

# Nowra High School Annual Report



8201

## Introduction

The Annual Report for **2017** is provided to the community of **Nowra 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.

Angela Byron

Principal

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## School background

### School vision statement

Our students are given the opportunity to achieve their personal best through inclusive and equitable education while meeting their diverse learning and wellbeing needs.

Students are supported by a cohesive team of caring professionals and quality leaders who develop and implement a differentiated curriculum, enriched by productive community partnerships and effective communication.

Nowra High School promotes a safe and positive environment that encourages a sense of belonging for students, staff and community.

### School context

Nowra High School is located on the South Coast in the Shoalhaven Region. We have 980 students supported by more than 100 teachers and support staff who work collaboratively to provide the best possible educational outcomes for all students.

Nowra High School is a highly successful, comprehensive school with a long history of academic achievement together with cultural and sporting excellence. Our school fosters a strong school spirit, within broad, creative and relevant programs that encourages students from Year 7 to 12 to reach their full potential.

Our school ensures students achieve individual academic success by recognising differences in ability and talent and encouraging all students to achieve their personal best. We are committed to preparing students to take their place as responsible and active community members within our democratic society.

The school ICSEA (Index of Community Socio– Educational Advantage) value is 971 (against a state mean of 1000). 9% of our students are Aboriginal or Torres Strait Islander.

Nowra High School is home to a Metals and Engineering Trade Training Centre. We also host six regional support classes catering for the special education needs of students in the Shoalhaven.

The school is well supported by an active Parents and Citizens Association that play an important role in setting directions for the school.

## 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 Version 2. 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. We chose to use Version 2 of the Framework to provide a more accurate baseline for improvement over the next three year School Plan.

In the domain of Excellence in Learning our school was able to demonstrate a commitment to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student well–being and good conditions for student learning. Our processes, policies and programs identify, monitor and address student learning needs. Our self–assessment processes and performance data indicates our school is delivering on this domain of the School Excellence Framework.

In the domain of Excellence in Teaching our school was able to demonstrate teachers who are actively engaged in professional learning, and reflect on their teaching with colleagues on regular basis. Teachers receive constructive feedback from their peers and school leaders to improve teaching practice. Teachers take pride in developing programs that are meaningful and engaging for students. There is a particular focus on the development of literacy and numeracy skills across all areas of the curriculum. Early career teachers are supported by an intensive induction program and ongoing mentoring in their first years of teaching. Experienced staff are committed to helping develop the next generation of outstanding public school teachers. Use of data to inform planning and practice is improving, and will be a focus as

our school moves forward. Our self–assessment processes and performance data indicates our school is delivering on this domain of the School Excellence Framework.

In the domain of Excellence in Leading our school enjoys the confidence of the local school community that we are providing an outstanding education that meets the needs of all learners. We are responsive to community expectation sand aspirations. Our self–assessment processes and performance data indicates our school is delivering on this domain of the School Excellence Framework.

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/sef–evidence–guide>

## Strategic Direction 1

Engaged learners and active citizens

### Purpose

To develop, engage and inspire learning partnerships by differentiating the curriculum and setting high expectations through the delivery of quality teaching and learning programs that are relevant and meaningful.

Students develop creativity, confidence and resilience to become productive citizens who value education for all.

### Overall summary of progress

In 2017 the school created a Transition Adviser position and trained the selected teacher in this role. This position will focus on building mutually beneficial partnerships with local businesses and organisations, leading to the establishment of school-based apprenticeships and traineeships. This will allow students to commence and apprenticeship or traineeship concurrently with their Higher School Certificate studies.

To further enhance the employment skills of our students, teachers were trained to deliver two new Vocational Education Frameworks in Retail and Sports Coaching. These courses will commence delivery in 2018, and with Construction, Hospitality, Metals and Engineering will give students broad suite of vocational education courses to select as part of their senior studies.

The Best Practice Team was formed to review the school's merit and discipline schemes and completed extensive consultation with students, staff and the community. The result of this work is a new approach focused on positive behaviour for student success. The new scheme will be rolled out in 2018, commencing with a launch in the first week of Term 1, and the introduction of the new school mascot, Nazza the black cockatoo.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improve attendance data to above state average.	\$85000	<p>In 2017 the school continued the employment of an Attendance Officer/Community Liaison Officer who worked closely with the Wellbeing Team, students, families and the Home School Liaison Officer to improve attendance.</p> <p>Progress has been significant, with overall attendance improving from 89.4% in 2016 to 91.3 in 2017 (a 1.9% increase). This is 0.7% above the state average of 89.6%.</p> <p>Students with 100% attendance each term were treated to a celebration lunch to acknowledge their commitment to learning. Local businesses donated prizes for attendance to further encourage students to attend every day.</p>
Improved literacy and numeracy data in NAPLAN	\$115000	<p>While average student performance in Reading has remained quite constant in the 2015–2017 period, performance in writing has steadily improved over the three years. Numeracy has also remained stable.</p> <p>In 2017 72.3% of Year 9 students met the expected growth in Reading, 61.7% in Writing, and 72.9% in Numeracy.</p>

## Next Steps

In 2018 all staff will be trained in Writing for the HSC modules as part of a whole school approach to writing. The use of ALARM will also be revisited to support student writing in Stage 6. All Year 7 students will be plotted on the Literacy Progressions in the first semester of 2018.

A new approach to academic enrichment of our most able students will be trialled with Year 7 in 2018, with a class operating on a discreet curriculum, with additional courses in STEM and CAPA.

The Best Practice expectations will continue become the basis for our whole school approach to wellbeing, discipline and acknowledging positive student contributions to their learning and the school more broadly. Feedback will be sought continually from staff and students to improve the model throughout the implementation phase in 2018.

The Transition Adviser position will commence to support students seeking school-based apprenticeships and traineeships. New VET courses in Retail and Sports Coaching will also commence in 2018.



## Strategic Direction 2

Innovative staff dedicated to excellence

### Purpose

To foster a culture of collegiality that highly values professional learning in order to deliver quality teaching and learning experiences for all. Staff contributions to leadership and whole school initiatives are encouraged. Staff are innovative, creative, feel valued and find their work rewarding.

### Overall summary of progress

The Best Practice Team participated in extensive professional learning with the regional Positive Behaviour for Learning coach. This learning developed a deep understanding of the underlying principles of a positive approach to behaviour management, and the importance of explicitly teaching expectations of student behaviour. All staff in the team have been trained, and have provided professional learning to the broader school staff to support implementation of the Best Practice initiative across the school.

Teachers were trained by experts from the University of Newcastle in the Quality Teaching Rounds, a method of using the quality teaching model to improve classroom practice. All early career teachers are involved in this project, and are mentored by a more experienced teacher. The project involves planning lessons targeting specific areas of the quality teaching model, structured lesson observations by a small group of peers, discussion of the lesson and feedback for improvement. This research based approach has been highly successful in supporting teachers to reflect on and improve their practice.

A group of teachers attended the Visible Learning conference with educational researcher John Hattie. These teachers will form a team to commence the implementation of visible learning in 2018. The focus will be on having clear learning goals and success criteria for students, and for teachers to understand which teaching strategies work best, based on extensive research, at each stage of the teaching and learning cycle.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Whole School Professional Learning Plan	\$70000	In addition to other whole school professional learning, funds were used to train teachers in Best Practice, Quality Teaching Rounds and Visible Learning.  Time was also made available for teachers to work collaboratively on new teaching and learning programs to meet student learning needs.
• New staff to complete Induction Program	Nil	Weekly meetings are held for casual, temporary and permanent staff by a teacher mentor to build the capacity of early career teachers.

### Next Steps

In 2018 Nowra High School will:

- continue to update and improve the staff induction program
- continue professional learning focused on Best Practice implementation
- continue and extend the Quality Teaching Rounds to involve more staff
- introduce Visible Learning
- create leadership opportunities at all levels.

## Strategic Direction 3

### Positive community partnerships

#### Purpose

To enhance current and forge new partnerships, which benefit the whole school community. This collaboration enriches relationships between the school and wider community and will be underpinned by effective communication.

#### Overall summary of progress

The school website has been well maintained and updated daily by the Community Liaison Officer. This position has facilitated more timely and accurate information to parents. The Community Liaison Officer has also increased our social media profile, with daily posts on Facebook and SkoolBag. Facebook in particular has proven to be a highly effective way of sharing good news and student accomplishments with parents and the broader school community.

In partnership with Nowra Library the school facilitated the GenConnect program. Students from our school attended the Library during sport each week and assisted aged members of the community to become familiar with a range of technologies, including smart phones, iPads and laptops. The program was highly successful and Nowra Library has requested we continue this service to the community in 2018.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>School website restructured and updated</li></ul>	\$10000	This project is now complete, with daily updates to the website by the Community Liaison Officer.
<ul style="list-style-type: none"><li>Enhanced opportunities for parents/carers, community and business organisations to engage and interact with the school</li></ul>	\$15000	Transition Adviser has completed training and will commence in this position in 2018.

#### Next Steps

In 2018 the school will embark on a rebranding project to improve the professionalism of our printed and online communication with parents and the community. We will also continue the improvement of our website and social media profile.

The Transition Adviser position will commence and build positive and mutually beneficial partnerships with the local business community.

As new teams are formed to implement the 2018–2020 School Plan, parents will be invited to represent the Nowra High School P&C as part of this process to ensure a strong parent voice in school operations.





Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$92046	<p>Indigenous students have been involved in the Australian Indigenous Mentoring Experience (AIME), working in partnership with the University of Wollongong. Students were actively engaged in the program and became more engaged and motivated, leading to improved attendance rates.</p> <p>Nowra High School has continued to complete Aboriginal Personal Learning Plans, with the majority of students plans in place. Biannual reviews linked to Educational stages will now be followed.</p> <p>Senior students were supported by an Aboriginal tutor employed by the school.</p> <p>The school continued to employ an Aboriginal Education Officer.</p>
<b>English language proficiency</b>	\$18227	<p>Nowra High School has employed a qualified teacher to target students to develop their literacy skills through small group and individual tutoring sessions.</p>
<b>Low level adjustment for disability</b>	\$284203	<p>In 2017, employment of SLSOs has provided in class support of a wide range of students and classroom teachers. The Learning and Support Teacher and SLSOs work extensively with the Learning Support Team to assist teachers in provided appropriate support, professional learning and appropriate learning adjustments for students.</p>
<b>Socio-economic background</b>	\$331798	<p>The employment of a Student Engagement Officer and Community Liaison Officer assists with:</p> <ul style="list-style-type: none"> <li>• supporting attendance monitoring– roll marking monitoring and reports</li> <li>• Updating staff registers for PL and mandatory training</li> <li>• Daily timetabling and casual staff organisation and induction</li> <li>• Links to Learning, Y Quest, Shine, BUPA program organisation.</li> </ul> <p>Nowra High School has continued to provide extracurricular programs for gifted and talented students and work experience opportunities for disengaged students.</p> <p>Training for Best Practice was funded through this program.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	542	523	493	466
Girls	517	487	516	493

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	93.4	92.8	93.8	94.6
8	92.3	92.2	91.7	92.5
9	90	88.8	91.3	91.3
10	88.6	87.6	85.3	91.1
11	87.4	85.4	87.1	88.3
12	87.6	84.9	87	90.5
All Years	90.1	88.7	89.4	91.3
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

### Management of non-attendance

Nowra High School employs an Attendance Officer, who works collaboratively with Deputy Principals, the Wellbeing Team and the school's Student Engagement Officer. This team reviewed the Attendance Policy, and implemented improved, streamlined processes and strategies to assist students and their families to improve attendance at Nowra High School. They also work with students to re-engage them in learning through vocational opportunities.

We also work closely with the Home School Liaison Officer and Aboriginal School Liaison Officer to identify and support students with long term attendance concerns.

The Student Engagement Officer works with the Deputy Principals to reduce partial truancy.

We have a positive rewards system in place for students with strong attendance, with weekly awards and an end of term lunch for all students who have 100% attendance.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	1	5	11
Employment	3	11	25
TAFE entry	0.5	2	14
University Entry	0	0	46
Other	1	5	11
Unknown	0	0	4

### Year 12 students undertaking vocational or trade training

In 2017 42 students (35%) in Year 12 undertook a vocational education course or trade training. In 2018 Nowra High School will deliver two additional VET Frameworks, Retail and Sports Coaching. This is in addition to the current school delivered VET courses of Construction, Hospitality and Metals and Engineering.

### Year 12 students attaining HSC or equivalent vocational education qualification

In 2017, 120 students graduated from Nowra High School with a Higher School Certificate, 42 of these students with an additional vocational education qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	11
Classroom Teacher(s)	53.9
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	19.37
Other Positions	1

\*Full Time Equivalent

Nowra High School has 3 FTE Aboriginal staff members – one Executive, one Teaching and one Aboriginal Education Officer.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

### Professional learning and teacher accreditation

Nowra High School's expenditure for professional learning in 2017 was \$132,209.

The key areas of professional development included specific KLA development in which teachers access internal and external opportunities relating to pedagogy, content and programming for their specific KLA. Expenditure for these faculty and KLA specific teacher training was \$47,886 including \$12,202 on course costs and \$35,683 on teacher release time.

New directions and focus areas for 2017 included Visible Learning and Quality teaching Rounds which

equated to \$20,300. This included an initial trial of Quality Teaching Rounds and teacher training.

Mentoring Early Career Teachers was also a new focus and accounted for \$38,983 for course cost, period release and face to face mentoring.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>805,644</b>
Global funds	599,002
Tied funds	526,673
School & community sources	250,313
Interest	9,715
Trust receipts	12,708
Canteen	0
<b>Total Receipts</b>	<b>1,398,410</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	136,328
Excursions	139,518
Extracurricular dissections	47,614
Library	10,516
Training & Development	0
Tied Funds Payments	475,981
Short Term Relief	150,800
Administration & Office	117,479
Canteen Payments	0
Utilities	72,046
Maintenance	137,206
Trust Payments	48,781
Capital Programs	0
<b>Total Payments</b>	<b>1,336,270</b>
<b>Balance carried forward</b>	<b>867,784</b>

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	1,760,269
Appropriation	1,593,911
Sale of Goods and Services	705
Grants and Contributions	164,811
Gain and Loss	0
Other Revenue	0
Investment Income	841
<b>Expenses</b>	-847,689
Recurrent Expenses	-847,689
Employee Related	-394,940
Operating Expenses	-452,749
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	912,579
<b>Balance Carried Forward</b>	912,579

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	8,275,884
Base Per Capita	159,985
Base Location	6,569
Other Base	8,109,330
<b>Equity Total</b>	726,274
Equity Aboriginal	92,046
Equity Socio economic	331,798
Equity Language	18,227
Equity Disability	284,203
<b>Targeted Total</b>	1,364,070
<b>Other Total</b>	305,904
<b>Grand Total</b>	10,672,132

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.

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.

### Percentage in Bands:

#### Year 7 - Grammar & Punctuation

Band	4	5	6	7	8	9
Percentage of students	16.2	10.1	27.0	25.7	15.5	5.4
School avg 2015-2017	11.1	16.8	26.3	24.9	12.9	8.1

### Percentage in Bands:

#### Year 7 - Reading

Band	4	5	6	7	8	9
Percentage of students	10.5	15.7	20.9	34.0	11.1	7.8
School avg 2015-2017	6.8	14.3	29.4	30.8	13.0	5.7

### Percentage in Bands:

#### Year 7 - Spelling

Band	4	5	6	7	8	9
Percentage of students	10.8	13.5	24.3	27.7	17.6	6.1
School avg 2015-2017	9.3	13.0	22.6	27.4	21.3	6.4

### Percentage in Bands:

#### Year 7 - Writing

Band	4	5	6	7	8	9
Percentage of students	14.9	27.7	29.1	14.9	10.8	2.7
School avg 2015-2017	16.0	25.7	31.0	17.7	7.8	1.9

### Percentage in Bands:

#### Year 9 - Grammar & Punctuation

Band	5	6	7	8	9	10
Percentage of students	12.8	19.2	28.9	25.0	9.0	5.1
School avg 2015-2017	14.5	20.4	26.6	23.5	9.5	5.6

### Percentage in Bands:

#### Year 9 - Reading

Band	5	6	7	8	9	10
Percentage of students	8.0	16.6	25.2	33.1	13.3	4.0
School avg 2015-2017	8.8	16.0	25.1	28.3	15.8	6.2

### Percentage in Bands:

#### Year 9 - Spelling

Band	5	6	7	8	9	10
Percentage of students	11.5	12.2	25.0	20.5	25.6	5.1
School avg 2015-2017	12.3	11.3	26.0	28.6	17.4	4.4

### Percentage in Bands:

#### Year 9 - Writing

Band	5	6	7	8	9	10
Percentage of students	24.5	20.0	17.4	27.1	7.1	3.9
School avg 2015-2017	26.3	20.5	21.2	21.7	6.3	4.1

### Percentage in Bands:

#### Year 7 - Numeracy

Band	4	5	6	7	8	9
Percentage of students	5.3	21.2	32.5	25.2	11.3	4.6
School avg 2015-2017	4.1	20.6	30.9	28.3	9.9	6.3

### Percentage in Bands:

#### Year 9 - Numeracy

Band	5	6	7	8	9	10
Percentage of students	1.3	20.4	31.9	28.7	11.5	6.4
School avg 2015-2017	3.1	19.8	30.3	27.5	13.5	5.9

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

## Higher School Certificate (HSC)

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

Subject	School 2017	SSSG	State	School Average 2013-2017
Agriculture	75.9	65.9	68.3	75.9
Ancient History	69.9	64.2	68.1	68.7
Biology	72.2	69.2	70.9	70.4
Business Studies	69.3	65.7	68.2	69.6
Chemistry	74.4	68.7	72.1	69.6
English (Advanced)	81.0	77.4	77.6	81.4
English (Standard)	69.7	66.8	65.6	67.3
French Beginners	77.9	0.0	75.3	77.6
Geography	73.4	67.3	70.7	65.4
Industrial Technology	61.9	61.3	64.8	67.2
Legal Studies	63.7	69.0	72.1	68.4
Mathematics	69.0	70.2	73.2	66.0
Mathematics General 2	60.8	64.2	63.6	60.9
Modern History	69.7	66.2	69.6	73.7
Music 1	79.9	77.7	79.7	78.3
Personal Development Health and Physical Education	64.7	67.8	67.7	68.3
Senior Science	68.3	66.9	68.3	67.9
Visual Arts	74.5	77.1	77.7	77.6

## Parent/caregiver, student, teacher satisfaction

In 2017 students, staff and parents were invited to participate in the *Tell Them From Me* survey as part of our annual seeking of information about stakeholder satisfaction.

In all measures in the survey our students were very close to the NSW public schools average. It was pleasing that 41% of our students strongly agreed or agreed that they take pride in their school. The majority of Aboriginal students also reported that they felt good about their culture when at school.

The parent survey indicated the school needs to do more to make parents feel welcome and make it easier to speak to their child's teacher. Parents acknowledged the helpfulness of the school's administration staff. There was positive feedback on student reports and high expectations of teachers regarding homework.

Data from the *Tell Them From Me* surveys will be used to inform the development of 2018–2020 School Plan. Nowra High School will continue to participate in the survey to gain valuable longitudinal data about satisfaction with the school.



## Policy requirements

### Aboriginal education

Nowra High School has a strong Aboriginal Education Team who leads the implementation of Aboriginal Education directions identified in our School Plan 2015–2017. Our Aboriginal students have been actively involved in the AIME (Aboriginal Indigenous Mentoring Experience) program, attending the program at the University of Wollongong Shoalhaven Campus. Students also successfully participated in the Bangarra Dance Theatre Rekindling Youth Program where one student was selected for a role in the NSW Department of Education School's Spectacular.

Our school employs an Aboriginal Education Officer (AEO) through RAM funding and is our key link to liaise between the school and the local Aboriginal community, supports student learning and works in consultation on the organisation of school events to encourage community involvement. Additional RAM funding continues to provide assistance for

in the junior school, aimed at improving literacy and numeracy levels and provides ongoing support for senior students studying their Preliminary and HSC Courses.



### **Multicultural and anti-racism education**

Nowra High School has a trained Anti–Racism Contact Officer who is available to address any incidents of racism.

All students' cultural backgrounds and languages are highly valued at our school. In 2017 we commenced negotiations with the local Tibetan community to host a weekend school for Tibetan language and dance. This will commence in Term 1 2018.