

Coomealla High School

Annual Report



2017



8494

Introduction

The Annual Report for **2017** 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.

Stephen Harper

Principal

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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. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning, the school has made progress since being validated in 2018 in the area of Wellbeing. The move to strengthening the whole school approach to wellbeing together with a restructure in management roles has allowed for a more effective and proactive approach to student wellbeing. There has also been a positive move on student performance measures. Coomealla High School has a positive value added trend perhaps partly due to improved use of NAPLAN and HSC data to inform programing.

In the domain of teaching there has been a positive move in the element of Professional Standards. In particular, the school's focus on quality teaching by implementing a Head Teacher Quality to map all teaching staff across the Australian Teaching Standards. The management restructure has created greater leading opportunities for teaching staff to gain experience and collect evidence to go towards the higher levels of accreditation. This is also evidenced by the fact that two staff have been successful in gaining a place on the Department's Leadership Development Initiative.

In the domain of Leading, the school has made progress in the area of use of resources from Delivering to Sustaining and Growing. There has been a greater use of technology such as Facebook and the School's Website to disseminate information to parents and the community as well as a greater investment in technology in the classroom. The leadership team have been very creative in how human resources have been utilised with particular focus on restructuring the management team from the traditional faculty based Head Teacher model to a more function management cluster model. The three clusters being: Curriculum, Wellbeing and Quality and Compliance.

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

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

The Links to Learning (L2L) funding ceased and the L2L program concluded. The Lexia program continued throughout 2017 and was extended to include all Stage 4 students. The Engagement Achievement Centre continued with staff working as in-class tutors to students.

A Head Teacher Learning and Support was appointed in an acting capacity to coordinate the Welfare/Equity Team (WELEQ) which resulted in a more cohesive approach to completing administration related to Learning and Support eg Access Requests and a name change of the team to Wellbeing team. This refocused the school direction in line with the DoE Wellbeing Framework.

All indigenous students had Personalised Learning Plans Developed in consultation with parents and carers and the students themselves.

Work continued around the analysis of the assessment data to inform teaching practices. Visible Learning Strategies were implemented and created greater and more effective use of formative assessment techniques.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School attendance rate will match or exceed state level for both Indigenous and non-Indigenous students	Attendance Officer Aboriginal team (AEW \$32365)	Attendance figures fell by 1.64% on 2016.
NAPLAN growth for all students will match or exceed state level for reading and numeracy	Personalised Learning and Support (\$7784.70) Qualified Tutors for Engagement and Achievement Centre \$42 265 – unqualified tutor / AEO Personalised Learning and Support	In Year 9 Reading, more than half of students were above the expected growth. In Year 9 Numeracy, slightly less than half of students were above expected growth
Retention of students from year 10 to 11 will match or exceed state level		Retention of students from Year 10 to Year 11 continues to decline as the popularity of Mildura Senior College continues to grow. This is in line with trends across other Sunraysia High Schools. This improvement measure has not been achieved.
HSC results for mathematics and English will match or exceed state level		Analysis of data reveals that this improvement measure was met for the Mathematics course in 2017, however, this was the only Mathematics or English course that was equal to or above state average.

Next Steps

In 2018 an Aboriginal Learning Centre (ALC) will be established as part of the overall Learning and Support strategy to specifically target students with an Aboriginal background. The ALC will target academic achievement, retention to HSC,

attendance and post school pathways.



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

All teaching staff completed professional development on John Hattie's Visible learning Strategies. Staff chose three strategies to focus on and develop into their teaching practice– Lesson Intentions, explicit instruction and formative feedback strategies.

Staff continued to review of state wide 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)	Funds Expended (Resources)	Progress achieved this year
All staff have a performance and development plan and are engaged in explicit professional learning	\$61036 was expended on professional learning activities.	Teacher Professional Learning was coordinated through a central staff member who monitored relevance to their Performance Development Plans. This process was done through Head Teachers and directly with the Principal.
Evidence of individual career growth and accreditation against professional standards through embedded incremental professional learning plan processes	Undertaken as part of regular duties.	Members of staff are working towards the maintenance of the proficient standard as outlined in the Australian Professional Standards for Teachers.

Next Steps

The Executive will be restructure in 2018 to enable a dedicated Head Teacher to Teacher Quality. Individual Teacher Support will be developed in line with the Australian Professional Standards for Teachers and all teaching staff will be individually and independently mapped against these standards. Staff will be guided towards higher levels of accreditation and encouraged to apply for these.



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

In 2017, a Complex Case Committee was established by Coomealla High School as an interagency organisation to manage student wellbeing for those that have complex needs and are supported by multiple support agencies. This open dialogue has made addressing student needs happen in a far more effective and efficient manner.

In 2017 the transition program from Year 6 into 7 was extended to include regular visits to partner primary schools and visits from them to Coomealla High School. The Year 6 Open Night was very successful and attendance was up by 50% on previous years.

A partnership agreement was signed with La Trobe University that commenced a series of visits from representatives of the university to school to foster and develop the tertiary ambitions of students. Students also visited the university to experience first hand what offerings university had for them.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased participation and P&C membership and greater parent attendance at Parent Teacher and Transition evenings/ meetings both on and off site.	\$7500 Advertising and promotion	The P&C meetings were well attended with the regular members. The Year 6 to Year 7 Open Night was very well attended with figure up by 50% on previous years.
Increased numbers of parents and community members participating in school activities as defined by surveys and recorded response rates.	Nil	There was a slight increase in the involvement of parents through the Tell Them From Me Survey and presence at Presentation Day.

Next Steps

Greater emphasis to be made toward developing closer links with Partner Primary Schools and developing a Sunraysia Learning Community through across school mentoring programs, combined performing arts initiatives and a more proactive transition program.

The school will reallocate an executive position to become Head Teacher Pathways. This position will assist in the creation of post school opportunities for students..

the Aboriginal Learning Centre (formally the EAC) will be used to regularly communicate with and develop closer ties with the Aboriginal Community. The re establishment



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$95,820	<ul style="list-style-type: none"> • Engagement and Achievement Centre continued. • 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.
Low level adjustment for disability	\$149403	<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.
Socio-economic background	\$265439	<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.
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. • Attendance to Beginning Teacher's Conference. • Provision of Mentor from La Trobe university.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	173	168	155	127
Girls	151	138	137	144

Student attendance profile

School				
Year	2014	2015	2016	2017
7	90.5	92.1	87.1	86.6
8	86.9	86.8	87.6	85
9	85.8	84	86.5	79.5
10	76.6	82.5	81.6	82.8
11	83.9	79	77.6	75
12	82	87.1	81	73.9
All Years	84.7	85	83.7	81.1
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

Attendance rates continue to fall below state averages at Coomealla High School. A Head Teacher Wellbeing has been employed to closely track attendance and coordinate the contact and follow up with families and activate district support with the Home School Liaison Officer. In 2018, the EAC will be rebadged as the Aboriginal Learning Centre (ALC) whereby a 0.5 co-ordinator will be employed in addition to the allocated staffing resource to initiate attendance programs with indigenous students.

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	4	3	57
TAFE entry	0	0	5
University Entry	0	0	24
Other	0	0	0
Unknown		0	0

Year 12 students undertaking vocational or trade training

In Year 12 2017 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
Assistant Principal(s)	0
Head Teacher(s)	5
Classroom Teacher(s)	19.8
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	9.18
Other Positions	1

*Full Time Equivalent

At Coomealla High School approximately 12% of staff identify as being Aboriginal.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

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 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	810,533
Global funds	217,817
Tied funds	486,177
School & community sources	54,195
Interest	7,838
Trust receipts	77,365
Canteen	0
Total Receipts	843,392
Payments	
Teaching & learning	
Key Learning Areas	26,907
Excursions	19,002
Extracurricular dissections	20,747
Library	2,184
Training & Development	0
Tied Funds Payments	439,708
Short Term Relief	41,552
Administration & Office	60,013
Canteen Payments	0
Utilities	54,277
Maintenance	38,624
Trust Payments	79,278
Capital Programs	2,137
Total Payments	784,429
Balance carried forward	869,496

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	1,317,270
Appropriation	1,214,581
Sale of Goods and Services	9,758
Grants and Contributions	92,045
Gain and Loss	0
Other Revenue	158
Investment Income	727
Expenses	-440,296
Recurrent Expenses	-440,296
Employee Related	-198,761
Operating Expenses	-241,535
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	876,974
Balance Carried Forward	876,974

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.

In 2017 significant funding was applied to the purchase of a school bus.

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	3,620,604
Base Per Capita	46,728
Base Location	56,782
Other Base	3,517,094
Equity Total	510,661
Equity Aboriginal	95,820
Equity Socio economic	265,439
Equity Language	0
Equity Disability	149,403
Targeted Total	423,610
Other Total	145,872
Grand Total	4,700,747

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.

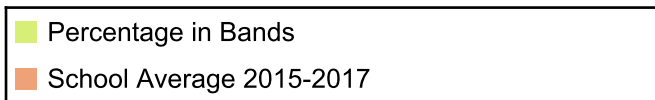
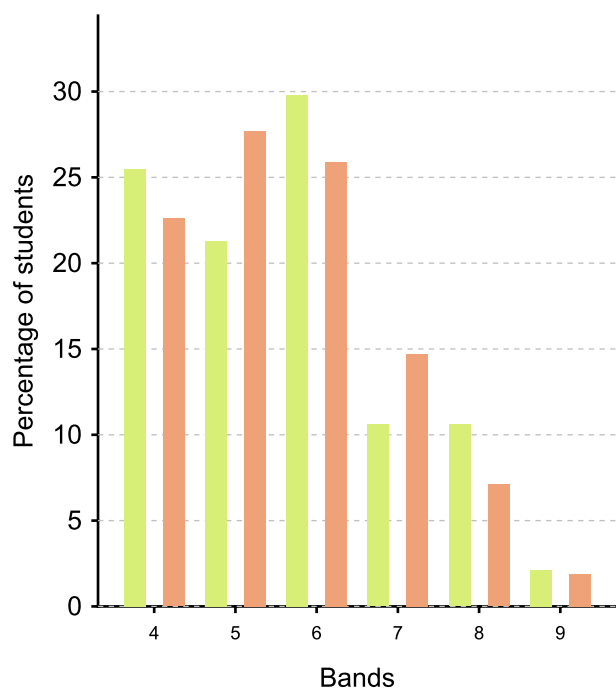
School performance

NAPLAN

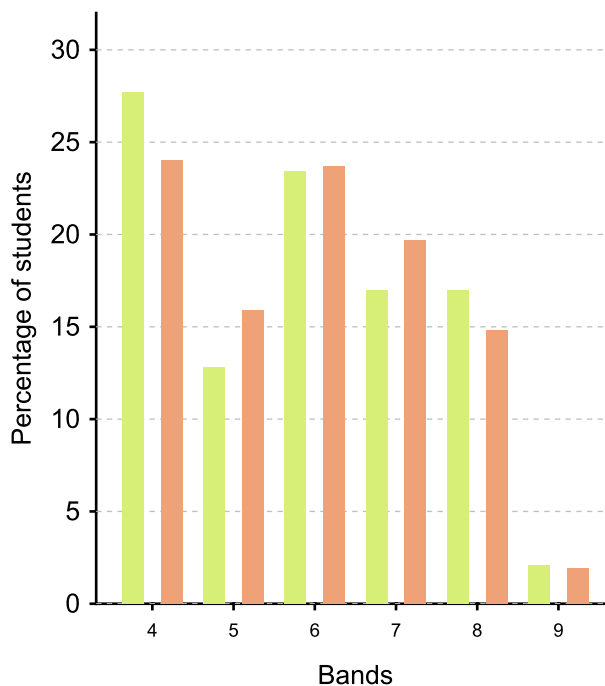
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2015 at 38 and 2016 at 45. For the NAPLAN 2017 results, our average growth was calculated at 41 and was above the state average growth of 40. 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.

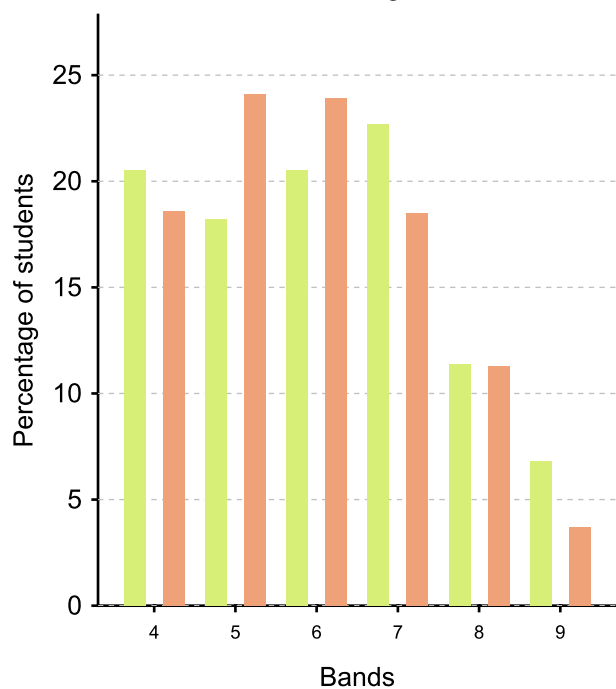
Percentage in bands:
Year 7 Grammar & Punctuation



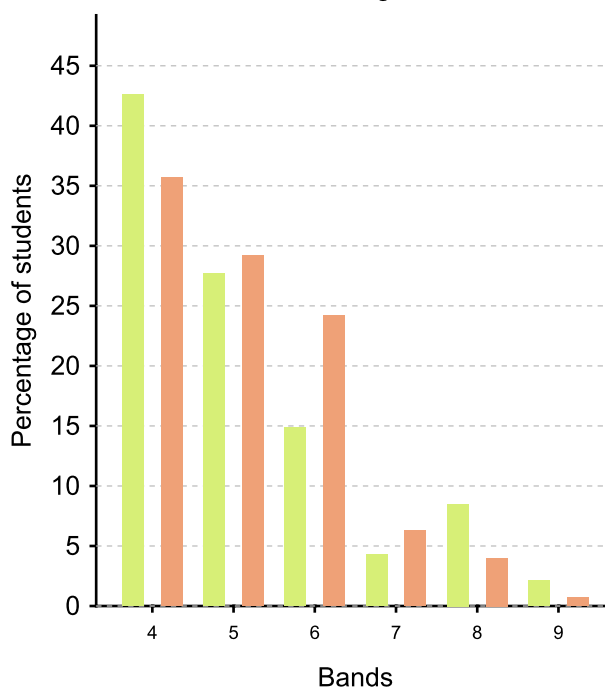
Percentage in bands:
Year 7 Spelling



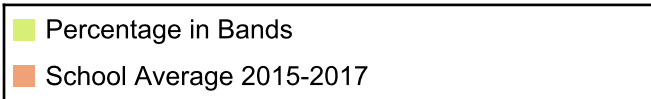
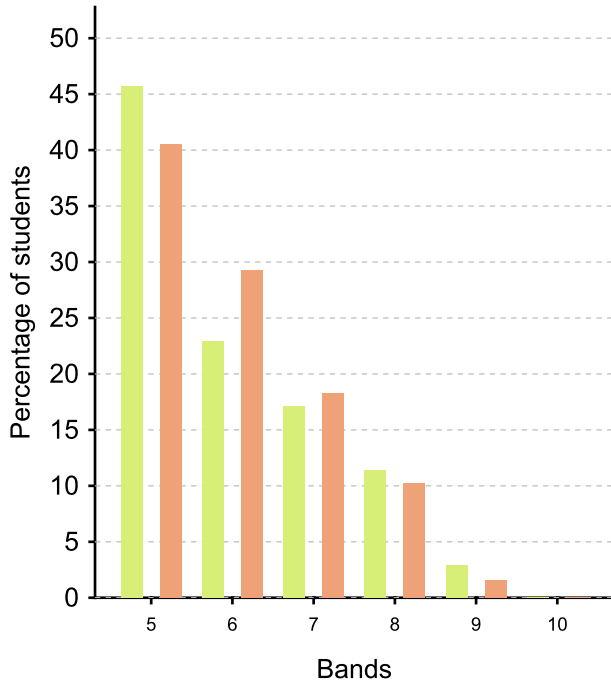
Percentage in bands:
Year 7 Reading



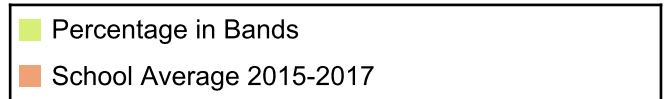
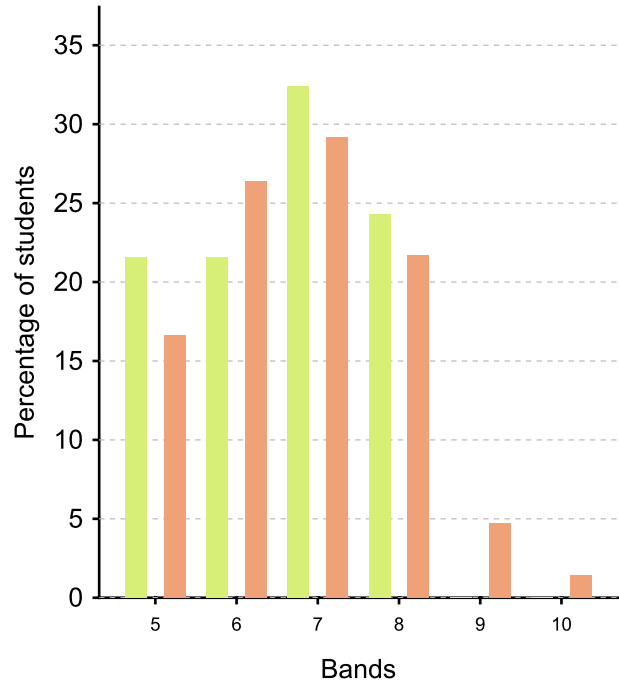
Percentage in bands:
Year 7 Writing



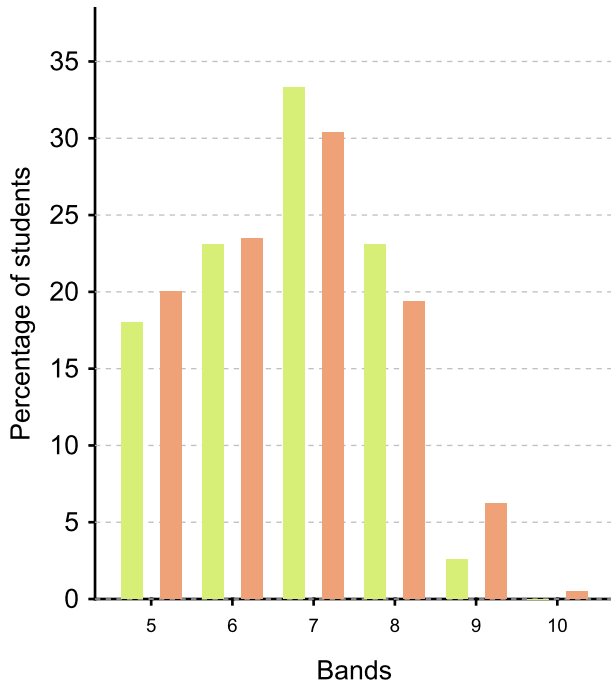
Percentage in bands:
Year 9 Writing



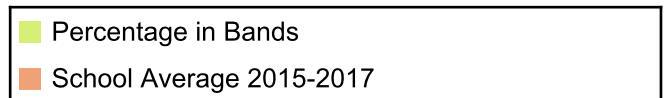
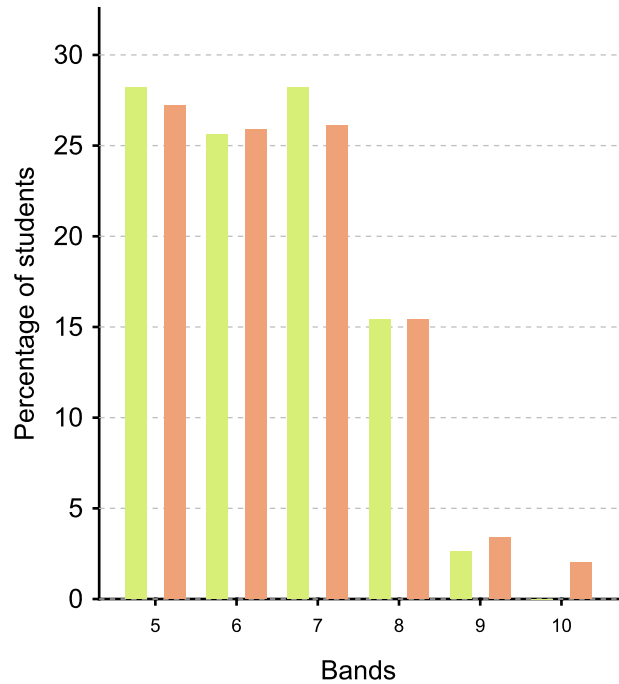
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Spelling

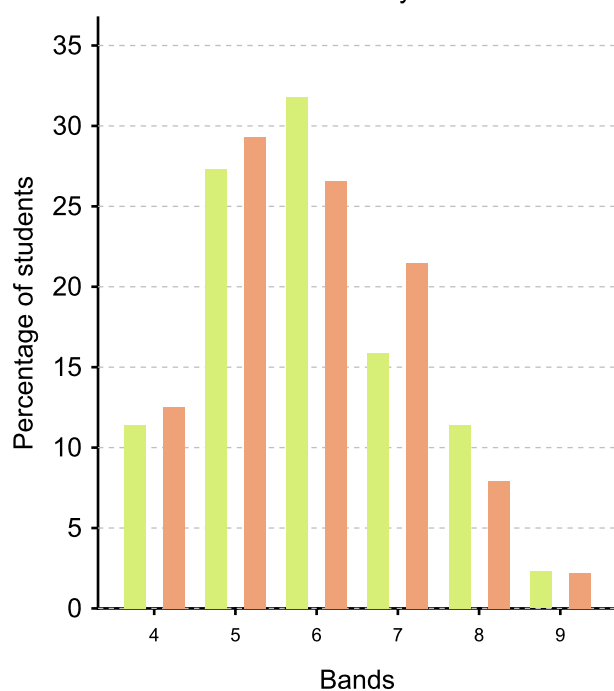


Percentage in bands:
Year 9 Grammar & Punctuation



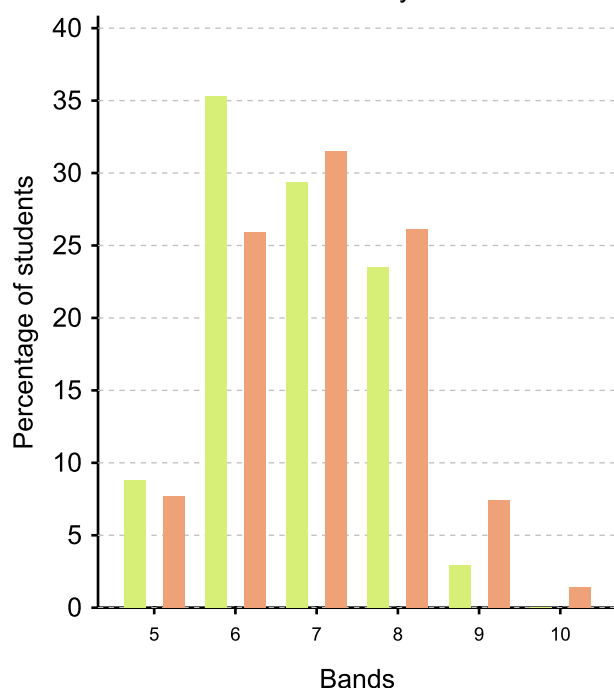
NAPLAN results in literacy and numeracy also showed movement from the lower bands towards the middle bands between 2016 and 2017. In Numeracy, 29% of Year 9 students moved beyond Band 6 as compared with their Year 7 results. Additionally, Band 10 results were represented for the first time in two years.

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Numeracy



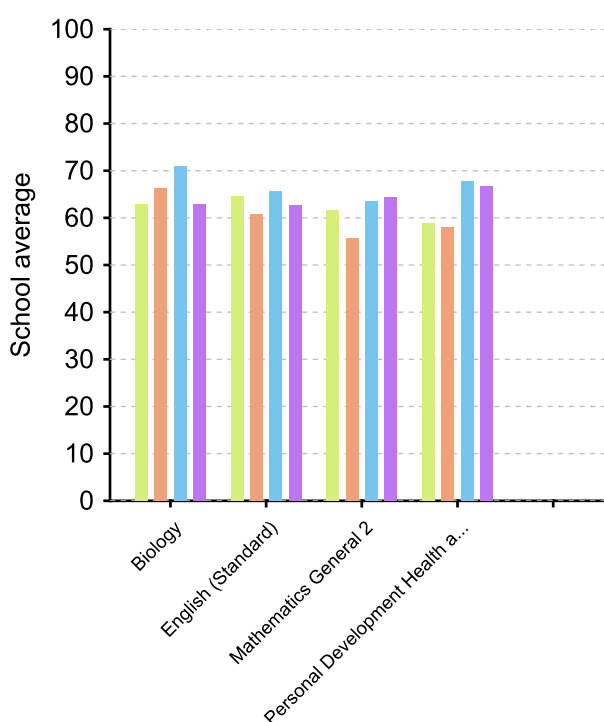
Percentage in Bands
School Average 2015-2017

Whilst individual growth in NAPLAN results indicate that over 50% of students are achieving above expected growth we are still under represented in the top two bands 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).



School 2017 SSSG Average 2017
State Average 2017
School Average 2013-2017

Parent/caregiver, student, teacher satisfaction

In 2017, "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 2016 in elements such as emotional satisfaction at school and satisfaction with teachers. There was also a

further drop in other areas such as truancy on last year's result.

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 previously stated, Aboriginal Education continues to be a strong focus at Coomealla High School. Please refer to the report on Strategic Direction 1 for further detail.



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.