

# Nowra High School Annual Report



2018



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## Introduction

The Annual Report for 2018 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.

Mr Glen Kingsley

Principal

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## Message from the Principal

2018 marks my first year as Principal at Nowra High School..

Excellence, hard work and perseverance – are three concepts that I believe explicitly influence success.

My vision for Nowra High School is to become a Centre of Excellence – developing excellent leaders, excellent teachers, excellent teaching and learning programs, excellent resources and an excellent school environment. Our school value of excellence is a focused determination to participate in the fullness of life. It makes the most of our academic, sporting, creative arts and service opportunities, striving to develop our potential and our capacity for learning.

The pursuit of excellence is not above perfection, instead excellence overcomes adversity and learns from failure in its desire for growth and maturity.

Excellence offers the best of ourselves, our time and our talents.

I would like to say to our parents and our students, extended family and friends of the school – thank you for your constant support of our students, our staff and our school, as we seek to make Nowra High School an even better school.

Mr Glen Kingsley

## Message from the school community

Nowra High School P&C

President's Report

2018 has been an exciting year for the Nowra High P&C, the appointment of a new Principal Glen Kingsley and a new Deputy Foty Loupos provided the school with the stability to move into 2018 with renewed energy and vigour. I took over the role of President in 2018, and along with the P& C executive we have all been striving to work together in a constructive and positive way to ensure Nowra High School can be a great place for our children to study.

The P&C have been involved in a range of things over 2018, providing a representative on a range of selection panels for appointments to positions in the school, funding of award events and providing supper for the annual presentation night. P&C representatives, (myself and Kath Hamilton) met with the Mayor Amanda Findley and Mr Paul Keech, Director Assets and Works from SCC, on the 16th November, to discuss the impact on Nowra High School of the proposed road that would be cutting into our playing ovals between the School buildings and Stockland Shopping Centre. This issue has caused the school community significant concern over the later part of 2018. The outcome of this meeting was a proposal to form a small liason group made up of P&C, School executives and SCC staff to meet and exchange information regularly. This liaison group will be meeting over 2019 to ensure that the school community is kept updated about any proposals that might impact the school grounds.

2018 saw the completion of Moss St pedestrian crossing, which whilst not solving the many traffic and pedestrian issues that our school struggles with it has been a small improvement. The improvements to the lower car park that was funded by the P&C have provided a much safer place to park for students and parents. If you need to drive to pick up your children from the school of an afternoon this is the car park that you should be utilising.

I want to thank Lesley McKinnon who has done a great job as the Secretary, without her thorough preparation the meetings and activities could not be conducted. Many thanks also to Nicole Parrott who has been willing to take on the demanding role of treasurer. Thank you also to John Middleton and Kate Forbes who have been part of our P&C Executive for 2018. Thanks to Leanne Bricklebank for her representation on the Finance committee. Without these individuals willing to volunteer their time and energy there would not be a P&C, so many thanks to you all. Finally thanks to all who faithfully attended P&C meetings throughout the year I hope that you will continue to come along and if you have never been to a meeting please consider coming along to learn more about the school.

I look forward to 2019 and encourage you all to come along and be part of the P&C and help to create a strong and positive partnership with the senior executive, staff and all parents of Nowra High School.

Nadia Verrucci

President

## Message from the students

Nowra High School SRC 2018

Approximately 3 years ago, Nowra High School implemented a new and important change to the school leadership selection process. Rather than having the traditional male and female captains, Nowra High demonstrated how a fairer and equal approach could occur by allowing students and teachers to decide who would be best for the job, rather than being specifically according to gender. This meant the school adopted a first-to-the-line stance which at the time was not seen anywhere else, and now provides a fairer and more 21st century approach to leadership.

In order to get where we are today, a few steps and procedures were undertaken. These being firstly a nomination by a staff member at Nowra High School where that particular teacher or staff member has seen leadership qualities in a student, and believes they would make a suitable candidate for a leadership role, in saying this, students from years 7 to 12 have the opportunity to inform teachers of their interest for leadership positions at NHS. Secondly, the student is provided a nomination and acceptance form, where they respond to questions regarding previous leadership experience and qualities they believe will make them a suitable leader. Once this has been submitted and approved by our SRC coordinator and executive team, students running for a senior leadership position must prepare two speeches, one for their fellow students in their year group and one for the teachers and staff at Nowra High. All the votes are then counted and the leadership roles are allocated in order of the voting outcome, with the candidate with the greatest number of votes receiving the position of Captain, and so on. We are honoured to have been elected as School Captains 2018–2019 of this outstanding school.

We believe our school flourishes because we have, and continue to build upon, a strong school spirit. This is a spirit that values all members of the school community as unique individuals, one upheld by an incredibly hardworking team of teachers and staff, one reflected not just in the diverse achievements of students, but in the values of integrity, compassion and commitment the school embraces. This is a spirit that Mr Kingsley often refers to as the Nowra High School Way; one which we see clearly at school events, such as our recent swimming carnival.

As long term members and now leaders of the SRC, we have had an important role in building this sense of spirit in our school. We have a strong SRC at Nowra High: a group of close to 30 students who work hard, usually behind the scenes, to organise and plan events, fundraisers and campaigns. We do this because we have a team of leaders who care a lot about making our school the best it can be, whether that means coming into school at 7:30am, working on proposals late into the night, or sparing their break times for meetings.

At the end of 2018, our 12 Days of Christmas Event saw six hampers put together and given out to those living in poverty over the festive season, a mufti day, and candy cane deliveries to roll calls, to name a few highlights. Last term, The SRC also organised a barbecue fundraiser which raised nearly \$500 to help a local farmer through a severe drought. On February 14th, the SRC celebrated Valentine's Day and delivered nearly 500 roses and chocolates to roll calls.

During this term, we are planning to hold an in school event for the World's Greatest Shave and coordinate a school team to participate in Relay for Life. The NHS SRC has an online profile on both Instagram and Facebook where we post upcoming events. Whatever it is we're doing, we're always doing it to keep building up our school which we are immensely proud of.

We often get caught up in the little things, but we have a lot to be grateful for here at Nowra High School. We have been around to many schools and have liaised with student leaders from many more, but from the abundant opportunities we have been offered, to having Nazza as the school mascot, we both agree we have never been to one quite like Nowra High.

Oscar Moysey and Leigh Hutcheson

NHS School Captains

2018

## School background

### School vision statement

At Nowra High School we value partnerships that inspire learning, creativity, confidence and resilience by caring for ourselves, each other, our school and our community.

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.

### School context

Nowra High School is located on the South Coast in the Shoalhaven Region. We have 936 students supported by more than 90 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 encourage 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 973 (against a state mean of 1000). 12% of our students are Aboriginal or Torres Strait Islander, and 8% come from a language background other than English.

Nowra High School is home to a Metals and Engineering Trade Training Centre. We also host five 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. 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.

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 wellbeing and good conditions for student learning as evidenced by our Tell Them From Me survey results. 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. A major initiative saw approximately one–third of our staff completed with the University of New South Wales their GERRIC training certificate for Gifted and Talented student. We look forward to having all of our staff trained in 2019 and maintaining this initiative into the future. 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 expectations and aspirations. In 2018 we launched Parent Workshops which were well received. 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 a learning culture by differentiating the curriculum and setting high expectations, preparing students with the skills to be lifelong learners.

### Overall summary of progress

In 2018 the school continued the momentum created by the Transition Adviser and developed into a Career Transition Team with the appointment of our Career Advisor. The team 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 an apprenticeship or traineeship co-concurrently with their Higher School Certificate studies.

To further enhance the employment skills of our students, we are continuing the delivery of two new Vocational Education Frameworks in Retail and Sports Coaching, and investigating the expansion into a Certificate II in Work and Skills for a Vocational Pathway. These courses will continue delivery in 2019, with the potential for starting the new course in 2020 and combined with Construction, Hospitality, and Metals and Engineering will give students a broad suite of vocational education courses to select as part of their senior studies.

The Best Practice Team is being reviewed, the school discipline policy was revised and a new Academic Merit system is being developed by 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 2019/20, and commenced with a launch in the first week of Term 1, and the introduction of the new school mascot, Nazza the black cockatoo.

Our school reported a reduction of suspensions of over 27% in 2018, an important indicator that the positive culture of the school is thriving.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students achieve positive growth in all aspects of NAPLAN.	\$60,000	NAPLAN data is continually mapped and correlated with Learning Progressions data enabling students who have not made positive growth to be identified and interviewed. A systems process was developed and implemented where pending the interview outcome a referral to LAST, Wellbeing Team or Deputy Principal was made to interpret and understand the results.
All Higher School Certificate courses will show average scores above the state average for the year.	nil	Over half our HSC courses continue to steadily perform above state average, and the rest were on par with the state average, with a few courses below the state average.
Growth of individual and collective student wellbeing as indicated by: <ul style="list-style-type: none"><li>• school based behaviour incident data</li><li>• school based award/reward data</li><li>• wellbeing self-assessment tool</li><li>• attendance data</li><li>• pre and post program data.</li></ul>	Flexible Wellbeing Funds – \$52,898	Overall reduction of Suspensions of 22% in 2018

### Next Steps

In 2018/9 all staff will be trained with the University of New South Wales in Gifted and Talented Education GERRIC certification, as part of a whole school approach to pedagogy. The use of ALARM was revisited with Mr Max Wood, the developer of the ALARM model, and was sponsored to attend and personally train Nowra HS staff to support student writing in Stage 6. All Year 7 students benefited from a timetabled Literacy class that will be further refined in 2019. A new approach to academic enrichment of our most able students will be trialled with Year 8 in 2019, with a class operating on a discreet curriculum and additional courses in Project-Based Learning, 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 Advisory Team will commence to support students seeking school-based apprenticeships and traineeships.



## Strategic Direction 2

Innovative staff dedicated to excellence

### Purpose

To enhance the professional culture that highly values innovative quality teaching and learning experiences.

### Overall summary of progress

The Best Practice Team continued 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, resulting a dramatic decrease . 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.

In 2018, 30 staff were GERRIC Gifted and Talented trained with the University of New South Wales, with the rest of the staff scheduled for training in 2019. Staff were relieved and expertly trained to lead the development of Nowra HS's Academic Enrichment Stream with specific programming to challenge students academically.

All early career teachers were involved in numerous projects throughout the school, further inducting hem into the Nowra High Way of teaching and learning.

Quality Teaching Rounds continued with early career teachers involved and mentored by a more experienced teachers. 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 formed a team and began implementing visible learning in 2018. The focus was 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
Increase the number of teachers seeking accreditation at <i>Highly Accomplished</i> and <i>Lead</i> levels.	\$15,000	Professional development and support for HALT team
All students achieve at least minimum growth in NAPLAN.	nil	Literacy classes were developed and timetabled for Years 7 & 9, where literacy skills were explicitly taught by a LAST and English/HSIE teacher
Increase the number of staff participating in Quality Teaching Rounds during each year of this School Plan cycle.	\$40,000	Continued the roll-out of QTR to other members of staff

### Next Steps

In 2019 Nowra High School will:

- \* continue to update and improve the staff induction program
- \* continue professional learning focused on Wellbeing and Gifted and Talented academic implementation
- \* continue and extend the Quality Teaching Rounds of mentoring to involve more staff
- \* introduce Visible Learning outcomes
- \* 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.

### Overall summary of progress

During 2018 our new Community Liaison Officer maintained the school website and was updated daily. 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 2019.

Also during 2018, Nowra HS implemented its Parent Workshops – a strategy designed to engage parents with the school and their students covering topics such as resiliency, preventative mental health strategies, study skills, basic adolescent psychology and the workings of the mind, technology and safe partying. The workshops were well attended, with scope for further development.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Continuous improvement in <i>Tell Them From Me</i> parent response data.	CLO Salary – \$85,000	Community Liaison Officer developed baseline data and trialled the TTFM Survey for parents for their first time use. Expected roll out for parents in 2019.
Increase the number of in-zone students enrolling in Year 7.	CLO Salary – \$85,000 6 into 7 Transition Program – \$15,000	In 2018 a comprehensive strategy to increase in-area enrolment was implemented including school visits, greater communication with our CoS, creation of Transition Classes and the development of an academic enrichment stream.
Increase engagement of parent body attendance to school activities, evenings and P&C meetings	\$2,500	Developed the Parent Engagement Workshops that increased attendance to P&C Meetings by 30%, with some workshops attended by over 50 parents.

### Next Steps

In 2019 the school will continue the rebranding project to improve the professionalism of our printed and online communication with parents and the community, with research into an online learning management system and the Sentral mobile phone app. We will also continue the improvement of our website and social media profile.

The Transition Advisory team will continue to 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>	Aboriginal Education Officer – \$67,042  Aboriginal Education Flexible Funding – \$28,931	<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. The school continued to employ an Aboriginal Education Officer.</p>
<b>English language proficiency</b>	EAL/D Flexible Funding – \$26,339  extra Equity funding – \$30,000	<p>Nowra High School employs an EAL/D teacher for two days per week to support our approximately 70 students representing over 50 nationalities.</p> <p>The EAL/D office sits in the Student Support Services section of the Library, assisting all levels of support from basic language acquisition to university preparation, through small group and individual tutoring sessions.</p>
<b>Low level adjustment for disability</b>	SLSO Salary – 1.7 – \$176,992  Flexible Funding – \$103,085  extra 1.3 Salary funding	<p>In 2018, employment of SLSOs has provided in class support of a wide range of students and classroom teachers.</p> <p>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>Quality Teaching, Successful Students (QTSS)</b>	Nil	No report
<b>Socio-economic background</b>	\$343,541	<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 and Literacy lessons were funded through this program initiative.</p>
<b>Support for beginning teachers</b>	\$32,364	Early Career Teacher funding was used to reduce face-to-face class time for beginning

<b>Support for beginning teachers</b>	\$32,364	<p>teachers, allowing for more time for programming and lesson development.</p> <p>Funding was also used for professional development, mentoring, and induction programs.</p>
<b>Targeted student support for refugees and new arrivals</b>	\$2,354	<p>Refugee students were supported through individualised learning programs, completed and supported by our SLISO's and our EAL/D teacher.</p>

## Student information

and an end of term lunch for all students who have 100% attendance.

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	523	493	466	449
Girls	487	516	493	466

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment			5
Employment	4.25	18	16
TAFE entry	2	10	20
University Entry			40
Other		5	13
Unknown			6

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	92.8	93.8	94.6	91.4
8	92.2	91.7	92.5	89.6
9	88.8	91.3	91.3	89.3
10	87.6	85.3	91.1	87
11	85.4	87.1	88.3	88.1
12	84.9	87	90.5	84.8
All Years	88.7	89.4	91.3	88.4
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

### Year 12 students undertaking vocational or trade training

In 2018 40 students (32%) in Year 12 undertook a vocational education course or trade training. In 2019 Nowra High School will continue to deliver two additional VET Frameworks, Retail and Sports Coaching, and begin preparation for a new Course in 2020. This is in addition to the current school delivered VET courses of Construction, Hospitality and through our Trade Training Centre the Metals and Engineering course.

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

In 2018, 128 students graduated from Nowra High School with a Higher School Certificate, 40 of these students with an additional vocational education qualification, and nine of which were Indigenous.

### 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 constantly reviews the Attendance Policy, and implements 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

## Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	49.9
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	17.97
Other Positions	1

\*Full Time Equivalent

Nowra High School has 4 FTE Aboriginal staff members – one Executive, two 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	80
Postgraduate degree	20

## Professional learning and teacher accreditation

Nowra High School's expenditure for professional learning in 2018 was \$91,797.

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 equitably distributed based on the size and needs of each KLA, and covered course costs and teacher release time.

New directions and focus areas for 2018 included GERRIC Training with the UNSW, Visible Learning, Quality teaching Rounds and ALARM. This included an initial trial of Quality Teaching Rounds and teacher training.

Mentoring Early Career Teachers was also a new focus and accounted for \$32,364 for course cost, period release and face to face mentoring.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	912,579
<b>Revenue</b>	11,393,793
Appropriation	10,997,777
Sale of Goods and Services	38,142
Grants and Contributions	352,486
Gain and Loss	0
Other Revenue	200
Investment Income	5,189
<b>Expenses</b>	-11,184,457
Recurrent Expenses	-11,184,457
Employee Related	-9,841,686
Operating Expenses	-1,342,771
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	209,336
<b>Balance Carried Forward</b>	1,121,915

Surplus funds are allocated for longer term student investment programs, capital works and infrastructure upgrades.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	8,194,941
Base Per Capita	193,423
Base Location	5,912
Other Base	7,995,605
<b>Equity Total</b>	745,931
Equity Aboriginal	95,973
Equity Socio economic	343,541
Equity Language	26,339
Equity Disability	280,077
<b>Targeted Total</b>	1,277,779
<b>Other Total</b>	312,343
<b>Grand Total</b>	10,530,993

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Analysis of our data has directed us to create a new Head Teacher Literacy to address and support the teaching of Literacy across all faculties.

### Percentage in Bands: Year 7 - Grammar & Punctuation

Band	4	5	6	7	8	9
Percentage of students	11.1	18.8	29.2	27.8	7.6	5.6
School avg 2016-2018	11.2	16.8	26.9	27.4	11.4	6.3

### Percentage in Bands: Year 7 - Reading

Band	4	5	6	7	8	9
Percentage of students	9.0	18.6	28.3	27.6	13.8	2.8
School avg 2016-2018	7.9	16.5	28.3	29.8	12.7	4.7

### Percentage in Bands: Year 7 - Spelling

Band	4	5	6	7	8	9
Percentage of students	11.8	13.2	27.8	25.7	18.8	2.8
School avg 2016-2018	9.4	14.2	24.9	28.9	18.2	4.4

### Percentage in Bands: Year 7 - Writing

Band	4	5	6	7	8	9
Percentage of students	15.4	30.1	25.2	15.4	12.6	1.4
School avg 2016-2018	14.3	27.4	30.3	16.2	9.9	2

### Percentage in Bands: Year 9 - Grammar & Punctuation

Band	5	6	7	8	9	10
Percentage of students	13.0	20.6	22.1	30.5	10.7	3.1
School avg 2016-2018	12.6	19.8	28	25.2	9.1	5.2

### Percentage in Bands: Year 9 - Reading

Band	5	6	7	8	9	10
Percentage of students	9.4	22.3	20.9	30.2	12.2	5.0
School avg 2016-2018	8.1	17.3	24.2	29.8	15.7	4.9

### Percentage in Bands: Year 9 - Spelling

Band	5	6	7	8	9	10
Percentage of students	11.5	11.5	27.5	29.8	14.5	5.3
School avg 2016-2018	11.5	12.2	26.1	28.5	16.5	5.2



### Percentage in Bands:

#### Year 9 - Writing

Band	5	6	7	8	9	10
Percentage of students	29.0	17.6	22.9	22.1	6.9	1.5
School avg 2016-2018	25.4	19.5	22.3	23.2	6.6	3.1

Our data indicates a renewed focus on Numeracy, specifically problem solving to be a future a focus.

### Percentage in Bands:

#### Year 7 - Numeracy

Band	4	5	6	7	8	9
Percentage of students	4.9	11.8	39.6	28.5	11.1	4.2
School avg 2016-2018	4.6	17.5	33.8	28.2	10.7	5.2

### Percentage in Bands:

#### Year 9 - Numeracy

Band	5	6	7	8	9	10
Percentage of students	3.1	16.8	40.5	24.4	9.9	5.3
School avg 2016-2018	2.4	19.4	33	28.3	11.4	5.6

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.

Nowra HS will continue to focus on the Premiers priorities of increasing the number of students in the top two bands of NAPLAN.

### Higher School Certificate (HSC)

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

Our 2018 cohort demonstrated strong achievements with almost all students seeking university entry being offered a position in a course of their choice. We also had a high number of students choosing a Vocational Pathway – over 40% with 36% in TAFE or work upon completion of the HSC.

Subject	School 2018	SSSG	State	School Average 2014-2018
Agriculture	73.5	68.7	67.1	74.7
Ancient History	69.3	67.2	69.5	70.1
Biology	74.5	69.3	70.7	70.5
Business Studies	63.9	67.7	69.3	68.5
Chemistry	63.3	66.8	71.8	68.8
Community and Family Studies	64.5	69.3	69.9	70.8
Drama	76.0	71.9	74.8	76.0
Earth and Environmental Science	72.4	68.4	72.3	72.4
Engineering Studies	66.9	68.2	75.3	66.9
English (Advanced)	81.2	76.1	77.5	82.2
English (Standard)	63.9	65.3	65.0	66.7
French Beginners	74.3	77.3	74.0	75.8
Industrial Technology	65.5	64.2	66.2	65.6
Legal Studies	74.1	68.2	71.2	70.3
Mathematics	70.5	69.9	74.8	64.8
Mathematics Extension 1	68.4	75.8	78.7	68.4
Mathematics General 2	59.4	63.7	65.1	59.5
Modern History	70.4	65.2	69.5	71.7
Personal Development, Health and Physical Education	62.2	68.2	69.5	62.2
Physics	68.1	67.3	70.6	68.1

Senior Science	68.4	68.7	68.2	68.6
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Our school averages demonstrate over 10 subjects of 21 performing above state average and 4 performing on par with the state average. Nowra HS continues to perform higher on average above similar school groups.

## Parent/caregiver, student, teacher satisfaction

In 2018 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 a strong indicator 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 student work.

Data from the Tell Them From Me surveys will be used to review the monitoring 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

**AIME** is a four year mentoring program designed to use mentoring relationships between university student mentors and Indigenous high school students to create a culturally sensitive program which will increase school attendance and retention for Indigenous high school students and increase the number of Indigenous students progressing to University study.

- **The Year 9 Interactive Program** – the basic concept is engagement through creative interactive workshops, which relate to school-based topics. This program forms our base to increase student attendance.
- **The Year 10 Leadership Program** – driven by an ethos of self-development with workshops focusing on honing academic skills together with sessions on how to deal with the real challenges that students face every day.
- **Tutor Squad** – students in year 11 and 12 receive one on one tutoring at school, all other years work in small groups with tutor's.

**NRL School to Work** – The School to Work Program (S2W) is an education and employment program that utilises the positive profile of the game of Rugby League to support and encourage young Indigenous Australians to stay at school, get a job, and be a legend for themselves, their families and their communities.

Students in year 10, 11 and 12 participating conduct a one-on-one profiling session with their Project Officer to build Career Development Plans focused on career aspirations and personal goals.

Students work with their Project officers to pursue these plans by participating in educational, cultural and leadership workshops. They also visit club sponsors, partner organisations and other government and corporate supporters of S2W to undertake work experience and job-readiness training. Participating students will be offered all expenses payed courses in First Aid, RSA, RCG and White Cards.

Other benefits included are NRL tickets, State of Origin tickets, Cultural Leadership camps and based on attendance and school engagement students may be selected to attend the Indigenous All-Stars camp for a week.

***Maya Wills was selected as the National 2018 NRL S2W Ambassador***

**Heritage Near Me Project** – Two of our students were selected to participate in the Heritage Near Me 360 Project, which required them to meet with our local Elders from Nowra to Batemans Bay, in the sharing of our Dreaming stories, linking them to cultural sites of significance and having them recorded. Student's participating have strengthened their cultural identity and connection to country, as well as being inspired to continue their growth in a leadership role at Nowra High School being serving as positive role model for their peers.

This project has culturally enhanced their leadership qualities and gave them skill's working with new technologies; such as the 360 Virtual Reality headsets, cameras, drones and Adobe Premier Pro editing software. ***The project principles are Respect, Sharing Aboriginal Culture and Identity.***

Several outcomes have been identified including:

– **Educating our community and the wider community:** more children grow up knowing culture is still alive on the south east coast; stories are passed on to the next generation; Elders share stories with youth, Non Indigenous people are educated on the cultural values and connections to place. Development of a resource tool that can be shared amongst communities.

– **Use of technology:** Traditional Knowledge and stories recorded using technologies to capture real life images; important sites recorded in 360 video for community and Elders who cannot physically access sites; cultural values recorded in 360 video; Traditional Dreaming stories told through 360 video

– **Site conservation:** store and record knowledge; sites saved from destruction; updated inventory of sites.

***Currently in negotiation to have participants projects displayed at Australian Museum & the Museum of Sydney.***

**National Firesticks Conference** – As part of the Mudjingaalbaraga Fire crew four of our male students David Carpenter, Kahlan Carpenter, Jalu Webster & Jeramiah Welsh were involved in the 2018 National Firestick conference held at Bundanon acting as

cultural ambassadors delivering cultural dance and performing official ceremonies. The conference was about the healing of country and the reintroduction of cultural fire practices on Yuin country. Our students proudly represented our community in all aspects of the conference participating in all cultural activities as well as being the perfect hosts looking after all our national & international guests with the greatest respect given.

**Year 12 Indigenous Graduation** – 9 out of 10 graduated – 3 boys & 6 girls

**Bangarra Dark Emu Performance** – Our school recognises the importance of creative and performing arts role in strengthening our Koori student's cultural identities as well as providing hands on cultural educational programs for all our students. Every year we pride ourselves in providing such experiences by securing tickets for Bangarra's exceptional performances. This year's production was inspired by Bruce Pascoe's award-winning book of the same name, *Dark Emu* explores the vital life force of flora and fauna in a series of dance stories. Our continued commitment to the Bangarra experience has been the pinnacle to our Aboriginal Education success with greater participation each year.

**Bangarra School Spec Audition @Kiama High** – We had two student's audition for the Indigenous troupe but were unsuccessful.

**End of Year BBQ Cultural Beach Day** – Each year we reward our students with an end of year cultural immersion excursion to Booderee National Park. Students are encouraged to bring a non-Indigenous friend to share in the day's activities connecting to country through land and sea activities.

**Young Black & Deadly Rising Star Camp @Koori Radio Sydney** – Workshop Development Camp; 16th April –22nd July 2018 at NCIE Redfern

With students permission our AEO submitted online applications and uploaded video's of NHS student performances as an audition selection criteria for the camp, which lead to one of our students Shantelle Saxby being selected. With her unique musical gift she was placed amongst some of our countries' finest upcoming talent. The benefits from attending the YBD Rising Star Camp was an awesome cultural and professional development experience. Shantelle was, given the chance to work closely with Aboriginal profile artists such as Nooky, Street Warriors and Industry professionals whom had mentored and inspired her creative talents. As part of her participation in the YBD Camp Shantelle not only released a single on the YBD EP CD but was also invited to perform her song on the main stage at the 2019 YABAN DAY FESTIVAL 26th January.

**2018 Inspire Succeed Excel Aboriginal Education Excellence Awards** – We had submitted 25 nominations in many of the categories with some significant achievements in international representative sports that deserved recognition.

## **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 2018 we continued support for the local Tibetan community to host a Community Language School for Tibetan language and dance.