

# Cessnock High School Annual Report



2018



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## Introduction

The Annual Report for 2018 is provided to the community of Cessnock High School as an account of the school's operations and achievements throughout the year.

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

Mr. Christopher Bice,

Principal

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## School background

### School vision statement

At Cessnock High School we provide a diverse range of opportunities for all of our students to be inspired, valued, hopeful and intellectually curious global citizens.

### School context

Cessnock High School is a contemporary and future focused learning community located in the historic heritage school buildings on Aberdare Rd, in the picturesque Hunter Valley.

Our 2019 enrolment is predicted to encompass 600 students from diverse backgrounds including 23% of whom identify as Aboriginal and or Torres Strait Islander.

We proudly foster strong relationships with our partner primary schools, demonstrated in the success of such programs as 6 to 7 Transition, Aboriginal Education and CASE – our acclaimed 'Cessnock Academy of STEM Excellence'.

Our CASE achievements over the last 12 months have far surpassed all predictions, greatly attributed to the employment of expert staff and the promotion of student aptitude. The accolades of our EV and F1 teams are just the beginning of CASE becoming the leading model in STEM education.

All classes in our growing Special Education Unit have access to an innovative and enriching learning environment with state-of-the-art resources and enthusiastic and dedicated specialist teachers which is why it is known as 'SEEK': Supported Education to Empower Kids.

Students in all phases of education at Cessnock High School are supported through curriculum structures focussing on the academic and social needs of the cohort, Year 7 Middle School, Stage 5 Pathways, Sport Academy and the Senior HSC review are all examples of our dedication to catering to the education of the whole student at each phase of their journey. Our staff are highly qualified, passionate and dedicated individuals who strive to ensure all students are provided with a diverse range of opportunities to be inspired, valued, hopeful and intellectually curious global citizens.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

As part of the school planning, self–assessment and reporting cycle of School Excellence, all schools self–assess using the elements of the School Excellence Framework (SEF) across the domains of learning, teaching and leading.

Schools critically reflect on their school improvement efforts to inform their decision making process for future directions. This School Excellence Framework Self–assessment Survey (SEF S–aS) has been designed to support schools to capture the "point–in–time" judgement that has been informed by their ongoing self–assessment processes using the School Excellence Framework.

The statements of excellence in the School Excellence Framework are central to guiding a school's reflection on each element. The on–balance judgement determined by the school is a reflection of the school's progress on these statements. During 2018 the Cessnock High School Self–Assessment Survey's completed revealed the following indicators against the SEF:

### **Learning: Learning Culture**

*'In schools that excel, the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.'*

The school's on–balance judgement for this element is: Working towards Delivering

### **Learning: Wellbeing**

*'In schools that excel, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.'*

The school's on–balance judgement for this element is: Delivering

### **Learning: Curriculum**

*'In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.'*

The school's on–balance judgement for this element is: Delivering

### **Learning: Assessment**

*'In schools that excel, consistent school–wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.'*

The school's on–balance judgement for this element is: Working towards Delivering

### **Learning: Reporting**

*'In schools that excel, reporting that is clear, timely and accurate provides information that supports further progress and achievement for all student learning across the curriculum.'*

The school's on–balance judgement for this element is: Delivering

### **Learning: Student performance measures**

*'In schools that excel, students consistently perform at high levels on external and internal school performance measures and equity gaps are closing.'*

The school's on–balance judgement for this element is: Working towards Delivering

### **Teaching: Effective classroom practice**

*'In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence–based teaching strategies.'*

The school's on–balance judgement for this element is: Working towards Delivering

### **Teaching: Data skills and use**

*'In schools that excel, student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.'*

The school's on-balance judgement for this element is: Working towards Delivering

### **Teaching: Professional standards**

*'In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards. Professional Standards are a reference point for whole school reflection and improvement.'*

The school's on-balance judgement for this element is: Delivering

### **Teaching: Learning and development**

*'In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.'*

The school's on-balance judgement for this element is: Delivering

### **Leading: Educational leadership**

*'In schools that excel, the principal is the primary instructional leader in the school. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.'*

The school's on-balance judgement for this element is: Working towards Delivering

### **Leading: School planning, implementation and reporting**

*'In schools that excel, the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities. The plan is well-conceived, effectively implemented and effects improvement.'*

The school's on-balance judgement for this element is: Delivering

### **Leading: School resources**

*'In schools that excel, resources are strategically used to achieve improved student outcomes and high quality service delivery.'*

The school's on-balance judgement for this element is: Delivering

### **Leading: Management practices and processes**

*'In schools that excel, administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.'*

The school's on-balance judgement for this element is: Delivering

Our self-assessment process 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

#### Purpose

At Cessnock High School, our core business is education. It is our imperative that all students develop the ability to learn, adapt and be responsible citizens.

Innovative and future focused teaching will continue to be a priority to enhance individual learning pathways.

Teachers will effectively use information about individual students' capabilities and needs to plan rich and engaging learning experiences across all key learning areas.

Emphasis will be placed on teachers and parents working to foster strong partnerships throughout each student's educational journey with the aim of all students making successful transitions to future learning and employment opportunities.

#### Overall summary of progress

We have made progress across all four of our improvement areas in this Strategic Direction during 2018.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students demonstrating active engagement with their learning. (Improved Attendance data with an emphasis on eliminating partial truancy).	Human Resources: • SASS • Teaching • Executive • .5 Non Teaching HT Wellbeing \$50,000 was allocated from School RAM budget	<ul style="list-style-type: none"> <li>• Review and upgrade to the CHS Attendance Policy and Procedures</li> <li>• Revised processes for addressing partial truancy at a teacher level</li> <li>• Decreased suspension data through improved engagement</li> <li>• Increased engagement indicators through the TTFM Student survey</li> </ul>
Increase the effectiveness of the Learning Support Team in supporting staff to cater for all students learning needs.	Human Resources: • SASS • Teaching • Executive • .5 Non Teaching HT Wellbeing Integration Funding  \$50,000 was allocated from School RAM budget Equity	<ul style="list-style-type: none"> <li>• Increased identification of students with additional needs</li> <li>• Improved system of recording meeting minutes and tracking student caseload</li> <li>• Increased investment of all key stake holders involved in triage of complex cases</li> <li>• Increased engagement with available DoE and external resources</li> </ul>
Decreased disengaged behaviours through effective systems and processes.	Human Resources: • SASS • Teaching • Executive • .5 Non Teaching HT Wellbeing Integration Funding  \$50,000 was allocated from School RAM budget Equity	<ul style="list-style-type: none"> <li>• Design and implementation of the CODE as a discipline system</li> <li>• Reconfigure Sentral to coincide with the CODE</li> <li>• Reduction in Suspensions and repeat behaviours</li> <li>• Alternative education options sought through the LST for students at risk</li> </ul>
Improved student performance measures towards State Means in NAPLAN.	Human Resources: • SASS • Teaching • Executive • .5 Non Teaching HT Wellbeing	<ul style="list-style-type: none"> <li>• Targeted Professional Learning around Focus on Writing and Focus on Reading</li> <li>• Involvement in Regional Literacy programs</li> <li>• Planning for 2019 Literacy Committee</li> <li>• Middle School Program continuation and extension</li> </ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved student performance measures towards State Means in NAPLAN.	<ul style="list-style-type: none"><li>• SSO</li><li>• AEW</li></ul> Integration Funding  \$50,000 was allocated from School RAM budget Equity	<ul style="list-style-type: none"><li>• Targeted Professional Learning around Focus on Writing and Focus on Reading</li><li>• Involvement in Regional Literacy programs</li><li>• Planning for 2019 Literacy Committee</li><li>• Middle School Program continuation and extension</li></ul>
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## Next Steps

1. Strengthen links between the classroom and home for attendance and partial truancy
2. Continued collaboration with the HSLO to engage students at risk or not attending in alternate programs
3. Quality examination of Sentral Data for trend analysis to install proactive strategies and strengthen behaviour management
4. Extension of the CODE including classroom monitoring processes and tiered incident reporting
5. Professional Learning for whole staff surrounding Focus on Writing
6. The development of a Literacy Team led by the Head Teacher English

## Strategic Direction 2

### Teaching

#### Purpose

At Cessnock High School our staff demonstrate professional responsibility for continually improving their teaching practice to maximise student's potential by engaging in quality professional learning opportunities to develop Teaching strategies that are innovative, evidence based and engaging to the range of learners.

Our teachers evaluate the effectiveness of their teaching practices individually and collaboratively including in-depth data analysis of student engagement, learning growth and outcome attainment.

Cessnock High School Teachers operate in a culture of transparency, embracing lesson observation, collaboration and syllabus change.

#### Overall summary of progress

We have made progress across all four of our improvement areas in this Strategic Direction during 2018.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All classes have innovative and differentiated teaching and learning programs which adhere to NESA requirements. and assessment and reporting practice is indicative of appropriate learning levels.	Human Resources: • SASS • Teaching • Executive \$50,000 was allocated from School RAM budget	<ul style="list-style-type: none"> <li>• Review and upgrade to the CHS Assessment and Reporting Policy and Procedure</li> <li>• Review and upgrade of the HSC Monitoring process including folder construction</li> <li>• Improved communication of the learning needs of individuals, classes and cohorts from the Learning Support Team</li> <li>• Appointment of a second LaST and appropriation of Professional Learning and SLSO employment in line with Integration funding</li> </ul>
Increase in student achievement directly correlates to targeted professional learning initiatives.	Human Resources: • SASS • Teaching • Executive TPL allocated Funding  \$50,000 was allocated from School RAM budget	<ul style="list-style-type: none"> <li>• All staff participated Professional Learning for NCCD leading to improvement in all students accessing learning outcomes</li> <li>• Staff attended the STEM Learning Conference by CASE maximising their confidence to deliver STEM</li> <li>• Staff PDP areas surveyed and Professional Learning goals mapped against the School Plan and prioritised using student performance data</li> <li>• All staff completed Mental Health First Aid and training around Trauma based practice</li> </ul>
Local level and DoE Induction programs are embedded in school process and staff are supported at all levels of accreditation.	Human Resources: • SASS • Teaching • Executive (period allowance for HT English in mentor role) TPL allocated Funding  Beginning Teacher Funding  \$50,000 was allocated from School RAM budget	<ul style="list-style-type: none"> <li>• All staff completed an individualised Induction Program with an assigned Head Teacher fulfilling local and DoE requirements</li> <li>• CHS Staff were gaining or maintaining Accreditation with the support of a Mentor</li> <li>• Beginning Teacher accreditation Google Drive created as a collaboration space</li> <li>• Aspirant staff supported in gaining promotion positions through CV guidance, mentoring and Interview preparation</li> </ul>
Increase in the % of teachers who engage with Quality Teaching Rounds or other classroom observation type	Human Resources: • Teaching • Executive TPL allocated Funding	<ul style="list-style-type: none"> <li>• Whole staff discussion in preparation for Learning Walks</li> <li>• Executive consultation in regards to evidence based research into the benefits of observation</li> </ul>



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
models.	\$50,000 was allocated from School RAM budget	models • Investigation into conducting Quality Teaching Rounds with the University of Newcastle • Expression of Interest Completed for QTR

## Next Steps

1. Differentiated Induction for Executive and teachers
2. Regular Beginning Teachers group meetings
3. Support for staff aspiring to a Highly Accomplished or Lead Level Accreditation
4. Student performance areas guiding whole staff meetings and professional learning
5. Promotion of a classroom observation model to be adopted at CHS
6. Lifeskills and adjustment summaries in all teaching and learning programs

## Strategic Direction 3

Leading

### Purpose

Cessnock High School aims to be recognised in the wider school community as an institution of leadership excellence.

Strong strategic leadership is the foundation for instilling a school-wide culture of high expectations through instructional leadership, performance development and staff deployment.

Emphasis will be placed on school planning and reporting to ensure that the school vision is clearly articulated in every aspect of school operation.

Strategically led systemic reviews will enable the development of existing curriculum structures, wellbeing and administrative systems and technology innovation.

Quality relationships will underpin all aspects of service delivery and enable a high level of community satisfaction.

### Overall summary of progress

We have made progress across all four of our improvement areas in this Strategic Direction during 2018.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Our administrative systems, structures and processes support the effectiveness of all staff and facilitate ongoing school improvement.	Human Resources: • SASS • Teaching • Executive \$50,000 was allocated from School RAM budget Equity	<ul style="list-style-type: none"> <li>• Reconfiguration of Sentral as the school's main administrative system</li> <li>• Preparation for Canvas implementation in 2019</li> <li>• Utilisation of SharePoint for all school based documents</li> <li>• Consolidation of all DoE systems and processes to ensure the physical, financial and human resource aspects of running the school are seamless</li> </ul>
Improved Community involvement through revitalised School Communications and Promotions coordination.	Human Resources: • SASS • Teaching • Executive TPL allocated Funding  \$50,000 was allocated from School RAM budget Equity	<ul style="list-style-type: none"> <li>• Department of Education's launch of the new School Website Service incorporating CHS</li> <li>• Staff have been trained in the management of the new software and our website has been launched and is under construction.</li> <li>• Targeted Professional Learning has occurred in the area of Accessibility with staff completing the DoE E-Learning modules</li> <li>• The Cessnock High School Social Media Profile was extended to include: P&amp;C Facebook page (Managed, administrated and moderated by the P&amp;C), Student Support Officer Facebook Page (Managed, administrated and moderated by Ms Stacy Jacobs SSO), CASE Facebook, SISP Facebook and SISP LinkedIn all managed by our acclaimed CASE team</li> </ul>
Technology that supports learning is available and expertly integrated into lessons by teachers.	Human Resources: • SASS • Teaching • Executive TPL allocated Funding  \$100,000 was allocated from School RAM budget Equity	<ul style="list-style-type: none"> <li>• Employment of an OTSO for technology maintenance</li> <li>• Procurement of devices and equipment to enhance the usage of technology in lessons</li> <li>• Repurposing of current faculty based Computer Labs as specialist areas with a green screen / 3d Laser Printers etc.</li> <li>• Professional Learning from external providers and our CASE team</li> </ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
We are adequately prepared for Audit, NESAs Inspections and External Validation meeting all corporate and external authority requirements.	Human Resources: <ul style="list-style-type: none"> <li>• SASS</li> <li>• Teaching</li> <li>• Executive</li> </ul> \$50,000 was allocated from School RAM budget Equity	<ul style="list-style-type: none"> <li>• VET QA3 completed and passed with a QA2 scheduled for 2019</li> <li>• Discipline of students and attendance Policy and procedure implemented fulfilling Strand A, Part A Policies of NESAs priorities</li> <li>• HSC assessment policies and procedures which comply with the requirements on the ACE website and NESAs Official Notices fulfilling Strand A, Part B Curriculum of the NESAs Priorities</li> <li>• School Planning and Self Assessment against the School Excellence Framework evidence kept and documented in preparation for External Validation</li> </ul>

## Next Steps

1. Continued implementation of Canvas to enhance school technological infrastructure and ease of access
2. Ongoing design and administration of the Cessnock High School Website
3. Management Plans, Budgeting and Finance development
4. Roll out of the Sentral Parent Portal and Student Kiosk
5. Focus on Strand B 'Quality of Student Learning' for the scheduled NESAs Random Inspection in 2019
6. Preparation of artefacts and evidence for the scheduled 2020 External Validation

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Equity Funding Aboriginal \$151,821	<ul style="list-style-type: none"> <li>• Year 6 into 7 Transition</li> <li>• Language Program</li> <li>• Regular meetings with our Partner Primary Schools</li> <li>• Implementation of Personalised Learning Plans</li> <li>• Hosted Jr AECG and AET leadership days</li> <li>• Facilitator Training completed by two executive staff in Stronger Smarter</li> <li>• Targeted Professional Learning in Aboriginal Education across the entire learning community</li> <li>• Acknowledged Reconciliation Week</li> <li>• Utilised data to inform teaching and learning programs</li> <li>• Audited school physical resources for cultural appropriateness</li> <li>• Continued employment of an Aboriginal Education Worker</li> </ul>
<b>Low level adjustment for disability</b>	Equity Disability (\$351,964)	<p><b>Students are provided with daily and ongoing adjustments for disability within the mainstream classroom. Students with identified learning needs or disabilities are identified through Learning and Support team referrals and intervention. If a learning need or disability is identified:</b></p> <ul style="list-style-type: none"> <li>• Students receive YARK or PM Benchmark literacy testing</li> <li>• Students are observed within the classroom setting, feedback from which is provided to parents</li> <li>• Students are provided with classroom adjustments as via Teaching for Inclusion, developed by LaST</li> <li>• An IEP meeting is held with parents/caregivers for students with high-level learning needs or diagnosed disabilities, with the plan being communicated to all teaching staff. A flag is then placed on Sentral.</li> <li>• School Learning and Support Officers are utilised in the mainstream for students with Integration Funding Support to provide additional support in the classroom setting.</li> <li>• Learning and Support Teachers are available to support classes with identified learning or behavioural needs, and provide specialist advice to classroom teachers, or provide withdrawal and small-group intensive literacy/numeracy, behavioural or social skills support</li> <li>• Student needs are reviewed on an ongoing basis to ensure the most appropriate support is being provided.</li> </ul>
<b>Socio-economic background</b>	Equity Socio Economic (\$953,520)	<p><b>Due to the socio-economic background of the local community, Cessnock High School provides support for students to ensure outcomes are equitable for all. Some interventions and supports adopted include:</b></p> <ul style="list-style-type: none"> <li>• School Breakfast Club to ensure all students are offered a health breakfast to commence the day</li> </ul>

<p><b>Socio-economic background</b></p>	<p>Equity Socio Economic (\$953,520)</p>	<ul style="list-style-type: none"> <li>• Referral to external agencies for additional financial support such as food vouchers</li> <li>• Support in obtaining school supplies such as books, pens and bags</li> <li>• Uniform assistance scheme</li> <li>• Assessment on a needs-basis and daily assistance in obtaining equipment, uniform and food</li> <li>• Close working relationship with CYCOS and PCYC for outside-of-school hours support</li> <li>• Social, academic and wellbeing programs such as Elevate, Brainstorm Productions Performances and end-of-year programs subsidised by the school to increase participation and ensure equity.</li> </ul>
<p><b>Support for beginning teachers</b></p>	<p><b>Permanent and Temporary Teachers</b></p> <p>First year funding (\$14,130) per teacher</p> <p>Second year funding (\$4,269) per teacher</p>	<p><b>Programs of support were developed for each beginning teacher which addresses the four conditions outlined in the policy</b></p> <p>The funding was used to enhance the professional growth of teachers during their induction period in a variety of ways including:</p> <ul style="list-style-type: none"> <li>• observing other teachers' lessons;</li> <li>• enabling other teachers to observe their lessons;</li> <li>• engaging in collaborative practices;</li> <li>• receiving structured feedback based on observation;</li> <li>• evaluating impact of their teaching on student progress and achievement;</li> <li>• implementing effective classroom management strategies;</li> <li>• engaging in professional discussion and personal reflection;</li> <li>• assessing and evaluating student work;</li> <li>• planning quality lessons to maximise their impact on learning; and</li> <li>• compiling evidence to achieve mandatory accreditation at Proficient Teacher level with the NSW Education Standards Authority (NESA).</li> <li>• participation in targeted professional learning activities that are specifically designed to support the beginning teacher's development.</li> </ul>
<p><b>STEM</b></p>	<p><b>Development of the Cessnock Academy of STEM Excellence (CASE)</b></p> <p>Cessnock High School (\$87,500)</p> <p>Abermain (\$17,500)</p> <p>Cessnock (\$17,500)</p> <p>Cessnock East (\$17,500)</p> <p>Kersley (\$17,500)</p> <p>Kitchener (\$17,500)</p> <p><b>CASE strategic and</b></p>	<p><i>The Cessnock Academy of STEM Excellence (CASE) is an initiative of the Cessnock High School Learning Community (CHSLC) and the NSW Department of Education.</i></p> <p><b>Recruit Deputy Principal STEM</b></p> <ul style="list-style-type: none"> <li>• Dr Scott Sleep appointed to position.</li> </ul> <p><b>Design Model for CASE</b></p> <ul style="list-style-type: none"> <li>• CASE leadership team collaboratively developed the CASE Model.</li> </ul> <p><b>Identify CASE Partners</b></p> <ul style="list-style-type: none"> <li>• Partnerships were developed with; NSW Department of Education, Google, Boeing, BAE Systems, Cessnock City Library, NSW Pathology, CQ University, the University of Newcastle</li> </ul> <p><b>CCGPS STEM Conference</b></p> <ul style="list-style-type: none"> <li>• The CASE team managed the Cessnock Community of Great Public School's STEM</li> </ul>

<p><b>STEM</b></p>	<p><b>professional development plan</b></p> <p>CCGPS (\$50,000)</p> <p>Google (\$15,000)</p> <p>NSW Department of Education (\$10,000)</p> <p><b>Pilot Implementation and Administration</b></p> <p><b>Support CASE schools with employment of STEM mentors</b></p> <p>NSW Department of Education (\$90,000)</p> <p><b>CASE Curriculum Development</b></p> <p>NSW Department of Education (\$15,000)</p> <p><b>Establish STEM Lending Library</b></p> <p>CHS (\$35,000)</p> <p>NSW Department of Education (\$45,000)</p> <p><b>Support STEM engagement activities in CASE schools</b></p> <p>NSW Department of Education (\$10,000)</p>	<p>conference.</p> <p><b>STEM Professional Learning</b></p> <ul style="list-style-type: none"> <li>• STEM based professional learning plan developed.</li> <li>• Thirteen separate Professional Development opportunities were provided to CASE teachers</li> </ul> <p><b>STEM Project Officers/Support Staff</b></p> <ul style="list-style-type: none"> <li>• Employment of STEM project Officers to support CASE schools.</li> <li>• Employment of Hope Quarty two days per week.</li> <li>• Secondment of Dr Sleep two days per week for state based roll out of CASE, through the SISP program.</li> <li>• Employment of Ancillary staff to assist in program administration</li> </ul> <p><b>Collaborative Curriculum Development</b></p> <ul style="list-style-type: none"> <li>• Funds were provided to work collaboratively on curriculum development.</li> </ul> <p><b>STEM Lending Established</b></p> <ul style="list-style-type: none"> <li>• A library of STEM resources has been established through CHS Library.</li> <li>• A borrowing website has been established and distributed to Principals.</li> <li>• Lending Library materials</li> </ul> <p><b>Regional STEM Engagement Activities</b></p> <ul style="list-style-type: none"> <li>• CASE developed at STEM engagement plan.</li> <li>• Coordination of STEM activities across the learning community</li> </ul>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	295	281	286	297
Girls	285	283	268	264

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	87.7	87.7	85.5	85.7
8	87.7	84.5	84.7	77.5
9	84.3	84.7	82.3	77.3
10	81.7	76.1	79	71.7
11	86.7	85.6	84.5	76.3
12	85.6	85.6	88.3	81.1
All Years	85.7	84	83.8	78.1
State DoE				
Year	2015	2016	2017	2018
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	89.7	89.7	89.6	88.4

### Management of non-attendance

#### Attendance monitoring processes:

##### Intervention 1: Attendance Officer

- Day to day monitoring of attendance, such as updating absence reasons (via phone/email/note)
- Processing of Application for Extended of Leave from school
- Attendance letter sent home each fortnight for unexplained absences

##### Intervention 2: Head Teacher Wellbeing

- Generate <85% attendance reports each fortnight and to provide to Year Adviser at Learning Support Team meeting
- Attendance cases being managed by Head Teacher Wellbeing and Senior Exec will be identified on the report.

##### Intervention 3: Year Adviser

- Investigate absence pattern (SENTRAL data)
- Interview students of concern – unexplained absences
- Phone parents of student concerned
- If after intervention attendance continues to decline (the following fortnight), escalate to Head Teacher Wellbeing at the Learning Support Team meeting

##### Intervention 4: Head Teacher Wellbeing

- Organise and facilitate meeting with parents/carergivers, Year Adviser and student
- Record action in SENTRAL
- Report back to LST meeting or Year Adviser team directly
- HSLO referrals for repeated concerns
- Refer to DP to implement disciplinary action when necessary

##### Intervention 5: Home School Liaison Officer

- HSLO to interview students of repeated concern
- HSLO to attend scheduled weekly meetings at school
- Written report to Deputy Principal
- Report back at to Principal, Deputy Principal or Head Teacher Wellbeing

#### Outcomes of programs designed to improve student attendance:

Cessnock High School uses a Phone Intervention Program as an instant, daily action for non-attendance. A call is made and text message sent if a student is marked absent. This gives parents with an opportunity to justify absences, and allows school staff the ability to monitor student attendance via Sentral.

Fortnightly Year Adviser monitoring of long-term or ongoing absences provides the opportunity for Year Advisers to discuss absence and wellbeing issues with students, providing students with a supportive staff member who they can discuss their attendance issues with. This is followed by a phone call to a parent, for students and parents to be accountable for attendance.

Weekly meetings are held with the school attendance officer (SAO), HT Wellbeing, Home School Liaison Officer and Deputy Principals attendance concerns related to specific students. The intended outcome of these meetings is to put in place actions and interventions to support students who may be disengaged. Interventions may include: HSLO referrals, TAFE applications, LST Meetings, Part Day Exemptions or Referrals to external programs such as Links to Learning , Mai-Wel etc.

The outcomes of these improved attendance, increased engagement and improved communication between all parties, as evidenced by Sentral data.



## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	9	11	9
Employment	14	16	14
TAFE entry	20	18	19
University Entry	19	17	16
Other	14	11	9
Unknown	24	27	33

## Year 12 students undertaking vocational or trade training

Our Year 12 students are often keen to undertake vocational or trade training while completing their HSC. The percentage of Year 12 students undertaking vocational or trade training during 2018 was 35%. Many of these students have continued in their field of study after the completion of the HSC.

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

In 2018 all students attained a Higher School Certificate or Vocational Education qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	34.7
Learning and Support Teacher(s)	2.3
Teacher Librarian	1
School Administration and Support Staff	13.08
Other Positions	1.8

\*Full Time Equivalent

Aboriginal composition of the school's workforce during 2018 consisted of; an Aboriginal Education Worker, two School Learning Support Officer, two Classroom Teachers and a Head Teacher.

## Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	8

## Professional learning and teacher accreditation

Senior Executive members led Professional Learning at Cessnock High School during 2018.

Funding for Teacher Professional learning for 2018 totalled approximately \$34, 000.00 with no funds carried over from 2017. This amount was expended in its entirety inclusive of 2018 semester one and two grant receipts.

Expenditure included: course fees, casual salaries, travel and accommodation and other associated TPL expenses in adherence of associated DoE policy and the Australian Institute for Teaching and School Leadership (AITSL) *Australian Charter for the Professional Learning of Teachers and School Leaders*.

The impact of teacher professional learning during 2018 is evidenced in:

- All executive and teaching staff utilising the Performance Development Framework. The Senior Executive evaluated expressions of interest for specific Professional Learning for alignment with Professional Development Plans and priority areas for Teacher Professional Learning in accordance with the school plan prior to approval.
- The development of leadership capacity as a focus of Teacher Professional Learning inclusive of career development opportunities such as; Head Teacher network events, and Principal and Deputy Principal Conferences.
- All staff completing DoE Mandatory Training which in 2018 included: Health and Safety Induction, Anaphylaxis, e-Care and Child Protection updates.
- All Beginning Teachers gaining or maintaining Accreditation against the Professional Standards.



## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	939,746
<b>Revenue</b>	9,273,738
Appropriation	9,149,172
Sale of Goods and Services	9,916
Grants and Contributions	111,212
Gain and Loss	0
Other Revenue	0
Investment Income	3,439
<b>Expenses</b>	-8,842,099
Recurrent Expenses	-8,842,099
Employee Related	-7,475,571
Operating Expenses	-1,366,528
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	431,639
<b>Balance Carried Forward</b>	1,371,386

Cessnock High School adheres to rigorous financial practices and governance structures which meet the Departmental and legislative requirements.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	5,729,788
Base Per Capita	112,293
Base Location	3,882
Other Base	5,613,613
<b>Equity Total</b>	1,460,273
Equity Aboriginal	151,821
Equity Socio economic	953,520
Equity Language	2,968
Equity Disability	351,964
<b>Targeted Total</b>	1,075,871
<b>Other Total</b>	131,249
<b>Grand Total</b>	8,397,181

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.

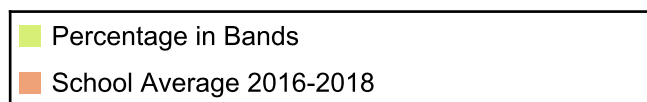
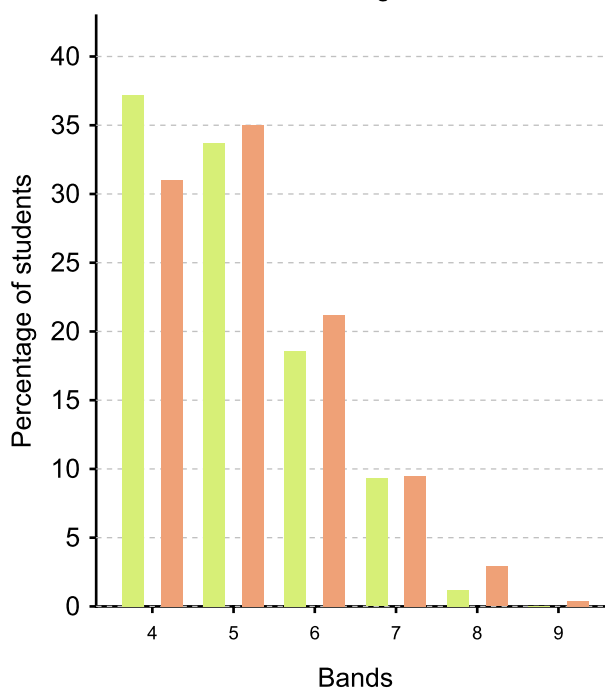
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

In the English learning area of each state and territory curriculum, students develop language and literacy skills and then apply these skills across a full range of learning areas. The NAPLAN reading tests measure literacy proficiency across the English learning area in line with the Australian Curriculum: English.

The Australian Curriculum: English also requires students to be taught a variety of forms of writing at school. The three main text types (previously called genres) that are taught are imaginative writing (including narrative writing), informative writing and persuasive writing. In the writing tests, students are provided with a 'writing stimulus' (sometimes called a prompt – an idea or topic) and asked to write a response in a particular text type. To date the text types that students have been tested on are narrative writing and persuasive writing. Informative writing is not yet tested by NAPLAN.

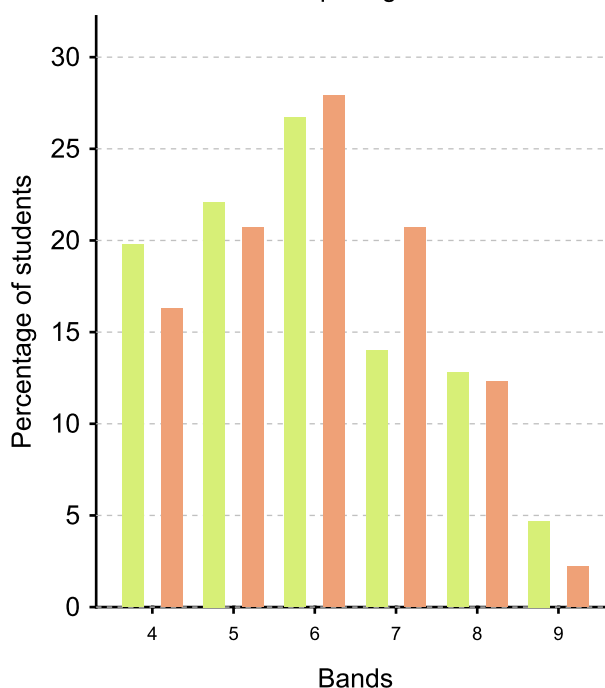
The language conventions tests assess spelling, grammar and punctuation. Literacy knowledge and skills are essential to effective communication across all learning areas. However, the tools of language, including language conventions, are explicitly developed in the English learning area. Therefore the content assessed in the language conventions tests is aligned to the Australian Curriculum: English.

Percentage in bands:  
Year 7 Writing



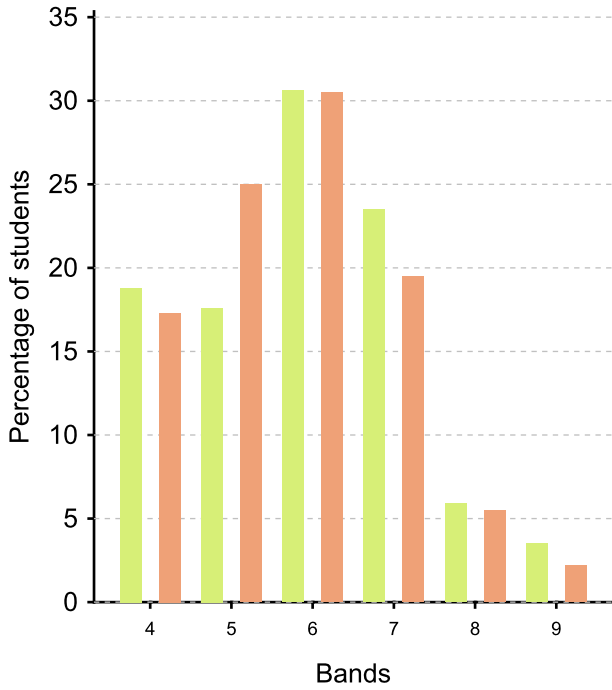
Band	4	5	6	7	8	9
Percentage of students	37.2	33.7	18.6	9.3	1.2	0.0
School avg 2016-2018	31	35	21.2	9.5	2.9	0.4

Percentage in bands:  
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	19.8	22.1	26.7	14.0	12.8	4.7
School avg 2016-2018	16.3	20.7	27.9	20.7	12.3	2.2

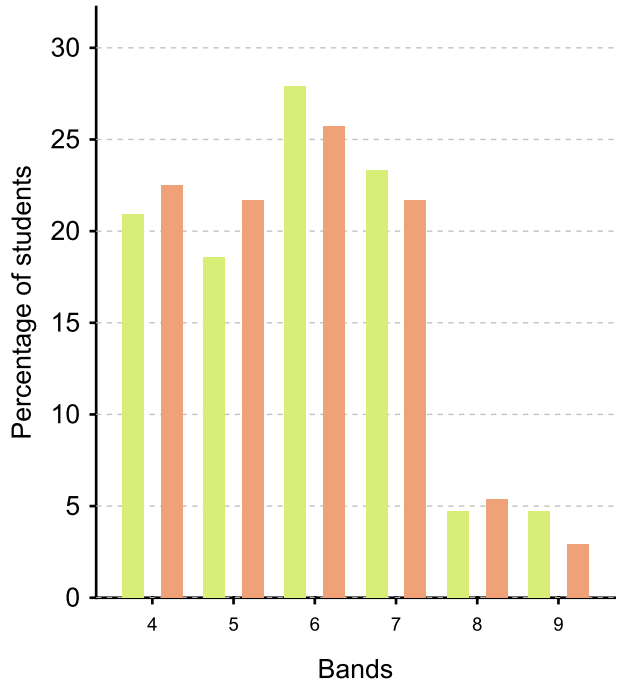
**Percentage in bands:**  
Year 7 Reading



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	18.8	17.6	30.6	23.5	5.9	3.5
School avg 2016-2018	17.3	25	30.5	19.5	5.5	2.2

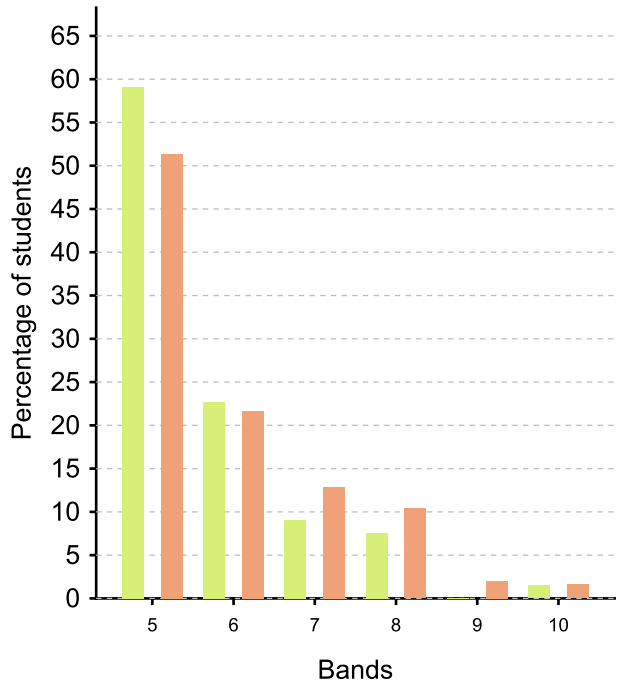
**Percentage in bands:**  
Year 7 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	20.9	18.6	27.9	23.3	4.7	4.7
School avg 2016-2018	22.5	21.7	25.7	21.7	5.4	2.9

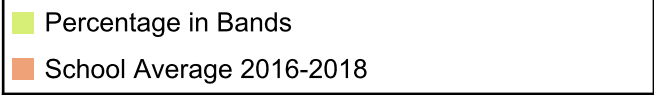
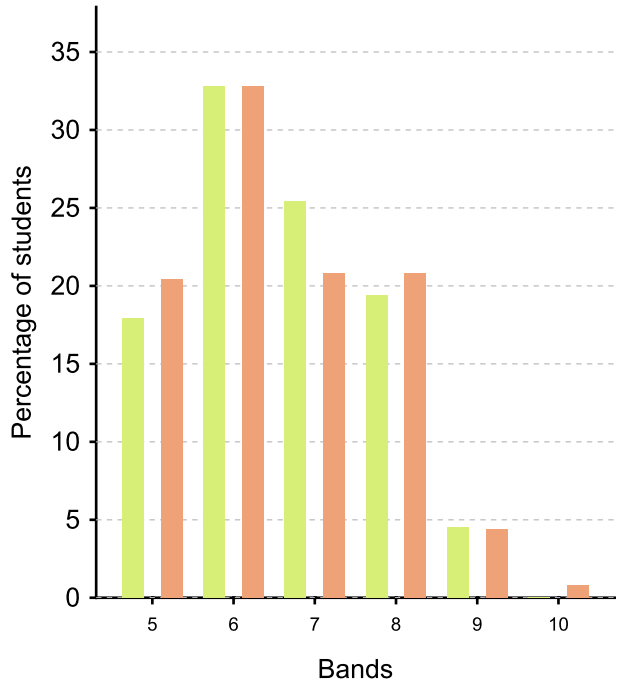
**Percentage in bands:**  
Year 9 Writing



Percentage in Bands
School Average 2016-2018

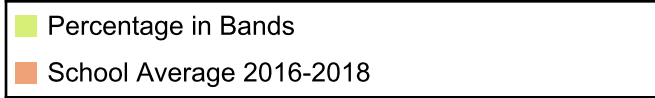
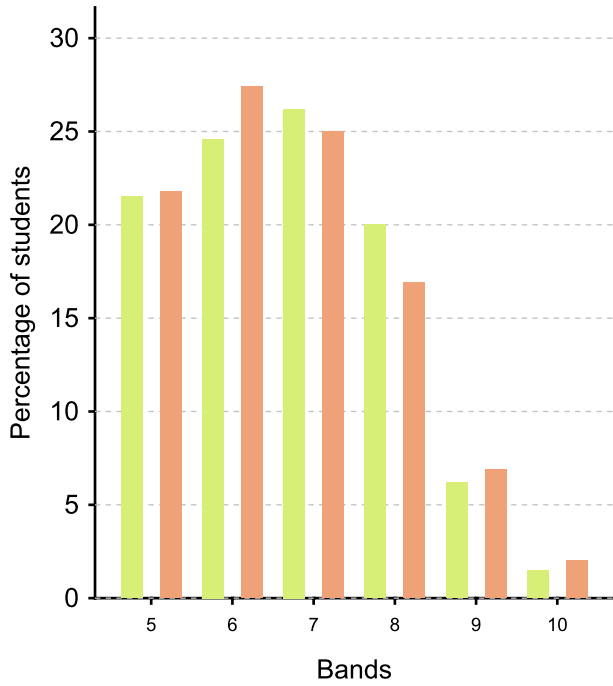
Band	5	6	7	8	9	10
Percentage of students	59.1	22.7	9.1	7.6	0.0	1.5
School avg 2016-2018	51.4	21.7	12.9	10.4	2	1.6

**Percentage in bands:**  
Year 9 Reading



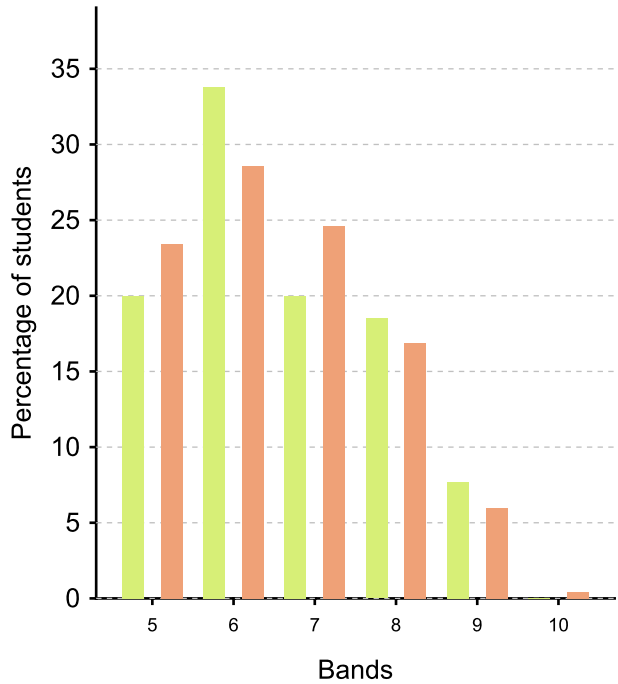
Band	5	6	7	8	9	10
Percentage of students	17.9	32.8	25.4	19.4	4.5	0.0
School avg 2016-2018	20.4	32.8	20.8	20.8	4.4	0.8

**Percentage in bands:**  
Year 9 Spelling



Band	5	6	7	8	9	10
Percentage of students	21.5	24.6	26.2	20.0	6.2	1.5
School avg 2016-2018	21.8	27.4	25	16.9	6.9	2

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

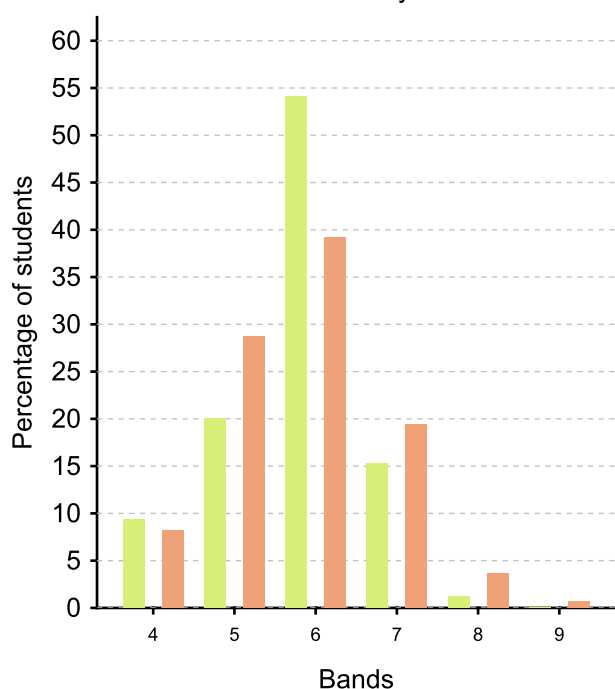


Band	5	6	7	8	9	10
Percentage of students	20.0	33.8	20.0	18.5	7.7	0.0
School avg 2016-2018	23.4	28.6	24.6	16.9	6	0.4

The NAPLAN numeracy tests measure the achievement of students in numeracy. The main reference for numeracy as well as mathematical knowledge, skills and understanding is the Australian Curriculum: Mathematics.

The numeracy tests assess the proficiency strands of understanding, fluency, problem-solving and reasoning across the three content strands of mathematics: number and algebra; measurement and geometry; and statistics and probability.

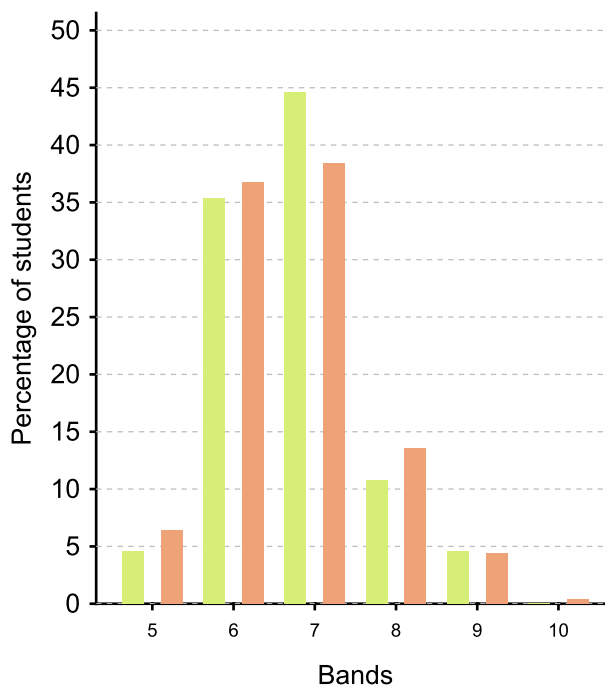
Percentage in bands:  
Year 7 Numeracy



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	9.4	20.0	54.1	15.3	1.2	0.0
School avg 2016-2018	8.2	28.7	39.2	19.4	3.7	0.7

Percentage in bands:  
Year 9 Numeracy



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	4.6	35.4	44.6	10.8	4.6	0.0
School avg 2016-2018	6.4	36.8	38.4	13.6	4.4	0.4

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.>

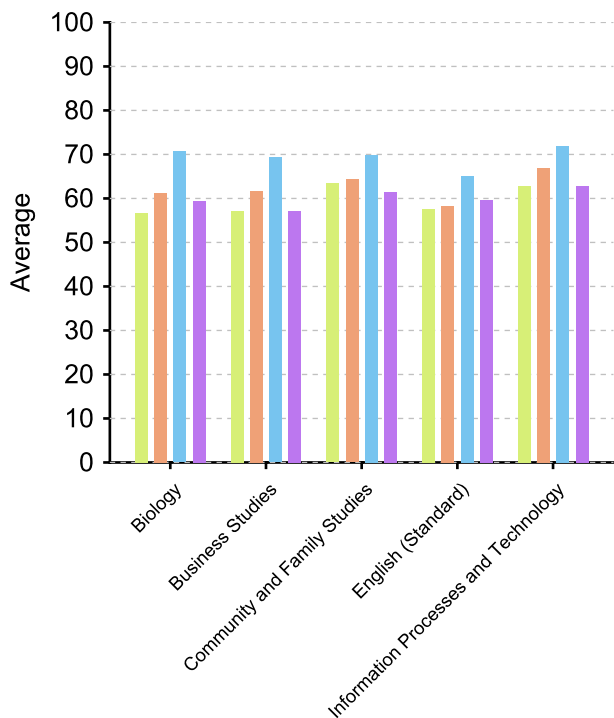
The following is included in accordance with mandatory reporting requirements regarding the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

Improving education results; unfortunately the percentage of students achieving the top two NAPLAN bands in Numeracy in Year 9 declined marginally from 5.4% in 2017 to 4.6% in 2018, and in Reading in Year 9 decreased from 4.5% in 2017 to 4.4% in 2018.

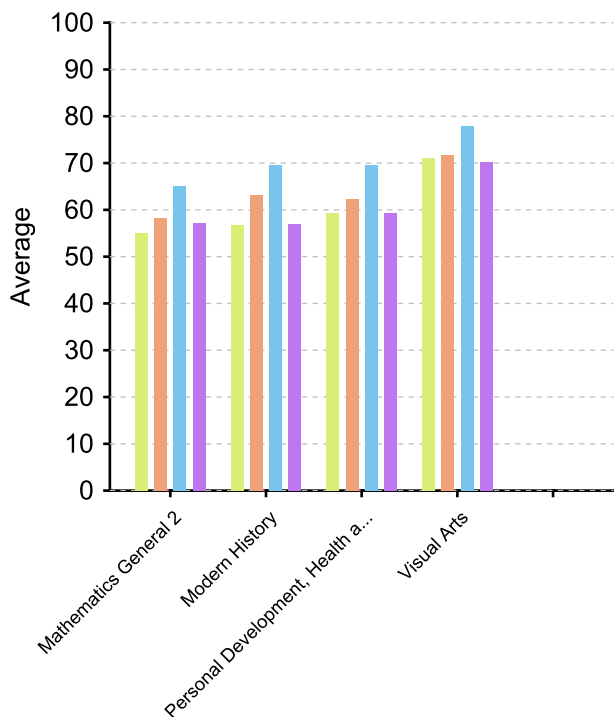
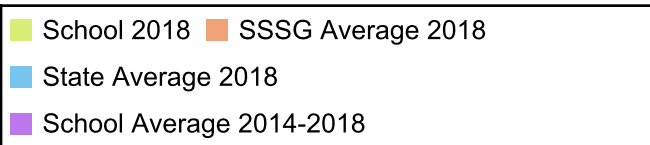
However in terms of the State Priorities: 'Better services Improving Aboriginal education outcomes for students in the top two NAPLAN bands by 2020' – The percentage of Aboriginal students achieving the top two NAPLAN bands in Reading in Year 9 was 0% in 2018 in comparison with 4.2% in 2017 and in Numeracy in Year 9 fell substantially from 12.5% in 2017 to 0% in 2018. The school is currently investigating the possibility of anomaly with these figures.

## Higher School Certificate (HSC)

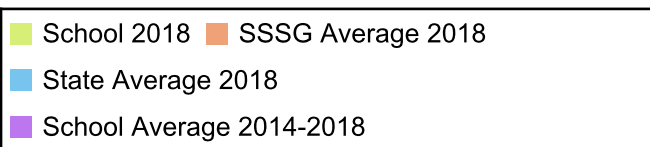
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



Subject	School 2018	SSSG	State	School Average 2014-2018
Biology	56.8	61.2	70.7	59.5
Business Studies	57.1	61.7	69.3	57.2
Community and Family Studies	63.4	64.3	69.9	61.4
English (Standard)	57.5	58.3	65.0	59.8
Information Processes and Technology	62.8	66.9	72.0	62.8
Mathematics General 2	55.0	58.1	65.1	57.2
Modern History	56.8	63.1	69.5	57.0
Personal Development, Health and Physical Education	59.2	62.2	69.5	59.2
Visual Arts	71.0	71.6	78.0	70.2



The Compressed Curriculum model for the HSC was reviewed in 2018 and preparations were made to phase it out with the last cohort completing their HSC subjects in 2019. Cessnock High School will return to a Traditional Model of curriculum delivery with the 2018 Year 10 transitioning to Year 11 studies in 2019. Subjects for this transitioning year were based on student choice through a rigorous selection process including information evenings, on line selections and interviews with the Deputy Principal, Year Adviser or Careers Adviser.



## Parent/caregiver, student, teacher satisfaction

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

TTFM is an online survey system devised by The Learning Bar that helps schools capture the views of students, teachers and parents. The Department of Education, through the Centre for Education Statistics and Evaluation (CESE), has engaged The Learning Bar to offer its student feedback survey, its *Focus on Learning* teacher survey and the *Partners in Learning* parent survey to NSW government schools. As with any survey, the participation rate is crucial to gaining an accurate data set on the views and feelings of the cohort.

Unfortunately during 2018, due to limited parent/caregiver's completing the survey we are unable to report on levels of satisfaction. Staff Surveys identified School Leadership as an area for future focus and Student Surveys indicated a continued need for programs focussing on wellbeing.

## Policy requirements

### Aboriginal education

We are committed to ensuring all students have an awareness and sense of pride in their identity and experience a sense of belonging at school. The programs and initiatives for Aboriginal Education 2018 are as follows.

#### Teacher Professional Learning:

- Targeted Professional Learning for the entire learning community during 'Twilight Training' incorporating the staff from Mount View High School and Kurri Kurri High School
- Staff attending the local AECG's Connecting to Country

#### Curriculum:

- The last year of Aboriginal Studies as a subject across all three stages
- Data from a range of sources used to inform teaching and learning programs
- The Aboriginal Education Team audited school physical resources for cultural appropriateness and made modifications to the classroom, Hub, and commenced work on the Aboriginal Garden

#### Partnerships:

- Year 6 into 7 Transition, and Regular meetings with our Partner Primary Schools
- Partnership with the Korreil Wonnai AECG
- Kiray Putjung Aboriginal Corporation
- IAS Program Youth Connections

#### Ceremonies and celebrations:

- Reconciliation Week featuring a week-long celebration
- Combined Naidoc celebrations with our Partner

#### Primary Schools

- TTFM Survey results indicated that students felt that the staff understood about their cultural backgrounds and gave them opportunities to learn about their culture and they felt culturally competent in the classroom.

#### Building identity

- Initial development of the Moya Program
- Design of the Cultural Uniform
- Hosted the first Jr AECG and AET leadership days
- Established designated roles for Aboriginal Education Core Team members
- Continued employment of our Aboriginal Education Worker

#### Multicultural and anti-racism education

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

To cater for students with additional learning needs due to any language barriers Cessnock High School follows a process of; Identification, personalised learning, general capability mapping and cross-curricular priorities, and the appropriation of teaching resources. We proudly celebrate Harmony Day to recognise Australia's cultural diversity. Students understand that it's a day of cultural respect for everyone who calls Australia home and also that it coincides with the UN's International Day for the Elimination of Racial Discrimination.

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

#### Other school programs

##### The SEEK Learning Centre

Founded in 2018, The SEEK Learning Centre has become renowned as a leading facility in special education in the Hunter. SEEK stands for 'Supported Education to Empower Kids' and the aim of The Seek Learning Centre is to prepare students for the future by developing the skills required to be an active member in our community. We encourage every student to try their best and we offer a learning environment that is challenging, yet enables our students to succeed. Individualised Educational programs are tailored to meet the individual academic, social and emotional needs of each student through project based learning and hands on learning activities.

The SEEK Learning Centre consists of six classes from years 7 –12. Our six classes include two Multi

Categorical classes (Fearnley and Young), one class for students with a Moderate Intellectual learning difficulty (Elliot), one class for students with Emotional Disturbances (Johns) and two class for students with a Mild Intellectual learning difficulty (Waites and Alcott). We currently have an enrolment of 60 students (with an additional 7 students as guested enrolments identified as requiring a supported learning environment via the school Learning and Support Team).

Students in the SEEK Learning Centre have access to the mainstream curriculum and are actively involved in all whole school activities such as assemblies, year meetings, sports carnivals etc. Students also have additional opportunities to develop their skills and achieve outcomes through a variety of tailored programs including

The SEEK Learning Centre are proudly supporting 'Beyond Blue' and 'Cerebral Palsy Alliance' or 2019. We believe it is important to teach our students to give back and support others. During the 2019 school year, SEEK Learning Centre students will be participating in fundraising events, such as car washes, food stalls and selling their fresh produce to raise money to support these amazing and dedicated foundations.

### **Cessnock Academy of STEM Excellence (CASE)**

#### **Purpose**

The Cessnock Academy of STEM Excellence (CASE) is an initiative of the Cessnock High School Learning Community (CHSLC) and the NSW Department of Education. The learning community is centred around Cessnock High School and its five local partner primary schools of Abermain, Cessnock, Cessnock East, Kearsley and Kitchener. The main purpose of the CASE is to improve the expert knowledge of STEM for the teachers of the Cessnock High School Learning Community, to engage them in future-focused learning and teaching practices, and to inspire a passion for STEM in their students.

#### **Aims**

CASE aims to fully engage with the whole learning community including; Business, Government, Education Authorities, Parents and Citizens to provide truly authentic and real-world learning opportunities for our students. Students involved in the program will develop the technical and non-technical skills required to become lifelong learners and to fully embrace the opportunities that the changing nature of work currently provide.

#### **Activities/Initiatives in 2018**

1. Employment of Deputy Principal STEM for Cessnock High School Learning Community
2. Establishment of a STEM equipment Lending Library
3. Cessnock Community of Great Public Schools – STEM Conference
4. Establishment of the CASE class (Year 7 Cessnock High)
5. Google for Education Teacher Professional

- Learning Program
6. STEM Project Officer to support schools (2 Days/week)
7. Cross-curriculum Planning Days
8. Development of agreed processes for design thinking
9. Cross-curriculum programming template
10. STEM transition program (6 to 7)
11. Middle school cross-curriculum program (Egypt)
12. Jaguar Primary School Challenge
13. F1inSchools Program (Cessnock High)
14. Mini Electric Vehicle Festival
15. Hour of Code Activities
16. Electric Vehicle Prize
17. Mars Rover Curriculum Development (Abermain, Cessnock East)
18. RoboCUP Lego Robotics
19. Science and Engineering Challenge Discovery Days
20. SMART Program Primary School Discovery Days
21. Tech Girls Movement engagement activities
22. NSW Pathology Health Science Workshops
23. Science Week Bridge Building Challenge
24. Adam Spencer Mathematics Workshop University of Newcastle
25. Boeing Aboriginal Work Experience Program
26. Boeing F1inSchools Mentoring
27. Kid on Track – Newcastle V8 Supercars

#### **Summary of Achievements**

- Deputy Principal STEM (Cessnock High School Learning Community) awarded Prime Minister's Prize for Excellence in Science Teaching in Secondary Schools
- CASE acknowledged by the Minister for Education for 'being at the forefront of innovative education'
- CASE outcomes mentioned in state parliament by Kate Washington
- Regional F1inSchools Finalist – Cessnock High School
- State F1inSchools Finalist (Fastest Lap, Grand Prix Race Winner, Best Graphic Design, Best Team Marketing, 3rd place overall – Cessnock High School
- National F1inSchools representatives (2019) – Cessnock High School
- Overall Winner HV Electric Bike Challenge – Cessnock High
- Fastest Lap HV Electric Bike Challenge – Cessnock High
- Aeronautical Velocity Challenge 3rd Place – Cessnock High School
- STEM Action School – Abermain
- Winners Jaguar Primary School Challenge – Kearsley
- Runners Up T4L awards (leader in Digital Learning Tools) – Cessnock East
- Winner Science Week Bridge Building Challenge – Cessnock East
- State Representatives for RoboCUP – Cessnock East
- 2nd Overall Mini EV Competition – Cessnock East
- Winner Design and Innovation Award Mini EV Competition – Cessnock Public



## **Progress toward achieving program objectives**

### **1) Development of the Cessnock Academy of STEM Excellence (CASE)**

#### **Recruit Deputy Principal STEM**

- Dr Scott Sleaf appointed to position. Dr Sleaf has a reputation as being one of the leading experts in STEM education nationally. In 2018 Dr Sleaf was awarded the Prime Minister's Prize for Excellence in Science Teaching in Secondary Schools

#### **Design Model for CASE**

- CASE leadership team made up of principals and Dr Sleaf collaboratively developed the CASE Model. The model has been so successful it has been adopted by the NSW Department of Education and has been implemented in other regions of NSW

#### **Identify CASE Partners**

- Partnerships were developed with; NSW Department of Education, Google, Boeing, BAE Systems, Cessnock City Library, NSW Pathology, CQ University, the University of Newcastle

### **2) CASE strategic and professional development plan**

#### **CCGPS STEM Conference**

- The CASE team managed the Cessnock Community of Great Public School's STEM conference. All teacher from all but one CCGPS school attended this event. The conference was one of regional NSW's largest ever STEM education conferences with over 500 in attendance

#### **STEM Professional Learning**

- STEM based professional learning plan developed. Thirteen separate Professional Development opportunities were provided to CASE teachers and taken up by over 280 teachers

### **3) Pilot Implementation and Administration / Support CASE schools with employment of STEM mentors**

#### **STEM Project Officers/Support Staff**

- Employment of STEM project Officers to support CASE schools. Employment of Hope Quartly two days per week. Secondment of Dr Sleaf two days per week for state based roll out of CASE, through the SISP program. Employment of Ancillary staff to assist in program administration

### **4) CASE Curriculum Development**

#### **Collaborative Curriculum Development**

Funds were provided to work collaboratively on curriculum development. Projects underway include;

- iSTEM Process
- iSTEM Continuum

- Mars Rover Unit – Abermain
- Mars Rover Unit – Cessnock East
- Egypt Unit – Cessnock High
- CASE Class Transition – All
- Mini EV Unit
- Jaguar Primary School Challenge

### **5) Establish STEM Lending Library**

#### **STEM Lending Established**

- A library of STEM resources has been established through CHS Library. A borrowing website has been established and distributed to Principals. Lending Library materials include; Blue Bot robotics, Drones (15), Greenscreen Video Unit (2), iPADS (15), Lego EV3 (15), Makey, Makey Kits (10), Solar Car Pursuit Track, Sphero Power 12 Packs (2), 3D Splat Tools, Swivl C Series Robot, WeDo Lego Kits (5), Video and Still Camera, Mars Rover Robotics Units (5).

### **6) Support STEM engagement activities in CASE schools**

#### **Regional STEM Engagement Activities**

CASE developed at STEM engagement plan. Coordination of STEM activities across the learning community involved;

- Tech Girls as Superhero's entrepreneurship workshops
- University of Newcastle SMART Program Workshop
- NSW Pathology Health Science Workshop
- Jaguar Primary School Challenge kits provided to each school and CASE organised event in Maitland
- Mini EV Festival solar car kits provided to schools
- Adam Spencer Math Workshop