

# 2020 Annual Report

## Narooma High School



8536

# Introduction

The Annual Report for 2020 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.

## School contact details

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Narooma High School

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## Message from the principal

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Our school motto, "Together We Soar" was never more true or more relevant than during 2020. The Narooma High School community experienced the devastating effects of fire, which impacted upon our students, their families and friends, cutting us off from the rest of the world. Flood followed fire making our roads impassable with fallen trees, uprooted in the torrents of water. Then there was Covid-19 which meant a new style of teaching and learning online for staff and students. Together, we faced each new challenge with grit, determination and resilience.

I am so proud to be the Principal of Narooma High School. I am proud of the students and staff who make up our school community. Living our values of Respect, Responsibility and Support, we will continue to ensure that we provide opportunities for our students to succeed in whatever they do, remembering that together we soar!

## Message from the school community

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What a year this has been, for everyone, and for our school community. Before 2020 began, the bush-fires had started to blaze, continuing into February, and affecting everyone on our South Coast. Many of our students, parents, families and business were affected. On behalf of our P&C, I would like to acknowledge with gratitude our Principal Mrs Jackson, in the way in which she guided our School community through the fires, back into the stability and security of school, looking out as best she could for our students, their physical and emotional health. With the fires easing and fresh air returning, Mrs Jackson and the school staff provided a place of sanctuary, the normality of School for all our students. But this would be the first challenge of 2020, with Covid-19 to follow. With this came the need to provide school education on-line, a mammoth task. And working together with her executive and superb staff, our students were supported through the isolation of this time, receiving the school work via computer or paper. Gratefully, school was able to return, and our students thrived in the personal contact. It was a very challenging year for our Year 12 students, culminating in writing their HSC exams within the Covid-19 regulations. Throughout this year, Mrs Jackson maintained her energy, enthusiasm, compassion, wisdom, and strength as she has connected with the community and guided the school forward. On behalf of the community and parents, we thank her. We thank her and all her Staff. We are grateful for a school which has such spirit, heart, intelligence, a vibrant and dynamic school!

Parents involved with the P&C have enjoyed meetings held on the third Monday of each month within the school term. This year, due to Covid-19 restrictions we met via Zoom. This provided a valuable opportunity to continue to work together via alternative means. We would like to thank Mrs Jackson for providing us with so much information about school happenings at our meetings. As a P&C we acknowledge her dedication to our school, and the opportunity as a P&C to be working in partnership with her.

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, 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.

As a P&C we have a terrific committee who have worked strongly together 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.

There is much to celebrate in the year of 2020, a year of enormous growth in our school processes as well as delivery of education. We end the year with enthusiasm for a continued working together to support the school as it thrives and flourishes. We look forward to seeing new parents join and enjoy our meetings.

With thanks and best wishes,

from Nadine

Nadine Hill

P&C President



SRC 2020 with saplings from the Convoy of Hope organisation to help regrow our South Coast fire affected communities.

## School vision

**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



SRC 2020 fundraising to support the less fortunate in our area



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

Teachers are continually reflecting on their teaching practices and creative ways to deliver the curriculum: some examples include the Science Week Interactive Walk; Sewing at lunchtimes; Robotics; Whale Watching Excursion; and an Indigenous Mural.

## 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

Sentral 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>Sustaining and Growing:</p> <p>Students are participating in supported, structured and engaging activities both in and out of the classroom underpinned by the Wellbeing Framework. As an example, after the bush fires, our school supported students with backpacks containing stationery supplies, free replacement uniforms, counselling sessions as required; and during Covid-19, options for continued online learning.</p> | <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• (\$43912.18)</li></ul> |

#### 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>Sustaining and Growing:</p> <p>More respectful, productive and supportive relationships between staff, students, parents and community members are evident across the school environment. The challenges we faced during 2020 gave us all an opportunity to work collaboratively together and support each other as we navigated the new online learning spaces and communication tools.</p> |                            |



Students baked and sold cupcakes for RUOK? day (are you OK?)

## 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>Sustaining and Growing:</p> <p>Assessment booklets including assessment calendars have now been produced for Years 7-10. These documents have been helpful to both staff and students and are proving to be beneficial in terms of planning and goal setting. During the Covid-19 school closures, senior students were invited to attend school to receive individual support and feedback from their teachers.</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>Delivering:</p> <p>Staff have access to, and are using a variety of tools - for example, SCOUT, Sentral, ESSA and HSC - to review data and inform teaching and learning practices in their classrooms. Training in these tools is available through the MyPL (My Professional Learning) hub.</p> |                            |

#### Process 3: Engaged Learners

Develop structures to enable teachers and students to give and receive timely feedback in relation to 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>Delivering:</p> <p>Alongside the explicit articulation of learning outcomes by teachers, students are practicing setting their own clear goals to achieve their learning outcomes. Students are also practicing articulating their learning outcomes.</p> |                            |



National Science Week: Year 7 students on an information trail from Rotary Park to Apex Park, learning about marine life, habitats and sustainability



## 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) |
|---|----------------------------|
| <p>Sustaining and Growing:</p> <p>Communication with parents, guardians and carers provides relevant and appropriate information for the development and update of learning programs and activities. Despite limited extra-curricular activities and excursions due to Covid-19 there was actually an increase in the level of communication between teachers, parents and guardians via phone, Google Classroom, email and letters home.</p> |                            |

#### 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) |
|--|----------------------------|
| <p>Sustaining and Growing:</p> <p>Classroom teachers regularly review student learning to ensure adjustments are made to cater for individual students and to ensure learning progression. Any adjustments are documented in the Teacher's Learning Program.</p> |                            |

#### 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>Delivering:</p> <p>Staff review relevant data (e.g. SCOUT data, HSC, ESSA, Sentral); they were involved in the Tell Them from Me Survey and they engaged in relevant and up to date programs in online staffrooms and hubs.</p> |                            |



Collaboration outcome: the mural and yarning circle

| Key Initiatives                            | Resources (annual)  | Impact achieved this year  |
|--|---|--|
| <b>Aboriginal background loading</b>       | <b>Funding Sources:</b><br>• Aboriginal background loading (\$109 000.00)   | Support was very important during 2020 with bushfires and COVID-19. Students felt safe and support through the support offered.  |
| <b>Low level adjustment for disability</b> | <b>Funding Sources:</b><br>• Low level adjustment for disability (\$204 000.00)   | Students needed support during the aftermath of bushfires and the COVID-19. Students appreciated the google classrooms where they could post messages to the teacher.<br><br>More students had individualised learning plans due to gaps developed during the pandemic   |
| <b>Socio-economic background</b>           | <b>Funding Sources:</b><br>• Socio-economic background (\$3 000 000.00)   | This year we expended student support funding due to the bushfires and COVID. There was more money used to support students for more variety of reasons.<br><br>The rewards excursions at the end of the year we well supported and a much needed activity to celebrate student learning and achievements.<br><br>An increase in the number of SLSO employed were a necessary due to supporting students in the aftermath of the pandemic online learning term.  |
| <b>Support for beginning teachers</b>      | staff mentors<br><br>Head Teachers are supervisors<br><br>staff co-ordinator<br><br>beginning teacher program online<br><br><b>Funding Sources:</b><br>• Support for beginning teachers (\$30 000.00) | All professional learning was internal due to COVID as face to face activities could not be attended. The online learning was utilised but lacked the personal approach or the opportunity to develop deep relationships and networks.<br><br>An experienced teacher coordinated professional learning and collaborated with the group weekly. This program was reviewed and staff felt that this was "good practice" and was another support system especially with the proficient accreditation process.<br><br>The teacher mentors were another support system. It was felt that by having a mentor it was another staff relationship and they did not have to rely on the Head Teacher who is their supervisor for all the support and advice. |



Students from Support Classes on an excursion to learn about our local wildlife

# Student information

## Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2017       | 2018 | 2019 | 2020 |
| Boys     | 234        | 261  | 281  | 270  |
| Girls    | 203        | 209  | 215  | 217  |

## Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2017 | 2018 | 2019 | 2020 |
| 7         | 89.6 | 90.2 | 87.4 | 90   |
| 8         | 91.1 | 84.8 | 86.8 | 88.5 |
| 9         | 86.5 | 83.8 | 82.2 | 88.5 |
| 10        | 81   | 78   | 78   | 85.2 |
| 11        | 82.7 | 74.3 | 71.5 | 78.3 |
| 12        | 85.8 | 82.1 | 82.8 | 88.6 |
| All Years | 86.3 | 82.7 | 82.3 | 86.9 |
| 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   | 0         | 0         | 5         |
| Employment   | 0         | 30        | 15        |
| TAFE entry   | 10        | 0         | 20        |
| University Entry   | 0         | 0         | 70        |
| Other  | 0         | 0         | 0         |
| Unknown  | 0         | 10        | 0         |

## Year 12 students undertaking vocational or trade training

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9.80% of Year 12 students at Narooma High School undertook vocational education and training in 2020.

## Year 12 students attaining HSC or equivalent vocational education qualification

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92.7% of all Year 12 students at Narooma 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)                     | 1     |
| Head Teacher(s)                         | 8     |
| Classroom Teacher(s)                    | 38.1  |
| Learning and Support Teacher(s)         | 1.1   |
| Teacher Librarian                       | 1     |
| School Administration and Support Staff | 15.68 |
| 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 <sup>1</sup> | 2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| 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 (\$) |
|---------------------------------------|------------------|
| <b>Opening Balance</b>                | 1,087,506        |
| <b>Revenue</b>                        | 8,926,323        |
| Appropriation                         | 8,815,050        |
| Sale of Goods and Services            | 16,852           |
| Grants and contributions              | 75,939           |
| Investment income                     | 1,408            |
| Other revenue                         | 17,076           |
| <b>Expenses</b>                       | -9,054,983       |
| Employee related                      | -8,217,836       |
| Operating expenses                    | -837,147         |
| <b>Surplus / deficit for the year</b> | -128,660         |
| <b>Closing Balance</b>                | 958,846          |

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

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

|                         | 2020 Approved SBA (\$) |
|-------------------------|------------------------|
| <b>Targeted Total</b>   | 0                      |
| <b>Equity Total</b>     | 625,327                |
| Equity - Aboriginal     | 109,873                |
| Equity - Socio-economic | 311,442                |
| Equity - Language       | 0                      |
| Equity - Disability     | 204,012                |
| <b>Base Total</b>       | 7,458,901              |
| Base - Per Capita       | 124,764                |
| Base - Location         | 92,553                 |
| Base - Other            | 7,241,584              |
| <b>Other Total</b>      | 259,617                |
| <b>Grand Total</b>      | 8,343,846              |

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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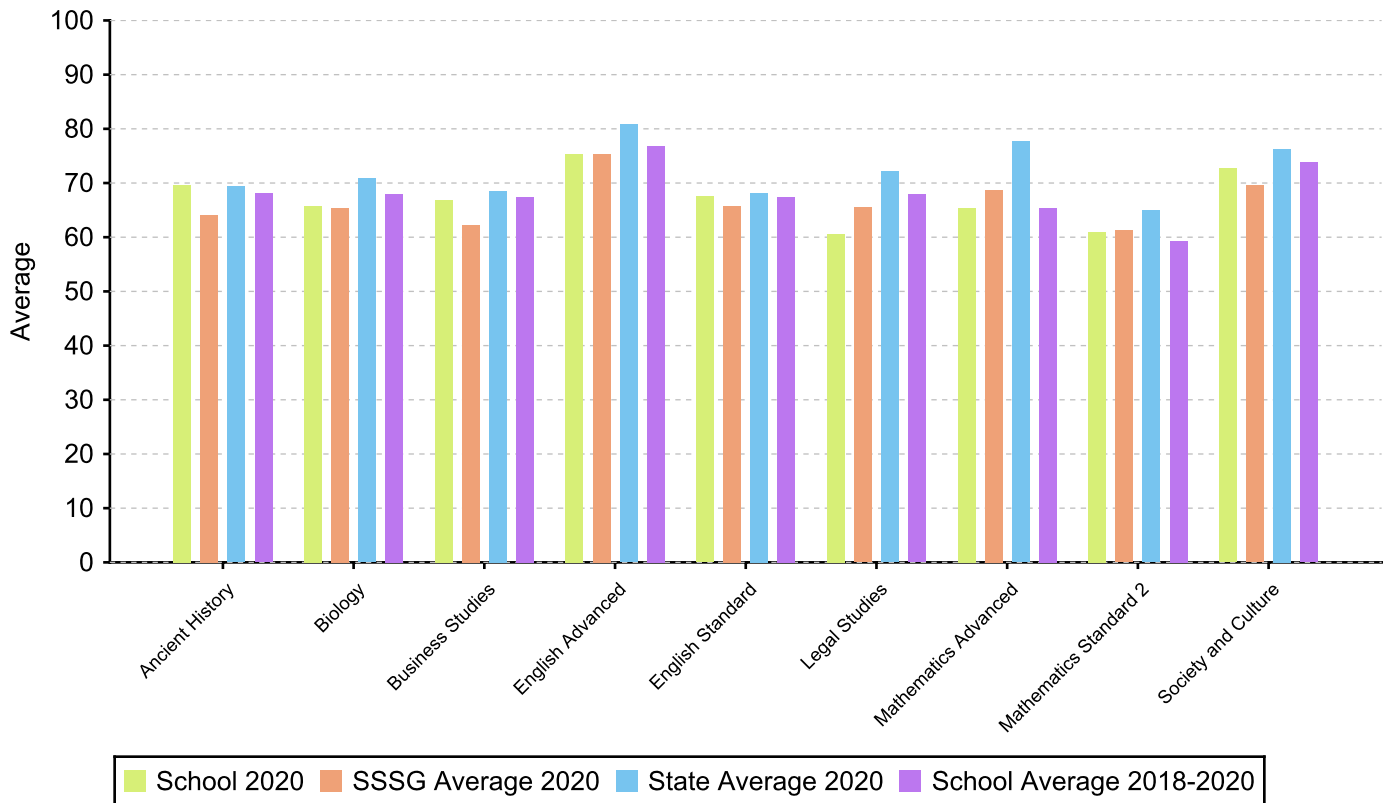
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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.



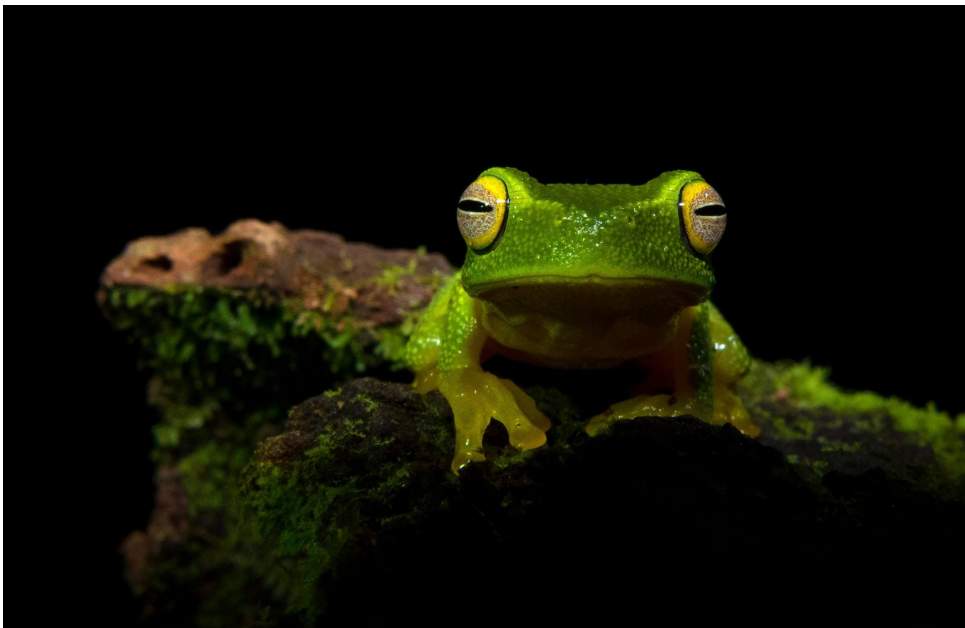
| Subject                | School 2020 | SSSG | State | School Average 2018-2020 |
|------------------------|-------------|------|-------|--------------------------|
| Ancient History        | 69.6        | 64.1 | 69.4  | 68.1                     |
| Biology                | 65.8        | 65.4 | 70.8  | 68.0                     |
| Business Studies       | 66.8        | 62.3 | 68.6  | 67.5                     |
| English Advanced       | 75.3        | 75.3 | 80.8  | 76.8                     |
| English Standard       | 67.5        | 65.7 | 68.1  | 67.5                     |
| Legal Studies          | 60.6        | 65.5 | 72.1  | 67.9                     |
| Mathematics Advanced   | 65.4        | 68.7 | 77.7  | 65.4                     |
| Mathematics Standard 2 | 61.0        | 61.3 | 64.9  | 59.3                     |
| Society and Culture    | 72.7        | 69.5 | 76.2  | 73.8                     |



## Parent/caregiver, student, teacher satisfaction

In a year that saw fire, flood and covid, there were some outstanding successes for our school community. To name but a few:

- Tess Poyner a Year 12 student won the Australian Geographic Nature Photographer of the Year award 2020 in the junior category: her winning image was of a Dainty Tree Frog photographed in the Daintree Rainforest, Queensland.
- Senior students won the Polo Shirt Competition: Last year Sonia Reid was contacted by Rarewear who were running a competition to design a Pandemic Polo. Year 11 decided they were affected by Covid and also by the summer bush fires. The final design showed the fires, covid and a sleeve of blue to represent the ocean. On the front of the shirt was the school logo with "Together we Soar and Together we Survived". Early in term 4 Ms Reid was contacted to say Narooma High School had won the competition.
- The 2020 Open Surfing competition was held in Narooma and Dalmeny: past students, Tommy Driscoll, Digger Cowie and Brandon Feledyk; and present students, Phillip, Michael and Crystal Davies, Joe and Matt Driscoll and Kane Doull represented Narooma High School.
- During Naidoc Week all staff and students were invited to locate the country where they were born on the map of Aboriginal Australia. The display honouring country extended into the Library foyer.



The Australian Geographic Nature Photographer of the Year award 2020 in the junior category goes to NHS Year 12 student, Tess Poyner



The winning polo shirts: the logo reads, "Together we Soar and Together we Survived"



Australian Open Surfing Competition 2020 where Narooma High School was ably represented by past and present students



During Naidoc Week, students and staff located the country where they were born in a celebration of connection and place

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.



Students painting the design by A.E.W. C.Taylor