

Coonamble High School Annual Report



2017



8451

Introduction

The Annual Report for **2017** 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.

Dot Panaretos

Executive Principal

School contact details

Coonamble High School

Aberford St

Coonamble, 2829

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

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

6822 1522

Message from the Principal

It is with pleasure that I present to you the Annual School Report for 2017, this being the 150th year of Public Education in Coonamble.

Apart from the many successes we have had this year and the many achievements made by our students and staff, this year's anniversary celebrations were a great example of how valued and supported Public Education is within our township.

Coonamble High School had an exceptional year, with HSC graduates achieving a total of 2 band 6 results and 10 Band 5 results out of a total of 34 students who made up the senior compressed curriculum class of 2017.

In year 12, 14 students completed the HSC, 9 of whom were Aboriginal students. Of the 14 students, 6 requested an ATAR, 3 of whom were Aboriginal students. In year 11, 19 students completed their HSC in three courses. They will complete a further three HSC courses in 2018.

Mitchell Browne, year 11, is on the NSW Distinguished Achievers List as he gained two band 6 results, the highest results achievable in the HSC. Mitchell's success is testament to a thorough public school education, including both Coonamble Public School and Coonamble High school. Mitchell is also the recipient of the Dr Chang Science Award for 2017. He is on track for a very impressive HSC and ATAR in 2018.

Shania Tjahjana, 2017 Dux, achieved an ATAR score of 82.3 and has accepted University offers in Commerce and Applied Finance at Macquarie University. As female School Captain 2017, Shania very expertly combined her leadership roles with hard study and commitment. In the meantime, Shania continues as a full time employee of the Commonwealth Bank following her traineeship. The school is very proud of her achievements.

Tim Ibbott, also a School Captain in 2017, has been nominated for inclusion in the prestigious **InTech** 2018 exhibition of outstanding Major Design Projects developed as part of the 2017 HSC. Tim's camping trailer was an incredible piece of metal fabrication and design. Tim has been accepted to Southern Cross University to study a Bachelor of Journalism. He is also awaiting final rounds to enter the Australian Defence Force. In the meantime, he has been contracted to work as a School Learning Support Officer at Coonamble High School in 2018. Tim has many prospects for a bright and successful future.

Other students, including Lucy Buckley, Kaitlin O'Meagher and Amber Baker all received early university entry offers to their chosen fields of endeavour. Lucy was offered 5 different courses at five different universities. She has decided to attend UNE, studying a Clinical Exercise and Physiology Degree. Kaitlin O Meagher was also made several offers for Uni. She has declined to attend Southern Cross Uni, studying a Bachelor of Information Technology and is awaiting news from Newcastle University. Amber Baker plans to attend SCU to study Nursing. Most of the remaining year 12 graduates are employed, with one student, Jack Lane, enrolled in a Building Apprenticeship with Mal Nixon.

The HSC results achieved by Coonamble High School this year are the best they have been for many years. The success of our students and their outstanding results are the subject of huge pride in the school community. I am overjoyed for our students and our staff.

As I move quickly towards the completion of my first year as Principal of this great school, I commend to you the caring and expert way in which our staff provide an education to your children. Every day, at every turn, I find something new and exciting to celebrate at our school.

Finally, whilst we judge ourselves as Delivering on all domains of the School Excellence Framework this year, it is our aim to move the school into the Sustaining and Growing in all areas next year with a view to Excelling in as many areas as possible by the end of 2020. We will do this by getting all our systems right, ensuring a relentless and explicit focus on teaching and quality learning supported by clear roles for all staff.

Thanks to all members of the school community who have contributed to the great work of this school over the past year.

I hope you enjoy reading about our school.

Ms Dot Panaretos

Executive Principal

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.

School context

Coonamble High School is one of 15 NSW Connected Communities schools. The enrolment for 2017 is approximately 208 students, of whom 68.7% are Indigenous. Coonamble HS pursues an explicit approach to learning, focused both on sound teaching and wellbeing and learning that is student centred. 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 to support our students to achieve outstanding outcomes.

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.

Given that School Excellence Framework Version 1 was made available well after the start of the 2015–2017 School Planning Cycle had begun and because Version 2 will be used for all future self assessment and validation exercises, a decision was taken to use the School Excellence Framework Version 2 as the evaluation tool for 2017 progress. As such, the school executive identified that the school continues to make improvements in the Domains of Learning, Teaching and Leading and is Delivering in all areas. This assessment has been used to develop the 2018–2020 School Plan in 2017.

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

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 continues to provide 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 2017, 74% of students across year 7–12 reported that they planned to finish Year 12. Of these, 49% reported that they planned to enter tertiary study and 59% reported that they intended to enter VET and / or TAFE studies..

In 2017, 74% of students reported participation in school sports and 44% reported participation in extra curricular activities.

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' work experience is evidenced in reports on students by employers which were 100% positive.

Clontarf and Girls' Academy pillars include career and school to work transitions with some highly successful mock interview facilitated by Clontarf and the Shire Council.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|--|
| The school establishes active partnerships and works collaboratively to ensure continuity of learning for students | School To Work \$674 (consumables) + \$45706 (salary for coordinator) BAC Expenditure \$83872 | Review of and change to Academy Contact time. This has had the effect of including all students in Academy initiatives whilst not disrupting curriculum delivery. Senior Contact time, dedicated to post school options takes place once weekly. The Bovine Appreciation Club (BAC) continues to offer students the opportunity to run a cattle business at the school as an extra-curricular activity. The program gives students real time exposure to the use of communication skills and numeracy in showing livestock and monitoring each animal's performance 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. | | E Beacon training was conducted for staff. E Beacon was then used by several classes and their teachers with a successful industry visit to 3M in Queensland. Students participated In My Road training Students continue to be supported by local small businesses and, through work experience and work readiness programs, students have the opportunity to work with staff from a wide range of industries and professions. Senior students participated in timetabled Careers lessons throughout Yr 11 and 12. |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|--|
| 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. | | PLPs are in place for all students. Introduction of STEM project. |
| Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities. | Excursions \$42524 | Senior PLPs include career and post school focus.. |

Next Steps

Through the Strategic School Planning process in the area of Excellence in Learning , as outlined in the 2018–2020 school plan, the following are our next steps.

- Develop a negotiated school wide well-being policy governing student management, pastoral care and recognition of student achievement.
- Evaluate and implement curriculum to meet the needs of students in keeping with indicative hours, NESA requirements and transition to work.
- Integrate a range of assessment strategies across the curriculum and implement a consistent approach to monitor student progress through data and feedback.

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

2017 saw a further increase in work experience opportunities for our students at Coonamble High School; however there was a decrease in numbers of students attending Wellbeing Camps. This has been attributed to the lack of a longitudinal plan for Camp venues, hence students deciding not to attend the same venues twice in a row. The Wellbeing Camp program was therefore reviewed and refined for 2018.

All executive members completed their PDP processes and highlighted leadership development as an area of desired growth. This will translate into a Leadership Research Project with CIN and CSU in 2018.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------------|---|
| 100% of executive to identify leadership development as integral in their PDP's. | Professional learning Costs \$27763 | <p>From Term 2 onwards, all executive teachers met with the Principal to participate in guided leadership development through the PDP process.</p> <p>An executive development program was introduced, led by the Principal. During the program, Leadership activities were undertaken.</p> <p>Staff Professional Development Framework training was re-delivered. This promoted consistency in and agreement about the format and goals in each teacher's PDP. This agreement will be trialed in 2018.</p> |
| <ul style="list-style-type: none"> 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. | | <p>Staff work collaboratively with their supervisors to identify professional learning opportunities to support their growth as educators and leaders within CHS.</p> <p>PL provision was reviewed and re programmed to become a whole of year plan. This has reduced duplication and concentrated PL to meet School Strategic directions.</p> |
| 100% of staff to be aware and involved in whole school planning and engaged in the strategic directions. | | All staff were involved in school plan teams and whole staff meetings were devoted to school planning and consultation for the 2018–2020 School Plan. Membership and parameters for school plan teams were revised and will be trialed in 2018. |
| <ul style="list-style-type: none"> Staff and students to increase involvement with community organisations by 10%. | | <p>CHS signed up to be an integral part of the Coonamble Together Partnerships Group and the Complex Case Group, both of which seek to develop a whole of service approach to community needs. The school is part of the HSNet program.</p> <p>Service Level Agreements have been signed with Clontarf and Girls' Academy. Further Service Level Agreements are being sought for MPREC and</p> |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|----------------------------|---|
| <ul style="list-style-type: none">• Staff and students to increase involvement with community organisations by 10%. | | Interrelate as these are major community groups operating within the school. |
| <ul style="list-style-type: none">• 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. | | <p>The School Reference Group has met consistently throughout 2017. This represents a 100% increase in meetings from 2016.</p> <p>Principal representation at AECG mtgs has also been consistent throughout 2017.</p> <p>Community consultation on refurbishment of the front of school, to combat the angst relating to 'gates and fences', was 100% successful in agreeing a plan for opening up the front of school to make it more welcoming. This will take place in 2018.</p> |

Next Steps

Through the Strategic School Planning process in the area of Excellence in Leading, as outlined in the 2018–2020 school plan, the following are our next steps.

- Implement an action researched based project where HTs are coached to lead learning
- Appraise and support faculty development in terms of NESA compliances and DoE School Excellence Framework.
- Evaluate administrative systems and processes to ensure delivery of anticipated benefits to the school community

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.

Differentiation and adjustments for learning are evident in some classrooms and programs but icontinue to be inconsistent across the school, despite improvements in this area.. Learning Difficulty Spreadsheets are in teacher programs and indicate student adjustments. Teachers meeting with the LasT focus upon NCCD requirements which are informed by the legislative requirement for adjustments in teaching programs.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--------------------------------------|--|
| <ul style="list-style-type: none"> • MYIL supports 100% of Stage 4 staff to develop effective, integrated, evidence-based teaching to develop deep literacy and numeracy knowledge. | MYIL Salary (Higher Duties) \$17 173 | MYIL has worked with the majority of staff teaching Year 7 and 8. Support was also extended to teachers who have been identified as requiring professional learning in the delivery of their subject areas, regardless of their teaching allocation. |
| <ul style="list-style-type: none"> • 100% students Years 7 –9 placed on numeracy continuum, Place Value. | | This was completed in 2016. |
| At least a 10% improvement each year from 2015 data, in achievement of expected writing cluster levels across 3–6. | | In the Literacy aspect of Writing, the mean score for the Year 7 cohort and the Year 9 cohort was lower than similar, DoE, non-selective and State schools. Significantly, there was a decrease in demonstrated proficiency across all reported groups from Year 7 to 9. This may relate to the assumption that narrative writing would again be assessed rather than persuasive writing. Student growth in writing indicates that Year 7 had 76.7% less than expected growth for all students and Aboriginal students. In Year 9, 56.5% of students had less than expected growth and 50% of Aboriginal students had less than expected growth. |
| At least a 5% increase each year, in the number of Year 7 & 9 students at proficiency in writing. | | Student growth in writing indicates that Year 7 had 76.7% less than expected growth for all students and Aboriginal students. In Year 9, 56.5% of students had less than expected growth and 50% of Aboriginal students had less than expected growth. |
| All ESES data collated and in programs | | The LasT worked individually with all teachers to review use of ESES. Each exercise involved professional learning in the use of data to inform practice and to make relevant and meaningful adjustments to teaching programs, resources and assessments tasks. This will continue in 2018. |
| | | |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|-------------------------------|---|
| Staff skilled up in all data including analysis of HSC, Tell Them from Me, VALID and NAPLAN data to inform practice | | Some staff have developed outstanding skills in the use of TTFM, NAPLAN and RAP data. |

Next Steps

Through the Strategic School Planning process in the area of Excellence in Teaching and Leading , as outlined in the 2018–2020 school plan, the following are our next steps.

- Develop a culture of data use to inform practice at all levels of school operation and teaching. Maintain this culture via scheduled and targeted professional learning for all staff.

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

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|---|
| 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) | Breakfast club \$731 | School based Breakfast Club remains an inconsistency program, with the exception of that provided by Clontarf and Girls; Academy. With a mean of 44% student participation n extracurricular activities, the school is exceeding the State norm of 24%. With a mean of 74% student participation in school sports, the school is exceeding the State norm of 46%. |
| Ongoing monitoring of attendance data and implementation of school based strategies | Attendance officer consumables and salary \$ 9020 | Recruitment of an attendance officer, responsible for prompt follow up of student absence and providing a coordinated approach to attendance concerns. Planning for an alternative Roll Call structure which will reduce numbers in rolls to a maximum of 12 students with two staff. |

Next Steps

Through the Strategic School Planning process in the area of Excellence in Teaching , as outlined in the 2018–2020 school plan, the following are our next steps.

- Employment of MYIL to deliver instructional leadership to all teachers in faculty groups inclusive of HTs.
- Provide both operational and instructional induction to teachers at differing levels of experience.
- Implement a differentiation school training package and policy to meet the needs of all stake holders

| Key Initiatives | Resources (annual) | Impact achieved this year |
|--|--------------------|--|
| Aboriginal background loading | \$145698 | <p>Successful implementation of Clontarf and Girls' Academy for Aboriginal students.</p> <p>Provision of a TAFE Small Motors Course for the Transition class.</p> <p>All Aboriginal students have detailed PLPs.</p> <p>Cultural Connections team has delivered meaningful PL for teaching and non teaching staff.</p> <p>Several staff completed Certificate 1 in Language and Culture.</p> <p>Gate entrance to Community room has been installed.</p> <p>The Senior Leader Community Engagement position has been fractured by the on going illness of the substantive position holder; however, the AEO has continued the role and has ensured service to the community.</p> <p>Faculty areas have been resourced to service the literacy and cultural needs of students.</p> |
| Low level adjustment for disability | \$12 887 | <p>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.</p> <p>Personal Learning Pathways were developed in partnership with students, parents and carers and community organisations.</p> <p>The school employed additional support staff to support all students. This resulted in an increased ability to work with students with identified needs as determined through the school Learning and Support team. Plans to provide the Quicksmart program in 2018 has begun.</p> |
| Support for beginning teachers | \$75 376 | <p>All beginning teachers in 2017 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 conferences.</p> <p>Beginning teachers are also supported through the Quality Teaching Rounds professional learning opportunity.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 |
| Boys | 94 | 90 | 111 | 104 |
| Girls | 105 | 106 | 107 | 104 |

Enrolments remain steady in 2017.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2014 | 2015 | 2016 | 2017 |
| 7 | 84.1 | 84.5 | 83.9 | 87.4 |
| 8 | 81.8 | 74.6 | 85 | 81.1 |
| 9 | 72.3 | 78.7 | 72.5 | 81.6 |
| 10 | 77.8 | 63 | 73.7 | 69.9 |
| 11 | 59.8 | 75.5 | 60.6 | 67.2 |
| 12 | 86.9 | 72.6 | 85.3 | 52.3 |
| All Years | 75.9 | 74.8 | 77 | 76.2 |
| 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

Coonamble High School has a strong focus on Attendance. This is one of the key deliverables of the Connected Communities Strategy and is indeed the driving force behind student achievement and well being. This school 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. The advent of a school Attendance Officer has successfully streamlined our approach so that all staff, including Clontarf and Girls' Academy staff are working in the same direction and in the same way to deliver on this key deliverable.

Whilst the average of attendance across the school for 2017 is not at State Level, the figures are skewed by year 11 and 12 absences.

Post-school destinations

| Proportion of students moving into post-school education, training or employment | Year 10% | Year 11% | Year 12% |
|--|----------|----------|----------|
| Seeking Employment | 0 | 0 | 18 |
| Employment | 0 | 0 | 28 |
| TAFE entry | 0 | 0 | 0 |
| University Entry | 0 | 0 | 17 |
| Other | 0 | 0 | 5 |
| Unknown | 0 | 0 | 0 |

Year 12 students undertaking vocational or trade training

In 2017, the school offered a number of VET courses including Hospitality and Construction. Staffing issues relating to the transfer of a Construction teacher required a alternative plan of delivery through TAFE.

Year 12 students attaining HSC or equivalent vocational education qualification

Coonamble High School had an exceptional year, with HSC graduates achieving a total of 2 band 6 results and 10 Band 5 results out of a total of 34 students who made up the senior compressed curriculum class of 2017.

In year 12, 14 students completed the HSC, 9 of whom were Aboriginal students. Of the 14 students, 6 requested an ATAR, 3 of whom were Aboriginal students. In year 11, 19 students completed their HSC in three courses. They will complete a further three HSC courses in 2018.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 0 |
| Head Teacher(s) | 5 |
| Classroom Teacher(s) | 16.5 |
| Teacher of Reading Recovery | 0 |
| Learning & Support Teacher(s) | 1.2 |
| Teacher Librarian | 1 |
| Teacher of ESL | 0 |
| School Counsellor | 1 |
| School Administration & Support Staff | 10.78 |
| Other Positions | 2 |

*Full Time Equivalent

We are proud to have a workforce with 17% of staff identifying as Aboriginal.

Teacher qualifications

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

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100 |
| Postgraduate degree | 30 |

Professional learning and teacher accreditation

All teachers have met their accreditation requirements with the remaining pre-2004 staff to become proficient at the start of 2018.

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 | \$ |
|--------------------------------|------------------|
| Balance brought forward | 1,530,050 |
| Global funds | 443,025 |
| Tied funds | 949,976 |
| School & community sources | 95,556 |
| Interest | 22,972 |
| Trust receipts | 15,907 |
| Canteen | 0 |
| Total Receipts | 1,527,435 |
| Payments | |
| Teaching & learning | |
| Key Learning Areas | 63,158 |
| Excursions | 42,524 |
| Extracurricular dissections | 114,796 |
| Library | 2,140 |
| Training & Development | 0 |
| Tied Funds Payments | 646,218 |
| Short Term Relief | 24,174 |
| Administration & Office | 130,273 |
| Canteen Payments | 0 |
| Utilities | 82,688 |
| Maintenance | 32,687 |
| Trust Payments | 3,629 |
| Capital Programs | 3,853 |
| Total Payments | 1,146,140 |
| Balance carried forward | 1,911,346 |

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 (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 0 |
| Revenue | 2,131,973 |
| Appropriation | 2,069,116 |
| Sale of Goods and Services | 5,410 |
| Grants and Contributions | 34,132 |
| Gain and Loss | 0 |
| Other Revenue | 23,315 |
| Investment Income | 0 |
| Expenses | -297,886 |
| Recurrent Expenses | -297,886 |
| Employee Related | -222,735 |
| Operating Expenses | -75,151 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 1,834,087 |
| Balance Carried Forward | 1,834,087 |

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.

| | 2017 Actual (\$) |
|-----------------------|------------------|
| Base Total | 2,821,901 |
| Base Per Capita | 36,996 |
| Base Location | 107,472 |
| Other Base | 2,677,433 |
| Equity Total | 899,042 |
| Equity Aboriginal | 391,234 |
| Equity Socio economic | 355,283 |
| Equity Language | 2,520 |
| Equity Disability | 150,005 |
| Targeted Total | 904,937 |
| Other Total | 585,324 |
| Grand Total | 5,211,205 |

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

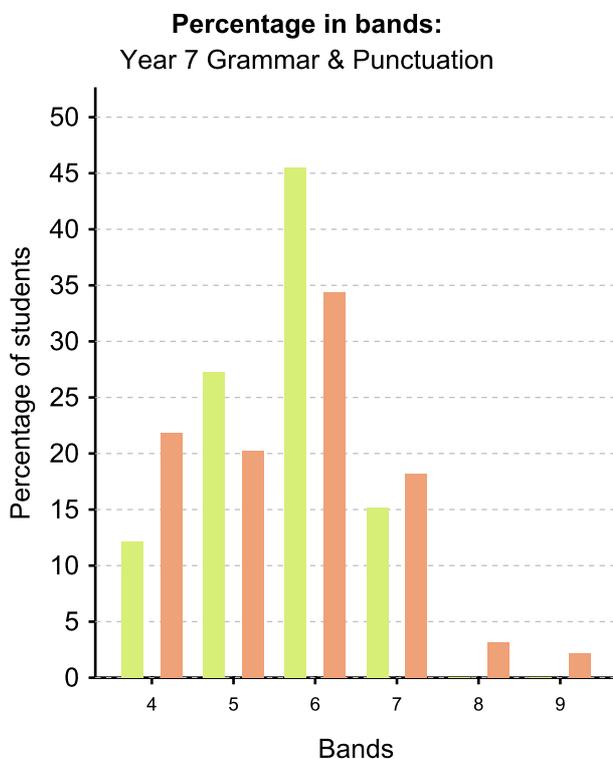
NAPLAN

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.

Mean scores for both Year 7 and Year 9 Reading indicate performance better than the average of similar schools, however, not better than non-selective schools and Department of Education schools and State. Whilst reading scores indicate better than like schools, value added was negative in the Year 7 and Year 9 cohort, Growth scores in this aspect for Year 7 indicate that 45.2% of students made less than expected growth in reading. Growth scores in Year 9 indicate that 55% of students made greater than or equal to expected growth. Although mean scores are positive, only four Year 9 students met the requirements for minimum literacy requirements.

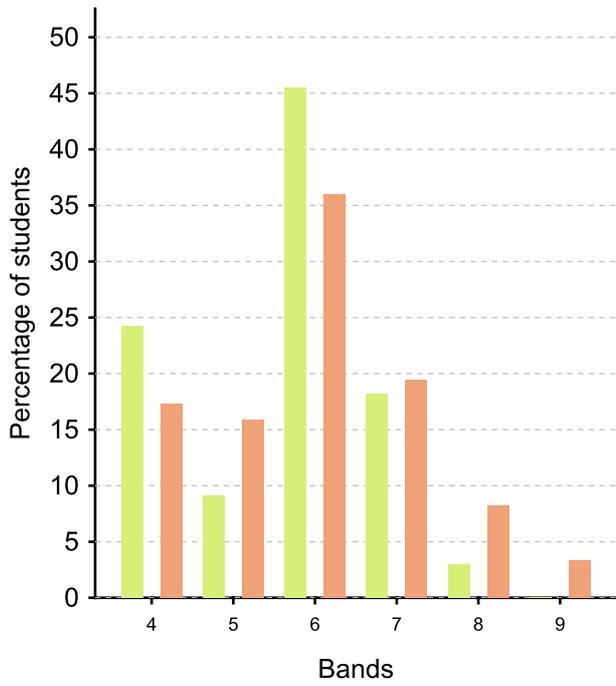
Mean scores for Aboriginal students in the Year 7 cohort indicating results better than the average of similar schools. Year 9 Aboriginal student Reading mean scores indicate better than average for all groups including like schools, non-selective, NSW DoE at only 0.3 less than State average. Value add scores were unchanged for Year 9, while Growth scores were 50/50.

In the Literacy aspect of Writing, the mean score for the Year 7 cohort and the Year 9 cohort was lower than similar, DoE, non-selective and State schools. Significantly, there was a decrease in demonstrated proficiency across all reported groups from Year 7 to 9. This may relate to the assumption that narrative writing would again be assessed rather than persuasive writing. Student growth in writing indicates that Year 7 had 76.7% less than expected growth for all students and Aboriginal students. In Year 9, 56.5% of students had less than expected growth and 50% of Aboriginal students had less than expected growth. Similar to the Reading results, only four Year 9 students met the requirements for minimum literacy requirements.



| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 12.1 | 27.3 | 45.5 | 15.2 | 0.0 | 0.0 |
| School avg 2015-2017 | 21.8 | 20.2 | 34.4 | 18.2 | 3.2 | 2.2 |

**Percentage in bands:
Year 7 Reading**

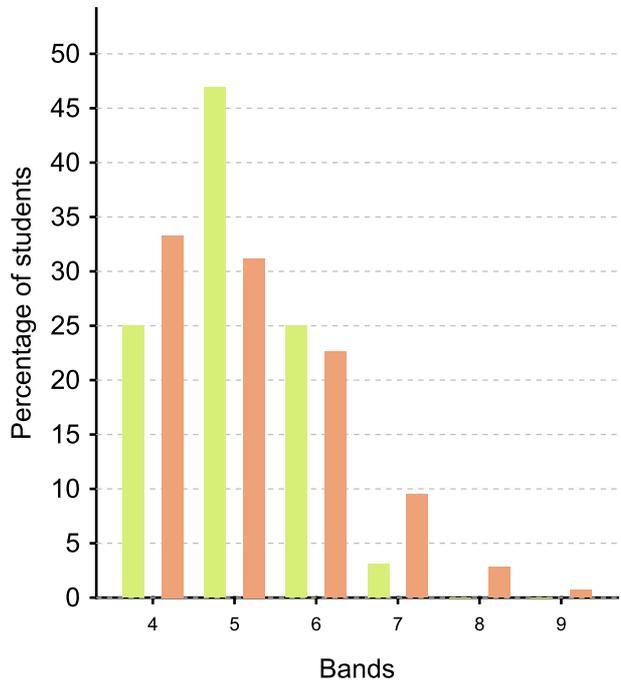


■ Percentage in Bands
■ School Average 2015-2017

| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 24.2 | 9.1 | 45.5 | 18.2 | 3.0 | 0.0 |
| School avg 2015-2017 | 17.3 | 15.9 | 36.0 | 19.4 | 8.2 | 3.3 |

| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|------|------|------|------|------|-----|
| Percentage of students | 12.1 | 24.2 | 18.2 | 30.3 | 15.2 | 0.0 |
| School avg 2015-2017 | 15.9 | 25.9 | 19.4 | 25.4 | 11.3 | 2.2 |

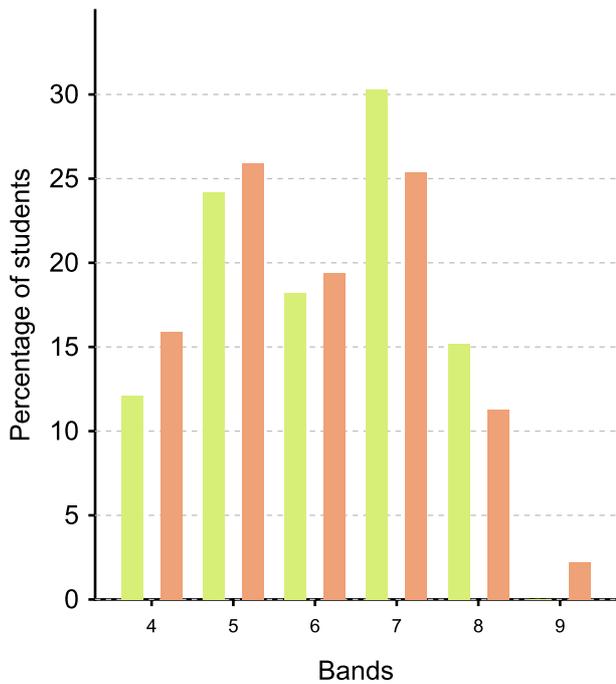
**Percentage in bands:
Year 7 Writing**



■ Percentage in Bands
■ School Average 2015-2017

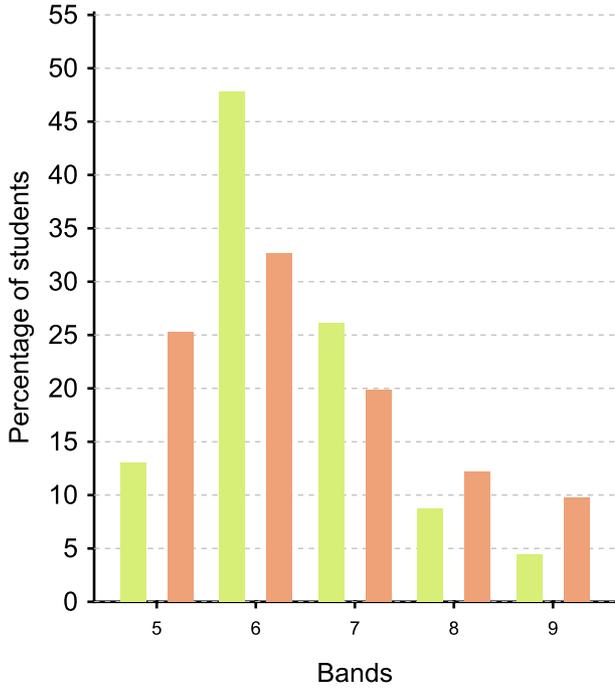
| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|------|------|------|-----|-----|-----|
| Percentage of students | 25.0 | 46.9 | 25.0 | 3.1 | 0.0 | 0.0 |
| School avg 2015-2017 | 33.3 | 31.2 | 22.6 | 9.5 | 2.8 | 0.7 |

**Percentage in bands:
Year 7 Spelling**



■ Percentage in Bands
■ School Average 2015-2017

Percentage in bands:
Year 9 Grammar & Punctuation

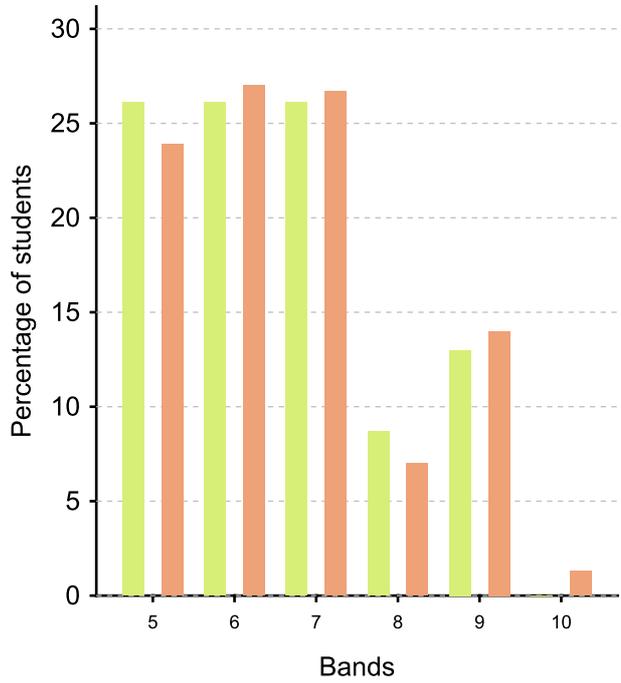


Percentage in Bands (Green)
School Average 2015-2017 (Orange)

| Band | 5 | 6 | 7 | 8 | 9 |
|------------------------|------|------|------|------|-----|
| Percentage of students | 13.0 | 47.8 | 26.1 | 8.7 | 4.4 |
| School avg 2015-2017 | 25.3 | 32.7 | 19.9 | 12.2 | 9.8 |

| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|------|------|------|-----|-----|-----|
| Percentage of students | 4.4 | 34.8 | 43.5 | 8.7 | 4.4 | 4.4 |
| School avg 2015-2017 | 14.6 | 35.1 | 28.5 | 9.4 | 7.2 | 5.2 |

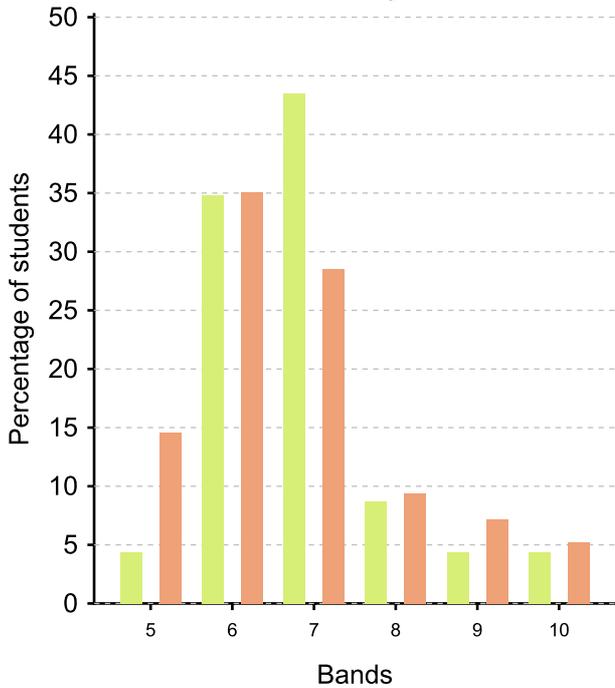
Percentage in bands:
Year 9 Spelling



Percentage in Bands (Green)
School Average 2015-2017 (Orange)

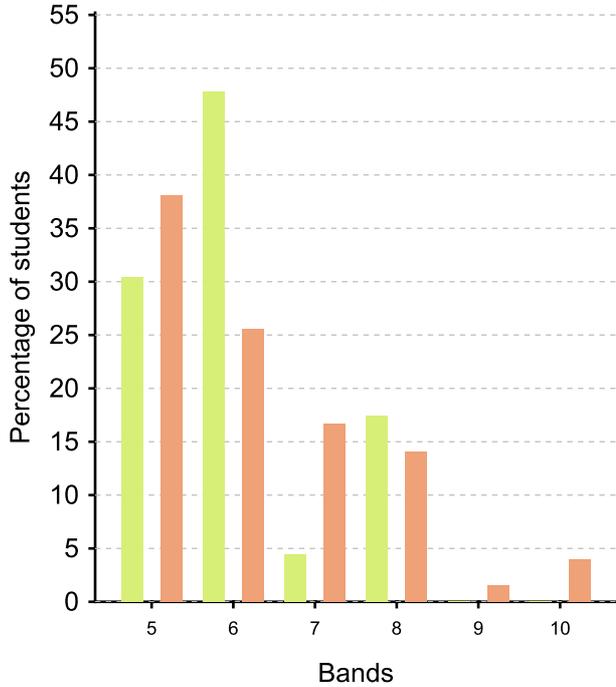
| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|------|------|------|-----|------|-----|
| Percentage of students | 26.1 | 26.1 | 26.1 | 8.7 | 13.0 | 0.0 |
| School avg 2015-2017 | 23.9 | 27.0 | 26.7 | 7.0 | 14.0 | 1.3 |

Percentage in bands:
Year 9 Reading



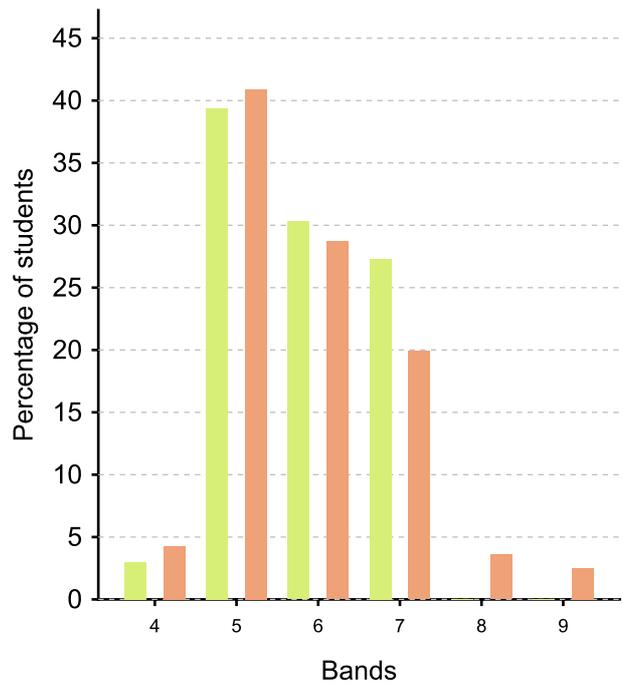
Percentage in Bands (Green)
School Average 2015-2017 (Orange)

Percentage in bands:
Year 9 Writing



| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 30.4 | 47.8 | 4.4 | 17.4 | 0.0 | 0.0 |
| School avg 2015-2017 | 38.1 | 25.6 | 16.7 | 14.1 | 1.5 | 4.0 |

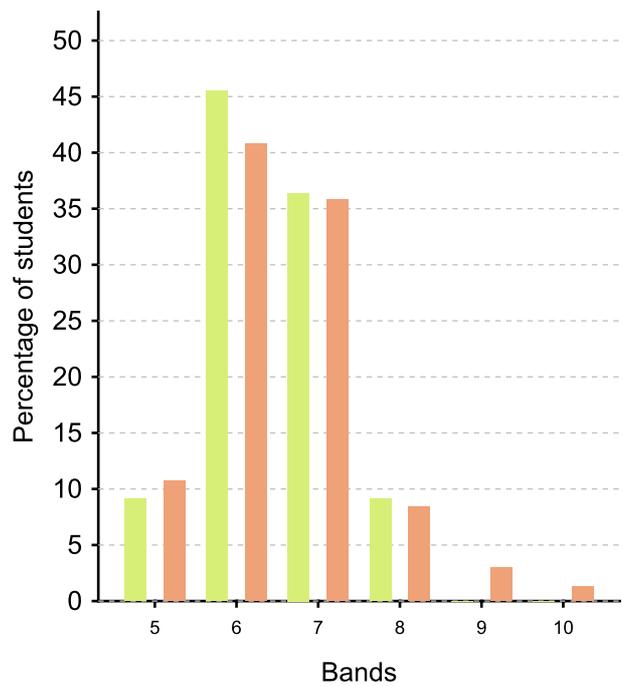
Percentage in bands:
Year 7 Numeracy



| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|-----|------|------|------|-----|-----|
| Percentage of students | 3.0 | 39.4 | 30.3 | 27.3 | 0.0 | 0.0 |
| School avg 2015-2017 | 4.3 | 40.9 | 28.7 | 19.9 | 3.6 | 2.5 |

Mean scores in Numeracy indicated better performance than similar schools in Year 7 for all students and Aboriginal students, however, Year 9 showed lower growth than similar school groups and all other groups. Of concern, is the number of students that made less than expected growth. 60% of all students in Year 9 and 72.7% of Aboriginal students made less than expected growth in numeracy. However, trend data indicates that Year 9 have improved slightly from last year's cohort by 2.8 scaled score growth. Two Year 9 students met the requirements for minimum numeracy requirements. Hopefully, NAPLAN online will support some of the students who struggle with literacy to comprehend questions. Questions will be read aloud to individual students when they participate in NAPLAN online.

Percentage in bands:
Year 9 Numeracy



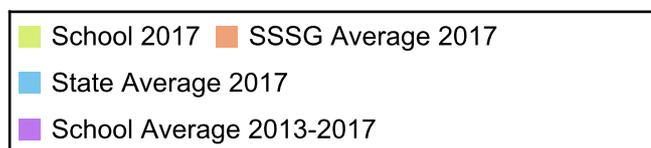
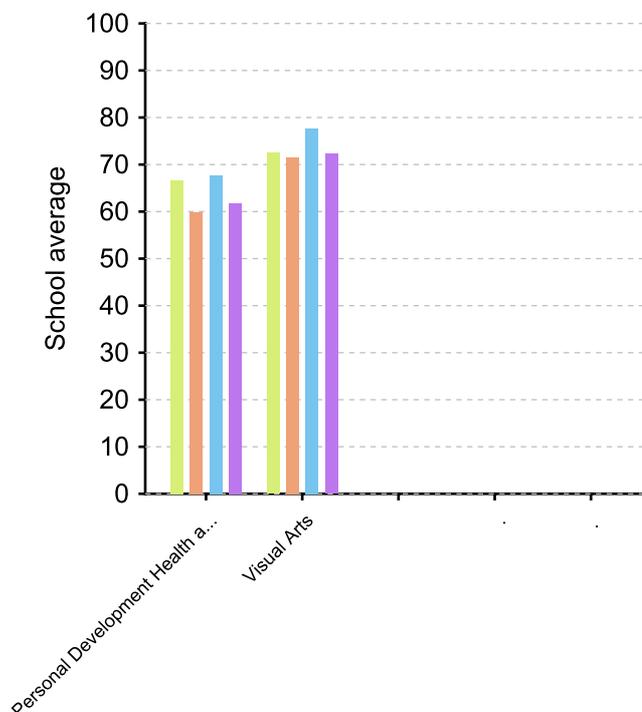
| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|------|------|------|-----|-----|-----|
| Percentage of students | 9.1 | 45.5 | 36.4 | 9.1 | 0.0 | 0.0 |
| School avg 2015-2017 | 10.7 | 40.8 | 35.8 | 8.4 | 3.0 | 1.3 |

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.

The school continues to work toward meeting State priorities in Literacy and Numeracy.

Higher School Certificate (HSC)

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



Parent/caregiver, student, teacher satisfaction

In 2017, parents and care givers had several opportunities to participate in the 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 different environments.

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 reported a higher involvement in school sport than the state average, while having almost 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 30% of self identified truancy as compared with 10% state norm, below average homework behaviours and positive behaviours in a learning environment in comparison to the rest of the state. These were consistent with the 2016 Tell Them From Me Survey.

Students identified that they had average levels of engagement, motivation and effort toward teaching and learning. 82% of students in Coonambml High School identified that they had medium to high optimism for their future, 87% of students had high to medium levels of happiness in their personal lives and 60% of

students reported high levels of academic self concept. Students felt that the drivers of student outcomes including relevance, academic rigour and effective learning time were in line with the statewide norms.

Students identified that there was a higher than average incidence of bullying, however students felt that there was significant advocacy both inside and outside of school identifying a higher level of staff support. .

In terms of cultural sensitivity and identity, 64% of students reported feeling good about their culture whilst at school, with 60% of students reporting that their teachers had a good understanding of their culture. A total of 39% of students reported being proud of their school.