

2022 Annual Report

Nowra High School



8201

Introduction

The Annual Report for 2022 is provided to the community of Nowra High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At Nowra High School we value partnerships that inspire learning, creativity, confidence and resilience by caring for ourselves, each other, our school and our community.

Our students are given the opportunity to achieve their personal best through inclusive and equitable education while meeting their diverse learning and wellbeing needs.

Students are supported by a cohesive team of caring professionals and quality leaders who develop and implement a differentiated curriculum, enriched by productive community partnerships and effective communication.

School context

Nowra High School is located on the South Coast in the Shoalhaven Region. We have 905 students supported by more than 100 teachers and support staff who work collaboratively with our Parent and Carers and the Nowra AECG, to provide the best possible educational outcomes for all students.

Nowra High School is a highly successful, comprehensive school with a long history of academic achievement, and celebrating culture, the arts and sporting excellence. Student needs are further supported through 6 Special Education classes. Our school fosters a strong school spirit, within broad, creative and relevant programmes that encourage students from Year 7 to 12 to reach their full potential.

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

We are committed to preparing students to take their place as responsible and active community members within our democratic society.

The school ICSEA (Index of Community Socio-Educational Advantage) value is 971 (against a state mean of 1000). 14% of our students are Aboriginal or Torres Strait Islander.

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

1. Student Growth and Attainment

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

2. Quality Teaching Practice

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

3. Leading the school Community

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

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Low level adjustment for disability: \$445,803.00

Socio-economic background: \$83,024.00

Per capita: \$234,633.30

: \$0.00

English language proficiency: \$57,473.00

Refugee Student Support: \$2,495.61

Integration funding support: \$281,713.00

Summary of progress

During 2022 we implemented a number of highly scaffolded pedagogical practices across the English faculty which assisted quality teaching and learning in all years. Developed through data collection and analysis undertaken by the literacy team, many of these practices were embedded throughout other faculties in order to improve functional literacy for students, in specific subject areas. The literacy team developed and successfully implemented a range of intervention strategies which catered for the additional learning needs of a number students across all years 7-12. Data indicates that vocabulary learning required additional planning and teaching across the school.

Targeted vocabulary strategies developed by classroom teachers, NSW Department of Education strategic support staff and head teachers, was extremely successful as indicated by growth data harvested at the conclusion of 2022. The programs success was due largely to high quality professional learning, outstanding departmental support and teacher commitment throughout the intervention. This initiative will be expanded across all key learning areas with teachers supported through ongoing professional learning and observation of classroom practice.

A whole school numeracy focus was driven by initial data., which indicated a greater focus was required in teaching subject specific numeracy skills. Teachers participated in professional learning targeting programming and collaborative practices which built their knowledge in the specific numeracy requirements of their subject area. Teaching and learning programs and classroom practice observations have since demonstrated improved implementation of numeracy across all faculty areas and classrooms. A continued focus in this area will be required in order to embed ongoing practices.

On reflection, staff are extremely positive about their learning throughout 2022 and feel better equipped to fulfill the learning needs of each and every student and remain committed to this continuing professional learning into 2023.

In 2023 our focus will be:

- Expansion of explicit vocabulary teaching and learning across all faculty and year groups.
- Embedding consistent formative assessment and associated data practices throughout the school.

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
NAPLAN Top 2 Bands Reading	<ul style="list-style-type: none">• Whilst the school did not achieve our lower bound target, 2022 NAPLAN data indicates an increased percentage of students achieved in the top two

<p>Improvement in the number of students achieving top 2 bands in Reading to meet the lower bound target of 22%.</p>	<p>skill bands for Reading as compared to 2021 data.</p>
<p>NAPLAN Top 2 Bands Numeracy</p> <p>Improvement in the number of students achieving the top 2 bands in Numeracy to meet the lower bound target of 22%.</p>	<ul style="list-style-type: none"> • Whilst the school did not achieve our lower bound target, 2022 NAPLAN data indicates an increased percentage of students achieved in the top two skill bands for Numeracy as compared to 2021 data.
<p>HSC Top 3 Bands</p> <p>Improvement in the number of students achieving top 3 bands in the HSC to meet the baseline target of 51.9%.</p>	<ul style="list-style-type: none"> • 47% of students attained results in the top three bands demonstrating progress toward the lower bound target.
<p>Attendance >90% of the Time</p> <p>Improvement in the number of students attending greater than 90% of the time to move beyond the baseline target of 62.1%.</p>	<p>The percentage of students attending school greater than 90% of the time indicates the school did not meet the baseline target. We are confident that in 2023 we will see growth.</p>

Strategic Direction 2: Quality Teaching Practice

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background: \$175,801.00

Professional learning: \$98,950.37

Summary of progress

During 2022, ten staff completed training in Youth Mental Health First Aid and subsequently have begun training staff, with 63 staff successfully completing their professional learning. Consistent and in depth data analysis of student wellbeing was based upon the need to coordinate a responsive approach to student mental health in a holistic manner. A whole school assessment and reporting schedule was constructed in consultation with staff. Further professional learning focused on data informed teaching practice, and the analysis of HSC data in order to inform future planning for teaching and learning. The first phase of a quality learning management system has begun, which will provide consistency across the school for teachers and students when accessing teaching and learning planning and associated resources.

The successful implementation of the initiatives within this strategic direction were due to ongoing staff commitment to their students. Consistency of practice has been important in maintaining the rigor of applying Mental Health First Aid strategies. School executive support in providing direction to data collection and analysis has been pivotal in its success. Challenges were encountered throughout the year in providing professional learning for staff due to staffing shortages when releasing or replacing teachers on class.

Staff feedback around Mental Health First Aid professional learning has been overwhelmingly positive with staff reporting the transference of their knowledge and experience in managing student Mental Health across all school settings and student year groups. Wellbeing data analysis has resulted in an increased depth of understanding of the challenges faced by students and subsequent impact on their personal mental health leading to a more informed response to student behaviour. The finalisation of the assessment and reporting schedule has resulted in an efficient and accurate analysis of student learning. HSC data analysis informs course delivery and will inform the granular planning of whole school initiatives and improve classroom practice across the school. The CANVAS platform will be further expanded in 2023.

In 2023:

- Sustainability of staff professional learning in Mental Health First Aid
- All students will be trained in Teen Mental Health First Aid
- Trauma Informed Practice and Berry St Model professional learning will be undertaken by key staff.
- An audit of wellbeing programs across the school
- Review and coordination of the school wellbeing practices in line with the NSW Department of Education's Inclusive, Engaging and Respectful School Policy

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>NAPLAN Expected Growth - Reading</p> <p>Improvement in the number of students achieving expected growth in Reading to meet the baseline target of 60.4%.</p>	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<p>People Matter Survey</p> <p>Collaboration :59%</p> <p>Continuous Improvement : 68%</p> <p>Innovation: 62%</p>	<p>The People Matter Survey indicates that 45.7% of staff collaborate. We believe we will meet the target through the implementation of whole school and executive teams in 2023. Managers give feedback to improve practice 62% of the time and that the school makes improvements in school planning for the future, 36% of time.</p>
<p>Aboriginal student HSC attainment</p> <p>Nowra High School will contribute towards the achievement of the South Coast Network target of a 18.2% uplift in the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity.</p>	<p>Whilst the school has shown growth in the number of First Nations students attaining their HSC and maintaining their cultural identity the target uplift was not met.</p>
<p>NAPLAN Expected Growth - Numeracy</p> <p>Improvement in the number of students achieving expected growth in Numeracy to meet the baseline target of 71%.</p>	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<p>Tell Them From Me Survey</p> <p>Improvement in positive wellbeing each year across the combined themes in the student Tell Them From Me survey to meet the lower bound target of 63.6%.</p>	<p>The overall percentage of students did not show an improvement in positive wellbeing. As a result our school did not meet the baseline target. We are confident that in 2023 we will see growth.</p>

Strategic Direction 3: Leading the School Community

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Aboriginal background: \$189,236.43

Location: \$3,878.99

Student support officer (SSO): \$96,058.00

Summary of progress

In connecting with our community in 2022, we have developed a number of clear access points which allow line of sight to school involvement and opportunities for parents and carers to engage with their child's learning. With the school P&C disbanding a Parent Engagement Group has evolved which is led by school senior executive in collaboration with interested community members. The dialogue within the group sets a firm positive platform for further community voice within the school. School systems which support clear and open communication with community, was expanded upon to improve functionality. Transition processes for years 6/7 and years 10/11 were reviewed and improved with ongoing dialogue between all stakeholders informing continued quality practice.

Quality of process was maintained due to ongoing vigilance by the school executive and administration teams in the refinement of systems during the year.

The impact of each activity has to date been extremely positive, with improved processes allowing for increased community voice, a lessening of student anxiety and an improved platform on which to understand and cater to student's learning and wellbeing needs.

In 2023 our next steps will be;

- further expand the Parent Engagement Group parameters
- maximise platforms of sentral and canvas- teaching and learning programs, student access to learning and parent engagement and communication.
- assess and develop high impact professional learning for all stakeholders within the school

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
Leadership Development - 5% of teachers engaged in, or completed HALT	We have 10% of teachers within the school are engaging in or completing HALT in 2022.
Tell Them From Me Parent Survey Improve parent engagement in Tell Them From Me Survey. Survey completed by more than 10% of a Parent/Carer	Parent and carers have identified that the school communicates well with the school community in a variety of formats, allowing families to access information in a manner suitable to their needs. The new Parent Engagement Group which started late in 2022 has been a positive addition to our school calendar, providing opportunities to communicate with the community about programs, policies and topics of interest. The meetings

Specific areas of improvement (5 %) in TTFM survey: Two Way Communication, Parents Participation at School, Parent Input

also have given parents/carers the opportunity to express concerns and ask questions. Feedback provided by parents/carers is that the school is heading in a positive direction with all school community events advertised, well communicated, well attended and informative.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,495.61</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Literacy, Numeracy and Higher Order Thinking Programs <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning • employment of additional staff for targeted student support • additional staffing for targeted interventions to support student learning • additional staffing to map individual students against the EAL/D progressions • release time to engage staff in targeted professional learning • additional staffing for targeted interventions to support student learning <p>The allocation of this funding has resulted in the following impact: Weekly English as an additional language or dialect (EAL/D) parent/carer workshops, increasing the capacity of parent/carers to connect with student learning, with the use of interpreters and assistive technology being key drivers. Parents/carers reported significantly increased confidence and self-worth when engaging with the school and developed positive relationships with staff members. Partnerships between the school and the parents/carers has been strengthened.</p> <p>After evaluation, the next steps to support our students will be: Employing a bilingual school learning support officer (SLSO) to support students to clarify learning in their home language. To sustain relationships with culturally and linguistically diverse parents, the need to embed the use of interpreters within all home-school communication processes has been identified. This will involve professional learning for all staff on the use of translating and interpreting services, and school resources will be created to guide this process.</p>
<p>Integration funding support</p> <p>\$281,713.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Nowra High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Literacy, Numeracy and Higher Order Thinking Programs <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around [course] • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p>

<p>Integration funding support</p> <p>\$281,713.00</p>	<p>After evaluation, the next steps to support our students will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Aboriginal background</p> <p>\$189,236.43</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Nowra High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Leading the educational dialogue of the school community <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (LaST) to support Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (AEO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs • 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 <p>The allocation of this funding has resulted in the following impact: Aboriginal families have continued to engaged in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 88% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students will be: Engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students and the completion of 100% PLPs that are incorporated into teaching programs catering for the needs of individual students.</p>
<p>English language proficiency</p> <p>\$57,473.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Nowra High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Literacy, Numeracy and Higher Order Thinking Programs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • additional staffing to implement Individual Educational Plans for all EAL/D students • additional teacher time to provide targeted support for EAL/D students

<p>English language proficiency</p> <p>\$57,473.00</p>	<p>and for development of programs</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support • establish a core practice for supporting students learning English as an Additional Language or Dialect • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact: Student progress showing high growth on the EAL/D learning progressions, with 56% of EAL/D students achieving expected or above expected growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Staff participated in professional learning, where the EAL/D teacher guided how to plan an integrated writing unit using a backwards mapping approach. Teachers looked at student data, including student English language proficiency using the EAL/D learning progression, and analysed writing samples.</p> <p>After evaluation, the next steps to support our students will be: To capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$445,803.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Nowra High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Literacy, Numeracy and Higher Order Thinking Programs <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 • 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 • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: 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 will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$3,878.99</p>	<p>The location funding allocation is provided to Nowra High School to address school needs associated with remoteness and/or isolation.</p>

<p>Location</p> <p>\$3,878.99</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"> • Leading the educational dialogue of the school community <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • student assistance to support excursions • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students will be: Developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$98,950.37</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Nowra High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Capacity to meet the Needs of Students <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • Relieving staff to attend quality professional learning for Mental Health First Aid. • Funding has been provided to access conferences, Professional Learning activities and to collaborate and share practice to build capacity and improve educational delivery at Nowra High School. <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>COVID ILSP</p> <p>\$96,773.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - phonetics, comprehension and numeracy • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieved significant progress</p>

<p>COVID ILSP</p> <p>\$96,773.00</p>	<p>towards their personal learning goals. On average there was half a year to 2 year growth across all three year groups targeted. 99% of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly which is captured in PLAN2. The majority of students answered all additive and multiplicative questions correctly in the Term 4 Check-in assessment.</p> <p>After evaluation, the next steps to support our students will be: 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>
<p>Socio-economic background</p> <p>\$258,825.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Nowra High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Literacy, Numeracy and Higher Order Thinking Programs • Capacity to meet the Needs of Students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through staff development days to support student learning • staff release to increase community engagement • employment of additional staff to support program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Improved learning outcomes and access to education as a result of the additional staffing, SLSOs and additional resourcing of students so that learning is enhanced.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets. Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school will diversify the role of the additional staff member, redirecting 0.2 of the position towards engaging a Youth Outreach Worker to focus on improving our attendance rates.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Nowra High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Leading the educational dialogue of the school community <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Enhanced the support services that are available to students so that they can access their education. <p>The allocation of this funding has resulted in the following impact: The Student Support Officer has provided excellent connection with the community and developed true partnerships with Non Government support services and other Government Support Services to support students individual needs.</p>

Student support officer (SSO)

\$96,058.00

After evaluation, the next steps to support our students will be:

To continue to ensure the Student Support Officer is a sustained support for students at Nowra High School

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	440	447	440	413
Girls	452	449	452	434

Student attendance profile

School				
Year	2019	2020	2021	2022
7	91.2	93.9	89.2	82.4
8	90.1	92.6	86.9	80.6
9	86.5	90.1	83.4	77.5
10	85.6	87.7	81.8	74.6
11	84.0	87.4	78.6	70.5
12	89.1	91.6	85.8	78.5
All Years	87.9	90.7	84.3	77.5
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	4
Employment	9	47	15
TAFE entry	1	5	1
University Entry	0	0	80
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

47.41% of Year 12 students at Nowra High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

92.5% of all Year 12 students at Nowra High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	52.3
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	19.97
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,266,262
Revenue	13,659,880
Appropriation	13,027,846
Sale of Goods and Services	275,197
Grants and contributions	340,076
Investment income	10,148
Other revenue	6,614
Expenses	-13,565,666
Employee related	-11,538,153
Operating expenses	-2,027,513
Surplus / deficit for the year	94,214
Closing Balance	1,360,476

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.

	2022 SBAR Adjustments (\$)
Targeted Total	284,209
Equity Total	978,492
Equity - Aboriginal	189,236
Equity - Socio-economic	433,391
Equity - Language	57,474
Equity - Disability	298,390
Base Total	10,277,203
Base - Per Capita	234,633
Base - Location	3,879
Base - Other	10,038,691
Other Total	788,830
Grand Total	12,328,734

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

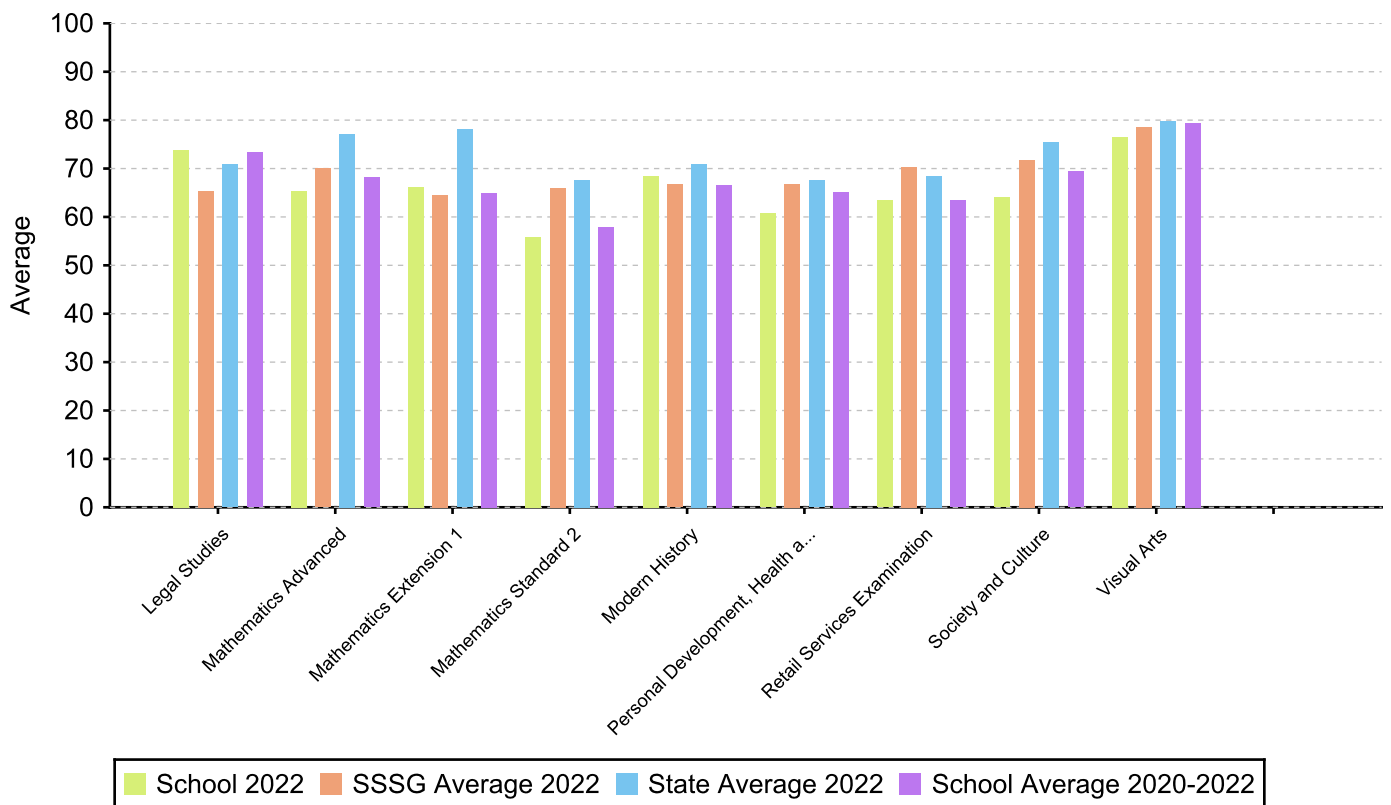
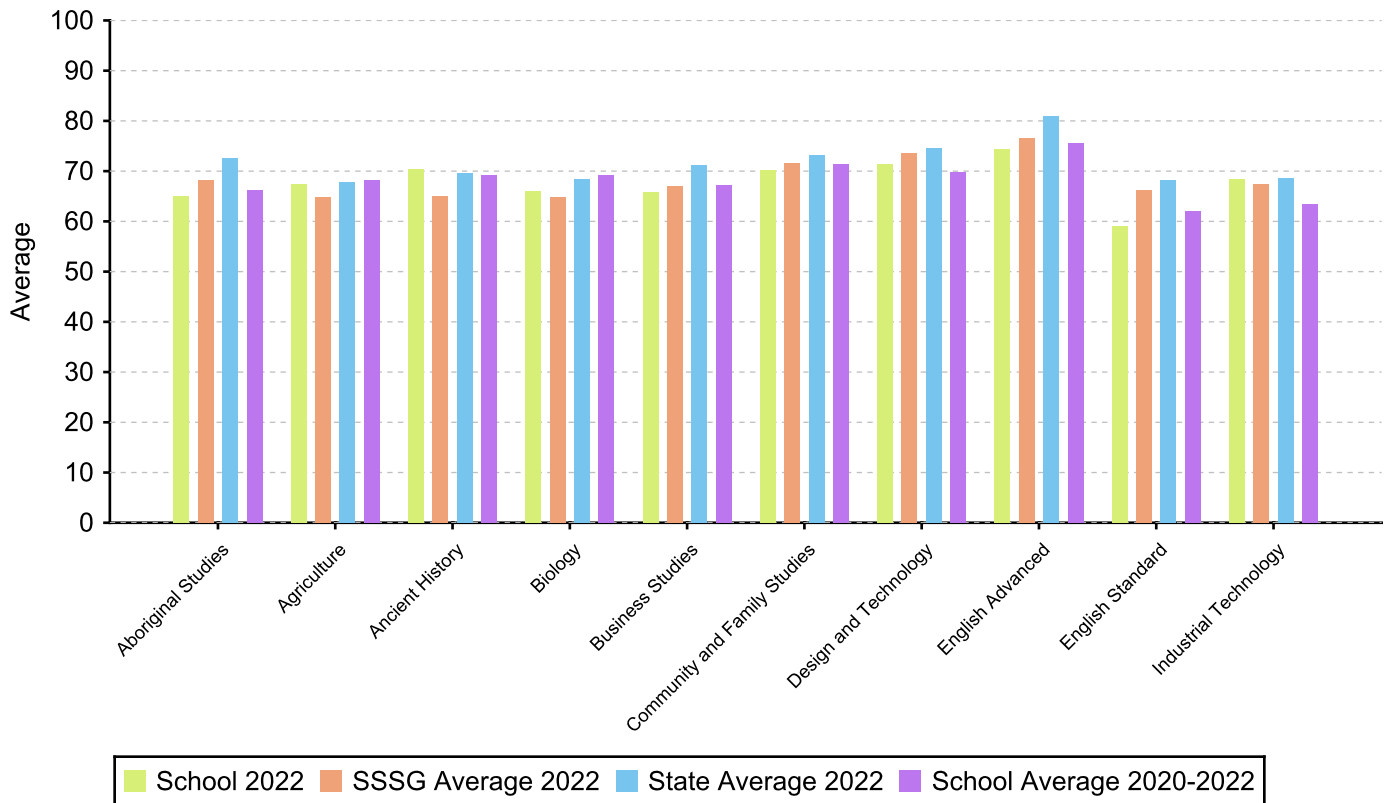
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022	SSSG	State	School Average 2020-2022
Aboriginal Studies	65.0	68.3	72.6	66.2
Agriculture	67.4	64.9	67.8	68.2
Ancient History	70.4	65.0	69.6	69.1
Biology	66.0	64.8	68.5	69.2
Business Studies	65.7	67.0	71.2	67.1
Community and Family Studies	70.2	71.6	73.2	71.4
Design and Technology	71.3	73.5	74.6	69.8
English Advanced	74.3	76.5	81.0	75.5
English Standard	59.0	66.1	68.1	62.0
Industrial Technology	68.4	67.5	68.6	63.4
Legal Studies	73.8	65.4	70.8	73.3
Mathematics Advanced	65.4	70.0	77.1	68.1
Mathematics Extension 1	66.2	64.6	78.0	65.0
Mathematics Standard 2	55.9	66.0	67.6	57.9
Modern History	68.4	66.7	70.9	66.6
Personal Development, Health and Physical Education	60.7	66.8	67.5	65.2
Retail Services Examination	63.4	70.3	68.4	63.4
Society and Culture	64.0	71.7	75.5	69.4
Visual Arts	76.5	78.5	79.8	79.5

Parent/caregiver, student, teacher satisfaction

In 2022 Tell Them From Me Survey responses were lower than in previous years demonstrating skewed data across all year groups. The survey did show that the school had strength in the setting of expectations for success with 63% of respondents identifying that the school holds high expectations for students. The survey identified the following area of need: Belonging, and the school is seeking to improve this result in 2023 through targeted wellbeing programs and the further building of school culture.

The Parent Engagement Group was established in 2022 and parent feedback has so far been positive with parents stating that the evenings have been "informative and a useful opportunity to meet with staff and have a deeper understanding of hoe the school operates". We have also seen an increase in parent engagement with formal events across the school including Parent Teacher evenings, information sessions and subject selection interviews.

Students in programs run internally with local community groups have demonstrated positive engagement and provided feedback that reflects the value of such initiatives.

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.