

Narooma High School

2019 Annual Report



8536

Introduction

The Annual Report for 2019 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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Message from the school community

2019 has been an exciting year of activity for everyone involved in our school community, supported by the P&C. Our school students have had fantastic opportunities for growth and learning this year. A special feature of Narooma High School are the Assemblies, with awards and presentations in the form of music, drama, and video celebrations of events attended and school excursions, all reflecting the rich experience that our school offers.

Parents involved with the P&C have enjoyed meetings held on the third Monday of each month within the school term. This year we commenced alternate meetings in Narooma and Bermagui, at the Country Club, an initiative which has provided opportunity for parents in both these areas to attend.

This year was marked by our School's Farewell to Acting School Principal, John Melville. We thank Mr Melville for his service to our school, as Teacher, Deputy Principal, and finally Acting Principal. His story is a novel waiting to be written – working originally at Narooma Central School in 1975 until the High School opened, working there till 1986. He returned to the High School in 2005 as Deputy Principal until he retired this year in position of Acting Principal. As parents we deeply appreciate the way in which Mr Melville developed relationships with the students in his care, knowing students by name, wanting each student to fulfill their potential. We valued Mr Melville's genuine open door, and his ability to problem-solve. As a P&C we thank Mr Melville for his support of our work, for attending our meetings, listening, noting comments and acting on these. And we so enjoyed the laughs shared too! In representing the parents, school and community, we together celebrate a remarkable man, an excellent educator, an intelligent and compassionate leader, a man with integrity which informed his engagement and interactions within our school. We thank Mr Melville for all he has given, as we do thank his wife Pat too, a teacher in her own right, and wish them both all the best for the future.

With the farewell of Mr Melville, came the Welcoming of our new Principal Fiona Jackson! Mrs Jackson embraced our school and community with the energy and warmth that are so much a part of her. Mrs Jackson took the baton from Mr Melville, and has entered her position with enthusiasm, keen to build on all that the school has already established and developed, keen to bring fresh eyes to the operating mechanisms of our school. Full of ideas, Mrs Jackson has included the P&C every step of the way forward. We have enjoyed our P&C meetings which have enabled us as parents to gain a clear insight into Mrs Jackson's thoughts and ideas. We wish Mrs Jackson many positive and fulfilling years at Narooma High School.

There are many people to thank for their contribution to our student's learning and growing. On behalf of the P&C and all the parents of our school, we thank our Principal (outgoing and incoming), the School Executive, all the Teachers, the Administrative staff, and the Support staff, for their tireless work each day throughout the year. We thank parents and others who have contributed their time, talents and skills to the school's activities. And we thank our Narooma community for their support of our school.

At our AGM in March, our long-standing P&C member and President, Alison Spurgeon was celebrated as she vacated

her chair. Alison has been involved with Narooma High School for many years, contributing to the school with quiet energy, bold ideas, clarity in her vision, and focused on the well being and benefit to all students. We are deeply grateful for Alison's leadership of our P&C and her contribution to the School.

As a P&C we have a terrific committee who have worked strongly together and with the P&C member group. Our meetings are a 'feast', providing a place and space in which parents can contribute their thoughts and ideas, explore creatively ways of supporting the school, as well as tackling challenges that face our school and community with positive attitude and energy. I would like to thank the P&C committee for their time and the work done to enable the smooth running of our P&C. These members include Cindy Cunningham (Vice-president), Narelle Myers (Secretary) and Kristy Smith (Treasurer). Each P&C member is deeply valued, their contributions appreciated. Throughout the year, P&C members have been involved on school employment panels for various teaching positions, and we thank those involved with this. As do we thank those involved in reviewing the school uniform, according to Mrs Jackson's wish to freshen the uniform and Narooma High School's presentation in the wider community.

There is much to celebrate in the year of 2019, with enthusiasm for a continued working together to support the school achieve its potential. We look forward to seeing new parents join and enjoy our meetings.

With thanks and best wishes,

from Nadine (P&C President)

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

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 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.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Working towards Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

TTFM surveys reflect an improvement in data relating to student–teacher relationships, student engagement and satisfaction.

Improvement in SEF and SET scores to reflect improved PBL implementation across the whole school

Central data will reflect an increase in the number of students receiving recognition for positive behaviour across the school.

Progress towards achieving improvement measures

Process 1: Student Wellbeing

Implement a whole school approach to student wellbeing providing for the emotional, cognitive, spiritual, social and physical development of all students, in line with the Department's 'Wellbeing Framework'.

Evaluation	Funds Expended (Resources)
<p>Staff are more aware of the data. Strategies are being displayed more consistently across the school. PBL will continue in 2020 as it is having a positive impact across the school.</p> <p>Staff are being trained in the analysis of PAT testing to use as another tool to drive their teaching and learning.. PAT testing will continue in 2020 with targeted staff training.</p>	<p>PAT testing.</p> <p>Tell them from me surveys.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Low level adjustment for disability (\$10000.00)

Process 2: Staff Wellbeing

Strengthen and promote a whole school approach to staff wellbeing where staff feel valued, supported and are able to build positive, productive relationships with colleagues, students, parents and the wider school community.

Evaluation	Funds Expended (Resources)
<p>Staff felt heard. So often they complete surveys and never hear the outcome or receive feedback. Information used to drive staff well being in 2020.</p> <p>Knowledge and skills used to assist students and ultimately improved staff well being. Further development of well being hub. Continue working towards hub even though did not arrive.</p> <p>TTFM surveys data used to drive change in 2020.</p> <p>Staff well being activities. More staff attended and more feeling of belonging and valued amongst staff.</p>	<p>completed in own time but feedback given during staff meeting</p> <p>well being program</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$10300.00)

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.

Improvement Measures

100% of staff participate in review and analysis of relevant data to improve teaching and learning

Student outcomes reflect positive growth and value added scores across a range of assessments and external tests.

Progress towards achieving improvement measures

Process 1: High Expectations

Demonstrated commitment of staff, students and parents in developing a culture of high expectations, supported by effective mechanisms and strategies, that cater for all student's learning needs

Evaluation	Funds Expended (Resources)
<p>Executive analysed assessment policy. Changes made in line with DoE and NESAs requirements.</p> <p>Scope and sequences revised and changes made.</p> <p>Assessment booklets across whole school introduced and given to each student. Staff keeping inline with the booklet.</p> <p>Students informed of expectations.</p> <p>NESA training Staff Development Day 1 2020.</p> <p>N warning letters sent with introduction of phone calls to inform parents/carers before letters sent. Not all faculties were successful with the phone calls.</p> <p>Staff using Sentral more and data being analysed by PBL team and presented at musters. HT and YA meet to discuss year group issues.</p>	<p>Curriculum support for advice and training.</p> <p>NESA advice and training.</p> <p>Other schools with similar contexts.</p> <p>Sentral letter examples.</p>

Process 2: Data Informed Practices

The effective analysis of student data, thus enabling staff to reflect on their teaching practice and identify student learning needs and areas for improvement

Evaluation	Funds Expended (Resources)
<p>Staff felt empowered with training and could use tools to assist in data analysis to improve teaching and learning.</p> <p>More differentiation occurred and consequently student confidence and achievement is rising.</p> <p>Staff are familiar with RAP and SCOUT. Definitely Staff will use to assist in programming.</p>	<p>RAP package</p> <p>SCOUT program</p> <p>Exemplar programs from other schools with similar contexts</p>

Process 3: Engaged Learners

Develop structures to enable teachers and students to give and receive timely feedback in relation to

Progress towards achieving improvement measures

Process 3: their learning goals, which informs future strategies that cater for and allow all students to positively engage in learning activities

Evaluation	Funds Expended (Resources)
<p>Copies of rubrics and other programs and task were beneficial for staff to see what others are delivering but also as a tool to see that they are on task.</p> <p>PAT tests are another tool to use which is different to NAPLAN. Staff agreed to use it in 2020 but further staff training was necessary.</p> <p>Feedback program was very useful. Allowed several staff to build capacity in their own feedback skills and then present to staff. Staff were engaged and trialed giving just feedback in a task. The outcomes always came back to students and Parents/carers wanting marks and grades. More education of school community is needed.</p>	<p>Copies of rubrics and samples</p> <p>PAT tests</p> <p>Feedback pilot program</p>

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.

Improvement Measures

Increase in the % of parent responses as part of the TTFM and similar surveys

Increase in the % of staff actively involved in research and evidence based collaborative practices and professional dialogue related to improving student outcomes

Increase in the number of students completing post school destination surveys.

Progress towards achieving improvement measures

Process 1: Community Partnerships

Develop effective and dynamic partnerships with our school community to provide feedback which contributes to evidence based decisions that support student learning needs

Evaluation	Funds Expended (Resources)
Community have stronger involvement with the school. Appreciation displayed through thank you letters, phone calls and school visits. Improved attendance at P&C meetings. Community accepting of school and processes.	Various community members have donated their time to assist students. Community events like ANZAC Day, School offering information sessions at school and Parent/Carer evenings. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$10000.00)

Process 2: Student Engagement

Commitment to ensuring evidence based strategies and programs are monitored and reviewed to ensure student learning and success is evaluated to inform future directions

Evaluation	Funds Expended (Resources)
Programs have been trialed. Teachers have adjusted teaching styles. Students have been identified to work with specific programs to improve their learning. these programs will continue in 2020.	Education Perfect Maclit Clickview RATS reading program Pilot Feedback program purchase of laptops Funding Sources:

Progress towards achieving improvement measures

Programs have been trialed. Teachers have adjusted teaching styles. Students have been identified to work with specific programs to improve their learning. these programs will continue in 2020.

- Quality Teaching, Successful Students (QTSS) (\$5000.00)
- Low level adjustment for disability (\$5000.00)
- Socio-economic background (\$10000.00)

Process 3: Staff Engagement

Strengthen analytical skills and processes to actively engage in collaborative and innovative strategies which improve whole school learning practices

Evaluation	Funds Expended (Resources)
<p>Staff are more engage during staff meetings and attendance has improved.</p> <p>Agenda has improved executive meetings and all are listening to each other.</p> <p>Staff are understanding the need for feedback and have commenced using it as a focus instead of marks and grades.</p> <p>Have commenced review processes through P4U team. Staff feel heard and valued and have strong direction in reviewed faculties..</p>	<p>allocated meeting times</p> <p>Dr Cam Brooks – feedback pilot program</p> <p>P4U review team</p>

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>\$3080 AIMEE</p> <p>\$500 Goal Hub</p> <p>\$475 NAIDOC Week</p> <p>\$265 fruit</p> <p>\$2580 Leadership</p> <p>\$3800 SISTA speak</p> <p>\$5000 Canoe Program</p> <p>Sandstone Blocks, construction of garden beds \$1410</p> <p>Aboriginal mentor \$44500</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$44 500.00) 	<p>Aboriginal mentor has developed a great rapport with students, staff and community.</p> <p>Canoe program was so successful and the increase in students cultural awareness is evident in the classroom.</p> <p>School gardens and environment has improved and students feel proud of their areas.</p> <p>AIMEE program supports our students and especially our senior students feel it is a worthwhile program that makes a difference in their education.</p> <p>Goal hub will continue and there is now a Head Teacher co-ordinating this. It is a much easier system to use rather than using Sentral.</p> <p>NAIDOC week celebrations were very successful with an increase in community attending the formal assembly. Students showcased their skills and achievements. The touch football competition continue and 2019 saw the introduction of the Koori Cook off with the assistance from Red Cross. This was certainly a highlight of the week. This will continue in 2020 celebrations with the inclusion of more students.</p>
<p>Low level adjustment for disability</p>	<p>PAT \$2377 software license and \$1863 testing assessment.</p> <p>SLSO \$53000</p> <p>Minimum standards tutor</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$53 000.00) 	<p>Additional SLSO used in mainstream classes has improved assistance for students and students have developed a rapport and felt they can gain assistance.</p> <p>Minimum standards tutor was employed to work with small groups then minimum standards funding was released. This assisted all students in Year 12 achieve minimum standards and 97% of year 11 students achieve minimum standards.</p> <p>PAT testing was reviewed and will continue in 2020. There will be more analysis and training will occur so more staff can use the results to assist in planning adjustments in teaching and learning.</p>
<p>Socio-economic background</p>	<p>well being \$10105</p> <p>transition \$3500</p> <p>PBL \$6400</p> <p>Robotics \$5500</p> <p>AG show team \$11670</p> <p>Chaplain \$7000</p> <p>soap and air freshners \$2500</p>	<p>Student uniforms and school costs allow equity for learning and opportunities for students.</p> <p>Well being programs and transition add another dimension of support for students. These have been received well in the school by both students and staff. Students have developed extra well being skills and resilience strategies.</p> <p>PBL was reinvigorated during 2019. Meetings occurred every fortnight and data presented at Monday morning musters. This was then used by staff for their teaching and learning.</p>

<p>Socio-economic background</p>	<p>Ziel theatre \$500</p> <p>STEM resources \$8300</p> <p>uniforms \$970</p> <p>students assistance (excursions, fees) \$3168</p> <p>staff member \$60000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$200 000.00) 	<p>This will continue in 2020 with mini PBL lessons and vertical DEAR and roll call classes. A review will be conducted and data compared from 2019–2020.</p> <p>The Ag Show Team and RoboRebels are extremely popular with students as extra curricular activities. Both groups were successful at tournaments and competition. These groups really raise students self confidence and team building skills. Definitely a continuation of both groups during 2020.</p>
<p>Support for beginning teachers</p>	<p>staffing \$216449</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$53 756.00) 	<p>A Temp Teacher was employed to release the beginning teachers and the mentor teachers. This started under new leadership in Term 2–4.</p> <p>After reviewing the process the teachers thought that this process was a good model to follow.</p> <p>Beginning teachers underwent various Professional Learning activities during the year which contributed to the teaching and learning.</p> <p>All beginning Teachers commenced the accreditation for Proficiency, with one gaining Proficiency in 2019.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	206	234	261	281
Girls	206	203	209	215

Student attendance profile

School				
Year	2016	2017	2018	2019
7	94.2	89.6	90.2	87.4
8	87.5	91.1	84.8	86.8
9	86.5	86.5	83.8	82.2
10	80.6	81	78	78
11	79.8	82.7	74.3	71.5
12	86.8	85.8	82.1	82.8
All Years	86	86.3	82.7	82.3
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

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	13	25	2
Employment	5	6	32
TAFE entry	4	6	24
University Entry	n/a	n/a	38
Other	n/a	n/a	4
Unknown	n/a	n/a	n/a

Year 12 students undertaking vocational or trade training

30.51% of Year 12 students at Narooma High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

94% of all Year 12 students at Narooma 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)	1
Head Teacher(s)	7
Classroom Teacher(s)	38.9
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Administration and Support Staff	16.08
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	570,797
Revenue	8,710,462
Appropriation	8,371,417
Sale of Goods and Services	11,513
Grants and contributions	316,716
Investment income	3,618
Other revenue	7,198
Expenses	-8,193,753
Employee related	-7,484,417
Operating expenses	-709,337
Surplus / deficit for the year	516,709

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	1,320,179
Equity Total	590,689
Equity - Aboriginal	113,555
Equity - Socio-economic	291,140
Equity - Language	1,477
Equity - Disability	184,517
Base Total	5,858,422
Base - Per Capita	116,939
Base - Location	85,801
Base - Other	5,655,682
Other Total	280,360
Grand Total	8,049,650

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.

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.

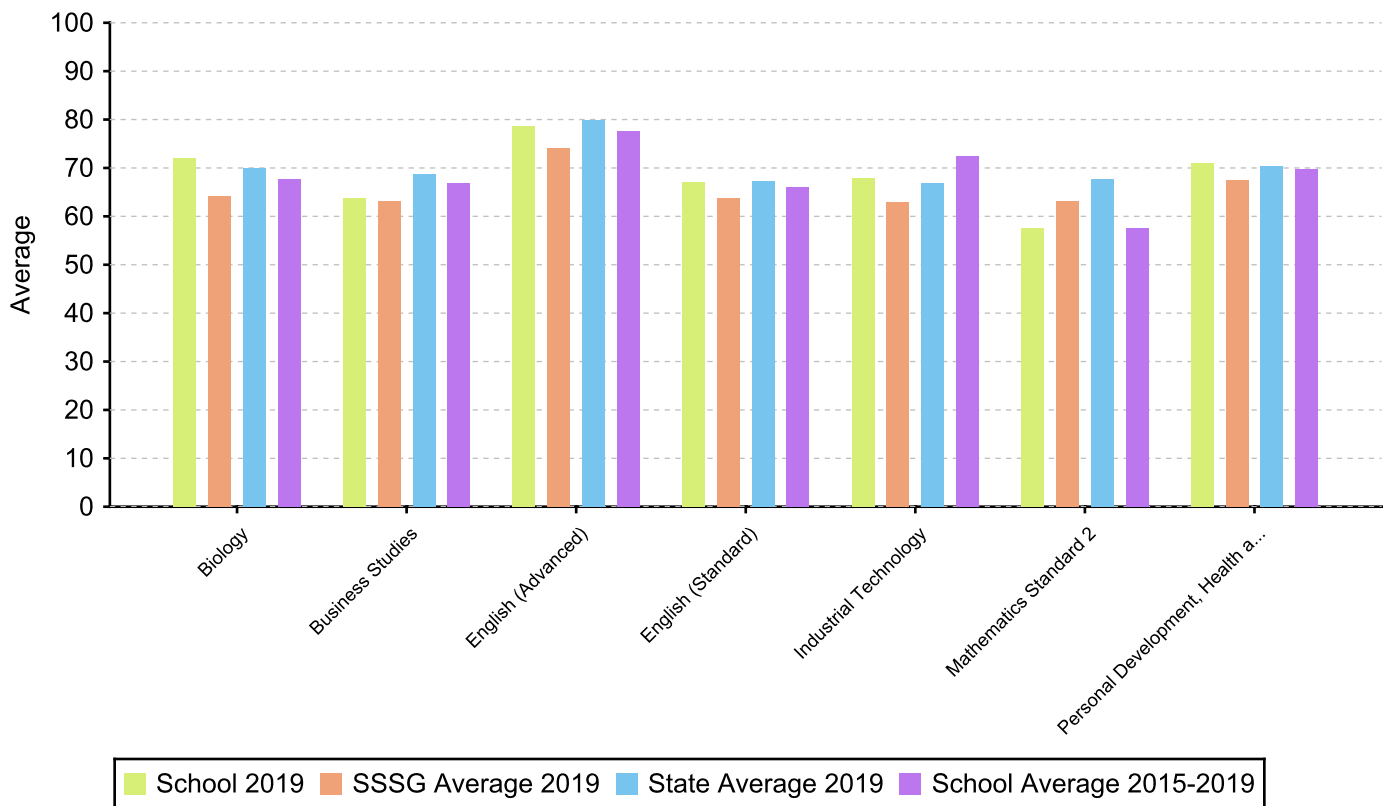
NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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](https://myschool.edu.au) website.

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.



Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	72.0	64.2	69.9	67.7
Business Studies	63.8	63.2	68.6	66.8
English (Advanced)	78.7	74.1	80.0	77.7
English (Standard)	67.0	63.8	67.3	66.1
Industrial Technology	67.9	62.9	66.8	72.3
Mathematics Standard 2	57.6	63.1	67.7	57.6
Personal Development, Health and Physical Education	70.9	67.5	70.5	69.7

Parent/caregiver, student, teacher satisfaction

At Narooma High School 55% of stakeholders completed the Tell Them From Me surveys. This included ten measures of student engagement alongside the five drivers of student outcomes.

When looking at student engagement socially our students participate in schools sports and clubs far exceeds the state average and students with positive relationships is quite similar to the state average.

Our students institutional engagement is similar to little less across the state where students value schooling outcomes, have a positive attendance, have positive behaviour at school and have positive homework behaviours.

Narooma High students intellectual engagement where students are interested and motivated is above state average and their effort is similar to the state average.

There is a strong belief that there are positive teacher–student relationships and a positive learning climate at Narooma High School.

The school is support by a strong and active P&C.

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.