

2023 Annual Report

Nowra High School



8201

Introduction

The Annual Report for 2023 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 a 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 achievements, and celebrating culture, the arts and sporting excellence. Students 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 years 7-12 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 High Potential 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 places as responsible and active community members within our democratic society.

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	2023 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 growth and performance	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 literacy and numeracy. Quality Teaching is underpinned by supportive systems which facilitate collaborative practice and use of data sources to support students in achieving their best.

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.

- Quality Teaching Practice
- Collaborative Practice

Resources allocated to this strategic direction

Integration funding support
Socio-economic background
Professional learning

Summary of progress

Quality Teaching Practice - Formative assessment, Data analysis and use, SSS Literacy Strategy, Targeted Numeracy Programs

In 2023, the school used a variety of data sources to effectively assess and drive student progress in literacy and numeracy skills across our school. This became more widely adopted as our staff undertook further training and collaborated using data across the school. Executive, Wellbeing and Learning Support Teams collaborated to use data to drive strategies, assess programs, and inform class compositions that aimed to drive student growth. Our Enrichment and Transition classes were provided with effective differentiation of the curriculum across all KLAs, with adjustments being made to extend and support learning. The focus of Quality Teaching Practice focused on formative assessment & associated whole school data practices to inform teaching and learning, the expansion of the SSS Literacy Strategy to assist in reading comprehension, and a Targeted Numeracy Program of small groups to focus on numeracy skills and numerical language involved in problem solving. The SSS Literacy Strategy was targeted at years 7-9 Transition classes across all KLAs, however, staff trained in this strategy, delivered the framework to other classes. Professional Learning was extended initially to Staff teaching 2024 Transition classes. The introduction of a whole school initiative 'Word of the week' to build the use of Tier Two Vocabulary words has seen both students and staff engage positively and use a wider variety of language in their communication.

In 2024, all staff will participate in continued professional learning on data informed practices, and the expansion of the SSS Literacy Strategy across the school for a consistent approach to vocabulary, reading comprehension and the embedding of explicit teaching of literacy skills. Targeted Numeracy program will expand to years 7-10 to further build student capacity in numerical problem solving, identifying students through various data sources. We will move to the provision of professional learning and the implementation of Learning Intentions Success Criteria to strive to ensure that each child understands what the intent of a lesson is and the relevance of the curriculum, but more importantly, understand what success looks like in every lesson so that students feel a sense of accomplishment everyday to increase engagement. A whole school assessment review will occur in 2024 to identify current practices, how data is utilised and to ensure that formative assessment is incorporated across all KLAs. The HIVE will continue to provide small group literacy and numeracy tuition, however, will further expand in 2024 for students across years 7-10. All relevant data sources will continue to be used to identify and target students who require further literacy and numerical support. Ongoing assessment of student progress will continue to be used and documented in PLAN2.

Collaborative Practice - Systems to collaborate and analyse data, Collaborative Practice Framework: Teams and PL

In 2023, collaborative systems were reviewed, redesigned and implemented to allow for faculty collaboration in analysing data and plan for ongoing teaching and learning across the school. A formalised HSC Analysis process (as part of the HSC Monitoring Process), led by the Senior Executive, saw 2023 HSC teachers within their respective faculties, participate in deep analysis of students HSC results, and reflective practices for improvement to teaching and learning programs and assessment for 2024. The Learning and Support team continued to assess student need in further support of targeted students' literacy and numeracy capabilities. Executive meeting activities were framed around cross KLA collaboration when looking at data sources and reflecting on faculty and whole school practices that enhance student engagement and achievement.

School based teams were embedded into the school calendar to target strategic planning, including analysis of data to drive future directions and the inclusion of representatives from each faculty. Professional Learning facilitated collaborative support for teacher development and review/plan teaching & learning programs and assessment practices.

2024 will see the continuation of a Collaborative Practice Framework to support high impact professional learning and more consistent collaborative opportunities to review data sets to assist to support teaching and learning to build student growth and attainment. School teams will continue to strategically plan using relevant data and to report to the school community on planned initiatives and future directions.

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
An increase in Check-in Assessment mean scaled score for reading in Year 8 and 9 for 2023 compared with Year 7 and 8 in 2022.	- There has been an overall increase of 1% in Check-in Assessment for reading for years 7 to 8 between 2022-2023. The average mean scaled score was 43.1% in 2022 compared to year 8 of 44.1% in 2023. Unfortunately, a decrease of 4.1% for students in Year 8 into 9 2022-2023 with year 8 44.6% compared with year 9 2023 of 40.5%.
An increase in Check-in Assessment mean scaled score for numeracy in Year 8 and 9 for 2023 compared with Year 7 and 8 in 2022.	- Check-in Assessment scores for numeracy has seen an overall improvement in student performance. Year 7 2022 average numerical score was 44.9% compared to year 8 2023 of 48.05%, an overall increase of 3.15%. Unfortunately, there has been a decrease in results of 5.1% for students in years 8 2022 49% compared to year 9 2023, 44.4%.
<p>HSC Top 3 Bands</p> <p>Improvement in the number of students achieving top 3 bands in the HSC to move toward the lower bound target of 57.3%.</p>	- In 2023, 42.9% students achieved overall Top 3 bands in the HSC., whilst, 77% of students attained a Top 3 band in one or more of their HSC subjects. This result is significantly lower than the lower bound target.
All staff to engage with Professional Learning on Trauma Informed Practice by the end of 2023.	- In 2023, all staff participated in Trauma Informed Practice Modules 1-4 Professional Learning provided by the Department of Education through our Staff Development Days 1, 2, 3, Staff Meeting Term 2, and/or via online. The Berry Street Education Model training was completed by our first 2 groups of staff in Term 4 2023. As a result, staff trained began trialing the implementation of a variety of strategies, with the development of a Team, began discussions of how the BSEM would look like at our school. Expansion of BSEM professional learning to our next groups of staff will occur in 2024.

Strategic Direction 2: Connect, Succeed and Thrive

Purpose

To promote a culture of belonging and relational trust which supports students, staff and community in the pursuit of excellence as life long learners. Wellbeing strategies are pivotal in order to ensure the engagement of all members of our community, connecting positively as partners in 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.

- Wellbeing
- Community Engagement

Resources allocated to this strategic direction

Professional learning

Per capita

Student Support Officer

Aboriginal background

Summary of progress

Wellbeing - Whole School Wellbeing Plan, The 'Nowra High Way' Behaviour Management Strategy.

In 2023, Nowra High School's Wellbeing Team was restructured to ensure effective use of resourcing and provide targeted supports for both the Wellbeing and Learning and Support needs of all students. This included a division of the team into two groups with the Wellbeing team including the HT Wellbeing and key wellbeing staff and the Learning and Support Team including the Head Teacher Support, LaSTs (Learning and Support Teachers) and support staff including the TAAs (Team Around a School) personnel. The Wellbeing Team utilised the DoE's Wellbeing Framework to inform decision making and to direct planning, and included the implementation of Trauma informed practice training for all staff and BSEM for selected teaching and support staff. The Behaviour Management System at Nowra High School, 'The Nowra High Way' was updated to include Departmental adjustments and refresh school wide systems. This included streamlining of reporting behaviours and an introduction of a new reward system.

In 2023, there was a decrease in suspensions by 25% from 2022 and an increase in recognition of positive behaviours by over 500% from 2022. There was also an increase in staff engagement, both school based and external, with the Learning and Support Team meetings. All staff members underwent TIP training, supported by NSW DoE staff.

In 2024, we aim to increase the use of data in the planning and implementation of specific wellbeing programs. We will be implementing the Berry Street Educational Model into lessons across the school, initially being implemented in both the Support Unit and Transition classes. We are also seeking to improve upon positive behaviour recognition across the school through greater visibility of positive behaviour rewards and increasing student voice in promotion of the 'Nowra High Way'.

Community Engagement - Parent Engagement Group, Community Engagement with Department & external agencies

Parent Engagement Group meetings were established consistently twice each term, creating an opportunity to update parents/carers, seek feedback to inform future directions in school planning, along with the delivery and presentation of various educational, wellbeing and/or social issues requested by families. Meetings were strategically planned by the Principal. Increased promotion of meeting dates, early notification of meeting agendas contributed to an increase in parent/carer engagement with participation increasing by 42% in 2023. Feedback saw increased satisfaction with parent/school communication, the provision of parent/carer feedback to drive future school planning, along with tackling topics of interest through the arrangement of various guest speakers for each meeting. Across the school there was a significant improvement in engaging with specialist Department supports and use of external agencies to further support both students and their families.

School engagement with individual community members, organisations, agencies and Department personnel, including the Team Around a School, has been a priority to support the delivery of curriculum, and wellbeing strategies. Strategic planning took place and saw the inclusion and implementation of regular PCYC programs and Police Talks, delivery of 54 Reasons, Headspace initiatives as well as the We are Warriors programs. This resulted in the increased provision of initiatives accessible to our school community, along with an increase in student engagement. Curriculum programming has also seen an increase of staff liaising with community members, groups and organisations to assist in their program

design and delivery, which has also seen an increase in student engagement.

In 2024, the expansion of external stakeholders participating in our Parent Engagement Group will be a priority to address parent/carer interest. The implementation of internal support staff and external stakeholders will assist in the broadening of wellbeing initiatives delivered, alongside supporting the wellbeing needs of our students.

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
Improvement in the proportion of students attending school 90% or more of the time to be at or above the lower bound system-negotiated target of 67.4%.	<ul style="list-style-type: none"> - The average rate of student attendance in 2023 was 78.6%, an improvement from 77.6% in 2022. New communication systems with both families and students has contributed to this improvement. - The number of students attending greater than 90% or more of the time was 29.7 % in 2023, an improvement from 24.6% in 2022, indicating progress toward the lower bound target.
<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 move beyond the lower bound target of 63.6%.</p>	<ul style="list-style-type: none"> - The overall percentage of students did not show an improvement in positive wellbeing. As a result, our school did not meet the baseline target. However, steady improvement between 2017-2023 has seen 63% of Aboriginal & Torres Strait Islander Students identifying Advocacy , Expectations for success and Belonging as positive.
Establish baseline data for students in years 7-12 actively engaged across the behavioural, cognitive and emotional domains of the Student Engagement Continuum.	<ul style="list-style-type: none"> - The school is working towards the establishment of baseline data for years 7-12 based on the Student Engagement Continuum.
<p>People Matter Survey</p> <p>Collaboration :59%</p> <p>Continuous Improvement : 68%</p> <p>Innovation: 62%</p>	<ul style="list-style-type: none"> - The 2023, People Matter Survey saw 42.98% of staff completed the survey. 59.09% identified they felt supported to take risk and to be innovative in their teaching. 54.55% reported that they had opportunities to collaborate. Unfortunately, continuous improvement was not surveyed in 2023.
Increase in the number of Aboriginal students attaining the HSC whilst maintaining their cultural identity to 9% of the total HSC cohort.	<ul style="list-style-type: none"> - 1005 of Year 12 Aboriginal & Torres Strait Islander students attained their HSC in 2023 (10% of the cohort). However, this measure cannot be accurately reported on this cohort as Year 9 2020 did not sit NAPLAN and this has been the base measure in previous years. A high proportion of Aboriginal Students who were enrolled in Year 9 2020 either entered the workforce or continued their education at another school or in another setting. The Nowra High School community demonstrates aspirational expectations of learning progress and achievement for all students. This commitment is ongoing and will continue to be a key focus in 2024. This is evidenced by significant strategies being planned to ensure our Aboriginal students are supported to achieve their HSC or an alternative successful outcome whilst maintaining their cultural identity. These include an enhanced PLP process with ongoing professional learning for staff and increased cultural activities throughout 2024.

Strategic Direction 3: Educational Leadership

Purpose

To build and consolidate school wide systems that support the facilitation of educational leadership. These include high impact professional learning opportunities, distributed leadership and the embedding of key platforms through effective communication practices.

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 Impact Professional Learning
- Systems Management

Resources allocated to this strategic direction

Professional learning

Summary of progress

Educational Leadership - High impact professional learning/program, Whole school Strategic Professional Learning Plan

In 2023, a whole school professional learning plan was implemented and was linked to identified targets and was structured around the principles of High Impact Professional Learning. The plan was informed by feedback from staff about individual development goals, school and system priorities and preferred delivery methods. The implementation of this allowed for a structured professional learning schedule across Staff Development Days, staff meetings, and executive meetings that was published in Term 4 of 2022, and provided staff with the opportunity to not only participated but also to lead professional learning. The plan also had provisions for responsive changes that was utilised when departmental changes were implemented such as the mobile policy update.

Surveys conducted across 2022 on professional learning days and initiatives indicated staff identifying differentiation and faculty specific professional learning being the most requested. This was embedded through specific faculty planning time being embedded across each Staff Development Day and were structured around the driving theme of the day, and there was also the opportunity for faculty collaboration in staff meetings. Post professional learning surveys indicated engagement with all topics, with the updates on the Mobile Phone Policy and school based management procedures being among the most valued, alongside updated wellbeing structures.

The success of this model of planning for professional learning has led to the development of a 2024 plan that builds on the strategies implemented in 2023 and includes more specific reference to curriculum reform and incorporates the advances made in wellbeing focused professional learning from 2023. Additionally, the explicit mapping of all PDPs to the whole school professional learning plan will be prioritised.

Systems Management - Digital platforms, Staff Communication.

2023 saw the review and development of current processes around the use and implementation of digital educational delivery tools and wellbeing management systems. Furthermore, improvement in staff communication procedures ensured the efficacy of a shared vision for the school. The introduction of SchoolBytes in late 2023 and the expansion of Sentral Portal were reflective of the identified need across the school. Strategic planning for all Staff/Executive meetings allowed for the delivery of high impact professional learning, alongside improved communication. A three year implementation plan was developed and communicated for the introduction of CANVAS in 2024. The school also focused on the refinement of induction processes for new staff, and the update of a Staff Handbook which explains school policies and procedures was led by the HT Teaching and Learning.

The impact has seen improved communication, both internally and externally with stakeholders, maximising current platforms, also providing an opportunity to voice organisation and strategic directions. School Bytes has seen the improvement of parent/carer response to school excursions, including submission of permission notes and the finalisation of payments. With the support of the Digital Communications officer and Technology Team, Professional Learning on CANVAS was delivered, along with the development of consistent schemas for Faculties to begin planning and uploading course materials for years 7, 9 and 11, ready for implementation in 2024. This is aimed to support teaching & learning programs, and to support access to learning, and student and parent engagement.

In 2024, the continuation and further refinement of SchoolBytes for excursions, Teacher Professional Learning and other

key events, along with the expansion of communication via the Sentral Parent Portal will take place. CANVAS will be implemented to years 7, 9 and 11 across all KLAs to support teaching and learning, and student engagement. The Staff Induction Process, including updating the Staff Handbook will continue to be reviewed and developed to support the needs of all all new staff

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
Whole school Professional Learning Plan is developed to inform professional learning directions annually and is communicated to staff.	- Whole School Professional Learning Plan was developed & communicated to staff to inform future school directions.
All staff are given the opportunity to work towards or complete proficiency accreditation or HALT. At least 20% of beginning teachers achieve proficiency.	<ul style="list-style-type: none"> - 100% of staff, including graduate and proficient staff, were accredited within individual time frames for NESA accreditation and maintenance. - Four staff have begun their Highly Accomplished or Lead Teacher (HALT) journey and will continue to work collaboratively, participate in professional learning opportunities and design and develop their evidence at their own pace.
Staff induction processes are formalised to include a handbook and structured meetings to ensure all new staff understand the school context and their role within the system.	<ul style="list-style-type: none"> - The Nowra High School Staff Handbook has been updated and published for staff access. - Induction Meeting is held for all new staff, that includes orientation, staff handbook, and school systems and processes. - Meetings are held throughout each term to provide professional learning and/or an opportunity for professional dialogue on various educational topics, systems and processes.
CANVAS is introduced to school via Professional Learning and all faculties develop scaffolds for all KLAs	<ul style="list-style-type: none"> - 2024-2026 CANVAS Implementation Plan was developed and communicated to staff in Semester 1. This was followed by whole staff Professional Learning to experiment and set up faculty course specific schemas, in creating a consistent lesson design to support teaching and learning that will be delivered in 2024 to students in years 7, 9 and 11. - Digital Communications Officer has been available to provide professional learning to assist Faculties or individual staff in the creation of course schemas, as well as the use of various tools within the CANVAS platform.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,727.57</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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive English language and learning support to increase educational outcomes for students • release time for staff to provide targeted support to students, including mentoring and tutoring • strengthening orientation and transition program for identified students <p>The allocation of this funding has resulted in the following impact: Whilst we have a very small number of refugee students, the additional support has provided them with a level of connection to the school community.</p> <p>After evaluation, the next steps to support our students will be: We will continue to support students and build sustainable relationships with culturally and linguistically diverse parents as they arrive and build in systems that ensure equitable use of funding.</p>
<p>Integration funding support</p> <p>\$322,583.00</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"> • Quality Teaching Practice <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) • 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: Overall, students have demonstrated progress towards their personalised learning goals. PLSPs were regularly updated and targeted to students learning needs. Equitable personalised learning and support was targeted in the classroom and through Small group tuition within The HIVE, resulting in the following:</p> <ul style="list-style-type: none"> * Year 7 post test data has shown an increase in Single Word Reading by 3.39 years on average * Year 7 post test data has shown an increase in Comprehension by 3.23 years on average. * Year 8 post data has shown an increase in Single Word Reading by 4.1 years on average * Year 8 post test data has shown an increase in Comprehension by 2.74 years on average * Year 9 post data has shown an increase in Single Word Reading by 5.65 years on average * Year 9 post data has shown an increase in Comprehension by 3.94 years

<p>Integration funding support</p> <p>\$322,583.00</p>	<p>on average.</p> <p>After evaluation, the next steps to support our students will be: To further plan and develop the support provided to students, Check-in and NAPLAN data will drive the identification of students who are experiencing difficulties with their numerical and literacy skills. In 2024, The HIVE will continue to operate as part of the Learning and Support Team and personalising learning programs focusing on vocabulary, reading and comprehensions, along with numerical problem solving skills.</p>
<p>Aboriginal background</p> <p>\$201,363.08</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"> • Community Engagement <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 Pathways • community consultation and engagement to support the development of cultural competency • employment of additional staff to deliver personalised support for Aboriginal students • 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:</p> <ul style="list-style-type: none"> - A range of cultural initiatives, including the We are Warriors program, provided opportunities to improve and connect students to their culture and contributing to their increased cultural understanding and identity. - The completion of Personalised Learning Pathways (PLPs) for students, evidenced through Sentral records. - Literacy and Numeracy support delivered in a culturally sensitive manner to build vocabulary, reading comprehension and numerical problem solving. <p>After evaluation, the next steps to support our students will be: The continuation of supporting and funding of cultural activities for NHS students. In 2024, employment of an Aboriginal SLSO will provide further support to NHS students, both educationally and culturally. There will be a focus on structures and processes to support staff to develop, maintain and the use of Personalised Learning Pathways (PLPs).</p>
<p>English language proficiency</p> <p>\$53,661.27</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Nowra High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phases • withdrawal lessons for small group (developing) and individual (emerging) support • employment of additional staff to support delivery of targeted initiatives • additional staffing intensive support for students identified in beginning and emerging phases <p>The allocation of this funding has resulted in the following impact:</p>

<p>English language proficiency</p> <p>\$53,661.27</p>	<p>Support for EALD students and their families through targeted support from our EALD teacher who worked closely with identified students. This is demonstrated through documentation - plans, meetings and communication methods. Student progress has continued to show high growth with 57% of EALD students achieving expected or above expected growth. Students are more confident and prepared to take risks with their language use as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: Continued use of EALD teacher to support Nowra High EALD students, along with members of the Learning and Support Team, such as the LaST. In 2024, a focus on building teacher capacity to develop and implement integrated programs to reflect the needs of EALD learners across all key learning areas. Targeted professional learning for staff will also be a focus.</p>
<p>Low level adjustment for disability</p> <p>\$338,971.49</p>	<p>Low level adjustment for disability equity loading provides support for students at Nowra High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes • 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 • 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 • 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: There has been an increase of students achieving above expected growth in NAPLAN results. The school's value-add results have remained steady. The school is achieving a more consistent approach to students learning support and interventions, with an increased number of learning support referrals and collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: Review and develop processes and practices to identify the impact of the Learning and Support Team across the school under the leadership of our newly appointed Deputy Principal Inclusion and Support.</p>
<p>Location</p> <p>\$3,491.09</p>	<p>The location funding allocation is provided to Nowra High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student assistance to support excursions • technology resources to increase student engagement • subsidising student excursions to enable all students to participate

<p>Location</p> <p>\$3,491.09</p>	<p>The allocation of this funding has resulted in the following impact: Students have had greater access to school initiatives and technology to support their learning.</p> <p>After evaluation, the next steps to support our students will be: Continued use of funding to support students in their learning. Review student choice within Stage 5 and 6 in 2024 to support students to undertake a relevant pattern of study that they are engaged in and that will assist them to pursue their targeted post-school pathway.</p>
<p>Professional learning</p> <p>\$102,682.22</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"> • Collaborative Practice • Wellbeing • High Impact Professional Learning • Community Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops • other methods of learning designed to improve student outcomes. <p>The allocation of this funding has resulted in the following impact: Professional learning funding is provided to enable all staff to engage in continuous professional learning aligned to the school strategic directions, the requirement for Professional Learning for Teachers and curriculum reform. This increases the capacity of staff to embed effective teaching and learning practices in explicit teaching, aimed to improve student outcomes.</p> <p>After evaluation, the next steps to support our students will be: Berry Street Educational Model Professional Learning will continue to be rolled out to staff in 2024. We will continue to support staff in identifying PL opportunities relating to their Professional Development Plan which is linked to the school's improvement plan. The school will allocate a budget to support staff who wish to pursue higher levels of accreditation.</p>
<p>COVID ILSP</p> <p>\$209,794.23</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 2023.</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 - [focus area] • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: The purpose of The HIVE - intensive learning support is to deliver small group tuition for students who have been identified as being disadvantaged by the move to remote and/or flexible learning, and identified through a range of data sources as requiring further assistance in literacy and/or numeracy. This initiative has been extremely successful, resulting in</p>

<p>COVID ILSP</p> <p>\$209,794.23</p>	<p>significant improvements in students literacy and/or numerical skills. 100% of students have indicated an increase in their self worth and a greater sense of achievement in understanding the skills in vocabulary use, reading comprehension and numerical problem solving.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of targeted literacy and numeracy support, both individual and small group tuition using data sources to identify student need. There will be a review of Learning & Support processes to ensure monitoring of students, if they complete their tuition, as they transition back to class, including additional in-class support to continue to meet their personal learning needs and goals.</p>
<p>Socio-economic background</p> <p>\$446,797.72</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"> • Quality Teaching Practice <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] to support student learning • employment of additional staff to support [name] program implementation. • resourcing to increase equitability of resources and services • staff release to increase community engagement • providing students with economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: As a result of additional staffing, SLSOs and additional resources for students, student access to education and improved teaching and learning outcomes has been seen. There has been a key focus school wide on building Tier 2 Vocabulary which has resulted in staff and students increased language use. Students have also been identified and referred to The HIVE which has seen increases in not only students' abilities in the areas of Numeracy and Literacy, but in students' confidence levels and self-worth. Students also see The Hive as a Wellbeing Check-In which allows them to discuss their day and what is happening in their individual lives.</p> <p>After evaluation, the next steps to support our students will be: In 2024, the expansion of The HIVE will see students from years 7-10. Learning and Support process will be reviewed, including the monitoring and support of students returning to mainstream classes. The expansion of the SSS strategy across the school will also be a priority to build both teacher capacity in the explicit teaching of vocabulary, reading comprehension and the teaching and learning strategies associated to create a whole school consistent approach.</p>
<p>Student Support Officer</p> <p>\$99,516.00</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"> • Wellbeing <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies. • Identify and establish support networks for students with staff, the school community, and locally based government services and community

Student Support Officer

\$99,516.00

agencies.

- SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention.
- Establish referral pathways to appropriate local services through community partnerships.

The allocation of this funding has resulted in the following impact:

The Student Support Officer has provided a pivotal connection between the school, students and their families and key stakeholders, both Government and Non-Government services, resulting in improved support, outcomes and achievements for students and their families, and staff at our school. There has been increased student wellbeing outcomes across the school, including increased community engagement through partnerships such as PCYC, Headspace and 54 Reasons.

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

2024 will continue to support our students and their families with their knowledge, experience and connection to the extensive services that the SSO provides. They will continue to build community partnerships and assist students, parents and carers to family relevant services, including referral services, scholarships and other agency supports such as the Smith Family and Family Connect.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	447	440	413	368
Girls	449	452	434	406

Student attendance profile

School				
Year	2020	2021	2022	2023
7	93.9	89.2	82.4	85.2
8	92.6	86.9	80.6	83.5
9	90.1	83.4	77.5	79.0
10	87.7	81.8	74.6	77.6
11	87.4	78.6	70.5	73.1
12	91.6	85.8	78.5	81.5
All Years	90.7	84.3	77.5	79.7
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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	3	0	0
Employment	1	10	20
TAFE entry	1	34.5	7
University Entry	0	0	49
Other	95	56	19
Unknown	0	0	5

Year 12 students undertaking vocational or trade training

27.94% of Year 12 students at Nowra High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

95.2% of all Year 12 students at Nowra High School expected to complete Year 12 in 2023 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)	53
Learning and Support Teacher(s)	1.9
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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	1,360,476.27
Revenue	14,546,573.18
Appropriation	13,878,793.13
Sale of Goods and Services	330,919.87
Grants and contributions	284,068.57
Investment income	34,360.71
Other revenue	18,430.90
Expenses	-14,637,084.91
Employee related	-12,331,278.60
Operating expenses	-2,305,806.31
Surplus / deficit for the year	-90,511.73
Closing Balance	1,269,964.54

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.

	2023 SBAR Adjustments (\$)
Targeted Total	295,977
Equity Total	1,040,794
Equity - Aboriginal	201,363
Equity - Socio-economic	446,798
Equity - Language	53,661
Equity - Disability	338,971
Base Total	10,645,571
Base - Per Capita	231,408
Base - Location	3,491
Base - Other	10,410,672
Other Total	799,211
Grand Total	12,781,552

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

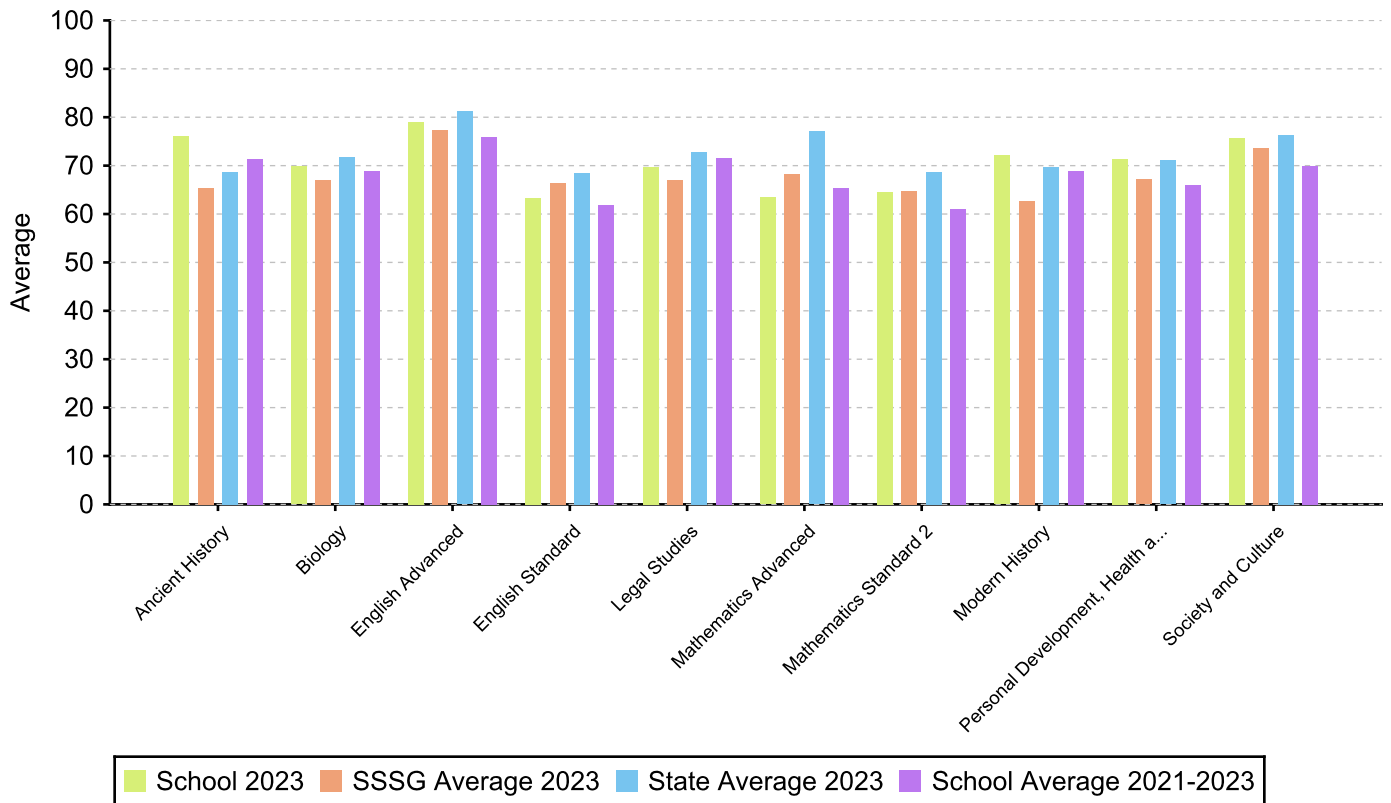
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 2023	SSSG	State	School Average 2021-2023
Ancient History	76.2	65.4	68.7	71.3
Biology	69.8	67.0	71.8	68.9
English Advanced	79.0	77.3	81.2	75.9
English Standard	63.3	66.4	68.5	61.8
Legal Studies	69.7	67.0	72.9	71.6
Mathematics Advanced	63.4	68.3	77.0	65.4
Mathematics Standard 2	64.5	64.7	68.7	61.0
Modern History	72.1	62.7	69.6	68.9
Personal Development, Health and Physical Education	71.4	67.1	71.0	65.9
Society and Culture	75.7	73.6	76.3	69.9

Nowra High School's 2023 HSC average course results in the following KLA's were stronger than SSSGs: English, HSIE, PDHPE and Science, with HSIE achieving a higher average than the state.

The 2023 HSC course results were stronger than SSSGs - Ancient History, Biology, Business Studies, Engineering, English Advanced, English Extension 1 & 2, Food Technology, History Extension, Hospitality, Legal Studies, Modern

History, Music, PDHPE and Society & Culture.

Subjects achieving a higher than State Average were: Ancient History, Business Studies, English Extension 1 & 2, Food Technology, History Extension, Hospitality, Modern History, Music, PDHPE and Society & Culture.

A positive improvement trend has seen steady growth between 2019 and 2023. There has seen an increase of students attaining results in the Top 2 Bands - 2019 16.2% and 2023 18.9%. Students attaining results in the Top 3 Bands has slightly decreased - 2019 44.3% and 2023 43.3%, however, there has been an increase of students moving from the middle to the Top 2 bands - 2019 11.9% to 17.2% in 2023.

Parent/caregiver, student, teacher satisfaction

In 2023 the Nowra High School community undertook the Tell Them From Me Survey to gain feedback from students, staff and parents/carers about the school.

Student Satisfaction: 535 students undertook the Tell Them from Me Student Survey in Term 2 2023. 86% of Nowra High School students reported positive behaviour, which met the state average for this measure. Areas of strength identified by students in this survey included students with positive relationships, positive teacher-student relationships, student participation in school sports and extra-curricular activities, positive homework behaviour, a positive learning climate and sense of belonging. However, areas for development identified from this survey included relevance for students that value schooling outcomes, students who are interested and motivated, and intellectual engagement.

Parent/carers who undertook the Tell Them from Me Parent Survey in Term 4 2023 identified areas of strength included the school supports for student learning, parents supporting learning at home and parents feel welcome. From this survey, parents identified that they are informed about their child's learning and wellbeing, with 78% of parents/carers engaging in meetings and 89% of parents actively engaging with the school in the canteen, sport, classroom or other school areas. 89% of parents report that their child is enrolled at Nowra High School as their first choice of public school, and their satisfaction with the school's broad curriculum, including VET and TAFE is overwhelmingly positive. However, areas of development reported by parents/carers were that whilst the school had sought feedback in school planning, a broader range of communication methods may be beneficial.

The Teacher survey was completed by 52 teachers in Term 4 2023. Areas of strength identified within this survey included inclusivity at school, collaboration, learning culture, data informing practice and teaching strategies as significant drivers of students learning. Areas for development identified from this survey included parent involvement, technology and school facilities as ways to enhance student learning for the future.

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.