

2020 Annual Report

Narooma Public School



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Introduction

The Annual Report for 2020 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.

School contact details

Narooma Public School
7 Montague St
Narooma, 2546
www.narooma-p.schools.nsw.edu.au
narooma-p.school@det.nsw.edu.au
4476 2556

Message from the principal

What a year! I have never in my career had one like it. We started with catastrophic bushfires at the beginning of the school year and rolled immediately into the COVID-19 world where children were introduced to the world of 'Home Learning'.

Throughout this time, I can honestly say that I have never been prouder of my staff and to be the leader of a team of absolute professionals. We have had to reinvent our delivery mode, worked tirelessly to ensure *'every child was known, valued and cared for'* and we have come out the other side achieving wonderful outcomes.

2020 saw some staff changes at our school. Ms. Thurtell, Mrs. Russack and Mrs. Millar retired from the teaching service throughout the year. Mrs. Osgood took 12 months leave from our school to work closer to home and Mrs. Constable was on leave for three terms. Miss Zoe Willmott, Mrs. Kirsty Avery, Miss Paige Errington and Miss Natasha Steger also joined our staff.

Narooma Public School has continued to strive for improvement in our three target areas. These being:

- Curriculum & Assessment;
- Equity & Engagement;
- Welfare & Wellbeing.

Our three target teams are highly functioning teams, which set the goals, design strategies and milestones to measure improvement and finally evaluate and report upon the successes experienced. All teams have reported significant growth and we look forward to building upon these successes in 2021 with the commencement of our new School Plan.

Finally, I would like to acknowledge the wonderful relationship we have with our school community. The support we received during the difficult times during the year was truly appreciated. I have valued the input and assistance received from our community and look forward to continuing this relationship in 2021.

Mr Paul Sweeney

Principal

School vision

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

- Achieve Excellence;
- Experience Success;
- Become Resilient;
- Develop Strong Values;
- 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 and Fairness - Doing the right thing at the right time. Following the rules and 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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	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

Improved TFI received after external evaluation of our PBL program

Review & share TFI results and follow-up with staff, students and community.

Review success of 2020 Celebration Day.

Document growth in Literacy and Numeracy students receiving targeted interventions.

Improved attendance percentages recorded for the school in 2020.

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: Sentral Data and TFI Data Demonstrates improved classroom behaviour.

Evaluation	Funds Expended (Resources)
Check In Check Out program - some excellent results from this program, particularly in our Year 3 cohort. Some student's incidences reduced by two thirds from one term to the next.	\$4000.00 for Sentral's Wellbeing package \$4000.00 TPL Casual budget for teacher release \$2500.00 resources

Process 2: Sentral Data and TFI Data Demonstrates improved playground behaviour.

Evaluation	Funds Expended (Resources)
PBL duty in the playground has had positive effect on some students by engaging them in activities they enjoy, building social skills. It has also been a positive way to provide further support to students who experience issues in the playground.	\$4000.00 for Sentral's Wellbeing package \$4000.00 TPL Casual budget for teacher release \$2500.00 resources

Progress towards achieving improvement measures

Process 3: Attendance Data demonstrates improvement in attendance/reduction in number of students with 80-90% attendance.

Evaluation	Funds Expended (Resources)
Data has demonstrated a decrease of students absence in this category range.	\$4000.00 for Sentral's Wellbeing package \$4000.00 TPL Casual budget for teacher release \$2500.00 resources

Next Steps

In 2021, we will place emphasis upon:

- Using the chaplain to assist with check in of students who need minimal support, freeing up space in the program for those who really need it.
- Look into using some of our budget to run Rock and Water and other support programs for our Tier 2 and 3 students.
- Behaviour plans to be completed for students with regular attendance in reflection. Plans will include a transition back to the playground by providing support through the PBL duty teacher to learn appropriate social skills before transitioning back to free choice.
- Better communication regarding behaviour (students on behaviour cards/plans etc).
- Consistency in teacher standards in regards to playground behaviour.
- Teacher and student focus for playground, e.g. active supervision.

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.

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

Monitor with stage leaders that programs are being implemented across all stages as appropriate.

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)
Progress achieved this year <ul style="list-style-type: none">• New PLP template developed to support increased child and family involvement.• PLP timeline developed and shared.• NAIDOC week celebration involved the whole school in a varied program of activities and awareness programs. AEO involvement in programs including NAIDOC, mural, performance and classroom learning activities.	Additional RAM funding for Aboriginal students \$122,904.00 Aboriginal Education Officer \$68,575.00 Socio-Economic Equity Funds - \$57,265.00

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)
<ul style="list-style-type: none">• Berry Street strategies and TPL.• Enrichment activities - robotics, coding, musical instruments, NAIDOC performance.• Transition programs - Kindergarten and Year 6.• Variety of NAIDOC activities and inclusion of Aboriginal perspectives across stages and learning areas.	Additional RAM funding for Aboriginal students \$122,904.00 Aboriginal Education Officer \$68,575.00 Socio-Economic Equity Funds - \$57,265.00

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

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Learning Support Team meetings.• LAST and SLSO intervention to assist students to access the curriculum.• SLSO and support teacher intervention within classes to support whole school literacy and numeracy programs.• Quality programs: Fast ForWord, MultiLit, MiniLit.	Additional RAM funding for Aboriginal students \$122,904.00 Aboriginal Education Officer \$68,575.00 Socio-Economic Equity Funds - \$57,265.00

Next Steps

In 2021, our emphasis will be upon:

- Continuing to support ATSI students within the classroom with emphasis upon Reading and Numeracy.
- Providing funds to ATSI families which will allow all children to ability to access the curriculum and/or excursions.
- Continue to upskill teachers in cultural awareness.
- Continue to strengthen our relationship with our Indigenous families and community.

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

Scope and Sequence published and distributed to Classroom Teachers

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: Implement Targeted Early Numeracy (TEN) Training for K-2 Teachers and IL by trained facilitator: Wendy Westaway.

Review and Implement Targeted Early Numeracy (TEN) strategies into every classroom for targeted students K-2

Evaluation	Funds Expended (Resources)
TEN training highly successful and teachers felt it was very valuable	TPL - \$30,595 Literacy & Numeracy - \$12,920 Provide School Operational Funds to support Curriculum = \$15,000

Process 2: Develop Mathematics Scope and Sequence for implementation 2020

Evaluation	Funds Expended (Resources)
Sequential scopes and sequences have been developed and following by all teacher K-6. Teachers have fed back to executive staff their value.	TPL - \$30,595 Literacy & Numeracy - \$12,920 Provide School Operational Funds to support Curriculum = \$15,000

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

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Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Documented growth and pleasing results in math's groups through targeted, explicit teaching at each student's level.	TPL - \$30,595 Literacy & Numeracy - \$12,920 Provide School Operational Funds to support Curriculum = \$15,000

Process 4: Implement strategies to improve reading and comprehension skills of students K-6

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • School Based Phonics Program (SBPP) for K-2: implementation, TPL, SLSO support, updating overviews. • Targeted support in small groups delivered by an additional teacher. • Targeted support in small groups delivered by SLSOs. • Fast ForWord - literacy/ self-worth/ positive learning behaviours/ feedback/ communication with home. • MiniLit and MultiLit. • Stage 2: Super Six Strategies for comprehension. • Kindy withdrawal program to support SBPP with MiniLit sentences. • Purchase of decodable texts to support SBPP in Stage 1. • Purchase of "Springboards" books to support reading comprehension strategies in Stage 2. • Streamed groups across Year 6 and movement between teachers. • ES1 and Stage 1 access to laptops and purchase of Reading Eggs subscription. • One to one laptops 3-6. Increased laptops K-2. • Library: encouraging borrowing by sharing quality literature and supporting student interests with magazines. • National Simultaneous Story time. 	TPL - \$30,595 Literacy & Numeracy - \$12,920 Provide School Operational Funds to support Curriculum = \$15,000

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

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • Stage 1 SBPP Spelling initiative across all Stage 1 classes at a time when additional teachers are available. • ES1 begin their spelling program based on the SBPP model. 	TPL - \$30,595 Literacy & Numeracy - \$12,920 Provide School Operational Funds to support Curriculum = \$15,000

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

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • CTJ through rubrics and shared assessment tasks. • Targeted support in small groups delivered by an additional teacher. • Pre/post testing Stage 3 and collaborative lessons. • TPL Seven Steps for Stage 2 and implementation in classrooms. • SBPP dictated sentences and attention to editing. 	TPL - \$30,595 Literacy & Numeracy - \$12,920 Provide School Operational Funds to support Curriculum = \$15,000

Process 7: Additional support provided through SLSO's 3-6, Support staff K-2 and 3&5, IL in target numeracy groups

Evaluation	Funds Expended (Resources)
TEN groups and lessons were highly successful and teachers felt it was very	TPL - \$30,595

Progress towards achieving improvement measures

valuable to group children within their instructional level.

Literacy & Numeracy - \$12,920

Provide School Operational Funds to support Curriculum = \$15,000

Next Steps

In 2021, our emphasis will be upon:

- Implementation of our K-6 School Based Phonics program.
- Implementation of structured instructional literacy and numeracy groups with dedicated support provided to identified students.
- Purchasing quality resources to enhance the teaching and learning programs with emphasis upon Reading and Numeracy.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$62,958.00 assigned for ATSI SLSO to work with Aboriginal Students \$2,000.00 from Socio-econ background for ATSI Student Assistance Scheme	Provide monetary assistance for Aboriginal students to access the curriculum. Provide SLSO to work with CRTs to develop and implement programs to improve outcomes in Literacy and Numeracy Documented growth evident in Literacy and Numeracy skills for all ATSI students
Low level adjustment for disability	\$60,127.00 for SLSO 1.1 LAST to work with students. \$10,000 community source to assist with Fast ForWord	LASTs to work with identified children not meeting stage benchmarks Implement Fast For Word program accessing the Community Source funds. To ensure all children to access the curriculum irrespective of socio-economic status
Quality Teaching, Successful Students (QTSS)	Entitlement Report - 0.701	The Instructional Leader: * observe lessons; * meet with staff * demonstration lessons; * ensure CTJ & QT standards * Work on staff goals To ensure all staff and children to access a quality curriculum and that Quality Teaching and Best Practices are evident in each classroom within the school
Socio-economic background	\$82,584.00 - IL Funded Position Stage Planning Days - \$9,594.00	Partial funding of the Curriculum Coordinator to assist teachers and students in accessing the curriculum Utilise funds to subsidise the costs of activities / excursions and performances for children to access educational programs. Provide Student Assistance fund for individual requests. To ensure all children have access to the curriculum irrespective of socio-economic status
Support for beginning teachers	Nil funding was received by the school for Beginning Teachers in 2020 funding however all New Scheme Teachers were supported via Teacher Professional Learning funds	No staff were provided and extra Beginning Teacher funding however all New Scheme Teachers were supported via Teacher Professional Learning funds
Location Allocation Funding	\$65,630.00 - RAM Funded Music Program \$13,231.00 - SLSOs	Utilise funds purchase a music teacher for students K-6. To ensure all staff and children can access a quality curriculum, have access to quality programs, utilising quality resources and

Location Allocation Funding	\$65,630.00 - RAM Funded Music Program \$13,231.00 - SLSOs	infrastructure. SLSOs to implement intervention programs in consultation with CRTs to assist children.
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	239	245	230	224
Girls	202	198	178	174

Narooma PS has 398 children enrolled when actuals were submitted with 7.2% of children indicating that they have a background other than English or have a family member that speak another language. About 24% of students have identified as being of Aboriginal decent.

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.5	93.8	93.2	94.2
1	94	90.8	92.4	95.3
2	93.5	94.3	92.3	94.2
3	93.9	91.3	93.8	93.7
4	91.7	91.4	91.2	95.8
5	94.3	91.7	91.6	94.6
6	93.2	91.6	91.5	91.9
All Years	93.6	92	92.2	94.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous 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. 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 at Narooma Public School has always been closely monitored. In 2020, 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.

In 2020, we experienced a lot of flexible attendance figures as a significant portion of the school year was learning from home due to the COVID-19 situation.

With actual attendance, our school's percentage is higher than last year. Here are the last five years of results to view.

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)	15.12
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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

- observation lessons;
- professional meetings with staff
- demonstration lessons;
- ensuring CTJ & QT standards
- working on staff goals

Our expenditure for Teacher Professional Learning is as follows:

Narooma Public School's 2020 Teacher Professional Learning budget was \$31,961.00

This equates to \$1,183.00 of Teacher Professional Learning per teacher within the school.

Currently our school has two staff members who are considered new scheme teachers who are working towards gaining their accreditation with the NESAs.

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	296,418
Revenue	4,515,038
Appropriation	4,462,955
Sale of Goods and Services	5,931
Grants and contributions	45,215
Investment income	937
Expenses	-4,401,886
Employee related	-4,048,539
Operating expenses	-353,347
Surplus / deficit for the year	113,152
Closing Balance	409,570

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.

	2020 Approved SBA (\$)
Targeted Total	242,901
Equity Total	496,723
Equity - Aboriginal	141,235
Equity - Socio-economic	175,038
Equity - Language	0
Equity - Disability	180,449
Base Total	3,075,818
Base - Per Capita	98,126
Base - Location	78,862
Base - Other	2,898,830
Other Total	458,516
Grand Total	4,273,958

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Staff

In 2020 the school also sought the opinion of teachers in regards to working at the school.

Here are the results of the 26 staff members surveyed:

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

Parents & Community

We received 37 responses from our community with surveys being a part of our weekly newsletter for a month. Here are the results:

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

Students

Our school has current 399 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.

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 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 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 new methods 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 always embraced multiculturalism with a number of different cultures that have attended the school.

Findings and conclusions

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

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

Future directions

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

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.

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.