

Cowra High School Annual Report



2016



8148

Introduction

The Annual Report for 2016 is provided to the community of Cowra 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.

Charles Gauci

Principal

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Message from the Principal

As I reflect on 2016 it is obvious to me what a wonderful year we have had as a school. I will do my best to reflect on some of the many significant events, we can certainly look back on 2016 as a year in which we embraced our position as citizens of the world.

The sporting and social highlight of the year once again was our annual exchange with Camden High. The significance of this exchange which now spans many generations of Cowra and Camden families stretches well beyond the sporting field. I find it particularly pleasing that the friendships in many cases have spanned across the years and at times even the generations with past students now billeting the children of their billet brother or sister. On the sporting fields the competition was fierce, but always played with good sportsmanship. Alas, in 2016 Camden's home field advantage meant that we handed over the Robert Montgomery Shield, though I'm confident we will win it back in 2017.

The significance of Cowra's connection with Japan is always in our thoughts when planning our school year. 2016 has been no different. 2016 saw a group of Cowra High students and teachers travelling to Japan and immersing themselves in Japanese culture, living with Japanese families, visiting cultural sites and enjoying a completely different way of life. Although requiring an immense amount of preparation and planning, the rewards for our students were equally immense. I thank Mrs Perkins and Mr Leyland for giving up their own time to give our students this special opportunity. I also extend a special word of appreciation to Mrs Judi Smith who has come out of retirement for this excursion to provide her significant cultural and language skills in insuring the excursion has deep significance for all involved. I also acknowledge Mr Bob Griffiths and the Seikei Exchange committee for their dedication and hard work in 2016. Their contribution to ensuring our long standing relationship with Seikei High remains strong is essential. In no small part has their efforts ensured that our 2016 exchange student Jemma Pokoney's year in Japan has been a valuable and life changing educational event. Similarly, they have been instrumental in Airi Nishihara's smooth transition into Australian life at Cowra High. It was very pleasing to see Bob and the committee acknowledged by the Japanese Embassy at this year's Chor Farmers' Choir performance.

Cowra High was greatly honoured in 2016 to host a Vice Regal visit by His Excellency General the Honourable David Hurley AC DSC (Ret'd) Governor of New South Wales and his wife Mrs Linda Hurley. With contributions from a number of the Lachlan Valley Learning Community schools a wonderful performance highlighting some of the artistic talent of our local students was put on for the Vice Regal couple, who then took the time to visit our Science, Technology, Engineering and Mathematics (STEM) elective class, where they were given the opportunity to experience our students' engineering prowess. Everyone was overwhelmed by their friendly demeanor and ability to so easily relate to our students. I was extremely proud of Cowra High, throughout the entire visit, our students were the epitome of Respect and Responsible. I thought hosting the Governor of NSW would be the highlight of our captains' official duties, but in September Alana Ryan, Toby Baker and I had the great honour of attending a mayoral reception for the Governor-General, his Excellency General the Honourable Sir Peter Cosgrove AK MC (Retd) and Lady Gosgrove.

I'll take this opportunity to also acknowledge the tremendous job our student leaders have done this year. The captains and prefects have represented our school on many occasions, often outside of school hours. They have accomplished this in a manner that we have always been proud of. I make a special mention of Toby baker, Alana Ryan, Emma Robinson and Tobie Gilmore who have been outstanding captains and vice captains. The entire student leadership group should be proud of the contribution they have made to our school in 2016.

2016 saw the first year of our Academic Excellence Stream. The initiative has been designed to stretch our most academic students in a caring and supportive environment. By all measures, this initiative has gotten off to a great start, with both the students and teachers involved at times being pushed to their limits and still enjoying the experience. I look forward to this continuing to grow in 2017.

Year 10 student Jaylee Dunn was recognised for her outstanding achievements and contributions to Cowra High in 2016 as the Cootamundra Electorate's Aboriginal Student of the Year. We have always been extremely proud of Jaylee as a role model for other students, Indigenous or non-Indigenous alike, but it was very gratifying to have her recognised beyond Cowra High.

In summary, 2016 was a varied but extremely successful year for Cowra High School and I look forward to 2017 being even greater.

School background

School vision statement

To provide an educational experience which meets the current needs of students while equipping them to be lifelong learners in a constantly evolving world environment.

School context

Cowra High School is a comprehensive school with an enrolment of 600 students, including approximately 20% Aboriginal students. The school is located in the town of Cowra, situated in the Central West of NSW. Students have a broad range of socio-economic backgrounds. The school embraces the Positive Behaviour for Learning (PBL) ethos. Cowra High School runs a selective Gifted and Talented stream in Stages 4 and 5. There is also a Support Unit, consisting of four classes for students with mild and moderate intellectual disabilities and challenging behaviours. The school has a proud history of outstanding academic, sporting, cultural, creative & performing arts achievements and has strong ties with our parents and the Cowra community. Cowra High School is part of the Lachlan Trade Training Centre with facilities in Metal & Engineering and Primary Industries and the Lachlan Valley Learning Community. We offer a broad and innovative curriculum and deliver both academic & vocational courses.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For schools participating in external validation processes: 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards.

The results of this process indicated that in the School Excellence Framework **domain of Learning**

Wellbeing & Learning Culture: Analysis of the data demonstrates that the school is **Excelling** with a whole of school approach to the delivery of a positive school learning culture where the wellbeing of the school community is integral to the functioning of the school. Positive Learning for Behaviour (PBL) and a systematic approach to student wellbeing provides evidence of the school's performance. PBL data consistently shows a reduction in negative behaviours which impact on student learning and increases in respectful and responsible behaviour across the school. The commitment to student wellbeing by the whole community is demonstrated in the willingness and enthusiasm that is displayed by NGOs and Government sector groups to consistently engage in school initiatives. **Future direction:** The establishment of an external coach arrangement with a local school. Continued development of PBL structures. Continue to develop and refine Wellbeing days.

Curriculum and Learning & Assessment and Reporting & Student Performance Measures: The school is **Sustaining and Growing** as demonstrated by the implantation of programs that are successfully meeting the learning needs of G&T students (Academic Excellence Stream, AES) and those requiring significant literacy & numeracy development (Cowra High Improvement Programs, CHIPs). Data demonstrates significant growth when compared with like schools and anecdotal evidence shows strong engagement from students and parents involved with both programs. These programs involve approximately 22% of the school population. Systematic approaches to the full utilisation of feedback and reflection of assessment still need further development. External data still lacks excellent value adding across all student groups, while Aboriginal student performance has yet to match whole school performance. **Future directions:** The development of AES and CHIPs will continue in 2017. CHIPs will aim to extend its class program into Year 8, with less need for withdrawal. AES teacher's will continue to develop G&T skills and knowledge. A literacy and numeracy program will be developed to engage mainstream Stage 4 & 5 students. Currently evaluating Wordflyers to address literacy.

The results of this process indicated that in the School Excellence Framework **domain of Teaching**

Effective Classroom Practice & Data Skills and Use: Work samples, reports and meeting minutes support the rating of **Sustaining and Growing** for the school. The use of SMART and HSC data is regularly utilised at both a

student/course level and at a whole of school level to inform teacher and school direction to enhance student outcomes. Internal assessment is well organised and coordinated with assessment for learning being the driving force behind the vast majority of all set tasks. An increase in systematic examination of existing teaching methods against student outcomes is required to move forward. Although the vast majority of teaching staff are committed to improving personal teaching practices based on evidence, it cannot be stated that this reflects all teaching staff. Again the vast majority of the leadership team excel in their roles as instructional leaders, yet this cannot be said of all. **Future directions:** The value of data such as Smart & RAP will be encouraged with staff. This will be enhanced with early PL around its use and set faculty time dedicated to its examination. Similarly, a process will be developed that ensures teaching staff reflect on in school assessment data.

Collaborative Practices & Learning and Development & Professional Standards: Evidence indicates on balance that the school is **Sustaining and Growing** relative to these elements. Within the school exists an ethos of improvement through professionals learning aligned to personal professional goals and school priorities as expressed in the school plan. This is demonstrated by the fiscal and time resources expended on internally generated and external professional learning documented in the school's ASR and organisational structures that facilitate opportunities for school wide professional learning. A culture exists in the vast majority of staff which values commitment to the school beyond the classroom, with much professional learning and value adding to programs coming directly from teaching and non-teaching staff. Although many teaching staff share their very high levels of pedagogical expertise, this is yet to become the norm. Similarly, members of the teaching staff carefully assess the impact of professional learning on the learning outcomes for students, it is yet to become an embedded system approach. **Future directions:** A systematic approach to evaluating the effectiveness of PL will be developed. This will include the assessment of the effect the PL has on practice. A focus on peer sharing of skills and knowledge will be investigated, with particular emphasis around an approach to peer classroom observation for improvement that engages staff.

The results of this process indicated that in the School Excellence Framework **domain of Leading**

Leadership and School Resources: The school has an ongoing practice of identifying areas that will enhance the educational outcomes for students, whether wellbeing or academically, and then establishing structures that will directly influence the successful enhancement of these outcomes. A key factor to this approach is the identification of appropriate personnel, the subsequent training and opportunity to develop in the leadership role. Within this school, this includes but not limited to, two school funded Head Teacher positions, an Aboriginal Community Liaison Officer who is responsible for the Aboriginal Education team, an External Sports Coordinator and an expectation that when any individual or team demonstrates leadership qualities they will be supported to further develop these qualities for the benefit of the school. This has directly improved school and Departmental substantial leaders, with leaders recently moving into Head Teacher, Deputy Principal and Principal positions. The community utilises the school's resources to improve the educational outcomes for students via a variety of means. Whether financial and material resources to assist a community based centre to support disengaged students, use of sporting fields for student focused town sports or personnel to work with PCYC officers connecting with the school's students, the result is improved student outcomes. As such, it is demonstrated that in these two elements the school is **Excelling**. **Future directions:** In school leadership will continue to be a focal area for the school. Encouragement and support for those aspiring to High or Lead level of accreditation will continue to be given. The school will continue to explore with the community how our resources can be utilised for the benefit of both.

School Planning, Implementation and Reporting & Management Practices and Processes: During the development of the 2015 – 17 school plan input from key stake holders was sought and used in order to drive the school's direction. Similarly, local contextual events were also considered in the plan's development. Processes such as Tell Them From Me were utilised, but uptake from the parent body was limited, as such data gathered was of small value. Student input was considerably more reflective of the student body. The Leadership team and whole school community has recognised and articulated community engagement as a school priority, with the leadership team directing resources and school focus in this area. Traditional school/community methods are maintained, while utilising modern technologies such as FaceBook, a school App, a website and an electronic newsletter to provide relevant and up to date communication. Feedback has been overwhelmingly positive towards all these initiatives. The improvement of two-way feedback is an area being explored to enhance the school's ability to react in a timely and appropriate way to community expectations. Although teaching and non-teaching staff have had direct input into the school's plan and its ongoing evaluation, complete understanding and embedding of the strategic directions is yet to be achieved. Hence, examination of the evidence as a whole for each of these elements has indicated that both are being achieved at the **Sustaining and Growing** level. **Future Directions:** The school will explore with representatives of the DoE means to continue to engage our community and promote the school. A review of current parent/teacher communications is underway, with the aim of engaging parents on a more consistent bases. The development of the next school plan will be a far more inclusive process of all stake holders. This will be achieved with the process beginning much earlier than the 2015–17 process allowed.

Our self-assessment and the external validation 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

Continued development of a positive culture for learning

Purpose

To develop respectful and responsible members of the school community who value lifelong learning.

Overall summary of progress

A proactive approach towards teaching positive behaviours while dealing with negative behaviours in a manner appropriate to the cognitive abilities of students has been very successful. Positive behaviour in the Support Unit has greatly improved, with a sharp reduction in negative referrals far greater than the 10% target.

Attendance rates have declined and are currently below state averages. The figures in 2016 were affected by a small number of students who's attendance was extremely low. All efforts to re-engage these students were not effective, while other students had growth in attendance.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Attendance rates maintained at state level, reduced truancy	The schools attendance rate is 2.8% below the state average, with a small number of students with very poor attendance skewing the data. There was an increase of 0.8% in attendance from 2015 data.	\$17000 to provide a Head Teacher Administration to coordinate the attendance strategy. \$29000 clerical support. \$35000 Aboriginal liaison to work with local Aboriginal students and families.
10% reduction in discipline referrals for support students	A strategy to encourage positive behaviour for students within the Support Unit was developed in 2016. This also addressed the need to approach minor discipline issues with Support Unit students in an appropriate manner. The result was an increase in positive behaviours and a reduction in discipline referrals greater than 10%.	Nil funds were expended.

Next Steps

The school attendance team will continue to work with the Home School Liaison Officer and Aboriginal Community Liaison Officers to build productive relationships with families. The school's attendance procedures will be examined for improved approaches towards student attendance. The school will build on relationships developed with local NGOs in addressing the needs of poorly attending students.

The school will continue to rejuvenate the school PBL team, with the establishment of a new internal and external coach and new team members.

Strategic Direction 2

Active participation of our school community

Purpose

To build a culture of collaboration and communication in order to improve learning outcomes and life opportunities for our students.

Overall summary of progress

Anecdotal evidence indicates an increase in student participation in community events in 2016, such as ANZAC day, aiding local Primary schools with administration of events and representing the school in sporting events. Yet data relating to awarding of Service Eagles does not support this observation. Indications are that greater effort in recognising student representation is still required.

The uptake of the Cowra High App has been outstanding in 2016. Data indicates the App has been downloaded at almost twice the number of families in the school. Feedback from the community indicates the App is extremely successful in engaging the community with what is happening at Cowra High.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Increased recognition of student leadership & recognition by staff of student involvement in community events through distribution of service eagles	The number of Service Eagles awarded to students fell from 2.8 per student in 2015, to 2.3 per student in 2016. Though evidence indicates students participated in similar numbers of extra curricular and community events in 2015. indicating a need to re focus on the recognition of service.	Nil funds were expended
<ul style="list-style-type: none">Establishment of a School App that has a greater than 50% take up across the school community	The School App has proven to be highly successful with 668 individuals accessing it across the school community. This indicates that it is being utilised not only by the direct school community, but also by the wider Cowra community.	\$600

Next Steps

The PBL team will develop a process to streamline the awarding of Service Eagles and will continue to educate staff on the importance of recognising student involvement in extra curricular activities.

The use of the Cowra High App will be embedded into the daily organisation of the school.

Strategic Direction 3

Development and delivery of a broad, flexible and inclusive curriculum

Purpose

To deliver an innovative curriculum that meets the needs and expectations of our school community

Overall summary of progress

Even though there was a fall in overall enrollments in 2016, Cowra High was able to maintain its broad Stage 6 curriculum. As a result retention has been maintained in 2016 at the same rate as 2015. The commencement of the Academic Excellence Stream has seen a greater takeup of academic Stage 6 courses in 2017 and greater engagement by involved students in Year 10 2016.

Improvements in delivery of Stage 6 syllabus was a focus area for all teachers. Although approximately 70% of Stage 6 teachers undertook specific professional learning relating to quality teaching, this did not meet our target of 100%.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">100% of Stage 6 teachers engage in a minimum of 10 hours of TPL directly related to Quality Teaching	In 2016 – approximately 70% of Stage 6 teachers engaged in 10 hrs or more of TPL directly related to Quality Teaching. The majority of the professional learning was subject specific included and focusing on lifting HSC results. These included: English, Design & Technology, Drama, Economics, History, Physics, and Chemistry. Teachers also attended the HSIE National conference, Aboriginal education conference, Chemistry conference and the economics conference.	\$28650
<ul style="list-style-type: none">An increase in retention from Stage 5 to Stage 6.	Retention into Stage 6 has remained steady for 2016, though subject selection in 2016 has shown greater confidence in selecting some more demanding subjects. Careful manipulation of the school timetable and employment of teaching staff above established numbers has provided the opportunity to maintain subject choice in Stage 6 and Stage 5.	\$120000

Next Steps

Professional learning in 2017 will have a focus on the introduction of new Stage 6 syllabuses in 2017 for the majority of subjects. As a school, we will also revisit 'A Learning And Responding Matrix' as a resource to be fully utilised in Stage 5 and 6 courses.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Employment of an Aboriginal Education Officer.</p> <p>An Aboriginal Liaison Officer has been employed to increase the school presence in the local community and support Aboriginal students and families in engaging with the school, resulting in culturally appropriate approaches towards improving attendance, retention of Aboriginal students to Stage 6 and coordinated Aboriginal educational support.</p>	<p>Funds reported here represent only those attributed to Aboriginal background loading.</p> <p>\$64000</p> <p>\$48000</p>
Low level adjustment for disability	<p>Employment of two Learning and Support Teachers to assess and facilitate adjustments required for students to access the curriculum in mainstream classes.</p> <p>The employment of Student Learning Support Officers to aid students requiring low level adjustments to access the curriculum in mainstream classrooms.</p>	<p>\$204000</p> <p>\$70000</p>
Socio-economic background	<p>Socio-economic background funding was utilised through a wide variety of strategies. These included:</p> <p>a. A Literacy and Numeracy program targeting identified students with deficits in these areas and providing intensive remediation.</p> <p>b. Creation of Head Teacher Administration ensuring the day to day coordination of classroom teachers and overall coordination of the school attendance procedures.</p> <p>c. Creation of Head Teacher Welfare/Teaching & Learning coordinating all student based wellbeing programs and all staff professional learning.</p> <p>d. Bring Your Own Device professional learning facilitator shared across a consortium of seven schools. This position provides direct assistance to teachers in the implementation of technology based learning.</p> <p>e. Subsidisation of school bus use for excursions.</p> <p>f. Employment of Technical Support Officer to maintain the school's computer network.</p> <p>g. Purchase of educational and administration software to develop and maintain the school timetable, administration functions such as attendance and to software directly utilised for teaching and learning.</p> <p>h. Purchase of information technology hardware such as interactive projectors and laptops.</p> <p>i. Clerical support for attendance procedures</p>	<p>a. \$102000</p> <p>b. \$19000</p> <p>c. \$19000</p> <p>d. \$17000</p> <p>e. \$19000</p> <p>f. \$34000</p> <p>g. \$30000</p> <p>h. \$32000</p> <p>i. \$47000</p> <p>j. \$8400</p> <p>k. \$13000</p>

<p>Socio-economic background</p>	<p>to aid in support of students with attendance issues.</p> <p>j. Student financial assistance to aid in the covering of excursion costs, uniform, subject fees and stationery.</p> <p>k. Grounds maintenance & enhancement.</p>	<p>a. \$102000</p> <p>b. \$19000</p> <p>c. \$19000</p> <p>d. \$17000</p> <p>e. \$19000</p> <p>f. \$34000</p> <p>g. \$30000</p> <p>h. \$32000</p> <p>i. \$47000</p> <p>j. \$8400</p> <p>k. \$13000</p>
<p>Support for beginning teachers</p>	<p>During 2016 there were 7 teachers who attracted beginning teacher support. All new teachers underwent an intensive school induction process led by the Head Teacher Teaching and Learning. All teachers were provided with release time in accordance with Departmental requirements. This time was utilised to aid areas of development, programming and general lesson preparation. Beginning teachers utilised internal and external professional learning opportunities and were supported with either general mentoring by the Head Teacher Teaching and Learning on a regular bases or subject specific mentoring as required.</p>	<p>All allocated funds were expanded in 2016.</p> <p>\$56456</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	319	311	307	270
Girls	354	366	342	314

Over the 2015, 2016 period there has been an increase in enrolments from non government schools in Years 7–10. Although a positive trend, overall enrolments have still declined due to smaller cohorts of students progressing through partner primary schools.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	90.8	93.4	91.4	92.2
8	92.3	90.4	87.9	86.6
9	90.6	90.6	83.5	87.1
10	87.9	88	85.7	82.2
11	90.7	88.9	82.2	84.9
12	92.2	90.6	87	88.6
All Years	90.7	90.2	86.1	86.9
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

Over the last 2 years Cowra High's attendance rates have fallen below state averages. There has been an increase of 0.8% from 2015 to 2016.

Cowra High's attendance team consists of the Head Teacher Administration, Aboriginal Liaison Officer and School Administrative Support Officer. There will be a re examination of attendance procedures in 2017 and a focus on improving whole day absence rates.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	20	10
Employment	0	23	30
TAFE entry	13	43	14
University Entry	0	0	34
Other	87	10	5
Unknown	0	4	7

Year 12 students undertaking vocational or trade training

Cowra High delivered vocational education in Hospitality, Construction, Metals & Engineering and Primary Industries plus students had access to numerous TAFE delivered vocational courses.

In 2016 52% of Year 12 studied at least one vocational course.

Year 12 students attaining HSC or equivalent vocational education qualification

94% of Year 12 students completing their studies in 2016 gained the HSC, with many gaining vocational qualification via school or TAFE delivered vocational studies.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	30.9
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	14.48
Other Positions	6.3

*Full Time Equivalent

Approximately 7% of school staff identified as Aboriginal. Throughout the year these members of staff occupied a range of positions including a teacher, in class tutors, Aboriginal Educational Officer and Aboriginal Community Liaison Officer.

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

Throughout 2016 Cowra High expended an average of \$1700 per teacher on professional learning, totaling approximately \$76000.

Staff participated in 5 School Development Days. School Development Days focused on: mandatory training for Child Protection & Code of Conduct updates, training in Aboriginal Education, differentiated assessment techniques, technology in the classroom, Gifted & Talented curriculum and literacy & numeracy strategies. Teaching staff participated in all aspects of these Development Days, with non teaching staff participating in all mandatory training.

Three staff achieved accreditation at the Proficient Standard during the year, with a further 19 maintaining their accreditation of professional competence with ongoing Professional Development through the accruing of 100 hours of professional learning over the preceding 5 years. 6 teachers are currently in their second accreditation maintenance cycle. A team of approximately 5 Head Teachers have begun working towards accreditation for the Lead standard.

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

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	651 369.00
Global funds	603 563.00
Tied funds	777 939.00
School & community sources	470 789.00
Interest	15 972.00
Trust receipts	208 834.00
Canteen	0.00
Total income	2 728 466.00
Expenditure	
Teaching & learning	
Key learning areas	97 633.00
Excursions	186 332.00
Extracurricular dissections	191 982.00
Library	5 019.00
Training & development	54.00
Tied funds	899 301.00
Short term relief	186 245.00
Administration & office	125 592.00
School-operated canteen	0.00
Utilities	113 052.00
Maintenance	92 117.00
Trust accounts	304 800.00
Capital programs	0.00
Total expenditure	2 202 127.00
Balance carried forward	526 339.00

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

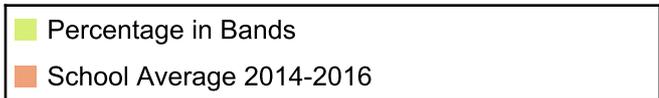
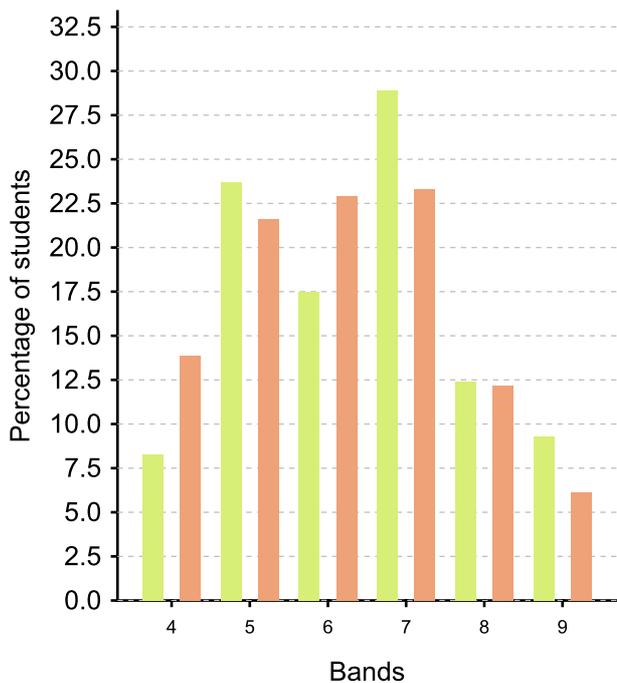
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

NAPLAN 2016 demonstrated an improvement in the average number of students achieving in the top three performance bands in all aspects of the assessment for

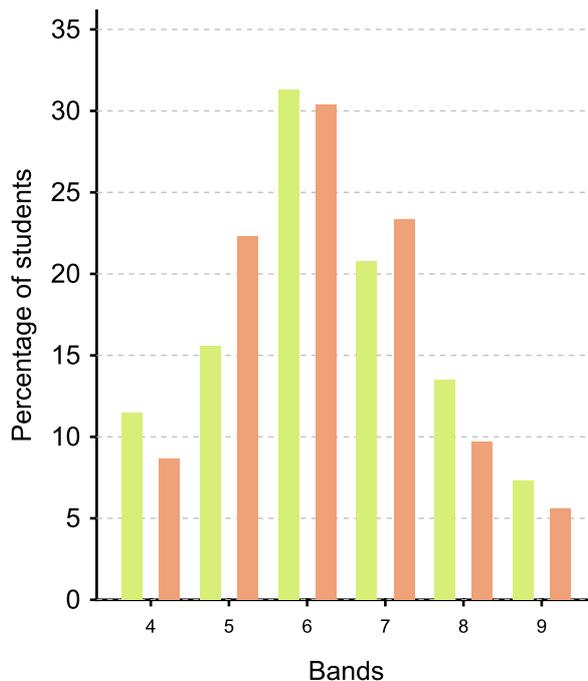
literacy. This pattern was reflected in both Year 7 and Year 9. This also reflected a related decrease in students achieving in the bottom three performance bands.

The percentage of Aboriginal students achieving in the top two performance bands increased in Year 7; Grammar & Punctuation, Spelling, and Writing. There was a percentage increase in the number of Year 9 Aboriginal students in the top two performance bands in Grammar & Punctuation, Spelling and Writing.

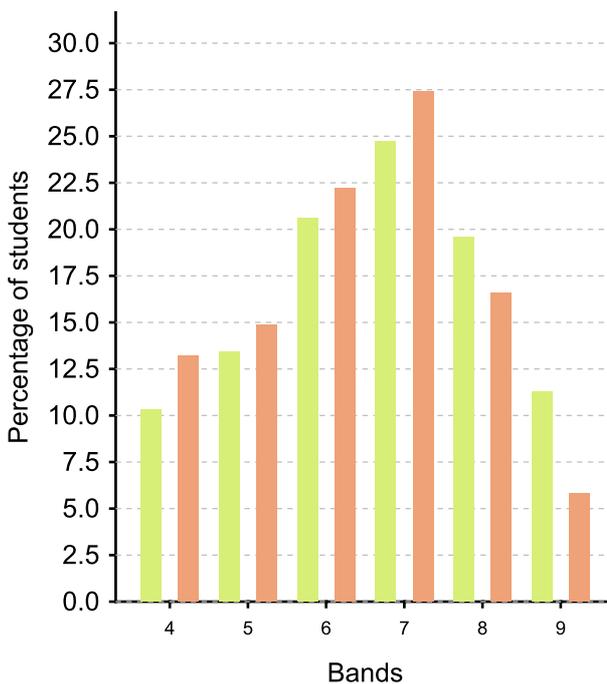
Percentage in bands:
Year 7 Grammar & Punctuation



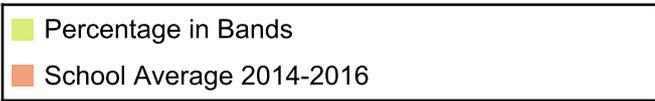
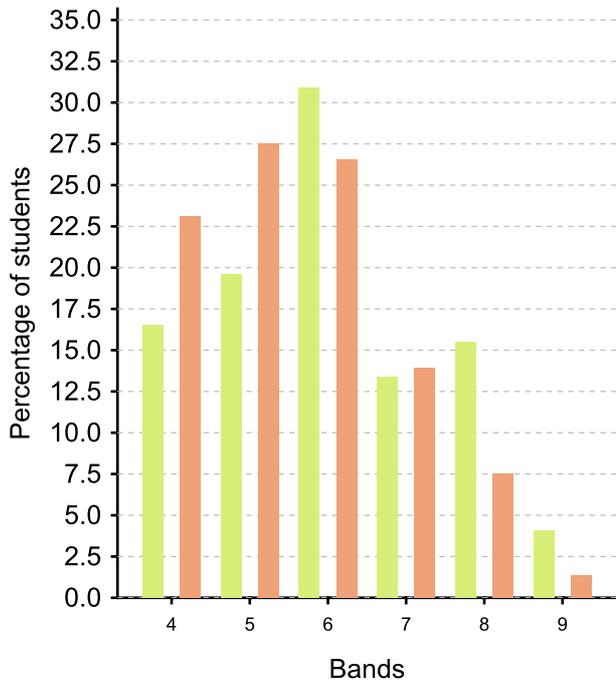
Percentage in bands:
Year 7 Reading



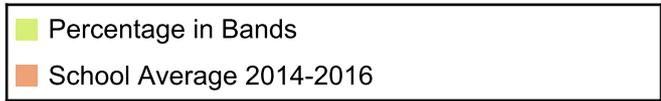
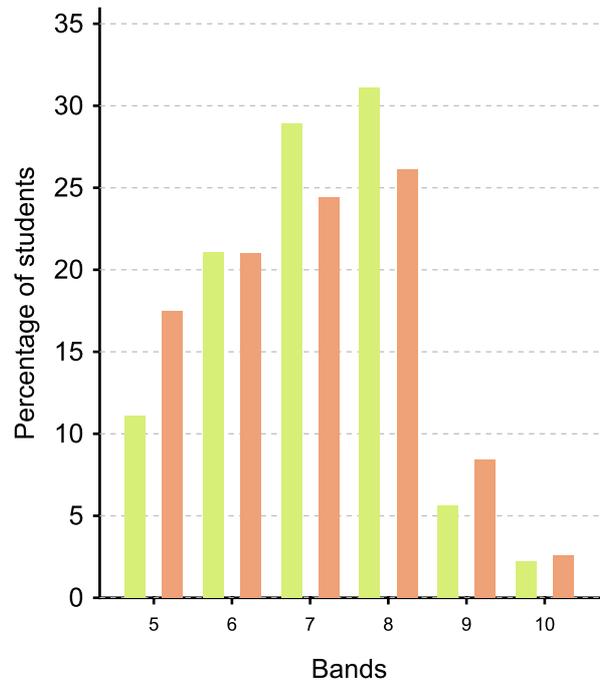
Percentage in bands:
Year 7 Spelling



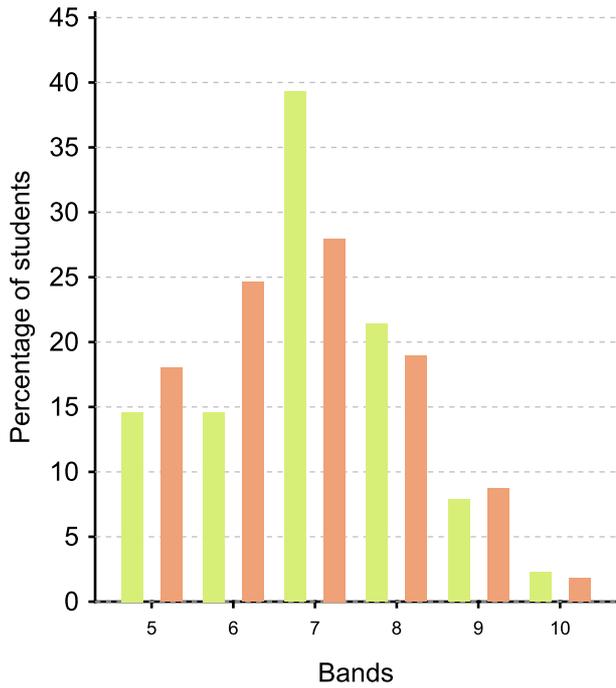
Percentage in bands:
Year 7 Writing



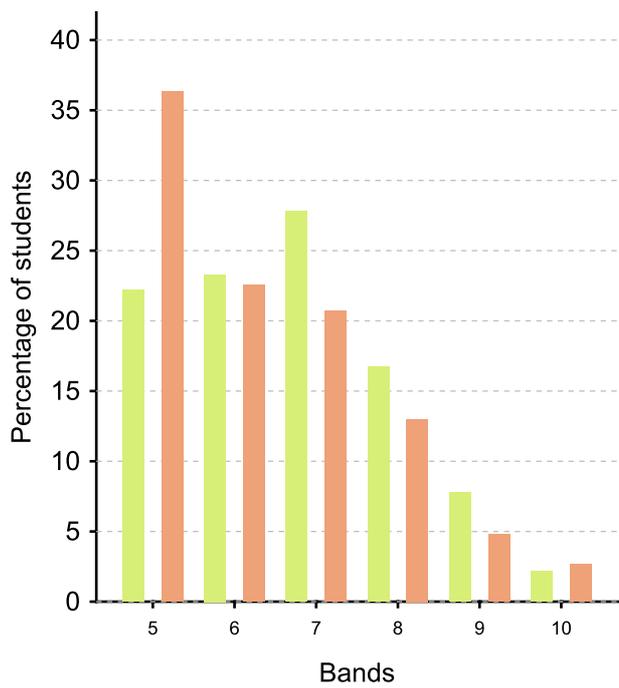
Percentage in bands:
Year 9 Spelling



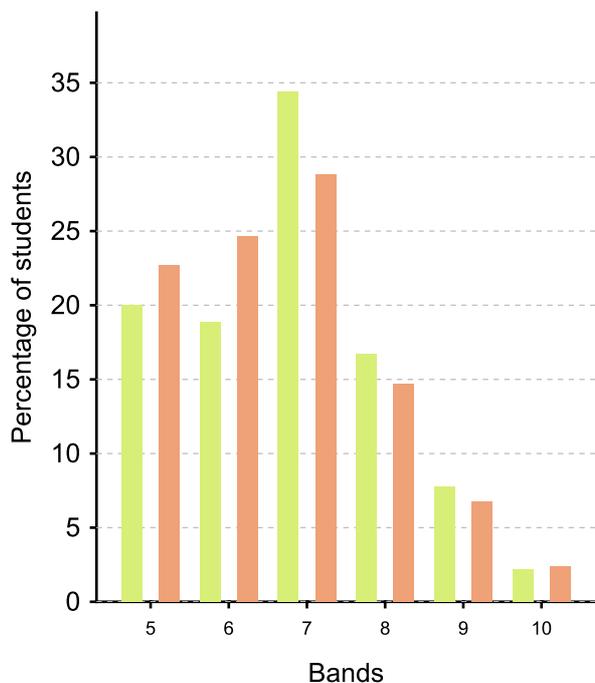
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing



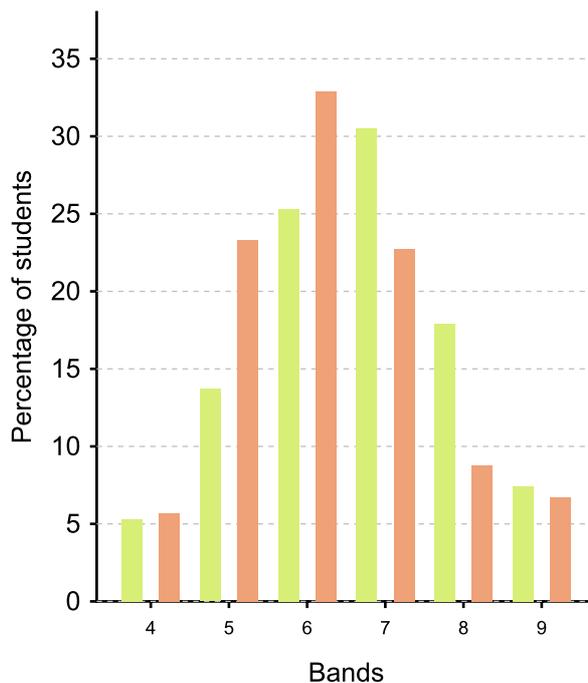
Percentage in bands:
Year 9 Grammar & Punctuation



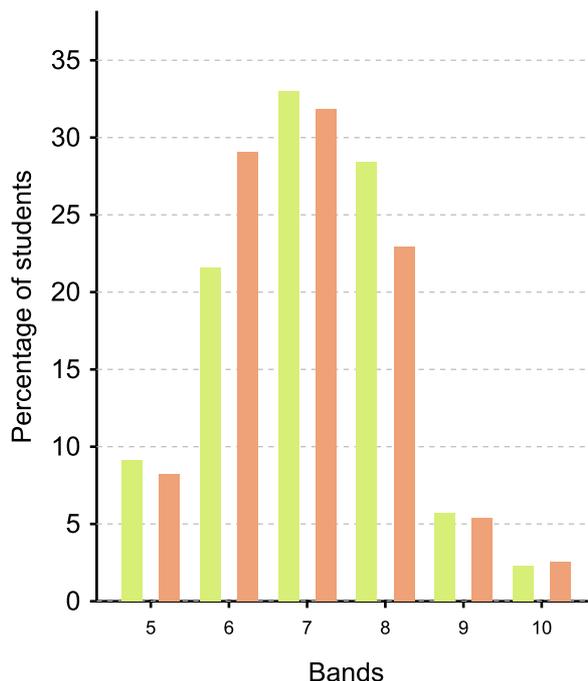
NAPLAN 2016 demonstrated an improvement in the average number of students achieving in the top three performance bands in all aspects of the assessment for numeracy. This pattern was reflected in both Year 7 and Year 9. This also reflected a related decrease in students achieving in the bottom three performance bands.

The percentage of Aboriginal students achieving in the top two performance bands increased in Year 7 Numeracy, whilst Year 9 remained constant.

Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 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.>

Cowra High Aboriginal students' average growth in NAPLAN

Year 7: Numeracy 59.7 (State 53.1), Grammar & Punctuation 49.5 (State 38.7), Spelling 43.2 (State 42.8), Reading 30.7 (State 44.5).

Year 9: Numeracy 48.2 (State 42.7), Grammar & Punctuation 13.5 (State 30), Spelling 39.7 (State 28.2), Reading 33.5 (State 33.5).

This indicates Cowra High's Aboriginal students have demonstrated significant growth in almost all areas. Students will receive additional support in literacy and numeracy in 2017.

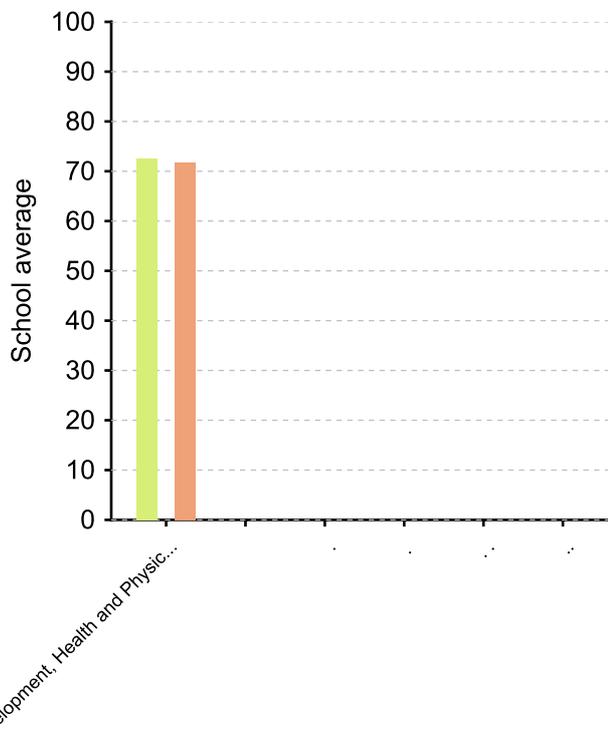
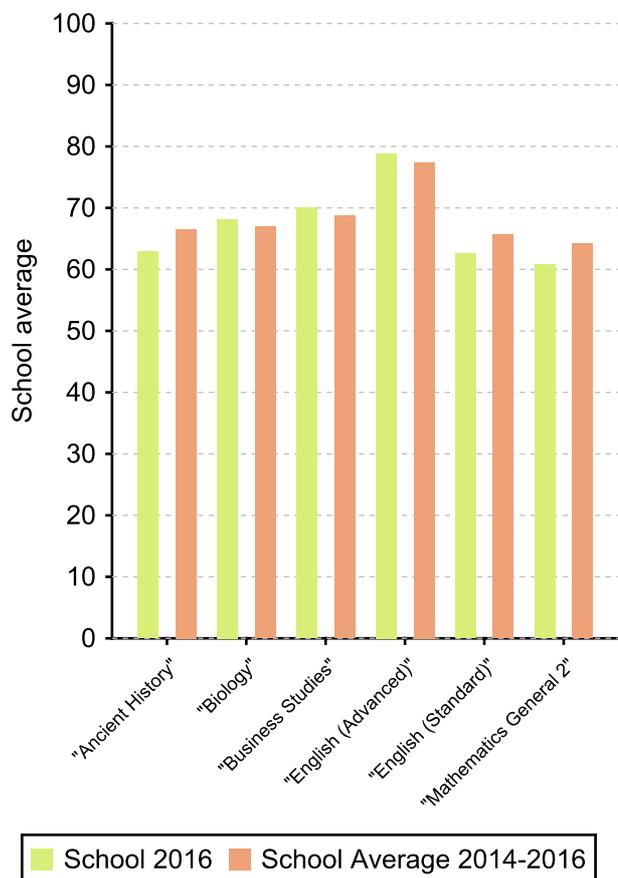
Higher School Certificate (HSC)

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

In 2016 students sat HSC examinations in 29 courses.

Cowra High students achieved in the top two HSC Bands in 21 courses, including all Extension courses studied through the school.

In 18 of the examined courses, a greater percentage of students achieved in the top two performance bands when compared to like schools, whilst a smaller percentage were placed in the bottom two performance bands in 22 examined courses when compared to like schools.



Legend: School 2016 (Green), School Average 2014-2016 (Orange)

Parent/caregiver, student, teacher satisfaction

In 2016 Cowra High students, parents and staff provided feedback via the Department's 'Tell Them From Me' survey.

Students in Years 7, 9, 11 and 12 took part in the survey.

Overall 64% of students in this school had a high sense of belonging, with 57% of girls and 70% of boys reporting a high sense of belonging.

Overall 78% of students in this school had positive relationships, with 78% of girls and 79% of boys reporting positive relationships.

Overall 79% of students in this school value School Outcomes with 83% of girls and 74% of boys valuing School Outcomes.

Overall 95% of students in this school had positive student behaviour, with 100% of girls and 89% of boys in this school with positive student behaviour.

In this school, students rated Effective Classroom Learning Time 6.4 out of 10, Relevance was rated 5.5 out of 10 and Rigour was rated 6 out of 10.

Parent feedback is reported as an average of responses on a scale of 0 to 10 where 0 indicates strong disagreement and 10 indicates strong agreement.

Do parents feel welcome at Cowra High? Feedback at

7.4 indicates solid agreement on average.

Are parents informed at Cowra High? Feedback at 6.8 indicates agreement on average.

Do parents at Cowra High support learning at home? Feedback at 6.0 indicates agreement on average.

Do parents feel Cowra High supports learning? Feedback at 7.4 indicates solid agreement on average.

Teacher's were surveyed against a number of factors that impact on student learning. Parent feedback is reported as an average of responses on a scale of 0 to 10 where 0 indicates strong disagreement and 10 indicates strong agreement.

Has the school leadership enhanced student learning? Feedback at 6.9 indicates agreement.

Does the school have a positive learning culture? Feedback at 67.6 indicates solid agreement.

Do teachers deliver a learning experience that is inclusive of all students? Feedback at 7.8 indicates solid agreement.

Policy requirements

Aboriginal education

Academically

Cowra High had 9 students (7 girls, 2 boys) who identified as Indigenous complete their HSC. Nine students successfully completed TAFE courses in Nail Technology, Beauty, Business Services and Automotive. Cowra High School was a state finalists in the NAIDOC Debating Competition. Three students secured traineeships in the banking sector for 2017 while one student secured early entry to University of Wollongong.

Culturally

Wagambirra Dance Group continued to produce excellent performers under the guidance of Beatrice Murray. Twelve Aboriginal dancers performed at the School Spectacular and 3 students (Jesse Murray, Imajen James and Tayah Burns) were selected for the NSW Aboriginal Dance Company. The school established Dadirri Place, a culturally sensitive area meaning 'Deep Listening', as a focal point within the school. Students completed a mural with the assistance of local Aboriginal artist Ngari Reynolds and a Cultural Immersion excursion to Katoomba with former Cowra High student and Indigenous ranger Yamandirra Newton was extremely beneficial.

NAIDOC Celebrations

An entertaining NAIDOC Concert was held showcasing the talents of our students, both Indigenous and non-Indigenous. A BBQ offering traditional food and

activities that included Aboriginal artwork and Traditional Games followed. NAIDOC week also featured a school artwork competition based on this year's theme 'Songlines: the living narrative of our nation'. All enhanced students understanding and appreciation of local Aboriginal culture and history.

Programs

The first BroSpeak program invited Aboriginal boys in Year 6 transitioning to high school and Year 11 leaders to take part in the 10-lesson course. Staff completed the SistaSpeak training course with a view to establishing this program in 2017. The highly successful Breakaway program ran in conjunction with TAFE for selected Year 9 girls while the Girri Girri Sports Academy program targeted Year 9 and 10 students with a focus on post-school options. These programs enhanced student engagement, attendance and hence educational outcomes.

Individuals

A number of Cowra High Aboriginal students were recognised in 2016 for their outstanding achievements. Jaylee Dunn – Local Aboriginal Student of the Year (Cootamundra Electorate), Caitlin Howarth (Wudhagaragarra Encouragement Award), Kobe Murray, Jesse Murray (Western Region Touch Representatives), Bobby Jeffries (Western Region Athletics, Swimming).

Student Leadership

The first Cowra High Junior AECG was established in 2016, with its first meeting held in Term 4. Its formation is seen as a positive step forward to increasing leadership opportunities for Aboriginal students and collaborative decision making within the school regarding Aboriginal Programs.

Multicultural and anti-racism education

A number of events occurred during the year that facilitated multicultural education in the school. Firstly, Cowra's guest nation for the 2015 Festival of International Understanding was Tonga. Students participated in various activities, including acting as Youth Ambassadors for the Festival, involvement in Tongan cultural events culminating in Cowra High School participation in the festival parade. In 2016 Cowra High students participated in a cultural excursion to Japan. These students immersed themselves in Japanese culture with two weeks of authentic Japanese home life. The link with Seikei High (Japan) continues to grow, with one student from each school spending one year on exchange. Cowra High continues its commitment to the values and benefits of a multicultural society.

Cowra High has a trained Anti Racism Officer, who investigates allegations of racist behaviour and mediates solutions. In 2016