

# Shoalhaven High School

## Annual Report



2017



8561

## Introduction

The Annual Report for 2017 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.

In 2017, we introduced our Year 7 ASPIRE class for gifted, talented and motivated students. The class experienced great success in the many challenges that were presented to them by teachers of the program. Students show-cased their achievements during each semester of 2017. This class will continue in 2018.

2017 was also the year that our Society and Culture students attended an overseas excursion to the USA. The trip not only supplemented their course work but also provided many cultural experiences for our students.

The Shoalhaven Park Road Centre (PRC) was relocated from the PCYC to a building at Shoalhaven High School. The relocation has provided greater access to resources at Shoalhaven High School.

We introduced new third party software to the school and new means of communicating with parents/carers as well as our internal communication system. We are now using the Sentral educational software package.

We have been fortunate enough to have had our federal and state members visit our school, as well the Premier of NSW. During her visit Premier Berejiklian announced an allocation to the school of \$1 million for maintenance and backlog of works to our school. Many of our facilities will get a facelift over the next 12 months.

The NSW Department of Education is implemented a standardised finance system (SAP) and new financial processes for all NSW Public Schools as part of the Learning Management and Business Reform(LMBR). Our school went live with this new system in Term 3, 2017.

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.

In 2017, the school reviewed and made changes to our student merit system. The SHS student 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 is celebrated throughout the year among cohort levels and those who achieve the higher levels

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.

SHS 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 2017. This position has been partially funded until the end of Term 2 2019. SHS continued to employ our SSO for the remainder of 2017 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.

SHS 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 acknowledged for their continuing commitment to our students.

The AIME (Australian Indigenous Mentoring Experience) program continued to operate at SHS in 2017. 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 make a difference in improving 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 school’s 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

First of all, thank you to all who have attended meetings during the past year with a special mention to the office bearers for time given to help support all executives.

P & C plays an extremely important role in strengthening the partnership between school and the community, which in turn helps meet the needs of the students at Shoalhaven High School. Their contribution is very much appreciated.

It has once again 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 the canteen staff, we have a healthy balance in our account.

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

A decision was recently made to contribute towards end of year prizes at the presentation assembly and a \$5 canteen voucher is now awarded to each student achieving the Application to Study award.

The new school hoodie has been introduced to the uniform and has proven to be popular.

Meetings have been rescheduled from weeks 3 and 8 each term to week 5 each term to encourage member attendance.

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

Rachael Banwell

P & C President.



## 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. The school has 663 students supported by 85 teaching and non-teaching staff.

The school has 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 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

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.

[Insert a narrative of the progress achieved across the domains of Learning, Teaching, and Leading]

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

### 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

Value adding statistics from the 2017 NAPLAN test show some progress in student learning. We expect these to continue to improve as the full impact of the strategies adopted won't be known immediately. Students HSC results show great improvement if compared to previous cohorts. In 2017, students achieved 20 band 5 and 6 results in a variety of subjects.

We continue to experience an increasing number of Aboriginal students completing the HSC. The schools had the highest number of Aboriginal students completing the HSC in the Shoalhaven region in 2017.

Staff have become accustomed to the new performance and development plan (PDP). All teaching staff have PDPs linked to the Australian Teaching Standards and continue to receive 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 continue to impact on student learning. New strategies regarding student attendance are currently being planned for implementation in 2018.

We now have even greater means of communicating with parents/carers. Parents/Carers now have access to the school website, school newsletters, School Bag App, school Facebook page and electronic school sign as well traditional means of communication via telephone, mail and e-mail.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in students attendance rates	Head Teacher Administration/Attendance  Attendance Officer  Attendance software  Administration and Tech support  \$125,000	The strategies adopted in 2017 had limited success in improving student attendance rates. A review of attendance data show that we need to address reducing suspension rates further and working with both our internal staff our external partners to introduced alternative educational pathways for students experiencing difficulties with mainstream classes. We are planning on introducing new strategies in 2018.
Positive growth in student attainment in school assessment, NAPLAN and HSC	RAM funded third Deputy Principal  Head Teacher Learning Support  Professional Learning  \$335,00	Our Year 7 student NAPLAN results showed an improvement in reading, writing and spelling, but a slight declined in grammar and punctuation compared to previous cohorts.  Likewise, numeracy results also showed an improvement compared to previous cohorts.  Similar results were experienced in Year 9, with the exception of writing. Some students opted not to attempt this section or did not perform as well as previous cohorts.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Positive growth in student attainment in school assessment, NAPLAN and HSC		<p>Writing is consistently an area requiring improvement. We will continue with our whole school writing initiative TEAL (Topic, Elaborate, Analyse, Link), to improve students writing results in 2018.</p> <p>There was also positive growth from Year 9 to Year 12 with the 2017 HSC results showing 20 band 5s and 6s. This is an improvement compared to results achieved in the previous year.</p>
Increase in the number of Aboriginal and Torres Strait Islander students attaining the HSC	<p>Tutors for Aboriginal students</p> <p>AEOs</p> <p>AIME</p> <p>\$235,000</p>	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 a number of students who received Inspire, Succeed, Excel Aboriginal Education Achievement awards. In 2017, SHS had the highest number of Aboriginal students complete the HSC in the Shoalhaven region.
All staff to have a professional development plan linked to the Australian Standards in Teaching	<p>Professional Learning</p> <p>\$80,000</p>	All staff, including non-teaching staff have a PDP. Teaching staff have PDPs linked to the Australian Standards. The new PDPs will also be linked to the new school plan.
All staff are trained to support students in all stages with their literacy and numeracy needs	<p>Head Teacher Learning Support</p> <p>Learning and Support Teachers</p> <p>\$343,000</p>	Teaching staff have been trained in RAP and SMART. Learning and Support Teachers have engaged in an in-depth analysis of student NAPLAN results and have shared this with all staff. Staff also engaged in an analysis of students NAPLAN and HSC results to identify students' literacy and numeracy needs. The school used RAM funding to appoint a head teacher learning support to assist teachers and students with literacy and numeracy needs.
All staff deliver lessons that support and engage students in the classroom.	<p>Head Teacher Learning Support</p> <p>SLSOs</p> <p>\$300,000</p>	This is an area that staff will continue to work on. Consistency across faculties, shared lesson observations, and professional dialogue have been the focus areas over the past year and will continue next year to ensure all staff deliver lessons that meet the needs of all students.
Open lines of communication with parent/carers regarding the school, student attendance and performance	<p>Head Teacher Administration/Attendance</p> <p>Attendance Officer</p> <p>School Bag App</p> <p>Software licences</p> <p>Administration and Tech Support</p> <p>\$115,000</p>	The school communicates with parents using a variety of media, including, phone calls, written correspondence, interviews, newsletters, the school bag app and Facebook page which parents/carers access via their mobile phones. In 2017, we have also utilised our electronic school sign for communicating with our community.

## Next Steps

Staff to continue engaging in professional learning activities guided by their PDPs and student learning needs. Greater

emphasis placed on peer lesson observations and professional dialogue.

Review of the new whole school writing program and adjustments made to reflect the learning needs of students. Greater focus to also be placed on differentiated learning.

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. There has been an increase in the number of students using the school homework centre and this has been reflected in our improved HSC results.

Student breaches of the school code of behavior have declined, as has student suspension rates. Unfortunately, our attendance rates are still below the state average. A close analysis of the attendance data shows that this is largely due to a small number of students who are experiencing difficulties with mainstream schooling.

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. We have had an increase number of parents/carers attending school assemblies and parent/teacher interviews.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Reduction in incident reports	RAM funded third Deputy Principal  Administration and Tech support  New software licence  \$220,000	An analysis of incident reports in Term 4, 2017, showed a reduction in incident reports and suspension rates. This follows on from the reductions achieved in 2016 and will continue to be a focus in 2018.
Reduced absenteeism	Head Teacher Administration/Attendance  Attendance Officer  Attendance software  Administration support  \$60,000	As previously mentioned, the strategies adopted in 2017 had limited success in improving student attendance rates. A review of attendance data show that we need to address reducing suspension rates further and working with both our internal staff our external partners to introduced alternative educational pathways for students experiencing difficulties with mainstream classes. We are planning on introducing new strategies in 2018.
Increased enrolments	Year 6–7 Transition Coordinator  ASPIRE Class  Operations Paraprofessional  Administration Support  \$50,000	Student enrolments in 2017 were stable.. there was a reduction 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 2018.  The introduction of the Year 7 ASPIRE class, has

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased enrolments		contributed to an anticipated increase in Year 7 enrolments in 2018.
Increased volunteering by both staff and students in programs for students	Nil	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.
New flowchart of consequences for PBS	Nil	In 2017, the school reviewed its student merit system and welfare and discipline policy and made changes that will be implemented in 2018.
Increased school promotion – develop Facebook page and App	RAM funded third Deputy Principal  Tech Support  Operations Paraprofessional  \$225,000	The school has a new look newsletter and continues to use the School Bag App school Facebook page..  We have had an increase number of articles in local newspapers as well as features in local television news.
Increased mentoring of students with community members	AIME  \$5,500	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 2018 and beyond.
Strategies developed to improve students' capacity to take responsibility and career paths.	WorkSmart Coordinator  Student Support Officer  AEOs  AIME  \$235,000	A greater number of 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.

## Next Steps

In 2017, we reviewed and made changes to our welfare and discipline policy and our student merit system for implementation in 2018.

We are also planning to introduce new strategies regarding student attendance. This includes working with both internal staff and external organisations to develop an alternate education pathway for disengaged students and students experiencing mental health issues that preclude them attending mainstream classes.

Continue to promote the school's PBS values of Respect, Responsibility, Participation & Safety

Continue to enhance partnerships with external organisations and agencies, feeder primary schools, TAFE and Universities.

Allocate funds to continue employing staff that assist with improving student attendance and student learning

## 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 and other community events 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 2017.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improve communication processes to enhance school/community connections	Year 6–7 Transition Coordinator  Operations Paraprofessional  WorkSmart Coordinator  Student Support Officer  \$135,000	Improvements in our communications processes have led to enhanced community connections. These have been outlined in earlier sections.  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.  Community connection have also played a key role in supporting students who have experienced mental health issues re-engage with school.
Increase community involvement in significant school events such as assemblies and P & C	Administration and Tech support  Operations Paraprofessional  \$105,000	Our school is well connected with our community who play an integral role in school events. In 2017, this included key note presentations at whole school assemblies, selecting permanent staff through the merit selection process, welfare and gender based school programs and ANZAC ceremonies.
Improve completion rates for ILPs and PLPs for students	Tutors for Aboriginal students  AEOs  AIME  \$235,000	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 2017. Their services were well received by students.
Positive communication between teachers and families that promote positive behaviour in the student body	RAM funded third Deputy Principal  Administration and Tech	There were an increased number of parents/carers attending school assemblies, presentations and parent/teacher interviews in 2017.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Positive communication between teachers and families that promote positive behaviour in the student body	support  Operations Paraprofessional  \$225,00	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.  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.

## 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 and functions

Increase primary school visits throughout the year.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p><b>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.</b></p> <p>RAM funded third Deputy Principal</p> <p>\$132,000</p> <p>Head Teacher Administration/Attendance</p> <p>\$20,000</p> <p>Head Teacher Learning Support</p> <p>\$125,000</p> <p>WorkSmart Coordinator</p> <p>\$68,000</p> <p>Tech Support Officer</p> <p>\$65,000</p> <p>Operations 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>\$120,000</p> <p>Homework Centre</p> <p>\$25,000</p> <p>AEOs</p> <p>\$125,000</p> <p>Student Support Officer</p> <p>\$68,000</p> <p>Tutors for Aboriginal students</p> <p>\$100,000</p> <p>AIME Mentoring</p>	<p>Elements of all three of the Strategic Directions (Teaching, Learning &amp; 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 tutors in ensuring all Aboriginal students have either an ILP or PLP.</p> <p>The tutoring program is highly effective at Shoalhaven High School. Students over many years have developed positive relationships with the 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 2017. 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, a number of students received Inspire, Succeed and Excel Aboriginal Education Awards and we had the highest number of Aboriginal students complete the HSC in the Shoalhaven region in 2017.</p> <p>In 2017, our Aboriginal students were supported through the following organisations and programs;</p> <ul style="list-style-type: none"> <li>• Nowra and Jerrinja AECGs</li> <li>• SHS Aboriginal Education Officers</li> <li>• AIME</li> <li>• SHS Student Services Officer</li> <li>• SHS Staff</li> <li>• Bundanon Trust</li> <li>• Shoalhaven PCYC</li> <li>• YWCA</li> </ul>

<p><b>Aboriginal background loading</b></p>	<p>\$5,500</p>	<p>Elements of all three of the Strategic Directions (Teaching, Learning &amp; 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 tutors in ensuring all Aboriginal students have either an ILP or PLP.</p> <p>The tutoring program is highly effective at Shoalhaven High School. Students over many years have developed positive relationships with the 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 2017. 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, a number of students received Inspire, Succeed and Excel Aboriginal Education Awards and we had the highest number of Aboriginal students complete the HSC in the Shoalhaven region in 2017.</p> <p>In 2017, our Aboriginal students were supported through the following organisations and programs;</p> <ul style="list-style-type: none"> <li>• Nowra and Jerrinja AECGs</li> <li>• SHS Aboriginal Education Officers</li> <li>• AIME</li> <li>• SHS Student Services Officer</li> <li>• SHS Staff</li> <li>• Bundanon Trust</li> <li>• Shoalhaven PCYC</li> <li>• YWCA</li> </ul>
<p><b>Low level adjustment for disability</b></p>	<p>Head Teacher Learning Support</p> <p>\$125,000</p> <p>Two Learning and Support</p>	<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><b>Low level adjustment for disability</b></p>	<p>Teachers \$210,000</p> <p>School Learning and Support Officers \$120,000</p> <p>Student Support Officer \$68,000</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><b>Socio-economic background</b></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>RAM funded third Deputy Principal \$132,000</p> <p>Head Teacher Administration and Attendance \$20,000</p> <p>Head Teacher Learning Support \$125,000</p> <p>WorkSmart Coordinator \$68,000</p> <p>Tech Support Officer \$65,000</p> <p>Operations Paraprofessional \$20,000</p> <p>Attendance Officer \$20,000</p> <p>Administration Support</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 2017, Socio-economic background 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 and external partners.</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>

<b>Socio-economic background</b>	\$20,000  SLSOs  \$120,000  Homework Centre  \$25,000	provided many programs and courses to assist our students in their transition from 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
<b>Support for beginning teachers</b>		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			
	2014	2015	2016	2017
Boys	358	358	325	319
Girls	359	356	307	313

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	87.1	85.4	83.1	89.2
8	81.8	78.8	79.8	79.5
9	81	81.2	78.1	77.4
10	73.3	69.7	68.5	72.2
11	84.6	83	78.4	81.1
12	87	84.4	78.3	81.9
All Years	82.1	79.8	77.5	79.5
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 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 2017.

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 2017 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 2017. We currently have over 500 users.

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 2017.

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.

An attendance officer is employed by the school to make contact with parent/carers regarding students absences from school.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	12
Employment	0	0	36
TAFE entry	0	0	15
University Entry	0	0	28
Other	0	0	1
Unknown	0	0	8

### Year 12 students undertaking vocational or trade training

The focus areas of the VET courses at Shoalhaven High School are; quality teaching, learning and

continuous improvement.

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 Partners Morning Tea and the ANZAC Day Ceremony.

The EVET program runs with students participating in Courses at Illawarra TAFE such as Animal Studies, Automotive, Human Services, Tourism and Events. Other EVET courses include Certificate II in Outdoor Recreation delivered by Shoalhaven/Kiama Community College and Aero Skills Engineering delivered by Aero Space Training Service.,

In 2017 3 students successfully completed school based traineeships in Certificate II Business Administration and Certificate III Fitness.

The Shoalhaven Work Place Learning team organise and promote VET through the Schools Shoalhaven Awards, in which our high achieving students are promoted and their hard work and achievements recognised.

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

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

In 2017, over one quarter 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, while a smaller percentage chose to do TVET subjects.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	9
Classroom Teacher(s)	43.1
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	18.88
Other Positions	1

\*Full Time Equivalent

The table above outlines the workforce composition for Shoalhaven High School. The school also has three 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 2017 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 2017, the school continued to offer professional 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 2018.

## 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.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>1,340,082</b>
Global funds	327,654
Tied funds	535,181
School & community sources	261,478
Interest	15,204
Trust receipts	21,453
Canteen	0
<b>Total Receipts</b>	<b>1,160,969</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	115,258
Excursions	19,478
Extracurricular dissections	117,403
Library	9,003
Training & Development	1,529
Tied Funds Payments	504,651
Short Term Relief	132,601
Administration & Office	60,496
Canteen Payments	0
Utilities	71,468
Maintenance	84,447
Trust Payments	17,307
Capital Programs	41,270
<b>Total Payments</b>	<b>1,174,911</b>
<b>Balance carried forward</b>	<b>1,326,140</b>

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

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	2,233,428
Appropriation	2,135,322
Sale of Goods and Services	8,265
Grants and Contributions	87,117
Gain and Loss	0
Other Revenue	1,645
Investment Income	1,079
<b>Expenses</b>	-686,773
Recurrent Expenses	-686,773
Employee Related	-435,497
Operating Expenses	-251,276
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	1,546,654
<b>Balance Carried Forward</b>	1,546,654

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>	6,085,850
Base Per Capita	104,937
Base Location	5,014
Other Base	5,975,899
<b>Equity Total</b>	1,422,405
Equity Aboriginal	239,525
Equity Socio economic	891,378
Equity Language	5,039
Equity Disability	286,463
<b>Targeted Total</b>	1,591,237
<b>Other Total</b>	183,487
<b>Grand Total</b>	9,282,979

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 2017 ninety Year 7 students and eighty nine Year 9 students from Shoalhaven High School sat NAPLAN tests.

Spelling continues to be an area of strength with seventy six percent of Year 9 students achieving above the National Minimum Standards (NMS) and eighteen percent achieving in the proficient bands. In Year 7, sixty three percent achieved the NMS and fourteen percent scored in the proficient bands.

Each year at SHS spelling has a positive focus leading up to a School Spelling Bee Challenge. This activity engages and challenges the students, and recognises success.

Results for Reading in 2017 are similar for both Year 7 and Year 9. In Year 7, sixty one percent of students achieved above NMS. In Year 9, sixty two percent achieved above NMS. For Reading, ten percent of Year 7 scored in the proficient bands and nine percent



of the Year 9 cohort scored in the proficient bands.

In 2017, seventy two percent of Year 7 students achieved NMS in Data, Measurement, Space and Geometry. Twelve percent scored in the proficient bands. In year 9, six percent scored in the proficient bands in data, measurement, space and geometry.

Writing continues to be an area requiring additional attention and focus. Forty percent of Year 7 students achieved above the NMS in 2017. Forty percent of Year 9 also achieved above NMS in Writing.

An extensive analysis of tests results has been carried out and areas requiring attention identified. Teachers have been provided with a summary of the areas requiring attention to embed in their teaching/learning practices.

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.

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)

In 2017 66 students completed their HSC across a range of subjects.

There were 2 Band 6s, one in Senior Science and one in Society and Culture.

There were 16 Band 5s – 3 in Music, 2 in Engineering Studies, English Advanced, Mathematics General, and Society and Culture, 1 in Ancient History, Exploring Early Childhood Studies, Food Technology, Industrial Technology, and Senior Science.

There was an E2 result in both English and Mathematics Extension, which was very pleasing, as it indicates a high level of performance in these subjects, and 3 E3 results in English Extension.

The results in Music, Society and Culture and Senior Science were particularly commendable.

Z score analysis – in the compulsory subject of English, the school was 0.91 off the state mean in Advanced, 0.5 off the state mean in Extension and 0.33 off the state mean in Standard. This exemplifies the school's endeavour to utilise its

TEALand ALARM literacy initiatives to support student learning across faculties.

Twenty eight students are transitioning to university, with many of the students gaining early entry to University of Wollongong. Fifteen will be pursuing an education at TAFE, and thirty six are moving into the workforce, whilst others are seeking work.

## Parent/caregiver, student, teacher satisfaction

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.

As part of our annual self assessment process, our school engaged our parents/carers in a comprehensive questionnaire covering several aspects of parents/carers perceptions of their and their children's experiences at home and school.

Below is a sample of parents/carers responses to our questionnaire. It clearly shows that parents/carers are generally satisfied with school operations:

My child is happy at Shoalhaven High School – 85%

The teachers care about my child's education – 95%

My child's educational needs are catered for at Shoalhaven High School – 85%

The school regularly communicates with me about my child's education – 78%

The school communicates about events and activities that happen at the school – 78%

I regularly access the school website, the school newsletter, School Bag App, school Facebook page – 73%

I feel comfortable contacting the school to discuss my child's progress – 98%

Responses from staff and students to our questionnaire are similar to that of parents/carers.

Some areas where improvements are needed include: greater parental involvement in our school P&C and some school committees, up-grade of some school facilities, improvement in student attendance.

## Policy requirements

### Aboriginal education

During 2017 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 2017 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 2017 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 2017, RAM 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.