

Narooma High School Annual Report



2016



8536

Introduction

The Annual Report for 2016 is provided to the community of Narooma High School as an account of the school's operations and achievements throughout the year.

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

Anthony Fahey

Principal

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Message from the Principal

Narooma High promotes the values of responsibility, respect and support. This is evidenced through the interactions between the staff, students, parents and the wider community. Together with its community, Narooma High strives to provide for its students and staff a safe, ordered, secure and caring environment which will promote, to the utmost, their personal and professional development.

The school aims to provide a challenging and relevant curriculum which promotes students intellectual, aesthetic, moral, social, emotional and physical development. We continue to be involved in the "Positive Behaviour for Learning", as well as the introduction of the 'Mind Matters' initiative.

Our school is working together with community to improve student outcomes across all aspects of schooling. One of the major achievements has been the introduction of the 'Buradja Gundjiran' ('Tomorrow's Brightest Stars') program supported through the Parents and Citizens Prime Ministers and Cabinet grant as part of the Federal Government's Indigenous Advancement Strategy.

This report highlights the outstanding achievements; academic, sporting and cultural; of Narooma High and its staff and students throughout 2016. In 2016, I was particularly pleased with the continued value – added data relating to the Higher School Certificate results of our students, which ranks our school as excelling in this area. As equally pleasing is the value-added data for Year 7 – Year 9 student growth which highlights our school as sustaining and growing, based on NAPLAN data.

Our commitment to outstanding student outcomes is highlighted with the inclusion of Luke Seamen's Major Art Work in the NSW educational Standards Authority 'Art Express' Exhibition, which recognises the very best of student projects from across the State. Additionally, Niamh Armstrong's Major Art Work was recognised and has been included in the prestigious 'Chairman's Exhibition' for the next 12 months.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

A R Fahey

School background

School vision statement

Our Vision: Narooma High School provides opportunities for all students to be able to achieve their personal best. Through a united caring school community, we provide quality educational experiences for all students to ensure they have the skills, knowledge and ability to become lifelong learners able to succeed in tomorrow's world.

Our Purpose: To educate our students In collaboration with our community, engaging students through quality education in a positive and caring environment to maximise their potential in order to be self-supporting and contributing members of society

School context

Narooma High School provides a comprehensive secondary education for the students from Narooma and the surrounding areas of Bermagui, Bodalla, Cobargo, Tilba, Dalmeny and Kianga on the South Coast of NSW and surrounding districts.

The school promotes student leadership and has a strong and active Student Representative Council. The members of the SRC are responsible for many activities held at school, including school dances, fundraising, supporting students, lunchtime activities as well as contributing to many school decision making processes

We are very proud of our strong record of academic, performing arts and sporting achievements. Our outstanding achievements have been acknowledged with us being recognised as a "Centre for Excellence for Quality Teaching" in 2010.

Narooma High School values learning through

- Responsibility
- Respect
- Support

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated In the domain of Learning the school's self-assessment is consistent with the evidence presented in four elements and is validated using the School Excellence Framework. In the element of Wellbeing the evidence presented indicates the school is operating at the Sustaining and Growing stage. In the domains of Teaching and Leading respectively, the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Providing a safe and caring environment

Purpose

The staff, students and community of Narooma High School recognise the importance of providing a safe and caring environment as an essential component in ensuring student development through a consistent and positive atmosphere which promotes resilience, understanding of difference and acceptance of the world around them.

Overall summary of progress

The restructured LWT is providing timely support to students, including Tutorial and School Learning Support Officer assistance to mainstream students as well as those identified as having additional needs. Communication processes streamlined and made more efficient, Teachers have attended PBL training and a team to promote and introduce PBL has been formed and meets regularly. School successfully completed the SET and teachers have delivered lessons targeting specific behaviours and the school's expectations. Our expectations are regularly reinforced with staff and students at school assemblies, staff and Year group meetings. Data reflects an increase in the number of students receiving awards. Mind matters and associated activities organised by the team have raised the level of awareness of the importance of mental health and has reinforced positive behaviours across the school in an aim to reduce bullying, The staff social team has helped to improve staff morale and collegiality

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students referred to the restructured Learning and Wellbeing team receive targeted and appropriate support.	The restructured LWT is providing timely support to students, including Tutorial and School Learning Support Officer assistance to mainstream students as well as those identified as having additional needs. Communication processes streamlined and made more efficient.	Learning and Support Teacher allocation (1.1 FTE) SLSOs and Tutorial Centre staff members Low level adjustment for disability funding
Increase in the number of students receiving recognition for positive behaviour, as well as a corresponding reduction in the number of negative behaviours	Teachers have attended PBL training and a team to promote and introduce PBL has been formed and meets regularly. Our school has successfully completed the SET and teachers have delivered lessons targeting specific behaviours and the school's expectations. Our expectations are regularly reinforced with staff and students at school assemblies, staff and Year group meetings. Data reflects an increase in the number of students receiving awards	Teacher release for PBL training (6 @ \$450) \$1000 for student rewards scheme
an increase in the number of students reporting a sense of connectedness and belonging to the school while feeling safe and secure along with a reduction in the number of students reporting being a victim of bullying as per the Tell Them From Me surveys	Mind matters and associated activities organised by the team have raised the level of awareness of the importance of mental health and has reinforced positive behaviours across the school in an aim to reduce bullying, The staff social team has helped to improve staff morale and collegiality	Teacher release for planning days, PL of staff \$9532

Next Steps

Strategic Direction 1 – Where to from here? Narooma High School recognises the importance of providing a safe and caring environment as an essential component in ensuring student development and wellbeing. There is a desire and drive within the staff and school to progress to a culture that demonstrates the building of improvement across the school community where students take responsibility for their ongoing learning in a supportive environment. After reflecting on our current practices in the Learning Domain, it is anticipated that the school continues moving forward from Delivery to

Sustaining and Growing in the elements of Learning Culture. There is a demonstrated commitment within the school community to strengthen and deliver on the school learning priorities of PBL. This will be evidenced by greater involvement from staff on the PBL team, finalisation of the sequence of behaviours and a greater emphasis on PBL lessons whereby our core values will continue to be explicitly taught. These progressions will lead to staff that consistently implement a whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Greater staff collaboration and teachers actively sharing their learning from targeted professional learning will move Strategic Direction 1 into the Sustaining and Growing stages within the Teaching Domain. It is clear that Mind Matters has had an impact on the school's culture is clear. We are ensuring that mental health, wellbeing and resilience are common terminology within our school environment. We have in place a strong cohesive team, with effective sub-teams, to maintain the impetus of this whole-school framework. The sub-teams will continue with their respective areas of data collection and analysis, publicity and staff training. In addition, a monthly whole team meeting will be responsible for investigating and developing appropriate programs. Data will inform our future directions, including which programs we run. We will continue to investigate further ways to publicise our events but are currently looking to provide support materials (in different media formats) for both students and caregivers on a regular basis. We will continue to educate staff about mental health issues, at SDD sessions, and provide ongoing access to, and support with, Mind Matters materials. The success of two week long initiatives this year will ensure this program format continues. The school will explore methods of broadening engagement by trialling two such events each calendar year. In addition, this is the area where we will be able to efficiently bring both key focuses, PBL and Mind Matters, together. The school will investigate strategies for any week long Mind Matters initiative to contain a PBL component, established in consultation with the PBL team. This will ensure the ongoing success of both wellbeing and discipline whole school frameworks at Narooma High School. Evidence of the success of our future directions will be supported by: minutes from PBL meetings, sequence of Student Behaviours in place and explicitly explained to students, staff up-skilled on PBL processes, SDD and staff meeting agendas, PBL lesson outlines, reduction in target behaviours and suspensions, data from Tell Them From Me Surveys, minutes from Mind Matters meetings, Mind Matters program of events and photos of events, and minutes from Learning & Wellbeing Team



Strategic Direction 2

High Quality learning and teaching

Purpose

Students and staff at Narooma High School value high quality learning and teaching encouraging our students to be actively engaged in the learning process. Our students have every opportunity to reach their potential and develop the 21st Century skills to enable them achieve success and to become lifelong learners.

Overall summary of progress

The Narooma High school Quality Assessment Task (QAT) policy has been developed and feedback received from Executive, staff and community. Staff have completed an evaluation on the process and end draft document. A presentation to staff has been held at a full staff meeting. Staff have completed evaluation on the process and the professional development activity.

The implementation of the SLAM Matrix is continuing to be implemented across all Key Learning Areas to support students improvement in HSC results.

Staff have participated with staff from high schools in a Far South Coast Improving HSC results initiative as part of their professional development on the Term 3 SDD.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Assessment task policy developed and implemented by the Strategic Direction Team	QAT policy developed and feedback received from Executive, staff and community	\$2500 TPL for staff release
All KLA's produce a sample assessment task that reflects the new school assessment task policy	Staff to complete an evaluation on the process and end draft document.	\$5062
All KLA's produce SLAM resources that will support students' access and understanding of their sample assessment task	SLAM resources displayed in all classrooms and staffrooms for teachers and students to follow.	\$0
All KLA's will be inclusive by providing assessment tasks that encourage the use of multiple intelligence and/or higher order thinking.	Presentation to staff held at a full staff meeting. Staff completed evaluation on the process and the professional development activity.	\$2500 for guest presenter fee's and associated costs

Next Steps

Strategic Direction 2 – Where to from here? The strategic direction team, related to quality learning and teaching, will specifically follow for post validation a three-year plan. Between Term 1 2017 and Term 4 2019, the assessment review committee will meet once a term to review assessment tasks from every KLA and/or curriculum area. This graduated process will ensure that the school specifically explores options for all assessment tasks from Year 7 to 12 to meet the requirements outlined within our Narooma High School assessment task policy including: format, adjustments and NAPLAN focus areas. The school will strategically evaluate NAPLAN and HSC data over this graduated roll out of tasks in order to make a judgement on the effectiveness of the policy change. Staff and/or faculties that need assistance to meet these benchmarks will be provided with a variety of support options and strategies that have been explored by the school, in order to enhance and/or refine assessment task skills and knowledge and increase the collective efficacy. Evidence of the success of our future directions will be supported by: minutes from meetings, sample assessment tasks for a range of curriculum areas, school-wide use of assessment task proformas, whole school understanding and adherence to the assessment task policy and procedures and monitoring the impact of the assessment task initiative on

student achievements.



Strategic Direction 3

Positively engaging with our community

Purpose

Narooma High School aims to positively engage all members of the school and wider community to ensure that our students have opportunities to be supported and involved in a range of experiences that are designed to provide them with the skills and knowledge to become positive contributors to the wider community

Overall summary of progress

Parents have been involved in a range of activities across the school such as parent BBQs, parent – teacher evenings, special events; including NAIDOC week, White Ribbon Day and the Aboriginal Outdoor Learning area construction and official opening. Through out the year students have participated in various opportunities provided by our service clubs and universities which have included such programs as the University of Wollongong's 'In 2 Uni' program, a range of leadership, enrichment, public speaking and safety awareness programs

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
More parents and community members attending school functions related to key transition points.	Parents have been involved in a range of activities across the school such as parent BBQs, parent – teacher evenings, special events; including NAIDOC week, White Ribbon Day and the Aboriginal Outdoor Learning area construction and official opening.	\$11000
Students offered a broad range of opportunities within the community through work experience and work placement for vocational education students.	Through out the year students have participated in various opportunities provided by our service clubs and universities which have included such programs as the University of Wollongong's 'In 2 Uni' program, a range of leadership, enrichment, public speaking and safety awareness programs.	\$4420
Increase in the number of students involved in extra-curricular activities and programs.	Increased number of parents attending information evenings for Year 6, Year 8 and Year 10 transition points. Continuing to build on current transition program with partner public schools.	\$7083

Next Steps

Strategic Direction 3 – Where to from here? Narooma High School will continue to explore methods of broadening engagement and build effective relationships with our partner primary schools through the familiarity created by regular visits. The school will explore options to provide more showcase lessons to allow high school staff with specialist knowledge to assist in the delivery of content at specific points on continuums nominated by primary school staff. This will facilitate a reciprocal familiarity with staff, students and content and should lead to an increase in dialogue between partner schools and Narooma High School. The school, will investigate strategies and options for the Narooma High School Learning and Support Teacher to continue to work with partner schools on the collection of data in relation to mainstream and support student needs. The school will continue to explore efficient ways to build on the positive aspects of our transition program in consultation with our partner schools at Community of Schools meetings. The school will continue to explore strategies to broaden our engagement with the wider community through continuing to offer Work Experience. Narooma High School will continue to explore more efficient ways to develop our liaison with local businesses and allow us to provide maximum opportunity for our students. Aboriginal Education at Narooma High School will continue to focus on strategies that will broaden the engagement with the wider community and positively impact on the areas of attendance, engagement and retention. The school will continue to investigate a variety of methods in an effort to broaden and strengthen relationships with the local Aboriginal community. Evidence of the success of our future directions will be supported by: minutes from AECG meetings, email requests from partner schools, meeting minutes between high and primary school staff re: continuums, submission of student files, increased participation rates, improvements shown from Oasis data and student progress reports and increased numbers of students choosing to attend Narooma High School.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	students received support to improve behaviour and learning outcomes through in-class tutor program and individual program for Stage 6 students to achieve outcomes related to Preliminary and HSC courses. Students showed improvements in a range of outcomes and other students at risk were able to complete requirements for the award of a HSC. Increase in number of community members coming into the school to support the students	Funding utilised from Norta Norta NAPLAN \$7094 and Aboriginal Equity flexible funding \$13000 <ul style="list-style-type: none"> • Aboriginal background loading (\$13 000.00) • Socio-economic background (\$7 094.00)
English language proficiency	student was able to develop skills in deconstructing questions and this allowed them to better understand and be able to better answer the question to demonstrate their knowledge and understanding to a higher degree.	Supported through English Language Proficiency equity funding \$2,608.
Low level adjustment for disability	students were supported by SLSOs to achieve improved outcomes across the range of KLA areas.	Supported through equity funding for low level adjustments for disability staffing and funding components – staffing 1.1 FTE and flexible funding \$32475
Socio-economic background	Students well-being needs addressed leading to greater engagement at all levels Increase in positive data entries on Sentral, reduction in suspensions and negative entries.	0.5 staffing <ul style="list-style-type: none"> • Socio-economic background (\$14 697.00) • Socio-economic background (\$35 000.00)
Support for beginning teachers	Staff receiving support via accreditation team at this school and attended PL activities as well as mentoring meetings	<ul style="list-style-type: none"> • Support for beginning teachers (\$26 891.00)



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	224	197	200	206
Girls	216	202	209	207

Student attendance profile

School				
Year	2013	2014	2015	2016
7	91.5	92	91.4	94.2
8	90	87.7	88.4	87.5
9	83.3	83.5	85.6	86.5
10	81.5	81.4	83.3	80.6
11	84.1	82.6	86.4	79.8
12	83.1	84.8	87.9	86.8
All Years	85.5	85	87.2	86
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Student attendance rates, though showing some improvement over the past 4 years, are still slightly below the State average (except for Year 7 which is 1.4 points above State average) and will continue to be a focus area for improvement across all year groups in 2017.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			17
Employment			53
TAFE entry			20
University Entry			29
Other			18
Unknown			11

Please note: The above figures total more than 100% as a number of students are represented in more than one category, i.e. a student enrolled in an apprenticeship is both employed and enrolled in TAFE. Some students are employed and attending University.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016, 94% of students qualified for the award of a HSC or equivalent compared with 86% in 2015. This is an increase of 8%..

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	26.5
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Administration & Support Staff	13.78
Other Positions	6.8

*Full Time Equivalent

Our school employs a full time Aboriginal Education Officer to support our Indigenous students. In addition, we employed two Aboriginal school learning support officers as well as having Aboriginal community members supporting specific programs with in the school such as the 'Buradga Gundjiran' and Sista Speak programs.

Aboriginal staffing component of the school for 2016 is 5%

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	11

Professional learning and teacher accreditation

Significant amounts of Professional Learning were undertaken by staff in 2016, including two staff members completing post graduate studies.

There are 14 teachers who are the currently required to maintain their teacher accreditation process, representing 24% of staff. By 2020 all staff will be required to maintain their accreditation status..

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 9 December 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	703 160.72
Global funds	458 890.08
Tied funds	398 897.70
School & community sources	180 078.35
Interest	16 068.40
Trust receipts	25 715.26
Canteen	0.00
Total income	1 782 811.23
Expenditure	
Teaching & learning	
Key learning areas	94 707.25
Excursions	40 356.24
Extracurricular dissections	80 445.11
Library	8 553.10
Training & development	1 773.77
Tied funds	441 527.87
Short term relief	166 319.20
Administration & office	131 051.37
School-operated canteen	0.00
Utilities	63 419.44
Maintenance	69 480.04
Trust accounts	21 149.88
Capital programs	0.00
Total expenditure	1 118 783.63
Balance carried forward	664 027.60

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

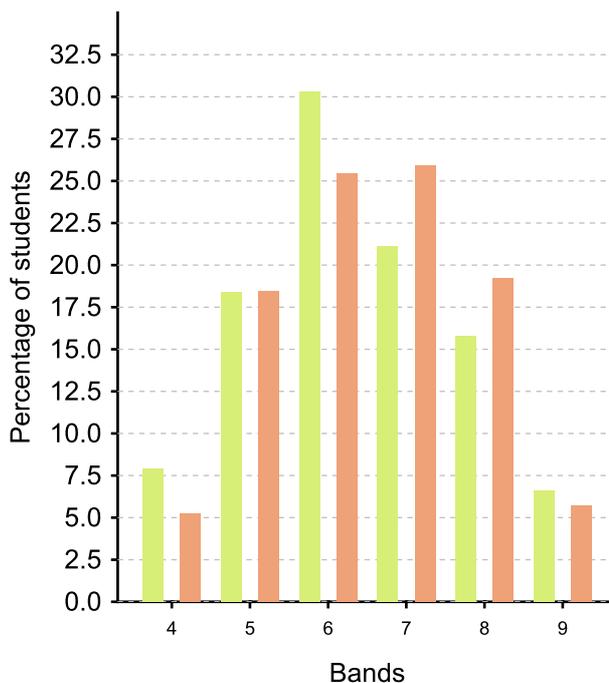
School performance

NAPLAN

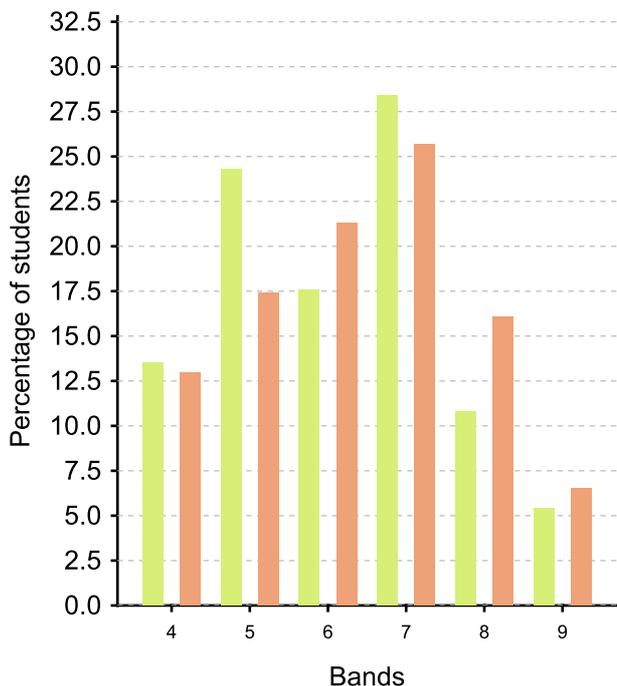
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Students in Year 7 reflected an improvement on those from 2015 in the component of Writing. Our results for the NAPLAN scores for 2016 reflect a dip in performance, which was reflected in most areas across the State. The areas highlighted for improvement based on our data include Grammar & Punctuation and Spelling.

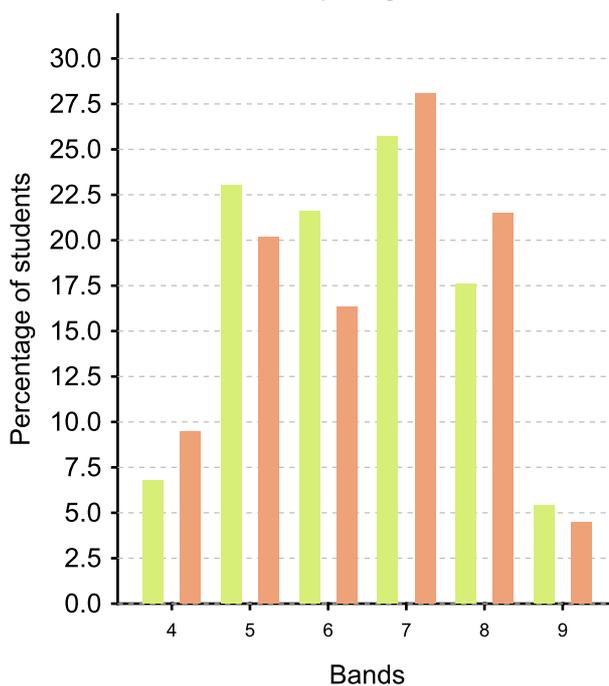
**Percentage in bands:
Year 7 Reading**



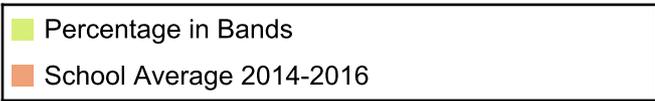
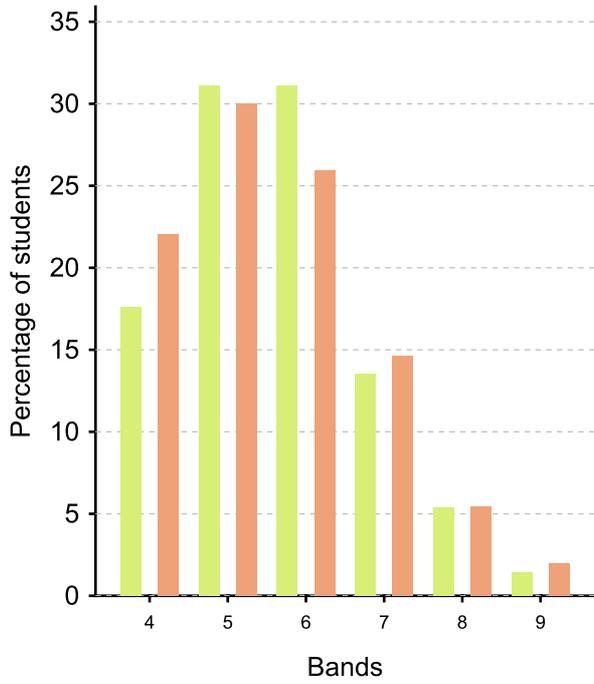
**Percentage in bands:
Year 7 Grammar & Punctuation**



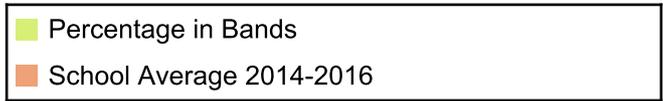
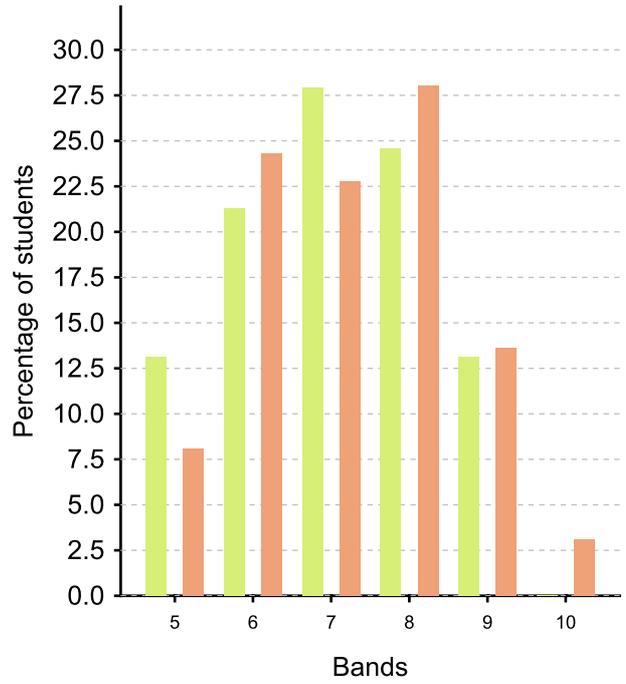
**Percentage in bands:
Year 7 Spelling**



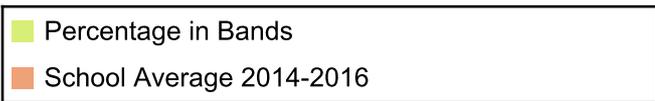
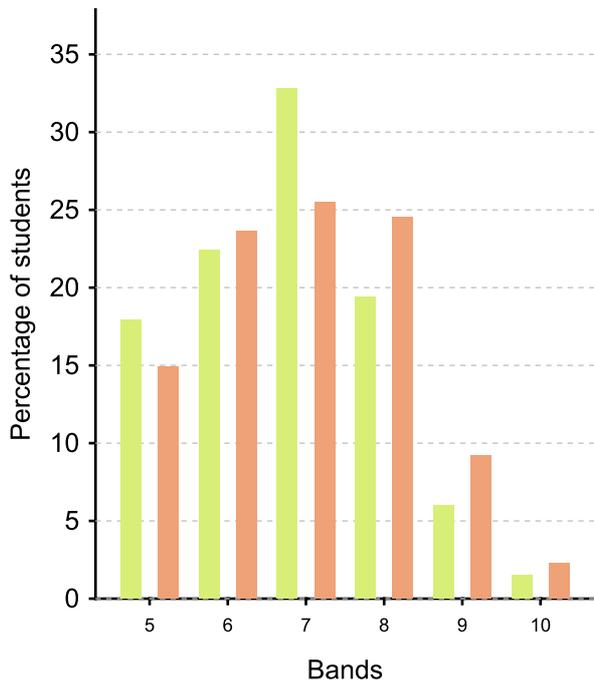
Percentage in bands:
Year 7 Writing



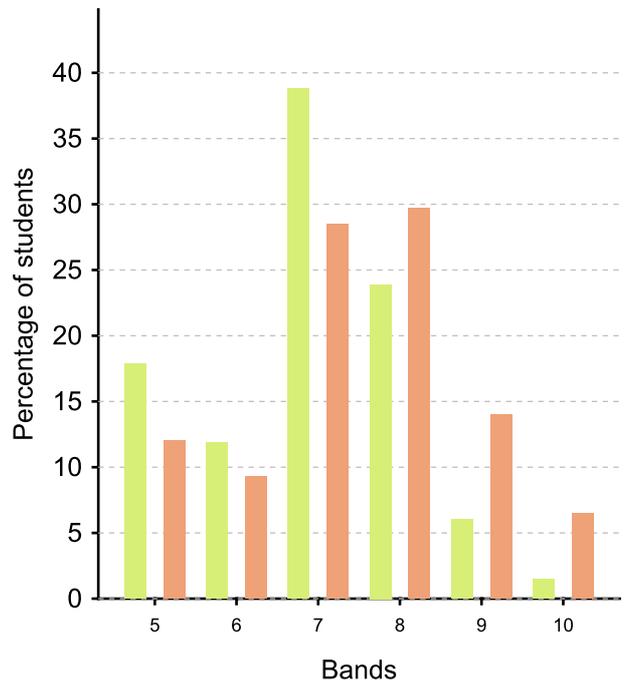
Percentage in bands:
Year 9 Reading



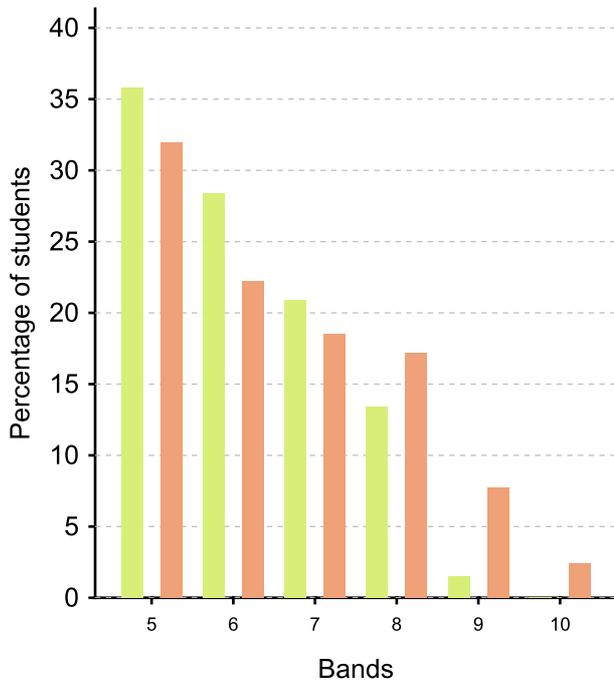
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Spelling

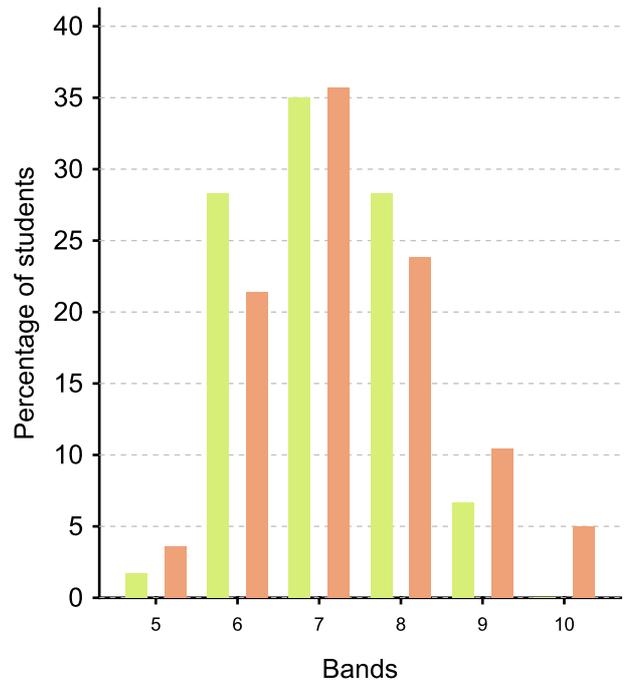


Percentage in bands:
Year 9 Writing



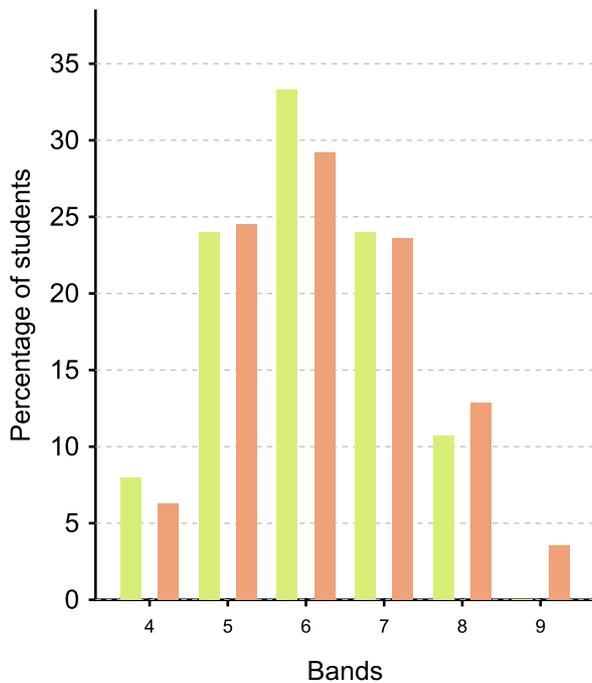
Student performance in Numeracy is highlighted as an area for improvement for 2017 as students from both Year 7 and Year 9 2016 scores were below State average and lower in comparison to those students from 2015.

Percentage in bands:
Year 9 Numeracy

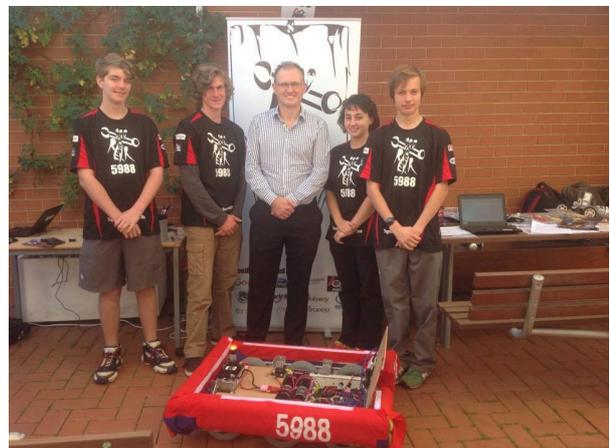


The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and Narooma High School name in the Find a school and select GO to access the school data.>

Percentage in bands:
Year 7 Numeracy



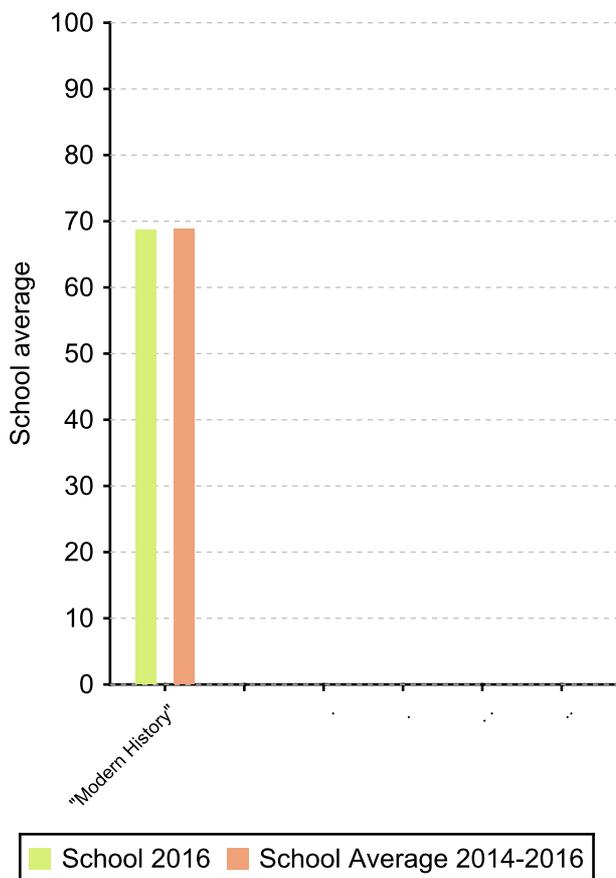
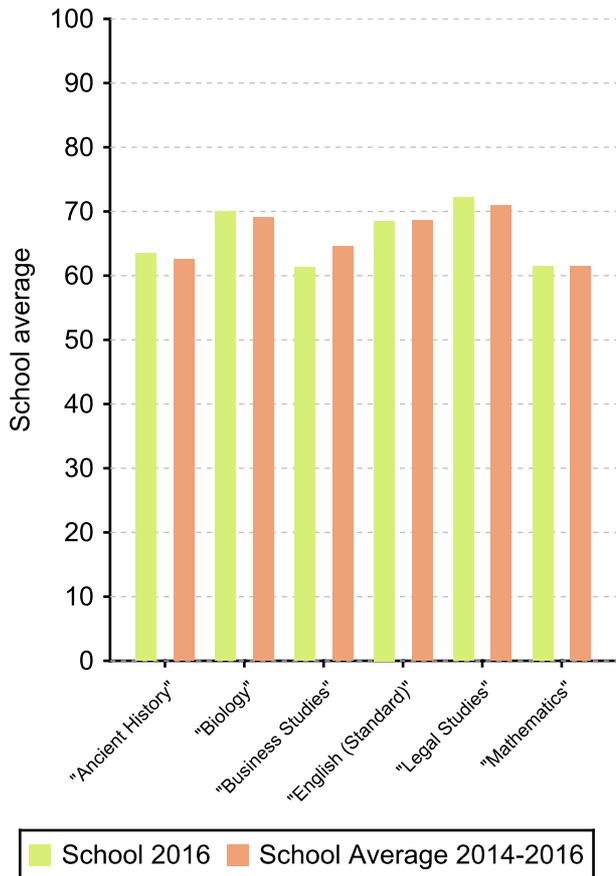
The % at or below NMS tab shows percentages of the bottom two bands but excludes exempt students. This is a requirement of state reporting for the state plan where only those students who participated in testing sessions are reported in the results. For example in Year 7 it is Bands 4 and 5, and, for Year 9 it is bands 5 and 6. In the aspect of Writing 49% of Year 7 students and 64% of Year 9 students were at or below NMS in 2016. For Numeracy, 32% of Year 7 students and 30% of Year 9 students were at or below NMS in 2016.



Higher School Certificate (HSC)

The performance of students in the HSC is reported in

bands ranging from Band 1 (lowest) to Band 6 (highest).



In 2016, two students were identified as Top Achievers in Visual Art with Niamh Armstrong having her Major Works selected for the 2017 NSW Educational Standards Authority Chairperson's

Collection and Luke Seamen Visual Art having his Major Work selected for Art Express.

In 2016, students received Band 6 & Band 5 in 21 (number) different courses with 8 courses where students gained band 6 and 21 courses where students gained band 5

Eleven students gained Band 6 results (4 students received more than one Band 6) and 43 students gained Band 5 results.

Parent/caregiver, student, teacher satisfaction

The school sought the opinions of parents, students and teachers about the school. Responses indicated a high level of satisfaction with Narooma High School, particularly with regards to:

- The wide variety of opportunities provided to students in academic, sporting and extra-curricular activities
- The supportive nature of the staff and whole-school community
- The school recognises and celebrates achievement
- The school encourages students to achieve their best
- The creative and performing arts students and Agriculture Show Team continually showcase their skills and talents
- Past students from the school have achieved great success due to the opportunities created at Narooma High School
- The school creates opportunities for the inclusivity of all students.



Policy requirements

Aboriginal education

Teaching and learning programs reflect policy requirements and include Aboriginal perspectives across all Key Learning Areas.

Aboriginal students are supported through the employment of our Aboriginal Education Officer and flexible equity funds provided to the school as part of the Resource Allocation funding from the State Government.

The school receives funding from the Federal Government through our Parents and Citizens Association that supports our 'Buradga Gundjiran' program.

The school has in place an Anti – Racism Contact Officer



Multicultural and anti-racism education

Teaching and learning programs reflect policy requirements and include multi-cultural perspectives across all Key Learning Areas.

Our multicultural society is recognised and acknowledged through participation in various activities and events, such as 'Harmony Day'.

The school has in place an Anti – Racism Contact Officer