2021 Annual Report

Shoalhaven High School

8561

Introduction

The Annual Report for 2021 is provided to the community of Shoalhaven High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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 Shoalhaven High School we are committed to providing a quality education in a caring and supportive environment that promotes inclusion, where all students' become responsible and successful learners focused on educational attainment. Every student and every teacher will be challenged to continue to learn and improve every year. To achieve academic excellence and prepare students for higher education all staff consistently implement the quality teaching framework to drive student improvement. All staff implement evidenced based and explicit teaching strategies to build strong foundations in literacy, numeracy and deep content knowledge underpinned by a confidence in each student's ability to learn, adapt and grow great minds and great people.

School context

Shoalhaven High School is a comprehensive public high school located in Nowra on the south coast of New South Wales. The school has 649 students supported by 97 teaching and non-teaching staff. Key initiatives include a strong focus on literacy and teaching and learning strategies based on trauma-informed practice for academic engagement and wellbeing.

The school offers extension and enrichment, transition and literacy support classes to promote the academic advancement of students, while strong wellbeing, sports, arts and student representative programs contribute to the holistic educational experiences of students at Shoalhaven High School.

The school has a Support Unit of 9 classes catering for students with a variety of diagnoses, including IM, IO, ED and AU. With 26% of students identifying as Aboriginal and Torres Strait Islander, Shoalhaven High School has 2 Aboriginal Education Officers who are an integral part in supporting our students. Programs such as Girls Mentoring and the Clontarf Academy are also accessible to students as additional support. A substantial proportion of students are from low socio-economic backgrounds.

The school's motto "Aiming Higher" epitomizes the opportunities given to all students to reach their full potential. As a Positive Behaviour for Learning school (PBL), all activities provided for students are underpinned by our core values of Respect, Responsibility, Safety and Particpation.

Key findings of our Situational Analysis has helped us identify 3 key strategic directions :

1. Student Growth and Attainment

2. Student Engagement and Culture

3. Parent/Carer Community Partnerships

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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent, evidenced based and data informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform 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.

- Evidence Based Teaching Practices
- Data Informed Practice

Resources allocated to this strategic direction

Socio-economic background: $410,990.00
Aboriginal background: $9,423.00
Professional learning: $25,300.00
Integration funding support: $136,600.00
English language proficiency: $10,511.00
Low level adjustment for disability: $68,300.00

Summary of progress

- **Evidence Based Teaching Practices**

What did we do?

Learning Intentions Success Criteria

In 2021 we continued our journey toward embedding learning intentions and success criteria as a common school-wide practice. From initial consultations and lesson observations with strategic support staff, to professional learning opportunities provided to our staff, we are now seeing learning intentions, success criteria, WALT and WILF in many lessons across the school. As evaluated our implementation of LISC in all classes we have found that the majority of staff members have included this in their everyday teaching practice. Our HT Teaching and Learning continues to work with these staff to help develop their skills in the programming and delivery of LISC in each and every lesson.

How well did we do it?

At present approximately 65% of staff indicate LISC is now an integral part of their teaching and learning programs. The Head Teacher Teaching and Learning will continue to work, develop and promote the inclusion of this practice across the entire school. Professional development for all staff, including SLSO's is ongoing and well received.

What was the impact?

The implementation of LISC in a clear, consistent and positive way has seen student engagement improve across some Key Learning Area's and a greater understanding of the relevance of the curriculum being taught. We still have room for improvement in ensuring all student's and staff take responsibility for the consistent school-wide approach in the implementation of this practice. Student's engagement will improve as well as their educational outcomes as they develop an understanding of "What is being taught", "Why it is being taught", "The relevance of the curriculum" and "How they know they achieved during the lesson".

Next Steps

All staff will participate in continued professional learning on the implementation of LISC across the school. Further support will be provided to staff and faculties to ensure LISC forms a key component of lesson and program structure. We will strive to ensure that every child understands what the intent of the lesson is and the relevance of the curriculum but most importantly understand what success looks like each and every lesson so that students feel a sense of accomplishment everyday.

- **Data Informed Practice**

What did we Do?

The use of a variety of data sources to effectively assess and drive student progress in literacy and numeracy skills across our school is becoming more widely adopted as our staff undertake further training and collaborate using data. Our Learning Support Team and/or HT Teaching and Learning have been in constant collaboration using such data to drive strategies, programs and even class changes that drives the growth of our students. Our Owls, Magpies and ASPIRE programs all provide evidence of effective differentiation of the curriculum, adjusting to support and extend learning. Teaching and learning programs are progressing across the school, include assessments and are beginning to include learning intentions and success criteria base don the use of data. Data skills and Use has been a priority area for staff professional development through our Literacy and Numeracy Committee (LANCOM). We have shown effective delivery of this element through the use of data to inform strategic support initiatives.

How well did we do it?

Ongoing support provided by LASTs ensured that all Yr 12 students satisfied National Minimum Standards criteria. thereby successfully attaining their HSC.

Students successfully progressed from the Yr 7 Transition class into mainstream classes or joined the Yr 8 Owls class for ongoing targeted support.

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
HSC attainment • Students are exceeding the lower band target of 36.1% for the top three bands. • Students are selecting appropriate subjects in their pattern of study and experiencing success.	• Observation of classes indicates **65%** of staff utilise learning intent and success criteria in their lessons to establish learning goals for all students. We are tracking towards meeting our target of 100% establishing clear learning intentions and success criteria to improve student learning outcomes. We will continue to provide professional learning for all staff to develop skills and confidence to implement LISC in all classes • Document analysis of learning programs indicate **55%** of learning programs include evidence of adjustments made to accommodate individual student needs. Berry Street Education Model is identified as essential component of stage 4 teaching and learning programs. We are tracking well towards all staff understanding and implementing trauma informed practice to better cater for the learning needs of all students. • Individual learning profile procedures have been identified and are in early stages of trial within the COVID ISLP. • Some teachers engaged in curriculum specific professional learning for explicit teaching techniques, while the whole school focus remained on the implementation of LISC and BSEM.
• The student cohort has achieved the top two bands lower trajectory bound for 2021 in reading. • Students have achieved the top two bands lower trajectory bound for 2021 in numeracy. • Students have achieved the expected growth trajectory for 2021 in reading. • Students have achieved the expected growth trajectory for 2021 in numeracy.	• Data indicates that 4.76% of students in top 2 bands reading and 6.82% of students in top 2 bands numeracy showing a decline in reading from baseline data and achievement of the lower bound trajectory target in numeracy. • The percentage of students achieving expected growth in reading increased to 59.26% indicating achievement of the lower bound target of 55.64% and significant gains on the upper bound trajectory target of 60.44%. • The percentage of students achieving expected growth in numeracy decreased to 47.06% indicating progress yet to be seen toward the lower bound target of 62.74%
• The number of co-developed PLPs and ILPs has increased. • Our Aboriginal student cohort has achieved the top three bands lower trajectory bound for 2021 in reading. • Aboriginal students have achieved the top three bands lower trajectory bound for 2021 in numeracy. • Increased percentage of Aboriginal students attaining the HSC to above the	• The Aboriginal Education Team has developed a new proforma for the PLP process however, PLPs were not completed in 2021. • 13.04% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating achievement of the lower bound target (of 10.31%) and advancement towards the upper bound trajectory of 15.31% • 13.33% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating achievement of the lower bound target (of 11.38%) and advancement towards the upper bound trajectory of 16.38%. • The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the

minimum system-negotiated lower bound trajectory for 2021 whilst maintaining cultural identity.	pursuit of excellence. This is evidenced by increased student achievement of the HSC and student engagement with the Clontarf and Nahla programs.
• Staff are training in Quality teaching rounds and the quality teaching framework. • BSEM is implemented throughout stage 4.	• 25% of teachers participated in observations based on the Quality Teaching Model with emphasis all domains within the Quality Teaching Model. • Informal observations indicate that 65% of staff have utilised Learning Intentions and Success Criteria in their lessons to establish learning goals for all students. • Delayed initiatives in Term 2 have required full BSEM implementation to be postponed into 2022 and 2023. To date 15.9% of staff were able to fulfil this progress measure with more engaging informally with the model.
• Students have achieved the lower bound trajectory for the top three bands in the HSC for 2021. • Subject selection processes are reviewed.	• 18.9% of students attained results in the top three bands demonstrating progress yet to be seen toward the lower bound target of 32.34%. • Evaluation completed of Stage 6 subject selection processes, particularly pertaining to student selection of appropriate subjects to gain an HSC and/or ATAR

Strategic Direction 2: Wellbeing, culture, attendance and strengthened transitions.

Purpose

Our purpose is ensure all students grow great minds and become great people. Through regular attendance, improved students and staff wellbeing and a strong connection to culture will ensure all students transition into brighter futures. .

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.

- Well-Being and Attendance
- Transitions

Resources allocated to this strategic direction

Aboriginal background: $154,000.00
Socio-economic background: $135,200.00

Summary of progress

- **Well-Being and Attendance**

What did we do?

Attendance at school for both staff and students has been paramount in developing a positive learning culture at the school. Student attendance figures dipped significantly in 2020 (which is likely due to COVID), but has began to bounce back to pre-covid statistics. Throughout the year there was a need to implement the Head Teacher Wellbeing to incorporate attendance into the role. This role was designed to implement strategies to improve data collection and also student attendance based on Department of Education systems and practices. We also liaised with other school executives from our feeder primary schools to design and implement better strategies and communications for the wider community. A school wide data collection regarding roll marking procedures and teacher understanding of the legalities relating to attendance was established and staff participated and made aware of their requirements. Specialist Indigenous programs were introduced to Shoalhaven High in 2019 (Clontarf) and 2021 (Nahla) aiming to increase student attendance and attainment.

How well did we do it?

Student attendance increased 4% from 2020 to the end of 2021. Overall improvement was seen in students who regularly arrived late to school, particularly Stage 4 students - decreased by 2000 incidents. Term 1 - Term 3 staff attendance improved. Staff attendance has a significant impact on the learning culture in the school as students are more settled in their classes due to their teacher being consistently present. Consistent staff attendance models school expectations to the students, and demonstrates a commitment to the students' education and wellbeing. The increase in staff attendance is a reflection of increased staff morale over the past 2 years.

Ongoing truancy and roll administration is a challenge for the school to continue to address..

What was the impact?

2021 Tell Them From Me data demonstrates that the vast majority of students both felt good and that teachers understand their culture. Students also feel confident in knowing where to go and and who to see if they are experiencing bullying. These are positive changes from previous years data as a result of the implementation of Student Development Lessons (SDL) which focused on student wellbeing, sense of self, resilience and coping with challenges.

Next Step

Regular contact with families and consistent correspondence through registered mail, phone calls and email to support student attendance. Targeted year group each term to improve attendance (NIPS) of students who fall between 70-90% attendance. Positive reinforcement of regular attendance through rewards or activities. A Wellbeing Hub working with allied health services and our Student Support Officer (SSO) appointed to further support our students at SHS. Our SSO has already been involved in transitioning new families in the need of support to the school.They will be involved in supporting the school and families to establish links with health professionals to ensure learning can occur. The Learning and Support Team can demonstrate sustained documentation of actions and support of students and this will continue to evolve and improve as time goes on. The weekly student summaries provided by Deputies at wellbeing meetings also

communicates a variety of issues to staff in regard to student wellbeing and support needs.
- **Transitions**

What did we do?

We provided numerous opportunities for all students to transition smoothly from Year 6 to Year 7. Senior students are involved in the Peer Support Program for Year 7 students to build positive connections with senior students. Staff deliver interactive lessons at feeder primary schools to build positive relationships with new students.

As students transition through Stage 4 to 5 they are provided with a variety of learning opportunities at SHS. When students progress from Stage 4 to 5 they are able to choose interest-based electives on the Z-line of the timetable. Over two years, students can choose a mixture of 50 or 100 hour electives that suit their individual interests. In Stage 5, students are also able to participate in a Taste of TAFE program to experience a different learning environment in an area of interest. The interest-based electives and Taste of TAFE program are an early opportunity for students to tailor their own lifelong learning pathway.

During the transition process from Stage 5 to Stage 6, students were informed about VET and EVET courses that are available for study. These courses are available every year for students and are delivered by VET trained teachers at SHS or external providers. The significance of these courses are to provide an alternative avenue for students to continue their learning through options that meet their needs and interests.

How well did we do it?

There were a number of Orientation and Transition days that have made students feel welcomed. 2021 Tell Them From Me data demonstrates that the vast majority of students felt good. Students also feel confident in knowing where to go and where to get assistance when required. Post School Exit Destination surveys need to be developed to ensure better tracking of students transitioning from school to work/uni

What was the impact?

There has been an increase of Year 7 enrollments at Shoalhaven High School and a decrease in the number of incidents The number of students enrolling in alternative education pathways has increased in 2021. Due to ineffective Post School Exit Destination Data, improvement needs to be seen in the data collection to ensure all students are known, valued and cared for.

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 students understand the TTFM terminology of advocacy and belonging. • PDHPE staff will educate students on what constitutes a strong sense of advocacy and belonging.	• Tell Them From Me data shows Shoalhaven High School has maintained 60% of students reported positive wellbeing. Advocacy and sense of belonging have maintained at 60% over a two year period. • Tell Them From Me Data indicates 70% of students believe that school staff emphasis academic skills and hold high expectations of student engagement (expectations for success). This has been maintained over a two year period.
• Staff and students understand and value the benefits of improved attendance. • Staff develop and deliver engaging curriculum that values inclusion and improves access to learning opportunities for all students. • Development of PLP and ILP processes and plan of implementation for all students.	• The number of students attending greater than 90% of the time or more has increased, however, this is likely due to the flexible period. • Document analysis of learning programs indicate improvement of learning programs that include evidence of adjustments made to accommodate individual student needs.
• All staff understand attendance processes, practices and responsibilities. • The importance of regular school attendance is communicated and	• Staff co-developed and designed the attendance policy flow chart for implementation indicating greater responsibility and accountability for students in their classes and the school in general. All staff report, document and follow up on absences including truancy from classes. • HT Well being and attendance communications effectively with families

promoted positively to the wider community. • A planned approach to attendance and well-being is developed.	about the importance of attendance and offers support to work the student and family to improve overall attendance. • Attendance rewards and incentives have been developed to improve our communities value on regular school attendance. • Our wellbeing and learning support team have developed a planned approach including supports available to support staff and student wellbeing and attendance.
• The Yr 6 transition team works with local feeder schools to develop a program that supports students to successfully integrate into Stage 4. • Students are supported through smaller class sizes and connection will external agencies. as they transition from Stage 4 into Stage 5. • The school assists students to make informed decisions based on data about their options heading into Stage 6 and beyond.	• A school funded Year 6 into 7 transition coordinator develops and fosters positive Community of Schools (CoS) partnerships to improve transition. • All students, including those with special needs are involved in transition days, KLA days and discovery days before commencing high school. • Staff from each faculty develop ind deliver transition lesson for our Year 6 students. • Middle school classes established and operate with Primary trained teachers to ensure students are stage appropriate in literacy and numeracy before commencing stage 5. • Careers advisors have developed an "Exit Survey" for Years 10,11 and 12 as they transition out of school into the workforce and or further study.

Strategic Direction 3: Parent/Carer Community partnerships.

Purpose

Our purpose is to maintain and strengthen our parent and career relationships, while establishing strong links with community partners. Our staff will ensure we are "Walking Together, Working Together" to improve student outcomes.

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.

- Parent/Carers- partners in learning
- Genuine Community Partnerships

Resources allocated to this strategic direction

Socio-economic background: $1,500.00
Location: $3,290.00

Summary of progress

- **Parent/Carers- partners in learning**

What did we do?

Ab Grad - morning tea; Nahla group - meeting and camp; Clontarf; use of Tech to provide info eg. Yr 10-11 subjects; Shoaly Shufflers; Yr 6 - 7 Info night

Additionally, Shoalhaven High School has further built connections through the development of the "Shoaly Shufflers". This initiative was developed by staff during the first period of remote learning to foster a sense of connection with our students and families. Building rapport, in this case through humour, is key to the successful development of young people and essential in challenging perceptions of the educational system to our families; which is a key issue identified among our community demographic.

Every year in July/August, Year 10 students participate in activities to assist them in planning for their future. Students spend numerous lessons and a specific afternoon with the Career Advisors to discuss their future plans. Students and their parents/carers also attend an evening event where they gain information about study options in Year 11 and 12. Faculties are able to promote their Stage 6 subjects and discuss the course requirements with students. Over 2020/2021 this process has been modified to meet COVID-19 restrictions that have been in place at the time. The significance of this process is to ensure that all students are able to continue with their learning at SHS in a way that is suitable to their needs, interests and future plans.

Morning tea - Mothers' Day; Shoalhaven Ab Dance group performed for NSW AECG state meeting

How well did we do it?

Impacted by COVID; staff up skilled in use of technology to successfully communicate with parents/carers; ran in-person events when able otherwise live streamed; good communication from Exec Principal to school community

What was the impact?

Interested learners stayed engaged - online or through work packs; reality check regarding the access to technology (eg. no devices, poor internet service) for our families and the technology skills of our students; Yr 6 - 7 enrollments have increased over the past 12 months

Opportunities for all students to transition smoothly from Year 6 to Year 7. Senior students involved in the Peer Support Program for Year 7 students to build positive connections with senior students. Staff deliver interactive lessons at feeder primary schools to build positive relationships with new students. Orientation days and information evenings are facilitated to support a smooth transition for students and their families which allows them to feel supported and cared for. SHS has a process for students at local feeder primary schools to transition into Stage 4. Every year local primary school students are invited to an orientation day at SHS to participate in sample lessons across a variety of subjects. Parents of prospective students are also invited to attend an information session. Prior to COVID-19, music and art teachers visited a local primary school to assist prospective students in their lessons. Planning for the transition process occurs in the preceding year via a Year 6 into 7 Transition committee which includes numerous teachers including the

incoming Year Advisor and LaST. The significance of this transition process for SHS has enticed prospective students to SHS by showcasing the learning opportunities that may occur through their years at high school.

Taster programs for students with disabilities to local School Leaver Employment Support (SLES) providers is a program that has been running successfully for many years. Potential school leavers attend as a group excursion to support their transition into post school programs. Students have the opportunity to attend each service for approximately 4 visits then discuss the pros and cons back at school. This is an important experience as parents/carers are not always proactive in visiting a variety of services to make an informed choice so this experience empowers students to have their say and justify their preferences. In 2021 a tour was offered for parents/carers to visit some of the SLES providers. Families are supported through the NDIS process in preparation for SLES funding by class teachers, the Student Support Officer at SHS and the Support Teacher Transition working out of District Office.

Being a Connected Communities school has meant that Aboriginal Education is more of a focus. Specialist Indigenous programs were introduced to Shoalhaven High in 2019 (Clontarf) and 2021 (Nahla) aiming to increase student attendance and attainment. Since the initiation of Clontarf there has been an increase in attendance and retention rates resulting is students reaching higher levels of education. In addition to this, the Clontarf program has seen a reduction in suspensions for their students. We have limited data on the Nahla program as it was only initiated in 2021. However, during this short time we have seen small increases in student attendance and a decrease in negative incident reports. These programs facilitate a supportive environment where students feel nurtured, cared for and are equipped with the skills to succeed in post school activities.

The SRC and P and C are long standing councils which provide students and community members with a 'voice' to contribute to positive school goals and ambitions. Each works collaboratively to identify priority targets for the year that will improve student experiences and opportunities at the school. Areas of action have included R U OK? Day, fundraisers for various charities, school beautification and breaking down barriers of financial difficulties.

Next Steps
  - **Genuine Community Partnerships**

What did we do?

SHS Wellbeing Hub - working towards establishment; Local School Reference Group - LSRG - worked towards establishment; AECG - ongoing active participation from SHS staff; Partner's Morning Tea

How well did we do it?

Many plans but Wellbeing Hub restricted by capital works, LSRG formed in 2022 when expectations were made clearer; AECG - SHS well represented

What was the impact?

Through the wellbeing team students at SHS have access to services and outside agencies to support students and their families when in need. This is via financial and housing support, mental health support, medical appointments and specialist appointments. Having quick access to an otherwise long wait list for specialist appointments enables pediatricians to promptly modify medication so that students can focus in class. Specialist accessibility during school hours breaks down barriers of transport as well as parental time and organisation to ensure students are receiving prompt treatment for their identified medical concerns.

Next Steps

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
Promote a positive school ethos through participation in cultural and community events.	• All faculties have a representative on the Aboriginal Education at the school to improve faculty understanding of our local culture and history helping build relationships with our wider community. • All students participate in NAIDOC events during week 10, Term 2.
SHS showcase for community members to introduce engagement in school activities	• P&C provide a partners morning tea that celebrates our working relationship with all our community partners. Year 11 and 12 Hospitality classes cater, serve and work during the morning tea gaining valuable industry experience.
AEO utilised to increase the PLP	• Aboriginal Education Team have 90% finalised the new PLP process for

completion and increase engagement of Aboriginal families	the school
An increase in CoS activities (3 KLA days introduced) that leads to smoother primary to high school transition. Aboriginal transition and morning tea for parents and carers to promote positive engagement with secondary education with and increase in parent/carer attendance	• All students, including those with special needs are involved in transition days, KLA days and discovery days before commencing high school. • Faculty staff released to deliver lessons in the Primary school setting further strengthening the transition to high school. • AEO's organise and run a transition morning tea for our Aboriginal families with Year 6 students. Executive staff attend to strengthen our relationships with our families.
Increase number of students engaging in opportunities provided in the community during school and post-school destination.	• Education Pathways Program has been accepted for 2022 to offer more post school opportunities for our students. • Number of students engaging in SBATS has remained steady but we have seen an increase in senior students studying a vocational pattern of study.
PLP process is redeveloped and made easily accessible for all Aboriginal families. PLP are user friendly and easily understood for staff, students and parents. LSRG Established to support the school plan and vison of the school.	• PLP process is 90 % completed and will be established and completed during 2022. • The local School Reference Group (LSRG) established was delayed in 2021. The LSRG will be a priority for establishment early in 2022.

Funding sources	Impact achieved this year
Integration funding support $136,600.00	Integration funding support (IFS) allocations support eligible students at Shoalhaven High School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidence Based Teaching Practices **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around [course] • implementation of targeted programs to differentiate teaching and learning programs • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] **The allocation of this funding has resulted in:** Allowing us as a school provided to support to all students where and when needed. We have employed SLSO additional to entitlement to help drive the success of our middle school programs in Year 7 and 8. Without this additional support for these students they would be a greater risk of disengagement. Provide unique learning opportunities encourages and ensures students can succeed and thrive as they progress through to stage 5 and 6 courses. **After evaluation, the next steps to support our students with this funding will be:** Continue to provide additional support on classes with need and allocate resources and support for 6 into 7 transition to ensure class placements are reflective of ability and encourage growth.
Socio-economic background $547,690.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Shoalhaven High School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidence Based Teaching Practices • Data Informed Practice • Parent/Carers- partners in learning • Well-Being and Attendance **Overview of activities partially or fully funded with this equity loading include:** • additional staffing to implement Year 7/8 Owls classes to support identified students with additional needs • professional development of staff through BSEM/TIP to support student learning • staff release to increase community engagement • employment of additional staff to support NAHLA and Attendance activities implementation. **The allocation of this funding has resulted in:** Students achieving stage appropriate outcomes form the year 7 and 8 Owls classes. These students were identified and requiring additional support. Placement in these classes has enable our students to improve their educational outcomes and commence the following year of school at age appropriate levels for stage 4. We have released a staff member to run our our girls mentoring program "NAHLA" to help support, improve and establish high expectations for our Aboriginal girls and in fact all girls. A successful

Socio-economic background $547,690.00	mothers day morning tea was held with involved 40 families attending the school and this program preparing and serving the food while also delivering key message from the program. In addition to this a transition coordinator was funded to improve our schools relationship with our feeder primary schools and also to ensure a smooth transition from Primary School to High School. The impact has seen Year 6 students feel welcomed into high school and decreased families concerns about their children starting high school. **After evaluation, the next steps to support our students with this funding will be:** We will continue with our middle school approach to Year 7 and 8 Owls classes as we have seen vast improvements in these students educational outcomes. We will continue ti implement BSEM and TIP practices to foster positive attachment in our classrooms further enhancing positive classroom environments. We will continue to develop and foster our relationships with our feeder primary schools to further enhance our transition programs for these students..
Aboriginal background $163,423.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Shoalhaven 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Well-Being and Attendance • Evidence Based Teaching Practices **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • 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 **The allocation of this funding has resulted in:** Shoalhaven hIgh setting up and establishing and active whole school Aboriginal Education Team. The team works in consultation and collaboration with the AEO's to ensure all teaching and learning programs include local Aboriginal context, culture and history. This has resulted all students and staff developing a great appreciation for our local community, their lands and most importantly our students needs. All staff were trained in the Department of Education's "Turning policy into action" to improve our understanding of the Aboriginal Education Policy. Staff members have been released to develop and initiate a new PLP process for all students that involves genuine family input and partnerships. Additional release time for our NAHLA girls mentor to support their educational needs and the continuation of Clontarf to support our Aboriginal male students continues to be a focus. **After evaluation, the next steps to support our students with this funding will be:** Shoalhaven High School will continue to support Clontarf and NAHLA mentoring programs. Head teachers will be provided release time to meet with AEO and Aborignal Education Team to ensure
English language proficiency $10,511.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Shoalhaven High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan**

English language proficiency $10,511.00	**including:** • Data Informed Practice **Overview of activities partially or fully funded with this equity loading include:** • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds **The allocation of this funding has resulted in:** the employment of a 0.1 FTE EALD staff member to work one on one with our EALD students. Students work on programs designed and implemented by the EALD teacher to further support the learning outcomes of these students in all classes. Students are withdrawn from regular classes to be provided with this intensive support. **After evaluation, the next steps to support our students with this funding will be:** to continue to support our EALD students with the funding provided to ensure they can experience success in their educational pursuits.
Low level adjustment for disability $68,300.00	Low level adjustment for disability equity loading provides support for students at Shoalhaven High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Informed Practice **Overview of activities partially or fully funded with this equity loading include:** • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • 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 **The allocation of this funding has resulted in:** students in classes provided with adequate support to cater for a wide range of different learning needs. Staff have been employed to provide support in the classroom and the establishment of 2 middle school classes with Primary trained staff to address additional learning needs. The middle school classes, staff and SLSO has improved the educational outcomes of the students and developed literacy and numeracy skills to stage appropriate levels. **After evaluation, the next steps to support our students with this funding will be:** to continue to fund additional SLSO time and Primary trained staff in stage 4 classes to continually cater for students with additional learning needs. A learning and engagement center building will be funded in 2022 to establish the center and provide more opportunities to cater for the learning styles of all students.
Location $3,290.00	The location funding allocation is provided to Shoalhaven High School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Parent/Carers- partners in learning **Overview of activities partially or fully funded with this operational funding include:** • subsidising student excursions to enable all students to participate

Location $3,290.00	• incursion expenses **The allocation of this funding has resulted in:** our students representing our school within the wider community at reduced or no costs. We have also been able to facilitate morning tea incursions prepared and served by our students for the wider community and community partners. **After evaluation, the next steps to support our students with this funding will be:** to continue to subsidise and support our students to ensure they can participate in all educational activities regardless of cost involved.
COVID ILSP $248,124.99	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • development of resources and planning of small group tuition • employment of additional staff to support the monitoring of COVID ILSP funding • providing intensive small group tuition for identified students who were… **The allocation of this funding has resulted in:** the development and implementation of small group tuition, behavioural reading and the Renaissance reading program implementation in Year 7. Through the use of data students were identified with gaps in their learning needs as a result of COVID-19 and remote learning. Trained educations engaged in small group tuition to work one on one with students to ensure that all students achieved their educational potential. Reading and literacy outcomes of the students involved in COVID ILSP have increased over the past 12 months. **After evaluation, the next steps to support our students with this funding will be:** continue with our COVID ISLP with a focus on numeracy over the next 12 months. Trained educators will continue to be employed to deliver the tuition program and also be placed in classes to help with lesson delivery and support by adopting a team teaching approach. Results of the program will be evaluated through the use of plan 2 and the program adjusted and modified based on educational outcomes for the students involved.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	311	343	309	325
Girls	278	280	272	272

Student attendance profile

School				
Year	2018	2019	2020	2021
7	87.2	85.2	79.8	83.6
8	80.3	79.9	75.4	77.2
9	72.5	72.2	72.1	74.1
10	71.9	71	65.4	73.9
11	72.9	75.6	57.5	68
12	84.8	80.9	73.9	74.9
All Years	77.9	77.8	71.5	75.8
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	0	0	6
Employment	1	19	52
TAFE entry	7	6	0
University Entry	0	0	15
Other	3	7	21
Unknown	1	12	6

Year 12 students undertaking vocational or trade training

52.63% of Year 12 students at Shoalhaven High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

95.3% of all Year 12 students at Shoalhaven 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)	8
Classroom Teacher(s)	48.1
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	20.88
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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	3,281,637
Revenue	12,350,969
Appropriation	12,217,698
Sale of Goods and Services	4,290
Grants and contributions	121,401
Investment income	504
Other revenue	7,075
Expenses	-11,884,502
Employee related	-10,857,873
Operating expenses	-1,026,629
Surplus / deficit for the year	466,467
Closing Balance	3,748,104

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	267,669
Equity Total	1,662,725
Equity - Aboriginal	264,456
Equity - Socio-economic	1,041,206
Equity - Language	10,511
Equity - Disability	346,552
Base Total	8,828,228
Base - Per Capita	159,127
Base - Location	3,290
Base - Other	8,665,812
Other Total	508,819
Grand Total	11,267,441

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.
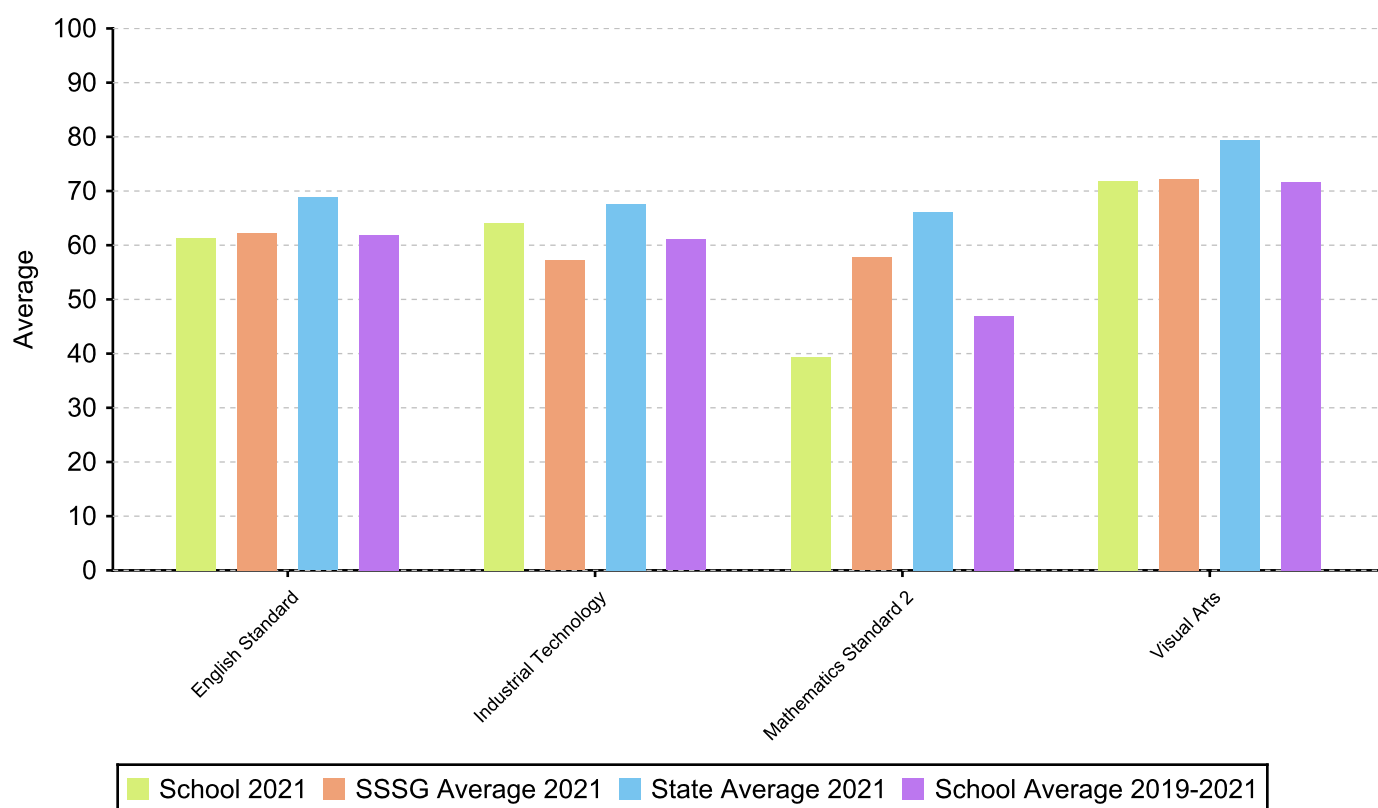
Subject	School 2021	SSSG	State	School Average 2019-2021
English Standard	61.4	62.3	68.8	61.9
Industrial Technology	64.1	57.2	67.7	61.0
Mathematics Standard 2	39.4	57.7	66.1	46.9
Visual Arts	71.9	72.2	79.4	71.7

Parent/caregiver, student, teacher satisfaction

Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance .As part of our annual self assessment process, our school engaged our parents/carers in a comprehensive questionnaire covering several aspects of parents/carers perceptions of their and their children's experiences at home and school. Shoalhaven High School actively collaborates and engages in consultation with our local AECG to ensure Aboriginal students, parents and community have a voice in our students education. Below is a sample of parents/carers responses to our questionnaire. It clearly shows that parents/carers are generally satisfied with school operations: My child is happy at Shoalhaven High School - 87% The teachers care about my child's education - 93% My child's educational needs are catered for at Shoalhaven High School - 89% The school regularly communicates with me about my child's education -81% The school communicates about events and activities that happen at the school - 78% I regularly access the school website, the school newsletter, School Bag App, school Facebook page -74% I feel comfortable contacting the school to discuss my child's progress - 98% Responses from staff and students to our questionnaire are similar to that of parents/carers .Some areas where improvements are needed include:greater parental involvement in our school P&C and some school committees, up-grade of some school facilities, improvement in student attendance.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for 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.