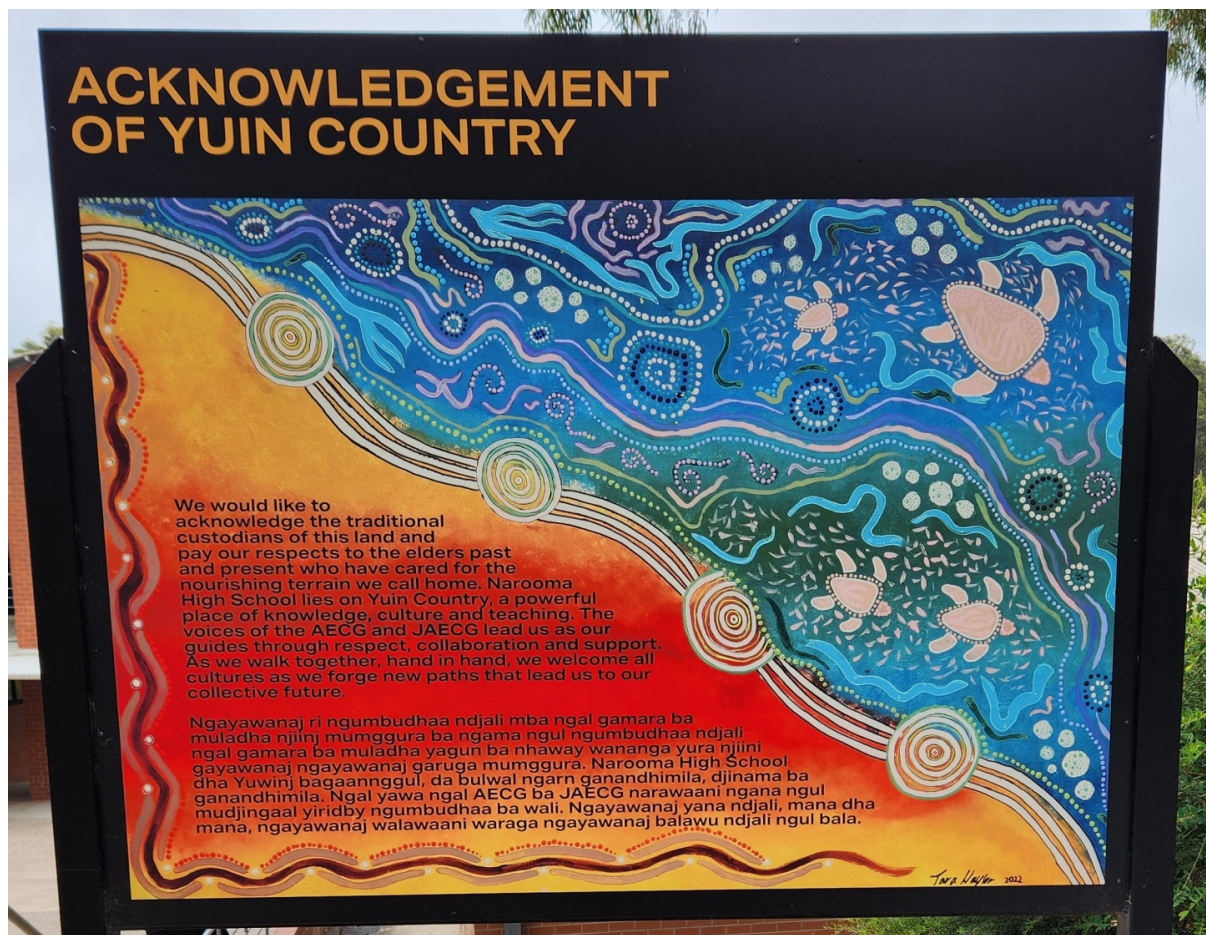


2023 Annual Report

Narooma High School



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Introduction

The Annual Report for 2023 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.

School contact details

Narooma High School

Princes Hwy

Narooma, 2546

<https://narooma-h.schools.nsw.gov.au>

narooma-h.school@det.nsw.edu.au

4476 4377

Message from the principal

As we reflect on the closing chapters of this year, I am filled with immense pride for the resilience, growth and achievements of the students, staff, families and community members of Narooma High School. Together we have celebrated achievements and navigated through the challenges to shape this year that will be remembered for its collective spirit and unwavering commitment to excellence.

It has been a year that has bought us valuable lessons, reminding us of the strength that lies within our community. Our students have exhibited determination, adaptability and a desire for knowledge that continues to inspire us all. The unwavering support from our dedicated staff and the collaboration with our families and community have been pivotal in fostering a thriving learning environment that is academic, cultural and sporting.

As we anticipate the promise of a new year, let us carry forward the lessons learned and the bonds forged as together we continue our journey of continuous growth, nurturing the potential within each member of the Narooma High School family.

I would like to wish everyone a restful and safe holiday break and look forward to our journey in 2024.

Mrs Fiona Jackson

Executive Principal

Message from the school community

On behalf of the Parents and Citizens group I am proud to say we have had a very productive and successful year throughout 2023. For a group who do not usually "fundraise" we had indeed been busy.

Our fundraising commenced with a bang when the NHS Robo Rebels requested our support for their exciting journey to Houston, Texas where they competed in the World Titles Robotics. The P&C were very proactive in fundraising and engaging community support. With a tight time frame of 3 weeks, we managed to raise enough funds to send the team of 5 Robo Rebels, their 4 mentors and most importantly, their Robot Noodles to America. A fabulous experience for all involved.

The P&C have again coordinated the NHS Scholarship Program, hoping for some successful applicants. In 2023, we have at least one successful Yr 12 student. The initial aim of The NHS Scholarship Program was to make a difference in the life of at least one student. So having had the program in place now for 2 years, students have obtained scholarships in the proximity of \$30,000.00. Needless to say, we will continue to coordinate and support this P&C initiative.

In conjunction with the Quota Club in Narooma, we held an intellectually challenging and entertaining Trivia Night, which not only raised funds for our school, but it was a fabulous way to connect our students, teachers, families and community members. The \$1700 donated from Quota was used in part to financially support our students competing and representing our school at state levels.

During 2023, we supported our Girls Volleyball and Girls Rugby League teams representing at state level. The P&C applied for a Club Grant and were successful in achieving \$10,000 for the Burbangana Project facilitated at NHS.

We would like to compliment NHS on the visible improvements around the school buildings and grounds. It has been appreciated that the communications through emails, Facebook, newsletters and the NHS Website are all looking informative, colourful and supportive of our students.

P&C would like to thank the NHS Staff and Executive for investing their time into our students. Many successful students are achieving fabulous goals.

Thank you.

Sally McKee

President P&C

Message from the students

SRC President, Lauren Barry, shared her Graduation Speech from the Year 12 Final Assembly:

I can't believe I stand in front of you all today, delivering a speech to celebrate my fellow classmates' final day at school. Today, as a year group, we leave the safety and the routine of Narooma High School, and enter into the big wide world ready to embark on the next stage of our lives, equipped with priceless knowledge, unforgettable memories and lifelong connections we have obtained through our time here. This can be credited to the students and staff here today.

As my time at school comes to an end, I have found an understanding of how crucial the role is in which a teacher will play within a student's life. Our teachers have taught us many life lessons that go beyond the syllabus dot points and textbook notes, and on the behalf of our year I would like to thank you all for the extra hours and effort you have spent on us. We really do appreciate the care, devotion and passion that you have displayed within our classes, and value the relationships you have formed with us all. I would like to extend an extra special thanks to Mrs Allison who has been our guardian angel since our first day in year 7. We all love you and will miss you very much, especially your brilliant dance moves and the way you laugh at your own jokes before you have even cracked them. You are the most caring, kind and supportive second mother to us all, and I think we can all agree that we were extremely blessed to have the best year advisor any high school could have to offer.

I believe it is also important to recognise the parents and caregivers who have supported us through our schooling adventure. Through the nurturing and love you have all provided, you have shaped us into the young adults we are today, and pushed us to always try our best.

After 13 years of schooling, a major chapter within our lives has come to an end, and a door to endless opportunities and experiences has opened. Our years within Narooma High School have been filled with triumphs, challenges, and countless moments that have shaped us into the individuals we are today, and it has been such an honour to share them all with you. I really do believe that our year is such a tight-knit group, who have shown each other constant support, no matter the obstacles we have faced. We have had the privilege of growing up together, and forming close relationships with each other that will last beyond our time at school. But now, life will take us all on different paths and journeys around the world, and as time passes, we remember our high school experience not in weeks or terms, but through the memories and friendships we have made with each other.

Once again, thank you all for my time at Narooma High School, and congratulations to the class of 2023.





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 achievements across academic, performing arts, cultural and sport. 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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Socio-economic background

Low level adjustment for disability

Location

Aboriginal background

Per capita

Student Support Officer

Summary of progress

INDIVIDUALISING THE LEARNING

Through out 2023 our school has had a focus on High Performance Gifted Education (HPGE), National Consistent Collection Data (NCCD) adjustments by identifying, recording, planning and differentiating for students.. Teachers worked collaborative together to developed Individualised learning by engaging students that require and access an individualised learning plan so that all students have access to reach minimum standards in literacy and numeracy. Our internal data validated that our students are engaged in their learning, with all our students in Year 11 and 12 reaching minimum standards with further focus for all year 10 students to reach minimum standards in literacy and numeracy.

Cross-faculty Professional Learning Communities (PLC) focused on a range of high impact teaching strategies including high expectations and consistent classroom routines. Whole school professional learning, peer observations and literature reviews extended the knowledge and targeted the practice of teachers and leaders so that teaching supported the individualised learning programs that supported students in their classrooms. As a result, individualised learning needs have been addressed at a faculty/whole school level. However, individualisation of learning remains inconsistent between faculties and classrooms.

Next Steps in 2024 are:

1. Professional learning on use of student data and differentiation.
2. Strengthen monitoring processes in instruction and explicit teaching, whole school observation through Lyn Sharratt's walk throughs.
3. Professional learning plans targeted differentiated support to strengthen explicit teaching.
4. Formative assessment of formative assessment practices to refine and align across the whole school.

ATTENDANCE AND WELLBEING

The school has employed an Instructional leader for attendance and an attendance team was introduced and SASS person so that they way in which the focus to improve attendance has been monitored and tracked accurately.

The creation of a focused attendance team allowed for data to have been collected, analysed and actioned by all teachers which lead to improved attendance rates. Individualised support for disengaged students using whole school monitoring whole school procedures, external agencies and school services enable student attendance outcomes. recognition of school attendance through a whole school focus acknowledged the improved school attendance culture for all students. A focus on student belonging and creating connections through structured activities, professional learning and community involvement has fostered a positive shift in school culture.

Next steps in 2024 are:

1. engage with students services Learning and Well being officer to further refine our data skills and use in attendance of students in the 80-85% attendance rates.

2. familiarise strategies utilise in Perfect Presence strategy.
3. consolidate attendance practices to maintain and continue to improve positive attendance rates.

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 the number of students achieving expected growth in reading as evidenced by school based data.	An increase in the mean scaled scores for the Reading Domain for Term 4 Check In assessments of 3.1% for Year 9 and 0.8% for Year 8.
Increase in the number of students achieving expected growth in numeracy as evidenced by school based data.	An increase in the mean scaled scores for the Numeracy Domain for Term 4 Check In assessments of 0.3% for Year 9 and 5% for Year 8.
4.9% increase in the number of students achieving in the top 2 bands in HSC course results.	44.1% of students attained results in the top two bands demonstrating achievement of the lower bound target.
4.1% uplift in the number of students achieving in the top 3 bands in HSC course results.	74.6% of students attained results in the top three bands demonstrating achievement of the lower bound target.
6.6% uplift in the number of students attending school greater than 90% of the time.	The number of students attending greater than 90% or more of the time is 38.9% indicating achievement of the lower bound target.
Tell Them from Me Wellbeing data (advocacy, belonging and expectations of success) demonstrates an uplift of 5.4%.	Tell Them From Me data shows an improvement in positive wellbeing, including a 3.6% increase in advocacy at school, 2% increase in sense of belonging and 3.1% increase in expectations of success.
Increase the number of Aboriginal students completing Year 12, while maintaining their cultural identity to be above the 2022 level of achievement according to school based data.	There is 50% increase of Aboriginal students attaining HSC whilst maintaining their cultural identity..
An increase in the number of Aboriginal students achieving expected growth in reading as evidenced by school based data.	An increase in the mean scaled scores of the Reading Domain of Check In assessments of 9.5% for Yr 9, 17.2% for Yr 8 and -9.6% for Yr 7.
An increase in the number of Aboriginal students achieving expected growth in numeracy as evidenced by school based data.	An increase in the mean scaled scores of the Numeracy Domain in Check In assessments of 0.3% for Yr 7, 9.4% and -3.3% for Yr 9.

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

Location

Integration funding support

Aboriginal background

Socio-economic background

Per capita

Summary of progress

Explicit Teaching

Teachers engaged in professional learning throughout 2023 to improve their explicit teaching in reading and numeracy across the faculties. Strategies teachers developed were successfully implemented into classroom teaching programs so that there were consistent explicit teaching strategies used across the school. Students were able to move to each lesson clearly knowing the success criteria and how to improve their learning responses in order to demonstrate their learning. The leadership team lead the focus on school improvement both in their faculty teams and within the professional learning community groups across the school. The use of Lyn Sharratt's Clarity work in developing teachers to improve their teaching instruction supported rich dialogue, sharing of effective teaching strategies whilst supporting a culture of relational trust to improve teaching practices across the school. As a result of our focus in explicit teaching practices students know what they need to do, need to know and how to apply their learning into their assessment tasks. Our students are telling us that they are more engaged in theory classroom and that they are understanding what and why they are learning content in each subject.

Next steps in 2024 are:

1. Developing marking rubrics in all faculties
2. Review marking rubrics at the end of Term 4 to adjust if required.

High expectations

All staff completed professional learning using the What Works Best (WWB) practise guide with a focus to improve consistency in students' behaviour and learning. Teachers engaged in observing each other's practices and how high expectations of student learning and behaviour was being implemented into classrooms by one another. A focus on school wide approaches to positive classroom management and the explicit teaching of behaviours resulted in students understanding what was expected of them when learning in classrooms. High expectation visuals were developed and displayed into all classrooms so that teachers could routinely refer to the expectations of students in each class. Teacher used the School Excellence Framework and the WWB surveys to identify their individual focus areas to improve using the evidenced based guidelines as ways to strengthen, their approach when communicating with students the expectations for learning and behaviour. Classroom observations and student feedback have indicated that students are clear of what is expected of them at school, with noticeable improvements in the decline of student disruptive behaviours at school. There has been an increase in the time students are in class learning and a consistency across the school with teachers referring the visual clues of high expectations in classrooms.

Next steps

1. New staff induction.
2. Monitor consistent teachers use of the visual clues and the messaging of high standards from teachers with students.
3. Observation of classroom teachers in the use of high expectation visuals and strategies across the school.

4. Develop baseline internal school data to measure feedback and high expectation towards meeting the end of year progress measures in high expectations.
5. Develop feedback and reflection for students to use to improve their assessment tasks.
6. Survey staff to determine which strategies have been effective across the school and develop where to next.

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, with some practices of Sustaining and Growing evident.	Self-assessment against the School Excellence Framework showed the school is currently performing at delivering-sustaining and growing in the element of effective classroom practice with strengthening implementation of evidence-based teaching strategies.
Increase the percentage of Staff responding positively in the People Matter Employee Survey in relation to Collaboration and Continuous Improvement to be trending upwards to 80%.	Increase of 2% percentage of staff responded positively in the People Matter Employee Survey in relation to Collaboration and Continuous Improvement to be trending upwards to 80%.
Internal data demonstrates that teachers consistently use the school expectations of learning and behaviour to guide and support students to meet expectations.	Internal data demonstrates that teachers are consistently using the school expectations of learning and behaviour to guide and support students to meet expectations. There is a decrease in behavioral entries due to clearer expectations.
Internal data demonstrates that school-wide assessment practices help promote consistent and comparable judgement of student learning, identifying skill gaps for improvement and areas for extension.	Internal data demonstrates that school-wide assessment practices help promote consistent and comparable judgement of student learning, identifying skill gaps for improvement and areas for extension. This has driven more accurate increase by 5% of student referrals for the learning and engagement hub.

Strategic Direction 3: Collaboration

Purpose

All leaders will promote the school vision by clearly communicating goals, inspiring confidence through high expectations 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

Per capita

Aboriginal background

Professional learning

Location

Low level adjustment for disability

Socio-economic background

English language proficiency

Summary of progress

High performing, collaborative teams

Instructional leaders worked with identified classroom teachers to coach and mentor them to lead improvement conversations within the already structure professional learning communicated (PLC) within the school. The instructional leaders worked with teachers in teams to share their knowledge and skills with others in the faculties with a focus to improve student learning.

School leaders worked with identified classroom teachers to coach and mentor them to lead improvement classroom strategies within the PLC groups. School leaders ensured that faculty leaders were implementation the whole school teaching strategies to support consistency across the school.

There has been noticeable improvement in engagement in classrooms by students, HSC top 2 bands have improved, numeracy results have improved across the school and there has been a reduction of incidents recorded in Sentral of disruptive classroom and playground behaviours.

Next steps in 2024:

1. Identify and support more classroom teachers to lead the professional learning community groups
2. Develop a transition plan to share teaching practices in Stage 3 with our partner primary schools
3. Strengthening transition learning and behaviour information between the primary schools and high school
4. To update and make more accurate the Student Representative constitution to bring inline with current climate and student voice

Community Engagement:

There were open invitations to invite parents, carers and community into the school for celebrations, assemblies, NAIDOC week, cultural events, information nights and parent teacher meetings to increase engagement and families have a better understanding of the school.

Increased number of external agencies working in the school to support students needs.

All staff participate in cultural activities that Elders and Knowledge Holders deliver so staff have a better understanding and support for our students.

Next steps in 2024:

1. Staff Development Day 1 of 2024 is a cultural day on Country with Elders and Knowledge Holders.
2. Continue to source external agencies to have a wrap around support for 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
Internal data sources demonstrate that teachers working in Professional Learning Communities are analysing and reflecting on student assessment data to improve teaching and learning in classes, year groups and/or faculties.	Internal data sources demonstrate that teachers working in Professional Learning Communities are analysing and reflecting on student assessment data to improve teaching and learning in classes, year groups and/or faculties. There were 100% of teaching staff participating in the Professional Learning Communities.
Internal data sources demonstrate that leadership responsibilities are distributed across staff and are concentrated on the core work of school improvement.	Internal data sources demonstrate that leadership responsibilities are distributed across staff and are concentrated on the core work of school improvement. There were 3 executive positions created for literacy, numeracy and attendance are now whole school responsibilities
Internal data sources demonstrate all teaching and learning programs show opportunities for student voice, choice, working together and influence.	Internal data sources demonstrate all teaching and learning programs show opportunities for student voice, choice, working together and influence. Student Representative Council and Junior Aboriginal Education Consultative Group worked together for various projects around the school for the environment and to build relationships. Students from the Junior Aboriginal Education Consultative Group collaborated with two of the Lands Council's to design and produce an Acknowledgement To Country sign out the front of the school.
Internal data sources demonstrate that increased parent/carer and community consultation has strengthened positive connections within the school community.	Internal data sources demonstrate that increased parent/carer and community consultation has strengthened positive connections within the school community. More families are attending the school and Aboriginal families feel that the school is responsive and flexible and are now engaging with the school.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$33,088.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Narooma High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching <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 Trauma Informed Practice, Progressions, Plan 2, PLPs, ILPs, BP, explicit teaching. • implementation of targeted programs to differentiate teaching and learning programs • staffing release to build teacher capacity around behaviour interventions and curriculum adjustments. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - All eligible students demonstrating progress towards their personalised learning goals. - Students were provided with one-to-one intervention from Learning and Engagement Teacher and School Learning Support Officers (SLSO's) in the classroom and playground, based on their level of need. - All Personalised Learning and Support Plans (PLSPs) were regularly updated and responsive to student learning needs and progress ensuring eligible students received personalised learning and support within their own classrooms. -Staff participated in Trauma Informed Practice PL, SSS Numeracy support and Progressions and PLAN 2 PL <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - The use of integration funding will be adjusted throughout the year in response to student Personalised Learning and Support Plans (PLSPs) reviews to ensure funding is used to specifically address each student's support needs. - To provide high-quality targeted professional learning to SLSOs to meet the individual needs of the students. - To revise the Learning Support Team referral process and provide professional learning to staff in relation to learning support processes and procedures.
<p>Socio-economic background</p> <p>\$267,952.36</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Narooma High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualising the Learning • Explicit teaching • High expectations • Community Collaboration <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff to support student learning. • employment of additional staff to support learning and engagement. • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Teachers receiving additional release from face-to-face teaching to plan

<p>Socio-economic background</p> <p>\$267,952.36</p>	<p>quality literacy and numeracy programs using assessment data. This is through the PLC initiative.</p> <ul style="list-style-type: none"> - The school heavily invested in data and the evaluation of data to support students and their learning around Numeracy and the inclusion of the SSS Numeracy program. - Providing support for targeted students within the classroom through the employment of School Learning and Support Officers. - Implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan. - Literacy and numeracy programs and resources, to support teaching, learning and assessment. PI from the members of this team to support staff to support students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue to engage the learning and engagement mentor to support our trajectory towards achieving school improvement measures. - To continue successful reading, writing and mathematics interventions for individuals and groups of students. - Continued employment of additional teachers for wellbeing, literacy and numeracy intervention. - To continue to employ School Learning and Support Officers (SLSOs) to support interventions for targeted students. - Continued financial assistance to support families to provide an opportunity for all.
<p>Aboriginal background</p> <p>\$103,348.42</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 • Explicit teaching • Collaborative Teams • Community Collaboration <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging both Aboriginal Education Officers (AEO), Senior Leader Community Engagement and Aboriginal Mentor to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. • community consultation and engagement to support the development of cultural competency • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact:</p> <p>Employment of additional staff to deliver personalised support for Aboriginal students.</p> <p>Invite community into the school to celebrate students and their successes and to consult for future directions.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Develop stronger connections with the local Aboriginal communities.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning 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"> • Community Collaboration

<p>English language proficiency</p> <p>\$2,400.00</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"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Increased teacher capacity to cater for EAL/D students in mainstream classrooms. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Ongoing professional learning to identify language and cultural demands across the curriculum. - Personalised and targeted professional development in the form of mentoring, co-teaching and co-planning.
<p>Low level adjustment for disability</p> <p>\$263,044.28</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 • Community Collaboration • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - The school achieved a more consistent approach to student learning support and interventions. - An increased number of learning support referrals and subsequent collaborative learning support activities. - The Learning and Support Team (LST) consolidated learning and support procedures to ensure efficient and effective strategies were implemented for student support. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - To further expand the impact of the Learning and Support Team (LST), the school will provide additional support for identified students through the employment of trained School Learning and Support Officers (SLSOs).
<p>Location</p> <p>\$100,033.52</p>	<p>The location funding allocation is provided to Narooma High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualising the Learning • Explicit teaching • Community Collaboration <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement • subsidising student excursions to enable all students to participate • incursion expenses <p>The allocation of this funding has resulted in the following impact:</p> <p>Increased subject opportunities and choices for students.</p>

<p>Location</p> <p>\$100,033.52</p>	<p>After evaluation, the next steps to support our students will be: Developing and delivering professional learning open to other schools, supporting the school to increase collaboration.</p>
<p>Professional learning</p> <p>\$80,665.42</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"> • Explicit teaching • High expectations • Collaborative Teams <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Increased opportunities for staff to engage in professional discussions, observations and professional dialogue. • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • other methods of learning designed to improve student outcomes. • 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 opportunities for staff to engage in professional discussions, observations, and professional dialogues.</p> <p>After evaluation, the next steps to support our students will be: To ensure that professional learning opportunities are linked closely to the school's strategic improvement plan.</p>
<p>COVID ILSP</p> <p>\$143,564.57</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] • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in the following impact: Differentiated teaching through ongoing formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students will be: Small-group tuition to continue in the foundational skills of reading and numeracy.</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 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>

<p>Student Support Officer</p> <p>\$99,516.00</p>	<ul style="list-style-type: none"> • Attendance and Wellbeing <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • employment of a School Support Officer to develop and support wellbeing programs in the school. • SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention. • Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies. <p>The allocation of this funding has resulted in the following impact: Another point of contact for students in the wellbeing space to support their access to education.</p> <p>After evaluation, the next steps to support our students will be: Provide greater scope and clarity of the roles and responsibilities and increase these in the area of wellbeing for 2024.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	270	284	274	256
Girls	217	215	220	205

Student attendance profile

School				
Year	2020	2021	2022	2023
7	90.0	85.5	83.2	84.6
8	88.5	81.7	79.9	82.1
9	88.5	82.1	72.5	78.4
10	85.2	81.3	73.5	71.0
11	78.3	71.9	72.1	69.1
12	88.6	85.3	78.6	83.3
All Years	86.9	81.4	76.5	77.4
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	5	8	10
Employment	2	10	27
TAFE entry	3	2	13
University Entry	0	0	35
Other	0	0	15
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

31.51% of Year 12 students at Narooma High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

93.4% of all Year 12 students at Narooma 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)	1
Head Teacher(s)	9
Classroom Teacher(s)	41.7
Learning and Support Teacher(s)	1.5
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 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	865,958.47
Revenue	11,646,133.73
Appropriation	11,295,665.67
Sale of Goods and Services	15,436.11
Grants and contributions	286,560.36
Investment income	16,710.42
Other revenue	31,761.17
Expenses	-11,401,883.92
Employee related	-9,539,390.06
Operating expenses	-1,862,493.86
Surplus / deficit for the year	244,249.81
Closing Balance	1,110,208.28

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	13,974
Equity Total	636,745
Equity - Aboriginal	103,348
Equity - Socio-economic	267,952
Equity - Language	2,400
Equity - Disability	263,044
Base Total	7,893,038
Base - Per Capita	134,784
Base - Location	99,684
Base - Other	7,658,571
Other Total	1,687,882
Grand Total	10,231,639

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.

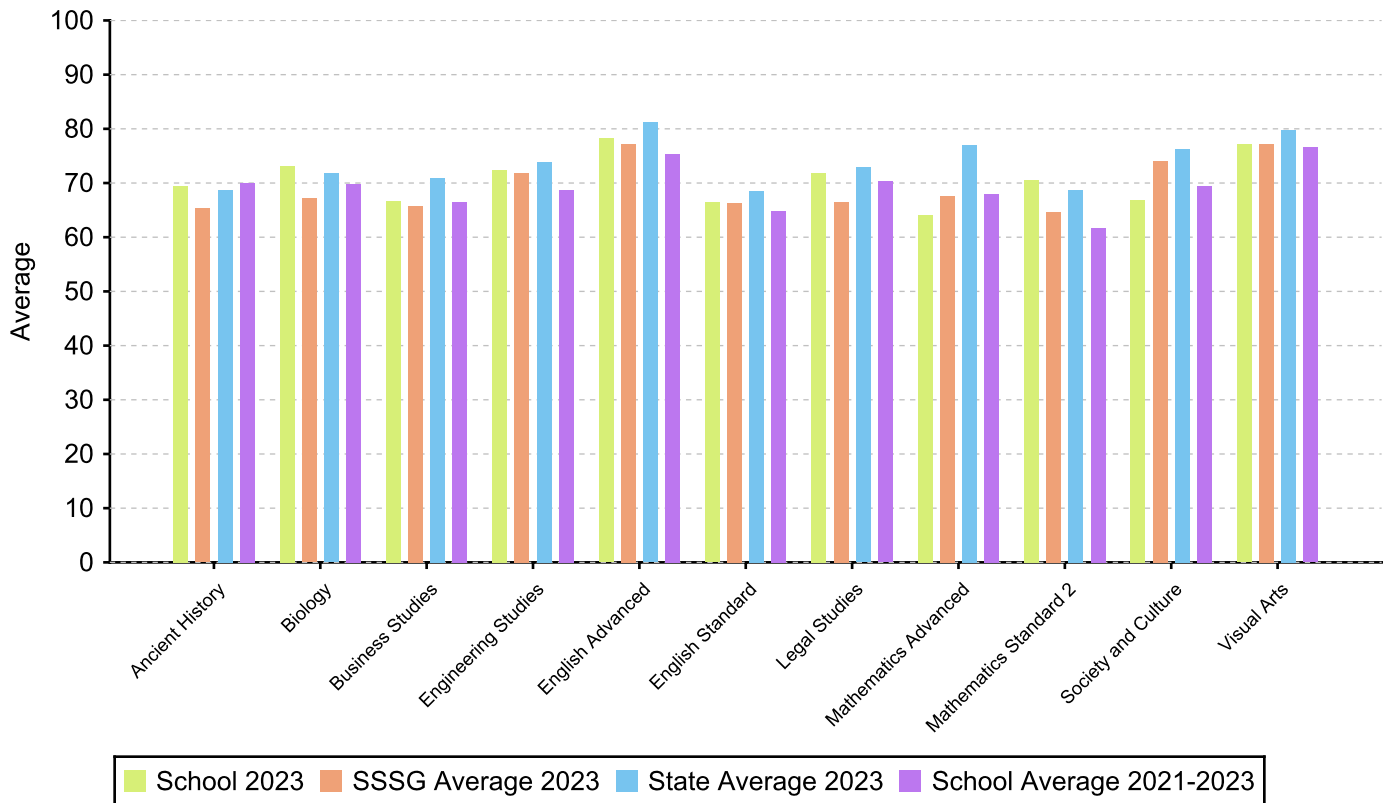
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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	69.5	65.3	68.7	70.0
Biology	73.2	67.1	71.8	69.8
Business Studies	66.7	65.7	70.9	66.4
Engineering Studies	72.4	71.9	73.9	68.7
English Advanced	78.2	77.3	81.2	75.3
English Standard	66.4	66.4	68.5	64.9
Legal Studies	71.9	66.6	72.9	70.3
Mathematics Advanced	64.1	67.6	77.0	68.0
Mathematics Standard 2	70.6	64.7	68.7	61.8
Society and Culture	66.8	74.0	76.3	69.5
Visual Arts	77.1	77.2	79.8	76.6

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 28 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 89% of surveyed parents have communicated with the school about their child's behaviour or learning, on at least one occasion, whilst 74% 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 understand the school behavioural expectations.

280 Narooma High students completed the The Tell Them From Me survey. With Social-emotional outcomes NHS students reported a slightly lower sense of belonging (43%) than 2022 (45%) however, students continue to maintain peer relationships that are trustworthy and positive (61%). Students have noted an increase of students with positive behaviour, (75%), up from (71%) in 2022.

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 included 59% of students planning to complete Year 12, with 27% of students wishing to engage with TAFE or VET. The number of students wishing to engage with a university pathway has increased from 39% in 2022, to 41% in 2023. As Narooma High School students' progress from Year 7 through to Year 12, their positive growth mindset also 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.

Aboriginal students (58%) of respondents indicated that they strongly agree/ agree that that they feel good about their culture, a notable increase from 43% in 2022. Narooma High School students were surveyed about their experience of racial inclusion and respect. Reassuringly, 71% and 66%, respectively, of students report they are treated with fairness and dignity regardless of their background, by their teachers and peers and of that, 71% of students report that they know where to seek help after a negative experience and will be prioritised as a well-being action.

Staff have reported an increase of 3.13% that team spirit has increased and an increase to 50% of staff who believe that school leaders are leading positive change in the school. There are 74% of staff feel well supported in their job, 79% feel a sense of belonging to the school.

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.