

2021 Annual Report

Nowra High School



8201

Introduction

The Annual Report for 2021 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 Strategic Improvement 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 905 students supported by more than 100 teachers and support staff who work collaboratively with our Parent and Carers and the Nowra AECG, 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, and celebrating culture, the arts and sporting excellence. Student needs are further supported through 6 Special Education classes. Our school fosters a strong school spirit, within broad, creative and relevant programmes that encourage students from Year 7 to 12 to reach their full potential.

We ensure students achieve individual academic success by recognising differences in ability and talent, and encouraging all students to achieve their personal best, through our: Academically Gifted and Talented stream, Wellbeing and Transition programs, the Talented Athlete Program and our strong Creative and Performing Arts initiatives.

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 971 (against a state mean of 1000). 14% of our students are Aboriginal or Torres Strait Islander.

After a comprehensive Situational Analysis and informed by the External Validation process in 2019 the school will be focusing on three strategic directions with strong initiatives that will lead to school improvement.

1. Student Growth and Attainment

Focus initiatives include; Targeted Literacy, Numeracy and Higher Order Thinking Programs and Connect, Succeed and Thrive - Wellbeing Framework

2. Quality Teaching Practice

Focus initiatives include; Capacity to meet the Needs of Students and Collaboration and Relational Trust.

3. Leading the school Community

Focus initiatives include; Leading the educational dialogue of the school community and System Management and Administration of School Operations

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Purpose

To engage students in meaningful educational experiences that are contextually relevant and challenging in addressing Reading, Writing, Numeracy and Higher-order Thinking, and inspire our personal best in every endeavour.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Targeted Literacy, Numeracy and Higher Order Thinking Programs
- Connect, Succeed and Thrive - Wellbeing Framework

Resources allocated to this strategic direction

Summary of progress

Initial strategies for literacy and numeracy showed some promising results, however, this was impacted due to the learning from home period. The professional development around higher order thinking strategies supported and strengthened the delivery of online learning.

Targeted Literacy, Numeracy and Higher Order Thinking Programs

- Small group Maths tutoring for Higher School Certificate (HSC) students led to improved mathematics results in 2021 HSC. Success of this program has led to the initiative being carried over into 2022.
- Homework centre continued to run. This provided individualised support to students based on their self-identified needs. as a result of it's success will be continued into 2022.
- Enrichment class embedded into stage 4 and stage 5 core subject areas. Identified students were able to access additional learning opportunities to build their collaboration skills, utilise critical and creative thinking, and develop their ability to communicate at a higher level. This will be expanded on in 2022.
- COVID ILSP initiatives saw targeted year 8 students participate in intensive literacy lessons. These students accessed reflective and relevant learning activities. Students confidence grew as demonstrated in assessment data. This will be developed further in 2022. Similar Numeracy initiatives were delayed until 2022.

Connect, Succeed and Thrive - Wellbeing Framework

- Attendance team built stronger relationships with Home School Liaison Officer (HSLO) and Aboriginal School Liaison Officer (ASLO) to support consistent student attendance. Improved connections with students and carers occurred as identified by the Wellbeing team. These connections with departmental personnel will continue to be built upon in 2022.
- Initial planning for Mental Health First Aid (MHFA) training. This was delayed until 2022 due to travel and external visitor restrictions.
- High level support of students throughout lock down through a targeted phone home program to ensure a stronger connection was maintained with students and their families during the online learning from home period.

Our planning and administration of the programs outlined above was curtailed due to remote learning. However, programs that specifically addressed the wellbeing framework were enhanced by increased engagement with our support networks whilst monitoring student wellbeing over lockdown. This support allowed the school post lockdown to support all students in their return to school so that continuity of learning was ensured. Extra supports were put in place for those students that experienced greater than expected anxiety.

Our COVID Intensive Learning Support Program (ILSP) helped the school to gain a strong understanding of where the gaps in learning existed and allowed faculties access to learning and support staff in order to then develop further programs for ongoing support.

Throughout 2022 we will continue to embed the above programs and learning within throughout the school in order to improve student learning outcomes.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>NAPLAN Top 2 Bands Reading</p> <p>- Improvement in the number of students achieving top 2 bands in Reading so that there is an increase of 2% from a baseline of 17.2%.</p>	<p>Our internal and system data (Check- in assessment, NAPLAN) has indicated that our students are tracking towards the progress measures. A whole school review of assessment and the understanding of data concepts has led to a revised assessment schedule. The tracking and monitoring of student progress are being refined, allowing teachers to better target student learning needs and implement strategies that enable teachers to apply effective classroom practices. We are confident that our 2022 focus on meeting the top 2 bands targets set for literacy will be met.</p>
<p>NAPLAN Top 2 Bands Numeracy</p> <p>- Improvement in the number of students achieving top 2 bands in Numeracy so that there is an increase of 2% from a baseline of 16.6%.</p>	<p>Our internal and system data (Check- in assessment, NAPLAN) has indicated that our students are tracking towards the progress measures. A whole school review of numeracy scope and sequence has enabled teachers to understand and apply differentiation so that our high performing students have opportunities to demonstrate learning beyond the stage outcomes currently articulated in each class. Identified students were also given the opportunity to further develop their skills beyond stage outcomes through a Mathematics extension group. Teachers have become skilled in the development and application of diagnostic assessments in order to inform ongoing teaching and learning. We are confident that our 2022 focus on meeting the top 2 bands targets set for numeracy will be met.</p>
<p>HSC Top 3 Bands</p> <p>- Improvement in the number of students achieving top 3 bands in the HSC so that there is an increase of 2% from a baseline of 51.9%.</p>	<p>We are moving toward an increase of 2% from a baseline of 51.9% of students achieving in the top 3 bands of the HSC.</p>
<p>Attendance >90% of the Time</p> <p>- Improvement in the number of students attending greater than 90% so that there is an increase of 2% from a baseline of 62%</p>	<p>Our internal and system attendance data has indicated that our students are tracking towards the progress measures. This year we undertook an evaluation of attendance processes and have refined these to ensure a clear set of protocols for teachers and executives in responding to student attendance of concern and being proactive in encouraging improved attendance across the board. An attendance team which will further monitor and analyse attendance data has been established. The group will advise on further attendance initiatives to be implemented school wide. We are confident that our 2022 focus on students attending greater than 90% will be met.</p>

Strategic Direction 2: Quality Teaching Practice

Purpose

To promote a culture of collaborative professionalism and relational trust, reflective upon innovative teaching practice and being a role model for wellbeing and life-long learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Capacity to meet the Needs of Students
- Teachers as Leaders of Youth Mental Health First Aid

Resources allocated to this strategic direction

Summary of progress

Initial strategies for the implementation of initiatives were delivered across the first semester, including preliminary meetings and planning sessions alongside the targeted training at staff development days and professional learning courses. However, this was impacted due to several of the face to face professional learning sessions being cancelled during the learning from home period. Alternate online professional learning courses were sourced in order to support and build the capacity of teachers to meet the needs of students.

Capacity to meet the Needs of Students

- Professional Learning Team (PLT) established in order to design whole school Professional Learning opportunities to support all teachers within our school from early career teachers (ECT) through to experienced practitioners. This included the initiation of an early careers teachers group aimed to support staff in their classroom practice..
- Initial planning for Mental Health First Aid (MHFA) training. This was delayed until 2022 due to travel and external visitor restrictions.
- High level support of students throughout lock down through a targeted phone home program to ensure a stronger connection was maintained with students and their families during the online learning from home period.

Collaboration and Relational Trust

- Building and developing positive and professional relationships that foster collaboration will allow us to best meet the needs of our students and community. This was met through cultural events with local community such as smoking ceremony, basket weaving and boomerang making. Wellbeing activities were built into each professional development day. These all worked towards building collaboration and trust within the school and with the wider community.
- The school continued to resource peer mediation as a tool within the school to provide a positive framework for students to meet wellbeing concerns and develop resilience.
- Our planning and administration of the programs outlined above was curtailed due to remote learning. However, programs that specifically addressed the wellbeing framework were enhanced by increased engagement with our support networks whilst monitoring student wellbeing over lockdown. This support allowed the school post lockdown to support all students in their return to school so that continuity of learning was ensured. Extra supports were put in place for those students that experienced greater than expected anxiety.

Our Mental Health First Aid training was planned for semester two, however, had to be postponed until semester one 2022.

Professional learning activities were designed to develop and support a workplace environment that values and supports the positive professional relationships and these were supported over the course of 2021 both in person and online.

Throughout 2022 we will further embed the above programs and learning throughout the school in order to improve student learning outcomes.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
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<p>NAPLAN Expected Growth - Reading</p> <p>- Improvement in the number of students achieving expected growth in Reading so that there is an increase of 2% from a baseline of 60.41%.</p>	<p>Our internal and system data (Check- in assessment, NAPLAN) has indicated that our students are tracking towards the progress measures. The formation of the Literacy team has led to the development of a whole school reading strategy. The tracking and monitoring of student progress are being refined, allowing teachers to better target student learning needs and implement reading strategies. We are confident that our 2022 Reading targets will be met.</p>
<p>People Matter Survey</p> <p>Collaboration : 56%</p> <p>Continuous Improvement : 64%</p> <p>Innovation: 60%</p>	<p>The People Matter Survey indicated that staff wellbeing and satisfaction within the workplace continues to improve. and we are tracking towards the progress measures. We are confident that our 2022 focus on meeting the targets for collaboration, continuous Improvement and innovation will be met.</p>
<p>Year 9 ATSI cohort attaining HSC</p> <p>- ATSI attainment from year 7 - 12 of 45%</p>	<p>The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity has increased by 10%. The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. This is evidenced by a large number of ATSI students gaining entry to university in the course of their choice and the dux of our school (ATSI) gaining an ATAR of 97.8. We are confident that our 2022 focus on meeting the targets for ATSI HSC attainment will be met.</p>
<p>NAPLAN Expected Growth - Numeracy</p> <p>- Improvement in the number of students achieving expected growth in Numeracy so that there is an increase of 2% from a baseline of 66.74%.</p>	<p>Our internal and system data (Check- in assessment, NAPLAN, Progressive Achievement Test) has indicated that our students are tracking towards the progress measures. The formation of the Numeracy team has led to the development of a whole school numeracy strategy We are confident that our 2022 Numeracy targets will be met.</p>
<p>Tell Them From Me Survey</p> <p>- Improvement in the number of students indicating positive wellbeing so that there is an increase of 2% from a baseline of 59.5%.</p>	<p>The system data from the Tell Them from Me Survey indicates that our students are tracking towards the progress measures. The data indicates an improvement in students positive sense of belonging, positive teacher-student relations and positive learning climate within the school. We are confident that our 2022 focus on meeting the positive wellbeing targets will be met.</p>

Strategic Direction 3: Leading the School Community

Purpose

To genuinely and deeply engage with all stakeholders of our educational community and successfully lead a systems approach to the administration, management and upgrade of the whole school.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Leading the educational dialogue of the school community
- System Management and Administration of School Operations

Resources allocated to this strategic direction

Summary of progress

Initial strategies for leading the school community showed some promising results, however, this was impacted due to the learning from home period.

Leading the educational dialogue of the school community

- Staff, faculty and school wide team meetings were scheduled to facilitate dialogue within the school community and provide opportunity for collective leadership across the staff.
- The school worked with our community of schools to provide stage appropriate testing to build on knowledge of student growth. This opened a dialogue with partner primary schools to provide relevant educational opportunities for students at all stages.
- Our Student Representative Council (SRC) continued to build their leadership capacity through initiatives such as Harmony Week and other student led events. They also attend camps to build their collaboration skills as a student body.

System Management and Administration of School Operations

- Community consultation with parents, students and local transport companies allowed the school to begin planning for changes to the school hours. Due to state level consultation not happening until 2022, this is proposed to begin in 2023.
- The Introduction of the Rural Access Gap Scheme allowed for the initiation of a technology audit and planning for the implementation of resources into 2022. Bring your Own Device was implemented with year 7 and this was in fact supported by remote learning and the professional development associated with digital delivery of curriculum.

PAT testing was utilised by a number of partner primary schools and will continue to be offered in 2022. This has assisted the school in with key data and has supported transition to High School.

Our planning and resourcing of specific school operations was supported at a school, community and regional level and has enabled us to begin consultation with Transport NSW for structural changes to our school's operation. Technology infrastructure has been improved across the school due to the implementation of the Rural Access Gap scheme.

Throughout 2022 we will continue to ensure that the administration of the school and resources are aligned to support strategies that assist in the leading of our school community.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Year 9 ATSI cohort attaining HSC Attendance Rate: 75.6% >90% rate: 32.9%	The attendance rate of Year 9 Aboriginal students has increased by 12%. The whole school community demonstrates high expectations for student attendance as there is a strong correlation between attendance student wellbeing and learning outcomes. We will continue to foster and build on links with the local Aboriginal community to increase outcomes and opportunities for all students. We are confident that our 2022 focus on

<p>Year 9 ATSI cohort attaining HSC</p> <p>Attendance Rate: 75.6%</p> <p>>90% rate: 32.9%</p>	<p>meeting the targets for Yr9 ATSI students attaining the HSC will be met.</p>
<p>Leadership Development</p> <p>- 3% of teachers engaged in, or completed HALT</p>	<p>The leadership of the school demonstrates instructional leadership, having very high standards of sharing expertise, promoting and modelling effective evidenced based practice. There has been an Increase in the number of teachers seeking accreditation at <i>Highly Accomplished</i> and <i>Lead</i> levels due to the formation of Accreditation team. We. are confident that our 2022 focus on meeting the targets for leadership development will be met.</p>
<p>Tell Them From Me Parent Survey</p> <p>Improve parent engagement in Tell Them From Me Survey. Survey completed by more than 5% of a Parent/Carer</p> <p>Specific areas of improvement (2 %) in TTFM survey: Two Way Communication, Parents Participation at School, Parent Input</p>	<p>The system data from the Tell Them from Me (TTFM) Survey indicates an increase in parent engagement. There has been a significant improvement in our school systems of communication with parents which was highlighted during the time of remote learning. Our internal data indicates that parents highly value regular communication with the school, helping students and families to feel connected to the school and further ensuring continuity of learning. We are confident that our 2022 focus on meeting the parent engagement targets will be met.</p>
<p>Improved community engagement</p> <p>5% Increase in the following</p> <ul style="list-style-type: none"> - Improved P&C attendance and engagement - Improved parent/carers attendance at school events - Improved connection with local Aboriginal community 	<p>We actively and effectively communicated with Parents/Carers and the community to promote the outstanding work of staff and significant achievements of students to celebrate success. Due to the restrictions to visitors on the school site, many of our community events such as P&C meetings, parent teacher interviews, presentation night and the Yr12 Graduation transitioned to an online live stream format. Parents engaged with the school and provided feedback through social media, online surveys and email. We are confident that our 2022 focus on improving community engagement will be met.</p>

Funding sources	Impact achieved this year
Refugee Student Support \$676.90	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing for targeted interventions to support student learning <p>The allocation of this funding has resulted in: additional academic, social and cultural support.</p> <p>After evaluation, the next steps to support our students with this funding will be: to monitor and support any future needs of the students.</p>
Integration funding support \$107,258.00	<p>Integration funding support (IFS) allocations support eligible students at Nowra High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans (PLSP). <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
Socio-economic background \$415,628.51	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Nowra High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • supplementation of extra-curricular activities

<p>Socio-economic background</p> <p>\$415,628.51</p>	<ul style="list-style-type: none"> • engage with external providers to support student engagement and retention • employment of additional staff to support Homework Centre and HSC Tutorial program implementation. <p>The allocation of this funding has resulted in: in the provision of greater opportunities for students to access academic, vocational and individualised support. Teaching and learning was supported with the provision of extra staff to assist in initiative delivery.</p> <p>After evaluation, the next steps to support our students with this funding will be: Review and evaluation of initiatives with plans to continue in 2022.</p>
<p>Aboriginal background</p> <p>\$149,351.94</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Nowra High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in: an increase (>50%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 88% of Aboriginal students feel like their culture is valued at school. The AEO provides invaluable support to Aboriginal and Torres Strait Islander students, families and community.</p> <p>After evaluation, the next steps to support our students with this funding will be: engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students. Continue into 2022.</p>
<p>English language proficiency</p> <p>\$51,684.97</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Nowra High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: Individualised and small group support is provided to students and families and regular communication provided to detail student progress.</p>

<p>English language proficiency</p> <p>\$51,684.97</p>	<p>After evaluation, the next steps to support our students with this funding will be: Continue into 2022.</p>
<p>Low level adjustment for disability</p> <p>\$298,689.44</p>	<p>Low level adjustment for disability equity loading provides support for students at Nowra High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Resources have been purchased to assist in diagnostic testing of students. PAT testing provides pre and post evaluations of the initiative. <p>The allocation of this funding has resulted in: regular opportunities for classroom observation and evaluations/feedback which is built into the allocated time, ensuring accurate, reliable and valid data which informs differentiated programming and IEPs.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$4,309.99</p>	<p>The location funding allocation is provided to Nowra High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Maintenance of the school bus to support excursions. <p>The allocation of this funding has resulted in: increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: ensuring that ongoing costs associated with providing the above resource continues to support student involvement in excursions.</p>
<p>Professional learning</p> <p>\$97,447.48</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Nowra High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Strategic professional learning such as; Cognitive Load Theory, GERRIC, Aboriginal Education training, innovative ICT Futures pedagogy and Middle Leaders, along with Department Mandatory Training. <p>The allocation of this funding has resulted in: delivery of a variety of professional learning across a range of targeted</p>

Professional learning \$97,447.48	<p>areas which assists staff to build their capacity to support student learning outcomes. It has also increased capacity of all teachers to embed effective practices in the classroom with regards to ICT, Futures pedagogy, Cultural awareness and the embedding of First Nations perspectives into practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: personalised and targeted professional learning in the form of training, mentoring and co-teaching.</p>
COVID ILSP \$196,174.62	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> -improved outcomes for targeted stage 4, 5 and 6 students in literacy and numeracy and academic ability. -Improved student engagement and confidence. <p>After evaluation, the next steps to support our students with this funding will be: Continuation of the program in 2022 and expansion to include staff training in order to build capacity.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	449	440	447	440
Girls	466	452	449	452

Student attendance profile

School				
Year	2018	2019	2020	2021
7	91.4	91.2	93.9	89.2
8	89.6	90.1	92.6	86.9
9	89.3	86.5	90.1	83.4
10	87	85.6	87.7	81.8
11	88.1	84	87.4	78.6
12	84.8	89.1	91.6	85.8
All Years	88.4	87.9	90.7	84.3
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	1.4
Employment	6	10.7	11.6
TAFE entry	1	1.6	21.7
University Entry	0	0	56.5
Other	0	1.6	8.6
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

51.82% of Year 12 students at Nowra High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

98.1% of all Year 12 students at Nowra High School expected to complete Year 12 in 2021 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)	52.3
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	18.97
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,135,614
Revenue	12,766,854
Appropriation	12,248,935
Sale of Goods and Services	233,298
Grants and contributions	272,339
Investment income	834
Other revenue	11,448
Expenses	-12,532,981
Employee related	-11,013,018
Operating expenses	-1,519,963
Surplus / deficit for the year	233,873
Closing Balance	1,369,487

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.

	2021 SBAR Adjustments (\$)
Targeted Total	107,935
Equity Total	915,355
Equity - Aboriginal	149,352
Equity - Socio-economic	415,629
Equity - Language	51,685
Equity - Disability	298,689
Base Total	10,041,211
Base - Per Capita	229,049
Base - Location	4,310
Base - Other	9,807,853
Other Total	640,520
Grand Total	11,705,021

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

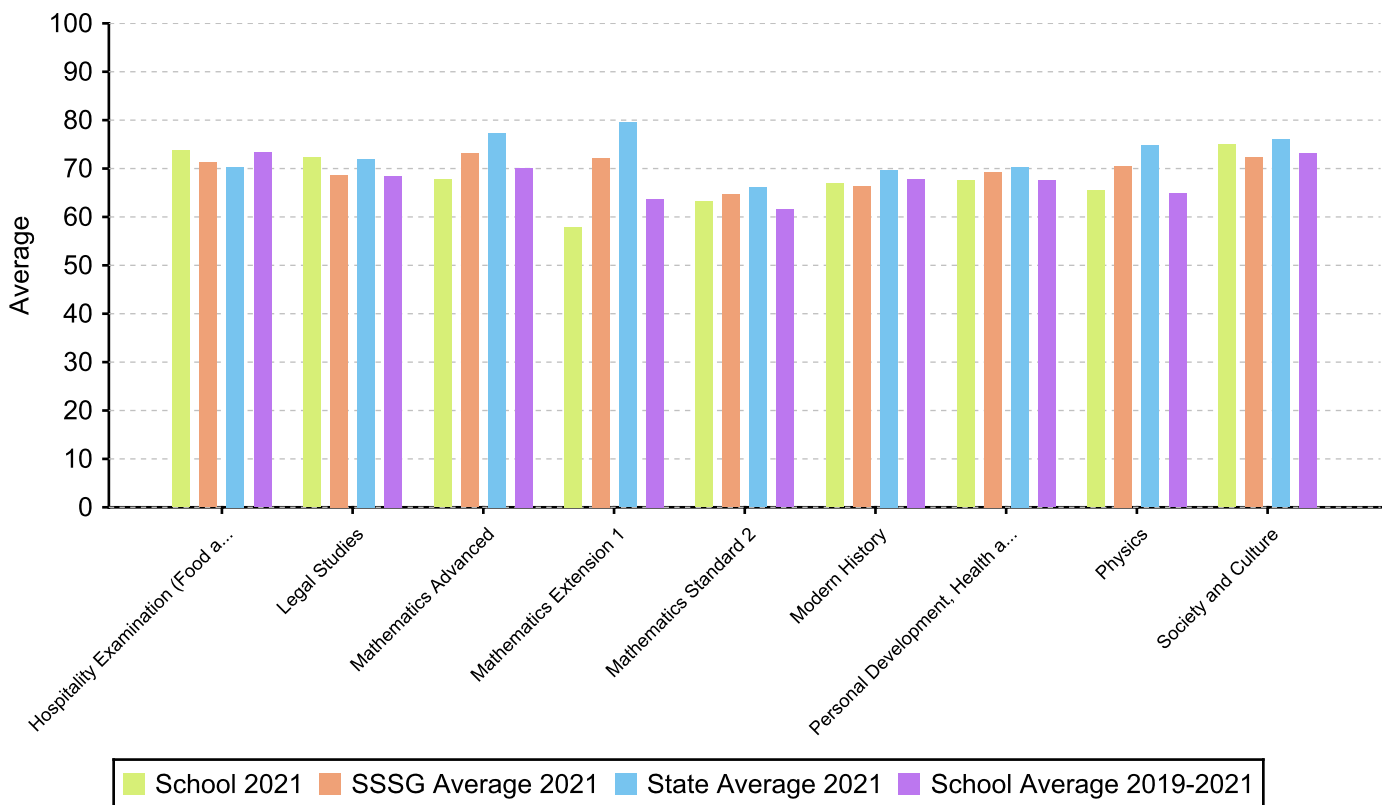
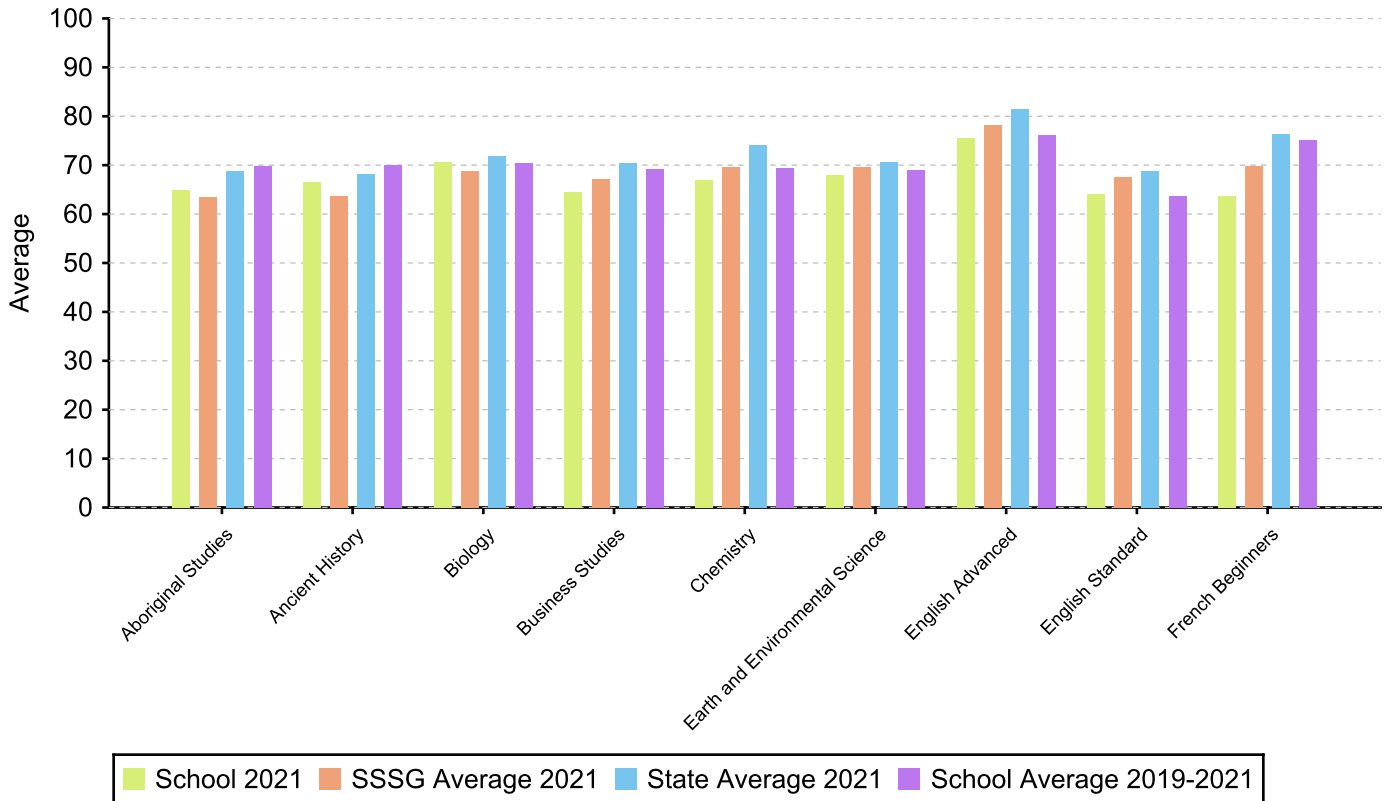
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2021	SSSG	State	School Average 2019-2021
Aboriginal Studies	65.0	63.6	68.8	69.7
Ancient History	66.6	63.8	68.1	70.1
Biology	70.7	68.8	71.9	70.4
Business Studies	64.5	67.1	70.4	69.2
Chemistry	66.9	69.6	74.1	69.4
Earth and Environmental Science	68.0	69.6	70.6	69.0
English Advanced	75.5	78.3	81.4	76.2
English Standard	64.2	67.6	68.8	63.7
French Beginners	63.6	69.9	76.4	75.1
Hospitality Examination (Food and Beverage)	73.7	71.2	70.3	73.3
Legal Studies	72.3	68.7	72.0	68.4
Mathematics Advanced	67.7	73.1	77.4	70.1
Mathematics Extension 1	57.9	72.2	79.5	63.7
Mathematics Standard 2	63.2	64.6	66.1	61.6
Modern History	66.9	66.3	69.7	67.8
Personal Development, Health and Physical Education	67.5	69.3	70.3	67.6
Physics	65.5	70.6	74.8	64.8
Society and Culture	75.0	72.3	76.0	73.2

Parent/caregiver, student, teacher satisfaction

Student focus groups and Tell Them From Me surveys were conducted with data informing both how students learn and their wellbeing needs from the perspective of parents and students. It was clear from this data that students learn best when they are physically at the school as opposed to learning from home.

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

Online learning necessitated constant communication with parents/carers and school, ensuring the continuum of learning during lockdown, supporting all stakeholders, teachers, students and families 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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.