

2020 Annual Report

Nowra High School



8201

Introduction

The Annual Report for 2020 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.

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School vision

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 and/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. 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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

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.

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)
<p>Homework Centre is being visited by 40-50 students every week, supported by over 5 staff. A great reflection of both student and staff commitment to teaching and learning.</p> <p>Technology: Virtual Reality & Augmented Reality Classroom is rolling out with great enthusiasm and success. COVID-19 saw a deployment of over 200 devices to students during the learning from home lockdown period.</p> <p>Enrichment Stream: Evaluation of Stage 4 implementation is overwhelmingly positive, we have rolled the program into Stage 5 - Year 9 and planning has begun for Year 10, 2021.</p>	<p>Homework Centre approximately \$20k annually</p> <p>AR/VR approximately \$30k replacement cost due to theft and vandalism</p> <p>Enrichment Stream over approx \$150k inclusive of staffing, resources and professional learning</p>

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)
<p>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 with an analysis of the lessons learnt during the COVID-19 period.</p>	

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
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Literacy and Numeracy mapping is being continued using PAT Testing. Targeted improvements in Literacy and Numeracy saw overwhelmingly positive results through our Stage 4 Transition Classes - extended further into Stage 5.</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>	<p>PAT implementation approximately \$10k inclusive of subscriptions and training</p> <p>HT Literacy oncost and timetabled allocation - approximately \$50k</p>

Process 4:

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

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)
GERRIC Training continued for all staff. Extra Mentoring periods allocated to all Head Teachers. Online learning and digital pedagogies formed a major development during the COVID-19 learning from home lockdown period. Professional Learning was provided to staff who required extra support with the delivery of a digital curriculum.	UNSW GERRIC approximately \$5k HT Mentoring periods approximately \$20k COVID online learning as needed

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 staff expertise mapped against the Teaching Standards, while limiting dependence on "gimmick" external providers.	Professional Learning Funds HT Teaching and Learning

Process 3:

Evaluation	Funds Expended (Resources)
Only 2 Processes were pursued in 2020.	

Process 4:

Evaluation	Funds Expended (Resources)
Only 2 Processes were pursued in 2020.	

Process 5:

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

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

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)
COVID-19 affected the pursuit of this process. Implemented Sentral Parent App and Interim Reports for more timely feedback to parents more often. Increase in Apprenticeships and gainful employment of students.	Sentral Subscription approximately \$8500 - inclusive of staff training and extra resourcing

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)
COVID-19 affected the pursuit of this process. Year 12 Graduation was filmed and live-streamed. End of Year Presentation was filmed and sent to families.	Media costs for community inclusion over \$15k

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)
COVID-19 affected the pursuit of this process. PLP's continued to be developed via Zoom and a dedicated team was formed to maintain contact with our ATSI students and parents/carers.	Aboriginal Education RAM funding

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.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
COVID-19 effected the pursuit of this process.	Community Liaison Officer - 0.4 approximately \$35k

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>AEO Salary \$76 277</p> <p>RAM Aboriginal Funding \$40 377</p>	<p>Support for ATSI HSC Attainment.</p> <p>Engagement in cultural programs.</p> <p>First phase of ATSI garden complete.</p> <p>New PLP process implemented and completed</p>
English language proficiency	<p>\$47 717</p> <p>EAL/D teacher 0.6 based on student needs</p> <p>School RAM funded extra \$17 913</p>	<p>EAL/D students continue to be supported to achieve their personal best and perform in the top bands of all school measures.</p>
Low level adjustment for disability	<p>1.7 FTE LaST Allocation</p> <p>School funded 0.3 LaST</p> <p>2 x mainstream SLSO support</p>	<p>Transition classes have demonstrated growth in all areas, supported by a reduction in negative referrals.</p> <p>HSC and Preliminary students successfully supported in seeking special provisions and consideration in preparation and completion of their HSC.</p> <p>Targeted students successful in their mainstream classes.</p> <p>NCCD processes established and implemented.</p>
Support for beginning teachers	<p>Beginning Teacher Funds \$14 481</p> <p>Other funds as required.</p>	<p>Mentoring support from Head Teachers.</p> <p>Reduction in timetabled face-to-face lessons.</p> <p>Support in completing their Accreditation.</p> <p>Targeted Professional Learning.</p> <p>As a result, teachers are completing their accreditation and confidence, resilience and mastery of their profession is evolving.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	466	449	440	447
Girls	493	466	452	449

Student attendance profile

School				
Year	2017	2018	2019	2020
7	94.6	91.4	91.2	93.9
8	92.5	89.6	90.1	92.6
9	91.3	89.3	86.5	90.1
10	91.1	87	85.6	87.7
11	88.3	88.1	84	87.4
12	90.5	84.8	89.1	91.6
All Years	91.3	88.4	87.9	90.7
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	0	20
Employment	6	10.7	64
TAFE entry	1	1.6	17
University Entry	0	0	49
Other	0	1.6	20
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

30.00% of Year 12 students at Nowra High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

96.2% of all Year 12 students at Nowra High School expected to complete Year 12 in 2020 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)	10
Classroom Teacher(s)	50.7
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,012,017
Revenue	11,981,628
Appropriation	11,606,113
Sale of Goods and Services	196,073
Grants and contributions	173,839
Investment income	1,503
Other revenue	4,100
Expenses	-11,858,031
Employee related	-10,857,135
Operating expenses	-1,000,896
Surplus / deficit for the year	123,597
Closing Balance	1,135,614

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.

	2020 Approved SBA (\$)
Targeted Total	192,173
Equity Total	857,657
Equity - Aboriginal	116,654
Equity - Socio-economic	399,245
Equity - Language	47,717
Equity - Disability	294,042
Base Total	9,658,402
Base - Per Capita	221,928
Base - Location	4,789
Base - Other	9,431,686
Other Total	564,905
Grand Total	11,273,137

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.

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.

2020 NAPLAN

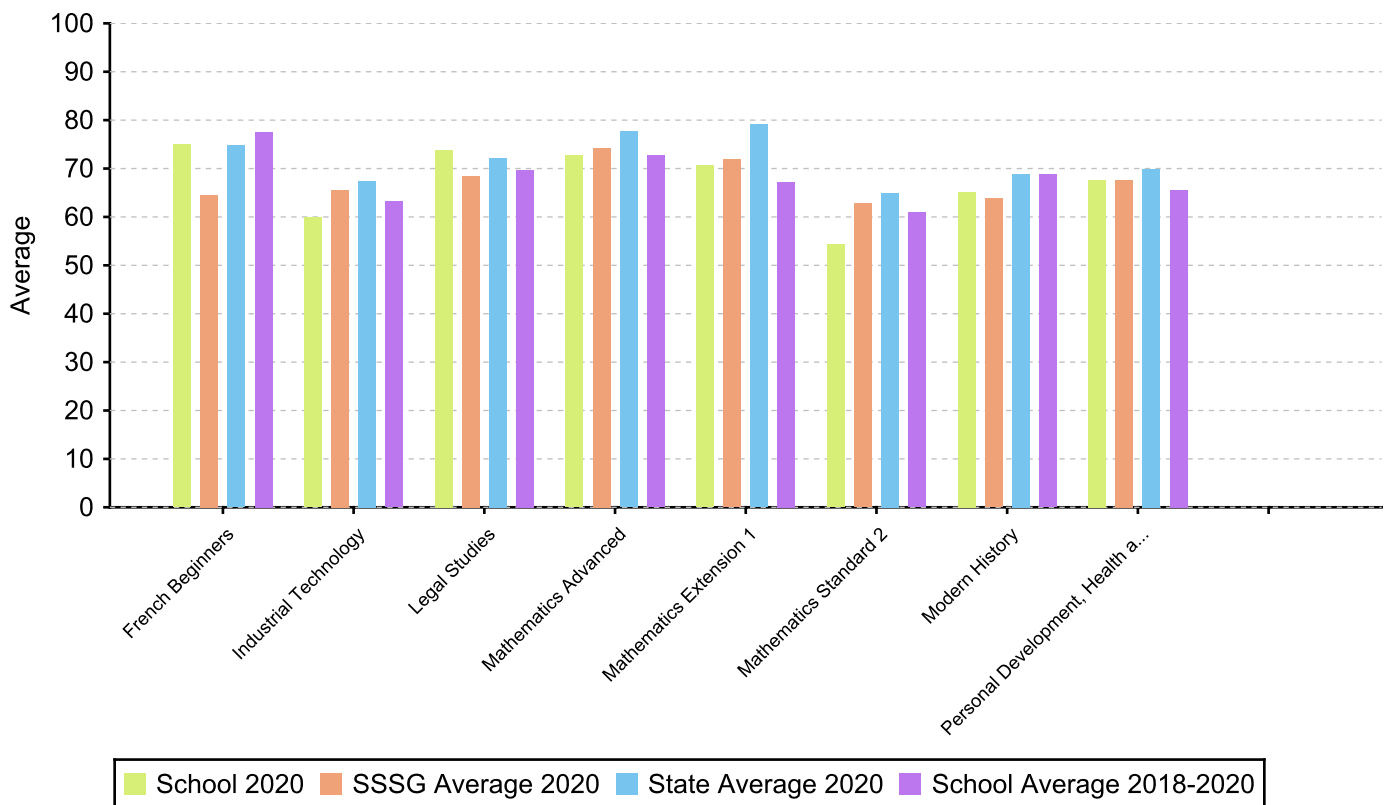
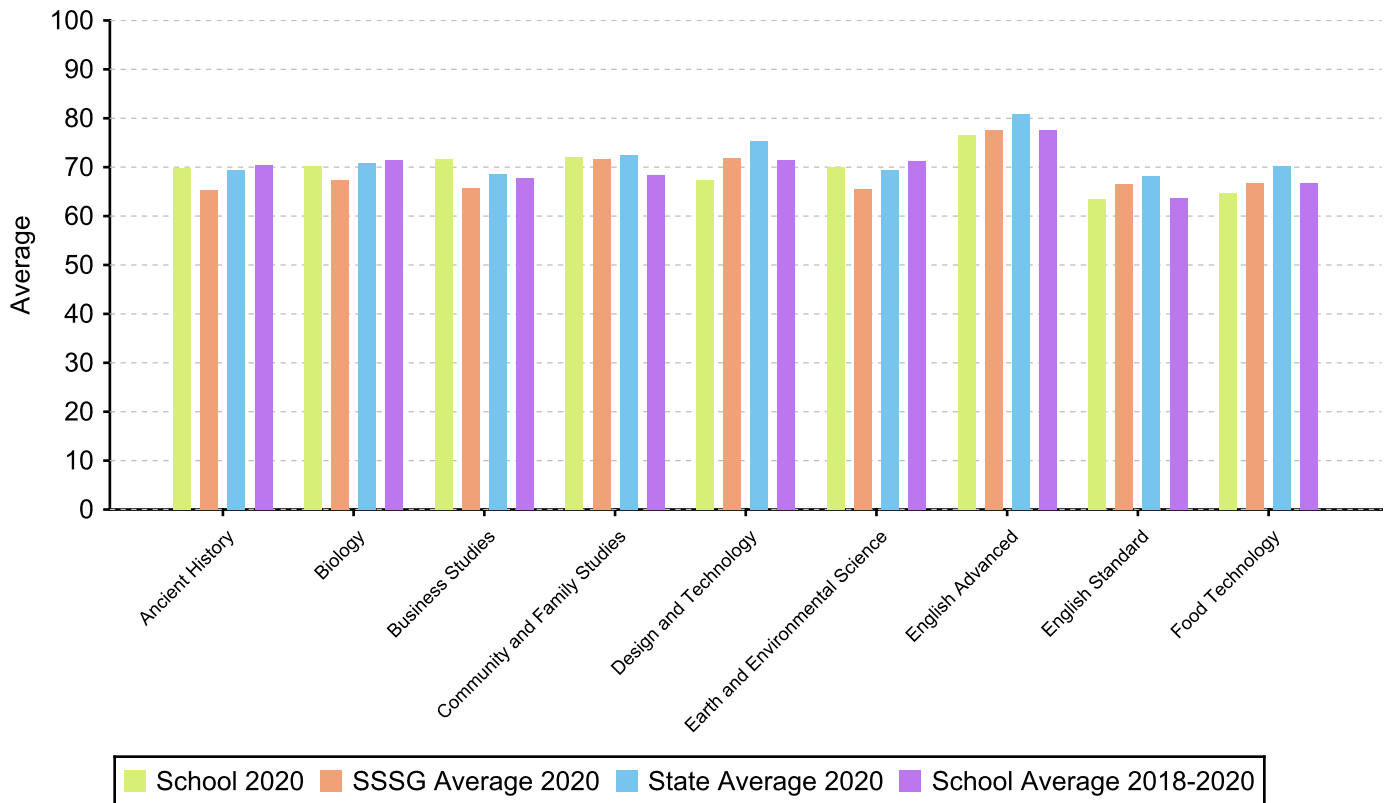
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020	SSSG	State	School Average 2018-2020
Ancient History	69.8	65.3	69.4	70.5
Biology	70.2	67.4	70.8	71.5
Business Studies	71.7	65.7	68.6	67.8
Community and Family Studies	72.1	71.8	72.4	68.4
Design and Technology	67.4	71.8	75.4	71.5
Earth and Environmental Science	70.0	65.5	69.5	71.3
English Advanced	76.6	77.6	80.8	77.7
English Standard	63.5	66.5	68.1	63.6
Food Technology	64.7	66.9	70.2	66.8
French Beginners	75.0	64.6	74.7	77.5
Industrial Technology	59.9	65.6	67.5	63.2
Legal Studies	73.8	68.5	72.1	69.7
Mathematics Advanced	72.7	74.2	77.7	72.7
Mathematics Extension 1	70.6	71.9	79.1	67.2
Mathematics Standard 2	54.3	62.8	64.9	60.9
Modern History	65.1	63.9	68.9	68.7
Personal Development, Health and Physical Education	67.6	67.7	69.9	65.5

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 executive, with an increase in attendance and participation from the parent body in all areas of schooling.

COVID-19 necessitated constant communication with parent/carers and school, ensuring the continuum of learning during lockdown, supporting all stakeholders: teachers, students and parents/carers during the learning from home phase.

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.