

2021 Annual Report

Narooma High School



Carl Taylor A.E.W. and Students NHS 2021



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Introduction

The Annual Report for 2021 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 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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Message from the principal

Our school motto, "Together We Soar" was never more true or more relevant than during 2021. 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 Executive 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

As President of the NHS P&C, I would like to write on behalf of the P&C Committee. We wish to thank the School Executive, all the teachers and support staff for all they do for our students every day. We acknowledge the many challenges faced within the school environment that at times may hinder progress, and yet continue to make our school stronger. The enthusiasm, creativity, energy, intelligence, knowledge and drive of the staff is the ultimate motivation required for our students.

Our P&C believe that everyone, irrespective of culture, gender, academic ability and socio-economic class should be empowered at our school, and we continue to thank our staff for their support of all our students.

Our P&C have continued with our monthly meetings on the third Monday of the month within the school term. We have been faced with the challenges of meeting without actually seeing each other in person. We have had to endure the restrictions of the Covid pandemic and subsequently become familiar with the inner technical workings of arranging Zoom meetings to ensure we could move forward with our meetings. Whilst not always ideal, it did allow us to continue our functions and obtain a quorum. It was not all bad, it did present benefits to some of us - multi-tasking whilst attending the meeting. Covid however, unfortunately did greatly limit our involvement with conducting any tasks with the school as no onsite access was permitted. The limitations of Covid has also reduce our numbers of new members attending. Over the coming months, we hope that new parents and community members will continue to join us. The P&C is such a fantastic location to find out more about what is going on at the school, so I continue to encourage friends and family of our school community to come along and enjoy.

The P&C has successfully had our registration re-instated with the Australian Charities and Not for Profit Commission (ACNC). We are now a registered Charity. This will remove the burden of any reporting obligations to the Australian Tax Office.

We have highlighted an area where the P&C can potentially offer support to the school by investigating student

scholarships through various avenues, in particular the Public Education Foundation (PEF) and other grants. We endeavour to provide information and potentially work in conjunction with teachers to identify students to benefit and assist with application review if required.

The P&C continue to welcome the SRC to our meetings. The feedback from these students is invaluable and contributes to thought provoking ideas and discussions.

We have endured the transition of our school to a Connected Community School and achieved a pleasing outcome with Fiona Jackson being appointed our Executive Principal. We look forward to what this will mean for our students in regards to access of resources and improved education.

Our regular meetings with our Executive Principal Fiona Jackson have been the real window into the school happenings. It continues to amaze us of the extreme volume of activities occurring within the school grounds and external excursions. We learn of many new initiatives continuously on the horizon for the students. We deeply thank Fiona and her team for their dedication and commitment to leading our school into new and at times unexplored territory.

The P&C look forward with positivity and optimism for the future of Narooma High School and its students.

As President, I express extreme thanks and gratitude to each of our P&C committee members for their contributions, time, interest, ideas and support.

Sally McKee

NHS P&C President



L - R: Abbey Dawson, Patrick Sly, Drew Thompson, Tiarne Bailey

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School vision

Our Vision: At Narooma High School we are committed to a shared community inspired approach to excellence in education and opportunity for all.

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.

At the commencement of the planning period the student population is 530 with 14% of students identifying as Aboriginal or Torres Strait Islander. We have 61 permanent and temporary teaching staff and 26 permanent and temporary non-teaching staff. The school employs an additional Aboriginal mentor and 2 additional Student Learning Support Officers for academic support and mentoring of Aboriginal students.

The school promotes student leadership and has a strong and active Student Representative Council and a Junior Aboriginal Education Consultative Group. The members are responsible for contributing the student voice in the school decision making process.

We are very proud of our strong record of academic, performing arts, cultural and sporting achievements. Students represent the school across a wide range of activities at local, regional and state levels.

Narooma High School values learning through Responsibility, Respect and Support.

We have fostered strong partnerships with universities, cultural institutions, businesses and community groups. Parent support is strong and highly valued. The school works in partnership the Department of Education service delivery team and agencies and services to care for, value and support our students and their families.

The school joined the Connected Communities Strategy. This has seen an improvement for all Aboriginal students and non-Aboriginal students in literacy and numeracy, attendance, post school options and community engagement. We welcome and look forward to working with the school's governance committee, the AECG and external providers and continued collaboration with the P&C.

The Strategic School Improvement Plan 2021-2024 has been developed in consultation with students, staff, families and community. The strategic school improvement team engaged with Centre for Education Statistics and Evaluation's Leading Evaluation, Evidence and Data project to guide our situational analysis which has been essential to the development of this plan. As a result of the situational analysis Narooma High School has determined the following Strategic Directions: Student growth and attainment, Effective classroom practice, Instructional leadership.

The school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning.



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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

This data was collected from staff during a full Staff Meeting, in a process that included reflection and discussion.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student engagement and achievement within an inclusive curriculum. Students will meet challenging, yet achievable goals based on individual needs. Students will reflect on and evaluate their own progress to become confident and successful learners in a diverse and caring environment.

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.

- Individualising the learning
- Attendance and wellbeing

Resources allocated to this strategic direction

Aboriginal background: \$86,223.92

Socio-economic background: \$35,477.56

Low level adjustment for disability: \$16,840.00

Location: \$5,000.00

School support allocation (principal support): \$11,660.32

Summary of progress

In 2021, the focus of the school's work in this strategic direction was in developing a strategic and planned approach to meeting the individual learning needs of all students.

Well-developed and evidence-based approaches, programs and assessment processes were strengthened to ensure all students were challenged and that adjustments led to improved learning. Teachers attended intensive professional learning on strategies designed to improve HSC attainment through a focus on quality teaching for impact. Staff then incorporated the strategies into classroom programs within each faculty. Specialised literacy and numeracy programs were introduced into Stage 4 to accelerate the progress of students achieving in the middle NAPLAN bands. The impact of these two programs on improved student progress and attainment are promising and will continue to be implemented in 2022. Paraprofessionals provided intensive learning support to Aboriginal students, using MacLit and MultiLit to improve literacy outcomes.

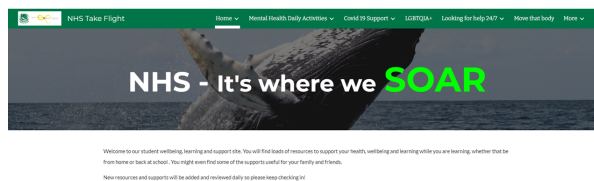
The overall wellbeing of students was supported through a range of targeted programs. A whole-school approach to wellbeing was enhanced through the launch of the Narooma High School wellbeing website, providing students and their families with a valuable resource. An improvement sprint, with a focus on attendance, was conducted in Term 1. Our plans to extend the sprint, due to the positive impact strategies were making, were interrupted by the "Learning from Home" period. Successful strategies employed in the sprint will continue to be utilised in 2022, with the employment of an attendance coordinator to help ensure we attain our attendance target.

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
Increase in the percentage of students in Year 9 achieving in the top 2 bands in NAPLAN Numeracy with an uplift of 3.58%.	NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for numeracy (11.90%) which is an uplift of 9.16%.
Increase in the percentage of students in Year 9 achieving in the top 2 bands in NAPLAN Reading with an uplift of 2.81%.	NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for reading (12.09%) which is an uplift of 6.68%.
Increase in the percentage of students achieving expected growth between	The percentage of students achieving expected growth in numeracy increased to 61.76% which is an uplift of 16%. We are trending towards our

Year 7 and 9 in NAPLAN Numeracy with an uplift of 2.87%.	lower bound system-negotiated target.
Increase in the percentage of students achieving expected growth between Year 7 and 9 in NAPLAN Reading with an uplift of 3.85%.	The percentage of students achieving expected growth in reading increased to 46.48% which is an uplift of 6.5%. We are trending toward our lower bound system-negotiated target.
Increase the percentage of students achieving top 2 bands HSC with an uplift of 2.4%.	18.18% of students attained results in the top two bands demonstrating progress toward the lower bound target.
Strategic focus on maintaining Aboriginal student engagement in Stage 6.	The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity has increased.
Increase the percentage of Aboriginal students achieving expected growth in NAPLAN Reading and Numeracy.	35% of Aboriginal students from years 7 and 9 have achieved results in the top 3 NAPLAN bands in reading and numeracy indicating achievement of the lower bound target.
Increase in the percentage of students attending school 90% of the time of more with an uplift of 3.29%.	The number of students attending greater than 90% of the time has decreased by 2.26% since 2019.
Increase in the percentage of students demonstrating positive wellbeing as measure through the 'Tell Them From Me' survey with an uplift of 2.7%.	Tell Them From Me data indicates 49.88% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).



Our student wellbeing, learning and support site, "Take Flight" was launched during the mid-year lockdown period in 2021.

Strategic Direction 2: Effective classroom practice

Purpose

Teachers will improve their practice through collaboration, use of student data and undertaking targeted professional learning to inform teaching. Teachers will regularly evaluate their effectiveness to improve student growth and attainment. All students will improve every year through explicit, consistent and research-informed teaching.

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.

- Explicit teaching
- High expectations

Resources allocated to this strategic direction

Professional learning: \$29,894.98

Location: \$12,600.00

Per capita: \$2,899.76

Socio-economic background: \$100,000.00

Summary of progress

Our focus in this strategic direction was on using targeted professional learning to improve teacher and leader practice. Through targeted professional learning using What Works Best and accessing LEED support, we were able to deep dive into High Expectations, Explicit Teaching Strategies, Data Usage and Effective Feedback. This aligned with the work of 3 Rivers for Learning which allowed for the cultural change around continuous learning and acceptance by 100% of staff for the PLC initiative for collaboration and observations to improve teaching practice. This initiative is in addition to formal coaching and mentoring processes.

Effective professional learning centred around cultural awareness including Turning Action Into Policy has raised awareness and created an opportunity for staff to embed strategies into their programs and lessons.

Overall, the effective programming has improved differentiation/adjustments, ongoing evaluation and reflection, explicit syllabus requirements, diversity/cultural awareness and enabled staff to collaborate to establish teams and structures to support consistent quality practices

We are very excited to see the PLC initiative continue to evolve in 2022.

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
Increase towards 100% teachers using evidence-informed practice to ensure explicit teaching and continuous self-improvement as measured PDP process.	As measured by the PDP process, 100% of teachers are using explicit teaching in their evidence-based practice.
Increase the percentage of Staff responding positively in the People Matter Employee Survey in relation to Collaboration and Continuous Improvement to be trending upwards to 60% from 2020 baseline results.	Staff responded positively in relation to Collaboration and Continuous Improvement as measured by the 2021 People Matter Employee survey. Items in the survey related to both aspects were above 70%, demonstrating an improvement between 33% and 39%.
Value Add data Yr 7-9 to improve from Working Towards Delivering towards Delivering.	SCOUT data indicates Value Add data between Years 7-9 as Working Towards Delivering.

Strategic Direction 3: Outward facing and responsibility of instructional leadership

Purpose

All leaders will promote the school vision by clearly communicating goals, inspiring confidence through high expectations in and among colleagues and strengthening community partnerships. A whole school approach to build a culture of ongoing improvement to meet the needs of every student and every staff member is evident.

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.

- High performing, collaborative teams
- Connected community

Resources allocated to this strategic direction

Professional learning: \$41,000.00

6101 Carried Forward Funds: \$60,000.00

Location: \$8,000.00

Per capita: \$2,000.00

Summary of progress

In 2021, our work in this strategic direction focused on strengthening leadership and team practice throughout and beyond the school in support of continuous improvement.

All members of the executive team participated in the Leading Teams professional learning, with feedback identifying that leadership processes and trademark behaviours have improved. Performance and Development Plan processes have been refined, with all staff plans aligned to the school's strategic plan while accommodating individual goals for improvement.

The school engaged *Principals4U* to conduct faculty reviews. Reviews were conducted in all but one faculty, with each faculty implementing the recommendations. The final faculty review will be conducted early in 2022.

The Executive Principal was integral in collaborating with NSW Police in establishing the Narooma Community Safety Alliance Group. (This includes Police, Housing, Health, Education, DCJ, Red Cross, CEO from Wallaga, and guests) This team meets fortnightly and work together to support community. The P&C continues to be a strong team that advocates for our school

To strengthen our community connections, a communication audit will be completed to improve our processes and practices. The employment of the Senior Leader, Community Engagement will work with regional and/or state AECG to establish an AECG in Narooma and will work in partnership with the Executive Principal in successfully implementing the Connected Communities strategy.

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
All executive complete Leading Teams PL and establish a high performing team. Uplift of 23% of staff indicating the school executive are clearly articulating a clear direction for the school's future as determined in the People Matter Employee survey.	Implementing these strategies and the initiatives from the Leading Team in 2021 has required this work to continue in 2022. Staff indicate that the school executive is clearly articulating a clear direction for the school's future with an uplift of 33% in the People Matters Employees survey.
Increased interactions and the	Increased interactions and the establishment of joint partnerships between

<p>establishment of joint partnerships between the school and the broader community are evident and measured by level of engagement in building the positive school culture as reflected in TTFM and internal survey data.</p>	<p>the school and the broader community are evident. Tell Them From Me data indicates we are 0.2 below the NSW government school norm of students reporting a positive school culture (5.4 school/5.6 NSW government school norm).</p>
<p>School practices in the element of Educational Leadership are self-assessed as Delivering.</p>	<p>Self-assessment against the School Excellence framework shows the element of Educational Leadership to be delivering.</p>
<p>School practices in the element of Learning and Development are self-assessed as Delivering.</p>	<p>Self-assessment against the School Excellence framework shows the element of Leadership and Development to be sustaining and growing.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$13,401.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Narooma 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"> • funding was to provide additional staffing to support student's enrolment at NHS <p>The allocation of this funding has resulted in: The student did not attend NHS.</p> <p>After evaluation, the next steps to support our students with this funding will be: The funding was to be returned.</p>
<p>Socio-economic background</p> <p>\$263,807.36</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Narooma 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"> • Attendance and wellbeing • Individualising the learning • High expectations • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • use of outside agencies to support students and staff wellbeing, engagement resulting in improved retention. • additional staffing to implement Aboriginal Cultural programs. • professional learning of staff to support student learning • providing students without economic support for educational materials, uniform, equipment and other items and extra curriculum activities. • additional staffing to support students to reduce the gap in the need for adjustments. • additional staffing to support the planning and implementation of collaborative practice. <p>The allocation of this funding has resulted in: Professional development of staff to support student learning has allowed staff a greater understanding of issues and staff have been able to develop strategies Employment of external providers to support students with additional learning and wellbeing needs. Students reported through TTFM that there is an increase in support and students felt a stronger connection to NHS. Employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level. The allocation of this funding has resulted in student improvement evidenced by: improvement in the uplift in NAPLAN results across years 7-9 and uplift in HSC results. Students had a stronger connection to the school where they felt supported by the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to engage a student mentor to support our trajectory towards achieving positive wellbeing across the school. Data shows that attendance</p>

<p>Socio-economic background</p> <p>\$263,807.36</p>	<p>rates for students is improving. The school will diversify the role of the additional staff members, for example redirecting 0.2 of the Student Support Officer position towards a focus on improving our attendance rates collaborating with outside agencies.</p>
<p>Aboriginal background</p> <p>\$86,223.92</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Narooma 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"> • Individualising the learning • Attendance and wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of FTE 2.0 additional staff to deliver personalised support for Aboriginal students • creation of attendance co-ordinator and attendance team • employment of additional staff to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level <p>The allocation of this funding has resulted in: Overview of activities partially or fully funded with this equity loading include:</p> <p>Employment of specialist additional staff to support Aboriginal students where they have accessed specialised support with literacy, numeracy and assignment work. Students reported they feel more supported with their assignments and assessments. Students results have improved as indicated in NAPLAN results and retention has improved as more students feel supported to continue at school.</p> <p>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. Students are accessing the AEO, Aboriginal Mentor and SLSO which has improved engagement and all students have a PLP.</p> <p>The allocation of this funding has resulted in: an increase 25% 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 Aboriginal students feel like their culture is valued at school.</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 We aim to refine and have 100% of families engaging in the PLP process.</p>
<p>Low level adjustment for disability</p> <p>\$207,019.76</p>	<p>Low level adjustment for disability equity loading provides support for students at Narooma 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"> • Individualising the learning • Attendance and wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students

<p>Low level adjustment for disability</p> <p>\$207,019.76</p>	<ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • targeted students are provided with an evidence-based attendance intervention to improve attendance and engagement and will increase learning outcomes <p>The allocation of this funding has resulted in: Staff reported engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students enabled students to improve their NAPLAN results and improve teacher practice. employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build their capacity in meeting the literacy needs of identified students and improved teaching practice. The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</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 additional trained SLSO, collaboration with outside agencies and continue the literacy and numeracy tutoring.</p>
<p>Location</p> <p>\$93,305.74</p>	<p>The location funding allocation is provided to Narooma 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"> • Individualising the learning • Explicit teaching • High expectations • High performing, collaborative teams • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • refining the subject selection process to ensure students are choosing subjects to suit their needs. • focus on Effective Feedback • development of cyclic practices • professional learning for staff that will increase high expectations, high performance, observations, • subsidise student assistance to support incursions/excursions and technology to increase student engagement. <p>The allocation of this funding has resulted in: improved teacher practice through relevant professional learning and feedback processes. increase in current technology resources to increase student engagement. increased subject opportunities and choices for students have improved student engagement and retention as they are completing relevant courses for post schooling.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Location</p> <p>\$93,305.74</p>	<p>developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation. The need to refine the subjects offered to suit the cohort.</p>
<p>COVID ILSP</p> <p>\$237,474.54</p>	<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"> • small group tutoring to support stage 6 students meet minimum standards. • targeted intensive numeracy tuition for year 8 for middle band students. • targeted intensive literacy tuition for year 7 literacy <p>The allocation of this funding has resulted in:</p> <p>The employment of educators to deliver small group tuition, this continued during COVID learning from home through google classroom. This is evident in the increase in students achievement in NAPLAN across 7-9. Releasing staff to analyse school and student data to identify students for and monitor progress of small group tuition groups. This has improved staff knowledge of where their students learning is and improved teaching practice.</p> <p>Providing targeted, explicit instruction for student groups in literacy and numeracy. This has been successful by the number of students in year 8 that have requested to be part of the initiative. In the initial year 8 group all students moved up a band.</p> <p>Through the tutoring minimum standards program all year 12 students achieved minimum standards ion 2021.</p> <p>The 75% of the Year 7 students in the program achieving significant progress towards their personal learning goals .</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	261	281	270	284
Girls	209	215	217	215

Student attendance profile

School				
Year	2018	2019	2020	2021
7	90.2	87.4	90	85.5
8	84.8	86.8	88.5	81.7
9	83.8	82.2	88.5	82.1
10	78	78	85.2	81.3
11	74.3	71.5	78.3	71.9
12	82.1	82.8	88.6	85.3
All Years	82.7	82.3	86.9	81.4
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	15	10	5
Employment	0	16	30
TAFE entry	10	15	15
University Entry	0	0	50
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

28.89% of Year 12 students at Narooma High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

97.1% of all Year 12 students at Narooma 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)	1
Head Teacher(s)	8
Classroom Teacher(s)	38.5
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Administration and Support Staff	16.08
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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	958,846
Revenue	9,475,363
Appropriation	9,463,682
Sale of Goods and Services	19,896
Grants and contributions	-13,319
Investment income	576
Other revenue	4,529
Expenses	-9,472,418
Employee related	-8,543,602
Operating expenses	-928,816
Surplus / deficit for the year	2,945
Closing Balance	961,791

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	13,401
Equity Total	557,051
Equity - Aboriginal	86,224
Equity - Socio-economic	263,807
Equity - Language	0
Equity - Disability	207,020
Base Total	7,656,209
Base - Per Capita	124,930
Base - Location	93,306
Base - Other	7,437,974
Other Total	343,805
Grand Total	8,570,466

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

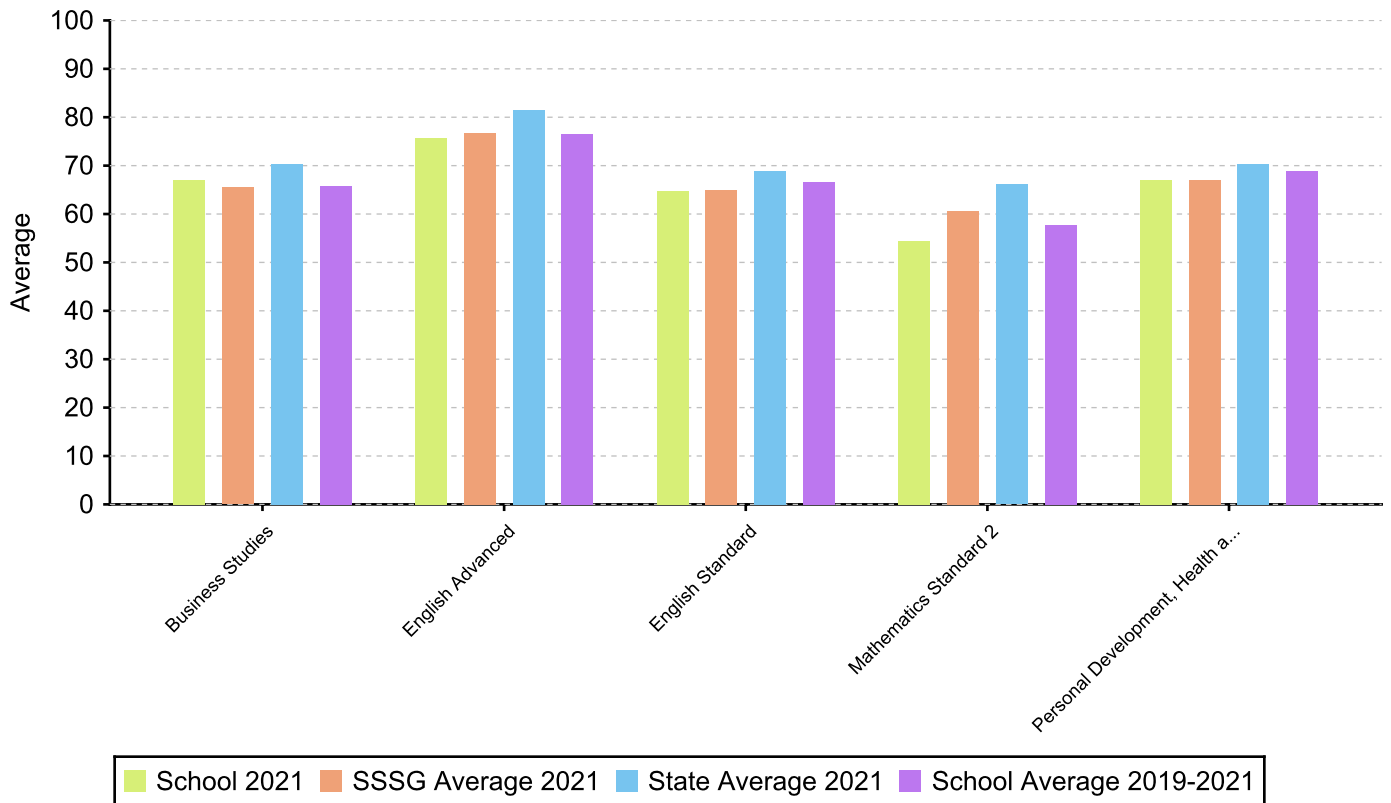
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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
Business Studies	67.1	65.5	70.4	65.7
English Advanced	75.7	76.7	81.4	76.6
English Standard	64.8	65.0	68.8	66.6
Mathematics Standard 2	54.4	60.7	66.1	57.7
Personal Development, Health and Physical Education	67.0	67.0	70.3	69.0

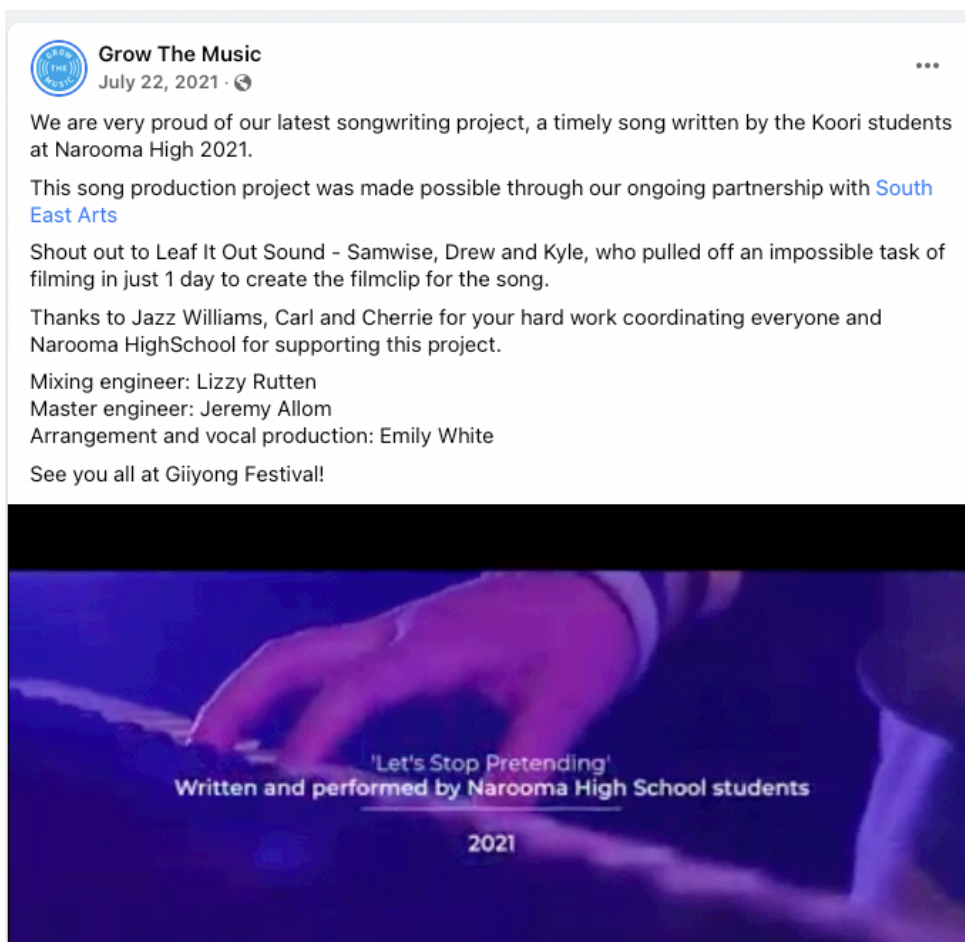
Parent/caregiver, student, teacher satisfaction

Judging from comments received on the Narooma High School Facebook page, parents/guardians and families were genuinely grateful to all the school staff for the efforts they put in to encourage and remain connected with the students during the lockdown period: the film clips of staff members "singing" and dancing were shared far and wide with humour and appreciation. Another source of information for this area is drawn from the results of the *Tell Them From Me Survey* where 271 students completed the survey between 21 Apr 2021 and 14 May 2021. The survey aimed to assess students' social, institutional and intellectual engagement. According to the results for Social Engagement: 41% of students at Narooma High School felt a positive sense of belonging at the school compared to 66% of students in Government schools in NSW; 60% participated in school sports and clubs compared to 58%; 72% had positive relationships compared to 78% across the state. Regarding Institutional Engagement: 55% of our students valued schooling outcomes compared to 72% of students in Government schools in NSW 89% had positive attendance compared to 90%; 86% had positive behaviour compared to 87%; 31% had positive homework behaviours compared to 54% across the state.

Finally, results for Intellectual Engagement: 20% of our students were interested and motivated compared to 28% of students in Government schools in NSW; 55% put in effort compared to 66%; 27% were appropriately challenged compared to 42% across the state.

In terms of trends, it is noted that there was little change in figures taken October 2020 to those taken in May 2021 except in the following cases: Truancy is down by 7% Positive behaviour at school is up by 8% Low skill high challenge is up 11% High skill high challenge is down 9%.

Teachers at Narooma High School remain committed to continuous improvement in all areas of engagement to improve our student outcomes.



Grow The Music
July 22, 2021 · 🌐

We are very proud of our latest songwriting project, a timely song written by the Koori students at Narooma High 2021.

This song production project was made possible through our ongoing partnership with [South East Arts](#)

Shout out to Leaf It Out Sound - Samwise, Drew and Kyle, who pulled off an impossible task of filming in just 1 day to create the filmclip for the song.

Thanks to Jazz Williams, Carl and Cherrie for your hard work coordinating everyone and Narooma High School for supporting this project.

Mixing engineer: Lizzy Rutten
Master engineer: Jeremy Allom
Arrangement and vocal production: Emily White

See you all at Giiyong Festival!

'Let's Stop Pretending'
Written and performed by Narooma High School students
2021

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.