



Coonamble High School

Annual Report



2016



8451

Introduction

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

Margaret Mulcahy

Principal

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Message from the Principal

Throughout 2016 we have had many achievements: sport, our participation as a partner school with Aurora continues, ongoing success of CLONTARF and Girls Academy, our work with the new NSW Children's Advocate continues to develop.

Our partnerships continue to grow and strengthen. Our links with universities have strengthened and our partnership with UNE has also allowed us to focus on middle years and careers as well as be involved in the Social Workers in School's program. Our UNSW ASPIRE Link saw the vice chancellor visit us in 2016 in recognition of the involvement we have with them. Our link with the STRIDE foundation continues.

New partnerships with Beacon Foundation and Boomalli are providing exciting opportunities to support our students with mentors and opportunities to interact with business and consider future career options. Our partnership with Cammeraygal HS as the CHS2 program provides opportunity for collaboration with staff and students both in exchange visits and also in curriculum and learning. Our new transition center demonstrates our commitment to each child achieving success. Our improved House structure is a great success with students engaging very positively with school while earning points for their House. It has also allowed us to extend leadership opportunities for our students.

This year we have continued to strive for excellence and have continued to implement significant change for our school and we are certainly seeing the very positive impact across our school community for both students and teachers. Our HSC achievements are the best in many years.

To all our members of our school, AECG, P&C, Reference Group and wider community, sincere thanks for the support and contributions you have made and continue to make, for the future of young people.

Margaret Mulcahy

MYSL c.f BA, Dip Ed, Grad Dip Ed Studies (Spec Ed) Grad Dip Ed Admin, Grad Cert R.E, MEd.

School background

School vision statement

Coonamble High School is an inclusive school with high expectations for all our students, staff and families. We are proud of who we are and aim for excellence. We are learning today so as to lead our community into the future

School context

Coonamble High School operates as a Connected Communities comprehensive co-educational school with a remote rural context. The enrolment for 2016 is approximately 200 students, of whom 68.7% are Indigenous. Coonamble HS pursues a holistic approach to learning, focused both on wellbeing and learning that is student centred and embedded in 21st century pedagogy. We are a dynamic community of learners and pride ourselves on respect for all in our community and celebrate the rich diversity of our young people. We operate within a culture of high expectations of and for staff, students, families and the wider community. As a Connected Communities school we work in partnership across the wider community enabling a future focused approach supporting our students to achieve outstanding outcomes.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those 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. 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 2016, the school executive identified that the school was delivering in all areas of leading. We feel that we will continue to develop this with whole school contributions to planning, assessment and evaluation of whole school processes and procedures. This will begin with the planning process for the 2018–2020 school plan in 2017.

In the domain of Learning we felt that we were at the delivering stage for most areas. In terms of wellbeing we believe that we are Sustaining and Growing because of the planned approach that the school has utilised to support the social, emotional, physical and spiritual Wellbeing of our students.

In terms of the domain of Teaching the school feels that again in most areas we are achieving at a delivering level. We feel that through the work of our Middle Years Instructional Leader, the staff at Coonamble High School, are developing stronger evidence based practices and data usage skills, to support the effective teaching of all students at Coonamble High School.

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

Curriculum and Learning– Systems

Purpose

Coonamble High School will facilitate the transition of students to long term education and/or employment pathways opportunities. To achieve this, our school will provide an integrated approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence and responsiveness in meeting the learning needs of all students.

Overall summary of progress

The current student transition plan employs accessible academic, workplace and extra-curricular opportunities that support students to identify career goals by participating in programs developed in partnership with tertiary educators and local, state and nation-wide businesses and organisations.

In 2016, 25% of year 9 students, 16% of year 10 students, 32% of year 11 and 53 of year 12 students could articulate a career and transition plan. Specifically targeted programs that support students to develop career and transition confidence include career counselling; explicit lessons/activities on career and transition planning; sourcing inspirational speakers and career stories; interviews during the development of each student's Student Learning Plan; VET course selection; and workplace learning and workplace visits aligned to curriculum delivery. Beacon Foundation programs invite experts to link what students are learning with various professions, trades or industry.

Curriculum provision in the lead up to work experience meets community needs and expectations and supports students to access equitable work experience opportunities. The success of students' experiences on work experience is evidenced in reports on students by employers which were 100% positive.

The majority of teachers report that they are using careers discussions and lesson activities to increase the relevance of their subject, to support students to set goals and/or to support students to identify their strengths, interests and/or post school options. Teachers are planning for relevant careers discussions or activities to form part of their lesson content in class, particularly in Stage 5.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school establishes active partnerships and works collaboratively to ensure continuity of learning for students	<p>Student transition goals are informing extra-curricular activities, such as UNI-fied, Rural Indigenous student visits to Western Sydney University, and Aspire Day in Dubbo. Students in years 7 –12 have been given the opportunity to discover and affirm their own aspirations and career opportunities. For example, in 2016, 19 Year 7 students (41%) experienced first-hand the possibilities if they so choose to follow a University education.</p> <p>In 2016 48% of Year 10 students indicated that they are confident in their ability to plan and prepare for their future career.</p> <p>The Bovine Appreciation Club (BAC) offers students the opportunity to run a cattle business at the school as an extra-curricular activity. The BAC is providing students with authentic industry experience and through the BAC students have been recognised at beef industry events, such as royal agricultural shows. Students are choosing to make a considerable commitment to this business, including making decisions on cattle feed and cattle preparation techniques for show. Students are also involved in monitoring each animal's performance</p>	Workplace Support-\$6300

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school establishes active partnerships and works collaboratively to ensure continuity of learning for students	with graphs and statistics.	
Curriculum programs and teaching practices effectively develop the stage appropriate knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate including focus areas identified for future productivity and engagement in areas of need including STEM, ICT and 21st century skills.	<p>The Beacon Foundation proposal has been ratified and approved through Department of Education processes. This initiative facilitates mentoring for students so that students can identify future career paths/transition post school options and is being driven through the library.</p> <p>A database is being maintained of active and non-active partnerships with business, industry and other individuals or organisations and institutions. Students are supported by 63 small and substantial businesses in the Coonamble area, and one business in Barradine. Students have the opportunity to work with staff from a wide range of industries and professions.</p>	\$0
Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities.	Students are being encouraged to take advantage of certificate opportunities by linking them to students' individual transition plans. Careers programs enable individual students to track their transition goals and support student development in line with the wellbeing framework and positive psychology.	Excursions– \$26134

Next Steps

Building stronger partnerships with tertiary educators, and local, state and nation-wide businesses and organisations, including the Beacon Foundation, will support more students to take part in work experience and extra-curricular careers activities. Better promotion of extra-curricular careers activities aims to improve participation rates. In careers lessons students will make a career plan, access personalised information about their careers of interest, and be encouraged to pursue hobby projects that inspire and engage them in their career aspirations. Systematic processes, which include actively collecting and using information on how to support students' successful transitions, will support more students to access learning alliances with external organisations and facilitate better links between students and current partnerships with industry that exist in the school.

In 2017 teachers will access professional learning on careers activities in Stage 4. In this way teaching and learning strategies will provide for the individual needs of all students and provide stage appropriate content. Professional learning and lessons will be informed through NCCD data, literacy and numeracy continuum, NAPLAN data.

Strategic Direction 2

Leadership– Parents, Carers and Community

Purpose

Coonamble High School will work to create a school community that is committed to the schools strategic directions and practices through purposeful leadership resulting in a culture of high expectations and community engagement.

Overall summary of progress

2016 saw an increase in work experience opportunities for our students at Coonamble High School,. There was also an increased attendance at Wellbeing camps with a desire to continue to develop leadership opportunities for all students in Coonamble High School. All executive members completed their PDP processes and highlighted leadership development as an area of desired growth. Faculties clearly identified support staff to develop into future leaders of each faculty.

A baseline was created to support the engagement of staff with the community of Coonamble, allowing an increase flow of information to support the community of Coonamble. Students involvement in community organisations such as MPREEC mentoring, Rotary, Clontarf and other agencies and community organisations increased throughout 2016.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of executive to identify leadership development as integral in their PDP's.	All executive members identified leadership as an area in their PDP's. They have continued to develop skills in these areas through targeted professional learning.	TPL– \$35,760
• Identification of leadership professional development opportunities for staff to build capacity and develop planning for succession. Baseline data captured to use in 2017 PDP planning.	Staff work collaboratively with their supervisors to identify professional learning opportunities to support their growth as educators and leaders within CHS. Staff are provided the opportunity to attend external Professional Learning opportunities and then present these opportunities to staff during our Thursday afternoon staff meetings.	TPL– \$35,760
100% of staff to be aware and involved in whole school planning and engaged in the strategic directions.	All staff are involved in school plan teams. Most are active members of their team. Whole school planning has included staff meetings involving achievement of milestones and evidence collection to support milestone attainment.	\$0
• Staff and students to increase involvement with community organisations by 10%.	A baseline was created to assess the involvement of staff in community activities. With a view to increase this baseline throughout 2017.	\$0
• Community members and organisations involvement in Coonamble High School increased by 15%including areas of ICT and STEM future direction, community members benefit from resource allocation addressing Strategic Direction 1.	Community members have been engaged in a number of different ways throughout 2016 including classroom visits, mentor programs, agency referrals etc. 2016 saw an increase in work experience opportunities for our year 10 students through the work of our Careers team.	\$0

Next Steps

Continue to evaluate the effectiveness of programs in Coonamble High School to ensure we are meeting the needs of students and the community. Develop relationships with community organisations through staff affiliations. Continue to

build and strengthen relationships between Coonamble High School and our Learning Community.

Staff have clear understanding of the Performance and Development Planning process so that they can continue to build on their expertise and lead the community of Coonamble.

Strategic Direction 3

Data Use and Skill– School and Staff

Purpose

To provide staff and students with quality learning experiences, where student data is used to inform school directions with particular reference to literacy and numeracy.

Overall summary of progress

The Middle Years Instructional Leader (MYIL) continues to support many members of staff to develop effective, integrated, evidence-based teaching to improve literacy outcomes, with a particular focus on writing. Students in Stage 4 were placed on the Literacy Continuum in all Aspects with data being recorded on SENTRAL not PLAN, which allows for data to be extracted from the Coonamble Primary School, our biggest partner school. Staff meetings and fortnightly MYIL meetings improved staff understanding of analysing data, however, due to a high turn-over of staff it was inconsistent.

The fortnightly meetings aim towards a collaborative process to set goals, unpack writing samples and target student learning based on the Literacy Continuum. Analysing writing work samples enabled staff to best place students for the Aspect of Writing, therefore delivering timely and specific writing goals for individual students. This included a day spent with middle years' staff members at the end of the year to plot students in Stage 4 for aspects of writing. Implementing teacher professional learning to embed Focus on Reading has seen an increased engagement and supportive process for the teaching of comprehension whilst building a professional learning network across the primary and high school.

The Schedule for Early Number Assessment 3 & 4 (SENA) was delivered to students in the middle years which enabled students to be placed on the Numeracy Continuum to be accessed via SENTRAL, however, the data was not analysed by staff.

Again this year we have students who have achieved significant personal growth, with some students showing a 300+ scaled score growth. The data captures the positive performance of the students at Coonamble HS, especially the percentage of students that have had greater than or equal to expected growth in reading and numeracy. Unfortunately, the results for Writing in 2016 cannot be compared with results in Writing for the previous years as the text type was changed to Narrative from Persuasive.

Differentiation and adjustments for learning are evident in some classrooms and programs but is inconsistent across the school. Learning Difficulty Spreadsheets are in teacher programs and indicate student adjustments. Teachers meeting with MYIL have set student learning goals that differentiate writing with the aim at students being able to articulate their own learning goal. Core, modified and extension assessment tasks are provided to students which support their learning to achieve best results.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• MYIL supports 100% of Stage 4 staff to develop effective, integrated, evidence-based teaching to develop deep literacy and numeracy knowledge.	MYIL has worked closely with all staff teaching year 7 & 8 at CHS. the implementation of the Student Learning framework supported the teacher and student clarity approach to improving students outcomes.	MYIL – \$297,164
• 100% students Years 7 –9 placed on numeracy continuum, Place Value.	The MYIL and a select number of staff worked toward plotting all stage 4 students on the literacy continuum. This information was then transferred onto Sentral for staff to utilise in lesson preparation.	As above
At least a 10% improvement each year from 2015 data, in achievement of expected writing cluster levels across 3–6.	The results for Writing in 2016 cannot be compared with results in Writing for the previous years as the text type was changed to Narrative from Persuasive.	As above
At least a 5% increase each year, in the number of Year 7 & 9	The results for Writing in 2016 cannot be compared with results in Writing for the previous years as the	As above

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
students at proficiency in writing.	text type was changed to Narrative from Persuasive.	
All ESES data collated and in programs	Data was collated and provided to staff to ensure all data entered in the NCCD survey was correct and evidence supported that staff were making reasonable adjustments to teaching and learning programs.	\$0
Staff skilled up in all data including analysis of HSC, Tell Them from Me, VALID and NAPLAN data to inform practice	Staff were presented with a range of data during the year, including TTFM, NAPLAN and HSC, however, staff need to develop increasing skills in consistently analysing the information to make data–driven pedagogical decisions.	TPL– \$6000

Next Steps

- Stage 4 staff to continue to meet collaboratively with the MYIL to map students on the Literacy Continuum, happening more regularly in Year 7 with the new structure
- Analyse proficient writing samples as exemplars to continue to improve student growth with a focus on Year 7 and 9 data in preparation for the Literacy and Numeracy Strategy.
- Through professional development, all staff explicitly taught how to use a range of data to improve programming. Therefore, staff will be making informed data–driven pedagogical decisions to improve student outcomes that are consistent across the school.

Strategic Direction 4

Learning Culture– Students and attendance

Purpose

Coonamble High School aspires to establish a positive and supportive school community that is collectively committed to producing optimal learning environments that lead to engaged, successful, and independent learners. Attendance processes need to be monitored, sustained and evaluated as the foundation of developing a school culture that demonstrates the building of educational aspiration and ongoing performance improvement.

Overall summary of progress

33% of staff engaged with ICT instructional leader on a regular basis throughout 2016. 12 staff participated in Quality Teaching rounds and 12 staff engaged one on one with the Middle Years Instructional Leader (MYIL). Teachers shared professional expertise across the learning community in 2016 through onsite TPL rotations. Teacher Professional Learning in the areas of ICT and Literacy and Numeracy were provided to staff consistently. The CHS Student Learning Framework was introduced to staff and posters installed in all classrooms. Quality Teaching rounds will continue in 2017 and there will be further professional learning around the CHS Student Learning Framework. There are now practices and processes in place at CHS to address differentiation and personalised learning. There are regular collections and monitoring of registered programs for evidence of annotations, differentiation and quality teaching. Teacher feedback is also part of this process. In addition, student profiles have been created and are presented to staff weekly at Muster meetings. The profiles identify student strengths, needs and interests. There are now well embedded practices of all staff consistently using processes and follow up to address student behaviour and expectations. The CHS behaviour handbook was developed in 2016 and can be easily accessed on Sentral. Explicit lessons were delivered to students in wellbeing lessons explaining the restorative practices model, behaviour expectations and school values of care, respect and pride. Posters are displayed in classrooms. Restorative questions have been used in return from suspension meetings consistently throughout 2016. In 2017, CHS will be building on restorative practices principles. Outside Agencies including MPREC, Marathon health, Mission Australia, Headspace, MacKillop and Coonamble Aboriginal Health Service have been engaged with supporting students and their families. Throughout 2016 there were 79 students referred to outside agencies. A Social Worker in School (SWIS) was employed in Term 3, 2016 and is working closely with outside agencies and families to increase engagement and attendance. Regular meetings are held between school and agencies to share information, monitor and evaluate interventions. The truancy rate for 2016 was 22%. This was an increase of 4% from 2015. Whilst our truancy target of 15% for 2016 was not achieved, there were improved truancy rates for a targeted group of students. 66% of all targeted students decreased their truancy rates. The most significant decreases occurred for students that had transferred to alternate programs such as Enterprise Education and the Transition Centre. The 2016 TTFM survey data showed improved student engagement in a variety of measures. Most notably was student's participation in sports and clubs which was 30% higher than the state norm. This was also reflected in improved engagement data from Clontarf and Girls Academy for 2016. 82% of the male cohort of students engaged at Clontarf and 79% of the female cohort engaged with Girls Academy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Collation of data related to students involved in school based learning and engagement programs, EE, HSC early intervention, LAST intervention, wellbeing programs, transition program, Clontarf assessment night, GA study groups, Homework club & breakfast club. (Re-evaluation of breakfast Club)	<p>Breakfast club was not run towards the end of 2016, due to poor involvement of staff and students. Plans to change the location of Breakfast Club in 2017 to increase involvement of students and staff.</p> <p>Majority of students in Coonamble High School are involved in some form of learning or engagement program. Resulting in an increase in students attaining HSC in 2016.</p>	EE- \$3000 Wellbeing- \$5000
Ongoing monitoring of attendance data and implementation of school based strategies	<p>The Wellbeing team have regular attendance meetings with HSLO team and other agencies.</p> <p>Ongoing use of Sentral and OASIS to monitor attendance data.</p> <p>Strategies to support engaging disengaged</p>	Sentral- \$5500

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Ongoing monitoring of attendance data and implementation of school based strategies	<p>students are developed collaboratively with Coonamble High School staff, HSLO team, Parents/Carers and external agencies.</p> <p>Results include an increase in overall attendance at Coonamble High School.</p>	

Next Steps

Attendance, behaviour, quality teaching and learning processes will continue to be monitored, sustained and evaluated. We are committed to improving attendance at school. In 2017, a mentoring program will be created as an early intervention strategy before student attendance is referred to HSLO. The mentoring program will also be used to support students with behaviour concerns. Training will be provided to staff on mentoring (the art of conversation, active listening skills and restorative practices). Attendance TPL will be delivered by the HSLO and ASLO.

In 2017, CHS will be building on restorative practices principles. TPL will be delivered throughout the year focused on restorative questioning, mediation, facilitation and conflict resolution methods of intervention. This will involve students, staff, parents and the wider community.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Overall improved the quality of leadership and workforce development for improved outcomes for Aboriginal Families through:</p> <p>Completing SLP's for all Aboriginal students.</p> <p>Creation of Transition Centre to support disengaged students through support such as transportation to and from school, optional food and beverages available throughout the day, supplementary educational experiences such as mentor programs, TAFE courses etc.</p> <p>Our Aboriginal Education Officer has continued to further enhance and strengthen our partnership and collaboration with families and Aboriginal community organisations, particularly through our Wellbeing Program. She has also provided support for Aboriginal students at key transition points particularly for students' readiness for transition Year 6 to Year 7. She has been pivotal to the introduction of language and culture to our school and completed an Aboriginal Language and Cultural Course learning the Gamilaraay language. With this training and with the purchase of Gamilaraay dictionaries, language texts and iPads, she has taught language and culture in Stages 4 and 5 and during our transition program across middle years. Further examples of the support she provided include:</p> <p>Working with Aboriginal students and parents/carers to better understand the workings of our school, so families are familiar with systems and procedures resulting in so increased positive interactions.</p> <p>Supporting parents/carers in meetings with teachers or executive staff. This engagement has increased in frequency and positivity.</p> <p>Supporting parents/carers to feel more relaxed about coming to the school for different functions e.g. the opening of the Yarning Circle, assemblies, sporting events.</p> <p>Assisting Aboriginal students settle in to classes and working with them giving them confidence to attend school. Supporting both teaching and non-teaching staff to develop a better understanding of the culture around our Aboriginal community so they can engage our students in their lessons.</p> <p>Worked with our Head Teacher of Wellbeing with mediation with our students, getting our parents to understand and trust the outside agencies such as MPREC, Family Wellbeing, Burnside and Mission Australia that their children were seeing.</p> <p>Collaborating with Head Teacher Wellbeing and the Learning Support and Wellbeing</p>	\$253,035

Aboriginal background loading	<p>team (LSWT) to develop strategies to support student needs.</p> <p>Working with our Senior Leader Community Engagement (SLCE) organising and delivering significant events such as Sorry Day, Reconciliation Week and NAIDOC to all our school community.</p> <p>Coonamble Girls Academy Director</p> <p>The position is funded within this allocation and the aim of the Academy is to increase attendance and engagement of young women in education. They directly strengthen partnerships and collaboration between school, Aboriginal families and Aboriginal community organisations.</p> <p>Representatives attending community meetings and liaising with committee members, including; Aboriginal Education Consultant Group, County Women's Association, Rotary Club, Parent's and Citizens Association, Lions Club, School Staff meetings.</p> <p>Conducting local and regional radio interviews has significantly increased the profile of the academy and helped build local and regional knowledge about the program and its achievements.</p> <p>A number of strategies used by the Academy have proven successful in improving attendance and engagement at school. These include:</p> <ul style="list-style-type: none"> • Having a common and weekly Academy meeting time that brings the girls together as a group. The girls check their attendance on the attendance board and are encouraged to continue or offer strategies to improve attendance. Academy meeting times are used to create relationships and build on the peer to peer relationships as well as focus on nutrition and other areas that encourage the girls to attend school. • Maintaining ongoing communication with school staff including Year Advisers and the Head Teacher Wellbeing in regards to additional support offered to students returning from suspension or returning after long absences or helping to identify reasons for absences. • Offering incentive trips and rewards for girls who maintain and improve their attendance. Girls who represent the Academy in various sports are expected to maintain above 85% attendance • Supporting students and families in post-suspension re-entry meetings provides an advocacy and support service to students. The academy supports students to successfully reintegrate into school for girls who are struggling to maintain or reach this, strategies are introduced to help them reach or continue to improve their school with the necessary support and mentoring. Students 	\$253,035
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Aboriginal background loading	<p>and families feel that there is someone who cares and is available to support successful return to school after major incidents</p> <ul style="list-style-type: none"> • Providing a range of engaging fitness, sporting and dance programs to ensure diversity and inclusion of a wide range of girls with multiple interests. • Providing a strong incentive and reward focus and programs have been established whereby students are encouraged and rewarded for improvement and achievement of set targets. • Setting high expectations for all girls and their behaviour, attitude and work ethic and ensuring these are enforced and reinforced on a daily basis. This ensures that the Academy has a strong foundation of expectations. • Providing the opportunity for chat time at recess and lunch where the girls feel safe to talk about issues, feelings, problems, relationships, friendships and any aspect of their life. As mentors and guides staff are able to support students through the various issues and challenges they face and if required seek professional support. • Providing the girls with opportunities to build their leadership skills and abilities through a range of program activities. E.g. speak at an event, help organise events or activities, and speaking with other younger students in a mentoring capacity. 	\$253,035
Low level adjustment for disability	<p>Every Student Every School and the Disability Discrimination Act 1992, together with the National Consistent Collection of Data on Students with a Disability a clear process has been established to collect data to inform practice. A data base has been the basis for building the learning and support framework at Coonamble High School. It contains information on a student's disability, levels of adjustment needed, and preferred learning styles and this information informs teachers for programming and classroom practice. Student Learning Plans were developed in partnership with students, parents and carers and community organisations.</p> <p>The school employed additional support staff to support all students in CHS. This resulted in an increased ability to work with students with identified needs as determined through the school Learning and Support team.</p>	\$148,469
Support for beginning teachers	<p>All beginning teachers in 2016 had reduced teaching loads and access to specialised professional learning opportunities.</p> <p>All beginning teachers were involved in an induction program coordinated by the Middle Years Instructional Leader.</p> <p>Beginning Teachers were able to access professional learning conferences such as the Beginning Teacher Conference, Redbank Wellbeing Conference, KLA specific Conferences and other Wellbeing</p>	\$48,044.62

Support for beginning teachers	<p>conferences.</p> <p>Beginning teachers who are temporary are provided with other funding to support their professional learning goals as developed through their Performance and Development Plan. They are also supported through mentoring projects and the Quality Teaching Rounds professional learning opportunity.</p>	\$48,044.62
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	92	94	90	111
Girls	107	105	106	107

2016 was a year of continued growth in the number of students attending Coonamble High School. This was due to a number of contributing factors and an increase in year 7 enrollment numbers contributed to the growth in student population as did the increased engagement of students transitioning from year 10 into year 11.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	87	84.1	84.5	83.9
8	83.7	81.8	74.6	85
9	83.4	72.3	78.7	72.5
10	76.6	77.8	63	73.7
11	78.9	59.8	75.5	60.6
12	86.9	86.9	72.6	85.3
All Years	82.8	75.9	74.8	77
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

Coonamble High School has a strong Wellbeing focus which contributed to the increase in attendance from 2015. This framework supports the increase in attendance of all students through providing a network to support the engagement of local agencies for students having difficulty in getting to school. Our families are also supported by our HSLO team which supports all students in improving their attendance.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	16
Employment	0	0	48
TAFE entry	0	0	8
University Entry	0	0	20
Other	0	0	0
Unknown	100	100	8

Out of the 25 students completing year 12 at Coonamble High in 2016, 2 students undertook vocational training through TAFE however were unsuccessful in completing the Certificate 111 in Early Childhood Course.

- 4% have indicated they will be undertaking vocational or trade training in 2017. 24 out of 25 students at Coonamble High will attain their HSC in 2016 and 1 will attain a ROSA.
- 20% have received early entry to universities at Armidale /Wollongong /Coffs Harbour and I am confident they will take up these offers.
- 48% of the students are employed locally in areas such as retail/shearing/farm work/hospitality.
- 4% have indicated they will attend TAFE; 16% are actively seeking employment and
- we are unsure of the post school destination for the other 12%.

Year 12 students undertaking vocational or trade training

In 2016 Coonamble High School offered a number of VET courses including Primary Industries, Metal and Engineering, and Automotive.

Year 12 students attaining HSC or equivalent vocational education qualification

All students in 2016 achieved their HSC or VET equivalent.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	5
Classroom Teacher(s)	12.4
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	10.78
Other Positions	6.7

*Full Time Equivalent

The composition of ATSI Staff at Coonamble High School in 2016 was 27%

Teacher qualifications

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

Teacher qualifications

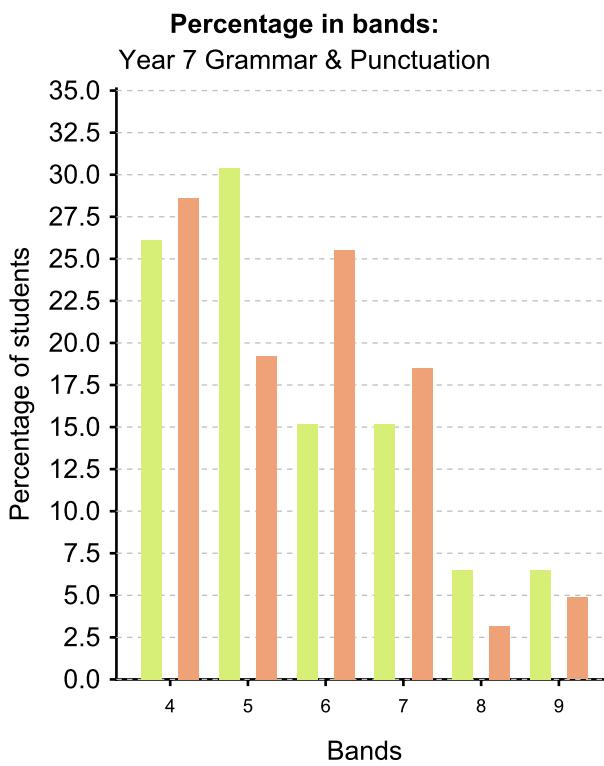
Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

School performance

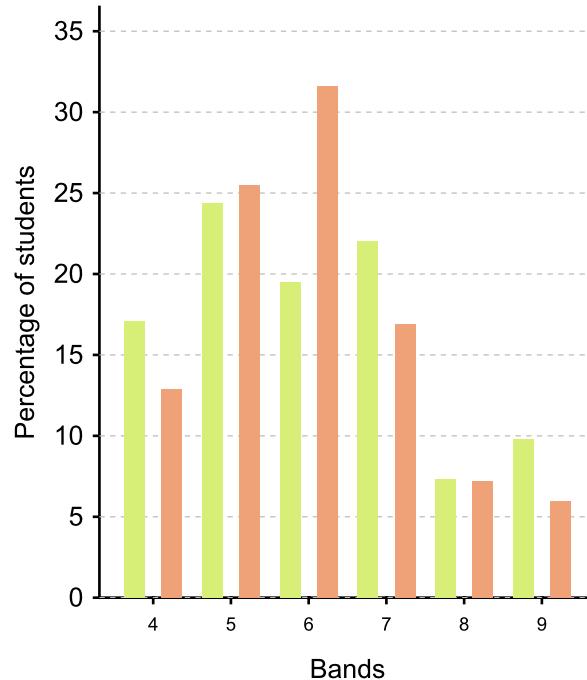
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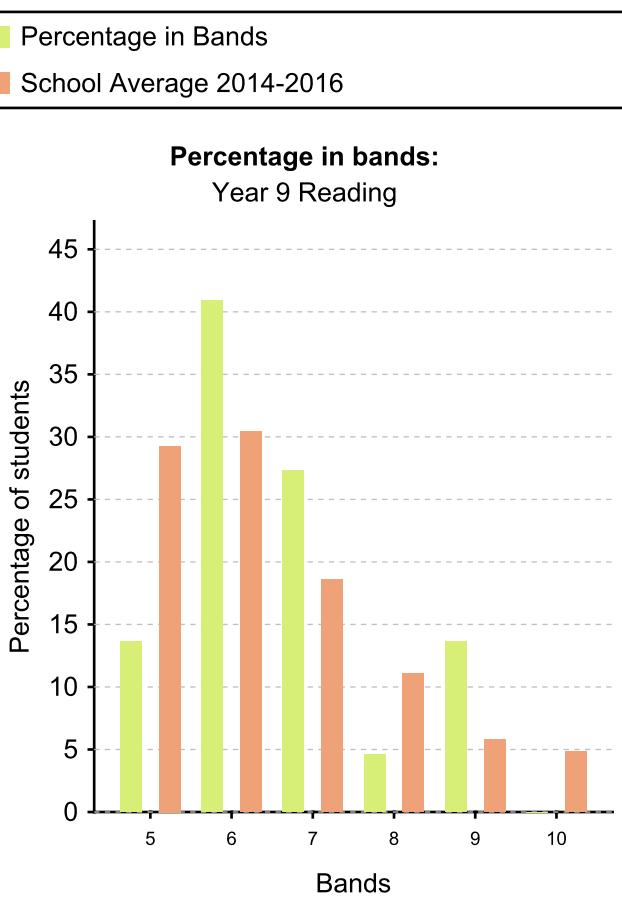
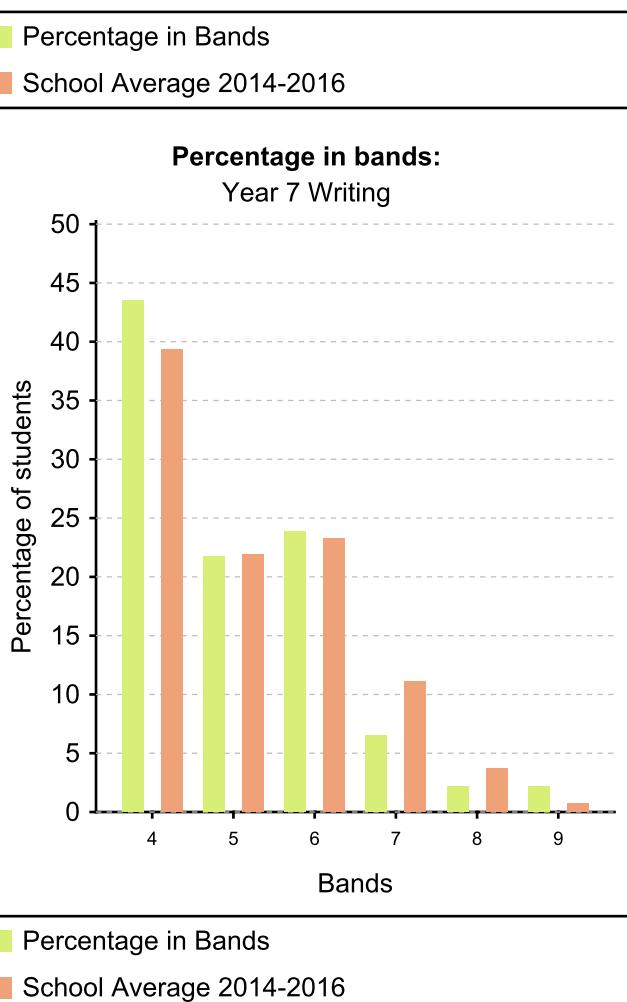
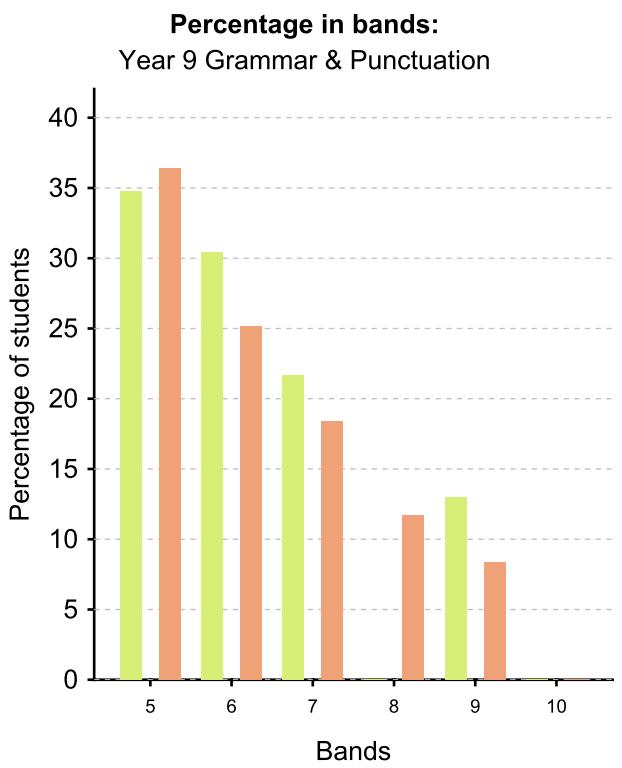
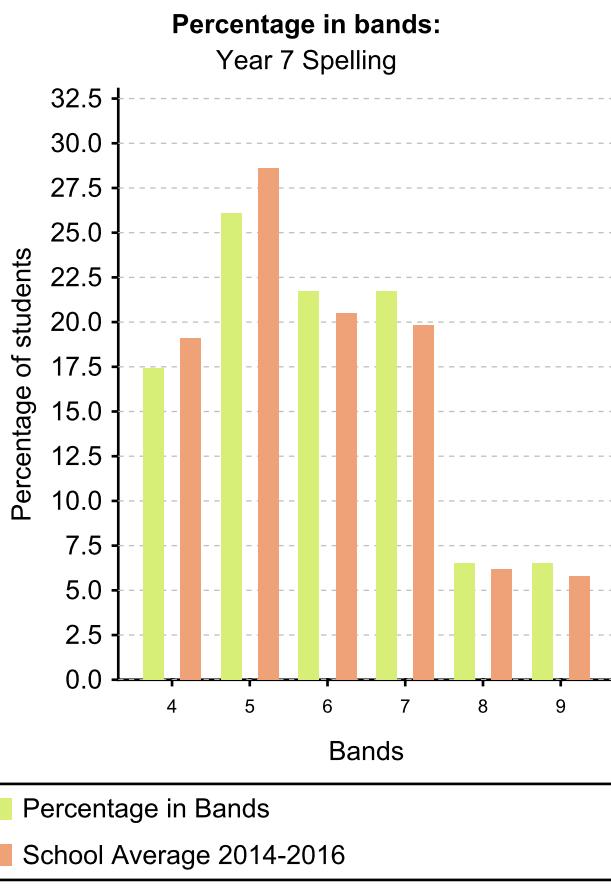
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

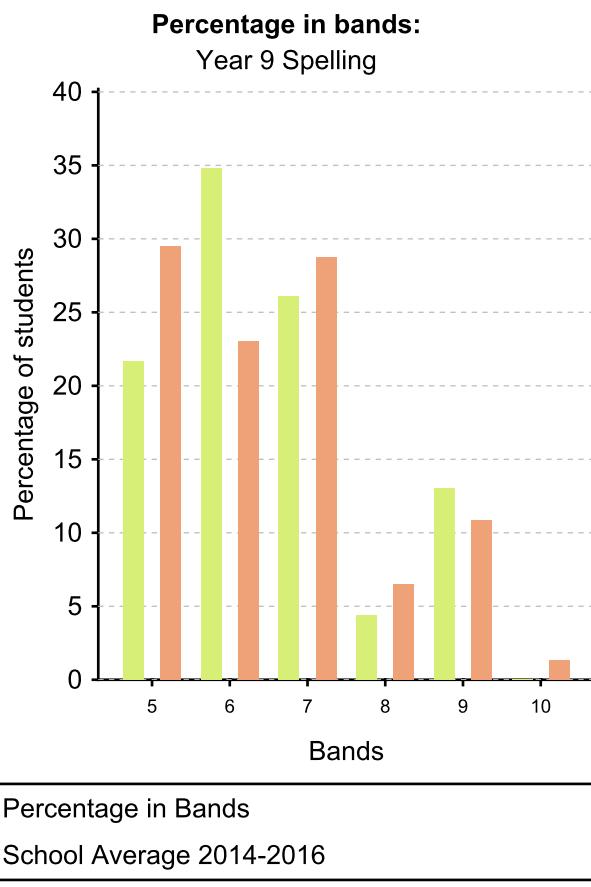
The following results highlight the growth in many of our students particularly in reading and numeracy in 2016. Some of our students had enormous growth in comparison to their 2014 NAPLAN assessments.



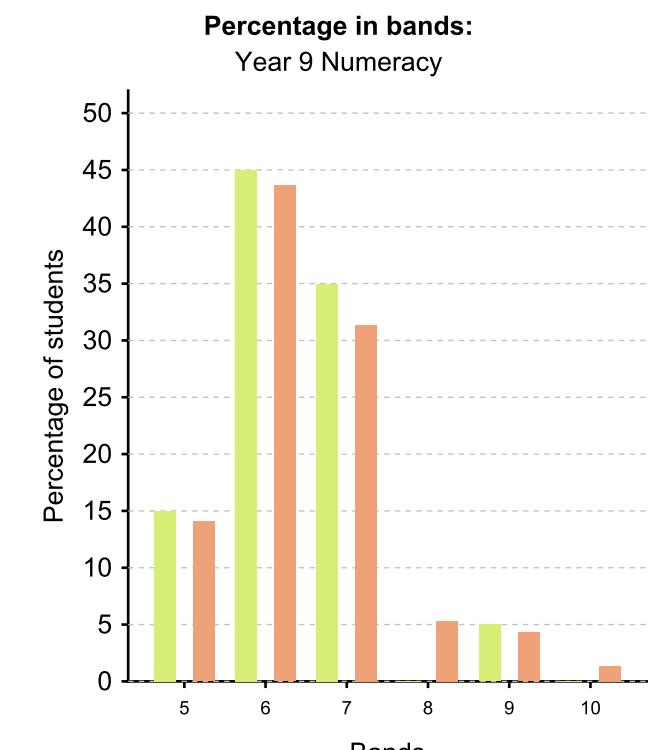
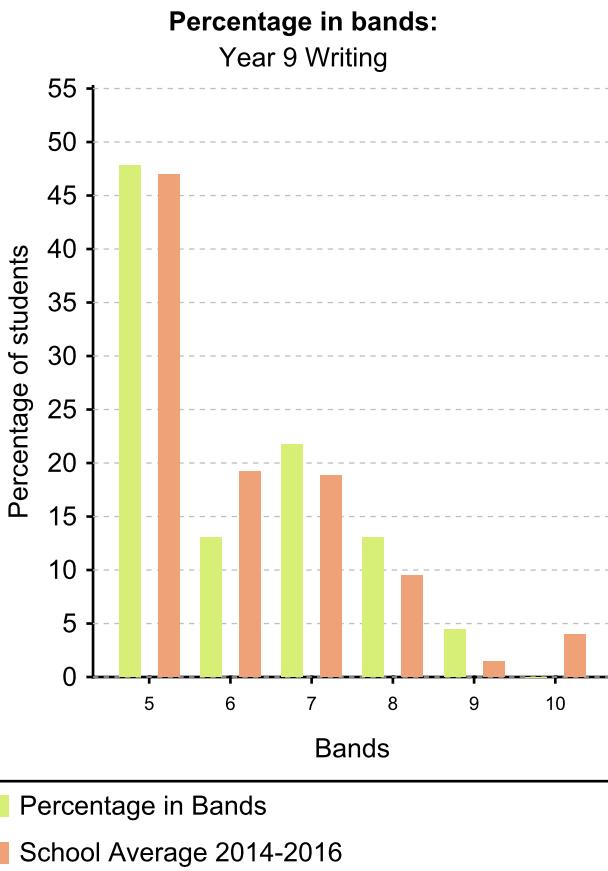
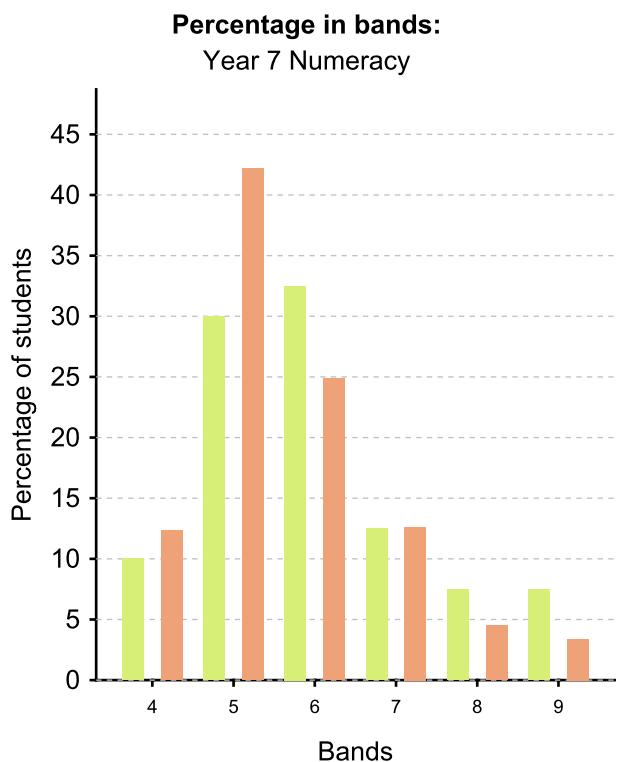
Percentage in bands:
Year 7 Reading







through the use of PEEL paragraph structuring and other visible opportunities for our students.



These results highlight the increase focus within Coonamble High School to concentrate on literacy and numeracy development for all our students. It also shows the effectiveness of expenditure in relation to SLSO's, Middle Years Instructional Leader and our Professional Learning budget. Writing continues to remain a focus in CHS and as a staff we are committed to continuing to develop effective writing strategies

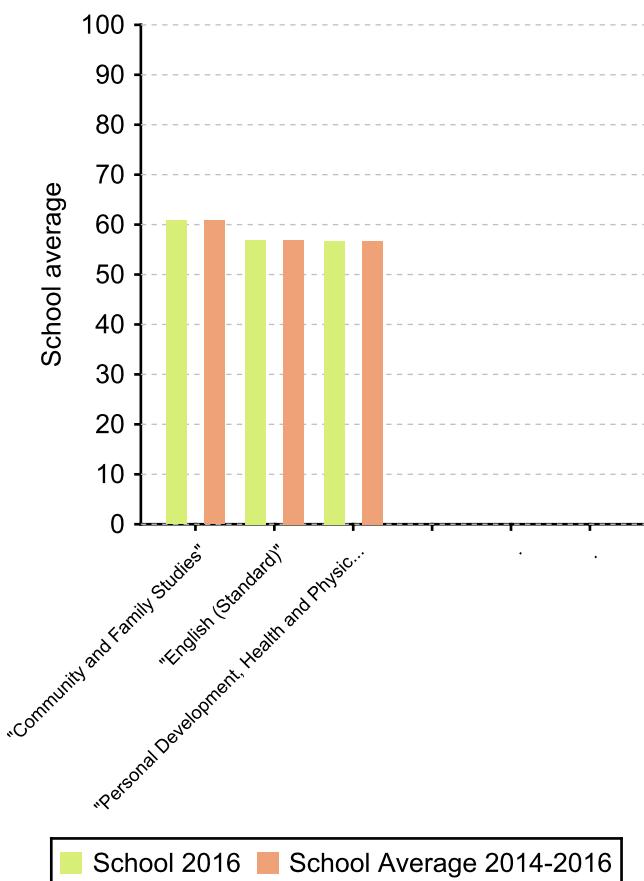
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and

select GO to access the school data.

Through the use of the Middle Years Instructional leader and our Strategic Direction 3 – Data use and Skills. Coonamble High School remains focused on continuing to deliver the Premiers Priorities of increasing the proportion of NSW students in the top two NAPLAN bands by eight per cent.

Higher School Certificate (HSC)

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



This year saw a significant increase in our HSC student population with 19 students completing their Higher School Certificate. This was also the first cohort to complete the compacted model of HSC delivery in Coonamble High School. CHS is very proud of the achievements of all of our HSC students in 2016.

Parent/caregiver, student, teacher satisfaction

In 2016, there were a number of initiatives to support parent and carer involvement in Coonamble High School. These included information evenings, parent teacher interviews, community workshops and other informal events. Through these events most parents indicated that their children were developing skills and knowledge to successfully learn in a variety of differnt

environments. All of the parents surveyed indicated that they felt Coonamble High School was effective in supporting and planning transitional goals and transition to post school options, whilst supporting students to identify their strengths and create a positive identity.

The Tell Them From Me survey was used to identify student Social and Emotional wellbeing and educational drivers of students achievement. In terms of Social and Emotional wellbeing students in Coonamble High School had a higher involvement in school sport than the state average, while having double the amount of involvement in extra curricular activities. Coonamble High School students had a similar sense of belonging, positive relationships with their peers and valued schooling as the rest of the state. The concerning elements included double the amount of self identified truancy, below average homework behaviours and positive behaviours in a learning environment in comparison to the rest of the state.

Coonamble High School students identified that they had average levels of engagement, motivation and effort toward teaching and learning. 86% of students in Coonambmle High School identified that they had medium to high optimism for their future, 83% of students had high to medium levels of happiness in their personal lives and 91% of sudents believed that they could acheive well in their school work. Students felt that the drivers of student outcomes including relevance, academic rigour and effective learning time were in line with the statewide norms. In Coonamble High School there was a higher than average identified incidence of bullying and a lower disciplinary climate, however students felt that there was significantly greater advocacy both inside and outside of school identifying a higher level of staff support. This was not identified through the positive student and staff relationship which was at the state norm. Coonamble High School students had a higher than state average desire for TaFE and apprenticeship as post school destinations which reflects the lower than state average desire to attend a tertiary institution. 80% of students felt that Coonamble High School was a culturally sensitive school and their experiences in CHS are positive.

Policy requirements

Aboriginal education

Within Coonamble High School there has been a number of initiatives to promote Aboriginal Education these have included:

Aboriginal Language and Culture

In 2016 year 7 & 8 were involved in the Aboriginal Language as developed and supported by our AEO and community leaders. Students partook in Gamilaroi language lessons as part of the LOTE course for stage 4. In Stage 5 students were included in cultural lessons throughout the year as all staff included Aboriginal perspectives and local culture in their teaching and

learning programs. Stage 5 students also had access to the Aboriginal Studies course for continued development of Aboriginal Education, this course included local language, cultural aspects and community participation.

Clontarf and Girls Academies

2016 was another year that our Academies supported the engagement of Aboriginal students and also led educational programs to support these students. These programs included supporting CHS Homework Club, Lovebites Program, supporting transition to high school through working closely with the local primary schools, supporting the implementation of our whole school sport programs. The Clontarf Academy also supported our students through the educational and employment forums held at Coonamble Shire, Caltex Worksite visit, N.S.W fire and rescue workshop, Employment Forum Dubbo, Defence Force Camp, Charles Sturt University Visit and the Bunnings Worksite Visit in Dubbo. These initiatives have all included Aboriginal Perspectives and assisted Coonamble High School in engaging Aboriginal Students.

Staff Professional Learning

Throughout 2016 staff were provided with a number of cultural experiences to support the implementation of Aboriginal perspectives into teaching and learning programs. These included workshops with local Aboriginal community members, presentations from local Aboriginal staff. These opportunities were led by the cultural connections team at Coonamble High School.

Multicultural and anti-racism education

Our Multicultural activities are held in conjunction with the National Day Against Bullying and Violence. Part of the strategy in 2016 involved deepening their understanding of culture and language as part of Aboriginal Studies and LOTE combined with a vast array of cultural practices and celebrations such as Reconciliaion week, Sorry Day and NAIDOC week.

In 2016 Coonamble High School had 1 staff member trained in the capacity of Anti-Racism Contact Officer. This member was called upon to mediate one identified instance of concern within Coonamble High School.