

Narooma High School Annual Report



2017



8536

Introduction

The Annual Report for **2017** 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.

John Melville

Relieving Principal

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Message from the Principal

Principal's message

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.

We are a comprehensive rural high school serving the communities of Narooma, Bodalla, Bermagui, Cobargo, Talba and surrounding districts. We have a strong record of academic and sporting achievement; of which we are very proud.

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 Regional "Positive Behaviour for Success" initiative.

Not only have our students excelled in the academic and performance arenas but this year our Agriculture Show Team has had great success at various regional shows as well as the Royal Easter show.

Our school is working together with community to improve student outcomes across all aspects of schooling. One of the major achievements has been the continuation of the 'Buradja Gundjiran'(Tomorrow's Brightest Stars') program.

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.

J Melville

Relieving Principal

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. 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.

The findings of the self assessment were; In the elements of Learning the school is at the stage of delivering with school programmes addressing the needs of student groups, the students are taught to accept responsibility for their own behaviours and teachers differentiate curriculum delivery to meet the needs of individual students. The school has in place principles of consistent assessment and moderation.

In the element of Teaching the school is also at the stage of delivering as shown by regular reviewing and revising teaching and learning programs. Teachers also collaborate within stages and faculties to ensure consistency of teacher judgment.

In the element of Leadership, the school is deemed to be delivering but it is also sustain and growing shown by the streamlined flexible processes used to deliver services and information to strengthen parental engagement.

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

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

Within our community, Narooma High School (NHS) provides a safe and caring environment. Our programs and initiatives are underpinned by the DOE 'Wellbeing Framework', whereby the whole child is nurtured and supported. The Learning and Wellbeing Team (LWT) and Positive Behaviour for Learning (PBL) team are the main conduits for ongoing support and development. Staff follow clear and explicit referral processes so that targeted and appropriate support is offered to students, including but not limited to recommendations for in class learning support; referral to additional and/or alternative programs; recommendations on classroom adjustments and conducting personalised learning plans. PBL continues to be supported by whole school structures with the development of a new team, due to teacher attrition and the continuation of professional development of staff in PBL practices. School expectations of the core values continue to be reaffirmed and reinforced by the teaching of explicit behaviours and acknowledging those behaviours via the schools reward system. Tackling wellbeing issues such as mental health and bullying is ongoing throughout the school. Community police talks on cyberbullying and on-line behaviours were delivered across the school and participation in Mind Matters and Bullying No Way days continually raise the level of awareness and sustain the focus on reducing bullying within our community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students referred to the restructured Learning and Wellbeing team receive targeted and appropriate support.	Learning and support teacher allocation (1.1 FTE), SLSO's and Tutorial Centre staff. Low level adjustments for disability funding	LWT consisting of year advisors and senior executive met weekly to best support students and teachers. All recommendations were acted upon and additional follow-up was provided to students. Staff were supported by the streamlined referral process and students were receiving appropriate and individualised support for learning and wellbeing.
Increase in the number of students receiving recognition for positive behaviour, as well as a corresponding reduction in the number of negative behaviours	PBL Budget consisted of professional development days, to further assist implementation of PBL processes (\$1600.); 5 staff released for collaborative development of resources; material to support explicit teaching lessons (\$500) Rewards and consumables (\$600)	Students display the core values of Respect, Responsibility and Support.. Acknowledgement of student behaviour culminated in 764 Teacher Merits being given to students in 2017. This is an increase from 713 in 2016. Sustaining a focus on teaching explicit behaviour and reinforcing school wide expectations will continue to negate negative behaviour.
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	Initiative planning days – release time of staff welfare team to collaborate and develop focus days.	Participation in the Bullying No Way initiative and a week long focus on student wellbeing via Mind Matters ensured a sustained focus on student wellbeing and safety. Students received talks from Police personnel on social media use and the school continues to be proactive in student wellbeing.

Next Steps

Narooma High school is committed to sustaining and growing its implementation of the Wellbeing Framework and supporting the whole school community in developing and creating a safe and caring learning environment for all. Staff and students will continue to ascertain their level of wellbeing via Tell Them From Me surveys, which will allow the school to analyse data to reflect on processes and refine school practices. PBL and Mindmattes will remain as strong focus areas within the school. It is anticipated and hoped that these two successful initiatives will meld together. In marrying the ethos of PBL and MindMatters Framework, staff will be equipped to embed school programs, processes and practices deeply, and with functionality, to the Frameworks of Wellbeing and School Excellence.

School leaders within the school will continue to offer professional development and training of staff to ensure that students are well supported by current pedagogical practices and courses undertaken are in line with current evidenced based research. This will foster a collaborative environment of whole school wellbeing and support staff to engage and enhance their personal resilience and wellbeing.

PBL practices within the school will continue to develop and grow, with enhanced and more targeted lessons which are driven by data collection from the schools reporting system, SENTRAL. .



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 assessment review committee (ARC) was active and staff from a variety of curriculum areas meet once a term during 2017. All curriculum areas submitted tasks for year 7 and 12 for review. Feedback was provided about the quality of assessment task based on a checklist which supported the principles of the NHS quality assessment policy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Assessment task policy developed and implemented by the Strategic Direction Team	Policy implemented and in operation	The ARC continues to operate effectively. Collaborative practice across a number of KLA's has ensured that submitted tasks are reviewed by a broad range of teaching staff. This is also enabled the school to build leadership capacity among staff as they take on new roles.
All KLA's produce a sample assessment task that reflects the new school assessment task policy	Teacher release for assessment evaluation – Team meet week 7 each term, requiring staff release (\$1400)	Students are receiving assessment tasks that reflect the Quality Teaching and Assessment Policy. There is consistency in the task format with explicit marking criteria; teacher feedback and student reflection.
All KLA's engaging with SLAM scaffold to support student learning and understanding		Faculty members trained in SLAM scaffold and SLAM resources are available for all teaching staff.
All KLA's will be inclusive by providing assessment tasks that encourage the use of multiple intelligence and/or higher order thinking.	Teaching training in online registration for SDD Network meetings – 2 days (\$1000) School contributions to Far South Coast Network coordination (\$5000)	Staff continue to work collaboratively within school and across the Far South Coast Network seeking opportunity to design assessment tasks that reflect best practice.

Next Steps

Staff at NHS are involved in the development and review of high quality assessment tasks that set to challenge students and align with NES and Departmental guidelines. Staff promote a culture of high expectations and have a strong desire to see student success and achievement. In line with best practice and quality teaching, NHS will endeavour to improve communication surrounding school based assessments. Implementation of year based assessment booklets, to be issued at the beginning of year and the establishment of a published whole school assessment calendar will support student learning and whole school planning. Maintaining the current trajectory of the review of all KLA assessment tasks to ensure 100% staff participation.

Student performance and outcomes to reflect positive growth and value added across a range of assessments and external tests. Achieved by staff participating in the professional development and collaborative practice of effective data analysis to inform teaching and learning practices within their classrooms.

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
More parents and community members attending school functions related to key transition points.	Transition evenings; Parent teacher evenings; linkages with partner primary schools.	Parents have been involved in a range of activities, such as parent-teacher evenings, with support provided by the school to ensure greater access. There was also an increased focus on ensuring parents were involved in a range of meetings and school functions.
Students offered a broad range of opportunities within the community through work experience and work placement for vocational education students.	Information days and excursions – TAFE/Universities Pilot programmes – TAFE External programmes – Pathway support and Links to Learning	High percentage of students involved with work experience and placement to promote work opportunities. Many students involved in options offered by university to increased knowledge and understanding of vocational education opportunities
Increase in the number of students involved in extra-curricular activities and programs.	Excursions – \$23 620.00	Increased participation of students in extra-curricular activities, including transition with primary schools. Students have been offered opportunities to take part in extra-curricular activities, including debating, public speaking, Rotary and Lions' competitions.

Next Steps

Narooma High School aims to positively engage all school community members to work collaboratively, ensuring that our students are engaged in a broad range of learning and extra-curricula experiences that enhance their skills and knowledge to become resilient and successful contributors to the community.

The school will aim to increase the participation of parents, students and the community in surveys to gauge engagement. Staff will also consider research and evidence based collaborative practices to improve student outcomes.

This focus will build stronger community partnerships in conjunction with reviewing and providing detailed feedback for learning programs and school practices. Staff will be given opportunities to engage in community programs, review and reflect on student engagement and consider school learning practices.

Students will also be engaged in their own learning with greater opportunities to be engaged in school and community programs, as well as actively engaging in their own learning, providing feedback to better consider learning outcomes.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Staff allocations of the following;</p> <p>1 fulltime AEO, 1 FT AEW and 2 pt AEW; (mentoring program and curriculum support)</p> <p>2 Aboriginal SLSO's,</p> <p>\$30 000. for Indigenous programs and curriculum support.</p>	<ul style="list-style-type: none"> • Students engaged in internal and external programs addressing: academics, leadership, wellbeing and goal development. These have included: Outdoor Education Area; Norta Norta Tutoring; Djembe drumming; Young Men's BBQ; Sista Speak; AIME Program Days and Tutor Squad; Katungul Health and Oral Health checks; Regional Youth Leadership forum; MGoals & SMART Goal sessions; Ellavation and Junior AECG. • Students engaged in leadership roles including JAECG, SRC, and Sporting Captaincies. Notably JAECG were responsible for the coordination of NAIDOC Week and its formal assembly. • Staff engagement in Engoorie, cultural change workshops that took place throughout year. • Continuous engagement with both local and non-local Aboriginal people as presenters, mentors and Buradja Gundjiran Steering Committee members. Notable guest presenters included Joe Williams – "The Enemy Within"; Rodney Kelly – Speaking on the Gweagal Shield; and Scott Goringe – Speaking on Engoorie. • Aboriginal employment was increased with 5 staff employed throughout year including 1 AEO, 1 Buradja Gundjiran PC, 2 mentors and 1 SLSO • Over duration of year, attendance rate increased and significant size cohorts transitioning through to Preliminary and HSC years. • Support for students to access and succeed in in transition from school to work through SBATs, work experience and VET education.
English language proficiency	Equity funding \$2500.	Student was able to develop skills in deconstructing questions, this allowed them a greater understanding and allowed them to better answer questions to demonstrate their knowledge and understanding to a higher degree.
Low level adjustment for disability	LAST (1.1); \$32 000. equity funding for curriculum support.	Student's and staff were supported by the provision of in class support through Student Learning and Support Officers. This provided additional assistance to staff and students in the improvement of access to teaching and learning whilst providing support to students identified with disabilities. Further development of database for Personalised Learning Plans for all students identified in NCCD. This has improved systems and collaboration amongst staff in the provision of adjustments for students identified.

Socio-economic background	Second Deputy position (0.5); Curriculum adjustment and establishment of integrated curriculum class – above establishment of staff (1.4)	Further developed the distribution of wellbeing resources, enabling access to excursions, in class resources and enhancing engagement in the learning environment
Support for beginning teachers	Professional learning and release time to support 7 staff \$33 850.	Ongoing support from the accreditation team, access to Professional Learning Activities that support teaching and learning. Further, staff were given the necessary time to complete documentation both towards accreditation and programming activities.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	196	200	206	234
Girls	201	209	206	203

Student attendance profile

School				
Year	2014	2015	2016	2017
7	92	91.4	94.2	89.6
8	87.7	88.4	87.5	91.1
9	83.5	85.6	86.5	86.5
10	81.4	83.3	80.6	81
11	82.6	86.4	79.8	82.7
12	84.8	87.9	86.8	85.8
All Years	85	87.2	86	86.3
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

The school is aimed at developing strategies, processes and procedures that will lead to improved student attendance. Some of these will include:

Our achievements in 2017 include:

- Continued promotion of the importance of student attendance in the school bulletins, newsletters and the school website
- External signage promoting school attendance in a positive fashion with the caption “for a brighter future, be here now”
- Actively seeking support for students identified as having attendance issues by involving Regional support staff such as the Home–school Liaison officers and the Aboriginal Student Liaison officer
- Stage Review teams continually monitoring student attendance resulting significant improvements in Years 8 and 11.
- Automated text messaging to notify parents of student absence
- Staff regularly ring home to enquire on student absence.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	3	5
Employment	5	7	41
TAFE entry	1	8	17
University Entry	0	0	40
Other	0	1	5
Unknown	0	0	2

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	7
Classroom Teacher(s)	32
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	13.78
Other Positions	1

*Full Time Equivalent

Above establishment staffing within the school for 2017 was the funding of a second Deputy Principal (0.5) and the continual employment of a full time Aboriginal Education Officer to support our Indigenous students. A school Counsellor supports students at our school 3 days per week., (0.6). This is a shared position among the learning community. 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, healthy lifestyle program and the PCYC program.

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	0

Professional learning and teacher accreditation

Significant amounts of Professional Learning were undertaken by staff in 2017, including one staff member undertaking post graduate studies.

The school also has a number of staff currently in the process of maintaining their accreditation. By 2020 all staff will be required to complete this accreditation process.

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	\$
Balance brought forward	664,027
Global funds	259,845
Tied funds	205,858
School & community sources	94,474
Interest	5,022
Trust receipts	10,884
Canteen	0
Total Receipts	576,084
Payments	
Teaching & learning	
Key Learning Areas	57,074
Excursions	23,652
Extracurricular dissections	49,093
Library	3,468
Training & Development	242
Tied Funds Payments	144,660
Short Term Relief	31,688
Administration & Office	68,397
Canteen Payments	0
Utilities	30,613
Maintenance	120,328
Trust Payments	18,655
Capital Programs	5,300
Total Payments	553,171
Balance carried forward	686,940

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 Actual (\$)
Opening Balance	0
Revenue	1,421,592
Appropriation	1,238,242
Sale of Goods and Services	18,456
Grants and Contributions	162,840
Gain and Loss	0
Other Revenue	0
Investment Income	2,054
Expenses	-945,284
Recurrent Expenses	-945,284
Employee Related	-482,358
Operating Expenses	-462,926
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	476,308
Balance Carried Forward	476,308

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 Actual (\$)
Base Total	4,920,194
Base Per Capita	66,048
Base Location	73,605
Other Base	4,780,541
Equity Total	469,569
Equity Aboriginal	96,832
Equity Socio economic	223,596
Equity Language	2,520
Equity Disability	146,621
Targeted Total	1,061,027
Other Total	53,097
Grand Total	6,503,887

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.

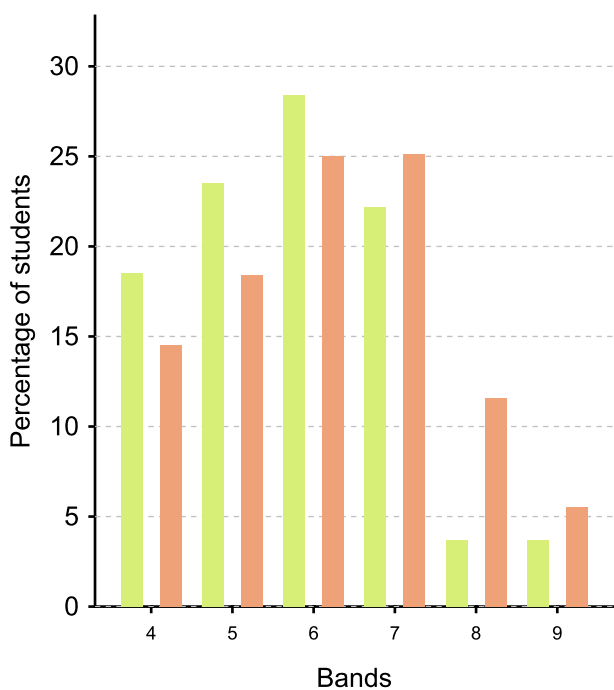
School performance

NAPLAN

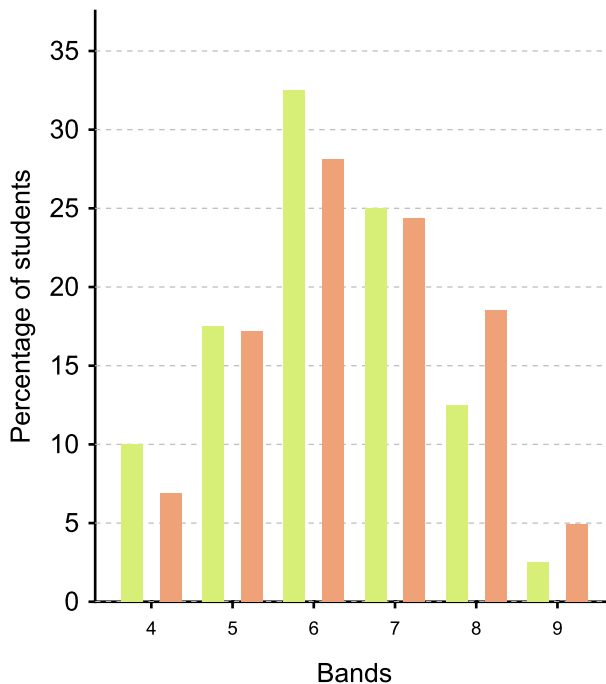
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In year 7 the results indicated that the school needs to have a focus on shifting student performance from the lower bands to the higher bands. However, in year 9 there was a significant shift from 2016 to 2017 in reading and writing towards the upper bands.

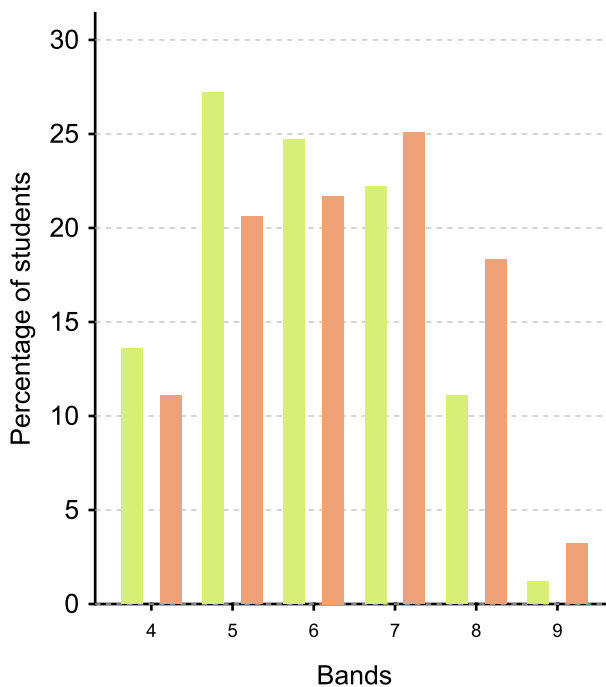
Percentage in bands:
Year 7 Grammar & Punctuation



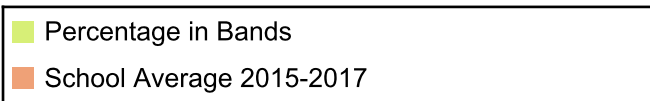
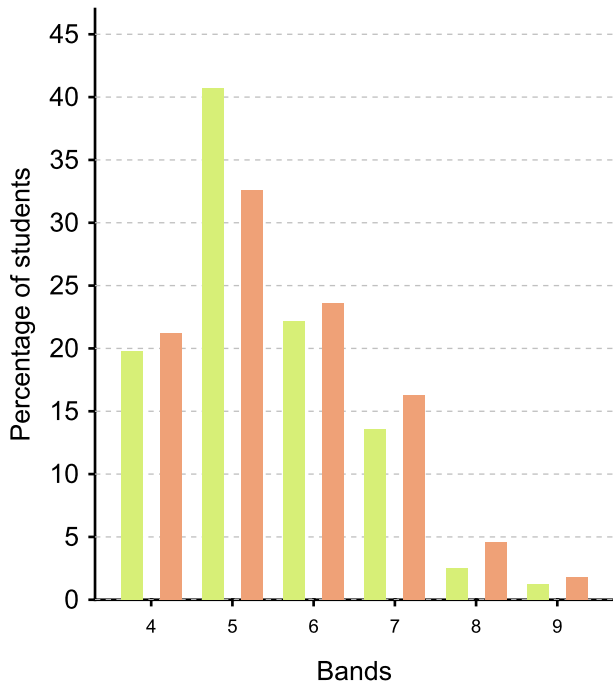
Percentage in bands:
Year 7 Reading



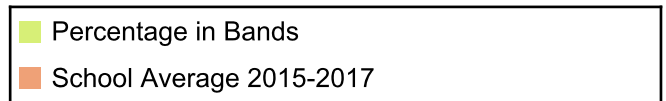
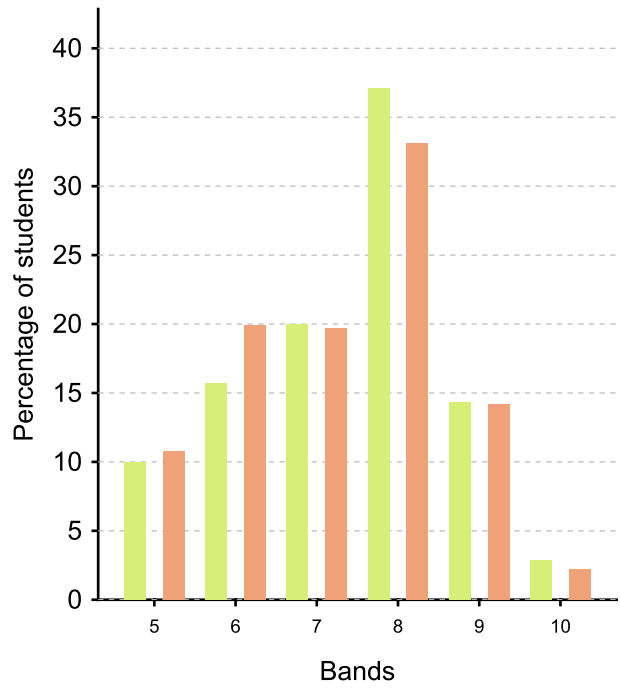
Percentage in bands:
Year 7 Spelling



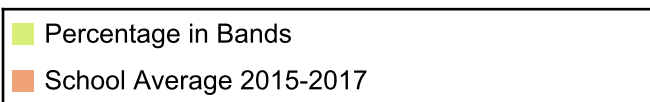
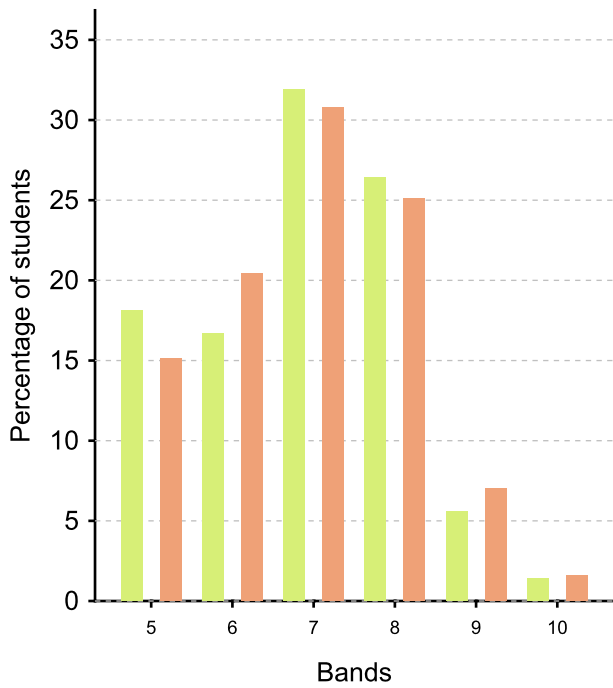
Percentage in bands:
Year 7 Writing



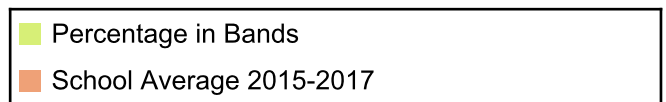
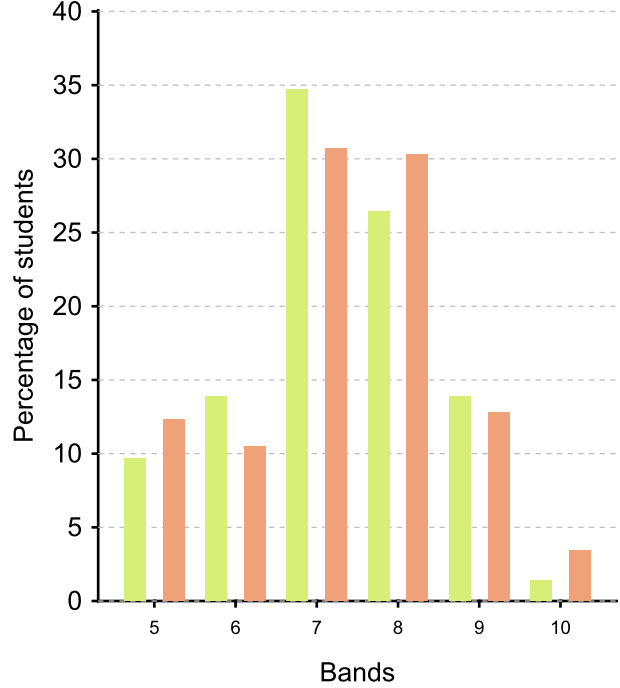
Percentage in bands:
Year 9 Reading



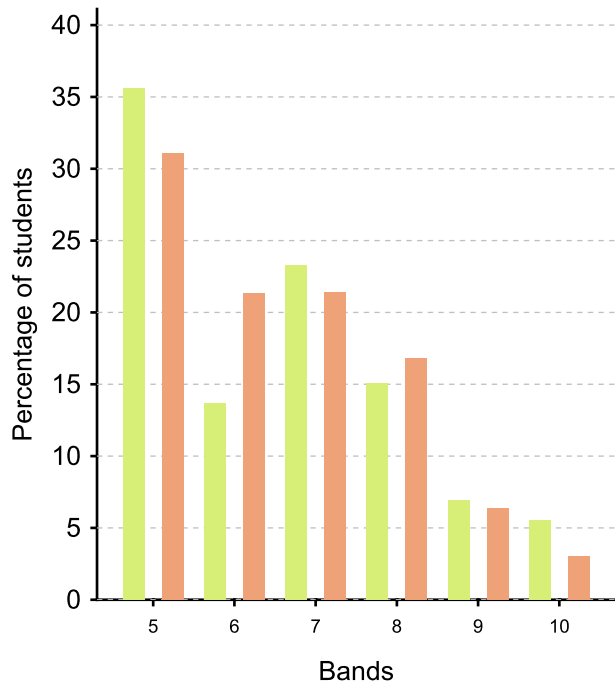
Percentage in bands:
Year 9 Grammar & Punctuation



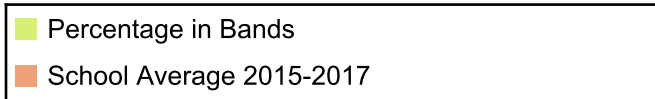
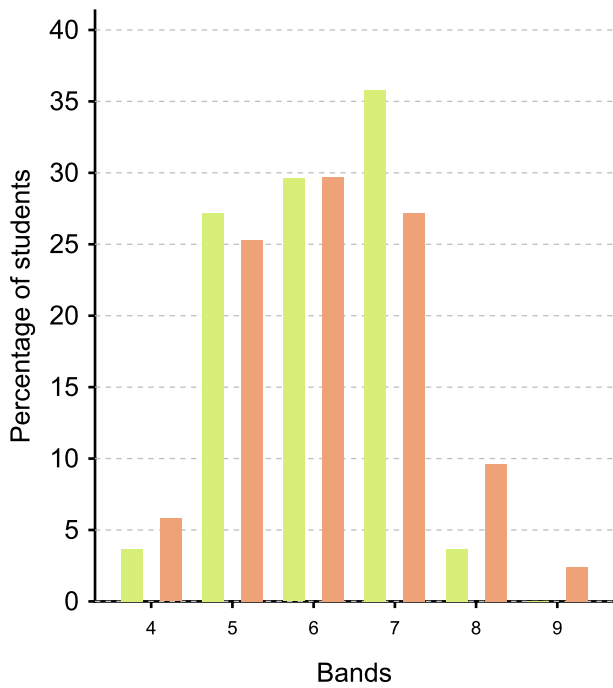
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 7 Numeracy

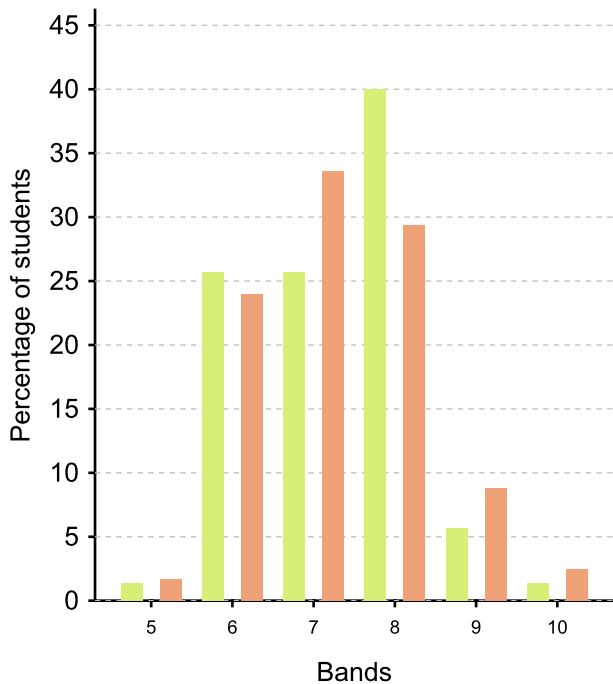


Student performance in numeracy highlighted a shift in the middle bands in year 9 and in year 7 there was a shift in the lower bands to the middle bands.. However, the school needs to have a focus on the shifting of students into the top bands.

In year 7 Aboriginal students there was significant growth in reading, particularly shifting students into bands 7 and 8. In numeracy, while there has been movement out of the lowest bands, there needs to be a further focus on shifting students into the top 2 bands.

In year 9 Aboriginal students have moved from the lowest into the middle bands in both reading and numeracy but there needs to be a focus on shifting students into the top bands.

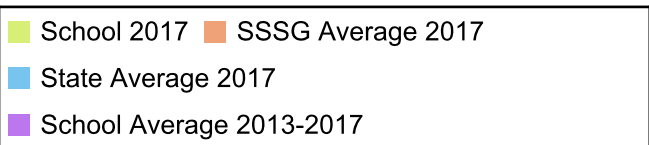
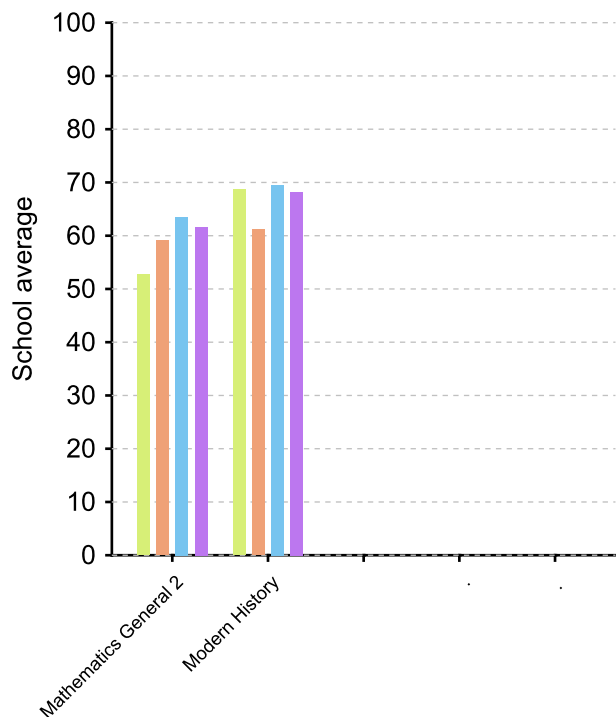
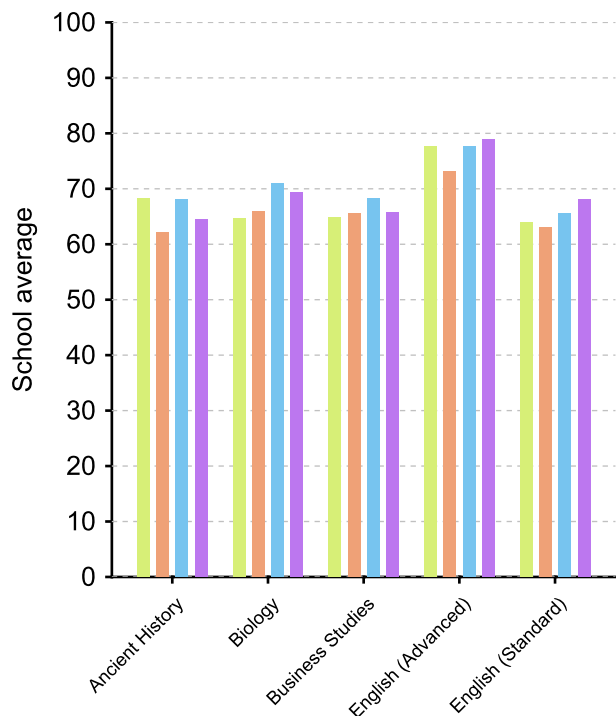
Percentage in bands:
Year 9 Numeracy



Higher School Certificate (HSC)

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

The HSC results indicate that the school performed above similar schools in most subjects. The school was also comparable to all state schools in Advanced English, Ancient and Modern History.



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.

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