

Narooma High School Annual Report



2018



8536

Introduction

The Annual Report for **2018** is provided to the community of **Narooma High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Relieving Principal

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School background

School vision statement

Our Vision: Narooma High School strives to achieve excellence by providing high quality educational experiences for all students.

Our Purpose: Narooma High School strives, in collaboration with our community, to achieve excellence through research based quality educational programs and opportunities. This is to enable students to become successful, confident, creative learners in a diverse and caring environment, maximising their potential.

School context

Narooma High School provides a comprehensive secondary education for the students from Narooma and the surrounding areas of Bermagui, Bodalla, Cobargo, Tilba, Dalmeny and Kianga on the Far South Coast of NSW and surrounding districts.

The school promotes student leadership and has a strong and active Student Representative Council. The members of the SRC are responsible for many activities held at school, including school dances, fundraising, supporting students, lunchtime activities as well as contributing to many school decision making processes

We are very proud of our strong record of academic, performing arts and sporting achievements.

Narooma High School values learning through

- Responsibility
- Respect
- Support

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning, our efforts focused on the development and implementation of new syllabus across the school. Staff have been engaged with a variety of professional learning opportunities to support the development of teaching and learning programs to meet the student needs. The school has developed the HSC monitoring procedures to assist in the expectations of NESA.

In the domain of Teaching Narooma High has continued its close relationship with regional networks to work together to improve student learning outcomes and as a result have gained some excellent HSC results.

In the domain of Educational leadership the school is delivering and our priorities have been on developing collaborative practice by ensuring that Executive staff engage in the leadership development opportunities. Many staff have taken on the responsibility of Leadership roles within the school whether it be leading programs or taking on relieving Executive positions.

In the domain of School planning, implementation and reporting the school is delivering.

In relation to School resources and Management practices and processes the school is sustaining and growing.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Providing a safe and caring environment

Purpose

The staff, students and community of Narooma High School recognise the importance of providing a safe and caring environment as an essential component in ensuring student development through a consistent and positive atmosphere which promotes resilience, understanding of difference and acceptance of the world around them.

Overall summary of progress

Narooma High School (NHS) provides a safe and caring environment. Our multifaceted programs and initiatives afford holistic educational opportunities. Working with external agencies, mentors and school personnel, approximately 28 programs are operating within the school, enabling support, nurturing and development of the whole child. All our current practices and programs are mapped to the 'DoE Wellbeing Framework'. We are currently focused on becoming a positive education school, whereby our practices are underpinned by explicitly teaching positive behaviours through school wide implementation of PBL and developing an understanding that student learning and wellbeing stems from positive psychology. The PBL and LWT work collaboratively with staff to ensure clear, transparent and explicit referral processes are in place so that targeted and appropriate support is offered to students, including but not limited to recommendations for in class learning support, assistance for making adjustments to teaching and learning programs and or referral to additional and/or alternative programs. PBL practices within the school have become more explicit and development of procedures and practices have been streamlined and improved upon. Bullying and mental health issues are continually being addressed throughout the whole school by working with outside agencies such as Headspace, PCYC, Police Liaison Officers and NHS continues to raise awareness and sustain a focus on these issues by participating in activities such as Rainbow Day, RU OK days, Worlds largest Mental Health lesson and Anti-bullying days.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
TTFM surveys reflect an improvement in data relating to student-teacher relationships, student engagement and satisfaction.	Staff Release time to analyse TTFM data reports. Learning & Wellbeing Team (LWT) to collaborate to develop whole school focus days.	233 students participated in the October, 2018 TTFM survey. It included 10 measures of student engagement. 75% of respondents felt they had positive relationships at school and were socially engaged. NHS was above the NSW, Gov. norm for positive teacher student relations. Wellbeing initiatives and focus days have been supported and continue to raise awareness and educate students in improvement of mental health and overall student wellbeing.
Improvement in SEF and SET scores to reflect improved PBL implementation across the whole school	PBL budget – consisted of Professional Development of staff in Foundations Training (\$1500). Rewards and consumables (\$700)	A 2018 PBL SEF and SET was not undertaken, due to team attrition and staff changes. PBL Team coordinator allowance was secured for 2019, which maintains the focus and reinforcing school wide expectations across the school. PBL staff Handbook was produced thereby clarifying processes within the school.
Sentral data will reflect an increase in the number of students receiving recognition for positive behaviour across the school.	SASS support 1 day per week to assist in rewards administrative tasks	TTFM surveys indicate positive classroom behaviours across years 7 – 10 improved from 2017. Student acknowledgement and recognition of positive behaviours increased across the school in all areas of our Rewards System.

Next Steps

NHS is committed to becoming a positive education school in line with the DOE strategic plan through continued implementation of the Wellbeing Framework and supporting the whole school community in developing a safe and caring environment for all.

Tell Them From Me surveys will remain essential to the collection of data which will enable reflective practices in order to drive change and improvements. A continued focus on Whole school PBL practices, with the continued commitment of access to professional learning to ensure staff and students are supported by current pedagogical practices.



Strategic Direction 2

High quality learning and teaching

Purpose

Students and staff at Narooma High School value high quality learning and teaching encouraging our students to be actively engaged in the learning process. Our students have every opportunity to reach their potential and develop the 21st Century skills to enable them achieve success and to become lifelong learners.

Overall summary of progress

Staff at NHS promote a culture of high expectations and are committed to the continual improvement and progress towards the full implementation of the NHS Assessment Policy by the assessment review committee. This policy ensures that all assessments align with NESAs and departmental guidelines and there is consistency across the school. Full implementation of Stage 6 NESAs compliance has been established resulting in improved whole school monitoring of process and practices. Work on compiling and producing Assessment booklets for students across years 7 – 10 was implemented ready for distribution in 2019, which has greatly improved community communication and expectations. All teaching staff have access to NESAs, HSC on– line, enabling them to access HS, Results and Analysis Package.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff participate in review and analysis of relevant data to improve teaching and learning	Staff allocation to implement procedure changes to Stage 6 monitoring and compliance. DOE personnel trained staff in DOE SCOUT platform and DEL training for executive and SASS staff. \$13 000	Stage 6 Monitoring folders and procedures implemented across all faculties, thereby bringing NHS practices in line with NESAs Compliance & requirements. Staff engaging in HSC analysis and reflection by completing focus questions of teaching and learning practices. Improved management practices in SAP.
Student outcomes reflect positive growth and value added scores across a range of assessments and external tests.	Teacher professional development led by Faculty heads in the analysis of HSC data. Staff taking part in HSC curriculum days through local KLA networks.	There was positive growth across a number of external assessments. NHS participated in Year 10 VALID in 2018, results show that 74% of students demonstrated above expected growth in their knowledge and understanding of Science. 2018 HSC results have an overall improvement in Average Course marks. NHS sits both above state average and similar schools group. In 2017 HSC average course marks was 3 points below state average. 3 NHS students were placed on the NSW Schools Merit List. 9 Subjects offered at NHS were all above state averages and approx. 12 of them were just below the first quartile. Year 9 NAPLAN data has shown student growth in the areas of reading, spelling and writing.

Next Steps

Staff at NHS have a strong desire to see student success and achievement. Engaging with the Professional Standards will ensure quality teaching and access to ongoing professional development in order to challenge and support student learning.

Strategic Direction 3

Positively engaged school community

Purpose

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

Overall summary of progress

Participation in university days, university visits to school, ADF visits as well as video conferencing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the % of parent responses as part of the TTFM and similar surveys	Parents have been involved in a variety of school/community events ranging from assistance with school productions to Parent/Teacher evenings. Availability of surveys at school functions offering both on-line and hardcopy. Promoting participation via school newsletters and social media (Facebook). School personnel time to promote and produce surveys.	TTFM survey looks at 7 separate measures at Parental perceptions of their child's education. Participation in the 2018 survey was not well represented and it is not statistically reliable data due to the small sample size.
Increase in the % of staff actively involved in research and evidence based collaborative practices and professional dialogue related to improving student outcomes	School contribution to Far South Coast Network. PDP's developed annually and TPL linked to school plan and Teaching Professional Standards. TPL expenditure for 2018 . \$13 000	All staff were engaged in Far South Coast network meetings. Mathematics staff engaged in PL across other schools networks and the English faculty involved in collaboration with our feeder primary schools.
Increase in the number of students completing post school destination surveys.	Staff have participated in post school surveys. Professional learning and networking for school Careers advisor. Students participated in a number of career information days in order to investigate post school options and opportunities.	Students are annually surveyed and data is captured via anecdotal and individual interviews. 14% of HSC students were selected and offered early university entry across a number of courses. 33% of students were successfully offered places at Universities.

Next Steps

The school will provide opportunities for staff to strengthen learning, particularly for student engagement and programming. Strengthen learning awareness of relevant educational focus particularly requirements for literacy and numeracy.

Reviewing student data to determine the impact of trialled programs as reviewing current procedures and processes

across the school which support collaborative practice

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$116 000	Aboriginal students were supported at Narooma High School through the employment of an Aboriginal Education Officer and two additional Aboriginal Education Workers. Aboriginal students had the opportunity to be involved in a range of extra-curricular programs, such as Sista Speak, Bro Speak, Drum Beat, Cultural Art, mentoring, gym, NAIDOC Celebrations, Junior AECG, HSC tutoring, Mgoals, AIME, Ellavation, Deadly Choices, Brothers to Recovery and mental health, which have led to improved learning and wellbeing outcomes.
Low level adjustment for disability	\$167 881	Student's and staff were supported by the provision of in class support through Student Learning and Support Officers. This provided additional assistance to staff and students in the improvement of access to teaching and learning whilst providing support to students identified with disabilities. Further development of database for Personalised Learning Plans for all students identified in NCCD. This has improved systems and collaboration amongst staff in the provision of adjustments for students identified.
Socio-economic background	Second Deputy position (0.5); Curriculum adjustment and establishment of integrated curriculum class – above establishment of staff (1.4) \$241 000	Further developed the distribution of wellbeing resources, enabling access to excursions, in class resources and enhancing engagement in the learning environment.
Support for beginning teachers	Professional learning and release time to support \$40 000	Ongoing support from the accreditation team, access to Professional Learning Activities that support teaching and learning. Staff were given the necessary time to complete documentation both towards accreditation and programming activities.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	200	206	234	261
Girls	209	206	203	209

Enrolment numbers have steadily increased over the last few years. The school is working closely with our partner schools to improve our transition program.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	91.4	94.2	89.6	90.2
8	88.4	87.5	91.1	84.8
9	85.6	86.5	86.5	83.8
10	83.3	80.6	81	78
11	86.4	79.8	82.7	74.3
12	87.9	86.8	85.8	82.1
All Years	87.2	86	86.3	82.7
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

Management of non-attendance

The school notifies parents of their responsibilities under the Education Act to ensure their children attend school regularly.

Rolls are marked at the start of each day and in every subsequent lesson. The school sends text messages to parents informing them of their child's absence. The school has procedures in place to inform students, staff and parents of their obligations in relation to attendance. This information is communicated to students at Year meetings, school assemblies and in stage review meetings. Parents are also reminded in the newsletter and web page.

A number of staff are involved in supporting students in attendance including Year Advisor, AEO, LAST and the executive.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	1	6	7
Employment	1	6	41
TAFE entry	6	3	12
University Entry	0	0	36
Other	0	0	0
Unknown	0	0	4

Year 12 students undertaking vocational or trade training

One student undertook ADF trade training and six students entered into apprenticeships.

Year 12 students attaining HSC or equivalent vocational education qualification

Narooma High school had a total fifty four students commence HSC studies and forty eight students gained the HSC. Six students left before completing to take up employment

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	36
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Administration and Support Staff	15.68
Other Positions	1

*Full Time Equivalent

Narooma High School employs an Aboriginal Education Officer and two Aboriginal Educational Workers. These staff provide ongoing support for our Aboriginal students in their academic, cultural and social needs. The Aboriginal Educational Workers undertake extensive work in providing guidance, assistance and support for our senior students particularly in preparation for the HSC.

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	2

Professional learning and teacher accreditation

All staff at Narooma High School participated in regular targeted professional learning. Many staff worked towards gaining their accreditation along with others who worked towards maintaining their accreditation. The school has started the process of working with and supporting staff who are seeking accreditation at higher levels.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	476,308
Revenue	7,914,121
Appropriation	7,718,314
Sale of Goods and Services	27,959
Grants and Contributions	159,677
Gain and Loss	0
Other Revenue	1,900
Investment Income	6,271
Expenses	-7,819,631
Recurrent Expenses	-7,819,631
Employee Related	-7,084,478
Operating Expenses	-735,153
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	94,490
Balance Carried Forward	570,797

Narooma High School follows rigorous financial practices and governance structures which meet Departmental and legislative requirements in administering funds across the school throughout 2018. The Principal plans and implements an annual school budget that:

- Plans to maximise the operation of the school within available physical and financial resources.
- Ensures appropriate application of existing resources to identified areas of need including school buildings and grounds. Identifies and addresses occupational health and safety issues.
- Maintains appropriate records in accordance with Audit requirements.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	5,429,658
Base Per Capita	88,493
Base Location	78,738
Other Base	5,262,426
Equity Total	523,484
Equity Aboriginal	111,000
Equity Socio economic	241,534
Equity Language	3,069
Equity Disability	167,881
Targeted Total	1,361,492
Other Total	50,951
Grand Total	7,365,585

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.

In year 7 the results indicated that the school needs to have a whole school approach to literacy programs enabling a shift in student performance to the top two bands.

In spelling the school had an increase of 8% in the middle two bands from 2017 and an increase of 12.5% in the top two bands. In writing there was an increase of 10% in the middle two bands from those in 2017

In year 9 there was improvement in the shift in the proportion of students gaining the top two bands in Grammar and Punctuation, Reading and Spelling. However, a whole school approach needs to focus on improving the literacy of our students.

The school has already in place a literacy team to investigate and implement whole school practices.

The 2018 NAPLAN data shows similar trends to the previous year. Students have successfully moved from the lower bands in Year 9 to the middle bands of achievement. Year 7, numeracy has had a slight increase in the number of students attaining bands 8 from band 7. However, there needs to be a whole school approach to improving the numeracy of our students.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Narooma High School students continued to show growth in reading. Year 9 Aboriginal students have shown a 70% increase in reading from the previous year. Although, students attaining in the top two bands is yet to be achieved there is a marked reduction in the number of students in the lower bands and a movement of students into the middle bands.

Year 7 students demonstrated no change in the data from 2017 to 2018 in Reading. The area of spelling has shown a 13% improvement from last year and NHS Aboriginal students were placed 6% points above State Average. However, the school requires to continue a focus on this movement of students attaining in the higher and top bands in order to meet the Premier's Priorities.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Narooma High School students performed above state and local schools in a number of subjects. This trend has also been consistent over the past four years.

Parent/caregiver, student, teacher satisfaction

The school sought the opinions of parents, students and teachers about the school. responses indicated a high level of satisfaction at Narooma High School particularly in:

- The wide variety of opportunities provided to students in academic, sporting and extra curricular activities
- The supportive nature of staff
- The creative and performing arts program and performances
- Ex students achieving excellence outside of school in the field of their choice
- The inclusive nature of the school

Policy requirements

Aboriginal education

Narooma High School is in the heart of the Yuin nation. The school provides for an opportunity for all students to engage in opportunities to broaden their understanding of Aboriginal culture and its significance to our school and community.

The school has an Aboriginal Education Officer and an Aboriginal Educational Worker to support the students and teachers.

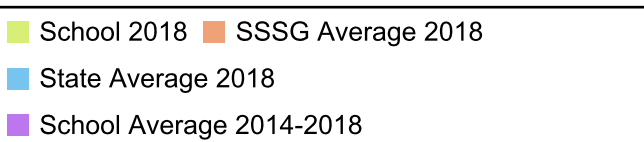
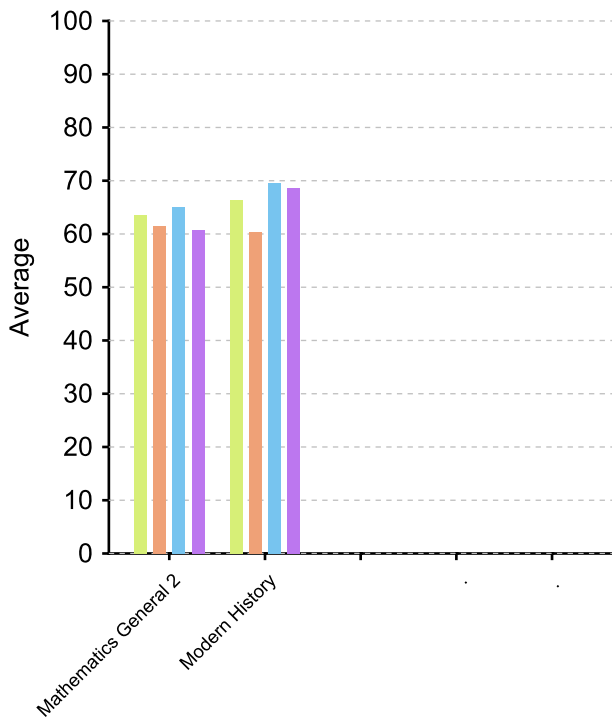
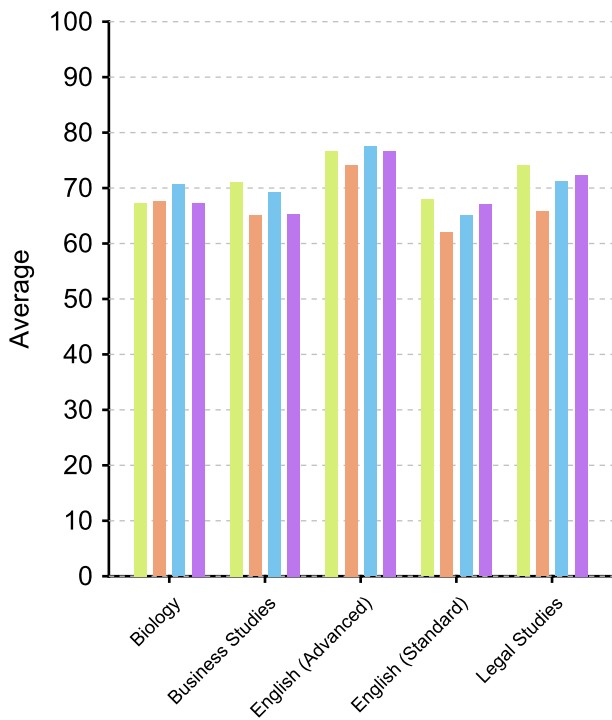
The school runs the Sista Speak program for our Aboriginal girls and Bro Speak program for our young Aboriginal boys. These programs provide each students with strong connections with their culture.

The school also participates in the AIME program providing mentoring and support for the students.

In 2018 the school proudly form the junior AECG which gave the students the opportunity to develop skills in leadership and having a voice in the happenings at Narooma High School

Multicultural and anti-racism education

Narooma High School is proud of the work it does in relation to multicultural and anti-racism education. Narooma has a staff member trained as an Anti Racism Contact Officer. The school celebrates Harmony Day across the school with the aim of increasing social inclusion and community harmony.



Narooma High School students received band 6 in three subjects placing them on the Departments merit list. The students were supported at school by programs such as Mentoring, HSC Tutoring and also supported by the universities.