

Coomealla High School

Annual Report



2016



8494

Introduction

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

It is significant to note that between the end of 2016 and the completion of this report, the Principal of the school changed from Mrs Jo Scott to Mr Bill Campbell who led the school for a period of time.

Bill Campbell

Principal

School contact details

Coomealla High School

Silver City Hwy

Dareton, 2717

www.coomealla-h.schools.nsw.edu.au

coomealla-h.School@det.nsw.edu.au

03 5027 4506

Message from the school community

P&C PRESIDENT'S REPORT 2016

The last twelve months have seen the P&C undergo some changes. Our primary focus this year has been to update our procedures in order to make future transitions as seamless as possible, particularly in view of the fluid nature of a P&C Association.

At the last Annual General Meeting we elected a new Treasurer, Leanne Hancock, who has been doing a marvellous job. We have also established a Canteen Sub-committee to deal with Work Health and Safety and other day-to-day matters which need to be dealt with in running the canteen. We applied to be added to the Australian Charities and Not-for-profit Commission register in order to improve our chances of attaining successful applications for grants, and were successful in this application.

We have contributed \$2500.00 towards the purchase of a large screen television for the Library and \$5000.00 towards the purchase of laptops for the Year 12 students, as well as our usual yearly funding of achievement awards at the Presentation Day. We are also committed to funding further school beautification projects in the new year.

We have been trialling a new time for our meetings, in the hopes of attracting greater parent participation. As yet, the new, later time has not resulted in any increase in attendance.

The uniform updates continue. The school has done market research, found a supplier and decided on a design for the newest addition to the uniform, a jumper with a hood. These jumpers are being sold by the Retail class, which is providing a valuable learning experience and contributes to their competencies. The PE shirt is still under review, as it is important to choose a design which will be comfortable to wear in our hostile climate, and which will look good. Hats will be added in 2017.

The canteen has continued to be our main source of income. I thank our Canteen Manager, Anna Hansen, for her continued hard work and dedication. Anna reports that the Year 10 helpers this year have been doing a fantastic job and we would all like to extend our thanks to these students, who give up their time to help the canteen function. Volunteering in such a role is valuable experience, and something the students can add to their resumes.

I would like to extend my thanks to all of the members of the P&C for their help and support. It is quite a luxury to have experienced members who can offer advice and knowledge of past procedures but we welcome new members very readily. I would encourage all parents to become involved in the P&C. It is a great way to stay well-informed about your

child's education and the activities which are taking place in the school.

Sadly, we farewelled our Principal, Jo Scott, at the end of the year. Jo has been such a boon to the school. Her dynamism has been an integral part of the improvements which have been taking place in the school. I feel that the impetus for renewal and growth which Jo has provided has been an inspiration to many of the staff here, and I know that she will be missed.

Roz Ford

President

School background

School vision statement

"An image of the future we seek to create."

Coomealla High School is a nurturing and supportive environment preparing students and community for future success. Dedicated staff provide a multitude of opportunities and encourage high expectations across all aspects of "Learning to Live". Strong connections to our local community ensure diversity and inclusivity are modelled at every opportunity which in turn strengthens positive connections and relationships.

School context

Coomealla High School is a rural school with an enrolment of 300 students. Coomealla High School is part of the NSW Sunraysia cluster of schools and has close relationships with other local school communities, as well as those in the broader Far West Group of Schools. The school is located in Dareton, NSW. The school draws from small communities and outlying rural areas. The school enjoys strong community support. Coomealla High School is well resourced with connected classrooms, interactive whiteboards and touchscreen televisions in our teaching areas. The school has attractive grounds and classrooms are equipped with excellent resources providing an outstanding learning environment for all students. Staff work collaboratively and are committed to providing high quality, differentiated learning opportunities for all students, as well as continually developing their own professional learning and skills.

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 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 articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of LEARNING the on-balance judgement of the school is that it is **DELIVERING**.

The school has undergone significant change in the last 3 years. The DoE reform agenda defining and driving these changes. A new principal, new executive and new teaching staff and the funding of new programs in a school where little change in staff had occurred for many years have all contributed to the beginning of significant change.

The development of a culture of a strong inclusivity ethos combined with programs to increase attendance and engagement and strategic programs in literacy and numeracy were all seen as integral to any sustained change within the school.

Significantly, old philosophies and practices, whilst respected, were challenged and some left behind as embracing new ways to work smarter were adopted.

Learning culture is exemplified by high expectations and significant improvement in attendance and individualised and small group learning programs. Attendance was in a slump at the start of 2014 with over 1/3 of the school not meeting DoE requirements. A whole school/community attitude change was needed to ensure that the norm became attendance every day and this is an area that we continue to work on. **Wellbeing** initiatives have included the employment of a wellbeing teacher and partnering with Wentworth Council and our primary schools in Links to Learning (L2L) initiatives. The latter has consolidated relationships and raised self esteem as shown by improved attendance and engagement.

Innovations in **curriculum and learning** such as our small group programs have been trialled and early indicators of success are promising. Collaboration between schools and innovative curriculum delivery models have cemented relationships and value added students when entering high school. As such achievements have been pleasing as seen by comparison and analysis of students in these programs and their NAPLAN results. Tied closely to these are changes to **assessment and reporting**. In particular, reporting to parents and carers protocols have been developed and feedback to date has been positive. We are proud of setting the bar high and whilst **student performance measures** are pleasing and improving much work needs to be done in this area particularly in school data analysis and as such we

are working towards delivering in this area.

The results of this process indicated that in the School Excellence Framework domain of TEACHING the on–balance judgement of the school is that it is **DELIVERING**.

The school, prior to 2014, had a long period of stability in its teaching staff. A number of new staff and executive arrived in 2014 and this trend will continue with a number of retirements in the next few years. This will provide opportunities for change in the direction of curriculum offerings. Increased numbers from Mildura schools have assisted addressing our current lower numbers available from partner primaries.

Effective classroom practice occurs on a regular basis and structures are in place to support this. Professional learning in up–skilling staff in this area has been supported but this needs to be accessed more widely if we are to grow and develop here. **Data skills and use** particularly in the area of analysis needs wider use and this has begun but is not yet embraced by all. Executive staff are now confident in this area but need to work with staff to ensure that data is used for decision making at all levels including the classroom; as such we are working towards delivery.

Collaborative practice is continuing to develop across the school and the school continues to develop processes and structures to support this. It is pleasing that the culture of including our primary partners in opportunities such as Motivational Media, L2L and LEXIA is now embedded in language ensuring that inclusion is commonplace. **Learning and development** is driven by the reform agenda and with the impetus of new staff. The school has embraced the use of Professional Development Plans (PDP) as a basis for professional learning. The leadership team continues to put in place structures and protocols to support and guide staff and as such we are sustaining and growing. **Professional standards** are exemplified through a growth in understanding through such programs as Learn to Lead. However, increasing the number of staff willing to access opportunities is a challenge as many feel that it is “too hard, too far”. Changes in DoE expectations and a continued focus on this area will address these issues for the future.

The results of this process indicated that in the School Excellence Framework domain of LEADING the on–balance judgement of the school is that it is **SUSTAINING and GROWING**.

The employment of the first female principal and two new executive in 2014 made changes in the area of **leadership** inevitable. Training in coaching models for a number of executive provided a basis for the evolution of better ways to lead and a focus on professional learning directly related to the school plan consolidated this. An increased understanding of high expectations and purpose driven change is the new reality and has led to whole school improvement. Essential to this process has been **school planning, reporting and implementation**. Development of the school plan and processes to monitor this along with the invitation to all stakeholders in the development of the vision was imperative to success. **School resources** are seen as being managed well with transparent, targeted systems in place and this allows the core business of teaching and learning to occur effectively. Improved **management practices and processes** were implemented underpinning growing school improvement. New ways to lead, structures and administration practices and protocols mean that at Coomealla High School, we now work smarter not harder and continue to sustain and grow in this area.

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

Learning and Engagement

Purpose

We will provide exemplary educational programs and learning opportunities for students and the community; setting high expectations and innovative programs that reflect the use of evidence-based best practice, fostering learning in and for the 21st Century

Overall summary of progress

In 2016 we continued our work to deeply engage students.

We continued to upgrade technology, including the purchase and provision of additional laptops, networking and interactive whiteboards. In addition to the new hardware, staff developed their skills in software suites such as Google Apps.

Significant learning projects such as Links to Learning and Lexia continued in 2016. Personalised Learning Plans were developed for students with additional learning needs, allowing staff to more consistently cater for their learning.

The school opened an Engagement and Achievement Centre in the library. This had the impact of providing additional support by specialist teachers and Indigenous staff for students around assessment tasks, homework and class work.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School attendance rate will match or exceed state level for both Indigenous and non-Indigenous students	Attendance rates for Indigenous and non-Indigenous students have improved but remain below state averages. The school attendance officer, ACLO and AEOs liaise with students and families within the school and community to improve attendance of students. Aboriginal parent meetings took place to better engage with families and allow for concerns to be raised.	Portions of ACLO and AEO salaries. The attendance officer receives an allocation of time to perform the role.
NAPLAN growth for all students will match or exceed state level for reading and numeracy	Analysis of NAPLAN data from 2014 to 2016 demonstrates consistent improvement in growth. While results remain below state averages, the gap is closing at a steady rate.	Staff salaries
Retention of students from year 10 to 11 will match or exceed state level	To reduce the likelihood of students enrolling in senior colleges in other jurisdictions, head teachers conducted individual meetings with students and parents to allow families to make more informed choices. An open information evening was held to assist with the Year 10 –11 transition process. This was a successful strategy.	Staff worked additional hours to allow for meetings to occur outside school hours.
HSC results for mathematics and English will match or exceed state level	Twenty-one students completed their HSC in 2016. Many students moved into their chosen areas of study, traineeships and employment. Students achieved their best results for community and family studies; design and technology; textiles; construction and agriculture. Work continues to improve mathematics and English results.	Staff allocated to literacy and numeracy programs. Norta Norta funding was used to support individual students.

Next Steps

Faculties to conduct further data analysis around HSC results.

Literacy and numeracy programs will continue using staffing allocations.

Staff will attend HSC marking workshops and will share their enhanced skills with all staff.



Strategic Direction 2

Quality Teaching and Leadership

Purpose

We will build the capacity and enhance the capabilities of all stakeholders within the school community to ensure consistent, professional and successful learning opportunities

Overall summary of progress

2016 was the first full year of implementation of the Performance and Development Framework. All teachers were required to provide three to five professional goals which were aligned with the school system priorities and linked to the Australian Professional Standards for Teachers.

Teachers participated in classroom observations where the teacher being observed nominated areas for consideration and the observing teacher provided feedback.

Staff were involved in ongoing review of statewide policies, analysis of NAPLAN results including the use of SMART data. These processes revealed a need to continue the support of literacy and numeracy within the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff have a performance and development plan and are engaged in explicit professional learning	Supervised by head teachers, staff completed their Professional Development Plans.	\$57 822 was expended on professional learning activities.
Evidence of individual career growth and accreditation against professional standards through embedded incremental professional learning plan processes	Members of staff are working towards the maintenance of the proficient standard as outlined in the Australian Professional Standards for Teachers.	Undertaken as part of regular duties.

Next Steps

A future focus will be the expansion of observational rounds. This will include having staff members from different faculties conducting observations.

2017 will be a consolidation year for the Performance and Development Framework. Performance and Development Plans will be aligned with the Australian Professional Standards for Teachers (APST).

The school will continue to monitor state wide policies as required. Staff will revise the welfare and discipline policy as a local priority.

Strategic Direction 3

Community Partnerships

Purpose

We will have strong, positive relationships in our educational community, inspiring a culture of collaboration, engaged communication, planning, empowered leadership and organisational practices with the focus on maximising student learning outcomes.

Overall summary of progress

A focus was placed on the role of Coomealla High School within our learning community and opportunities to engage with our partner primary schools were increased. A Year 6–7 transition coordinator was appointed to provide a streamlined approach to the transition of students from primary to secondary education.

Many partnerships have been fostered to allow students to develop post school opportunities. Links with TAFE and community organisations such as Rotary and the Wentworth Community Bank allowed students to become deeply involved with different aspects of our community, including work experience. The school invited parents, media and community groups into the school to participate in term assemblies and the annual presentation day.

For students considering tertiary education, an excursion to Melbourne was organised so that students could visit universities. The school enjoys links with many universities both locally and interstate to enhance study options and career opportunities.

The school has sought to engage more deeply with our Aboriginal community and has utilised the expertise of the Aboriginal Community Liaison Officer and Aboriginal Education Officers to develop links. This has been particularly evident in the new Engagement and Achievement Centre.

Students took a very active role in developing both community links and their school. Students lobbied for a skate park in Wentworth by working through official channels. New additions to uniform were introduced in 2016 with a very high take up rate.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased participation and P&C membership and greater parent attendance at Parent Teacher and Transition evenings/ meetings both on and off site.	Transition meetings, especially the newly implemented Year 10–11 transition meeting, were well attended. The P&C continues to support the school through many fundraising and advisory roles and there has been an increased number of parents attending P&C meetings.	Nil
Increased numbers of parents and community members participating in school activities as defined by surveys and recorded response rates.	Following restructure of the presentation day assembly, there was an increased amount of parent participation.	Nil

Next Steps

Community partnerships will be maintained and developed as the school seeks to promote the personal and caring approach to learning characterised by our school. The school will maintain its strong record of pastoral care, indicative of being a key part of our community.

Specialist Aboriginal staff continue to be critical to the development of close ties with our local community.

Links with local primary schools will be further developed, moving the focus to include students in younger grades and provide them with opportunities to engage with our school. Year advisors will be appointed in advance (two years) to

allow prospective students to become familiar with key personnel.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> • Engagement and Achievement Centre opened • Aboriginal Community Liaison Officer and Indigenous Engagement Officers employed • Cultural celebrations including NAIDOC Week • Links between the school and the Aboriginal Community were strengthened. Informal feedback indicates that the Engagement and Achievement Centre is popular and well used. 	<ul style="list-style-type: none"> • Aboriginal background loading (\$77 388.00)
Low level adjustment for disability	<ul style="list-style-type: none"> • Learning and Support Teachers employed (1.1 FTE) • Development of Personalised Learning Plans for individual students • School Learning Support Officers (SLSOs) employed • Students with diagnosed learning disabilities appropriately supported. 	<ul style="list-style-type: none"> • Low level adjustment for disability (\$148 428.00)
Socio–economic background	<ul style="list-style-type: none"> • Subsidised cost of new uniform • Text books • PBL prizes • Excursions • Computer hardware and networking • Additional teaching staff • All students have access to opportunities and resources in a more equitable way. 	<ul style="list-style-type: none"> • Socio–economic background (\$219 945.00)
Support for beginning teachers	<ul style="list-style-type: none"> • Program of induction, mentoring, additional preparation time and observation to support beginning teachers. • Beginning teacher supported in transition to school. 	<ul style="list-style-type: none"> • Support for beginning teachers (\$30 656.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	183	173	168	155
Girls	176	151	138	138

There has been a continued slight decrease in the student population of the school. This will require the school to further promote the very strong qualities of having a caring and personal approach to learning to remain an attractive, local alternative.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	90.3	90.5	92.1	87.1
8	83.3	86.9	86.8	87.6
9	81.3	85.8	84	86.5
10	88.1	76.6	82.5	81.6
11	75.6	83.9	79	77.6
12	81.8	82	87.1	81
All Years	84.2	84.7	85	83.7
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

As described in Strategic Direction 1, the school has allocated an attendance officer to rigorously implement the Department of Education processes to encourage good attendance and support students with high levels of absenteeism. The attendance officer works in conjunction with our Aboriginal Community Liaison Officer and other specialist staff.

The Engagement and Achievement Centre has provided an opportunity for students to catch up on work that may have been missed during absences in a

structured and supportive environment.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	14
Employment	0	45	57
TAFE entry	0	5	5
University Entry	0	0	24
Other	0	20	0
Unknown	0	30	0

All Year 10 students remained in secondary education with no students leaving school to pursue other opportunities. Out of the Year 11 cohort, approximately 45% left the school. The statistics for Year 11 students are based on these school leavers. Analysis of Year 12 students' post-school destinations shows a high proportion were gainfully employed or continuing with further education.

Year 12 students undertaking vocational or trade training

In Year 12 2016 Coomealla High School provided information and digital technology, retail services, Business services, and construction pathways through direct training at school. Also provided, were human services (allied health assistance), electro-technology, metals engineering, and automotive career starts through TVET and private provider contracts. All students successfully achieved their AQF qualifications and some good results were achieved where students chose to sit HSC examinations.

Year 12 students attaining HSC or equivalent vocational education qualification

All students who completed Year 12 obtained their HSC. The majority of students either gained employment or progressed to tertiary study.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	16.1
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	10.18
Other Positions	7

*Full Time Equivalent

Coomealla High School has a very experienced teaching and support staff.

Approximately 9% of staff identify as being Aboriginal.

Workforce retention

There is an extremely high level of staff retention. At the end of 2016 one staff member retired, two members of staff began transition to retirement and the Principal was successful in merit selection promotion.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	65
Postgraduate degree	35

Professional learning and teacher accreditation

Teachers are at different points on their accreditation journey. Beginning teachers enter the workforce at the graduate level. Where appropriate, teachers are maintaining accreditation at graduate, proficient or moving to higher levels.

In addition to the mandatory training around child protection, anaphylaxis, workplace health and safety and emergency care, teachers access professional learning designed to improve their classroom practice.

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

Financial information

This summary financial information covers funds for operating costs from 1/12/2015 to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	643 780.32
Global funds	325 994.50
Tied funds	811 275.85
School & community sources	99 382.75
Interest	14 669.65
Trust receipts	124 589.01
Canteen	0.00
Total income	2 019 692.08
Expenditure	
Teaching & learning	
Key learning areas	42 943.11
Excursions	35 169.14
Extracurricular dissections	35 323.37
Library	2 512.84
Training & development	2 728.29
Tied funds	657 157.09
Short term relief	99 899.77
Administration & office	85 232.71
School-operated canteen	0.00
Utilities	83 682.65
Maintenance	42 107.89
Trust accounts	112 896.50
Capital programs	9 506.05
Total expenditure	1 209 159.41
Balance carried forward	810 532.67

NAPLAN 2016 results, our average growth was calculated at 45. It was also observed that students who participated in literacy and numeracy programs obtained pleasing results and experienced more growth than those who did not participate in the program.

NAPLAN results in literacy and numeracy also showed movement from the lower bands towards the middle bands between 2015 and 2016. Additionally, Band 10 results were represented for the first time in two years.

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' search box 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).

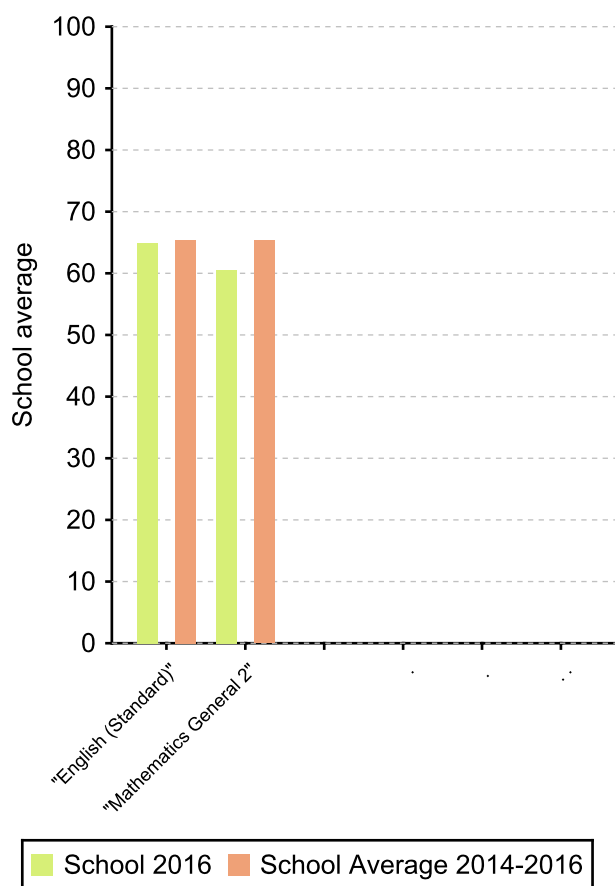
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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 understanding demonstrated in these assessments.

NAPLAN reports show data analysis occurring in a very specific manner. It was determined that our average growth had steady increase across numeracy and reading since 2014 at 33 and 2015 at 38. For the



Similar levels of consistency were achieved in other subject areas.

Parent/caregiver, student, teacher satisfaction

In 2016, "Tell them from Me" surveys were provided for students with a 50% take-up rate. Collation of this data indicated that students had positive relationships within the school and valued their schooling outcomes. These categories placed our school above the state average. 50% of students were not confident in their skills and found English, mathematics and science challenging. This is an area targeted for continued improvement. The results of the survey highlighted improvement from 2015 in elements such as emotional satisfaction at school and satisfaction with teachers. There was also a drop in other areas such as truancy.

We welcome constructive feedback and strive to use such information to adjust strategies and processes at many levels to improve the learning experiences of students and their families.

As discussed in the workforce retention section of this report, our school has an extremely high rate of staff retention. This indicates a high level of satisfaction with the school's programs, policies and environment.



Policy requirements

Aboriginal education

As described in previous sections Aboriginal Education is a strong focus at Coomealla High School.

Please refer to Strategic Direction 1 and the Key Initiatives.



Multicultural and anti-racism education

Coomealla High School has a very small proportion of students with a language background other than English. Students receive support as appropriate from classroom teachers and the learning support team.

Other school programs

Highlights

One student competed in the clay target shooting world championships this year. The Principal has been approached to incorporate clay target shooting as an option for school sport.

Aboriginal dance groups rehearsed and performed at Presentation Day end of year assembly.