

# Cootamundra High School

## Annual Report



2016



8190

## Introduction

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

Neil Reaper

Principal

### School contact details

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## School background

### School vision statement

To build a dynamic learning environment where all achieve their personal best.

### School context

Cootamundra High School (CHS) is a rural comprehensive high school that services Cootamundra and the surrounding rural community. CHS has a student population of 320, which includes two multi categorical classes. The school has 51 Aboriginal and Torres Strait Islander students. Students are offered a wide range of courses across all years and this includes Vocational Education and Training courses at the local Cootamundra TAFE. CHS students continually experience success in the HSC and have access to a wide and varied extra-curricular program. CHS has changing demographics that are clearly influenced by the state of the rural economy. The school has a Family Occupation Employment index of 128, indicating the socioeconomic structure of the school. CHS is a Positive Behaviour for Learning school with the core values of respect, responsibility and excellence. CHS is a ALARM school (A Learning and Responding Matrix) and uses technology extensively in the teaching and learning process. CHS staff is comprised of a balance of experienced long-term teachers with younger and new scheme teachers.

## 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.

#### Learning Culture

There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities.

Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.

Well-developed and current policies, programs and processes identify, address and monitor student learning needs.

The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

Students care for self, and contribute to the wellbeing of others and the wider community.

#### Wellbeing

Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning.

Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code.

The school encourages students to recognise and respect cultural identity and diversity.

School staff maintain currency of knowledge about requirements to meet obligations under Keeping Them Safe.

#### Curriculum and Learning

Curriculum provision is enhanced by learning alliances with other schools and organisations.

The school actively collects and uses information to support students' successful transitions.

Teachers involve students and parents in planning to support students as they progress through the stages of education.

There are systematic policies, programs and processes to identify and address student learning needs.

The school establishes active partnerships and works collaboratively to ensure continuity of learning for students.

### **Assessment and Reporting**

The school has developed explicit processes to collect, analyse and report internal and external student and school performance data.

Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.

Students use assessment and reporting processes to reflect on their learning.

The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels.

Parents have an understanding of what their children are learning and receive regular information to support progression to the next level.

### **Student performance Measures**

The school achieves value-added results.

Students are at or above national minimum standards on external performance measures.

Students are showing expected growth on internal school performance measures.

### **Effective Classroom Practice**

Teachers regularly review and revise teaching and learning programs.

Teachers routinely review previous content and preview the learning planned for students in class.

All classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively, with minimal disruption.

### **Data Skills and Use**

Teachers incorporate data analysis in their planning for learning.

Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement.

The school leadership team engages the school community in reflecting on student performance data.

### **Collaborative Practice**

Executive, staff, faculty /stage, team and other meetings are used to review the curriculum and to revise teaching and learning programs.

Staff regularly evaluate teaching and learning programs including the assessment of student outcomes.

Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups.

The school identifies expertise within its staff and draws on this to further develop its professional community.

### **Learning and Development**

Teachers actively share learning from targeted professional development with others.

There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understanding of effective teaching strategies in these areas.

Teachers are actively engaged in planning their own professional development to improve their performance.

### **Professional Standards**

Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals.

Teachers work beyond their classrooms to contribute to broader school programs.

### **Leadership**

The school solicits and addresses feedback on school performance.

Leadership development is central to school capacity building.

The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students.

### **Planning Implementing and Reporting**

Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school.

The three-year school plan has annual iterations focused on achieving identified improvements.

The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs.

The school plan aligns to local and system priorities and ensures responsiveness to emerging needs.

An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually.

Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting.

The school acknowledges and celebrates a wide diversity of student, staff and community achievements.

There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community.

Staff are committed to, and can articulate the purpose of, each strategic direction in the school plan.

### **School Resources**

Workforce planning supports curriculum provision and the recruitment of high quality staff.

Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

Physical learning spaces are used flexibly, and technology is accessible to staff and students.

### **Management Practices and Processes**

The school leadership team communicates clearly about school priorities and practices.

Administrative practices effectively support school operations and the teaching and learning activity of the school.

Accountability practices are tied to school development and include open reporting to the community.

The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations.

All school staff are supported to develop skills for the successful operation of administrative systems.

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

### Learning

#### Purpose

To develop a dynamic learning environment which enable's collective responsibility for learning and success for all stakeholders.

#### Overall summary of progress

Staff completed professional learning on the Literacy Continuum, "PLAN" and NAPLAN literacy. A whole school focus on " A Learning And Responding Matrix" implemented. Staff professionally developed and a program of targeted implementation in the senior years across all KLA's implemented.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students moved along the Literacy continuum with a specific emphasis on writing across the curriculum.	Staff completed professional learning on the Literacy Continuum, and "PLAN" . Literacy continuum data used in day to day teaching and learning.	\$45,500
Overall HSC course results improve with all students achieving at or above state average.	ALARM process , targeting writing implemented across the school.	
	HSC results indicate improving results in percentage terms in Band 5 and 6.	

#### Next Steps

In 2017 ALARM will be continued to be implemented across all KLA's and "PLAN" data accessed and utilized by staff in their day to day teaching.

## Strategic Direction 2

Wellbeing

### Purpose

To grow a culture of positive relationship that contributes to an inclusive and vibrant school.

### Overall summary of progress

Core Values of PBL continually developed by implementation of targeted programs such as Mind Matters, Strength, Shine and through the Schools Wellbeing Policy. There was a 110 % growth from 2015 to 2016 in students achieving the highest PBL Award.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students achieve the core values of Positive Behaviour for Learning.	Targeted implementation of core classroom PBL values implemented through Mind Matters.  There was a 110% growth from 2015 to 2016 in students achieving the highest level with the PBL system.	\$4,000

### Next Steps

In 2017 we will see an updated Student Wellbeing policy implemented and a updated policies and procedures in the areas of Attendance and Bully Prevention developed and modified following the PBL philosophy.

## Strategic Direction 3

### Community

#### Purpose

To enable an inclusive school community that celebrates excellence and success.

#### Overall summary of progress

In 2016 there was a greater use of school facilities by community groups. The P and C become more proactive developing community based activities such as a Trivia Night. The schools Deadly Awards and the Drama and Music evenings saw increasing community attending school functions. Continued school participation in the Cootamundra Wattle festival, ANZAC day and the Cootamundra Show increased the schools community profile. The continued development of our schools publications, including our newsletter, school app and webpage improved our overall profile and communication systems.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All parents/guardians are actively involved in school life	Increased parent / community participation in Transition evenings, school musical / drama night, Deadly Awards, NAIDOC week, Cyber Safety Evening and Bully prevention Evenings and P and C run activities. Increased community use of school facilities. Increased quality of communication with general community through newsletters and publications, school app, emails and the school's website.	\$34,000

#### Next Steps

In 2017 we will continue to develop our and celebrate our community relationships and the successes of our students by further developing the communities' use of school facilities and involvement in whole school activities.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Academic tutoring, mentoring and Cultural support programs successfully implemented. Dance group developed and to be further enhanced in 2017.	Total funding for our Aboriginal Education Team – support staff \$83,000.
<b>Socio-economic background</b>	Proactive Teaching/ Learning programs including the provision of a broad senior curriculum. Welfare Programs including Shine, Strength, PBL , Make Bulling History, Brainstorm, Reading Mentoring, Mind Matters programs as well as SASS/SLSO and staffing support highly successful.	Funding for targeted programs: \$185,000
<b>Support for beginning teachers</b>	Beginning teacher mentoring program , targeted TPL and timetable free days for mentoring and research , planning support highly successful.	Targeted funding: \$30,000

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	174	163	155	146
Girls	172	159	152	147

There has been a slow decline in student numbers and enrolments over the past ten years. This can be attributed to the town and surrounds demographics and a sharp decline in employment options in the local area. There is expected to be a sharp increase in year 7 numbers in 2017.

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	96.3	92.5	92.8	93.6
8	94.1	92.4	90.2	87.2
9	94.2	87	91.5	89.8
10	91.4	86.2	86.4	84.4
11	93.4	84.9	85.8	81.8
12	94.1	85.5	87.7	88.4
All Years	93.9	88.1	89	87.6
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

The school regularly contacts parents and caregivers by phone, letters and emails regarding attendance. DEC personnel such as the Home School Liaison Officers and other support services are used to support improved attendance. In 2016 a review of attendance will lead to changes in attendance policy for 2017 and more closely link attendance to the PBL systems within the school.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	50	11
Employment	50	30	30
TAFE entry	0	0	19
University Entry	0	0	27
Other	50	20	3
Unknown	0	0	10

From our 2016 HSC cohort, 27 % of candidates were offered university places. Degrees offered included Business, Psychology, Medical Science, Engineering, Hospitality, International Studies, Education, Arts and Law. Twenty percent of these students have deferred offers and are working locally , part time and full time.

### Year 12 students undertaking vocational or trade training

Vocational Education at school or at TAFE is a pathway for a number of our students. Six students studied Information and Digital Technology and six students studied Hospitality at school. Three students completed Early Childhood Education and Care (EVET), three completed Metals and Engineering (EVET), three completed Automotive (EVET) and two students completed Allied Health (EVET).

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

In 2016 Cootamundra High School had 27 students attain a Higher School Certificate and three students attain a Year 12 Certificate of attainment.

## Workforce information

## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	5
Classroom Teacher(s)	17.2
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	8.58
Other Positions	5.6

\*Full Time Equivalent

Cootamundra High School has two permanent members of the teaching staff and one SASS member who identify as Aboriginal.

## Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	96
Postgraduate degree	4

## Professional learning and teacher accreditation

The teaching staff at Cootamundra High School participated in a number of professional learning activities designed to build the capability of staff to achieve some of our key priorities as set out in our School Plan.

As well, staff have been involved in professional learning programs that have built the capability of early career teachers, current teachers and aspiring and current school leaders.

All staff completed a performance development plan which detailed their professional learning plans. Cootamundra High has a number of new scheme teachers in in 2016 three successfully completed their proficiency accreditation with the BOSTES.

Staff have been involved in a wide range of professional development/learning activities including:

- Teacher performance and development –

including individual, KLA and School Plan goals.

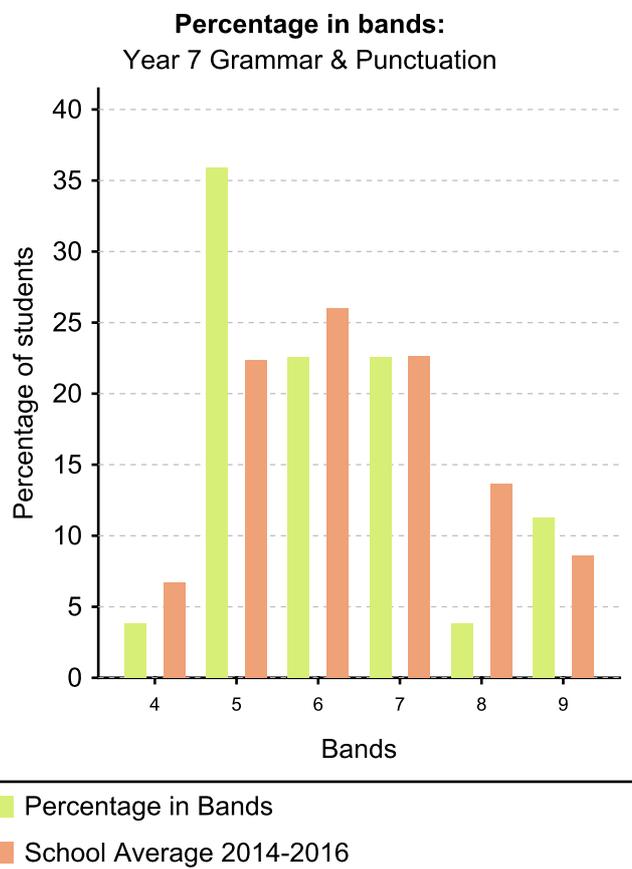
- Professional association meetings
- Collaborative planning and assessment
- Make Bullying History Program.
- Online training in areas such as Autism and Special Education.
- Cootamundra Community of Practice meetings
- School development days in Terms 1/2/3/4 and Staff meetings (held every three weeks) . Areas of training included– Technology strategies in the classroom, ALARM, Anaphylaxis and CPR, Data Analysis, Child Protection, Wellbeing Policy, Code of Conduct, Performance and Development, School Excellence Framework and the 2015 –17 School Plan Implementation teams.

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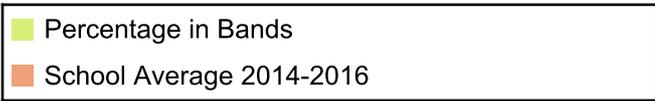
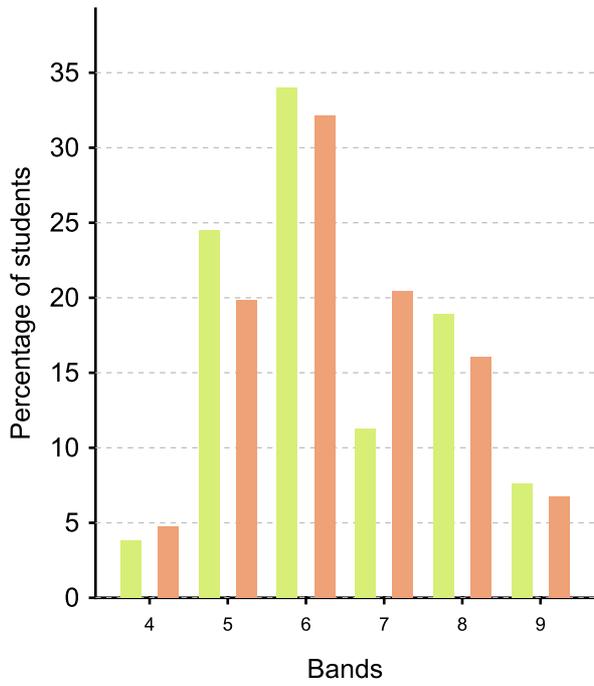
## School performance

### NAPLAN

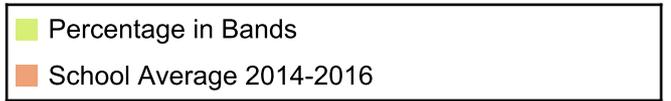
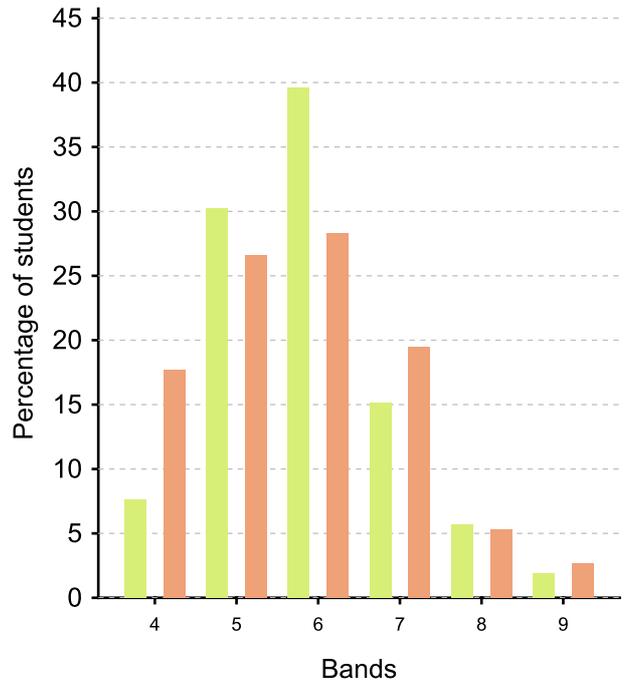
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



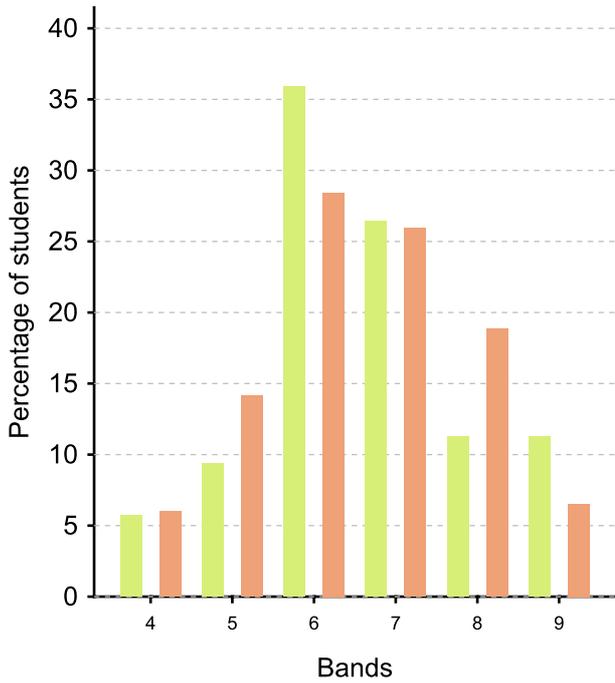
**Percentage in bands:**  
Year 7 Reading



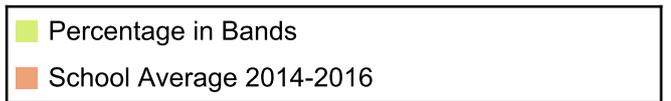
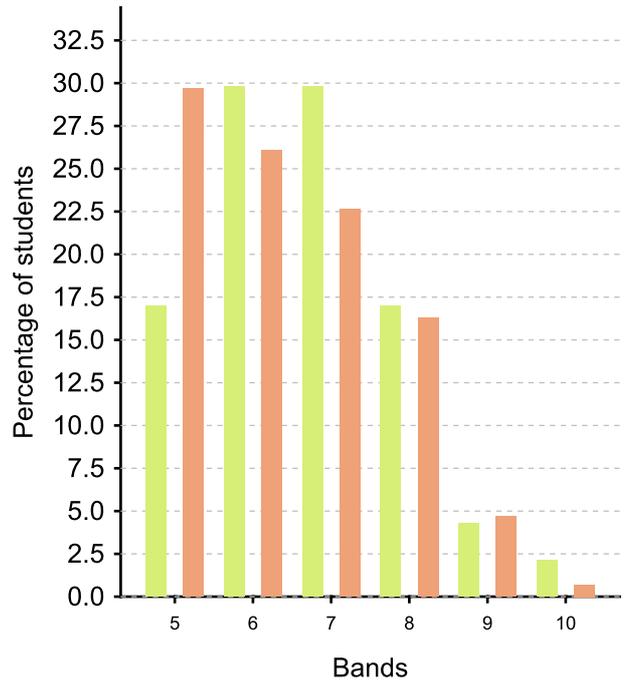
**Percentage in bands:**  
Year 7 Writing



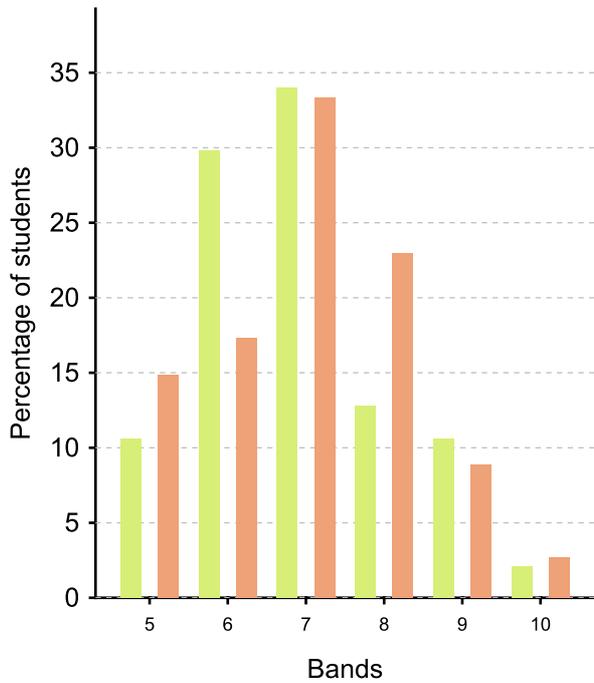
**Percentage in bands:**  
Year 7 Spelling



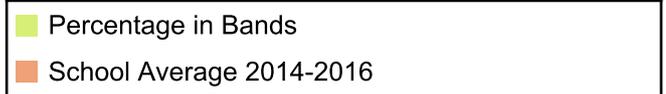
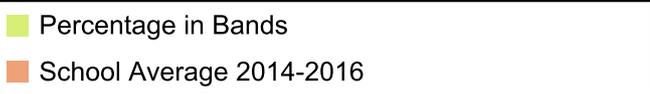
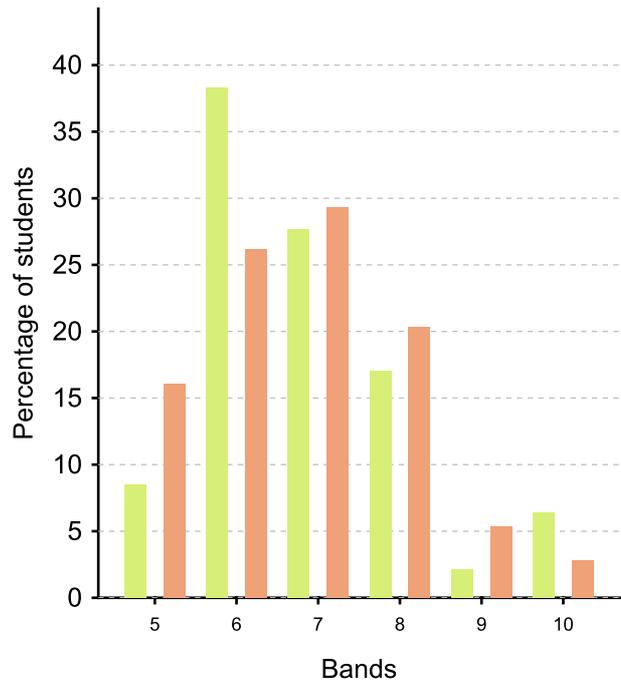
**Percentage in bands:**  
Year 9 Writing



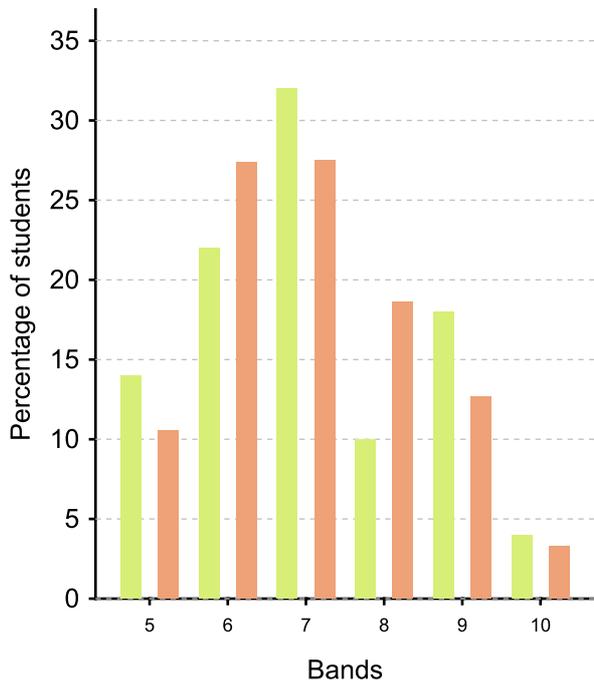
**Percentage in bands:**  
Year 9 Spelling



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



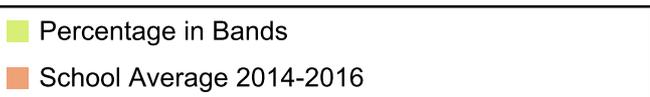
**Percentage in bands:**  
Year 9 Reading

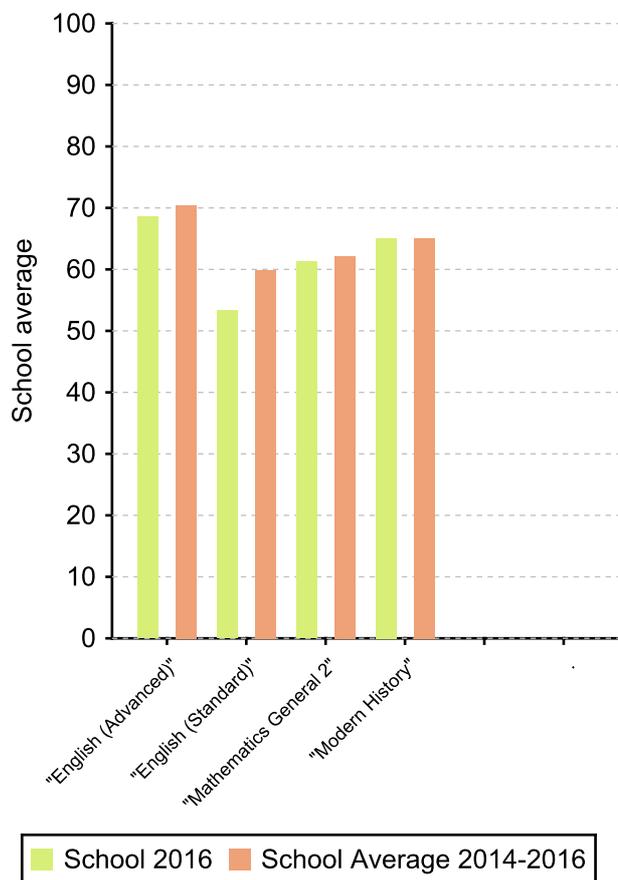


The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

**Higher School Certificate (HSC)**

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





## Policy requirements

### Aboriginal education

Cootamundra High Schools Aboriginal Education team focussed on three main objectives throughout 2016: supporting parents and teachers to encourage ATSI students to aim for 100% attendance; encourage our ATSI students to engage with their teachers in class and achieve learning outcomes in every class; complete secondary education and graduate with an HSC.

Every initiative and activity throughout the year was underpinned by those three goals.

The Aboriginal Education team commenced using MGoals during 2016 to document a number of events as well as using this platform to develop each student's PLP.

The Aboriginal Education team spent approximately fifty hours working with the MGoals technical team via phone, to set up the Cootamundra High Schools site, upload our school information and become competent around the MGoals website. In 2017 we will do further training.

Our Sorry Day event was curtailed in 2016 by very inclement weather. We scaled back to a whole school assembly in the school hall, which was attended by quite a number of our ATSI parents.

NAIDOC was a very big, whole day event, held on the last day of Term 2. We had a number of guest presenters, including members of the Wagga Wagga

police service LAC and Aboriginal Elders from Leeton delivering the Black ANZACs history. Guests for the day included members of the Prime Minister and Cabinet office in Wagga Wagga, staff from our local FACS office and a large number of ATSI parents and community members. All guests joined our students in activities such as the now, very popular Koori Quiz event, the craft workshops and of course the bush tucka lunch.

Our final large scale event for 2016 was the Proud and Deadly Award night. CHS hosted it for the first time. The Aboriginal Education team visited each school in our group to encourage staff and ATSI families to attend.

The Aboriginal Education team, with some of our senior students, started up a dance troupe, which included students from our two feeder primary schools. Dance lessons occurred weekly from about midway into term 3, with the dance tutors (students and staff) teaching the primary students the routines. A committee of CHS students (boys and girls) created the costumes and were responsible for the painting up of our dancers.

The event was a great success with parents and the community very proud of the academic and cultural achievements of our ATSI students. Just over 150 adults attended the night. The highlights were our dance routines and the get-together barbeque at the end.

Other highlights of 2016 included our success in gaining twenty places for our students from Year 7 to 11 at the NSW AECG STEM camp held at Borambula in August, two places at the University of Newcastle Live It/Girls Choices camps in term 4, and two Year Twelve students graduating from Cootamundra High with their HSC.

During 2016 our Aboriginal Resource Room, A2 was a hub for our ATSI students and increasingly parents visited the room to catch up or just chat about their children. The Aboriginal Education teaching team supervises the room each recess and lunch on the days they work. Some of our ATSI students use the room daily, during recess and lunch to either relax with their friends or chat with the Aboriginal Education team. During class time classroom teachers often send students (ATSI and others) to A2 for one of the Aboriginal Education team to help them catch up on work missed in class or complete assignments by the due date. At other times the Aboriginal Education team teachers work with students in class.

### Multicultural and anti-racism education

Cootamundra High School has a trained Anti Racism Contact Officer and provides support for all students through our well being policy and programs. In 2016 this included our "Mind Matters Program", "Shine" and "Strength" Programs, our anti bullying programs including "Make Bullying History" and Brainstorm production programs. Targeted educational mentoring and tutoring is provided for all students, with increasing emphasis for NSEB and Aboriginal students.