extension	
Stage 3 – Pre–tests administered to determine skills required across the Stage for each genre in writing. Teachers work together to plan the writing lessons to be taught. Post–test administered to determine growth.	

Process 7: This field is not required however I cannot delete it for some reason

Evaluation	Funds Expended (Resources)
PPP	PPP

Next Steps

In 2020, our Numeracy focuses will be:

1. Targeting Early Numeracy (TEN) Training and implementation for K–2 staff by Wendy Westaway Deputy Principal Instructional Leadership, Literacy and Numeracy at Nowra Public School.
2. Developing a Scope and Sequence that is consistent across the whole school and compliant with NESA requirements.
3. Improve student understanding and skill development using differentiated maths groups. Additional support provided through SLSO's, K–2 and 3–6, Literacy and Numeracy Support Teachers and Instructional Leader

In 2020, our Literacy focuses will be:

- Continue to implement strategies to improve reading comprehension skills of students K–6
 - Investigate Fountas and Pinnell benchmarking for high achieving Stage 3 students
 - Purchase whole class novels for Stage 3 students
 - Evaluate the Our Land Our Stories reading resource purchased, purchase for whole school
 - Purchase more Guided Readers for Stage 1 to fill gaps in the levels of difficulty with current resources
 - Support for Kindergarten students who are not achieving benchmark in Term 3
 - SLSO support for Stage 1 in School Based Phonics lessons
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- Continue to implement strategies to improve writing K–6
 - Professional Development on 7 Steps to writing for all staff
 - Grammar and punctuation focus in writing lessons using syllabus scope and sequence https://syllabus.nesa.nsw.edu.au/assets/global/files/english_k6_asm2.pdf
 - Use assisted technology such as talk to text for students to become familiar with
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- Implement strategies to improve student spelling knowledge and skills K–6
 - Professional Development for new staff on assessing and implementing the Words Their Way program in 3–6
 - Add to lessons in bank of spelling lessons K–2

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal Background RAM – \$58,119.00</p> <p>SLSO's – \$53,119.00</p> <p>\$5,000 – assigned to assist Aboriginal Students</p>	<p>Quality resources were purchased to assist ATSI student improve student learning outcomes</p> <p>SLSOs utilised in the classrooms to work with classroom teachers by developing and implementing quality programs which improved outcomes in Literacy and Numeracy</p>
Low level adjustment for disability	<p>L&S Funding – \$76,633.41</p> <p>SLSOs – \$74,496.87</p> <p>\$2136.54 – Music Teacher</p> <p>Staffing Entitlement 1.1</p> <p>1.1 LAST to work with students.</p> <p>Community Source – \$10,000.00</p>	<p>LASTs worked with identified children not meeting stage benchmarks to reduce the gap and/or eliminate the gap so as to obtain benchmark and beyond.</p> <p>SLSOs implemented intervention programs in consultation with classroom teachers to assist children in achieving higher student learning outcomes.</p> <p>Implemented Fast For Word program accessing the Community Source funds to assist children in creating better neurological pathways in the brain to achieve higher student learning outcomes.</p>
Quality Teaching, Successful Students (QTSS)	<p>QTSS staffing entitlement – 0.741</p>	<p>A classroom teacher was purchased to release an Assistant Principal to be an Instructional Leader that worked with stages</p> <p>The IL's role included but was not limited to:</p> <ul style="list-style-type: none"> • observing lessons and providing feedback; • meeting with staff to discuss improvement measures; • demonstration of lessons to improve best practices; • ensured CTJ & QT standards exist; • Worked with staff on their personal goals; • Liaised with the other APs regarding effectiveness of programs within their stages.
Socio-economic background	<p>Socio-Econ Funding –\$183,569.00</p> <p>IL Funded Position – \$81,045.00</p> <p>SLSOs – \$70,184.00</p> <p>Student Assistance Scheme – \$2,340.00</p> <p>Stage Planning Days – 5 staff x 2 per term x 3 terms x \$500 per day = \$15,000.00</p>	<p>A classroom teacher was utilised to release an AP to become an Instructional Leader within the school.</p> <p>Student Assistance fund were utilised for individual requests to allow children to engage into the curriculum</p> <p>SLSOs were utilised to provide extra assistance to work with Low Socio Students with identified learning needs.</p>
Support for beginning teachers	<p>Teachers Funding – \$4,269.00 + \$17,924.96 carried over from 2018</p> <p>\$15,000 – Instruction Leader (\$81045.00 from Socio-Economic)</p> <p>\$7,193.96 – NST funds</p>	<p>Funds were provided to support Beginning Teachers which will allow them to :</p> <ul style="list-style-type: none"> • obtain proficiency; • work with their team leaders or the IL • attend quality TPL • Achieve their PDP goals • Provide extra time to allow them to be proficient.

Location Allocation Funding	\$83,266.00 \$83,266.00 – Location (\$2136.54 – Low Level funds to supplement)	A Music Teacher was purchased for 4 days a week to continue our Music Program K–6 within our school. All children have improved learning outcomes and have demonstrated greater creative attributes as a result.
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	236	239	245	230
Girls	184	202	198	178

Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.9	94.5	93.8	93.2
1	92.6	94	90.8	92.4
2	91.8	93.5	94.3	92.3
3	93.6	93.9	91.3	93.8
4	94	91.7	91.4	91.2
5	92.7	94.3	91.7	91.6
6	92.1	93.2	91.6	91.5
All Years	92.7	93.6	92	92.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Attendance at Narooma Public School has always been closely monitored. In 2019, we continued to set attendance as a school target and continued to focus upon cutting the rate of children that were continually late to school or have unexplained or unjustified absences.

Attendance percentages are higher this year with fewer unexplained absences recorded.

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.16
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	4.36

*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	428,989
Revenue	4,350,551
Appropriation	4,161,834
Sale of Goods and Services	3,826
Grants and contributions	182,821
Investment income	2,071
Expenses	-4,483,122
Employee related	-3,810,651
Operating expenses	-672,471
Surplus / deficit for the year	-132,571

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.

	2019 Approved SBA (\$)
Targeted Total	118,303
Equity Total	481,525
Equity - Aboriginal	122,904
Equity - Socio-economic	183,569
Equity - Language	400
Equity - Disability	174,652
Base Total	2,991,710
Base - Per Capita	103,945
Base - Location	83,266
Base - Other	2,804,499
Other Total	475,970
Grand Total	4,067,508

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

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Literacy

NAPLAN – Literacy

Our Year 3 results in Literacy were pleasing in comparison to the SSG and the State averages.

In Reading, Narooma PS has 40.0% of our students in the top 2 bands in comparison to 37.9% of the SSG and 51.7% of the State.

In Spelling, Narooma PS has 35.6% of our student in the top 2 bands in comparison to 38.5% of the SSG and 52.0% of the State.

In Punctuation and Grammar, Narooma PS has 44.4% of our student in the top 2 bands in comparison to 40.8% of the SSG and 56.4% of the State.

In Writing, Narooma PS has 41.3% of our students in the top 2 bands in comparison to 41.4% of the SSG and 55.1% of the State.

Our Year 5 results in Literacy are sound in comparison to the SSG and State averages.

In Reading, Narooma PS has 32.4% of our students in the top 2 bands in comparison to 21.5% of the SSG and 36.1% of the State.

In Writing, Narooma PS has 11.3% of our students were in the top 2 bands in comparison to 9.0% of the SSG and 17.6% of the State.

In Punctuation and Grammar, Narooma PS has 16.4% of our students were in the top 2 bands in comparison to 24.1% of the SSG and 37.4% of the State.

In Spelling, Narooma PS has 17.9% of our students were in the top 2 bands in comparison to 24.1% of the SSG and 37.6% of the State.

Numeracy

NAPLAN – Numeracy

Our Year 3 results in Numeracy are great in comparison to the SSG and State averages. 37.0% of our students were in the top 2 bands in Numeracy overall in comparison to 24.2% of the SSG and 39.9% of the State.

Our Year 5 results in Numeracy are a little disappointing in comparison to the SSG and State averages. 14.3% of our students were in the top 2 bands in Overall Numeracy in comparison to 16.7% of the SSG and 29.8% of the State.

Parent/caregiver, student, teacher satisfaction

Parents & Community

We received 53 responses from our community with surveys being a part of our weekly newsletter for a month. Here are the results:

- 37 strongly agree, 4 somewhat agree, 10 agree, 1 disagree and 1 no answer that the school is an attractive and well-resourced school. e.g. classrooms, library and grounds;
- 38 strongly agree, 6 somewhat agree, 5 agree, 3 somewhat disagree and 1 disagree that the school is connected to its community and parental involvement;
- 39 strongly agree, 4 somewhat agree, 7 agree, 1 somewhat disagree and 2 disagree that the school encourages parents to contact the school to discuss concerns relating to their child;
- 38 strongly agree, 7 somewhat agree, 6 agree, 2 somewhat disagree and 0 disagree that the school is a friendly school that is tolerant and accepting of all students;
- 38 strongly agree, 5 somewhat agree, 4 agree, 2 somewhat disagree and 2 disagree that the students are the school's main concerns;
- 33 strongly agree, 6 somewhat agree, 6 agree, 3 somewhat disagree, 0 disagree and 5 no answer that the school has supportive welfare programs;
- 32 strongly agree, 7 somewhat agree, 10 agree, 3 somewhat disagree and 1 disagree that the school offers challenging programs for its students;
- 37 strongly agree, 4 somewhat agree, 9 agree, 2 somewhat disagree and 1 disagree that the school maintains a focus on literacy and numeracy;
- 36 strongly agree, 9 somewhat agree, 4 agree, 4 somewhat disagree and 0 disagree that the school teaches and promotes core values;
- 38 strongly agree, 5 somewhat agree, 8 agree, 2 somewhat disagree and 0 disagree that the school has competent teachers who set high standards of achievement;
- 34 strongly agree, 7 somewhat agree, 8 agree, 2 somewhat disagree and 2 disagree that the school offers a wide range of extracurricular programs e.g. sport, music, drama, debating are offered;
- 33 strongly agree, 9 somewhat agree, 8 agree, 3 somewhat disagree and 0 disagree that there is good student access to computers and strong technology programs and resources;
- 37 strongly agree, 7 somewhat agree, 8 agree, 1 somewhat disagree and 0 disagree that the school promotes a healthy lifestyle;
- 32 strongly agree, 9 somewhat agree, 9 agree, 2 somewhat disagree and 0 disagree that fair discipline exists within the school;
- 33 strongly agree, 6 somewhat agree, 8 agree, 4 somewhat disagree and 3 disagree that the school promotes its uniform policy.

Students

Our school has current 422 students enrolled. We surveyed them on their thoughts and feelings as well on the same issues. Here are the percentage results:

- 97.5% agree, 2.1% partly agree and 0.4% disagree that we have quality learning spaces and grounds at Narooma PS;
- 88.8% agree, 9.2% partly agree and 2.0% disagree that the environment is very important at our school;
- 54.3% agree, 42.2% partly agree and 3.5% disagree that they like how the school and the parents work together;
- 78.0% agree, 18.5% partly agree and 3.5% disagree that the school is friendly and all students are welcome;
- 21.2% agree, 78.0% partly agree and 8.0% disagree that students of Narooma PS are well behaved and respectful;
- 74.3% agree, 23.7% partly agree and 2.0% disagree that the teachers care for the students;
- 82.4% agree, 13.8% partly agree and 3.8% disagree that if they had a problem they know where to get help;
- 89.1% agree, 7.0% partly agree and 3.9% disagree that the school's PBL rules are fair;
- 84.2% agree, 13.2% partly agree and 2.0% disagree that the teachers help us to be our best;
- 88.8% agree, 7.4% partly agree and 3.8% disagree that students who need extra help get it;
- 76.5% agree, 19.1% partly agree and 4.4% disagree that they have learnt a lot this year;
- 80.2% agree, 14.8% partly agree and 5.0% disagree that there are a lot of different things you can do if you are interested at Narooma PS such as sport, performances etc.;
- 49.6% agree, 42.5% partly agree and 7.9% disagree that you can get to use a computer for your work when you need to;
- 80.8% agree, 14.1% partly agree and 15.1% disagree that they like it at Narooma PS;
- 79.6% agree, 14.8% partly agree and 5.6% disagree that Narooma PS is a good school.

Staff

In 2019 the school also sought the opinion of teachers in regards to working at the school.

Here are the results of the 25 staff members surveyed:

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

Future directions

Results indicate that all stakeholders continue to have a positive view of the school. The school's leadership team will continue to do their best to support teachers in performing their duties to strive to achieve greater student results.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

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

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

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

The school has an extremely active Equity and Engagement team where Aboriginal Education is assigned to this portfolio. Here we ensure the Aboriginal culture is celebrated within the school. This group is led by our Assistant Principal Mrs. Jaci Murphy and with the committee, has provided the students and community many opportunities throughout the year to enrich their understanding of local culture and customs.

Resources were purchased with the \$39,683.00 both human and physical to assist with the teaching of Aboriginal perspectives within the school. We funded an Aboriginal SLSO to assist teachers in conjunction with our AEO, as well as assist with the outcome acquisition of each identified Aboriginal student within the school.

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

Narooma Public School also continued 'Durramah classes' for our ATSI students which involved Aboriginal students during scripture time learning about their own culture, customs and country.

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

Anti-Racism Policy

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

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through

their teaching and learning programs. Principals are 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.

Narooma Public

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

Other School Programs (optional)

Music

Our school purchased the services of a music teacher for lessons each with each class throughout the year. Each stage had an intensive term's tuition with Miss Garcia. A group of talented students also rehearsed and formed our school band. This band practiced weekly under the instruction of our music teacher.

The highlight of the year was our Whole School Performance in Education Week titled 'Around the World'. This performance included every child in the school!