

Shoalhaven High School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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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

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

Strategic Direction 1

LEARNING

Purpose

To enhance student learning, achievement and wellbeing across all aspects of their education and to develop self motivated lifelong learners.

Improvement Measures

- * Improvement in a sense of school belonging from the Tell Them From Me Survey (TTFM) data.
- * Improvement in Sentral negative incident and attendance data
- * Increase in the number of Aboriginal and Torres Strait Islander students attaining the HSC
- * Reduction in student truancy and suspension rates.
- * Improvement in external testing

Progress towards achieving improvement measures

Process 1: Staff consistency in the implementation of wellbeing and discipline policy.

Staff and students take ownership of LISC within all classrooms

Staff implement learning strategies that increase student engagement within the curriculum.

Evaluation	Funds Expended (Resources)
HT provide feedback to exec about data analysis.	Release time– 7 HT 0.5 release time.

Strategic Direction 2

TEACHING

Purpose

To create an engaging and supportive environment in which differentiated curricula is developed by professionally developed, quality teachers to meet the needs of 21st century learners.

Improvement Measures

Improved student attendance rates

Increased engagement in the classroom through differentiated programs, lessons and assessment tasks.

All staff trained in LISC and strategies to embed in all lessons.

All staff trained to use SCOUT to reflect and improve on their teaching practice.

Progress towards achieving improvement measures

Process 1: Staff explicitly utilise LISC in all classes and provide regular and constructive feedback to all students about their learning progress..

Staff are professionally trained in the implementation and consistent use of LISC, their capabilities are enhanced to produce future focused learners developing lifelong skills.

Evaluation	Funds Expended (Resources)
Classes formed and curriculum input from cross faculty areas.	Release time for HT to interpret data with LST and formulate classes based on needs and structure of class to engage and support students—\$5000 (TPL funds)

Strategic Direction 3

COMMUNITY

Purpose

To build a strong sense of community around the school, enhancing community connections, building relationships with parents and carers to enable the Shoalhaven High School community to grow and prosper.

Improvement Measures

Increase number of students engaging in opportunities provided in the community during school and post-school destination.

An increase in CoS activities that leads to smoother primary to high school transition.

30 % increase in social media, website, portal and app usage that promote SHS.

Progress towards achieving improvement measures

Process 1: Develop genuine partnerships between the school and community to better support student engagement.

Build a culture of strong leadership, camaraderie, resilience and pride within the student body and the broader school community.

Implement and use a range of communication channels to build community relationships.

Evaluation	Funds Expended (Resources)
Increase in attendance at the ceremony and people supporting the school.	5 day SASS relief at \$300/day– \$1500 total.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Clontarf Academy</p> <p>AIME subscription– \$2500 p/a</p> <p>Laptops, furniture, kitchen and provisions for well being hub– \$14k</p>	<p>Our male student average attendance rates increased to 86% from 76% in 2018, our suspension rates decreased significantly compared to 2018. This has meant for of our Aboriginal boys have been attending school and increasingly more engaged. Our female students have grown with confidence by participating in the AIME program. Our families are more comfortable visiting the school and engaging with the school through the well being hub and are becoming increasingly supportive of SHS.</p>
Socio–economic background	<p>Staffing of additional 2 classes– Owls and Transition– \$216k</p> <p>PL on QTR and establishment of PLC.</p> <p>Berry Street Training delivered to all staff during twilight TPL sessions, diaries and ready learn scales introduced.</p> <p>Staff trained in the use of LISC</p>	<p>Staff have introduced the above with varying success. The introduction of the middle school concept was well received and helped these students become successful during the year and start to develop the skills to cope with Stage 4 and 5 work.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	325	319	311	343
Girls	307	313	278	280

Student attendance profile

School				
Year	2016	2017	2018	2019
7	83.1	89.2	87.2	85.2
8	79.8	79.5	80.3	79.9
9	78.1	77.4	72.5	72.2
10	68.5	72.2	71.9	71
11	78.4	81.1	72.9	75.6
12	78.3	81.9	84.8	80.9
All Years	77.5	79.5	77.9	77.8
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	1	4	6
Employment	N/A	10	53
TAFE entry	3	1	5
University Entry	N/A	N/A	26
Other	1	1	5
Unknown	4	10	5

Year 12 students undertaking vocational or trade training

30.23% of Year 12 students at Shoalhaven High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

91.8% of all Year 12 students at Shoalhaven 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)	9
Classroom Teacher(s)	43.7
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	19.88
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	2,232,141
Revenue	10,964,107
Appropriation	10,794,735
Sale of Goods and Services	2,075
Grants and contributions	161,269
Investment income	5,528
Other revenue	500
Expenses	-10,187,070
Employee related	-9,512,739
Operating expenses	-674,331
Surplus / deficit for the year	777,037

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	2,046,832
Equity Total	1,485,521
Equity - Aboriginal	214,277
Equity - Socio-economic	921,413
Equity - Language	13,783
Equity - Disability	336,049
Base Total	6,266,057
Base - Per Capita	149,906
Base - Location	4,061
Base - Other	6,112,090
Other Total	582,098
Grand Total	10,380,509

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.

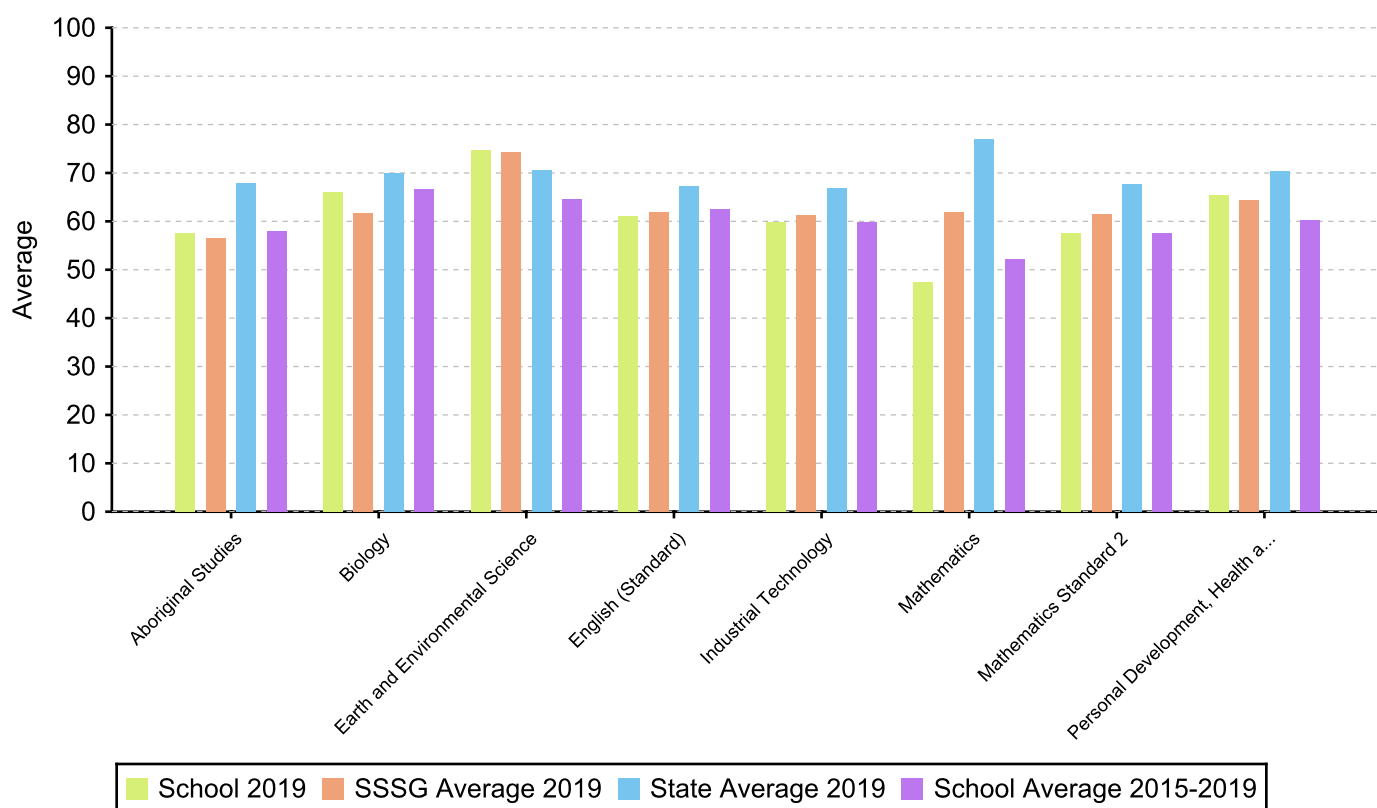
NAPLAN Online

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 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
Aboriginal Studies	57.5	56.6	67.8	57.9
Biology	66.1	61.6	69.9	66.7
Earth and Environmental Science	74.8	74.3	70.6	64.6
English (Standard)	61.1	61.9	67.3	62.5
Industrial Technology	59.9	61.2	66.8	59.9
Mathematics	47.4	62.0	76.9	52.1
Mathematics Standard 2	57.6	61.5	67.7	57.6
Personal Development, Health and Physical Education	65.4	64.5	70.5	60.2

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 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.