

Shoalhaven High School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Shoalhaven 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.

Kem Rakiposki

Principal

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Message from the Principal

Shoalhaven High School (SHS) is a comprehensive high school providing quality education for its students. The school is committed to the personal and academic achievement of all students and with excellent partnerships with the community and external organisations is able to provide students with a broad academic and vocational curriculum in a caring and supportive environment.

Positive Behaviour for Success (PBS) is an integral component of our school culture. PBS focuses on four core values of Respect, Responsibility, Participation and Safety. These four values are immersed in all areas of the school, such as Quality Teaching and Learning, School Policy and Systems, Welfare and Discipline.

The SHS Merit System is an inclusive system that positively reinforces student behaviour and achievement in the classroom and further acknowledges students who successfully take part in citizenship and extracurricular activities.

This progressive merit system has been designed to challenge students to work through the different levels during their time at SHS. Each level (from Bronze to Gold II) is celebrated throughout the year among cohort levels and those who achieve the higher levels (Platinum – Emerald) of the system are celebrated at the Awards Day at the end of the year.

SHS provides an after-school homework centre which all students may access. The homework centre has operated for many years and provides access to all library resources, teachers to support and assist students and a safe place for students to work in a quiet and comfortable environment. The homework centre operates each Monday and Wednesday afternoons between 3.00pm and 5.00pm.

The school received funding under the National Education Reform Agreement (NERA) commonly known as the “Gonski” funding agreement. These funds are used to support Aboriginal students in the senior years as well as Aboriginal students who have not met NAPLAN benchmarks in the junior years.

NAIDOC Week is celebrated each year in our school with varying programs and events. These events culminate in a Morning Tea which is very well attended by our local community.

Shoalhaven High School has benefitted from the Great Teaching Inspired Learning initiative for beginning teachers. Our beginning teachers have received support in their first two years of teaching through planned professional development and mentoring that allows them to develop their teaching skills.

The school also benefitted from the continued employment of a Student Support Officer (SSO) in 2016. This position has been funded until the end of Term 2 2016. SHS continued to employ our SSO for the remainder of 2016 as our SSO provides vital support for students, particularly with links to community agencies that support students and their families.

Each year students attend ANZAC Day dawn services where they lay wreaths and march with local Australian servicemen and women. The students' co-host the ANZAC Ceremony held at the school where they support the elderly diggers who have a long and respectful relationship with our school.

Shoalhaven High School has a long standing relationship with many businesses, organisations and individuals in the Shoalhaven who help strengthen the link between school, work and the community. Each year these partners are invited to a Partners Morning Tea where they are formally thanked for their continuing commitment to our students.

The AIME (Australian Indigenous Mentoring Experience) program continued to operate at SHS in 2016. AIME provides a dynamic educational program that gives Indigenous high school students the skills, opportunities, belief and confidence to finish school at the same rate as their peers. AIME has proven to dramatically improve the chances of Indigenous students' finishing school. AIME also connects students with post Year 12 opportunities, including further education and employment.

The Year 6–7 transition program enables potential students to become familiar with SHS and secondary schooling. Year 6 students from our feeder schools have regular visits to SHS and participate in a variety of experiences to promote a smoother transition to Year 7.

SHS Parents and Citizens Association (P&C) work in close collaboration with the teachers to support the implementation of high quality learning programs for the students at our school. The P&C work with a set of values that align with the schools core values. The P&C continues to support students participating in regional, state, national and international events as well as other school initiatives.

Many initiatives throughout the school are supported every year by the P&C to enable programs to run consistently over a number of years. These include subsidising state competitions in Mathematics, English and Science; providing rewards for the school merit system, and recognition of both teachers and canteen workers.

Special Features of the school include; a school farm, industry standard Hospitality Trade Training centre, refurbished science laboratories, a Library website, an athletics track, a drama studio and dance studio.

Kem Rakiposki

Principal

Message from the school community

P&C President's Report 2016

I would first like to personally thank the few members and staff who have attended regularly over the past year, with special mention to our office bearers for time given to help support my role as P & C President. I believe P & C plays an extremely important role in strengthening the partnership between school and the community, which in turn helps meet the needs of students at Shoalhaven High School. Their contribution is very much appreciated.

It has been a relatively quiet year as far as P & C activity goes. Our sole source of funds is our canteen and thanks to the hard work of those ladies, we have a healthy balance in our account.

One of our major donations is our pledge to contribute to the new digital school sign for several years at a cost of \$2000 per year. We have also contributed to sports representative students' costs, spelling bee prizes, the Year 12 results BBQ and canteen vouchers to support the Schools' PBS System.

We have reviewed the new school uniform. We have decided to add a hooded jumper to the uniform to encourage students to wear the correct Winter attire.

I look forward to the year ahead and I welcome any new members.

Rachael Banwell

School background

School vision statement

To provide quality education for all students in a caring and supportive environment, that engages students and motivates them to achieve their best in all aspects of school life and beyond.

School context

Shoalhaven High School is a comprehensive public high school located in Nowra on the South Coast of New South Wales. It belongs to the Shoalhaven River Learning Community of Schools that actively work together to improve student learning outcomes.

The school has 709 students including a Support Unit catering for students with an IM, IO and ED diagnosis. Twenty four percent of students identify as Aboriginal, and a substantial proportion are from low socio economic backgrounds. The students are supported by 95 teaching and non-teaching staff.

The school's motto "Aiming Higher" epitomises the opportunities given to all students to reach their full potential. All activities undertaken by our school are underpinned by our core values of Respect, Responsibility, Participation and Safety.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

In 2016, our school engaged in 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.

At Shoalhaven High School, students are taught literacy and numeracy skills and guided towards independent application of these skills. Faculties are represented in LANCom (literacy and numeracy committee) by a faculty member who takes the responsibility of leading their KLA in the development and implementation of appropriate pedagogy that engages and extends students.

Data is used to inform school priorities and hence the development of TEAL, a writing model developed and used by staff to address the writing needs of our students. At the same time our 2016 NAPLAN numeracy results show value adding growth of Year 7 students to Year 9. A key priority for the school is to improve students' performance particularly in external examinations and assessments.

Data is also used to inform curriculum, assessment and reporting. The school uses a comprehensive system of identifying students' needs and wants in creating an appropriate curriculum structure.

Using the descriptors in the 2016 School Excellence Framework self-assessment survey, Shoalhaven High School appears to be operating at the sustaining and growing level of most of the elements in the domain of learning.

Teachers regularly review and revise teaching and learning programs and use student performance data and other feedback to evaluate their own teaching practice.

Teachers at Shoalhaven High School have engaged in professional learning and are familiar with the Australian Professional Standards for Teachers, Accelerated Literacy and TEAL, the use of SMART and RAP data and have Professional Development Plans linked to the school plan and their own professional learning needs.

In 2016, the school embarked on offering professional development and learning activities on three afternoons each term, to meet the needs of teachers at all levels from beginning teachers to highly accomplished. This was very well received and will be repeated in 2017.

Using the descriptors in the 2016 School Excellence Framework self-assessment survey, Shoalhaven High School appears to be operating at the sustaining and growing level of most of the elements in the domain of teaching.

The school solicits and addresses feedback on school performance. This is evident in the number of survey that students, staff, parents and our school community is asked to engage in throughout the year.

Leadership development is vital to school capacity building. The use of an application process linked to the staff member's level of accreditation and professional development needs as well the school's priority areas, ensures that financial management of resources allow the school to gain efficiencies and maximise resources available to implement the school plan.

The school is committed to developing leadership skills in our students. This is evident in terms of the number of activities that take place both within and outside the school. The school promotes and recognises the contributions of all students that have high expectations and engage in a variety of events that promotes school improvement.

The school has a long history of participating in community events. Anzac Day marches are an example of the relationships that the school has with RSL sub branches and other organisations. Many of these organisations are regular visitors to the school and enrich the school's standing within the school community.

Using the descriptors in the 2016 School Excellence Framework self-assessment survey, Shoalhaven High School appears to be operating at the sustaining and growing level of most of the elements in the domain of leading.

The results of the External Validation process indicated the following:

In the domain of Learning the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

In the domain of Teaching the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

In the domain of Leading the school's self-assessment is consistent with the evidence presented in three elements and is validated using the School Excellence Framework. In the element of School Planning the evidence presented indicates the school is operating at the Excelling stage.

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

Teaching, Learning and Engagement

Purpose

To produce classroom programs that explicitly teach students to be literate, numerate, creative and productive users of technology in the 21st Century.

To improve the reading, writing and numeracy outcomes for all students and to build their academic confidence and support their fluency and high order thinking in all subjects and beyond the classroom.

Overall summary of progress

Whilst value adding statistics show some progress in student learning, the full impact of the strategies adopted won't be known immediately. All staff now have a professional development plan linked to the Australian Teaching Standards and are receiving training to support students in all stages with their literacy and numeracy needs. A new whole school writing program should also assist students in achieving greater growth rates in learning.

Lower than state average attendance rates impact on student learning and continued emphasis will be placed on improving attendance rates.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in students attendance rates	Attendance statistics show that students attendance rates did increase in particular cohorts, however, overall there was a decline in attendance rates as some cohorts continued to have absenteeism rates higher than the state average. Various strategies have been used and these are outlined in other sections of this report. We will be introducing a new approach to address attendance issues in 2017, including the introduction of new attendance software.	Head Teacher Administration/Attendance Attendance Officer Attendance software Administration support \$50,000
Positive growth in student attainment in school assessment, NAPLAN and HSC	<p>Numeracy is a strength area for Year 9 students with over 60% of students achieving greater than or expected growth. The average scaled score growth was 5 percentage points higher than the state average. This is a remarkable achievement given that only 40% of students in this cohort achieved expected growth when in Year 7.</p> <p>Writing is consistently an area requiring improvement. This has prompted the whole school writing initiative TEAL (Topic, Elaborate, Analyse, Link), driven by the Literacy & Numeracy Committee (LANCom). Results show that the Teal initiative is having the desired effect with a greater percentage of students achieving the higher bands in Year 9 compared to Year 7.</p> <p>Reading is an area of greater strength with 60% of Year 9 students achieving in the top 4 bands and 55% of Year 7 students achieving in the top 4 bands</p> <p>There was also positive growth from Year 9 to Year 12 with the 2016 HSC results showing 17 band 5s and 68 band 4s.</p>	Deputy Principal \$135, 000 Head Teacher Learning Support \$123,000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in the number of Aboriginal and Torres Strait Islander students attaining the HSC	We continue to experience success with an increasing number of Aboriginal and Torres Strait islander students attaining the HSC. This is largely due to the support they receive from parents/carers, staff, the school's Aboriginal Education Officers and additional resources provided to the school. We also had 10 students who received Inspire, Succeed, Excel Aboriginal Education Achievement awards.	Norta Norta AEOs AIME \$235,000
All staff to have a professional development plan linked to the Australian Standards in Teaching	All staff now have a professional development plan linked to the Australian Standards in teaching and our school plan. These plans will be reviewed in 2017, in line with any changes in the school plan.	Professional Learning \$68,000
All staff are trained to support students in all stages with their literacy and numeracy needs	Staff have been trained in RAP and SMART. Staff also engaged in an analysis of students NAPLAN and HSC results to identify students' literacy and numeracy needs. The school used NERA funding to appoint a head teacher learning support to assist teachers and students with literacy and numeracy needs.	Head Teacher Learning Support \$123,000
All staff deliver lessons that support and engage students in the classroom.	This is an area that staff will continue to work on. Consistency across faculties, shared lesson observations, and professional dialogue are focus areas over the next year to ensure all staff deliver lessons that meet the needs of all students.	Head Teacher Learning Support SLSOs \$225,000
Open lines of communication with parent/carers regarding the school, student attendance and performance	The school communicates with parents using a variety of media, including, phone calls, written correspondence, interviews, newsletters and the recently introduced school bag app and Facebook page which parents/carers access via their mobile phones. Further developments in communication are planned by displaying messages on the new electronic school sign which will operate in 2017.	Head Teacher Administration/Attendance Attendance Officer School Bag App Software licences Administration Support \$50,000

Next Steps

- Staff to continue engaging in professional learning activities guided by their professional learning plans and student learning needs. Greater emphasis placed on peer lesson observations and professional dialogue.
- Implementation and review of the new whole school writing program.
- .Allocate funds to continue employing staff that assist with improving student attendance and student learning.

Strategic Direction 2

School Culture

Purpose

To positively promote SHS in the community and improve the school's image by having students who are respectful, responsible and participate in a variety of school life and community activities.

To develop in students an approach that builds the capabilities of all students so they take responsibility for their own learning development and career pathway goals.

Overall summary of progress

There has been progress in our endeavor to improve school culture and build capacity of students to take responsibility for their own learning. Student breaches of the school code of behavior have declined, as has student suspension rates.

The school has improved its communication with parent/carers and the school community, by introducing the School Bag App and a school Facebook page allowing parents/carers immediate access to school events, activities and announcement via their mobile phone.

As mentioned previously, however, there are a substantial percentage of students with high absenteeism rates, which adversely affects their learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Reduction in incident reports	An analysis of incident reports in Term 4 this year, showed a reduction in incident reports and suspension rates. This follows on from the reductions achieved in 2015 and will continue to be a focus in 2017..	Third Deputy Principal Administration Support and software licence \$180,000
Reduced absenteeism	As mentioned previously, statistics show that there has not been a reduction in absenteeism. The school continues to experience absenteeism rates higher than that of the state average. Planned strategies to reduce absenteeism have not led to a reduction and this means that new strategies will be adopted in 2017.	Head Teacher Administration/Attendance Attendance Officer Attendance software \$50,000
Increased enrolments	There was a slight decline in student enrolments in 2016, compared to 2015. The reduction was in the senior years, where students were successful in gaining apprenticeships and traineeships or chose to study at tertiary institutions such as TAFE. The school did experience an increase in enrolments in the junior years and this is anticipated to continue in 2017.	Year 6–7 Transition Coordinator Educational Paraprofessional Administration Support \$50,000
Increased volunteering by both staff and students in programs for students	There has been an increase in the number of both staff and students who are volunteering for programs both within and outside school. These include the number applying to relieve in leadership positions, Year adviser positions, SRC and community work including relay for life, Nowra Show and other fund raising activities.	Nil
New flowchart of consequences for PBS	The school is currently undergoing a major overhaul of our merit and discipline system. New	Nil

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
New flowchart of consequences for PBS	flowchart should be published in 2017.	
Increased school promotion – develop Facebook page and App	The school has introduced a new look newsletter and introduced the new School Bag App. The technology committee also established a Facebook page which is widely used to communicate with our school community..	Deputy Principal Educational Paraprofessional \$160,000
Increased mentoring of students with community members	The school has excellent relationships with community agencies and organisations that support and mentor students. Whilst some developments have occurred in this area, it will be an on-going focus area in 2017 and beyond.	AIME \$5,500
Strategies developed to improve students' capacity to take responsibility and career paths.	More students are taking responsibility for their career paths, largely due to programs, information and partnerships established with external agency by our careers adviser and the Worksmart Coordinator, Student Support Officer and Aboriginal Education Officers.	WorkSmart Coordinator AEOs AIME \$200,000

Next Steps

- Continue to promote the school's PBS values of Respect, Responsibility, Participation & Safety
- Continue to enhance partnerships with external organisations and agencies.
- Continue to enhance partnerships with feeder primary schools
- Allocate funds to continue employing staff that assist with improving student attendance and student learning
- Funds to be allocated to school promotion

Strategic Direction 3

School and Community Partnerships

Purpose

To establish positive, enduring connections between the school and the community, through the use of media, the creation of a school public relations committee, and increased promotion of school/community events.

To create effective opportunities to support students as they progress into Stage 6 and post school training/education.

Overall summary of progress

Improvements in communication have improved the school's connection to the community and consequently, opportunities for students. Students continue to be supported by external agencies and organisations either within the classroom, within the school or externally at educational institutions or workplaces.

The school continues to be well represented by staff and students at ANZAC ceremonies throughout the region.

Aboriginal students and students with special needs all have either an ILP or a PLP. AIME has played a greater role in supporting our Aboriginal students in 2016.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improve communication processes to enhance school/community connections	Improvements in our communications processes have led to enhanced community connections. New look school newsletter, School Bag App, School Facebook page, phone home program, publicity officer, promotional pamphlets, school partners morning tea are amongst a number of strategies used to increase school/community connections. This has led to an increase in school based apprenticeships, student work placements, gaining external qualifications, scholarships and membership of the NSW volunteer rural fire service.	Year 6–7 Transition Coordinator Educational Paraprofessional WorkSmart Coordinator \$100,000
Increase community involvement in significant school events such as assemblies and P & C	Members of our school community played an active role in school events in 2016. This includes key note presentations at whole school assemblies, selecting permanent staff through the merit selection process, welfare and gender based school programs and ANZAC ceremonies.	Administration Support Educational Paraprofessional \$40,000
Improve completion rates for ILPs and PLPs for students	All Aboriginal students and students with special needs have either an ILP or PLP. These are up–dated each year. Teachers and tutors liaise with students and parent/carers in the development of an ILP or PLP to identify students learning needs and aspirations. AIME mentored and supported both junior and senior Aboriginal students throughout 2016. Their services were well received by the students.	Norta Norta AEOs AIME \$235,000
Positive communication between teachers and families that promote positive behaviour in the student body	Positive communication between staff and families includes regular phone calls to parents, letters, interviews, the school newsletter, the School Bag App, School Facebook page, Awards and rewards for positive behaviour and complying with the school's PBS values.	Deputy Principal Educational Paraprofessional Administration support

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Positive communication between teachers and families that promote positive behaviour in the student body	As previously mentioned, term four statistics show that there was a decline in the number of student discipline reports and student suspensions and an increase in the number of student awards.	\$160,000

Next Steps

Continue to improve communication processes to enhance school/community connections.

Continue to work closely with AIME to support and mentor our Aboriginal students.

Promote greater community involvement in whole school assemblies.

Increase primary school visits throughout the year.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Elements of all three of the Strategic Directions (Teaching, Learning & Engagement, School Culture and School and Community Partnerships) listed in the School Plan 2015 – 2017 are relevant to Aboriginal Education.</p> <p>A more detailed list of improvement measures is listed above under 'progress toward achieving improvement measures'.</p> <p>Twenty four percent of the student body at Shoalhaven High School are of Aboriginal background. The school supports these students in a variety of ways including:</p> <p>Employment of two Aboriginal Education Officers (AEO), who assist students in classrooms and assist making connections between the school, home and external agencies and organisations. AEOs also work closely with teachers and Norta Norta tutors in ensuring all Aboriginal students have either an ILP or PLP.</p> <p>The Norta Norta program is highly effective at Shoalhaven High School. Students over many years have developed positive relationships with the Norta Norta tutors, and actively seek their support. It is now well established within the school organisation. .</p> <p>Shoalhaven High School has also embraced the Australian Indigenous Mentoring Experience (AIME) again in 2016. A change in the delivery of the program has been through the addition of the AIME tutoring squad, targeting junior students. The students were invited to participate to assist them to develop organisation skills, connect with individual teachers and develop skills in gathering resources.</p> <p>As mentioned previously, 10 students recieved Inspire, Succeed and Excel Aboriginal Education Awards. These were in a variety of endeavours including Literacy, Sporting Excellence, Performing and Creative Arts and in Culture, Courage and Commitment.</p> <p>Students were also nominated to receive awards for having excellent attendance. The benchmark that was set for nominations was 95%, with 15 Aboriginal students achieving this benchmark.</p> <p>In 2016, our Aboriginal students were supported through the following organisations and programs;</p> <ul style="list-style-type: none"> • Nowra and Jerrinja AECG's • SHS Aboriginal Education Officers • AIME • SHS Student Services Officer • SHS Staff 	<p>Resources obtained from the sources of funding listed below were used in all areas of the school and were not exclusive to this section only.</p> <p>Third Deputy Principal \$135,000</p> <p>Head Teacher Administration/Attendance \$20,000</p> <p>Head Teacher Learning Support \$123,000</p> <p>WorkSmart Coordinator \$68,000</p> <p>Computer Tech Officer \$65,000</p> <p>Educational Paraprofessional \$20,000</p> <p>Attendance Officer \$20,000</p> <p>Administration Support \$20,000</p> <p>SLSOs \$100,000</p> <p>Homework Centre \$25,000</p> <p>AEOs \$125,000</p> <p>Norta Norta \$100,000</p> <p>AIME Mentoring \$5,500</p>

Aboriginal background loading	<ul style="list-style-type: none"> • Bundanon Trust • Shoalhaven PCYC • YWCA 	<p>Resources obtained from the sources of funding listed below were used in all areas of the school and were not exclusive to this section only.</p> <p>Third Deputy Principal</p> <p>\$135,000</p> <p>Head Teacher Administration/Attendance</p> <p>\$20,000</p> <p>Head Teacher Learning Support</p> <p>\$123,000</p> <p>WorkSmart Coordinator</p> <p>\$68,000</p> <p>Computer Tech Officer</p> <p>\$65,000</p> <p>Educational Paraprofessional</p> <p>\$20,000</p> <p>Attendance Officer</p> <p>\$20,000</p> <p>Administration Support</p> <p>\$20,000</p> <p>SLSOs</p> <p>\$100,000</p> <p>Homework Centre</p> <p>\$25,000</p> <p>AEOs</p> <p>\$125,000</p> <p>Norta Norta</p> <p>\$100,000</p> <p>AIME Mentoring</p> <p>\$5,500</p>
Low level adjustment for disability	<p>The Head Teacher Learning Support leads the Learning Support Team at Shoalhaven High School. This includes supervision of the Learning and Support Teachers (LAST) and School Learning and Support Officers (SLSO).</p>	<p>Head Teacher Learning Support</p> <p>\$123,000</p> <p>Two Learning and Support</p>

<p>Low level adjustment for disability</p>	<p>LASTs provide valuable assistance to students, staff and families of students who require additional support with their education. They provide literacy screening for new students, apply for Disability provisions for HSC students, provide guidance and support for teachers with individual adjustments for students with learning issues, provide teacher professional learning to staff around literacy and numeracy strategies, behavioural support for staff and students, intensive literacy programs for individual Year 7 students and play a major role in the placement of Year 7 students into classes.</p> <p>The LAST's are highly valued by school staff as an important resource in achieving quality learning outcomes.</p> <p>LASTs are ably supported by a team of experienced and dedicated SLSOs who provide support to students that have disabilities. They provide classroom support across all year groups.</p>	<p>Teachers</p> <p>\$200,000</p> <p>School Learning and Support Officers</p> <p>\$100,000</p>
<p>Socio-economic background</p>	<p>All three of the Strategic Directions (Teaching, Learning and Engagement, School Culture and School and Community Partnerships) listed in the School Plan 2015 – 2017 focus on improving learning outcomes of all students and particularly those from low socio-economic backgrounds</p> <p>In 2016, Socio-economic funding supported a number of important initiatives within the school such as: Literacy and Numeracy programs, Quality Teaching and Learning initiatives, School Organisational and Systems improvements, smaller class sizes, extensive Teacher Professional Learning programs, school wide electronic database management, Technology in Learning programs, and the school Merit System.</p> <p>The programs also support community partnerships, school leadership, a Year 7 transition class. A third Deputy Principal, Head Teaching Learning Support and Head Teacher Administration positions have been created to assist the school maintain good partnerships and involvement with both our parents/community and our feeder schools.</p> <p>Shoalhaven High School provides an after-school homework centre which all students may access. The homework centre has operated for many years and provides access to all library resources, teachers to support and assist students and a safe place for students to work in a quiet and comfortable environment. The homework centre operates each Monday and Wednesday afternoons between 3.00pm and 5.00pm.</p> <p>Employment of a WorkSmart coordinator has provided many programs and courses to</p>	<p>Resources obtained from the sources of funding listed below were used in all areas of the school and were not exclusive to this section only.</p> <p>Third Deputy Principal</p> <p>\$135,000</p> <p>Head Teacher Administration and Attendance</p> <p>\$20,000</p> <p>Head Teacher Learning Support</p> <p>\$123,000</p> <p>WorkSmart Coordinator</p> <p>\$68,000</p> <p>Computer Tech Officer</p> <p>\$65,000</p> <p>Educational Paraprofessional</p> <p>\$20,000</p> <p>Attendance Officer</p> <p>\$20,000</p> <p>Administration Support</p> <p>\$20,000</p>

Socio-economic background	school to work. Some of these programs include; Year 10 TAFE Alternative school program, Stage 6 Links to Learning, Becoming a Worker, University of Wollongong In2Uni activities, First Aid Certificate, Workers Health and Safety for Construction Certificate, Rural Fire Service Training and Australian Block and Brick Certificate	SLSOs \$100,000 Homework Centre \$25,000
Support for beginning teachers	Shoalhaven High School has benefitted from the Great Teaching Inspired learning initiative for beginning teachers. Our beginning teachers have received support in their first two years of teaching through planned professional development and mentoring that allows them to develop their teaching skills.	

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	376	358	358	325
Girls	332	359	356	307

Student attendance profile

School				
Year	2013	2014	2015	2016
7	88.4	87.1	85.4	83.1
8	83.9	81.8	78.8	79.8
9	81.8	81	81.2	78.1
10	76.1	73.3	69.7	68.5
11	87.8	84.6	83	78.4
12	84	87	84.4	78.3
All Years	83.3	82.1	79.8	77.5
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

Management of non-attendance

The Shoalhaven High PBS team continued their support of improved student attendance outcomes, providing incentives to students for improved student attendance rates and rewarding those with 100% and excellent attendance (95% or greater). The number of term attendance awards fluctuated for each cohort during 2016..

Wellbeing meetings are held weekly with the exchange of attendance information between Deputy Principals, Head Teacher Wellbeing, Head Teacher Learning Support, Head Teacher Administration and Year Advisors taking place. Any non-sensitive information is passed to all staff to assist with learning outcomes for students at risk.

All parents attending the Year 6 into 7 evening for 2016

enrolments received pamphlets detailing acceptable reasons for absences and processes to notify the school were distributed to all attending parents. Talks by the Head Teacher Administration and the Home School Liaison Officer emphasised the need for improving attendance and notification to the school when a student was absent.

The Skoolbag Application provides a facility for parents and carers to send electronic absence notes to school. It is a resource that has been increasingly used by the school to communicate with parents during 2016. We currently have over 500 users.

During 2016 our third party software provider was approached to request the linking of parent/carers email addresses to attendance letter communication. The linking took longer than anticipated and had limited success. We will be engaging the services of a new third software provider in 2017.

The school has received greater response to the hard copy notification of absences but the low return of letters within the Department of Education 7 school day response time frame has not improved significantly and therefore doesn't reflect this improvement, as late returns for unjustified absences were high..

The Principal continues to place regular attendance information in the fortnightly newsletters. The aim is to encourage carers to be proactive rather than reactive to student absences. The attendance policy is also on the school website for parent/carers and students to read.

Formal letters of concern-attendance, were further up-dated in 2016.

Regular attendance at school is essential for all students to achieve their educational potential and increase career and life options. Attendance will always remain a focus and the School Attendance Policy will reflect current Department of Education information and strategies to assist staff, parent/carers and students in that goal.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			10
Employment			17.15
TAFE entry			17.21
University Entry			34.22
Other			11.42
Unknown			10

Data for Year 10 and 11 is not listed as the compulsory

school leaving age is 17 years and students that left the school, generally attended another secondary high school.

Year 12 students undertaking vocational or trade training

Quality teaching and continuous improvement is the focus of the VET courses at Shoalhaven High school.

Building and Construction is offered to senior students each year and a Hospitality class continues to flourish with great enthusiasm as students are able to develop valuable work skills, such as planning and organising activities, listening and following up and adapting to new situations.

The excellent facilities of the Trade Training Centre assist in this process in catering for school events, such as the Partner's Morning Tea and the Anzac Day Ceremony.

The TVET program continues to run with students participating in Courses at Illawarra TAFE such as Animal Studies, Electrotechnology, Automotive, Human Services, Tourism and Events..

Shoalhaven Work place learning team organise and promote the VET in schools Shoalhaven Awards, in which our high achieving students are promoted.

Our valuable work placement program continues annually with Hospitality students working in local establishments across the Shoalhaven district for a week or more. Shoalhaven Workplace Learning Program must be acknowledged for the ongoing support and organisation they provide to the school in providing induction programs to the workplace and work placements.

In 2016, Blake Kelly, received various awards for excellence in Vocational Education and Training, including being named the School Based Trainee of the Year and receiving the VET student of the Year award in Construction. Congratulations Blake, our school is very proud of you.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016, over one third of Year 12 students chose to study a Vocational Education and Training subject to contribute to their Higher School Certificate. The majority of these students chose Hospitality and Construction., while a smaller percentage chose to do TVET subjects.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	37.9
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	2
School Administration & Support Staff	19.28
Other Positions	7.9

*Full Time Equivalent

The table above outlines the workforce composition for Shoalhaven High School. The school also has two full time teachers and one School Learning Support Officer that identify as Aboriginal. The school also employs two full time Aboriginal Education Officers and has a list of casual SASS staff, one of which also identifies as Aboriginal.

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

In 2016 Shoalhaven High School spent the majority of its professional learning budget on the professional learning of teachers in the areas of beginning teachers, literacy and numeracy, information communication technology (ICT), quality teaching, syllabus implementation, leadership and career development and welfare and equity. These funds were allocated according to the professional learning needs of teachers and the school's priorities as identified in the school's plan.

In addition to the Professional Learning funds our school received a separatetied grant to provide support for beginning teachers. Beginning teachers were given the equivalent of two periods per week to work with a mentor and develop their teaching skills.

In 2016, the school embarked on offering professional development and learning activities on three afternoons each term, to meet the needs of teachers at all levels from beginning teachers to highly accomplished. This was very well received and will be repeated in 2017.

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

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	1 235 769.09
Global funds	545 950.61
Tied funds	964 850.54
School & community sources	290 135.59
Interest	27 509.58
Trust receipts	43 048.66
Canteen	0.00
Total income	3 107 264.07
Expenditure	
Teaching & learning	
Key learning areas	113 620.13
Excursions	48 379.19
Extracurricular dissections	140 589.49
Library	13 474.45
Training & development	2 235.49
Tied funds	924 455.67
Short term relief	191 540.78
Administration & office	98 887.46
School-operated canteen	0.00
Utilities	102 855.57
Maintenance	85 642.50
Trust accounts	45 501.55
Capital programs	0.00
Total expenditure	1 767 182.28
Balance carried forward	1 340 081.79

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.

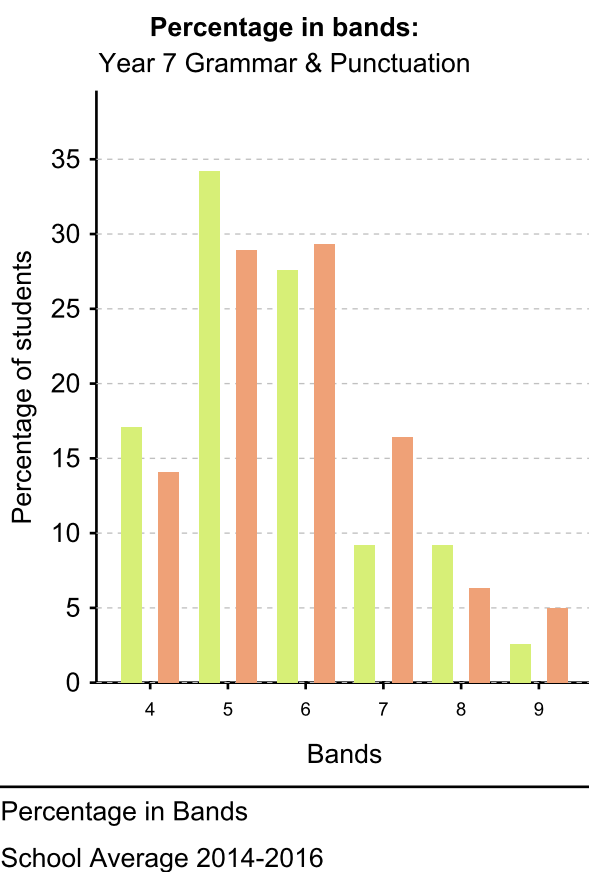
School performance

NAPLAN

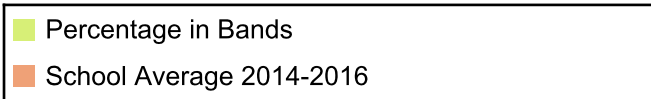
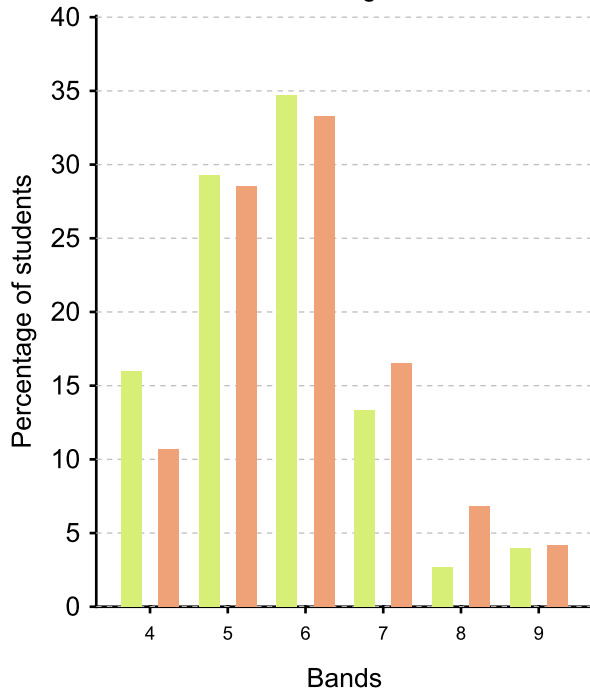
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Writing is consistently an area requiring improvement. This has prompted the whole school writing initiative TEAL (Topic, Elaborate, Analyse, Link), driven by the Literacy & Numeracy Committee (LANCom). Results show that the Teal initiative is having the desired affect with a greater percentage of students achieving the higher bands in Year 9 compared to Year 7.

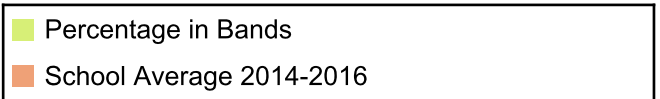
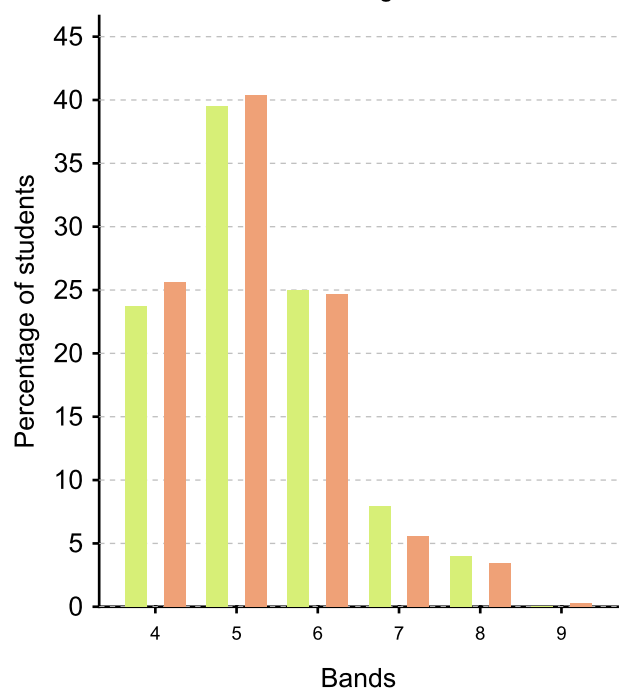
Reading is an area of greater strength with 60% of Year 9 students achieving in the top 4 bands and 55% of Year 7 students achieving in the top 4 bands



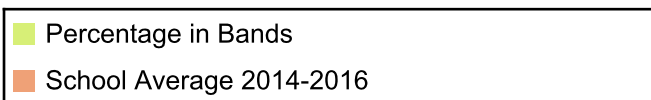
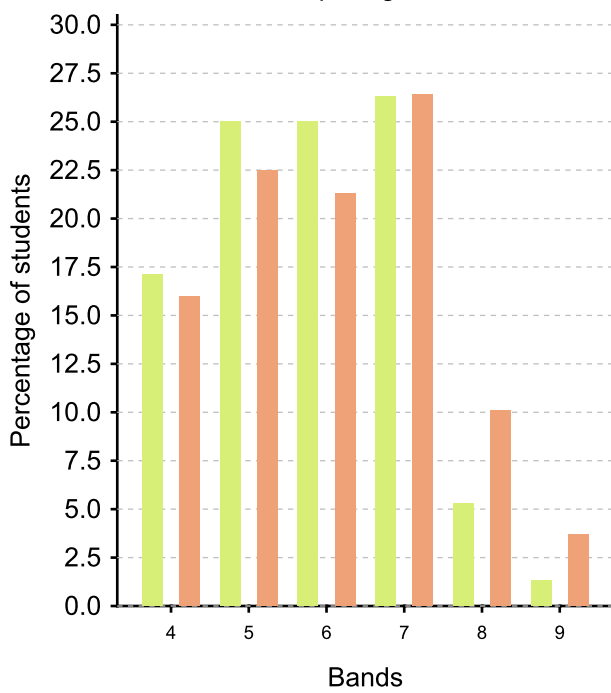
Percentage in bands:
Year 7 Reading



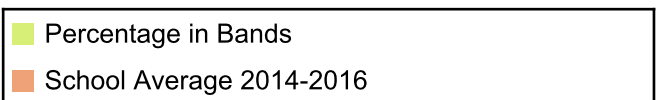
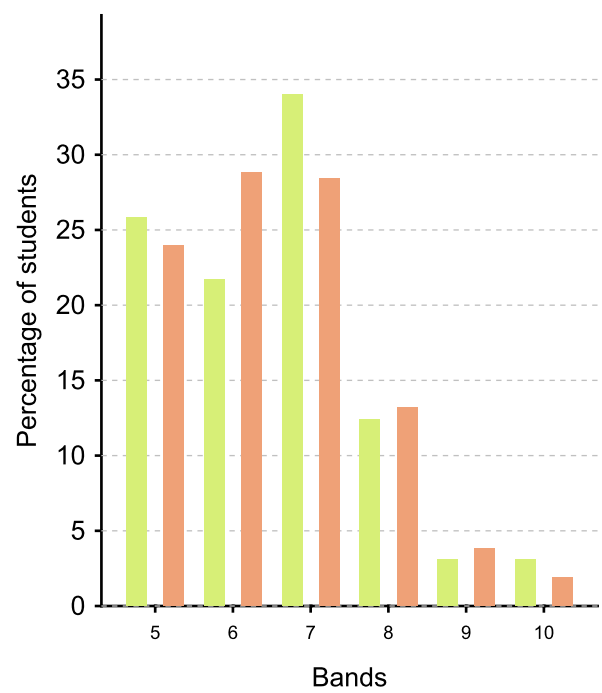
Percentage in bands:
Year 7 Writing



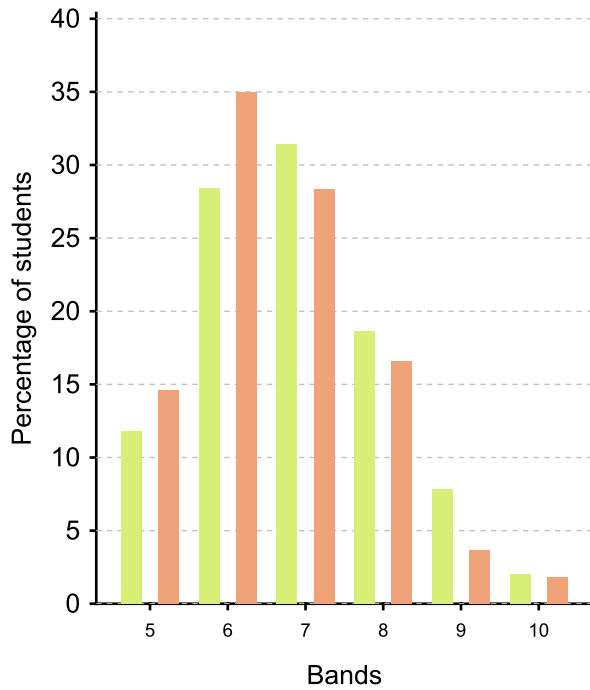
Percentage in bands:
Year 7 Spelling



Percentage in bands:
Year 9 Grammar & Punctuation

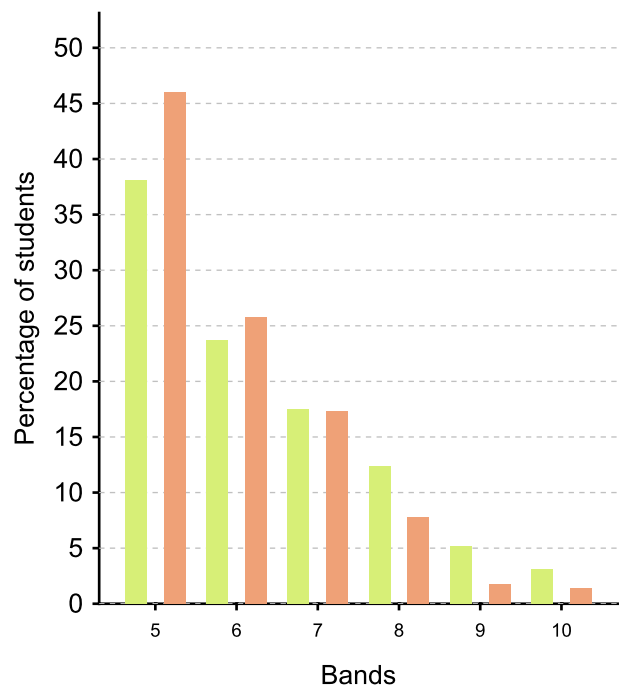


Percentage in bands:
Year 9 Reading



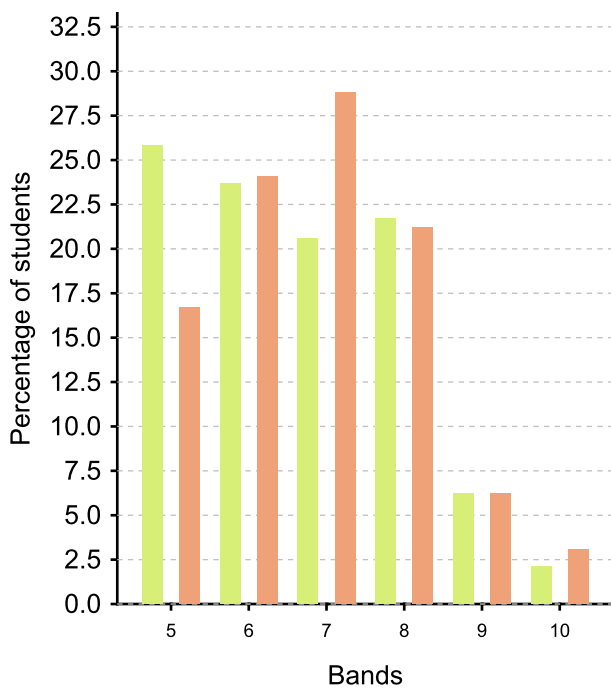
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2014-2016

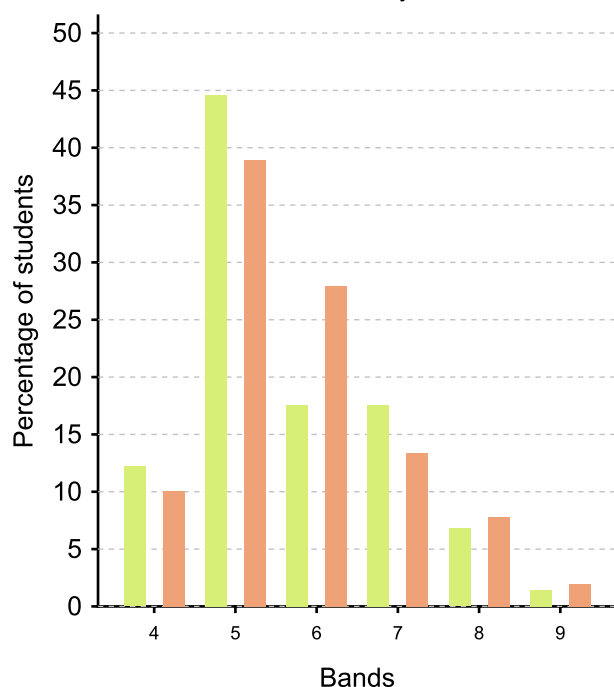
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2014-2016

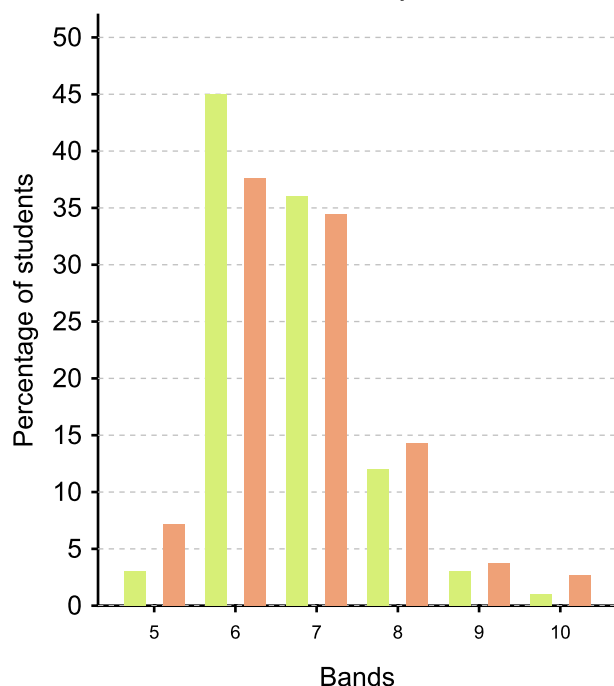
Numeracy is a strength area for Year 9 students with over 60% of students achieving greater than or expected growth. The average scaled score growth was 5 percentage points higher than the state average. This is a remarkable achievement given that only 40% of students in this cohort achieved expected growth when in Year 7.

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2014-2016

Higher School Certificate (HSC)

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

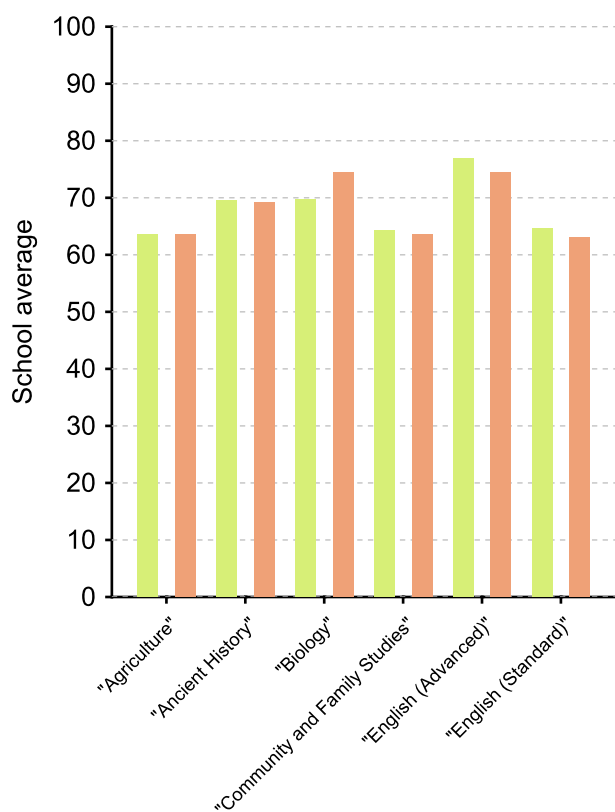
In 2016, sixty nine students completed their Higher School Certificate across a range of subjects.

There were 17 Band fives – two in Ancient History, one in the Construction exam, three in English Advanced, three in Industrial Technology, four in Senior Science, two in Society and Culture, and two in Visual Arts. There were sixty eight Band fours, one hundred and two Band threes, forty eight Band twos and sixteen Band ones, across all subjects studied. The results in Industrial Technology were commendable, as were the results in Senior Science.

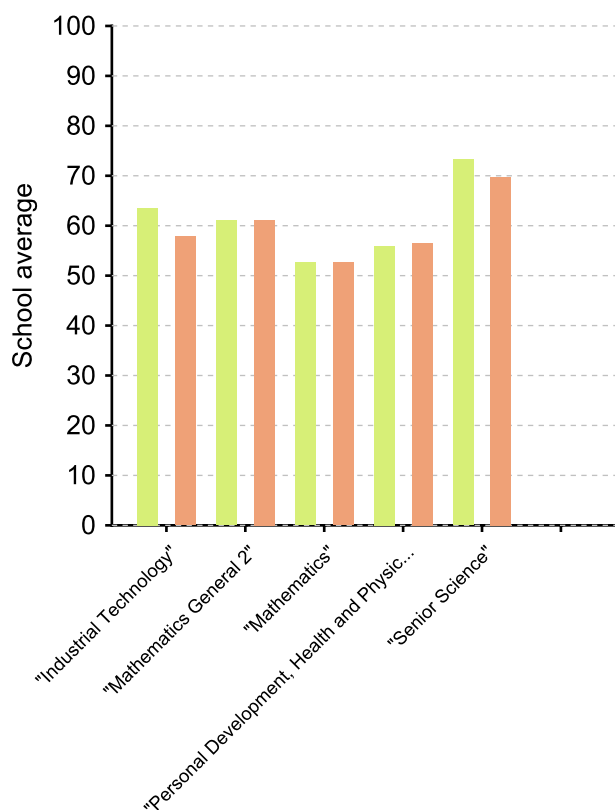
A majority of students were not seeking ATARS this year, yet the z score analysis across HSC subjects indicates only very marginal differences between the school and the state mean, with the majority of subjects less than one point difference. In the compulsory subject of English, the school's z score in English Advanced was only .49 from the state mean, and in English Standard, the score was only .44 from the state mean. English Extension is on the state mean. Several of the students who obtained an ATAR successfully applied for early entry to universities, from the University of Wollongong to the University of New England.

The lowering of the z score exemplifies the school's efforts to use its TEAL literacy initiative and ALARM, as a senior literacy initiative, to better the performance of students in Stage 6, and equip them with skills that will allow them to transition to tertiary studies or the work force successfully.

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 insert the school name in the Find a school and select GO to access the school data.>



■ School 2016
 ■ School Average 2014-2016



■ School 2016
 ■ School Average 2014-2016

Parent/caregiver, student, teacher satisfaction

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at

home and school.

Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance.

In 2016 Shoalhaven High School participated in the 'Tell the From Me' Student and Parent survey. The results showed some good results in a number of areas. It also allowed our school to look at areas where we could make improvements.

With results above 80% in most areas, Shoalhaven High School has shown a good result in how parents feel about a number of areas. Parents feel welcome (81%), Parents are informed (81%), Parents support learning at home (69%), the school supports learning (86%), the school supports positive behaviour (84%), safety school (79%), Inclusive school (82%).

Some areas where improvements were determined were trying to encourage more parents to attend meetings like parent teacher evenings and information evenings. It also become apparent that a very small percentage of parents were involved in school committees.

Policy requirements

Aboriginal education

During 2016 the school's Aboriginal student population was 24% of the total student body. Aboriginal perspectives are taught as part of our school curriculum. Acknowledgement of Country is used at all assemblies as well as all executive meetings. Some of the programs delivered during 2016 included:

- Students in stages 4 and 5 were involved in the learning assistance program and students in Stage 6 were involved in the individual sponsorship component where students were individually tutored.
- Engaging in the Year 6 – 7 transition program for Aboriginal students, involving both our new incoming Year 6 Aboriginal students and their parents.
- Partnering with both Wollongong University and the University of New South Wales, to assist students seeking a higher education at University level.
- Engaging in the AIME (Australian Indigenous Mentoring Experience) program at Wollongong University. Students in all Years 8 – 12 visited the University of Wollongong (Shoalhaven Campus) on a number of occasions throughout the year making contact with Indigenous university students and getting a small taste of university life.
- Our Year 12 students who graduated during 2016 were honoured at a graduation dinner held for all graduating Aboriginal students in the Shoalhaven.
- Working with both the Jerrinja and Nowra Local Aboriginal Education Consultative Groups.

Multicultural and anti-racism education

All faculties at Shoalhaven High School have programs that are inclusive of our multicultural education policies. Head Teachers ensure their faculty programs include culturally inclusive teaching practices. Our P&C supports effective communication between the school, parents and community members from diverse backgrounds.

The school has a trained Anti-Racism Contact Officer (ARCO). Our ARCO has supported the school practices to ensure an inclusive school community and a racism-free learning and working environment. The school is a teaching and learning community that has developed an understanding of cultural, linguistic and religious difference, racism and discrimination through our whole school religious education lessons and a new staff induction program with emphasis on Aboriginal education.

In 2016, NERA funding was used to employ a teacher one day per week to assist students learning English as an additional language or dialect (EAL/D). This included providing in-class support to students, providing resources and support to teachers to ensure to cater for the needs of EAL/D students through the delivery of differentiated curriculum across all subjects.