

2022 Annual Report

Narooma High School



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



8536

Introduction

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

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

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Message from the school community

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

In 2022, the P&C Scholarships Program was introduced to the school. Through various avenues, in particular the Public Education Foundation (PEF) and other grants, we endeavour to provide information and potentially work in conjunction with teachers to identify students to benefit and assist with application review if required. Some student applications were submitted with the assistance of teaching staff, with three significant successful scholarships being awarded to students. A very encouraging and positive outcome for our Program and we shall continue this again in 2023.

The P & C have financially contributed to the school with the purchase of a fridge for the Breakfast Club, an autoclave for the Science Department, and catering for the end of year whole school celebrations BBQ. All our donations have been well received.

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

Our P&C have continued with our monthly meetings on the third Monday of the month within the school term. Over the coming months, we hope that new parents and community members will continue to join us. The P&C is a window into what is going on at the school, so I continue to encourage friends and family of our school community to come along and enjoy.

As President of the NHS P&C, I write on behalf of the P&C Committee. We wish to thank the School Executive, all the teachers and support staff for all they do for our students every day. The enthusiasm, creativity, energy, intelligence, knowledge and drive of the staff is the ultimate motivation required for our students. As President, I express utmost thanks and gratitude to each of our P&C committee members for their contributions, time, interest, ideas and support. I thank you all for the confidence you have invested in me as your elected President.

Sally McKee NHS P&C President

Message from the students

I would personally like to thank the Year 12 students who stayed around this year and the teachers who made tireless efforts to deal with us.

To the students not yet in their final years I say have fun while you can because it won't last forever. I know it's hard enough to do schoolwork and respect teachers, but later as you grow old and weary you will understand that they are just trying to do their job.

To the Year 11 students, soon to become the next Year 12, I say make the most of it and do your best, because second chances are hard to come by so don't leave opportunities knocking as they won't always come to you.

One final thing: I wish you all the best in life and ask you to remember to be kind even if the world isn't because one day it'll bite you from behind. Thank you, and lastly as it was once said, "Together we soar". (extracted from speech delivered by F.Grebert, 2022, Formal Assembly)



from L to R
Joshua Ryan (VC); Milaina Cafe (C); Fiona Jackson (Exec Principal);
Teagan Nicholson (C); Flynn Grebert (VC)

School vision

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

School context

Narooma High School provides a comprehensive secondary education for the students from Narooma and the surrounding areas of Bermagui, Bodalla, Cobargo, Tilba, Dalmeny and Kianga on the Far South Coast of NSW and surrounding districts.

The student population is 490 with 15% of students identifying as Aboriginal or Torres Strait Islander. We have 64 permanent and temporary teaching staff and 32 permanent and temporary non-teaching staff. The school employs an additional Aboriginal mentor and 2 additional Student Learning Support Officers for academic support and mentoring of Aboriginal students.

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

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

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

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

The school joined the Connected Communities Strategy in 2021. This has seen an improvement for all Aboriginal students and non-Aboriginal students in literacy and numeracy, attendance, post school options and community engagement. We welcome and look forward to working with the school's Local Reference Group, the newly formed AECG, external providers and to continued collaboration with the P&C.

The Strategic School Improvement Plan 2022-2026 has been developed in consultation with students, staff, families and community. The strategic school improvement team engaged with Centre for Education Statistics and Evaluation's Leading Evaluation, Evidence and Data project to guide our situational analysis which has been essential to the development of this plan. As a result of the situational analysis Narooma High School has determined the following Strategic Directions: Student growth and attainment, Effective classroom practice, Instructional leadership.

The school's equity funding will be used to support initiatives developed in the 2022-2026 Strategic Improvement Plan. The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning.



Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Individualising the Learning
- Attendance and Wellbeing

Resources allocated to this strategic direction

Low level adjustment for disability: \$192,666.41

Professional learning: \$14,365.23

Socio-economic background: \$208,138.53

Aboriginal background: \$89,605.82

Location: \$29,159.80

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

Per capita: \$4,668.83

Summary of progress

The focus for 2022 was on Individualising the Learning. This involved professional learning around differentiation, teaching strategies and classroom management.

A triangulation of internal and external student data led the initiative, allowing the Literacy and Numeracy team to identify cohorts of students to focus on. The team had an improvement focus on numeracy for Year 7 and reading for Year 8. We were included in the Collaborative Support in Unique Settings (CSUS) reading strategy in Term 4 in additional support of our improvement work.

The Numeracy Ninjas program has had the greatest impact and this is evident in the 2022 NAPLAN results. Teachers used the strategies from Numeracy Ninjas in their classrooms and growth was quickly seen in one term. The intensive group had the greatest improvement. The literacy program had many interruptions due to staffing in Semester 2. and whilst the program was not completed to its full potential, in small groups student growth was evident.

Next year the focus will be on reading (CSUS program) and numeracy (Strategic School Support program) with staff trained in PLAN2 and progressions. This will support further improvements towards Individualising learning and improving literacy and numeracy for all students.

The second focus was attendance and well-being. This year saw an instructional leader employed to coordinate the attendance data and to make connections with families. Strategies were put in place to increase the attendance rate. Whilst our attendance has improved, it is still under state average and will remain a focus for 2023 with a School Administration Officer employed to enter the data and make weekly contact with families. Partial attendance will also be targeted.

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
5.6% uplift in the number of students achieving in the top two bands in NAPLAN Reading.	2022 NAPLAN data indicates 1.82% of students are in the top two skill bands (NAPLAN) for reading indicating the school will continue to work towards the system-negotiated target. Focus on this target has resulted in an upward trend in achievement over the previous two NAPLAN assessment periods.

Expected growth in NAPLAN reading is unable to be reported due to no National Assessment Program being conducted in 2020. Expected growth will be monitored by internal measures.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
7.1% uplift in the number of students achieving in the top 2 bands in NAPLAN Numeracy.	2022 NAPLAN data indicates 13.16% of students are in the top two skill bands for numeracy indicating the school will continue to work towards the system-negotiated target, however, progressed beyond the target baseline by 6.41% .
Expected growth in NAPLAN numeracy is unable to be reported due to no National Assessment Program being conducted in 2020. Expected growth will be monitored by internal measures.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Uplift in the percentage of students achieving in the top 2 bands in HSC courses to be above the 2021 achievement level.	13.77% of students attained results in the top two bands demonstrating progress yet to be seen toward the lower bound target.
Uplift in the percentage of students achieving in the top 3 bands in HSC courses to be above the 2021 achievement level.	33.53% of students attained results in the top three bands demonstrating progress yet to be seen toward the lower bound target.
Uplift in the percentage of students attending greater than 90% of the time to be above the 2021 achievement level.	The number of students attending greater than 90% of the time or more has decreased by 31.6%, however, this figure was significantly affected by public health requirements.
Uplift in the percentage of students reporting positive wellbeing as measured by Tell Them from Me (advocacy, belonging and expectations of success) to be above the 2021 level of achievement.	Tell Them From Me data indicates 49.88% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
Uplift in the percentage of Aboriginal students completing Year 12, while maintaining their cultural identity to be above the 2021 level of achievement.	The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity has increased by 100%.
Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in numeracy	A decreased percentage of students achieved in the top two skill bands for numeracy, indicating the school is working towards its target. Cohort size does not allow the publication of percentages however, individual student progress is reported directly to parents and carers throughout the year.
Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading.	A decreased percentage of Aboriginal students achieved in the top two skill bands for reading, indicating the school is working towards its target. Cohort size does not allow the publication of percentages, however, individual student progress is reported directly to parents and carers throughout the year.

Strategic Direction 2: Effective classroom practice

Purpose

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

Initiatives

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

- Explicit teaching
- High expectations

Resources allocated to this strategic direction

Professional learning: \$57,800.00

Per capita: \$86,290.00

Location: \$58,500.00

Low level adjustment for disability: \$20,000.00

Socio-economic background: \$30,000.00

Summary of progress

The 2022 focus in this strategic direction was on supporting teachers to understand and implement evidence-based teaching strategies.

Teachers used faculty data on student achievement to identify future professional learning programs to strengthen teacher expertise. Faculties were assisted to gather and analyse formative and summative assessment data to judge a year's worth of student progress, using this data to gain insights into student learning and to inform future directions. The Learning Support Teacher led classes across faculty areas, using data to diagnose student needs. Interventions were planned to address skill gaps for improvement and areas for extension.

The Professional Learning Community (PLC) groups were a new initiative introduced in 2022. Groups of 4-5 teaching staff collaborated in a structured process to build relationships and a culture of trust. The PLC framework supported professional dialogue and the provision of specific and timely feedback between teachers. There was an increase in understanding of best practices through the adoption of the "What Works Best" framework, with the initial focus on explicit teaching and collaboration.

The PLC groups will continue in 2023 with a focus on class management and high expectations. We will also continue to refine our collaborative frameworks to drive ongoing, school-wide improvement in teaching practice and student results.

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
SEF assessment of the element 'Effective Classroom Practice' indicates improvement from Delivering to Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of effective classroom practice
Internal data demonstrates that staff have the knowledge and skills to implement the collaboratively developed clear expectations of behaviour and learning for 2023.	Observation and Professional Learning Community meeting minutes indicates an increase in the percentage of staff who are implementing the collaboratively developed lessons that explicitly teach positive behaviour and learning practices to students.
Internal data demonstrates that a whole of school assessment strategy ensures	Document analysis indicates that each year group has published assessment schedules that ensures that the learning of all students is

that the learning of all students is systematically monitored.

systematically monitored.

Strategic Direction 3: Instructional leadership

Purpose

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

Initiatives

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

- High performing, collaborative teams
- Community engagement

Resources allocated to this strategic direction

Socio-economic background: \$55,000.00

Per capita: \$40,000.00

Location: \$10,000.00

Aboriginal background: \$4,880.00

Summary of progress

The focus of our work in 2022 was on developing high-performing, collaborative teams.

We continued with the Leading Teams program in Semester 1 but are now managing this program in school. During this program, the focus was on developing stronger professional relationships to encourage authentic feedback for leadership growth. This translated into building capacity within faculty and whole school teams. A number of staff also participated in the *3Rivers4Learning* leadership program which developed the capacity of participants to lead sustained and measurable whole school improvement initiatives, especially through the work of the school's Professional Learning Communities. The school's Performance and Development framework promoted teachers' personal responsibility for maintaining and developing their professional practices.

The Safeguarding Kids Together team worked with our school in support of our work in strengthening community engagement practices and processes. The team facilitated student voice focus groups which gave students the opportunity to articulate areas of growth for the school and to advocate for the needs of their peers. This resulted in improved wellbeing processes and practices, identifying the need for increased community involvement. Student leadership teams also helped to ensure that student voice was an integral part of the school's decision-making processes.

In 2023, this knowledge will be utilised as the school continues its work in fostering genuine partnerships within and beyond the school as it continues to strengthen its culture of inclusion and belonging.

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
Internal data sources demonstrate that school structures, teams and committees provide clarity to staff on their roles and responsibilities for learning and improvement.	Observation, document analysis of the PDP process and review of meeting minutes indicates an increase in the percentage of staff who are meeting and exceeding their responsibilities in support of learning and improvement across the school.
Internal data demonstrates teachers are beginning to use data to diagnose student need, provide intervention and to evaluate their own practices as a member of a Professional Learning Community (PLC).	100% of staff members are participants in a Professional Learning Community, with aspiring leaders supporting the development of the model to drive ongoing school wide-improvement in teaching practice through the use of student data.

<p>Internal data indicates that students are increasingly consulted concerning student leadership procedures and report that their feedback is acted upon.</p>	<p>Survey data indicates an increase in the percentage of students who report that they are consulted in regards to school processes (where appropriate) and that their feedback is acted upon.</p>
<p>Internal data indicates that families and community members feel welcome and included in the activities of the school.</p>	<p>Family and community focus group feedback indicates an increase in the percentage of school community members that feel welcome and included in the activities of the school.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$293,138.53</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Narooma High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualising the Learning • Attendance and Wellbeing • Explicit teaching • High performing, collaborative teams <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 [program name] to support student learning • employment of external providers to support students with additional learning needs • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level. <p>The allocation of this funding has resulted in the following impact: Numeracy NAPLAN results achieved were three times above our target. Stage 4 students engaged with the Numeracy Ninja program with some students self-referring to the program. Professional learning for staff in data analysis has strengthened their skills in evaluating student understanding of lesson content. Support from the Collaborative Support for Unique Settings (CSUS) team has enabled us to establish baseline data for the focus area Understanding Texts and plan for explicit teaching. Students' wellbeing, levels of engagement and learning have been supported through the development of whole school processes and programs.</p> <p>After evaluation, the next steps to support our students will be: to continue to engage the literacy and numeracy mentor in supporting our trajectory towards achieving our targets. Next year, the school will diversify the role of the additional staff member and further develop the work of the learning and engagement hub in support of all students' success and connection to the school.</p>
<p>Aboriginal background</p> <p>\$94,485.82</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Narooma High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualising the Learning • Attendance and Wellbeing • High performing, collaborative teams <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (SLSO) to support 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

<p>Aboriginal background</p> <p>\$94,485.82</p>	<p>The allocation of this funding has resulted in the following impact: An increase (>50%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Students receiving individualised and small group support in literacy and numeracy worked towards achieving their learning goals. Tell Them From Me data indicated an increase in the proportion of Aboriginal students who feel that their culture is valued at school.</p> <p>After evaluation, the next steps to support our students will be: to engage a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students. All staff will engage in local cultural immersion activities to deepen their understanding of and connection to our local Aboriginal communities.</p>
<p>Low level adjustment for disability</p> <p>\$212,666.41</p>	<p>Low level adjustment for disability equity loading provides support for students at Narooma High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualising the Learning • Attendance and Wellbeing • Explicit teaching <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 <p>The allocation of this funding has resulted in the following impact: an increase in the proportion of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school has achieved a more consistent approach to learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities improving outcomes for those students with additional learning needs.</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 School Learning and Support Officers.</p>
<p>Location</p> <p>\$97,659.80</p>	<p>The location funding allocation is provided to Narooma High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance and Wellbeing • Explicit teaching • High expectations • High performing, collaborative teams <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 • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact:</p>

<p>Location</p> <p>\$97,659.80</p>	<p>Increased subject opportunities and choices for students across all faculties. Location funding has also supported the school in offering a broad range of extra curricula and cultural activities that have engaged students, strengthened their connection to the school and their peers and raised their educational aspirations.</p> <p>After evaluation, the next steps to support our students will be: developing and delivering professional learning open to other schools, supporting greater opportunities for teachers to collaborate beyond their faculties. We will also continue to use location funding to offer students extra curricula opportunities in support of their interests and aspirations.</p>
<p>Professional learning</p> <p>\$72,165.23</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 Narooma 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"> • Individualising the Learning • Attendance and Wellbeing • Explicit teaching • High expectations <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 <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. Professional learning and the work of teachers in their Professional Learning Communities has deepened their understanding of how to differentiate curriculum delivery to meet the needs of students. Staff collaboration using "What Works Best" has supported teachers to further develop evidence-based teaching strategies. Staff engagement in the development and implementation of wellbeing programs has supported students' engagement and success at school.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide personalised and targeted professional learning in the form of mentoring and co-teaching. Professional Learning Communities will continue to operate with a focus on the themes of "High Expectations" and "Effective Feedback".</p>
<p>COVID ILSP</p> <p>\$191,419.00</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 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy. <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>\$191,419.00</p>	<p>towards their personal learning goals as a result of the small group support. 86% of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly. 82% 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 needs. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. In-class support will be provided to students in support of them achieving their personal learning goals.</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 Narooma 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"> • Attendance and Wellbeing <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Delivery of "Take Control" program supporting students to make positive choices • Implementation of Peer Support program - Stages 4 & 5 • Support of Senior Student mentor program • Implementation of "Tomorrow Man, Tomorrow Woman" wellbeing program Years 7-12 • Implementing "Reconnect and Coaching for Success" • Support for "Fit for Life" program in partnership with the Police Youth Liaison Officer <p>The allocation of this funding has resulted in the following impact: This was a newly funded position in 2022. The impact of the Student Support Officer's (SSO) work can be seen in improved attendance of students at school and an increase in student engagement in positive behaviour and activities. "Tomorrow Man and Tomorrow Woman" was the most positively evaluated program implemented at our school, with students reporting an improvement in positive wellbeing indicators. Peer support and mentor programs strengthened students' connection to each other and their positive engagement in the life of the school.</p> <p>After evaluation, the next steps to support our students will be: to continue to implement peer support and mentoring programs. "Tomorrow Man, Tomorrow Woman" will be offered to students once again and extended to the local community. The SSO will focus her work on identifying and implementing evidence-based approaches and programs that will support students' wellbeing and learning needs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	281	270	284	274
Girls	215	217	215	220

Student attendance profile

School				
Year	2019	2020	2021	2022
7	87.4	90.0	85.5	83.2
8	86.8	88.5	81.7	79.9
9	82.2	88.5	82.1	72.5
10	78.0	85.2	81.3	73.5
11	71.5	78.3	71.9	72.1
12	82.8	88.6	85.3	78.6
All Years	82.3	86.9	81.4	76.5
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	5	5	0
Employment	0	3	21
TAFE entry	2	2	21
University Entry	0	0	52
Other	0	0	6
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

32.08% of Year 12 students at Narooma High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Narooma 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)	1
Head Teacher(s)	8
Classroom Teacher(s)	38.5
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	17.08
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	744,231
Revenue	10,773,611
Appropriation	10,593,362
Sale of Goods and Services	21,780
Grants and contributions	149,790
Investment income	4,602
Other revenue	4,077
Expenses	-10,197,699
Employee related	-9,077,193
Operating expenses	-1,120,506
Surplus / deficit for the year	575,912
Closing Balance	1,320,143

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	0
Equity Total	600,291
Equity - Aboriginal	94,486
Equity - Socio-economic	293,139
Equity - Language	0
Equity - Disability	212,666
Base Total	7,624,288
Base - Per Capita	130,959
Base - Location	97,660
Base - Other	7,395,669
Other Total	1,142,043
Grand Total	9,366,622

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

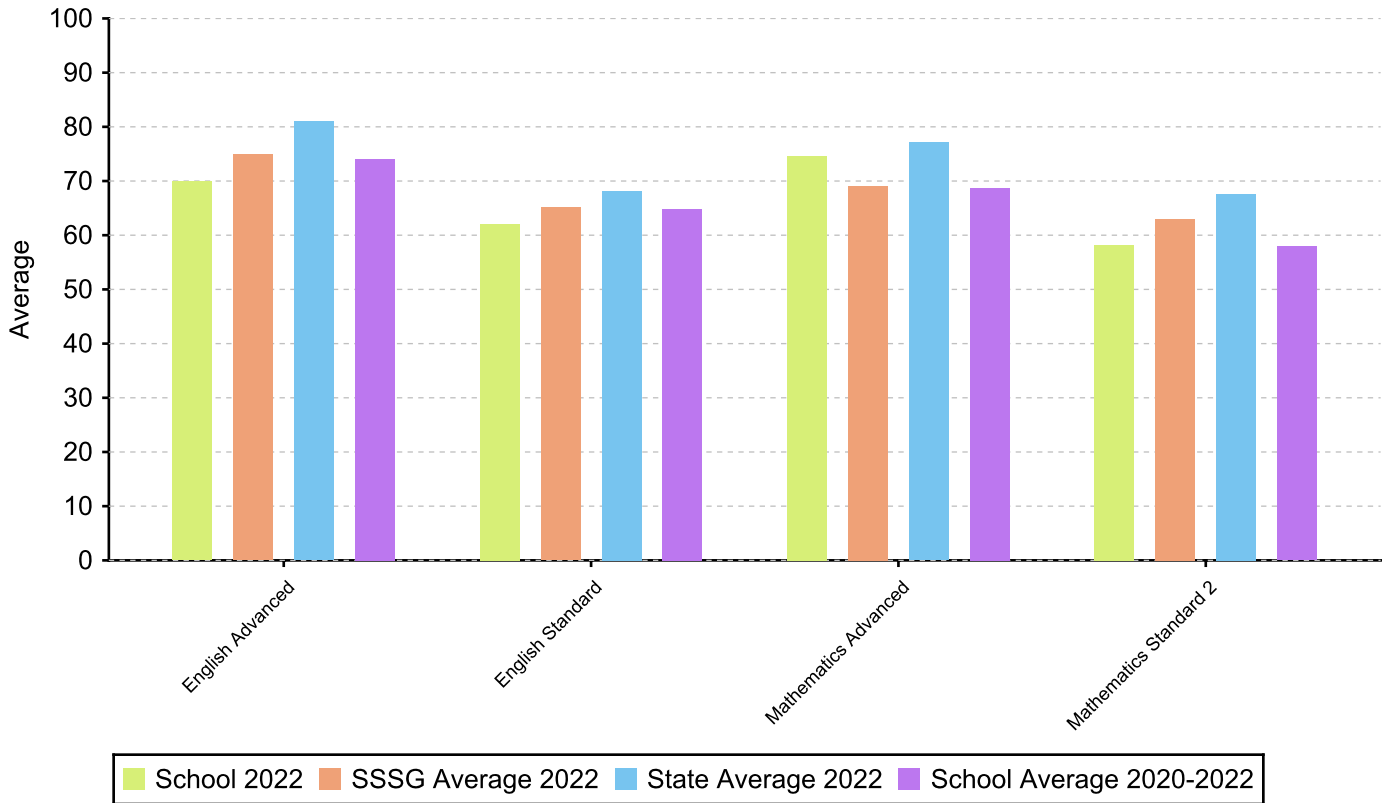
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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
English Advanced	69.9	74.9	81.0	74.1
English Standard	62.1	65.1	68.1	64.9
Mathematics Advanced	74.6	69.0	77.1	68.7
Mathematics Standard 2	58.2	63.0	67.6	57.9

Parent/caregiver, student, teacher satisfaction

Each year the school is required to seek the opinions of parents, students and teachers about the school. Schools use appropriate evaluation instruments to collect relevant data. Strategies may include interview schedules, focus groups and survey instruments.

In 2023 there were 56 Narooma High School parents participate in the Tell Them From Me *'Partners in Learning'* Parent Survey. Parents felt welcome at Narooma High School, indicated by an above average rating for feeling welcome when visiting the school and note that the school's administrative staff were helpful when needing support with a question or problem. Parents believe they are informed and feel participation at Narooma High is solid and timely. It was reported that 83% of surveyed parents have communicated with the school about their child's behaviour or learning, on at least one occasion, whilst 70% of parents surveyed indicated that they have attended a face-to-face meeting at the school. Narooma High is an inclusive school according to parents perceptions and that all students are encouraged to work to their potential, complete homework and assessments. Parents also believe that staff support positive behaviours and that students undersatnd the school behavioural expectations.

304 Narooma High students completed the The Tell Them From Me survey. With Social-emotional outcomes NHS students reported a higher sense of belonging (45%) than 2021 (41%) and continue to maintain peer relationships that are trustworthy and positive (72%).

The extent to which Narooma High School students believe that they can succeed in their studies is strongest with Stage 4 and Stage 6. Student aspirations at included 62% of students planning to complete Year 12, with 35% of students wishing to engage with TAFE or VET. The number of students wishing to engage with a university pathway remains steady at 39%. As Narooma High School students' progress from Year 7 through to Year 12, their positive growth mindset increases. Stage 6 students set themselves challenging goals and aim for success in levels that are approaching the state norm. Academic resilience - overcoming setbacks and challenges in Stage 6 is also strong, and is comparable to the State norm.

For the first time, Narooma High School students were surveyed about their experience of racial inclusion and respect. Reassuringly, 72% and 71%, respectively, of students report they are treated with fairness and dignity regardless of their background, by their teachers and peers. That 25% of students report a negative experience will be prioritised as a well-being action.

Staff have reported an increase of 3.13% that team spirit has increased and an increase of 39.02% of staff believe that Senior Managers are promoting colloboration between the school and other organsiations that we are working with. There are 77.42% of staff feel they get recognised for the job that they do and 93.3% believe there are people at work that care about them. It is wonderful to note that 93.75% of staff believe the work that is undertaken at NHS impacts our students and their families.

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.