

Shoalhaven High School

Annual Report



SHOALHAVEN HIGH SCHOOL

Senior Prefects

Principal: Mr Kem Rakiposki

2018

L to R: Tane Clarke, Elisha Wright-Smith, Kaleb Fleming, Charmaine Gale, Callum Conway

2018



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Introduction

The Annual Report for **2018** 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.

Damian Rees

Relieving 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 2018, we continued and expanded our ASPIRE class for gifted, talented and motivated students into Year 8. Our Year 7 and 8 Aspire 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 2018. This class will expand to Year 9 in 2019.

2018 was also the year that our Year 11 SLR and Year 9 students attended the Bi-Annual Snow Trip. All staff and students that attended had a fantastic time and responded well to the challenge of learning a new skill.

We introduced new social media platforms to the school and new means of communicating with parents/carers as well as our internal communication system. We are now using the Facebook and SMS systems to improve our ability to communicate with our wider school community..

We have been fortunate enough to have maintenance and backlog of works completed at our school. Many of our facilities received a much needed make-over over the last 12 months. Upgrades included our Car parks being resurfaced, roof replacements, addition of cricket nets, an upgrade to the area behind our hall and our basketball courts getting resurfaced and new systems installed.

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 2018, the school continually 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 2018. This position has been partially funded until the end of Term 4 2019. SHS continued to employ our SSO for the remainder of 2018 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 2018. 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.

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 660 students supported by 80 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.

At Shoalhaven High School, students are taught literacy and numeracy skills and guided towards independent application of these skills. Faculties are represented in LANCom (literacy and numeracy committee) by a faculty member who takes the responsibility of leading their KLA in the development and implementation of appropriate pedagogy that engages and extends students.

Data is also used to inform curriculum, assessment and reporting. The school uses a comprehensive system of identifying students' needs and wants in creating an appropriate curriculum structure.

Using the descriptors in the 2018 School Excellence Framework self-assessment survey, Shoalhaven High School appears to be operating at the sustaining and growing level of most of the elements in the domain of learning.

Teachers regularly review and revise teaching and learning programs and use student performance data and other feedback to evaluate their own teaching practice.

Teachers at Shoalhaven High School have engaged in professional learning and are familiar with the Australian Professional Standards for Teachers, Accelerated Literacy and TEAL, the use of SMART and RAP data and have Professional Development Plans linked to the school plan and their own professional learning needs.

The school is committed to developing leadership skills in our students. This is evident in terms of the number of activities that take place both within and outside the school. The school promotes and recognises the contributions of all students that have high expectations and engage in a variety of events that promotes school improvement.

The school has a long history of participating in community events. Anzac Day marches are an example of the relationships that the school has with RSL sub branches and other organisations. Many of these organisations are regular visitors to the school and enrich the school's standing within the school community.

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

LEARNING

Purpose

To improve student literacy and numeracy outcomes and build positive, supportive engagement in 21st century learning through quality teaching and learning experiences.

To encourage students to become lifelong learners who value learning by fostering opportunities to participate in different educational pathways, dependent on potential, interest, need, well-being and improved attendance.

Overall summary of progress

Value adding statistics from the 2018 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.

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 2018.

Staff continue to be 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 were implemented 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
Positive growth in student attainment in school assessment, NAPLAN and HSC Increase in students attendance rates Increase in the number of Aboriginal and Torres Strait Islander students attaining the HSC Reduction in student truancy and suspension rates. An increase in teacher participation in PL activities that allows them to deliver differentiated, 21st century lessons that engage students in learning. Greater parental/carers involvement with the school demonstrated by participation in student learning plans, involvement in student learning	Head Teacher Administration/Attendance Attendance Officer Attendance software Administration and Techsupport \$125,000	The strategies adopted in 2018 had some 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 introduce alternative educational pathways for students experiencing difficulties with mainstream classes. We are planning on introducing new strategies in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
both at school and in homes, accessing communication channels such as the school Facebook page and attendance at school functions.		The strategies adopted in 2018 had some 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 introduce alternative educational pathways for students experiencing difficulties with mainstream classes. We are planning on introducing new strategies in 2019.

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. G

reater 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

TEACHING

Purpose

To create a consistent and engaging learning environment underpinned by professionally developed, quality teachers who deliver a differentiated curriculum that meet the diverse needs of our students as 21st century learners.

To improve the literacy and numeracy outcomes for all students through engaging lessons and improved student attendance

To teach and support students with setting goals and self-evaluating their learning leading to students valuing education and setting them on a pathway to academic success within the classroom and beyond.

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 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 continuing with the School BagApp, school Facebook page and access to the Sentral Parent Portal allowing parents/carers immediate access to school events, activities, announcements and academic reports 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
Growth in student attainment in school assessments, NAPLAN and the HSC as indicated by value adding data and through pre and post-test methodology	RAM funded third Deputy Principal Administration and Tech support New software licence \$220,000	An analysis of incident reports in Term 4, 2018, showed a reduction in incident reports and suspension rates. This follows on from the reductions achieved in 2017 and will continue to be a focus in 2019.
An increase in student attendance in classes that results in improved learning outcomes and is a product of teachers delivering differentiated and engaging lessons for the 21st century learner.	Head Teacher Administration/Attendance Attendance Officer Attendance software Administration support \$60,000	As previously mentioned, the strategies adopted in 2018 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 2019.
All teaching staff have a PDP that informs the PL needs of the teacher that is regularly reviewed and acted upon.	Year 6–7 Transition Coordinator ASPIRE Class Operations Paraprofessional Administration Support \$50,000	Student enrolments in 2018 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 2019. The introduction of the Year 7 and 8 ASPIRE classes, has contributed to an anticipated increase in Year 7 enrolments in 2019.
All teaching staff to be trained in and actively using strategies that assist students with writing resulting in improved students writing results.	Nil	

Next Steps

In 2018, we continued to review and make changes to our welfare and discipline policy and our student merit system for implementation in 2018.

We are also introduced new strategies regarding student attendance. These included 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

COMMUNITY

Purpose

To build a strong sense of community within the school and to enhance community connections, developing confident, 21st century learners and responsible citizens.

To enhance relationships with parents/carers so that they are genuine partners in students' education.

To vigorously promote the school in the community through the use of media, the creation of a school public relations committee, and increased promotion of school/community events.

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. Our school in partnership with the NRL provide students to referee and help run Rugby league Gala Days for all Primary Schools within 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 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student attendance across all years is at a minimum of 80% as a result of greater student engagement	Head Teacher Administration/Attendance	Using the attendance officer and phone home program to reduce the number of unjustified absences. Our progress in this area has had limited success.
Uptake of students participating in external activities that assist with developing students learning and leadership skills	Attendance software Administration support \$60,000	
An increase in CoS activities that leads to smoother primary to high school transition.	Head Teacher wellbeing Year Advisors Student Representative Council	There was increase in the use of our student leaders in 2018, especially in the forms of students lead assemblies and students participating in leadership style camps. we also formed a leadership team, moving away from the traditional Captain and Vice captain leadership format. This was very successful and will be repeated in 2019.
An increase in the number of community, educational and workplace partners that assist with engaging students by providing alternative learning pathways.	\$60 0000 Transition Co-Ordinator Year Advisors \$5,000	Our transition program was successful with a CoS approach, but this be a focus in 2019 to strengthen our relationships with our feeder primary schools.
Greater community awareness of SHS activities as measured by articles in local newspapers, social media hits, website visits and enrolment enquiries.		

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.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	358	325	319	311
Girls	356	307	313	278

Student attendance profile

School				
Year	2015	2016	2017	2018
7	85.4	83.1	89.2	87.2
8	78.8	79.8	79.5	80.3
9	81.2	78.1	77.4	72.5
10	69.7	68.5	72.2	71.9
11	83	78.4	81.1	72.9
12	84.4	78.3	81.9	84.8
All Years	79.8	77.5	79.5	77.9
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 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 2018. 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 2018 enrollments received pamphlets detailing acceptable 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 2018. 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 monthly 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 2018. 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	4	17	13
Employment	7	22	13
TAFE entry	18	9	36
University Entry	0	0	25
Other	0	0	0
Unknown	4	7	9

Year 12 students undertaking vocational or trade training

Year 12 students undertaking Vocational or Trade training

The focus area of VET courses at Shoalhaven High school are: quality teaching and learning and continuous improvement

Building and Construction, Hospitality and Skills for Work and Vocational pathways are offered to senior students where students can continue 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 provided opportunities for students to cater for events such as Partners Thank You Morning Tea, ANZAC Day ceremonies and Shoalhaven High Industry Day.

The EVET program provided the opportunity for students to participate in courses delivered by several training centres. TAFE Illawarra included Animal Studies, Early Childhood, Automotive, Beauty Services, Human Services and Office Administration. Kiama/Shoalhaven Community College delivered Cert 2 Outdoor Recreation and Aerospace Training Centre delivered Certificate 2 Cabin Crew

In 2018 five students completed School Based traineeships in Individual Support (Aging), Environment and Landcare Management, Hospitality, Warehouse Operations

Illawarra Workplace Learning (Shoalhaven) organise and promote VET In the annual VET in Shoalhaven Schools Awards night. High achieving students are recognised for their hard work and achievements

Illawarra Workplace Learning (Shoalhaven) are to be acknowledged for supporting our valuable work placement program by preparing, supporting and placing students in Hospitality, Construction and Automotive businesses for at least one week each year.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018 50% of Year 12 students chose to study a vocational Education and Training subject to contribute towards their Higher School Certificate

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	40.5
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	18.48
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 2018 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 identified in their PDP's and the school's priorities as identified in the school's plan. In addition to the Professional Learning funds our school received a separate tied 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 2018, 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 2019.

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	1,546,654
Revenue	10,392,348
Appropriation	10,198,641
Sale of Goods and Services	9,927
Grants and Contributions	177,183
Gain and Loss	0
Other Revenue	0
Investment Income	6,597
Expenses	-9,706,862
Recurrent Expenses	-9,706,862
Employee Related	-9,129,997
Operating Expenses	-576,865
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	685,486
Balance Carried Forward	2,232,141

The three financial summary tables cover 13 months (from 1 December 2017 to 31 December 2018). The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement. The information provided in the financial summary includes reporting from 1 January to 31 December 2018. The Opening balance for the 2018 school financial year is displayed in the SAP table as Balance brought forward.

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	5,973,552
Base Per Capita	131,278
Base Location	4,513
Other Base	5,837,761
Equity Total	1,430,918
Equity Aboriginal	236,337
Equity Socio economic	862,157
Equity Language	6,137
Equity Disability	326,286
Targeted Total	1,745,163
Other Total	290,995
Grand Total	9,440,628

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 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.

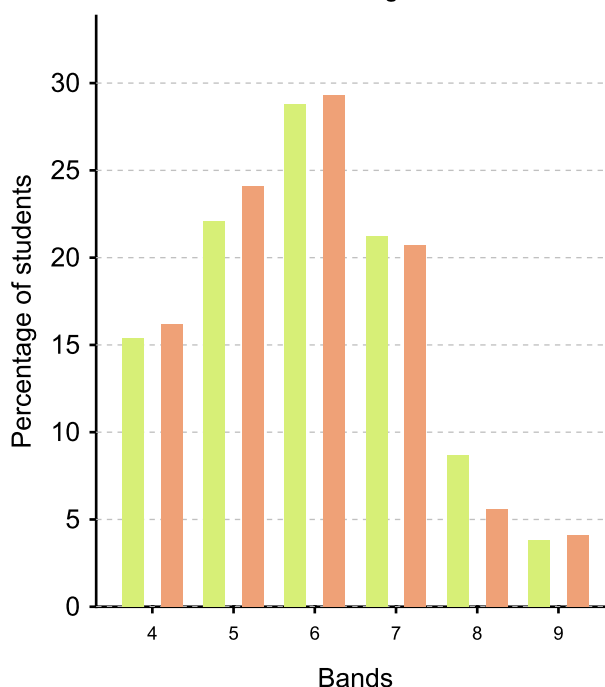
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

Results for Reading in 2018 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 2018, 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 2018. 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.

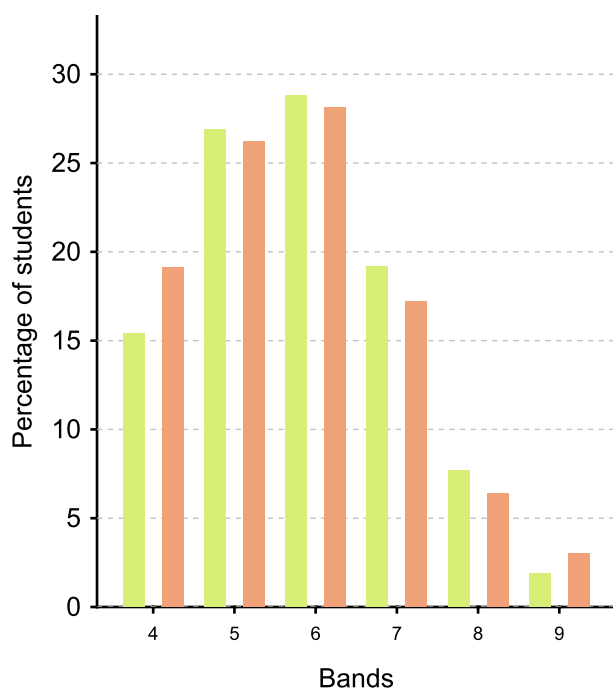
Percentage in bands:
Year 7 Reading



■ Percentage in Bands
■ School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	15.4	22.1	28.8	21.2	8.7	3.8
School avg 2016-2018	16.2	24.1	29.3	20.7	5.6	4.1

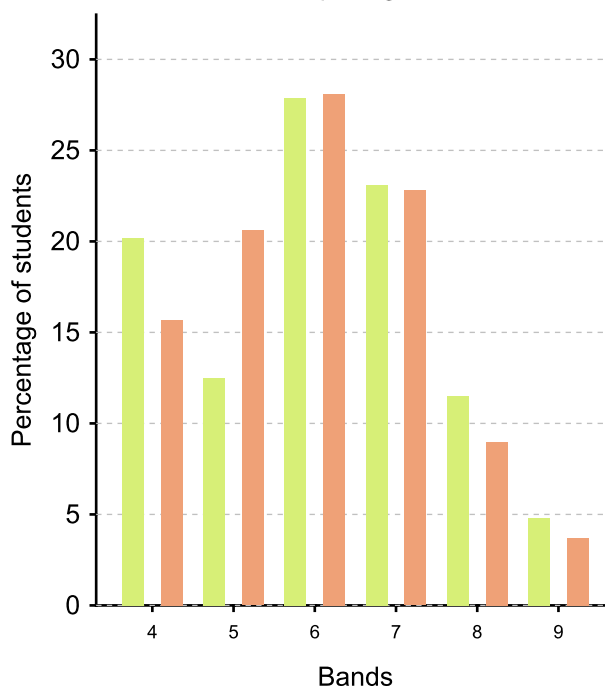
Percentage in bands:
Year 7 Grammar & Punctuation



■ Percentage in Bands
■ School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	15.4	26.9	28.8	19.2	7.7	1.9
School avg 2016-2018	19.1	26.2	28.1	17.2	6.4	3

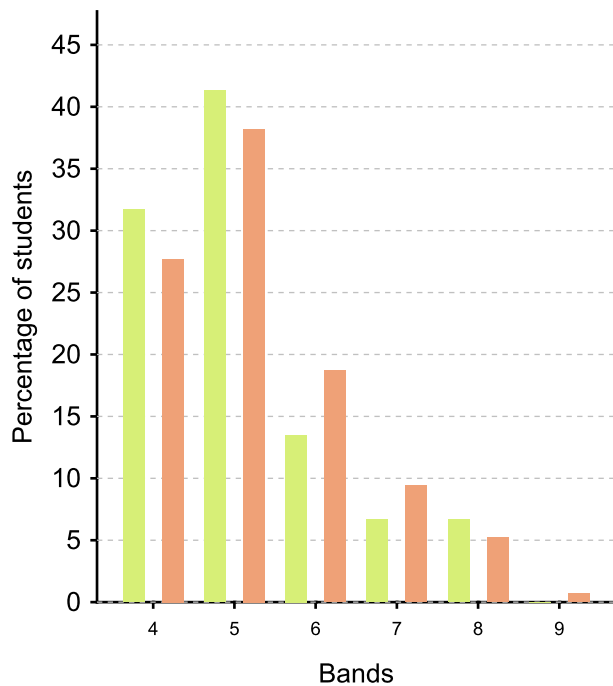
Percentage in bands:
Year 7 Spelling



■ Percentage in Bands
■ School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	20.2	12.5	27.9	23.1	11.5	4.8
School avg 2016-2018	15.7	20.6	28.1	22.8	9	3.7

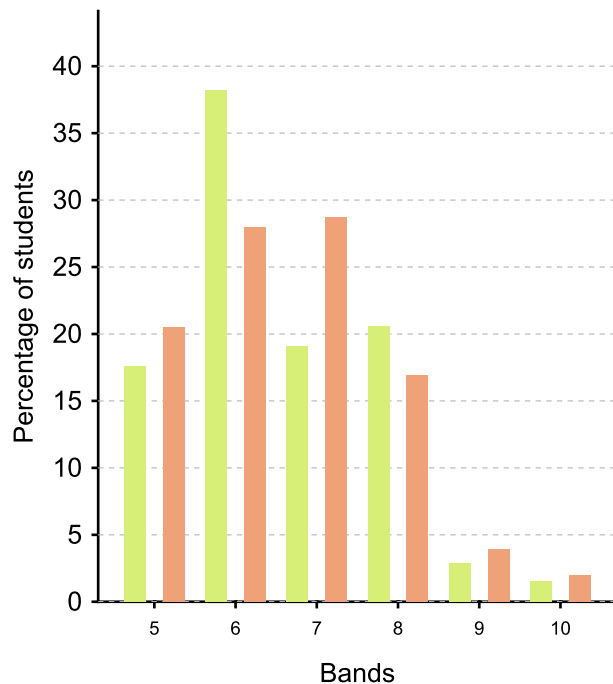
Percentage in bands:
Year 7 Writing



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	31.7	41.3	13.5	6.7	6.7	0.0
School avg 2016-2018	27.7	38.2	18.7	9.4	5.2	0.7

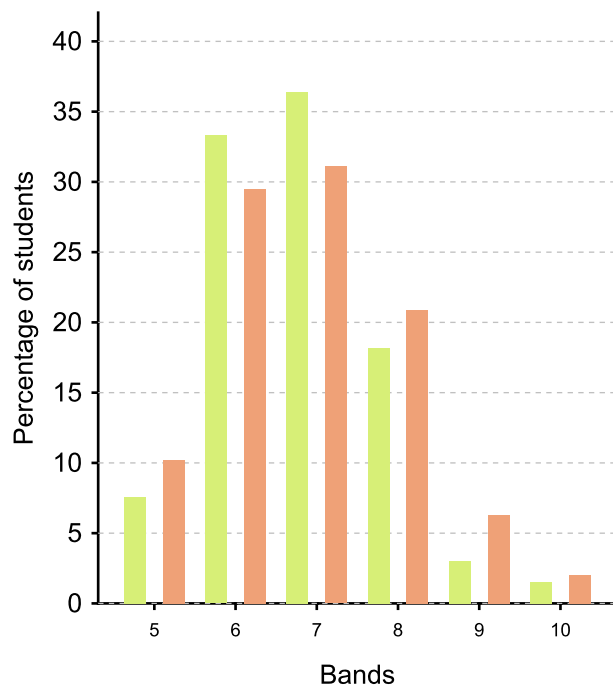
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	17.6	38.2	19.1	20.6	2.9	1.5
School avg 2016-2018	20.5	28	28.7	16.9	3.9	2

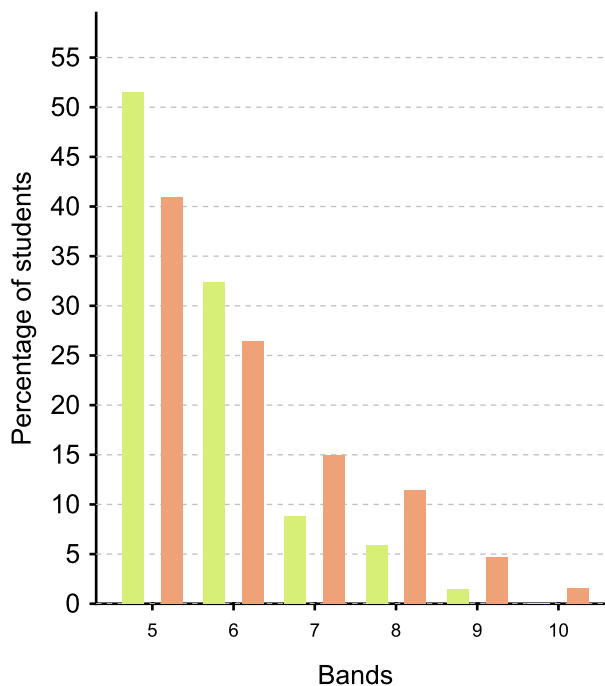
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	7.6	33.3	36.4	18.2	3.0	1.5
School avg 2016-2018	10.2	29.5	31.1	20.9	6.3	2

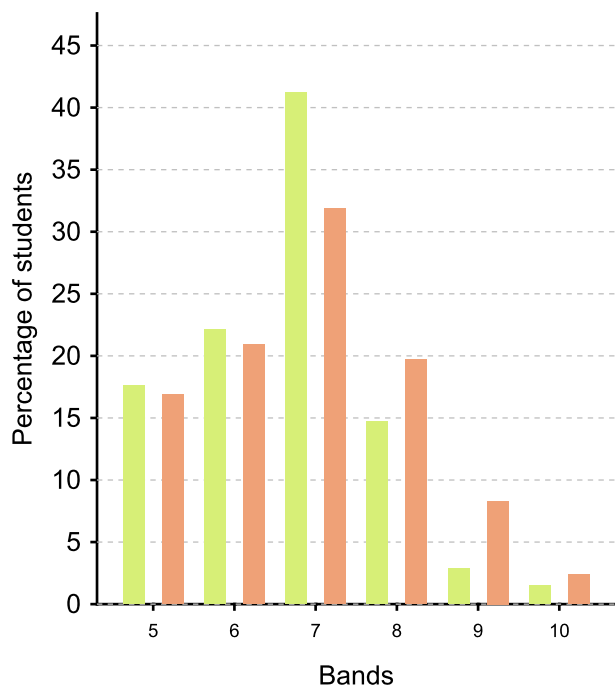
Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	51.5	32.4	8.8	5.9	1.5	0.0
School avg 2016-2018	40.9	26.4	15	11.4	4.7	1.6

Percentage in bands:
Year 9 Spelling

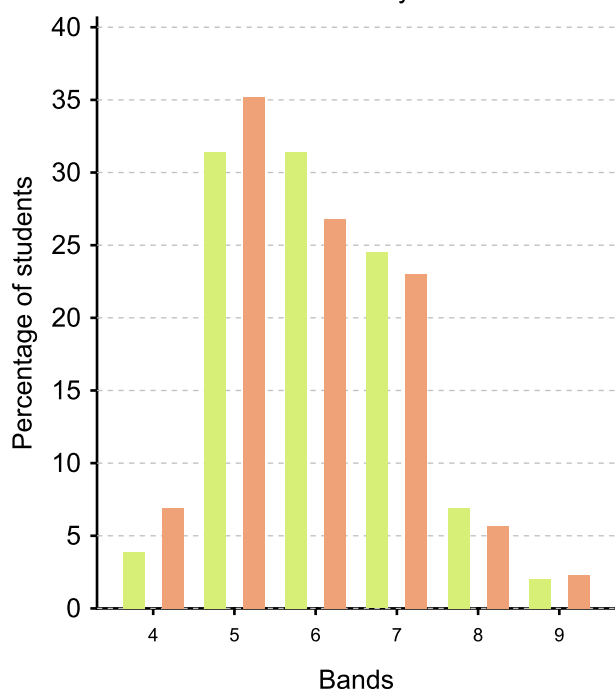


Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	17.6	22.1	41.2	14.7	2.9	1.5
School avg 2016-2018	16.9	20.9	31.9	19.7	8.3	2.4

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. We continue to monitor teacher and learning programs to help our students achieve greater results in numeracy. We have commenced classroom observations to help staff identify teaching and learning activities that will have a major impact on the engagement of our students and their educational achievement.

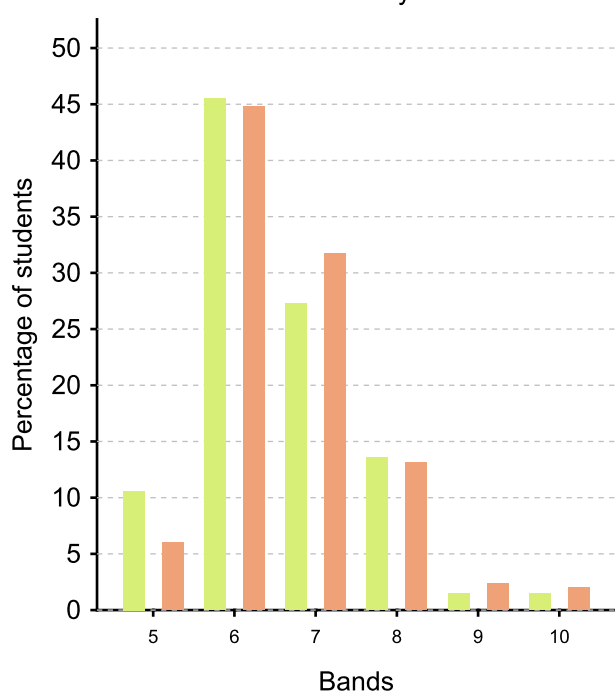
Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	3.9	31.4	31.4	24.5	6.9	2.0
School avg 2016-2018	6.9	35.2	26.8	23	5.7	2.3

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	10.6	45.5	27.3	13.6	1.5	1.5
School avg 2016-2018	6	44.8	31.7	13.1	2.4	2

<You may choose to use this text box and statement to refer readers to the My School website:

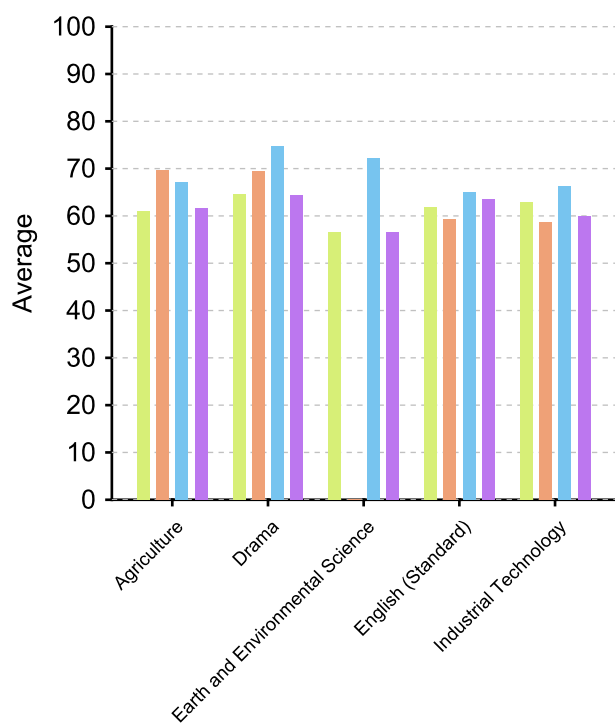
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Delete text not required.

Finally, looking at changes in numbers of student band score changes from Year 7 2016 to Year 9 2018, there are significant numbers of students moving into the middle bands in Reading, Spelling, Grammar and Punctuation and Numeracy. Writing remains the area where student growth was weakest. This report is designed to inform pedagogy and not to comprehensively prescribe the strategies to improve NAPLAN results. Each teacher needs to consider the data evidence outlined here and apply this knowledge within their own curriculum areas. The improvement in the middle band students that is explicit and focused on targeting assistance to all students at their level of need is crucial in developing both short term positive NAPLAN results and long term literacy and numeracy results, particularly in Stage 6. Our school we will be focusing on improving literacy and numeracy growth in 2019 and embedding consistent practices across all faculties to ensure we meet NMS and our value added to all students is above state average.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). In 2018 54 students completed their HSC across a range of subjects. There were 2 Band 5's one in Society and Culture. Our results indicate a sound level of performance in all HSC subjects, although there is still room for improved performance in all area's to raise our school above SSSG Average and state average. With a small cohort these results were close to the averages. This exemplifies the school's endeavour to utilise its TEAL and ALARM literacy initiatives to support student learning across faculties. Of our 54 students that completed the HSC all of them are involved in further education (University and TAFE) or have transitioned into the workforce.



Drama	64.5	69.5	74.8	64.4
Earth and Environmental Science	56.5	0.0	72.3	56.5
English (Standard)	61.8	59.4	65.0	63.5
Industrial Technology	62.9	58.7	66.2	59.9
Mathematics General 2	58.1	59.3	65.1	59.6
Visual Arts	69.8	72.4	78.0	69.6

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 – 87%

The teachers care about my child's education – 93%

My child's educational needs are catered for at Shoalhaven High School – 89%

The school regularly communicates with me about my child's education – 81%

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 – 74%

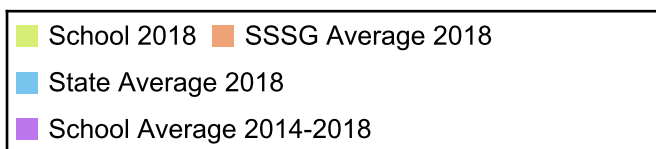
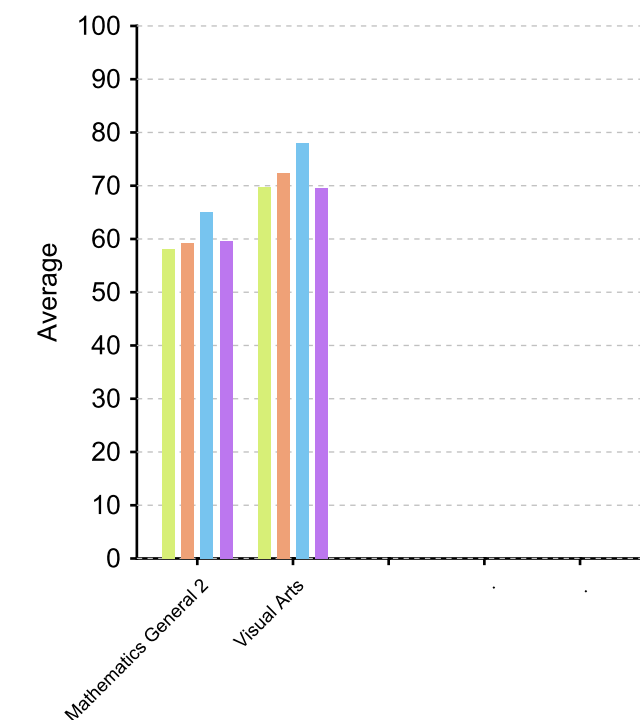
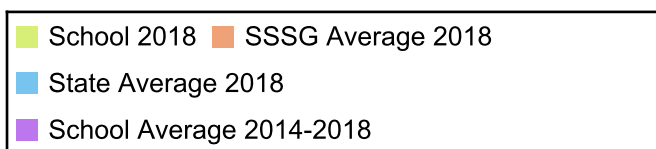
I feel comfortable contacting the school to discuss my child's progress – 98%

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 2018 the school's Aboriginal student population



Subject	School 2018	SSSG	State	School Average 2014-2018
Agriculture	60.9	69.6	67.1	61.6

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 2018 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 2018 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.

In 2018 some of our Year 12 students experienced success and attended the UNSW Indigenous summer and winter school experience.

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 2018, 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.