

Coolamon Central School

Annual Report



1624

Introduction

The Annual Report for **2018** is provided to the community of Coolamon Central 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.

John Beer

Principal

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School background

School vision statement

Every student at CCS to be actively engaged in meaningful, challenging and future focused learning experiences to achieve and thrive as learners, leaders, responsible and productive global citizens.

School context

Coolamon Central School is a Kindergarten to Year 12 school located approximately 40km North West of Wagga Wagga. The school is set in a rural community and works with multiple partner schools. The school has experienced stable enrolments of over 300 students, including a 9% Aboriginal population and promotes knowledge and understanding of other cultures and traditions.

The school is centrally located in the township with access to a wide range of community facilities. The school has a strong working partnership with the local community.

Coolamon Central School students are provided with the opportunity to participate and actively engage in an extensive range of academic, sporting and co-curricular activities.

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 areas covered include; Learning Culture, Wellbeing, Curriculum and Assessment. There is strong evidence which supports a demonstrated commitment within the school that students make learning progress and that we have provided students the best opportunities for growth. There is a whole school wellbeing processes that support the wellbeing of all students and an integrated approach to quality teaching, curriculum planning and delivery, and assessment. The schools on-balance judgement supported by evidence shows that we are **sustaining and growing overall; however are excelling in the area of wellbeing**.

In the domain of Teaching there has been an emphasis on building professional practice and capacity. An important opportunity has been provided to staff in relation to planning, teaching and growing as a team in their implementation of the ALARM process and through observations. The schools on-balance judgement supported by evidence shows that we are **sustaining and growing**.

In the domain of Leading, our priorities have been to ensure that all leadership is consistent and that the schools strategic directions are effectively implemented. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture. The schools on-balance judgement supported by evidence shows that we are **Excelling**.

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 LEARNING

Purpose

To create an inspiring learning environment underpinned by high expectations and quality learning experiences.

Overall summary of progress

The school places emphasis on its comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing. Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision making and planning. Students are self aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

The school consistently implements a whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Students care for self, and contribute to the wellbeing of others and the wider community. Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning. Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Wellbeing Policy.

There is school wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners. There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved results in internal and external assessments.	\$2,000 Aboriginal background \$3,000 Socio-economic background \$3,000 Equity funding \$2,000 Professional Learning \$5,000 Low level adjustment for disability	The school has combined with its partner primary schools to work closely to improve literacy and numeracy as well consistency in assessment and transition to Year 7. All Secondary Staff have undertaken ALARM training and the majority are now implementing this technique in the classrooms. Coolamon embraced online NAPLAN this year and all staff have undergone training in the analysis of NAPLAN results in order to improve teaching programs. Evaluation of the primary school reading programs including: Focus on Reading, MiniLit, MultiLit, L3. Using this information and input from other successful schools to develop and improve our literacy programs.
Increased number of students achieving proficiency in line with the Premier's Priorities.	\$1000 Aboriginal background \$3,000 Socio-economic background \$5,000 Equity funding	Intensive literacy and numeracy programs and the continuation of the Bump it Up program have led to improvements in this area.
Increased differentiation of	\$1,000 Aboriginal	2018 saw the ongoing development of the Learning

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
curriculum to cater for individual learning needs.	background \$1,000 Socio-economic background \$2,000 Equity funding \$1,000 TPL \$5,000 Low level adjustment for disability	and Support team and specific programs: PLPs for ATSI students were updated in Sentral, making them electronically available to all staff after meeting with parents. IEP's, Risk Management Plans and alternative learning strategies for all students with special needs has led to a decline in the suspension rate.

Next Steps

*Increase the skill capacity of our students to solve problems and communicate effectively using ICT, multimedia and visual technologies.

*Allow students to demonstrate increased confidence and competence in their knowledge and understanding of the implementation of technology in their learning.

* Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Ongoing tracking of student Learning Support and Wellbeing interventions.

Strategic Direction 2

QUALITY TEACHING

Purpose

To create and maintain a stimulating professional environment for educators, supported by a positive and collaborative K–12 culture that develops high performing teachers.

Overall summary of progress

Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Well developed and current policies, programs and processes identify, address and monitor student learning needs. All teaching staff understands that student engagement and learning are related, with the school communicating priorities for strengthening both areas. Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, canteen and assemblies. School programs address the needs of identified student groups (eg. Aboriginal students, Gifted and Talented students, students with a disability). Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.

Curriculum provision is enhanced by learning alliances with other schools and organisations. Coolamon is involved in both secondary and primary school Community of Practices. The school actively collects and uses information to support students successful transitions. Teachers involve students and parents in planning to support students as they progress through the stages of education. There are systematic policies, programs and processes to identify and address student learning needs. Curriculum provision meets community needs and expectations and provides equitable academic opportunities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Growth in explicit systems for collaboration and feedback to sustain quality teaching practice.	\$1,000 Aboriginal background \$4,000 Professional Learning	All Stages 1–3 staff are trained in the use of PLAN 2 and are plotting their students on the Literacy Progressions. English and Maths teachers have started training with the Progressions.
Evidence of teaching staff increasing their demonstration and sharing of expertise within collegial teams.	\$24,000	Improved technological facilities and understanding of technological requirements throughout the school: technology audit, Sentral implementation and training The purchase of a additional sets of classroom laptops to improve staff and student access to technology.
All teachers use professional standards and PDP's to identify and monitor specific areas for development or continual improvement.	\$2,000 Socio-economic background \$1,000 Professional learning	An emphasis has been placed on the collation of staff PDP goals and mapping them to the School Plan. Staff have then plotted where their own PDP goals sit in regard to other teachers. These are then used as a basis to build and improve future PDP's.

Next Steps

Continue with the up skilling of staff in 2019 as it complements our school plan and strategic directions:

Beginning teachers are continuing to be given opportunities for professional growth, development and support

Continue with the collaboration and resource development to integrate ALARM , Accelerated Reader and other learning strategies.

Continue to develop programs that:

Encourage collaboration between all staff so as to effectively communicate and deliver key reforms in partnerships with students, parents and the community in the context of local decision making.

Apply the existing technological skills of parents and community members to strengthen learning outcomes of our students.

Strategic Direction 3

COMMUNITY ENGAGEMENT

Purpose

To engage, maintain and build strong relationships between students, parents and the community to ensure every student and their family, is a valued member of the school.

Overall summary of progress

There is school wide emphasis to foster and grow high levels of student, staff and community engagement. Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners. There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.

Well developed and current policies, programs and processes identify, address and monitor student learning needs. All teaching staff understands that student engagement and learning are related, with the school communicating priorities for strengthening both areas. Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, canteen and assemblies.

School programs address the needs of identified student groups (eg. Aboriginal students, Gifted and Talented students, students with a disability). Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased community participation in school events.	\$1,000 Aboriginal background \$1,000 Socio-economic background	Increased parental attendance at school events: Y7 Transition evenings, regular and special assemblies, Education Week activities, Parent Teacher nights.
Increased student and staff participation in community events.	\$2,000 Aboriginal background \$4,000 Socio-economic background	Year 7 taster days, visiting performances, ANZAC participation, NAIDOC, sporting groups and charity volunteering
Increased parental use and engagement of a variety of communication platforms	\$1,000 Aboriginal background \$4,000 Socio-economic background	The school has taken on-board the recommendations of the Communication Study carried out by the department to improve parent/community communication: continually updated information booklets for parents, Facebook, a revamped and emailed newsletter, parent information evenings.

Next Steps

Continue to build on and increase community engagement, participation and awareness to foster a collaborative environment resulting in successful learning. Build on these positive and respectful relationships across the school community to underpin a productive learning environment, and support students' development of strong identities as learners.

Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Ongoing tracking of student Learning Support and Wellbeing interventions.

Continue to encourage collaboration between all staff so as to effectively communicate and deliver key reforms in partnerships with students, parents and the community in the context of local decision making.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Performances and Programs: \$4,000</p> <p>Individual Tutoring Staff costs: \$10,000</p> <p>Ongoing staffing support for the implementation of Rock and Water: \$1,500</p> <p>Awards, consumables etc. \$1,000</p>	<p>All students have updated PLP's and an increasing number of parents were involved in the development and monitoring of these.</p> <p>Aboriginal primary students were targeted with individual and small group instruction.</p> <p>A close partnership was developed with the local AECG with regular meetings with Aboriginal parents and carers.</p> <p>A Year 12 Student received intensive tutoring throughout the year to help her prepare for their HSC.</p> <p>All students were given the opportunity to participate in and enjoy the cultural and food tasting NAIDOC activities</p> <p>Increased awareness and involvement in community events – such as NAIDOC, Harmony Day and performances which were also a great success this year.</p> <p>The individualised tutoring approach improved attendance, increased student engagement, reduced suspensions and improved literacy skills.</p>
Low level adjustment for disability	<p>Additional SLSO employment to assist students with disabilities: \$39,248</p>	<p>All students requiring adjustments and learning support are catered for with in class programs and other whole school engagement strategies. SLSO's and specialist tutors were employed to assist students who required accommodations and assistance to help them become more engaged in their learning.</p> <p>Outstanding educational and wellbeing success was achieved with a student with special needs who was moved from another school to Coolamon.</p> <p>The school has also been successful in integrating a young student with intensive physical disabilities into the mainstream classroom.</p> <p>Small groups were created and supported in both the primary and secondary schools to allow additional support in literacy and numeracy. Teachers were selected to undertake specialist training programs in Learning and Support and assisting students with special needs</p>
Quality Teaching, Successful Students (QTSS)	<p>Teacher release to fund programs that improve student learning, engagement and wellbeing: \$39,248</p>	<p>Quality Teaching Successful Students funding has enabled additional employment of a specialised Learning and Support teacher to run programs such as Multi lit and Mini Lit to help improve student literacy. It has also been used for the release of teachers to engage in onsite professional development. Many of the primary teachers at Coolamon Central School are in the beginning stages of</p>

Quality Teaching, Successful Students (QTSS)	<p>Teacher release to fund programs that improve student learning, engagement and wellbeing:</p> <p>\$39,248</p>	<p>their career and as such they benefit greatly from this extra support.</p>
Socio-economic background	<p>Additional primary teacher \$65,000</p> <p>Employment of a Wellbeing HT \$35,000</p> <p>Faculty Budgets \$70,000</p>	<p>Additional teacher employed in order to reduce class sizes and improve student learning.</p> <p>A position as HT Wellbeing/Learning Support was created to help improve the wellbeing of our high school students as well as supporting the targeted students with Access Funding.</p> <p>Ongoing improvements in Peer Support, transition and community involvement programs has continued.</p>
Support for beginning teachers	<p>Beginning Teacher and mentor release:</p> <p>\$19,000</p>	<p>Our Beginning Teacher was released from class for up to two hours each week, to participate in a range of activities to support the development of their skills and confidence.</p> <p>These activities included mentoring and coaching sessions with their team leaders, lesson observation, professional learning on classroom management and student engagement with their curriculums.</p> <p>The teachers were provided with feedback and they were supported in development of their teaching skills.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	135	152	148	137
Girls	148	170	164	169

The school has been able to maintain its whole school enrolment of over 300 students despite losing some families due to the effects of the drought on employment opportunities in the region.

The school has subsidised the cost of an additional teacher in the primary school when numbers have dipped below the staffing threshold.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95	92.9	91.9	93.6
1	92.7	94	93.1	92.2
2	92.3	92	92.8	91.2
3	93.2	92	93.4	92
4	94.7	92.4	91.6	92.4
5	94.6	93.2	94.8	92.9
6	94.6	92.5	95.2	93
7	93.3	92.2	93.7	90.1
8	87.4	92.7	89.5	90.3
9	88.2	80.1	90.9	87.6
10	82.9	92.1	78.5	82.9
11	84	78.7	90	74.5
12	78.5	89.6	84.5	87.3
All Years	90.2	90.4	90.9	89.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	92.3	92.3	92.3	91.5

Management of non-attendance

The school works closely with students, parents and the local HSLO/ASLO in order to improve student attendance.

The Learning Support and Wellbeing teams identify students that they feel need intervention from the school. Our attendance coordinator and wellbeing executive follow up on students who have unexplained

absences by phone, letter and parental appointment. The school actively promotes the value on regular on time attendance at school through its newsletter and Facebook page.

Students who truant are also followed up through our Wellbeing and Discipline team and their parents are promptly notified. Overall school attendance has shown a relatively stable, even though the senior years still need improvement.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	75	40
TAFE entry	0	0	10
University Entry	0	0	30
Other	0	25	5
Unknown	0	0	15

Students have entered into a wide variety of university courses including; Arts, Education, Sciences. Students were successful in gaining entry to these courses through the Early Entry Programs offered by universities. There was keen interest shown by other students in pursuing employment in trade industries. Several were successful in gaining trade apprenticeships and working part time jobs.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	3
Classroom Teacher(s)	17.41
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	6.59
Other Positions	0.6

*Full Time Equivalent

The school is fortunate to have a combination of younger and more experienced staff who are enthusiastic and continually working to improve teaching and learning as well as becoming involved in improving community engagement. The teaching staff have been undertaking professional learning so as to gain and retain their Proficiency in Teaching standards. Three executive staff have become involved in a regional project for aspiring leaders.

The school has two male Aboriginal permanent staff members. One is a primary teacher and the other is in high school.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	97
Postgraduate degree	3

Professional learning and teacher accreditation

Staff engaged in many professional learning opportunities throughout the year based on needs of the school, the students, the individual teachers and our School Plan strategic directions.

These training events were in the form of online training conducted at school after hours, courses by both DET and external providers. Networking meetings with staff around the state and local area to provide a wide experience base for staff and specific training to cater to the needs of individual students and the student body as a whole. Teachers have been upskilled in compulsory areas for training and development, along with areas for development as the school saw the need with students and staff. Training for 2018 will be on going and staff will relate all training and development opportunities applied for to support the School Plan.

The staff participated in the following courses:

STLA meetings, Focus on Reading, Reading Recovery, Emergency Care ASCIA – Anaphylaxis and CPR training, PLAN and continuum updates, Autism Training and Information session Premier's Sporting Challenge Child Protection and Code of Conduct Classroom management strategies, HOW2Learn, ALARM, Specialist KLA training, Consistency in assessment and reporting.

The school also was chosen to become involved the Bump it Up program and the required training was undertaken.

Several New Scheme Teachers are working towards NESA accreditation and teachers maintaining accreditation at Proficient.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	461,282
Revenue	4,843,955
Appropriation	4,650,812
Sale of Goods and Services	4,150
Grants and Contributions	186,446
Gain and Loss	0
Other Revenue	0
Investment Income	2,546
Expenses	-4,765,838
Recurrent Expenses	-4,765,838
Employee Related	-4,184,393
Operating Expenses	-581,445
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	78,117
Balance Carried Forward	539,399

The Principal, School Administration Manager and the Budget Committee meet regularly to ensure that the financial management processes and governance structures meet financial policy requirements. Budgets are also discussed in Executive and Staff meetings

- There has been an increase in the amount of voluntary fees paid by parents and careers. This income is very important to the school as we were able to use it to update our classroom technology which helps students in their learning. Improved technology is an ongoing focus in our school budget.
- Another class set of laptops and charging station were purchased. We are also undergoing the replacement of all of our smart boards as they are becoming out of date and many are not functioning properly.
- The school has budgeted to update and replace four smart boards per year as they are reaching

the end of their technological life.

- The school leased two 12 seater Toyota school buses mid year in 2018. These buses will allow better access for our students to sporting, cultural and educational events at a subsidised cost. This will mean that a wider range of students will be able to attend these activities at a much cheaper cost.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	3,703,036
Base Per Capita	60,331
Base Location	50,547
Other Base	3,592,158
Equity Total	328,813
Equity Aboriginal	22,389
Equity Socio economic	171,363
Equity Language	2,111
Equity Disability	132,949
Targeted Total	245,030
Other Total	253,628
Grand Total	4,530,506

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN

on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Student numeracy results demonstrated a similar trend with the percentage of students in the top two bands increasing from 10.7% in 2017 to 13.8 in 2018 and an increase from 64.3% to 75.9% in the middle two bands. This has led to a significant reduction of students in the bottom two bands, moving from 25% to 10.3%.

NAPLAN – Year 3

The Year 3 cohort saw an increase in the number of students in the top two bands. In both spelling and writing, 0% of students were in the bottom two bands.

NAPLAN – Year 5

Year 5 had similar growth in bumping students up from the bottom two bands. The tests indicated that 36.8% of students were in the top two bands of Grammar and Punctuation. In reading 79% of students were in the middle and top bands.

NAPLAN – Year 7

Year 7 NAPLAN saw a trend in bumping students from the bottom two bands to the middle bands. Student results demonstrate an increase in student's achieving in the top two bands across a number of domains. Reading moved from 8.1% to 16.7%; Spelling increased 13.9% to 16.7% and writing saw an increase of 5.6% to 8%.

NAPLAN – Year 9

The Year 9 NAPLAN results showed significant growth in a number of domains. In grammar and punctuation, the percentage of students in the top two bands increased from 10.7% in 2017 to 13.8% in 2018 and an increase in students moving into the middle bands – 50% in 2017 to 65.5% in 2018. The most significant growth is in reading where the percentage of students in the bottom two bands reduced from 39.3% in 2017 to 6.7% in 2018.

NAPLAN – Year 3

In Numeracy the number of students in the bottom two bands decreased demonstrating significant growth in student achievement.

NAPLAN – Year 5

In Numeracy the number of students in the bottom two bands reduced from 23.1% in 2017 to 15.8% in 2018.

NAPLAN – Year 7

Year 7 NAPLAN saw a trend in bumping students from the bottom two to the middle bands. The percentage of students in these bands increased from 59.5% in 2017 to 65.2% in 2018. Similarly, the percentage of students achieving in the top two bands also increased from 13.5% (2017) to 17.4% (2018).

NAPLAN – Year 9

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

In accordance with the Premier's Priorities: Improving education results, 25.53% of Year students achieved in the top two NAPLAN bands for Reading and Numeracy in 2018. This figure was slightly higher than 2017 which was 24.69%; however significantly higher than the 2016 figure of 16.2%

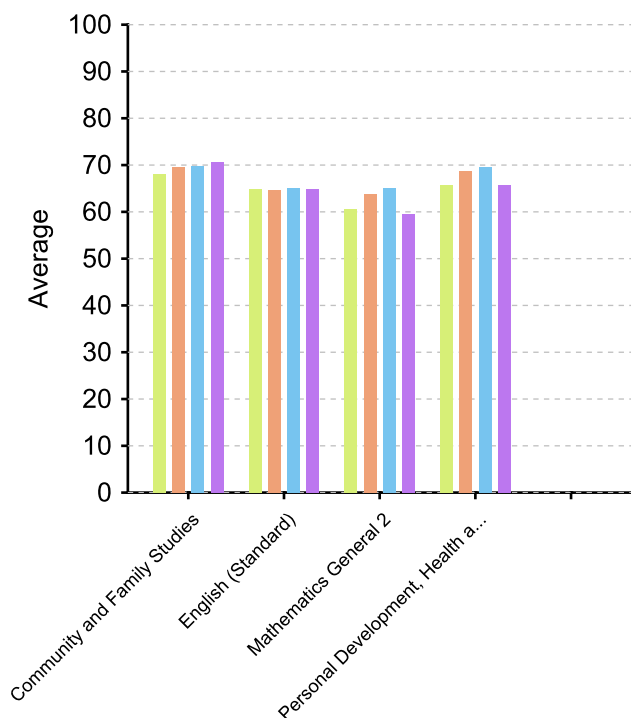
Higher School Certificate (HSC)

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

2018 HSC data demonstrates growth in students achieving above expected growth from Year 9 NAPLAN Data.

Subject	School 2018	SSSG	State	School Average 2014-2018
Community and Family Studies	68.0	69.6	69.9	70.6
English (Standard)	64.8	64.7	65.0	64.8
Mathematics General 2	60.5	63.7	65.1	59.4
Personal Development, Health and Physical Education	65.7	68.8	69.5	65.7

As evident above, a significant number of subjects have seen movement from the bottom two bands to the middle two bands. The following results look at how the school fared in a number of subjects against similar schools and the average state course mark.



■ School 2018
 ■ SSSG Average 2018
 ■ State Average 2018
 ■ School Average 2014-2018

Parent/caregiver, student, teacher satisfaction

Student feedback

Positive Student relationships – 90% School (Above Gov't Norm of 85%) *Academic Self Concept* – 41% School (Above Gov't Norm on 27%) *Optimism (Low)* – 7% School (Lower than Gov't Norm of 17%)

Key indicators of success:

- Participation in sports (Above State Norm)
- Perseverance in school outcomes and learning – High 36% – Gov't norm 48% slight increase by 2%)

When asked 'What makes Coolamon Central School a fun place to learn?' students responded with

1. Excellent teachers
2. Because everything is so fun and they are all very kind and helpful
3. I love this school because the teachers always think of fun ways to teach us.
4. Because students are kind and so are the teachers.

Staff Feedback

The school fared well against State averages around indicators of success.

Leadership: **7.6** School – (Higher than State Norm of 7.1)

Collaboration: **8.0** School (Higher than State Norm of 7.8)

Challenge and visible goals: **7.7** School (Higher than State Norm of 7.5)

Data informs practice: **8.0** School (Higher than State Norm of 7.8)

Planned learning opportunities: **7.8** School (Higher than State Norm of 7.6)

Technology: **7.0** School (Higher than State Norm of 6.7)

Parent Feedback

Areas of strength out of a rating of 10.

Parents: If there were concerns with my child's behaviour at school, the teachers would inform me immediately (**6.1**)

School learning: Teachers expect my child to work hard (**7.3**)

Positive behaviour: My child is clear about the rules of school behaviour (**7.8**)

Inclusive: School staff take an active role in making sure all students are included in school activities (**7.1**)

Policy requirements

Aboriginal education

CCS supports Aboriginal education and promotes a culture of inclusiveness through Aboriginal perspectives across all KLAs. The Acknowledgement of Country is an important part of our assemblies and serves to further promote the recognition of Aboriginal cultures and custodianship of country. In 2018 all students, both Aboriginal and Non Aboriginal, were given the opportunity to conduct such acknowledgement with the mentorship of an Aboriginal Elder.

Coolamon Central School embeds Aboriginal Education into its programs and it is a key focus when developing units of work and building networks between schools within our network patch. All students are provided with cultural information and opportunities. The school has provided students with targeted cultural events throughout the year including; NAIDOC and Sorry Day. These programs were designed to not only support Aboriginal students but to also educate all students about the rich culture that all Australians are afforded to.

In further developing and complimenting Aboriginal Education the school has utilised its funds to continue the employment of a retired English teacher to work with both Aboriginal and Non Aboriginal students to improve both their literacy and wellbeing. All students have electronically stored PLP's which have been developed in consultation with staff, students, parents and our ARCO. In 2018 students were recognised with the 'Riverina Proud and Deadly Awards'. Coolamon again competed in the state NAIDOC debating challenge.

Aboriginal perspectives are embedded throughout the school in many ways:

Programs to meet the specific needs of Aboriginal students and to build an awareness of Aboriginal culture throughout the school community.

An Aboriginal staff member, and the Deputy Principal, continue to be an active members of the Wagga Wagga AECG.

An Aboriginal elder continues to work closely with the Wellbeing team and is an active member of Merit Selection panels for staff employment.

Multicultural and anti-racism education

At Coolamon Central School we value the diverse multicultural nature of Australian society and celebrate the rich diversity of nationalities represented at our school. Multicultural perspectives are integrated across all Key Learning Areas. Units of work are linked to the achievements of outcomes through the study of countries, cultures and world events.

Students celebrated Harmony Day focusing on the cohesive and inclusive nature of our nation. Students in

Years K – 10 further enhanced their understanding by delivering speeches on topics from the Multicultural Perspectives Public Speaking competition.

The school has a trained Anti–Racism contact person on staff. Coolamon Central School's Multicultural Committee is working tirelessly to address the growing diversity within our school. The staff involved are from different Key Learning Areas and are a mixture of staff from K– 12.

The staff follows the Multicultural Framework and Reconciliation Roadmap to direct the school in rolling out initiatives and programs. The school is using this policy to fit the schools strategic directions and to ensure that the goals of the committee meet with the School Plan.