



# Cessnock High School Annual Report



2016



8108

## Introduction

The Annual Report for 2016 is provided to the community of **Cessnock 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 school 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.

Christopher Bice

Principal

### School contact details

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### Message from the Principal

2016 has been a year of great change and successes at Cessnock High School. As a school community we have made impressive progress in achieving the goals that were set in our school plan. The physical changes are easy to see. We have a new library and gym as well many modern furnishings and designs appearing in classrooms across the school. These changes have been relatively easy to implement. The changes that are not visible but will have a lasting impact are the investments that have been made in developing the skills of staff and the relationships that have been built across our network of partner primary schools. Our middle school programs have attracted attention across the state and are being adopted by many other schools.

## School background

### School vision statement

- Develop and maintain efficient and transparent school processes and systems to support all members of school community in the endeavour to deliver quality teaching and learning.
- To provide excellence in teaching and learning through quality assessment and reporting practices, innovative classroom practice and a broad and inclusive curriculum.
- Develop lifelong learners and global citizens through outstanding attainment and retention levels and the fostering of tolerance, understanding and compassion.
- Develop leadership sustainability and depth of teacher capacity in our highly experienced and enthusiastic staff in order to provide students with consistent and inspirational learning environments.
- Build strong and collaborative partnerships with our parental and community groups.
- Understand and uphold the values and traditions of PBL in our school.

### School context

Cessnock High School is a medium co-educational, comprehensive high school with an enrolment of 577 including 22% who identify as Aboriginal and/or Torres Strait Islander. The school forms part of the Cessnock Community of Greater Public Schools. Cessnock High School combines traditions and foundations of the past with a contemporary and future focussed learning community. We form strong partnerships with our Primary Schools and community fostering collegiality and connection. At Cessnock High School we endeavour to educate the whole child and prepare them for future focussed success. Positive Behaviour for Learning underpins student wellbeing with our expectations of Respect, Responsibility and Ready to Learn.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 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.

In the domain of Learning, positive respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both. Curriculum provision is enhanced by learning alliances with other schools and organisations.

In the domain of Teaching, the school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes. School-wide and inter-school relationships provide mentoring and coaching support to ensure the ongoing development of all staff. Teachers are actively engaged in planning their own professional development to improve their performance and regularly work beyond their classrooms to contribute to broader school programs.

In the domain of Leading, the school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students. Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan. Workforce planning supports curriculum provision and the recruitment of high quality staff.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Quality Teacher Professional Learning

#### Purpose

Leadership and teacher capacity are developed through the creation of a professional learning community and a focus around collegiality, team teaching, sharing and professional discussion. The Australian Teaching Standards and reflective practice is at the core of all Professional Learning at CHS.

#### Overall summary of progress

Teacher Mentor Program: Accreditation and maintenance program in place and facilitated by teacher mentors, along with the PDP process being linked to Australian standards.

Data driven improvement: The school executive gain PL in analysing data and implementing improvement in teaching and learning programs.

Middle School Initiative: Partner primary Stage 3 teachers pair with Stage 4 CHS teachers to build a collegial relationship of shared practice, team teaching and research based projects.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff engage in a quality professional learning program using the Australian teaching standards to inform their Performance Development Plans and are reflective of their teaching practice	Joint professional learning days were held for primary and secondary school teachers at CHS. Site swaps occurred between staff from CHS and our partner primary schools.  Orientation for all new staff completed. Induction program for TRAs and peer/mentor lesson observations completed. Evidence and annotation PL days with TRAs and mentors completed. All reports have been finalised and submitted and the teacher mentor program has been evaluated.  Executive presented the HSC data from their faculty to peers.	Middle School Initiative: \$37000  Teacher Mentor Program: \$16700  Data Driven Improvement: \$9200

#### Next Steps

Cessnock High School will enter into a Professional Learning Partnership with Kurri Kurri and Mount View High Schools. The relationship formed with Partner Primary Schools in 2016 will be extended to include a joint Writing Project. Cessnock High School staff will be taught additional skills in Focus on Reading during Quality Teaching Rounds.

## Strategic Direction 2

### Quality Student Engagement

#### Purpose

To enhance the quality learning at CHS through innovative programs that support quality teaching and Learning. Student outcomes are improved through the creation of an innovative and future focussed curriculum.

#### Overall summary of progress

Quality Teaching Rounds: Three School Based Trainers lead QT rounds with three different CT/HT/SE each term. QT rounds have PL and a Focus on Reading grounding using the materials from the FoR programme.

Broadening and Enriching Stage 6: Using the grant provided by "Rural and Remote" CHS will establish a future focussed learning space, a parent learning group and an academic writing program for seniors.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved Year 7 and 9 NAPLAN scores by 3 points and move all HSC results closer to the state mean.	School-based trainers meet with group and plan teaching rounds. Teaching rounds completed and evaluated. School-based trainers meet with group and plan teaching rounds. Teaching rounds completed and evaluated.  Proposal for Band E6 grant submitted. Planning for B and E Stage 6 conference and planning underway. Grant success evaluated.  Parent Groups running.  Stage 6 Writing Workshops for staff completed.  Library completed.	Quality Teaching Rounds: \$70000  Broadening and Enriching Stage 6: \$231384

#### Next Steps

The Broadening and Enriching Stage 6 Project will continue into 2017. Project Based Learning and Authentic Assessment will be incorporated into Future Focussed Learning. A review of the Middle School learning spaces will be undertaken and the recommendations implemented.

## Strategic Direction 3

### Quality School Culture

#### Purpose

To develop wellbeing in students and staff and encourage the creation and maintenance of positive relationships with peers, staff and the wider community.

#### Overall summary of progress

Learning and Support team: a strong LST process that focusses on meeting Individual student needs through IEPs, adjustments, attendance plans and referrals to external agents.

The creation of a strong and effective wellbeing program encompassing all facets of staff and student wellbeing.

Media team to promote and improve image in the local school community and PPP program to engage and support parents in positive parenting workshops.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved use of PBL data to inform planning and preparation to ensure the experience of choice, achievement of meaningful goals, positive relationships, enjoyment, personal growth and development and health and safety.	Media team established. Photographer and Writer established. Communication App "SkoolBag" established. Website updated and refreshed. Community Brochure developed. Media team engages with Partner Primaries for good news stories.  PL on Wellbeing framework. Contextualisation of wellbeing framework and development of a whole school scope and sequence.  LST and SAT established with weekly meetings for attendance and learning referrals. LST referral process refined. NIPS day. YA attendance intervention. Improved attendance data.	Media Team: \$18000  Wellbeing: \$27000  Learning and Support: \$18700

#### Next Steps

The school media team will continue to promote and improve the school's image. The creation of a strong and effective wellbeing program encompassing all facets of staff and student wellbeing will be pursued. A LST process that focusses on meeting individual student needs through IEPs, adjustments, attendance plans and referrals to external agents will be strengthened.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	All identified Aboriginal students have a Personalised Learning Plan developed in a consultation process between the student, parents/carers and teachers, to identify, organise and apply personal approaches to learning and engagement. Personalised Learning Plans have short term and long term goals. Short term goals are specific stepping stones to reach long term goals.	\$167515
<b>Low level adjustment for disability</b>	<p>Teachers were provided with TPL so that they are better equipped to understand and meet the learning and support needs of the full range of students in their classrooms.</p> <p>A strong Learning Support Team process that focusses on individual student needs through Individual Education Plans, adjustments, attendance plans and referrals to external agencies.</p>	\$28038.78
<b>Socio-economic background</b>	CHS has made a commitment to improve the communication and relationships with its five Partner Primary schools to minimise the risk that students may become disengaged in the middle years of schooling. There have been many TPL sessions across the six campuses as well as a review and consolidation of transition programs from Kindergarten to Year 12.	\$217225.98
<b>Support for beginning teachers</b>	<p>Beginning teachers were supported in gaining and maintaining accreditation at Proficient by qualified teaching and executive staff.</p> <p>All teachers requiring accreditation were involved in a detailed Teacher Mentor Program.</p>	\$9936.57

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	249	288	296	281
Girls	304	307	286	283

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	85.9	88.5	87.7	87.7
8	84.8	84.9	87.7	84.5
9	78.7	82	84.3	84.7
10	77.7	79.9	81.7	76.1
11	82.8	84.8	86.7	85.6
12	85.1	89.1	85.6	85.6
All Years	82.1	84.5	85.7	84
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

### Management of non-attendance

Cessnock High School's attendance team meets weekly to analyse student attendance data. The team consists of the Principal, Deputy Principals, Head Teacher Wellbeing, Aboriginal Education Worker, Aboriginal Community Liaison Officer and the Home School Liaison Officer. During these meetings students at risk are identified and strategies implemented to support the student and their families to enable an improved attendance at school. Phone contact is also made each day with a parent or caregiver when a child fails to present to school.

Rolls are electronically marked every lesson and text messages are sent to alert parents if a child is unexpectedly absent from the timetabled class. Deputy Principals monitor any trancies and implement consequences based on the outcomes of their investigations.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	12
Employment	0	0	57
TAFE entry	0	0	13
University Entry	0	0	9
Other	0	0	3
Unknown	0	0	6

### Year 12 students undertaking vocational or trade training

In 2016 students were offered the opportunity to study Business Studies, Construction, Hospitality (Kitchen Operations) and Retail Services. Several of these students have been successful in attaining employment in these areas or are continuing their studies in these fields.

### Year 12 students attaining HSC or equivalent vocational education qualification

In 2016 all Year 12 students attained a HSC or equivalent vocational educational qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	29.1
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	12.08
Other Positions	7.2

\*Full Time Equivalent

In 2016 there were 2 permanent staff members who



identified as Aboriginal. There were an additional 4 temporary/casual staff members who identified as Aboriginal or Torres Strait Islander.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	92
Postgraduate degree	8

### Professional learning and teacher accreditation

The 2016 TPL Calendar provided opportunities for staff to undertake all mandatory training and certification. Funds were also allocated to ensure that staff possessed the training and skills to facilitate the strategic directions identified in the school plan.

Teachers and supervisors also worked together to identify professional learning activities that supported the achievement of established performance goals, further developed knowledge, skills and capabilities, built on existing strengths and supported career aspirations. Professional learning activities were recorded on Performance Development Plans.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>1 116 270.35</b>
Global funds	538 344.80
Tied funds	1 039 307.38
School & community sources	131 787.24
Interest	22 886.52
Trust receipts	39 382.70
Canteen	0.00
<b>Total income</b>	<b>2 887 978.99</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	42 096.89
Excursions	89 304.26
Extracurricular dissections	60 786.99
Library	487.78
Training & development	0.00
Tied funds	1 221 130.86
Short term relief	200 044.20
Administration & office	127 720.89
School-operated canteen	0.00
Utilities	121 279.17
Maintenance	124 896.33
Trust accounts	36 195.10
Capital programs	0.00
<b>Total expenditure</b>	<b>2 023 942.47</b>
<b>Balance carried forward</b>	<b>864 036.52</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

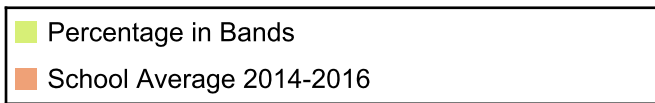
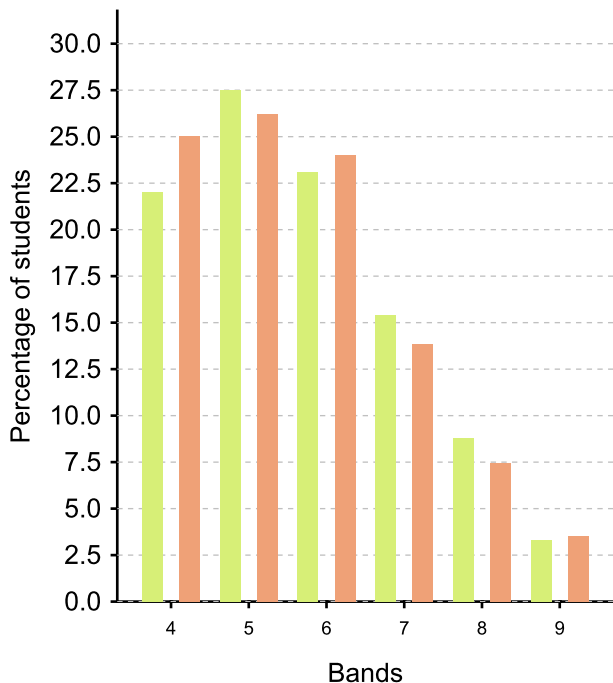
# School performance

## NAPLAN

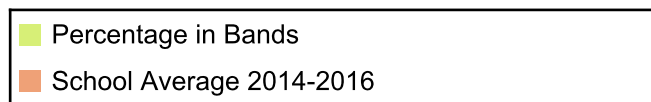
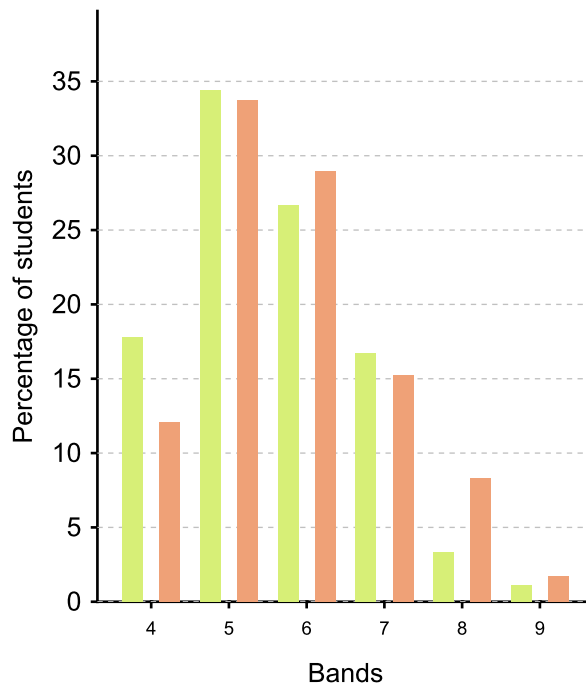
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In 2016 Year 9 students achieved growth that exceeded State figures in all areas that were assessed in NAPLAN. Year 7 growth was also very impressive. Growth in Reading, Grammar, Data, Measurement, Space & Geometry and Numbers, Patterns & Algebra also exceeded State figures.

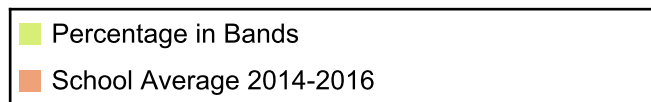
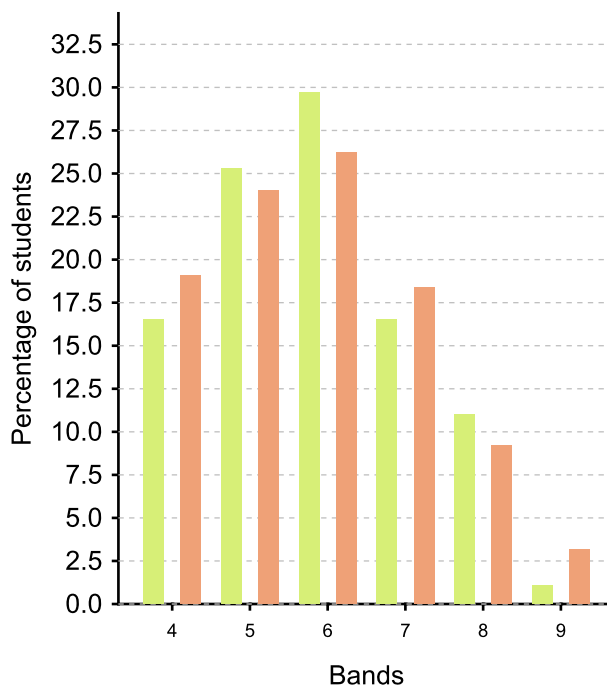
**Percentage in bands:**  
Year 7 Grammar & Punctuation



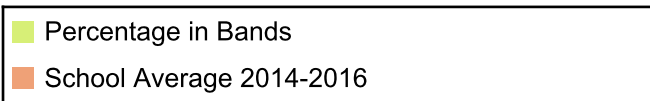
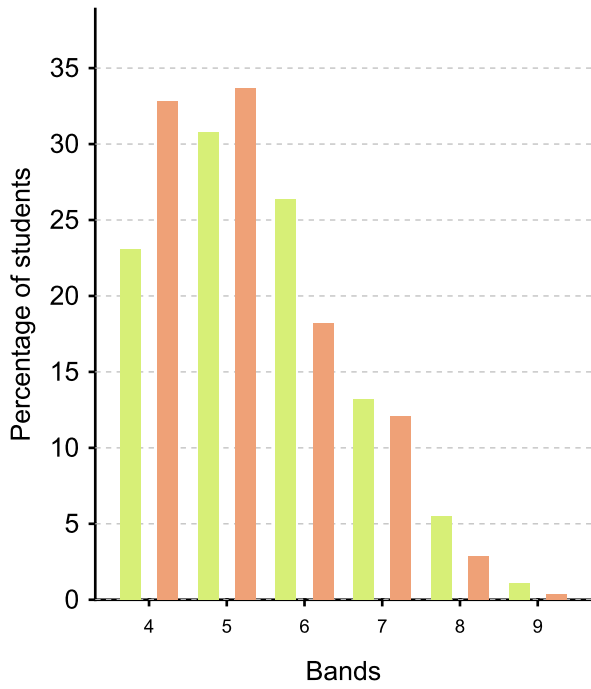
**Percentage in bands:**  
Year 7 Reading



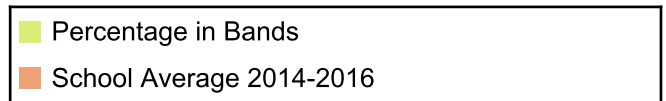
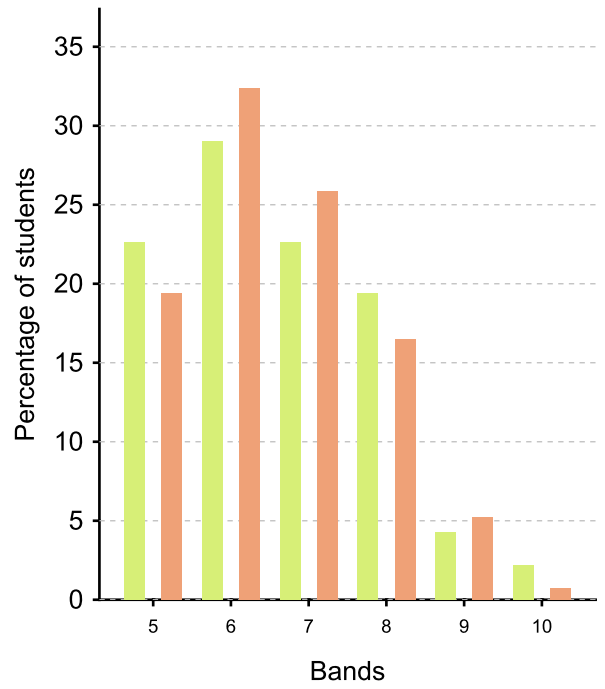
**Percentage in bands:**  
Year 7 Spelling



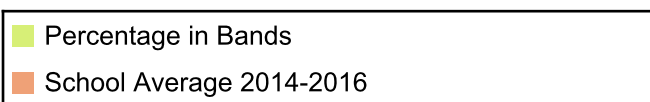
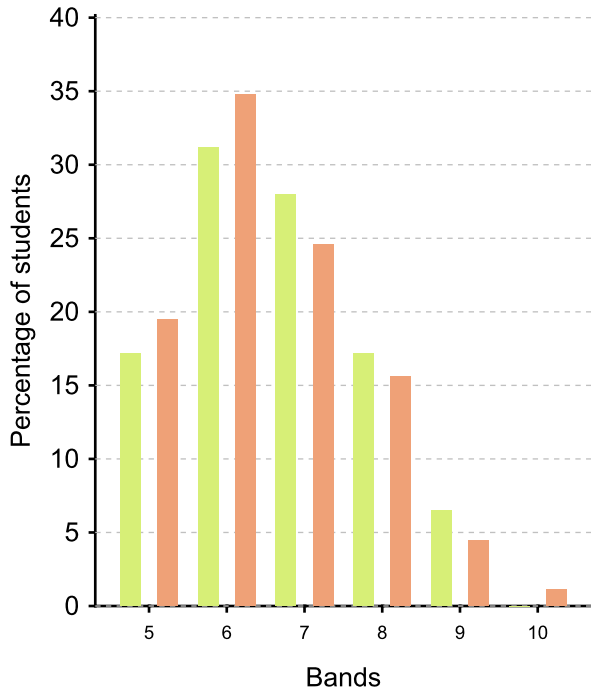
**Percentage in bands:**  
Year 7 Writing



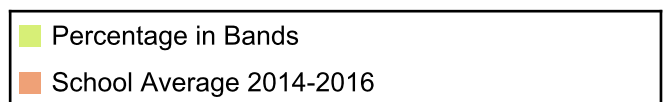
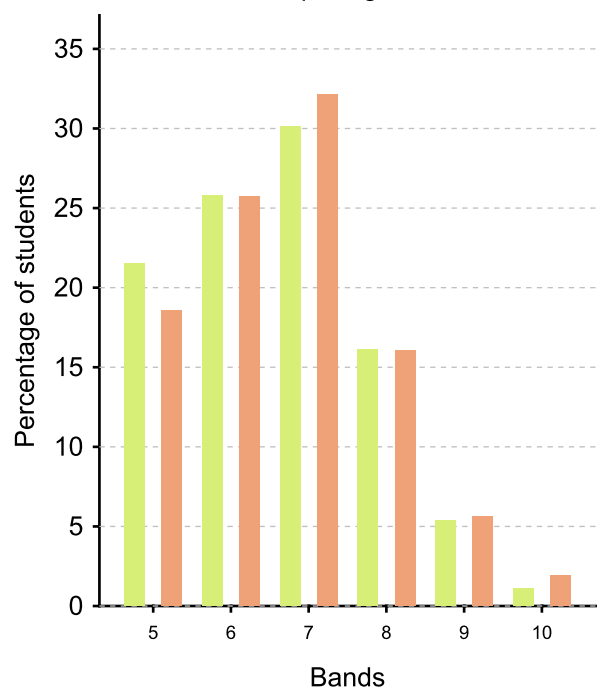
**Percentage in bands:**  
Year 9 Reading



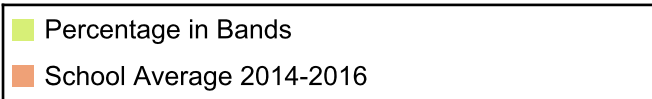
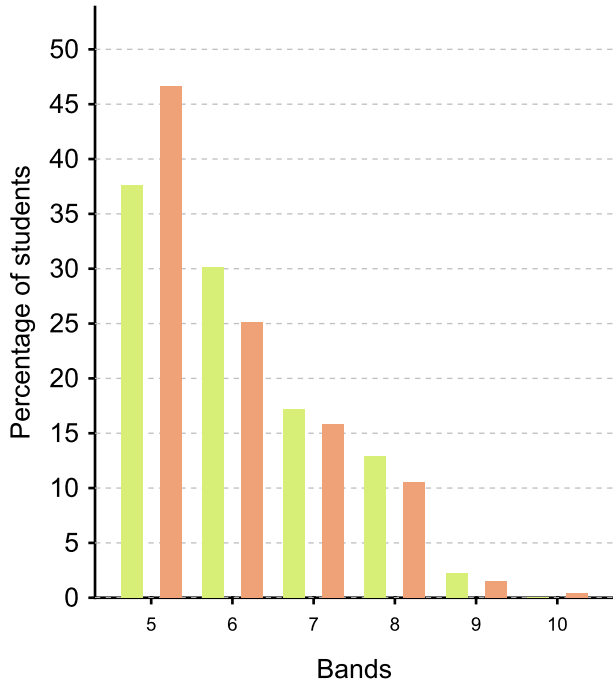
**Percentage in bands:**  
Year 9 Grammar & Punctuation



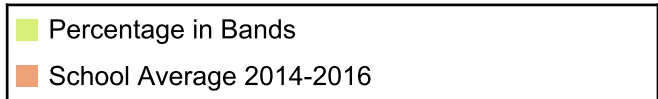
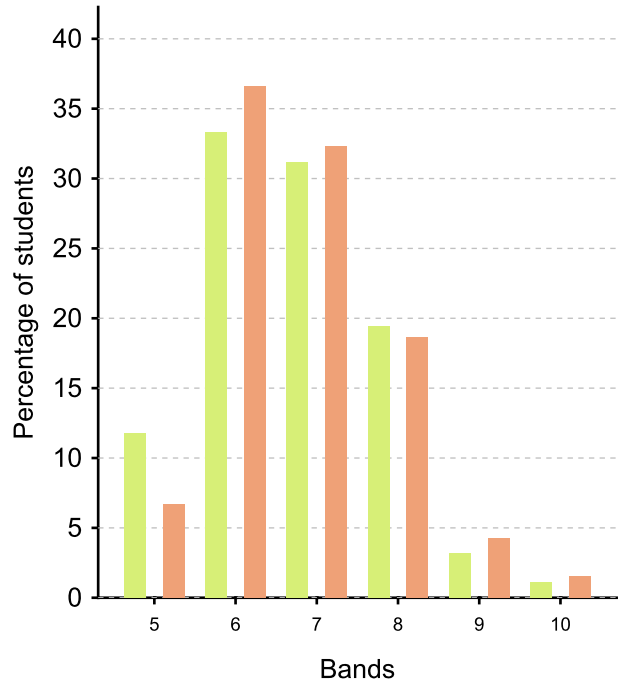
**Percentage in bands:**  
Year 9 Spelling



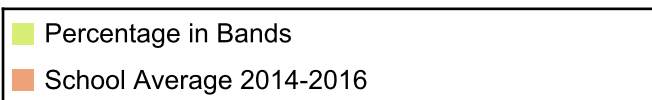
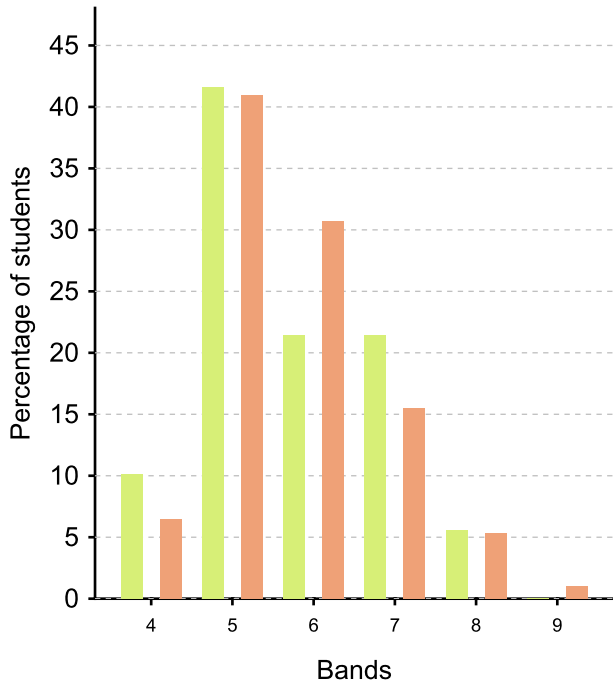
**Percentage in bands:**  
Year 9 Writing



**Percentage in bands:**  
Year 9 Numeracy



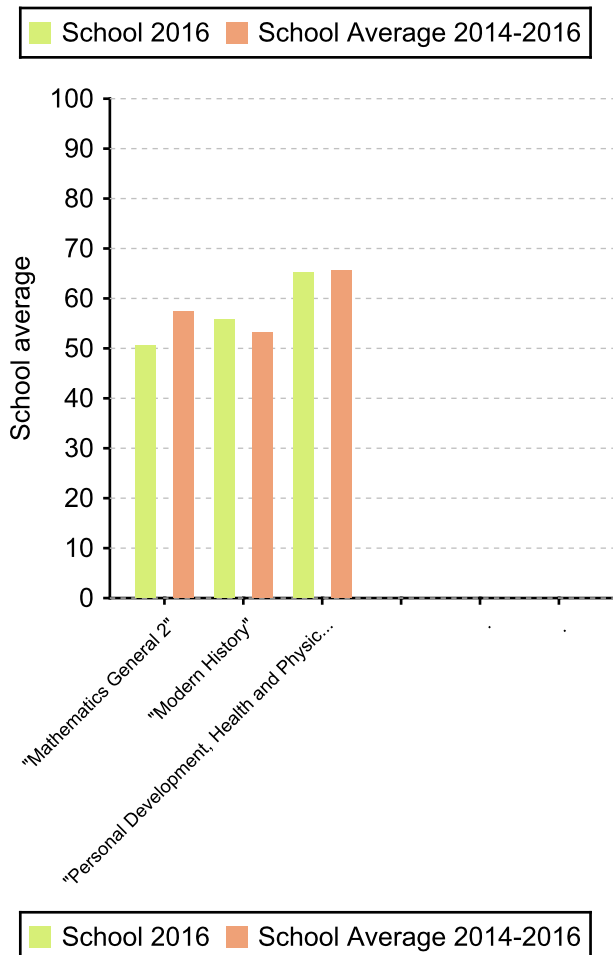
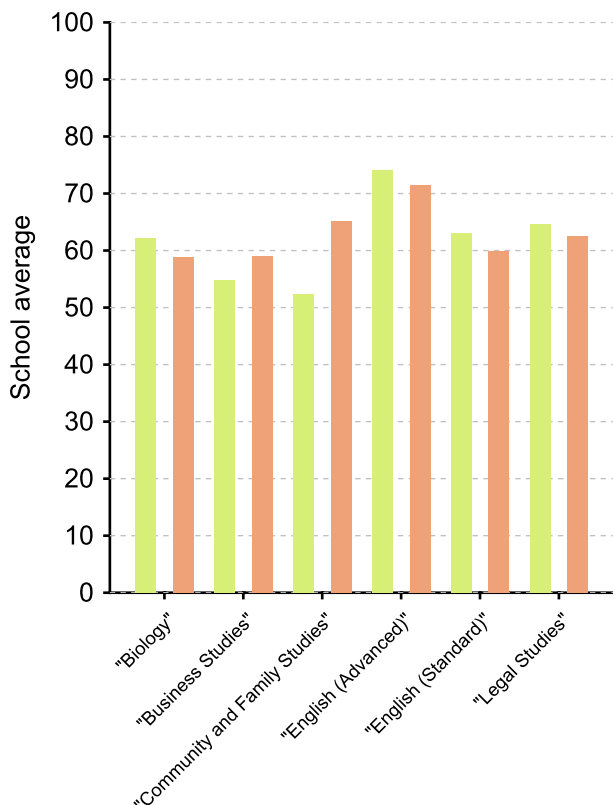
**Percentage in bands:**  
Year 7 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

## Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



## Parent/caregiver, student, teacher satisfaction

Cessnock High School actively seeks input from parents/carers, students and teachers to pursue continual improvement. In 2016 a range of activities to garner informal and formal feedback from the school stakeholders was completed. For example monthly Parents and Citizens (P&C) meetings, Parent/ Teacher nights, Year Seven Welcoming BBQ, regular Aboriginal Education Consultative Group (AECG) meetings. The school also participates in the Tell Them From Me survey on an annual basis.

In 2016 Cessnock High School relaunched its Facebook page with 2,209 followers and 2,259 likes. Our website is rated as Very Responsive and we have found it to be our most effective form of communication with our school community.

## Policy requirements

### Aboriginal education

Cessnock High School enjoys a strong relationship with our local Aboriginal community and Aboriginal Education Consultative Group. Our school is very fortunate to have a committed Aboriginal Education Team who regularly consults with our key stakeholders to ensure that we are providing culturally appropriate learning opportunities to all members of our school community.

In 2016 our Junior AECG hosted an Aboriginal Youth Summit. Representatives from all Korreil Wonnai AECG high schools and primary schools met to discuss current matters and to plan future activities across Cessnock and Kurri Kurri.

Representatives from Cessnock High School and its partner primary schools also developed Kirawa, a totem representing the relationship that exists across all schools in our LMG. Members of our community are able to wear a Kirawa badge to demonstrate their support for the importance of Aboriginal education and the influence that it has on our identity as a learning community.

### Multicultural and anti-racism education

Cessnock High School aims to provide culturally inclusive classroom and school practices based on explicit teaching in Positive Behaviour for Learning (PBL) lessons. This is strongly supported by the Student Representative Council (SRC) program.

In 2016 the school welcomed students on exchange from Japan. The students were hosted by members of the school community.

After being identified by the local mayor as a centre of excellence in cultural awareness the school also hosted a group of senior educational leaders from China.