

# Cessnock High School Annual Report



2017



8108

## Introduction

The Annual Report for 2017 is provided to the community of Cessnock High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high-quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### School contact details

Cessnock High School

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## Message from the Principal

This Annual Report marks the conclusion of our three-year strategic planning cycle and the culmination of our strategic directions and milestones to date.

Whenever a review is conducted at Cessnock High School we regard it to be not only an opportunity for reflection on the effectiveness of our programs and practices but more importantly as a time to celebrate the great things, we have achieved collaboratively as a school community.

In addition to the sections reported on I would like to make special mention of two areas of significance in terms of school change;

During 2017 we have seen the promotion and relocation of many of our amazing staff. Although their influence and input in the Cessnock High School learning community will be missed, this staffing movement is indicative of the leadership capacity and depth of quality we have within our teachers, which has led to them being competitively sought after by other school settings. These staffing changes also give us the opportunity to strategically seek leaders and teachers with specialist skill sets to fill these positions and enhance learning outcomes for all of our students.

Another area of great change has been the upgrades and refurbishments of the school buildings and classrooms. In addition to the funded maintenance program where the majority of the school has been repainted and received replacement flooring, we have made crucial changes to key areas of the school to ensure Cessnock High School provides the highest quality learning environments for identified areas of need. These have included:

- *The Middle School Wing,*
- *Learning and Support Unit,*
- *Practical Subject Centres,*
- *Student Support Officer Hub, and*
- *The DP Headquarters*

Innovative learning environments with future-focused curriculum underpin quality teaching at Cessnock High School, preparing our students to be lifelong learners by establishing values, building skills and nurturing young minds.

Christopher Bice

Principal

## School background

### School vision statement

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

### School context

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

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high-quality practice across the three domains of Learning, Teaching and Leading. The results were as follows:

### 1) In the Learning Domain:

*Learning Culture* 'In schools that excel: school culture demonstrates the building of educational aspiration and ongoing performance improvement across its community. Students take responsibility for their ongoing learning.' The school's on-balance judgement for this element is: Working towards

*Wellbeing* 'In schools that excel, there is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students.' The school's on-balance judgement for this element is: Working towards

*Curriculum and Learning* 'In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students.' The school's on-balance judgement for this element is: Delivering

*Assessment and Reporting* 'In schools that excel, consistent, school-wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum.' The school's on-balance judgement for this element is: Delivering

*Student Performance Measures* 'In schools that excel, students consistently perform at high levels on external and internal school performance measures.' The school's on-balance judgement for this element is: Working towards

### 2) In the Teaching Domain:

*Effective Classroom Practice* 'In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies.' The school's on-balance judgement for this element is: Working towards

*Data Skills and Use* 'In schools that excel, student assessment data are regularly used school-wide to identify student achievements and progress, in order to inform future school directions.' The school's on-balance judgement for this element is: Working towards

*Collaborative Practice* 'In schools that excel, there are explicit systems for collaboration and feedback to sustain quality teaching practice.' The school's on-balance judgement for this element is: Working towards

*Learning and Development* 'In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated.' The school's on-balance judgement for this element is: Delivering

*Professional Standards* 'In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards.' The school's on-balance judgement for this element is: Delivering

### 3) In the Leading Domain:

*Leadership* 'In schools that excel, the school leadership team supports a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement.' The school's on-balance judgement for this element is: Delivering

*School Planning, Implementation and Reporting* 'In schools that excel, the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its main activity.' The school's on-balance judgement for this element is: Delivering

*School Resources* 'In schools that excel, resources are strategically used to achieve improved student outcomes.' The school's on-balance judgement for this element is: Delivering

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students. For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

### Quality Teacher Professional Learning

#### Purpose

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

#### Overall summary of progress

Progress at Cessnock High School, in this Strategic Direction, exceeded the scope of three products listed in the School Plan. These being:

- *Teacher Mentor Program*
- *Data-driven improvement (data analysis)*
- *Teaching and Learning Programs*

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff engage in a quality professional learning program using the Australian teaching standards to inform their Performance Development Plans and are reflective of their teaching practice	<b>Teacher Mentor Program</b>  <b>\$46, 000.00</b>	<b>Teacher Mentor Program</b> <ul style="list-style-type: none"><li>• all beginning teachers successfully achieved or maintained accreditation</li><li>• numerous aspirant staff were mentored to permanent or aspirant positions internally and externally</li><li>• 'shadowing' opportunities were provided to enable staff to observe Executive practise in preparation for succession planning</li></ul>
	<b>Data-driven improvement (data analysis)</b>  <b>\$29,153.00</b>	<b>Data-driven improvement (data analysis)</b> <ul style="list-style-type: none"><li>• all staff participated in SMART refresher professional learning and generated class groups to ascertain learning levels for program differentiation</li><li>• executive engaged in HSC data analysis and mapped areas for future improvement</li></ul>
	<b>Teaching and Learning Programs</b>  <b>\$229, 153.00</b>	<b>Teaching and Learning Programs</b> <ul style="list-style-type: none"><li>• Quality Teaching Rounds continued into the third successful year</li><li>• Twilight Training enabled collaborative professional learning opportunities with Kurri Kurri, and Mount View High School in the areas of: Focus on Reading, Focus on Writing, 8ways Aboriginal Education, Staff Wellbeing, and Positive Behaviour for Learning</li><li>• All staff engaged in the Professional Development Framework processes with professional learning opportunities provided to meet their goals</li></ul>

#### Next Steps

The 2018 – 2020 Cessnock High School School Plan extends this Strategic Direction under the title 'Teaching' and aligns our future improvement measures with the School Excellence Framework.





## Next Steps

The 2018 – 2020 Cessnock High School School Plan continues with the purpose of this Strategic Direction. Renamed 'Learning' it aligns our future improvement measures with the School Excellence Framework.

## Strategic Direction 3

Quality School Culture

### Purpose

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

### Overall summary of progress

Strategic Direction 3 followed the products listed in the School Plan for 2017. They were:

- *School Communication*
- *Wellbeing Programs*
- *Learning and Support Team*

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved use of PBL data to inform planning and preparation to ensure the experience of choice, achievement of meaningful goals, positive relationships, enjoyment, personal growth and development and health and safety.	<p><b>School Communication</b></p> <p><b>\$10, 000.00</b></p> <p><b>Wellbeing Programs</b></p> <p><b>\$169, 113.00</b></p> <p><b>Learning and Support Team</b></p> <p><b>\$34, 000.00</b></p>	<p><b>School Communication</b></p> <ul style="list-style-type: none"> <li>• the employment of a Community Liaison Officer</li> <li>• continuation of collaboration with the Communication and Engagement Team</li> </ul> <p><b>Wellbeing Programs</b></p> <ul style="list-style-type: none"> <li>• the appointment of a non-teaching Head Teacher Wellbeing and associated programs</li> <li>• the employment of a Student Support Officer and associated programs</li> <li>• the review of Positive Behaviour for Learning</li> </ul> <p><b>Learning and Support Team</b></p> <ul style="list-style-type: none"> <li>• a well developed process to address the effectiveness and efficiency of the Learning and Support Team</li> </ul>

### Next Steps

The 2018 – 2020 Cessnock High School School Plan has redirected the outstanding areas of this Strategic Direction into the 'Learning' and 'teaching' directions to better align future improvement measures with the School Excellence Framework. In its place a third Strategic Direction has been developed titled 'Leadership'.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$139, 225.00	<ul style="list-style-type: none"> <li>• Year 6 into 7 Transition</li> <li>• Regular meetings with our Partner Primary Schools</li> <li>• Maintained Tidda Time and other cultural programs</li> <li>• The first successful implementation of Personalised Learning Plans</li> <li>• Hosted the first Jr AECG and AET leadership days</li> <li>• Facilitator Training completed by two executive staff in Stronger Smarter</li> <li>• Targeted Professional Learning in Aboriginal Education across the entire learning community (including 8–Ways, Cultural Awareness and M–Goals)</li> <li>• Acknowledged Reconciliation Week</li> <li>• Utilised data to inform teaching and learning programs</li> <li>• Audited school resources for cultural appropriateness</li> <li>• Continued employment of an Aboriginal Education Worker</li> </ul>
<b>Low level adjustment for disability</b>	\$283, 745.00	<ul style="list-style-type: none"> <li>• Effective Learning Support Team who meet weekly</li> <li>• Students with existing Disability Conformation Sheets given the opportunity to apply for support unit placement</li> <li>• Life skills programs of study for students unable to successfully complete mainstream subjects</li> <li>• Integration funding applied for to support eligible students</li> <li>• Learning and Support Teacher intervention</li> <li>• Student Learning Support Officer assistance</li> <li>• Teacher professional learning</li> <li>• Considered class placement</li> <li>• Non–teaching Head Teacher Wellbeing</li> </ul>
<b>Socio–economic background</b>	\$931, 583.00	<ul style="list-style-type: none"> <li>• Employment of a full time Student Support Officer</li> <li>• Breakfast club</li> <li>• Food assistance during lunchtimes and recess</li> <li>• Homework club</li> <li>• Links to Learning</li> <li>• WEA courses</li> <li>• PCYC engagement</li> <li>• ELEVATE study program</li> <li>• Links with scholarships such as FaCS</li> <li>• Links with community based support services such as the Good Samaritans</li> </ul>
<b>Support for beginning teachers</b>	\$46, 000,00	<ul style="list-style-type: none"> <li>• Mentoring for teachers beginning their career at Cessnock High School</li> <li>• Support for attaining and maintaining accreditation</li> <li>• Targeted Professional Learning based on Professional Development Plan goals</li> <li>• Opportunity to engage in Quality Teaching Rounds</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	288	295	281	286
Girls	307	285	283	268

Cessnock High School enrolment has seen an overall trending decline of enrolments from 2014 to 2017.

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	88.5	87.7	87.7	85.5
8	84.9	87.7	84.5	84.7
9	82	84.3	84.7	82.3
10	79.9	81.7	76.1	79
11	84.8	86.7	85.6	84.5
12	89.1	85.6	85.6	88.3
All Years	84.5	85.7	84	83.8
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

### Management of non-attendance

Overall our attendance data of 83.80 falls below the State Department of Education Data. The school uses a variety of processes to manage the non-attendance of students. These include:

- Phone intervention
- Year Adviser
- Student Support Officer
- Head Teacher Wellbeing
- Deputy Principal
- Home School Liaison Officer

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	11
Employment	0	0	58
TAFE entry	0	0	12
University Entry	0	0	10
Other	0	0	2
Unknown	0	0	7

### Year 12 students undertaking vocational or trade training

In 2017 our senior students had the opportunity complete a vocational education pathway in the following subjects:

- Construction
- Metals and Engineering
- Hospitality
- Business Studies
- Retail Services

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

In 2017 all students attained a Higher School Certificate or Vocational Education qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	9
Classroom Teacher(s)	33.4
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.2
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	12.08
Other Positions	1.8

\*Full Time Equivalent

Aboriginal composition of the school's workforce during 2017 consisted of; an Aboriginal Education Worker, a School Learning Support Officer, two Classroom Teachers and a Head Teacher.

### Teacher qualifications

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

Senior Executive members led Professional Learning at Cessnock High School during 2017.

Funding for Teacher Professional learning for 2017 totalled approximately \$34, 000.00 with no funds carried over from 2016. This amount was expended in its entirety inclusive of 2017 semester one and two grant receipts.

Expenditure included: course fees, casual salaries, travel and accommodation and other associated TPL expenses in adherence of associated DoE policy and

the Australian Institute for Teaching and School Leadership (AITSL) *Australian Charter for the Professional Learning of Teachers and School Leaders*.

The impact of teacher professional learning during 2017 is evidenced in:

- All executive and teaching staff utilising the Performance Development Framework. The Senior Executive evaluated expressions of interest for specific Professional Learning for alignment with Professional Development Plans and priority areas for Teacher Professional Learning in accordance with the school plan prior to approval.
- The development of leadership capacity as a focus of Teacher Professional Learning inclusive of career development opportunities such as; Head Teacher network events, and Principal and Deputy Principal Conferences.
- All staff completing DoE Mandatory Training which in 2017 included: Health and Safety Induction, Anaphylaxis, e-Care and Child Protection updates.
- All Beginning Teachers gaining or maintaining Accreditation against the Professional Standards.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>864,037</b>
Global funds	338,716
Tied funds	651,539
School & community sources	72,303
Interest	9,785
Trust receipts	16,050
Canteen	0
<b>Total Receipts</b>	<b>1,088,393</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	29,153
Excursions	48,028
Extracurricular dissections	22,480
Library	344
Training & Development	240
Tied Funds Payments	684,605
Short Term Relief	106,484
Administration & Office	75,599
Canteen Payments	0
Utilities	66,867
Maintenance	46,653
Trust Payments	13,894
Capital Programs	0
<b>Total Payments</b>	<b>1,094,348</b>
<b>Balance carried forward</b>	<b>858,082</b>

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	1,728,209
Appropriation	1,596,735
Sale of Goods and Services	32,777
Grants and Contributions	98,092
Gain and Loss	0
Other Revenue	0
Investment Income	605
<b>Expenses</b>	-788,462
Recurrent Expenses	-788,462
Employee Related	-449,048
Operating Expenses	-339,414
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	939,746
<b>Balance Carried Forward</b>	939,746

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Base Total</b>	5,514,361
Base Per Capita	90,308
Base Location	4,313
Other Base	5,419,740
<b>Equity Total</b>	1,359,592
Equity Aboriginal	139,225
Equity Socio economic	931,583
Equity Language	5,039
Equity Disability	283,745
<b>Targeted Total</b>	820,934
<b>Other Total</b>	148,252
<b>Grand Total</b>	7,843,140

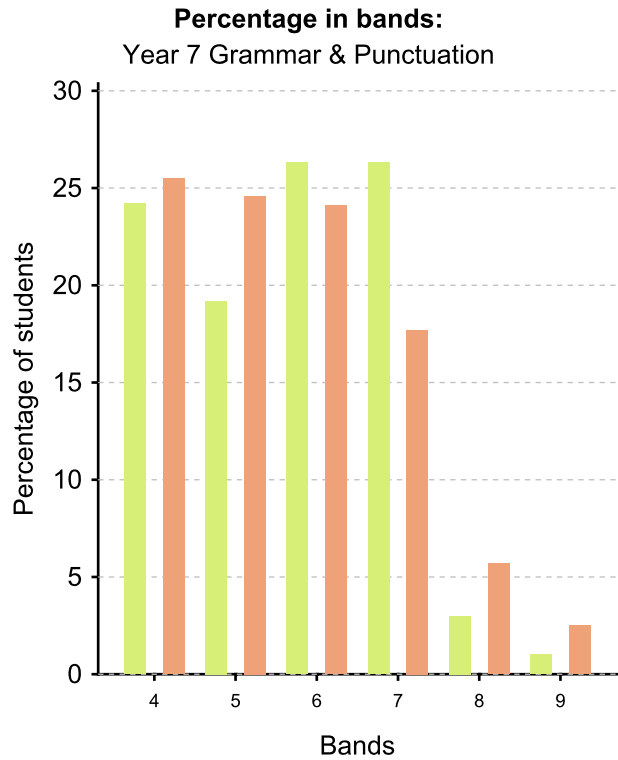
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

## School performance

### NAPLAN

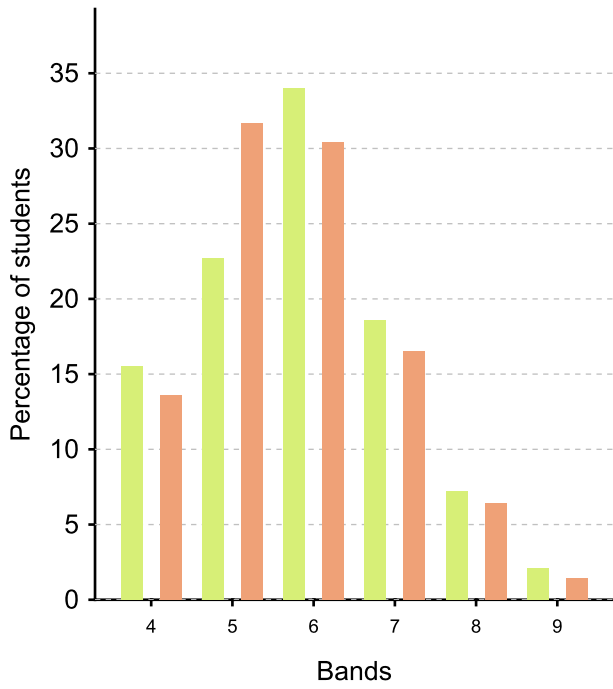
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	24.2	19.2	26.3	26.3	3.0	1.0
School avg 2015-2017	25.5	24.6	24.1	17.7	5.7	2.5

**Percentage in bands:  
Year 7 Reading**

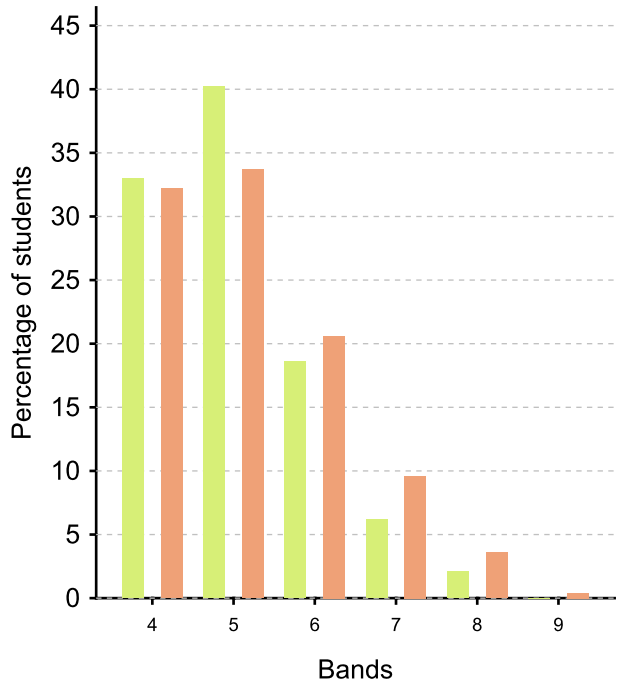


■ Percentage in Bands  
■ School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	15.5	22.7	34.0	18.6	7.2	2.1
School avg 2015-2017	13.6	31.7	30.4	16.5	6.4	1.4

Band	4	5	6	7	8	9
Percentage of students	13.1	15.2	27.3	30.3	13.1	1.0
School avg 2015-2017	17.2	20.4	28.0	21.2	11.2	2.1

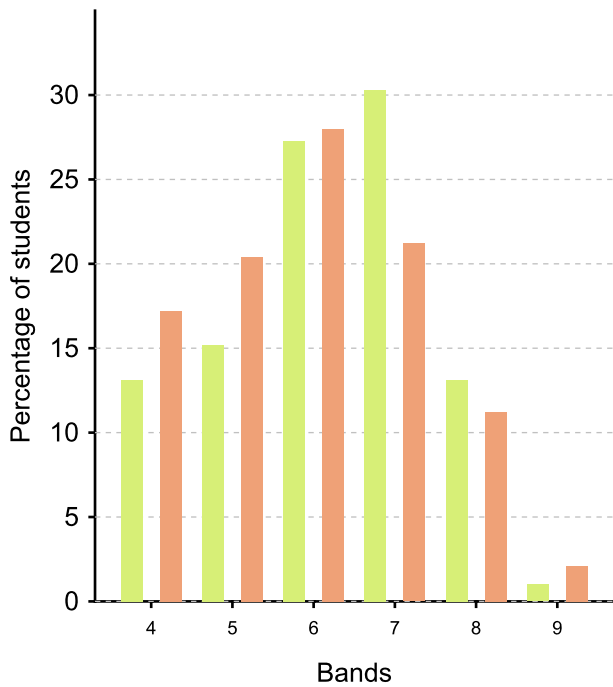
**Percentage in bands:  
Year 7 Writing**



■ Percentage in Bands  
■ School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	33.0	40.2	18.6	6.2	2.1	0.0
School avg 2015-2017	32.2	33.7	20.6	9.6	3.6	0.4

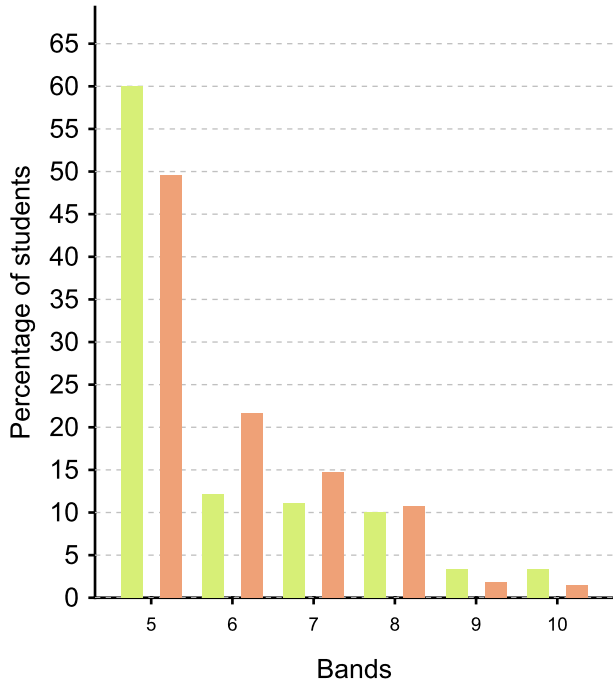
**Percentage in bands:  
Year 7 Spelling**



■ Percentage in Bands  
■ School Average 2015-2017



**Percentage in bands:  
Year 9 Writing**

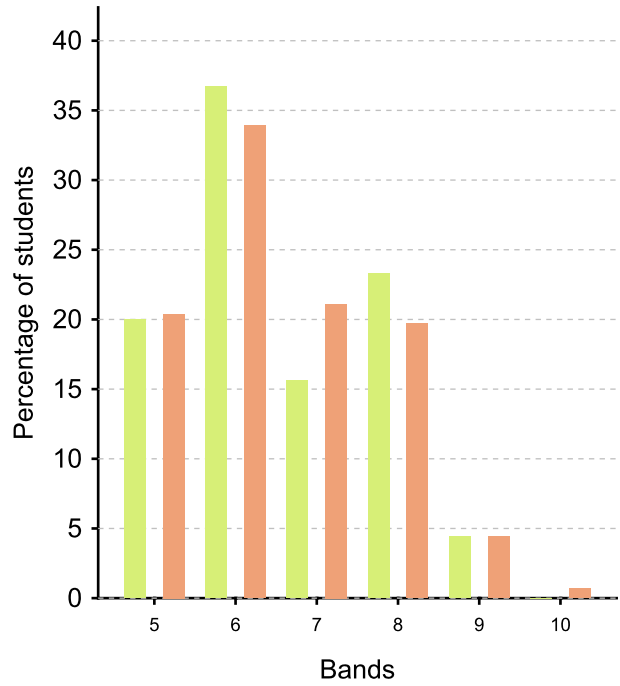


■ Percentage in Bands  
■ School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	60.0	12.2	11.1	10.0	3.3	3.3
School avg 2015-2017	49.6	21.7	14.7	10.7	1.8	1.5

Band	5	6	7	8	9	10
Percentage of students	22.2	31.1	18.9	15.6	8.9	3.3
School avg 2015-2017	21.8	26.5	25.8	16.3	7.4	2.2

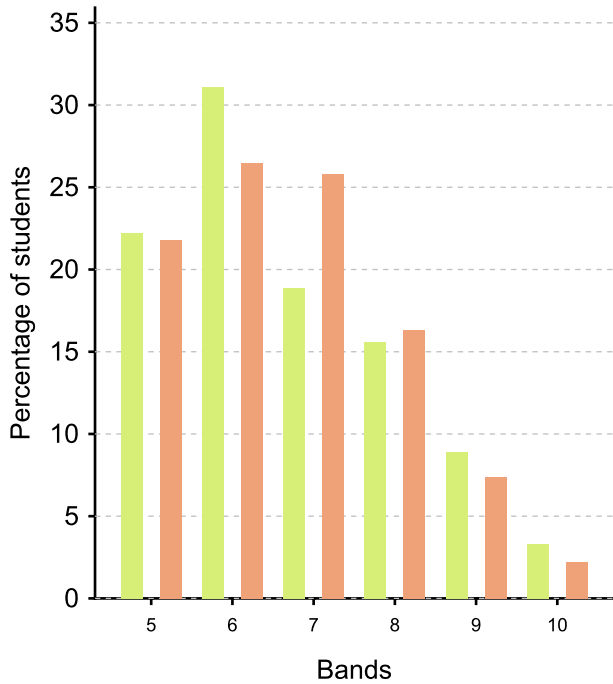
**Percentage in bands:  
Year 9 Reading**



■ Percentage in Bands  
■ School Average 2015-2017

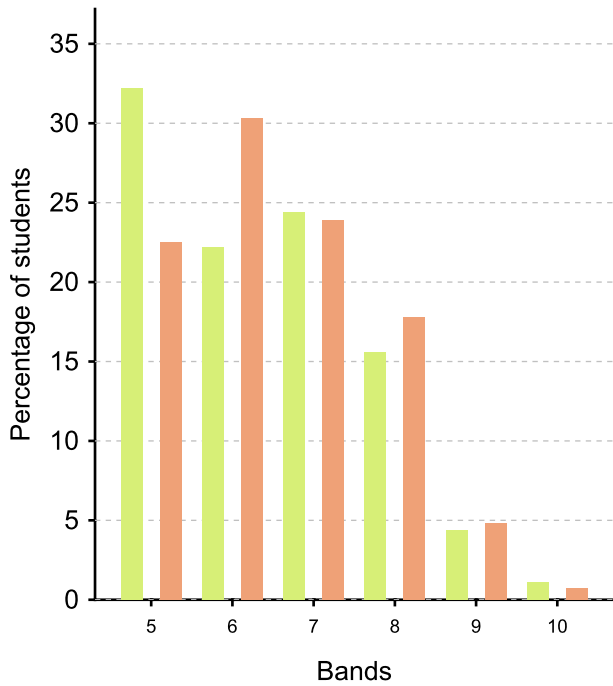
Band	5	6	7	8	9	10
Percentage of students	20.0	36.7	15.6	23.3	4.4	0.0
School avg 2015-2017	20.4	33.9	21.1	19.7	4.4	0.7

**Percentage in bands:  
Year 9 Spelling**



■ Percentage in Bands  
■ School Average 2015-2017

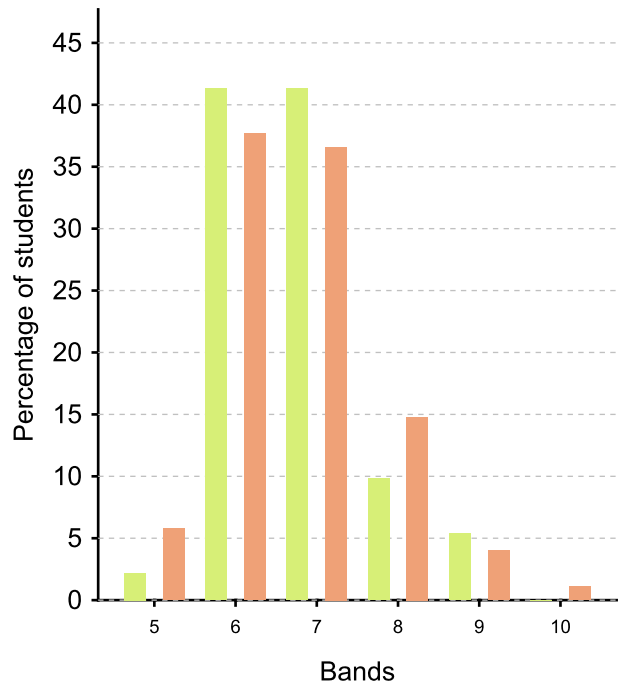
**Percentage in bands:**  
Year 9 Grammar & Punctuation



Band	5	6	7	8	9	10
Percentage of students	32.2	22.2	24.4	15.6	4.4	1.1
School avg 2015-2017	22.5	30.3	23.9	17.8	4.8	0.7

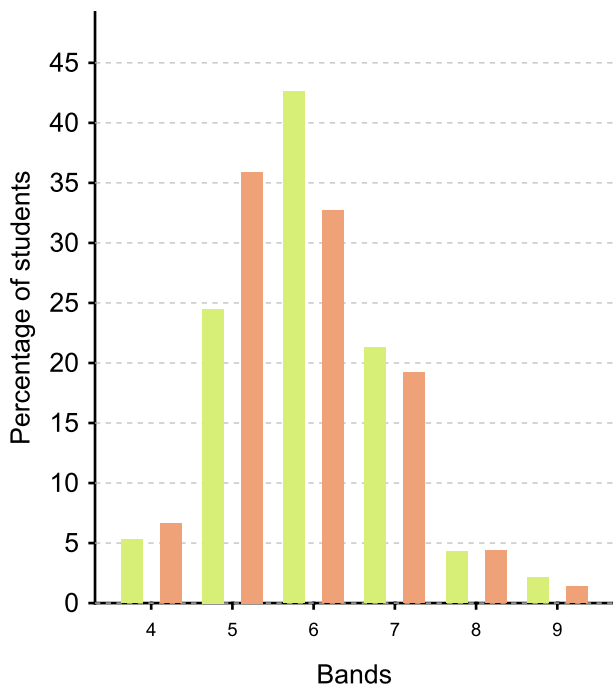
Band	4	5	6	7	8	9
Percentage of students	5.3	24.5	42.6	21.3	4.3	2.1
School avg 2015-2017	6.6	35.9	32.7	19.2	4.4	1.4

**Percentage in bands:**  
Year 9 Numeracy



Band	5	6	7	8	9	10
Percentage of students	2.2	41.3	41.3	9.8	5.4	0.0
School avg 2015-2017	5.8	37.7	36.6	14.8	4.0	1.1

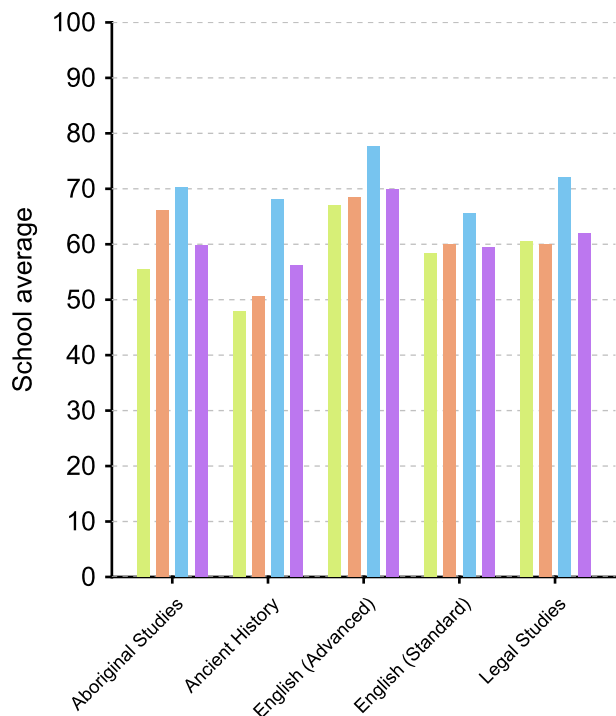
**Percentage in bands:**  
Year 7 Numeracy



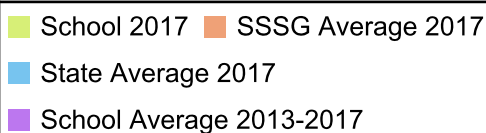
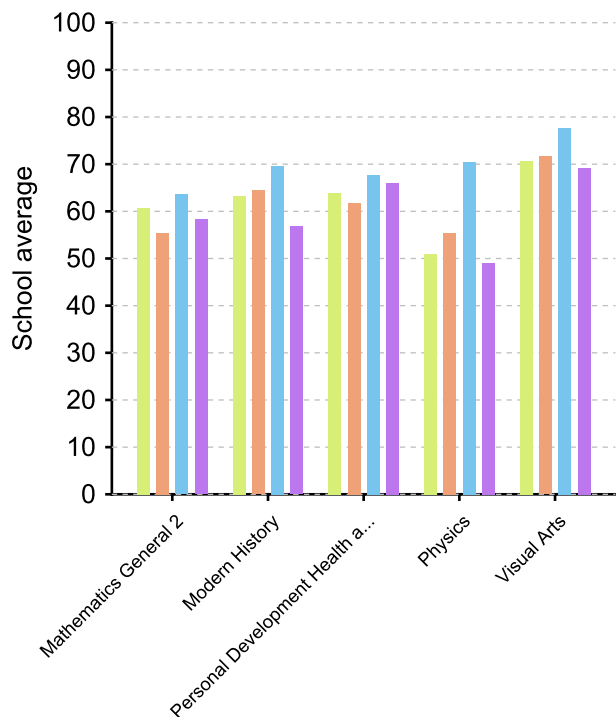
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

## Higher School Certificate (HSC)

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



Subject	School 2017	SSSG	State	School Average 2013-2017
Aboriginal Studies	55.4	66.2	70.2	59.7
Ancient History	47.9	50.6	68.1	56.1
English (Advanced)	67.0	68.5	77.6	70.0
English (Standard)	58.3	60.0	65.6	59.5
Legal Studies	60.5	60.0	72.1	61.9
Mathematics General 2	60.7	55.4	63.6	58.3
Modern History	63.3	64.4	69.6	56.8
Personal Development Health and Physical Education	63.9	61.7	67.7	65.9
Physics	50.9	55.4	70.4	49.1
Visual Arts	70.7	71.6	77.7	69.2



## Parent/caregiver, student, teacher satisfaction

To ascertain parent/caregiver, student and teacher satisfaction, Cessnock High School has used 'Tell Them From Me'.

TTFM is an online survey system devised by The Learning Bar that helps schools capture the views of students, teachers and parents.

The Department of Education, through the Centre for Education Statistics and Evaluation (CESE), has engaged The Learning Bar to offer its student feedback survey, its *Focus on Learning* teacher survey and its *Partners in Learning* parent survey to NSW government schools.

As with any survey, the participation rate is crucial to gaining an accurate data set on the views and feelings of the cohort. Unfortunately during 2017, due to limited parent/caregiver's completing the survey we are unable to report on levels of satisfaction.

Staff Surveys identified School Leadership as an area for future focus and Student Surveys indicated a continued need for programs focussing on wellbeing.

## Policy requirements

### Aboriginal education

Aboriginal Education has always held importance at Cessnock High School. We are committed to ensuring all students have an awareness and sense of pride in their identity and experience a sense of belonging at school. The programs and initiatives for 2017 are as follows.

#### Teacher Professional Learning:

- Facilitator Training completed by two executive staff in Stronger Smarter
- Targeted Professional Learning for the entire learning community (including 8–Ways, Cultural Awareness and M–Goals)
- Team leader attended Connecting to Country at Maitland

#### Curriculum:

- The first year of Aboriginal Studies as a subject across all three stages (student choice driving timetable structure)Utilised
- Data from a range of sources used to inform teaching and learning programs
- The Aboriginal Education Team audited school resources for cultural appropriateness

#### Partnerships:

- Year 6 into 7 Transition, and Regular meetings with our Partner Primary Schools
- Partnership with the Korreil Wonnai AECG
- The first successful implementation of Personalised Learning Plans

#### Ceremonies and celebrations:

- Reconciliation Week featuring a week–long celebration to acknowledge the 50th anniversary of the 1967 Referendum and the struggles of Aboriginal and Torres Strait Islander peoples.
- Combined Naidoc celebrations with our Partner Primary Schools
- TTFM Survey results indicated that students felt that the staff understood about their cultural backgrounds and gave them opportunities to learn about their culture and they felt culturally competent in the classroom.

#### Building identity

- Maintained Tidda Time and other cultural programs
- Hosted the first Jr AECG and AET leadership days
- Established designated roles for Aboriginal Education Core Team members
- Continued employment of our Aboriginal Education Worker

### Multicultural and anti-racism education

Although just 3% of our school population identify as being from a non–English speaking background it is imperative to us that all students recognise that Australia is a linguistically and culturally diverse country, and many aspects of Australian life depend on our ability to be tolerant and culturally informed citizens.

To cater for students with additional learning needs due to any language barriers Cessnock High School follows a process of; Identification, personalised learning, general capability mapping and cross–curricular priorities, and the appropriation of teaching resources.

We proudly celebrate Harmony Day to recognise Australia's cultural diversity. Students understand that it's a day of cultural respect for everyone who calls Australia home and also that it coincides with the UN's International Day for the Elimination of Racial Discrimination.

Cessnock High School adheres to the Department of Education's Anti Racism Policy and has two trained Anti–racism officers to assist staff, parents and students with any issues that may arise.