

Nowra High School 2019 Annual Report



8201

Introduction

The Annual Report for 2019 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.

School contact details

Nowra High School

Moss St

Nowra, 2541

www.nowra-h.schools.nsw.edu.au

nowra-h.school@det.nsw.edu.au

4421 4977

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

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self–assessment and the external validation 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/school-excellence>

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.

Improvement Measures

100% of students achieve positive growth in all aspects of NAPLAN.

All Higher School Certificate courses will show average scores above the state average for the year.

Growth of individual and collective student wellbeing as indicated by:

- school based behaviour incident data
- school based award/reward data
- wellbeing self-assessment tool
- attendance data
- pre and post program data.

Overall summary of progress

NAPLAN scores provided mixed results against school based assessment data.

A growing percentage of subjects are within proximal standard deviations of the state average, with many equalling and some performing above state average, with a large majority of subjects well above similar school groups.

Wellbeing referral and suspension data are decreasing, while attendance data remains steady.

Progress towards achieving improvement measures

Process 1: Engaging every student

Engage students in rich learning experiences through a broad differentiated curriculum, access to 21st century teaching and learning, and co-curricular opportunities, enabling students to pursue their interests and achieve personal academic excellence.

Evaluation	Funds Expended (Resources)
Home Work Centre is being visited by 40–50 students every week, supported by 5–10 staff. A great reflection of both student and staff commitment to teaching and learning. Technology: Virtual Reality & Augmented Reality Classroom is rolling out with great enthusiasm and success. Enrichment Stream: Evaluation of Stage 4 implementation is overwhelmingly positive, planning has begun for Year 9, 2020.	over \$200 000

Process 2: Best Practice in Systems and Structures

Develop and maintain PBL whole school structures to support the management of a collective approach to student wellbeing.

Evaluation	Funds Expended (Resources)
PBL was interpreted for a High School setting, re-branded and launched in 2018 as Best Practice. There was a mixed response from staff and students. Evaluation towards the end of the School Planning Cycle – 2020 is already incorporating a discussion of Trauma Informed practice at the end of 2019.	

Progress towards achieving improvement measures

Process 3: Improving Literacy and Numeracy

Literacy and Numeracy progressions will be used to map and monitor improvements in student learning. Students will receive quality feedback on how they can improve.

Evaluation	Funds Expended (Resources)
<p>Continuing with Literacy and Numeracy profession mapping is under review due to the associated actual and human resource costs, against the realised benefit for that cost.</p> <p>Targeted improvements in Literacy and Numeracy saw overwhelmingly positive results through our Stage 4 Transition Classes.</p> <p>Establishment of HT Literacy to investigate triangulated cohort data from standardised testing, school-based assessment, attendance and wellbeing entries, and provide strategic advice for faculty implementation.</p>	over \$100 000

Process 4:

Evaluation	Funds Expended (Resources)
Only 3 Processes were pursued in 2019	

Next Steps

We will be reviewing and analysing the External Validation Report, to formulate the next school plan during 2020.

Strategic Direction 2

Innovative staff dedicated to excellence

Purpose

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

Improvement Measures

Increase the number of teachers seeking accreditation at *Highly Accomplished* and *Lead* levels.

All students achieve at least minimum growth in NAPLAN.

Increase the number of staff participating in Quality Teaching Rounds during each year of this School Plan cycle.

Overall summary of progress

Highly Accomplished and Lead Teacher initiatives stagnated during 2019 as the focus of professional development moved towards the implementation of school wide UNSW GERRIC program.

Quality teaching rounds were evaluated and discontinued.

Progress towards achieving improvement measures

Process 1: Collaboration in improving professional practice for all

Instructional mentors actively participate in a strong visible teaching culture within the school that promotes and supports high quality professional practice, applying the Quality Teaching Framework.

Evaluation	Funds Expended (Resources)
Completed GERRIC Training	GERRIC Training – \$50000
Extra Mentoring periods allocated to all Head Teachers	

Process 2: Culture of improvement and success

All teachers engage in professional learning culture to identify and monitor specific areas of improvement against the Australian Teaching Standards. The school encourages the pursuit of high levels of expertise.

Evaluation	Funds Expended (Resources)
TPL Framework was redeveloped with an emphasis on building instructional leadership capacity within staff for evidence-based programs and initiatives and utilising within staff expertise mapped against the Teaching Standards, while limiting dependence on "gimmick" external providers.	Professional Learning Funds

Process 3:

Evaluation	Funds Expended (Resources)
Only 2 Processes were pursued in 2019	

Process 4:

Evaluation	Funds Expended (Resources)
Only 2 Processes were pursued in 2019	

Progress towards achieving improvement measures

Process 5:

Evaluation	Funds Expended (Resources)
Only 2 Processes were pursued in 2019	

Next Steps

We will be reviewing and analysing the External Validation Report, to formulate the next school plan during 2020.

Strategic Direction 3

Positive community partnerships

Purpose

To enhance current and forge new partnerships, which benefit the whole school community.

Improvement Measures

Continuous improvement in *Tell Them From Me* parent response data.

Increase the number of in-zone students enrolling in Year 7.

Increase engagement of parent body attendance to school activities, evenings and P&C meetings

Overall summary of progress

TTFM survey was comprehensively implemented according to a rolling scheduled timetable.

Nowra HS reported an increase in 20% enrolments with a 10% increase of in-zone enrolments.

Progress towards achieving improvement measures

Process 1: Positive partnerships that build opportunity

Linking the school to the wider educational community to support student learning and increase opportunity for post school pathways.

Evaluation	Funds Expended (Resources)
Implemented Sentral App and Interim Reports for more timely feedback to parents more often.	Equity Funds
Increase in Apprenticeships and gainful employment of students	Career Advisor Allocation

Process 2: Engaging community to celebrate success

We will actively and effectively communicate with Parents/Carers and the community to promote the outstanding work of staff and significant achievements of students to celebrate success.

Evaluation	Funds Expended (Resources)
Successful celebration and recognition of student achievement via Social Media, Principal Morning Teas and other special assemblies open to the Nowra HS Community.	Equity Funds
	Year Advisors Allocation
	Community Liaison Officer

Process 3: Collaborative planning and communication with the local Aboriginal community

Fostering and building on links with the local Aboriginal community to increase outcomes and opportunities for all students.

Evaluation	Funds Expended (Resources)
Cultural Immersion Staff Development Day	Professional Learning Funds
The Indigenous inclusion of the cultural immersion day was extremely successful with a very high proportion of staff attending both activities presented by community members.	

Progress towards achieving improvement measures

Joel & Jacob– Smoking Ceremony & Prayer in language to start the day

Joel & Jacob– Ben's Walk Cultural talk about the connection to country, tools, and plants used for food & medicinal use. On completion of walk staff were mesmerised by the Dreaming story of Cambewarra Mountain & the Black Cockatoo, as we sat overlooking the Shoalhaven River.

Deidrie Martin–Basket Weaving & Bush Tucker tasting

Process 4: Wider Community – Business and Alumni

Building partnerships with wider business community, local Council, and Nowra HS Alumni to increase support and sponsorship of Nowra HS and increase outcomes and opportunities for all students.

Evaluation	Funds Expended (Resources)
Initial development of Alumni Program	Community Liaison Officer and P&C

Next Steps

We will be reviewing and analysing the External Validation Report, to formulate the next school plan during 2020.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Indigenous Equity Funds	Successful year of Indigenous education within all areas of endeavour and momentum is being created for Aboriginal Education initiatives in 2020.
English language proficiency	English Language Proficiency – \$47 093 0.4 EAL/D teacher	Successful management of student needs through the appointment of 0.4 EAL/D teacher to case manage student educational development.
Low level adjustment for disability	Low-level Adjustment for Disability Funding Integration Funding 1.7 LaST	Employment of 4 x SLSOs in mainstream and an extra 0.3 LaST was a tremendous success coinciding with the implementation and growth of our Transition programs.
Quality Teaching, Successful Students (QTSS)	–	Not Applicable at Nowra HS
Socio-economic background	Socio-economic Background Funds	Moving from equality to equity, a range of initiatives such as Year Advisor Program timetabled for mentoring, Homework Centre implementation, purchase of equity technological devices and subsidised access to excursions, camps, and school electives, saw the successful management of a very diverse socio-economic, cultural and ethnic school community.
Support for beginning teachers	Head Teacher Teaching & Learning. Extra Allocation to Head Teachers for mentoring.	Beginning teacher meetings and mentoring initiatives yielded growth in confidence and retention of teachers within the school and high completion rates of accreditation. Indicative measures included the willingness for teachers to participate in whole school responsibilities and Year Advisor roles, within their first few years.
Targeted student support for refugees and new arrivals	\$848 0.2 EAL/D teacher	An EAL/D teacher was specifically employed to case manage refugee and new arrival students, with demonstrable growth in educational outcomes and growing comfort and belonging with the Nowra HS Community.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	493	466	449	440
Girls	516	493	466	452

Student attendance profile

School				
Year	2016	2017	2018	2019
7	93.8	94.6	91.4	91.2
8	91.7	92.5	89.6	90.1
9	91.3	91.3	89.3	86.5
10	85.3	91.1	87	85.6
11	87.1	88.3	88.1	84
12	87	90.5	84.8	89.1
All Years	89.4	91.3	88.4	87.9
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Nowra HS has consistently maintained a steady student attendance profile close to state average in most cases. This is supported by SMS notifications for student absence, HSLO referral and Student Attendance program managed by Year Advisors and the Head Teacher Wellbeing.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	3
Employment	6	16	10
TAFE entry	3.3	5	7
University Entry	0	0	80
Other	0	1	0
Unknown	2	2	0

Year 12 students undertaking vocational or trade training

27.27% of Year 12 students at Nowra High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

97.7% of all Year 12 students at Nowra High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	49.1
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,121,915
Revenue	11,652,734
Appropriation	11,269,489
Sale of Goods and Services	26,937
Grants and contributions	349,154
Investment income	4,126
Other revenue	3,028
Expenses	-11,762,633
Employee related	-10,477,446
Operating expenses	-1,285,187
Surplus / deficit for the year	-109,898

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	1,321,327
Equity Total	814,487
Equity - Aboriginal	104,068
Equity - Socio-economic	371,454
Equity - Language	47,093
Equity - Disability	291,871
Base Total	8,212,220
Base - Per Capita	224,427
Base - Location	5,321
Base - Other	7,982,473
Other Total	613,556
Grand Total	10,961,590

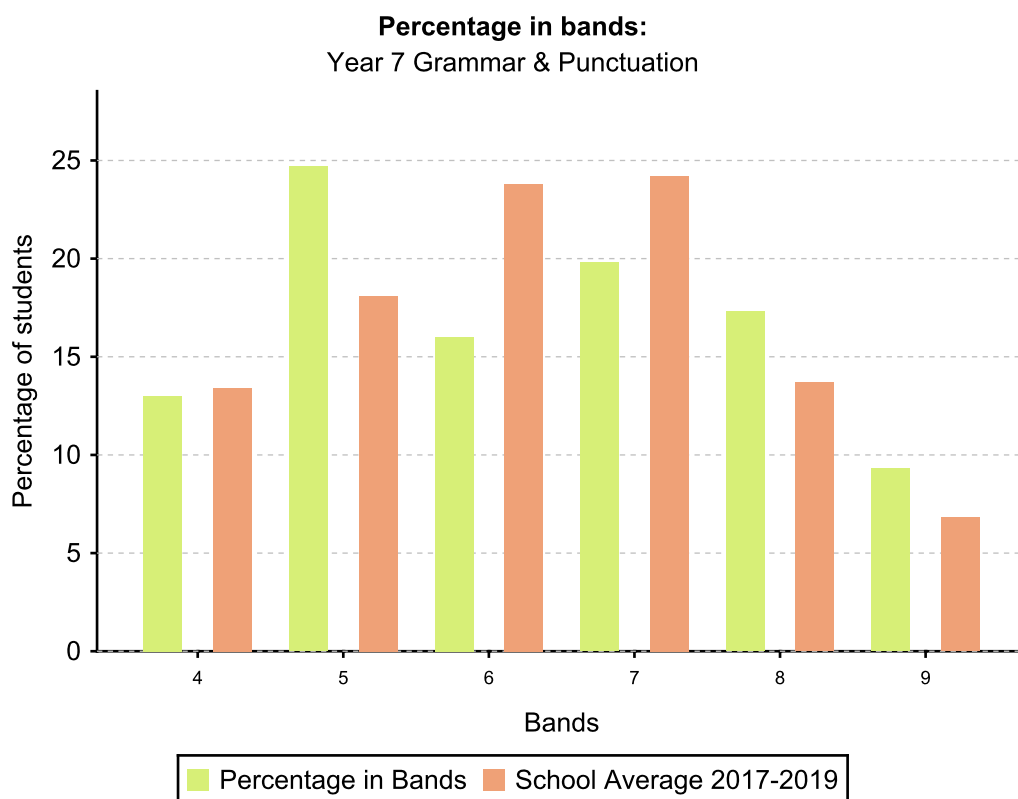
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School performance - NAPLAN

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.

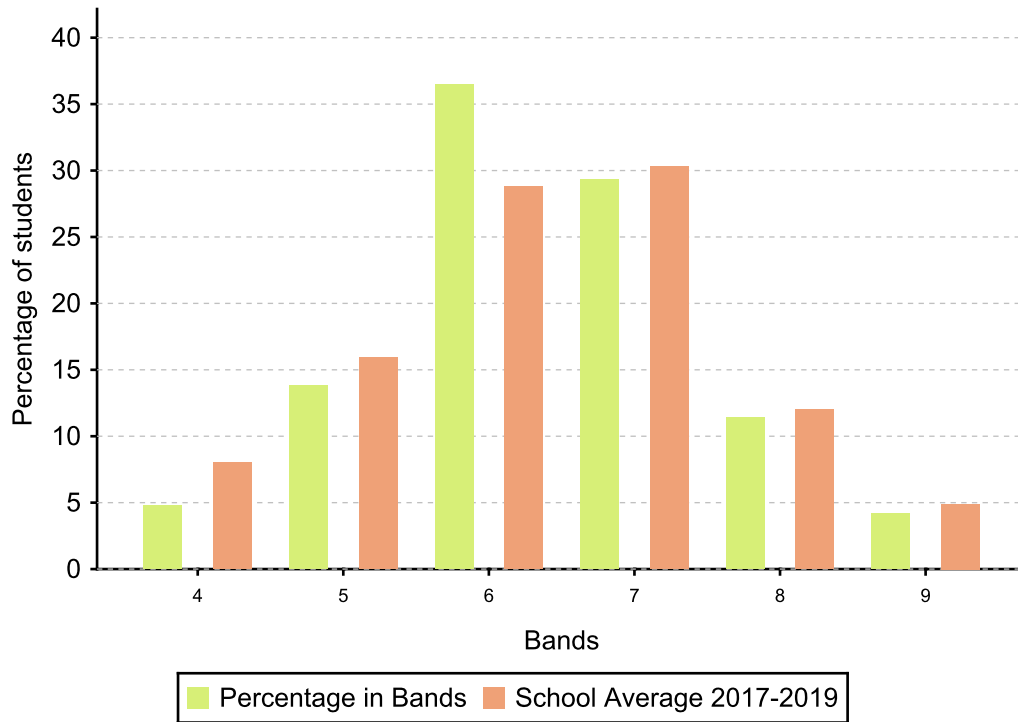
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



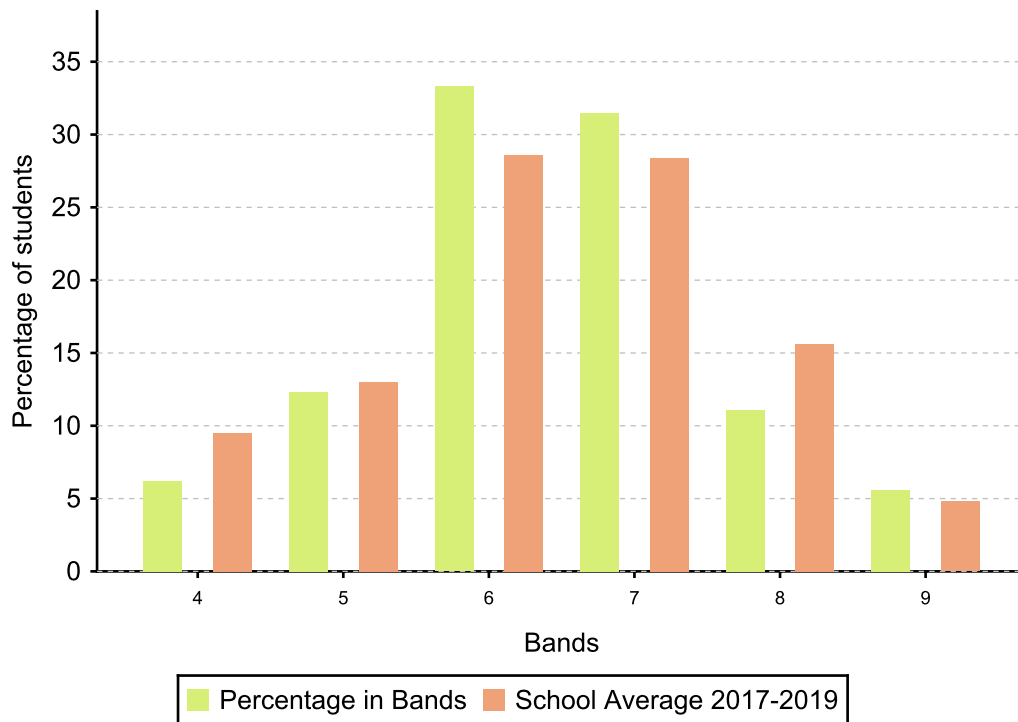
Band	4	5	6	7	8	9
Percentage of students	13.0	24.7	16.0	19.8	17.3	9.3
School avg 2017-2019	13.4	18.1	23.8	24.2	13.7	6.8

**Percentage in bands:
Year 7 Reading**



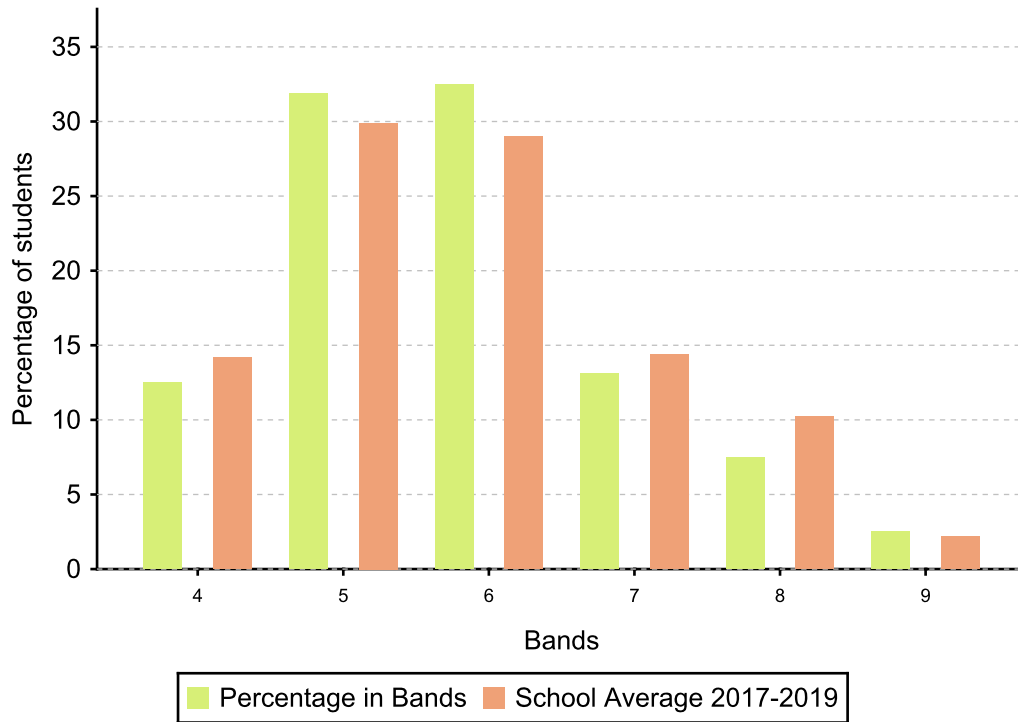
Band	4	5	6	7	8	9
Percentage of students	4.8	13.8	36.5	29.3	11.4	4.2
School avg 2017-2019	8	15.9	28.8	30.3	12	4.9

**Percentage in bands:
Year 7 Spelling**



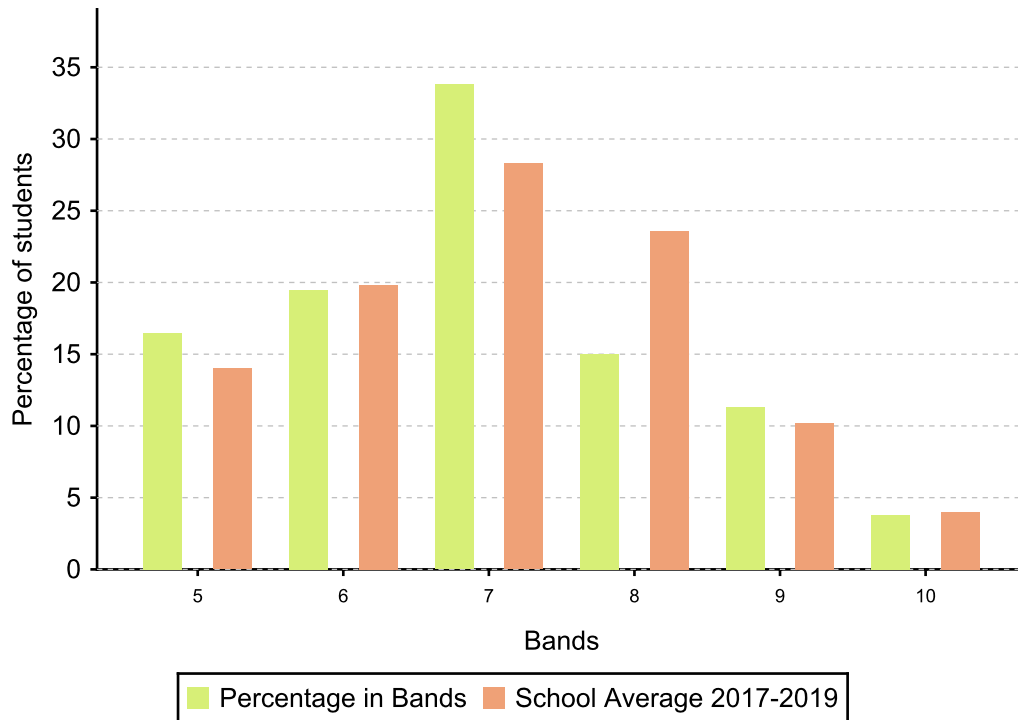
Band	4	5	6	7	8	9
Percentage of students	6.2	12.3	33.3	31.5	11.1	5.6
School avg 2017-2019	9.5	13	28.6	28.4	15.6	4.8

Percentage in bands:
Year 7 Writing



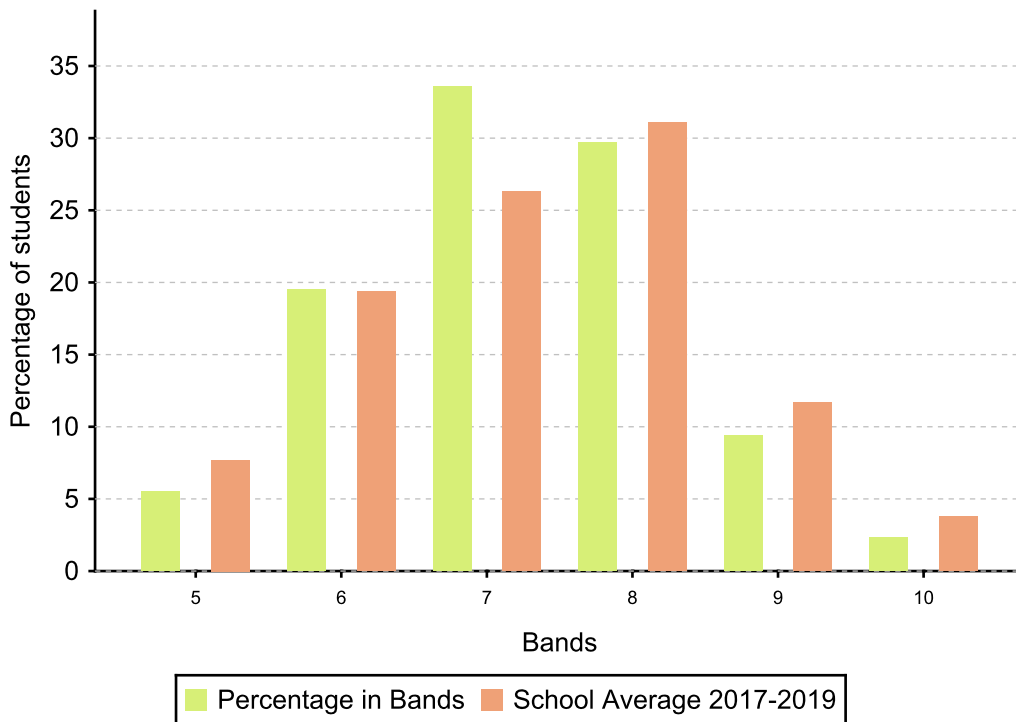
Band	4	5	6	7	8	9
Percentage of students	12.5	31.9	32.5	13.1	7.5	2.5
School avg 2017-2019	14.2	29.9	29	14.4	10.2	2.2

Percentage in bands:
Year 9 Grammar & Punctuation



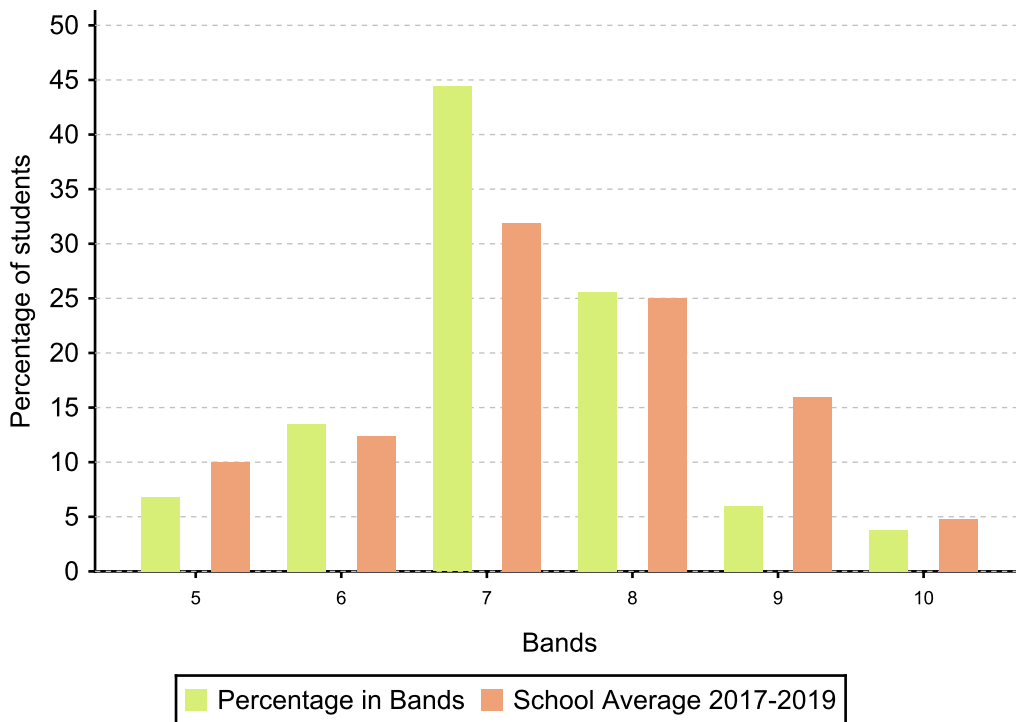
Band	5	6	7	8	9	10
Percentage of students	16.5	19.5	33.8	15.0	11.3	3.8
School avg 2017-2019	14	19.8	28.3	23.6	10.2	4

**Percentage in bands:
Year 9 Reading**



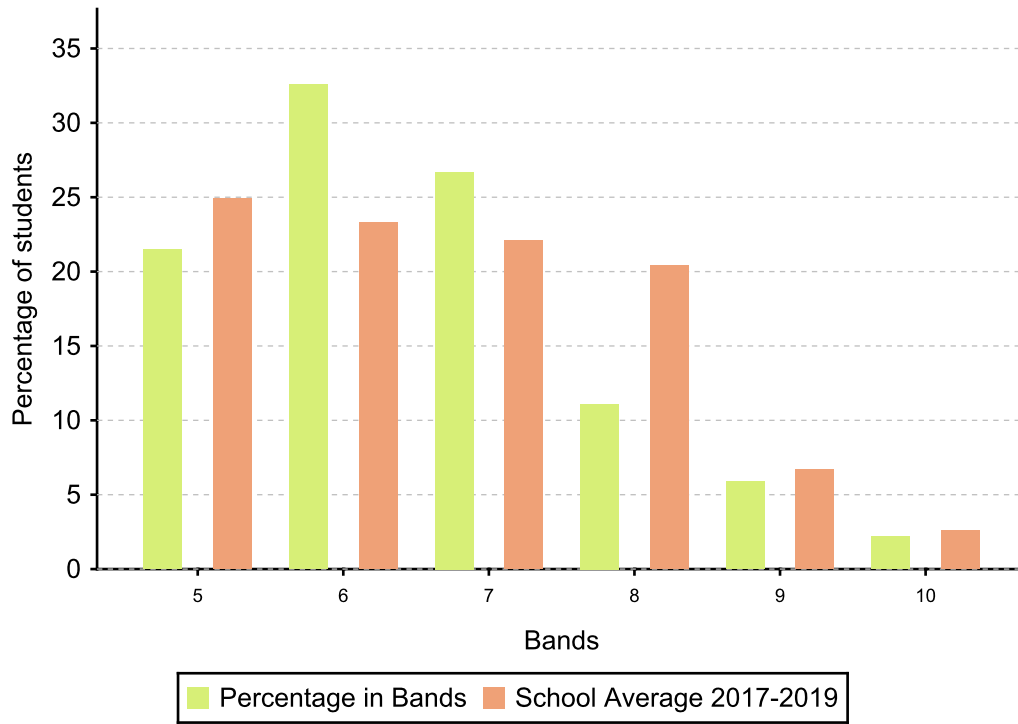
Band	5	6	7	8	9	10
Percentage of students	5.5	19.5	33.6	29.7	9.4	2.3
School avg 2017-2019	7.7	19.4	26.3	31.1	11.7	3.8

**Percentage in bands:
Year 9 Spelling**



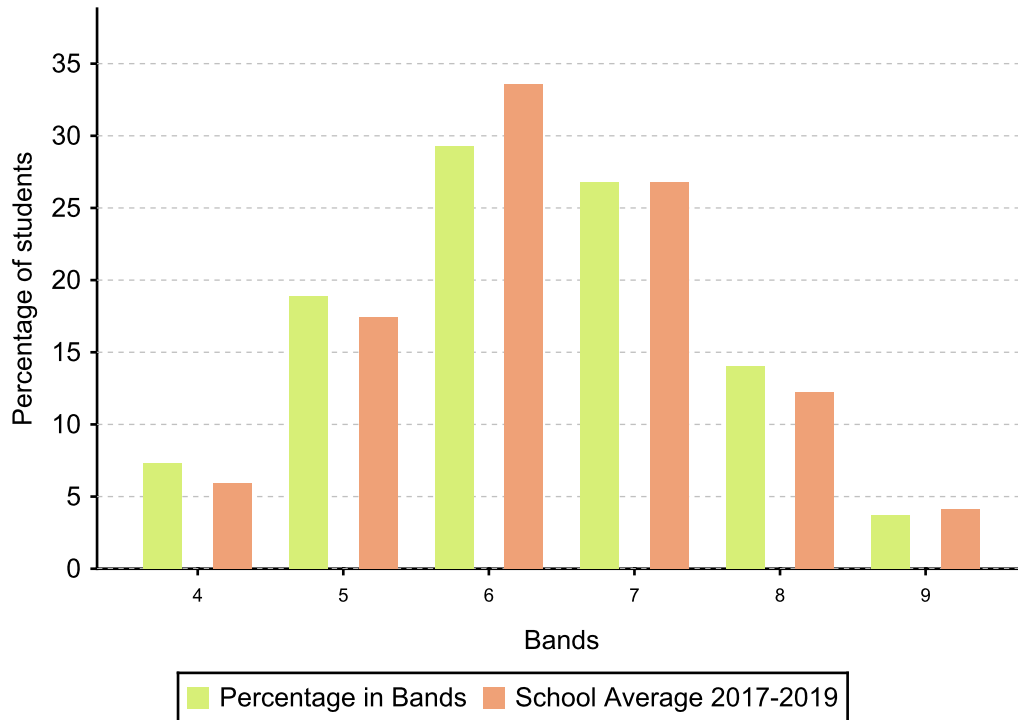
Band	5	6	7	8	9	10
Percentage of students	6.8	13.5	44.4	25.6	6.0	3.8
School avg 2017-2019	10	12.4	31.9	25	16	4.8

Percentage in bands:
Year 9 Writing



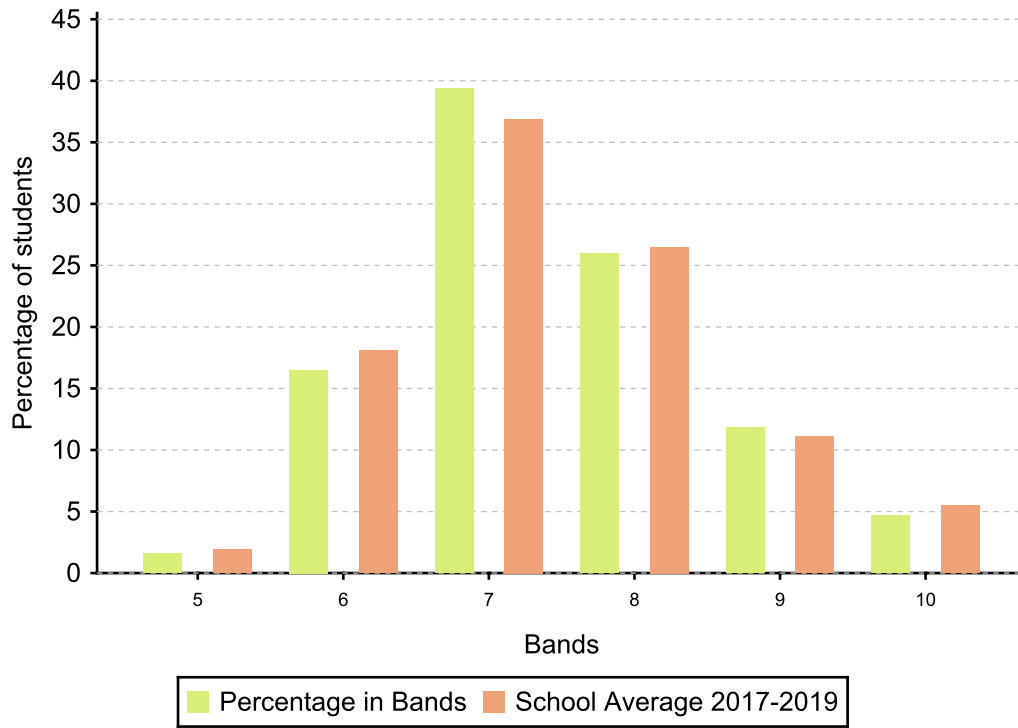
Band	5	6	7	8	9	10
Percentage of students	21.5	32.6	26.7	11.1	5.9	2.2
School avg 2017-2019	24.9	23.3	22.1	20.4	6.7	2.6

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	7.3	18.9	29.3	26.8	14.0	3.7
School avg 2017-2019	5.9	17.4	33.6	26.8	12.2	4.1

Percentage in bands:
Year 9 Numeracy

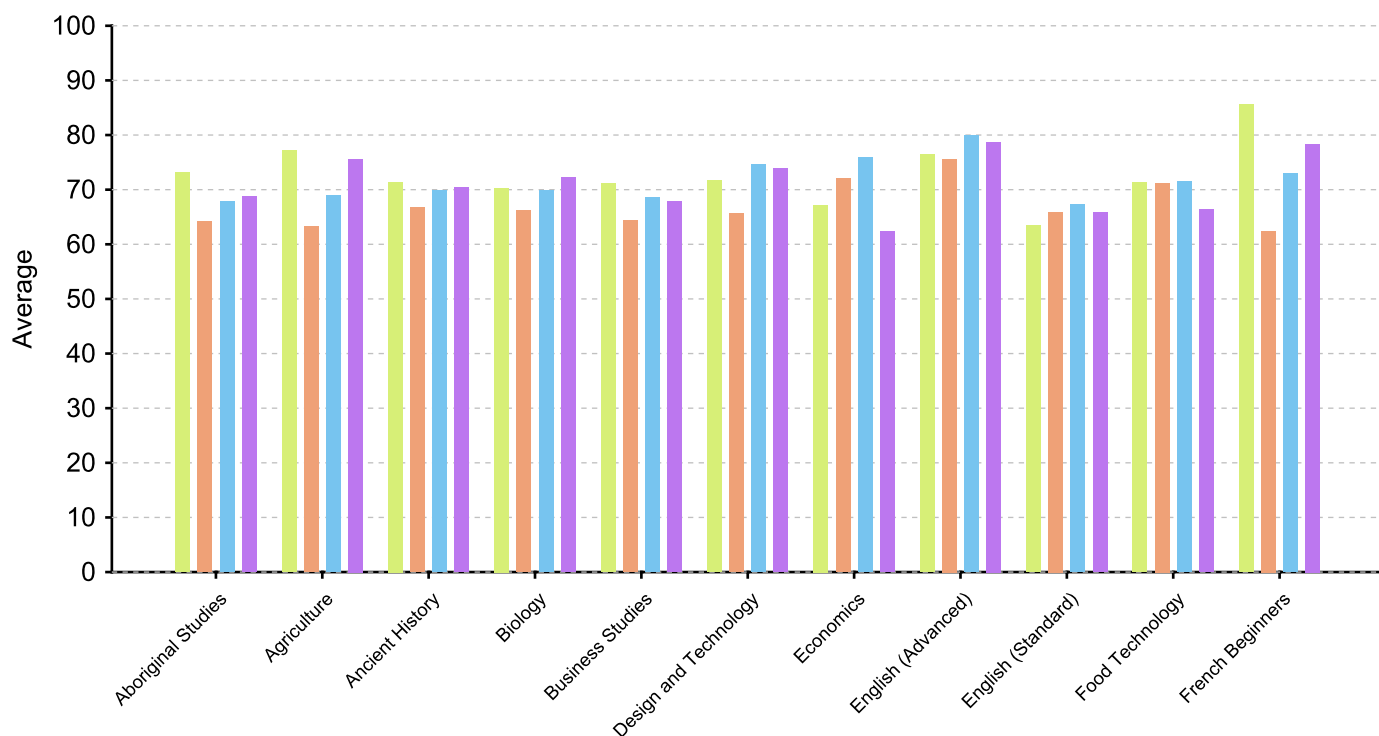


Band	5	6	7	8	9	10
Percentage of students	1.6	16.5	39.4	26.0	11.8	4.7
School avg 2017-2019	1.9	18.1	36.9	26.5	11.1	5.5

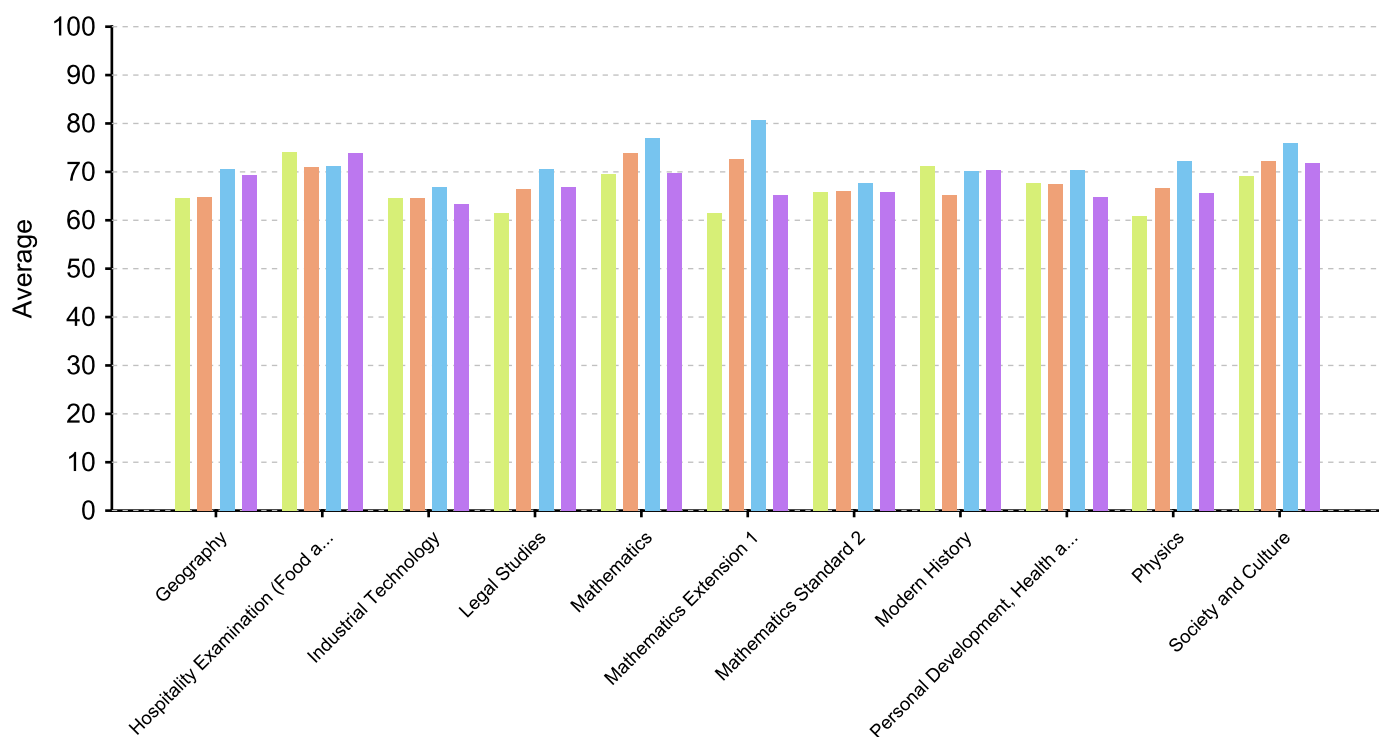
School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Legend: School 2019 (light green), SSSG Average 2019 (orange), State Average 2019 (blue), School Average 2015-2019 (purple)



Legend: School 2019 (light green), SSSG Average 2019 (orange), State Average 2019 (blue), School Average 2015-2019 (purple)

Subject	School 2019	SSSG	State	School Average 2015-2019
Aboriginal Studies	73.1	64.1	67.8	68.8
Agriculture	77.1	63.3	69.0	75.6
Ancient History	71.4	66.8	69.9	70.4
Biology	70.3	66.2	69.9	72.2
Business Studies	71.1	64.3	68.6	67.8
Design and Technology	71.7	65.7	74.5	73.8
Economics	67.2	72.1	75.9	62.3
English (Advanced)	76.5	75.6	80.0	78.7
English (Standard)	63.4	65.9	67.3	65.8
Food Technology	71.3	71.2	71.4	66.3
French Beginners	85.6	62.4	72.9	78.4
Geography	64.6	64.7	70.6	69.4
Hospitality Examination (Food and Beverage)	74.0	70.9	71.1	73.9
Industrial Technology	64.5	64.5	66.8	63.4
Legal Studies	61.5	66.4	70.6	66.8
Mathematics	69.6	74.0	76.9	69.7
Mathematics Extension 1	61.5	72.7	80.6	65.1
Mathematics Standard 2	65.9	66.0	67.7	65.9
Modern History	71.1	65.2	70.2	70.4
Personal Development, Health and Physical Education	67.7	67.5	70.5	64.8
Physics	60.9	66.7	72.1	65.7
Society and Culture	69.1	72.2	75.9	71.9

Nowra HS had a very successful HSC year with 15 students identified on the Distinguished Achievers list.

Parent/caregiver, student, teacher satisfaction

Student focus groups and TTFM surveys were conducted with data informing both how students learn and their wellbeing needs.

The People Matter survey demonstrated growing confidence in the new executive, with an increase in attendance and participation from the parent body in all areas of schooling.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.