

Cowra High School

Annual Report



2018



8148

Introduction

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

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School background

School vision statement

Cowra High School provides an educational experience which meets the current needs of students while equipping them to be lifelong learners in a constantly evolving world environment.

School context

Cowra High School is a comprehensive school with an enrollment of 540 students, including approximately 20% Aboriginal students. The school is located in the town of Cowra, situated in the Central West of NSW. Students have a broad range of socio-economic backgrounds. The school embraces the Positive Behaviour for Learning (PBL) ethos. Cowra High School runs a school based selective Gifted and Talented stream in Stages 4 and 5. There is also a Support Unit, consisting of four classes for students with mild and moderate intellectual disabilities and mental health disabilities. The school has a proud history of outstanding academic, sporting, cultural, creative & performing arts achievements and has strong ties with our parents and the Cowra community. Cowra High School is part of the Southern Lachlan Trade Training Centre with facilities in Metal & Engineering and Primary Industries and the Lachlan Valley Learning Community. We offer a broad and innovative curriculum and deliver both academic & vocational courses.

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.

Analysis of the data relating to the elements of Wellbeing, Learning Culture, Curriculum, Assessment, Reporting and Student performance measures in the School Excellence Framework Domain of Learning, demonstrates that the school is Sustained and Growing with a whole of school approach to the delivery of a positive school learning culture with the wellbeing of the school community integral to the functioning of the school. Positive Learning for Behaviour (PBL) and a systematic approach to student wellbeing provides evidence of the school's performance. PBL data demonstrated a large reduction in negative behaviours that impact on student learning, with a corresponding increase in respectful and responsible behaviour across the school. The commitment to student wellbeing by the whole community is demonstrated by the continued willingness and enthusiasm that is displayed by NGOs and Government sector groups to consistently engage in school initiatives. Approaches to improve partial day trancies were developed and trialed in 2018, but these resulted in little changes in outcomes. The transition to a new computerised reporting system was introduced in 2018, with few issues experienced.

Future direction: The PBL team has undertaken a change in leadership and a fresh approach to its use with in the school. This will grow in significance in 2019. The development of a Stage 6 studies skills program for instigation in 2019 is underway. The strengthening of attendance strategies still requires greater development. The Head Teacher Wellbeing will explore new approaches to improve attendance. Greater case management of very poor attenders will be increased. The refining of the new academic reporting system will continue in 2019.

Effective Classroom Practice, Data Skills & Use, Professional standards and Learning & Development: Work samples, reports and meeting minutes support the rating of Sustaining and Growing for the school in the Teaching Domain. The use of NAPLAN and HSC data is regularly utilised at both a student/course level and at a whole of school level to inform teacher and school direction to enhance student outcomes. Internal assessment is well organised and coordinated. Assessment for learning is a driving force behind the vast majority of all set tasks. An increase in systematic examination of existing teaching methods against student outcomes is required to move forward. Although the vast majority of teaching staff are committed and achieving improved personal teaching practices based on evidence, it cannot be stated that this reflects all teaching staff. The Curiosity and Powerful Learning model is successfully being integrated in most faculties within the school. As a result common approaches to teaching structures are being seen throughout the school.

Future directions: The value of data such as Smart & RAP will continue to be developed as a point of truth by the school leadership team. The Curiosity and Powerful Learning model will continue to grow within the school, with staff utilising the Triad model of constructive professional feedback from colleagues. Performance and Development Plans will be developed around the Australian Professional Teaching Standards as the fundamental reference point for professional growth.

The results of this self assessment indicated that in the School Excellence Framework domain of Leading the elements of School Resources & Management Practices and Processes the school has an ongoing practice of identifying areas that will enhance the educational outcomes for students, whether wellbeing or academically, and then establishing structures that will directly influence the successful enhancement of these outcomes. A key factor to this approach is the identification of appropriate personnel, the training of personnel and opportunity of personnel to develop in leadership roles. Within this school, this includes but not limited to, a funded Head Teacher position, an Aboriginal Community Liaison Officer who is responsible for the Aboriginal Education team, an External Sports Coordinator and an expectation that when any individual or team demonstrates leadership qualities they will be supported to further develop these qualities for the benefit of the school. This has directly improved school and Department leaders.

The community utilises the school's resources to improve the educational outcomes for students via a variety of means. Collaboration and partnerships have continued to grow with community based resources to support students, use of sporting fields for student focused town sports or personnel to work with PCYC officers connecting with the school's students, the result is improved student outcomes. The school actively seeks community feedback via traditional school/community methods such as peak community bodies (AECG & P&C), also utilising modern technologies such as FaceBook, a school based app, school website, and an electronic newsletter to provide relevant and up to date communication. Feedback has been overwhelmingly positive towards all these initiatives. The school has responded to feedback promptly in areas of curriculum and school image.

As such, it is demonstrated that in these elements the school is Excelling.

Future directions: In school leadership will continue to be a focal area for the school. Encouragement and support for those aspiring to High or Lead level of accreditation will continue to be given. A cross school aspiring leadership program will be developed for aspiring leaders. The school will continue to explore with the community how our resources can be utilised for the benefit of both as well as how to continue to improve two way communication.

School Planning, Implementation and Reporting: Greater input by all stake holders was achieved in the development of the 2018–2020 school plan. Parental input was still limited by the number of respondents to efforts to gain opinions. Similarly processes such as Tell Them From Me surveys were utilised, but uptake from the parent body continues to be small, as such data gathered was of limited value. Student input was considerably more reflective of the student body. The Leadership team and whole school community has recognised and again articulated community engagement as a school priority, with the leadership team directing resources and school focus in this area. Hence, examination of the evidence as a whole for each of these elements has indicated that both are being achieved at the Sustaining and Growing level.

Future Directions: Approaches such as social media to increase parental responses to surveys etc will be explored. Further development of staff understanding of the role of the school plan in deciding school directions will continue throughout 2019.

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

Positive School Culture

Purpose

To develop respectful and responsible members of the school community who value lifelong learning.

Overall summary of progress

Cowra High continues to maintain a very positive school culture, with the vast majority of students fully engaged and focused on their learning. Although data demonstrated a significant reduction in negative student behaviours and an increase in positive student behaviours in 2018, set targets relating to attendance and PBL are yet to be achieved.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Whole day attendance rates have improved, with a reduction in class based truancy.	\$30000 Head Teacher Wellbeing \$70000 Aboriginal Community Liaison Officer \$15000 In school anti truancy officer	Improvement in targeted areas was not achieved. A number of non attending individuals skewed over all attendance rates. Although part day truancy of individuals was addressed, overall rates continued.
The school has achieved Tier 3 (the highest level) in its PBL journey.	\$2000 PBL resourcing	The PBL leadership team was changed in 2018. The new team have revitalised the whole team and a new push for growth in the area. The target of Tier 3 is still to be achieved.

Next Steps

The Head Teacher Wellbeing will examine new approaches to address attendance of "at risk" students and continue to work with the attendance team to follow Department of Education procedures to address ongoing non attending students.

The PBL team will continue to grow in expertise, completing professional learning. It will also consolidate growth made in 2018 and work towards a completely refreshed PBL focus for the school.

Strategic Direction 2

School and Community

Purpose

To build a culture of collaboration and communication between the school and the community in order to improve learning outcomes and life opportunities for our students.

Overall summary of progress

2018 saw a large number of students attending work placement and work experience in the Cowra community. Growth in support from local businesses for our students continues to grow as a result of efforts to build ongoing positive relationships.

Student numbers involved in community events continues to grow. There has been a marked improvement in the Festival of International Understanding, with many students marching and acting as ambassadors for multiple community organisations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students accessed work placement or work experience in Cowra if the industries exist in town.	\$1000 Industry Breakfast \$4000 Vocational Education Coordinator	All students who were work ready were able to attend work placement or work experience. All accessed local employers other than where the industry did not operate in Cowra.
A high proportion of Cowra High students attend all community events the school is involved with.	Nil	Overall numbers of students attending community events has increased in the 12 months. This has also represented a growth in the proportion of students involved. There still exists an issue with students having multiple commitments when community events occur on weekends.

Next Steps

Continue to grow the industry links through events such as the Industry Breakfast. Vet teachers continue to visit workplaces in person to build relationships with employers.

Establish a reward process for students who represent the school at community events. Examine a protocol to ensure suitable representation of students when events clash with other student commitments.

Strategic Direction 3

Quality Teaching and Learning

Purpose

To deliver a high quality curriculum that meets the needs and expectations of our school and community.

Overall summary of progress

A 12 month period is insufficient to establish any definite trend data. However initial data shows positive growth from Year 7 to Year 9. Year 9 to Year 12 saw no statistically measurable changes. A key initiative targeted to improve growth is the introduction of the Curiosity and Powerful Learning approach. This approach is aimed at initially establishing set consistent structures to lessons, while establishing protocols for staff to provide feedback to each other in a supportive format aimed at improving professional practice.

The initial component of the Stage 6 studies skills program has commenced, with a redevelopment of the Year 12 mentor program and students undertaking lessons in study skills.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The average value added growth in 7 to 9 and 9 to 12 increases.	\$15000 Curiosity & Powerful Learning.	Value added data shows a slight increase in 7 to 9 students when compared to 2017. Students 9 to 12 demonstrated basically no change when compared to 2017 growth data.
Average HSC results for each subject will increase over the average results for the last 5 years where that data exists.	\$1475 was expended on average per member of the teaching staff for professional learning.	<p>A student studies skills program have been developed, with initial structure established at the end 2018 for introduction in 2019.</p> <p>Professional learning for staff was mainly directed towards directly improving student academic outcomes, with a priority given towards the successful introduction of new Stage 6 syllabuses.</p>

Next Steps

Staff involved in the Curiosity and Powerful Learning initiative will commence the introduction of professional triads as a means of structuring professional feedback. Faculties not currently involved in Curiosity and Powerful learning will start to explore the processes.

The development of Stage 6 studies skills will continue throughout 2019.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$84 000	<p>The Junior AECG established in 2016 and meet monthly. They explore issues and celebrations that Aboriginal students would like discussed by the adult AECG. The junior AECG member elected by the group attends the adult AECG meetings if they would like coaching and mentoring from the senior body. The purpose of this group is for parents to understand the importance and the role of the Cowra AECG. Further development for this junior group is contribution to the adult AECG meetings and work on community projects.</p> <p>Aboriginal Community Liaison Officer is employed to lead the Learning Hub, work with families and successfully building relationships. Many students who have worked with the ACLO have shown growth in literacy, numeracy and attendance throughout the year.</p>
Low level adjustment for disability	\$244 000	<p>NAPLAN % above NMS has been largely due to CHIPs while there is a loose correlation between the % in the top two bands and AES. However as identified through aggregated data, students beyond the AES program have also demonstrated equal and at times greater improvement.</p> <p>Future direction in 2019 is a whole school focus on writing. Strategic professional development for staff to interpret data to improve whole school student learning outcomes.</p>
Socio-economic background	\$475 924	<p>Strong evidence through identification of individual students that the CHIPs initiative, particularly in Numeracy, is having a significant positive impact contributing to value adding in years 7 – 9. The data clearly demonstrates the majority of value adding is in the bottom bands.</p>
Targeted student support for refugees and new arrivals	\$0	<p>No evaluation required, student enrolment under this initiative was NIL.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	305	267	257	258
Girls	338	311	290	264

Student attendance profile

School				
Year	2015	2016	2017	2018
7	91.4	92.2	89.5	90.5
8	87.9	86.6	91.1	85.7
9	83.5	87.1	85.3	87.2
10	85.7	82.2	87.7	80.3
11	82.2	84.9	85.1	85.1
12	87	88.6	88.3	84.8
All Years	86.1	86.9	88	85.7
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

Although below state averages for 2018, our attendance figures are above those of like schools. The Cowra High attendance team consists of the Head Teacher Wellbeing, Aboriginal Liaison Officer and School Administrative Support Officer. The attendance team regularly works with parents/carers, the Home Schools Liaison Officer and the Aboriginal School Liaison Officer to address attendance issues with individual students. Intensive support by the Attendance team was very successful for most involved students. Unfortunately in the second half of 2018 a significant cohort of Year 10 students disengaged with school and refused any support to reengage with their learning.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	8
Employment	7	16	47
TAFE entry	11	5	17
University Entry	0	0	18
Other	1	2	0
Unknown	2	5	11

Year 12 students undertaking vocational or trade training

Cowra High delivered vocational education in Hospitality, Construction, Metals & Engineering and Sports Coaching plus students had access to TAFE delivered vocational courses.

In 2018, 50% of Year 12 studied at least one vocational course.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of Year 12 students completing their studies in 2018 gained the HSC, with many gaining vocational qualification via school or TAFE delivered vocational studies

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	33.4
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	13.68
Other Positions	1

*Full Time Equivalent

Approximately 8% of school staff identified as Aboriginal. Throughout the year these members of staff occupied a range of positions including; teaching, school Learning and Support Officers, Aboriginal Educational Officer and Aboriginal Community Liaison Officer.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	73.5
Postgraduate degree	6.5

Professional learning and teacher accreditation

Whole School Development Days varied throughout the year. Term 1 focus was the development of Professional Development Plans for all staff, Study Skills development planning for Stage 6 students, Corruption Prevention training for Public Schools, Code of Conduct and Child Protection. Training was a combination of face to face and online. Term 2 focus was around our new electronic management system, the use of Google Classroom and Stage 6 syllabus implementation. Term 3 focus was the Curiosity and Powerful Learning approach to teaching and Learning and Support adjustments. Term 4 focus was Cardio Pulmonary Resuscitation and anaphylaxis practical training and further Stage 6 syllabus implementation planning. Accreditation for early career teachers in 2018 at Cowra High School was undertaken with four staff who all achieved their Proficient Teachers Accreditation. A further 23 teachers maintained accreditation at Proficient standard through ongoing Professional Development demonstrated by accruing 100 hours over the proceeding 5 years. A further 9 teachers are maintaining accreditation at their 10 year stage.

Average expenditure per teacher on professional learning was \$1475.00, with a total expenditure of \$68.652. Early Career Teacher professional learning opportunities included classroom management, the Behaviourability course, Stage based programming days, ICT in the classroom, gifted and talented programming days. Early Career teachers also participated in all mandatory training and Syllabus assessment implementation and differentiating the curriculum training.

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	614,204
Revenue	8,496,351
Appropriation	8,144,749
Sale of Goods and Services	7,084
Grants and Contributions	336,205
Gain and Loss	0
Other Revenue	1,156
Investment Income	7,157
Expenses	-8,525,718
Recurrent Expenses	-8,525,718
Employee Related	-7,814,806
Operating Expenses	-710,913
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-29,367
Balance Carried Forward	584,837

Cowra High manages its financial budgeting via a Finance committee consisting of teacher, executive and support staff representation. The Finance committee meets twice every term to monitor financial progress and consider requests for extraordinary expenditures.

Funds carried over include those set aside to replace the school hall's audio system and invoicing expected early 2019.

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	5,611,096
Base Per Capita	110,135
Base Location	12,809
Other Base	5,488,151
Equity Total	873,339
Equity Aboriginal	140,795
Equity Socio economic	475,924
Equity Language	12,275
Equity Disability	244,346
Targeted Total	1,014,514
Other Total	190,181
Grand Total	7,689,130

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

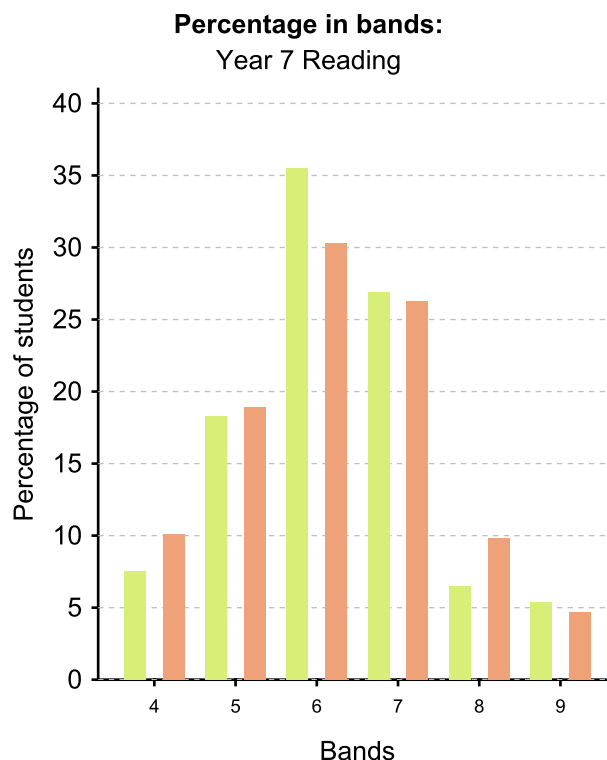
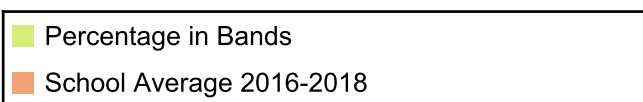
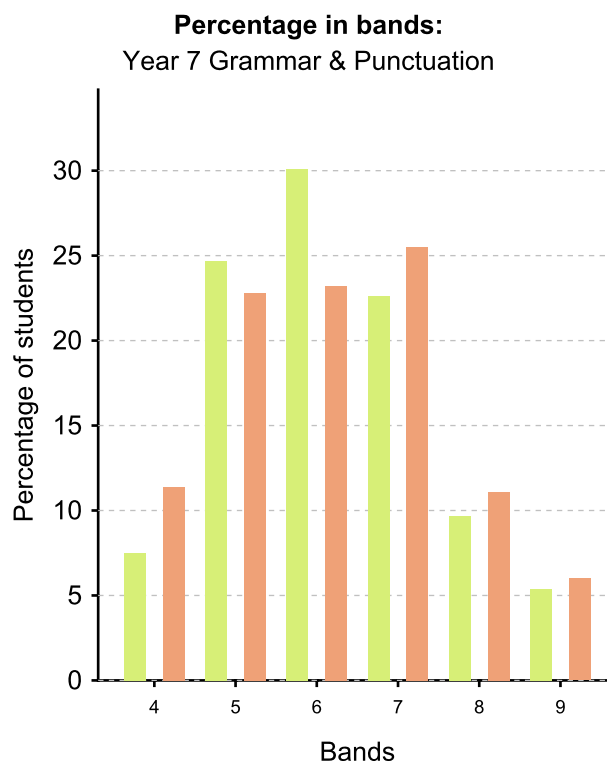
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

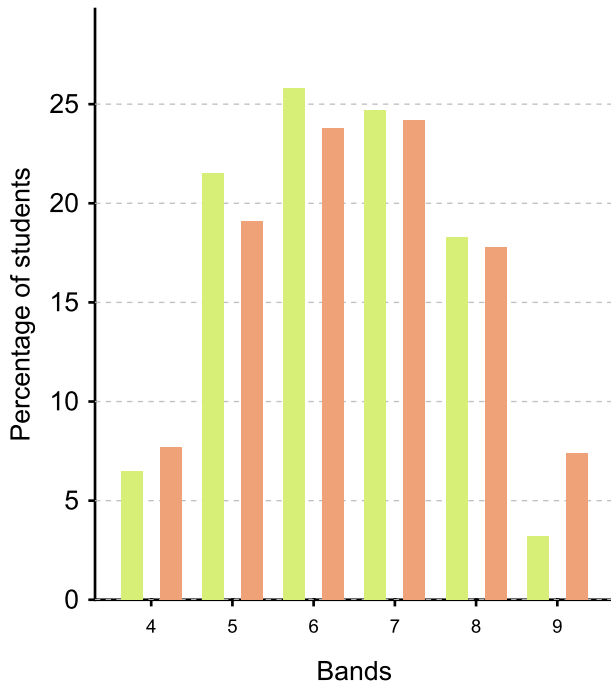
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

NAPLAN 2018 literacy performances in all areas demonstrated above like school outcomes. for years 7 and 9 students. All results demonstrated a growth from 2017 to 2018 for all areas except Year 9 Spelling.

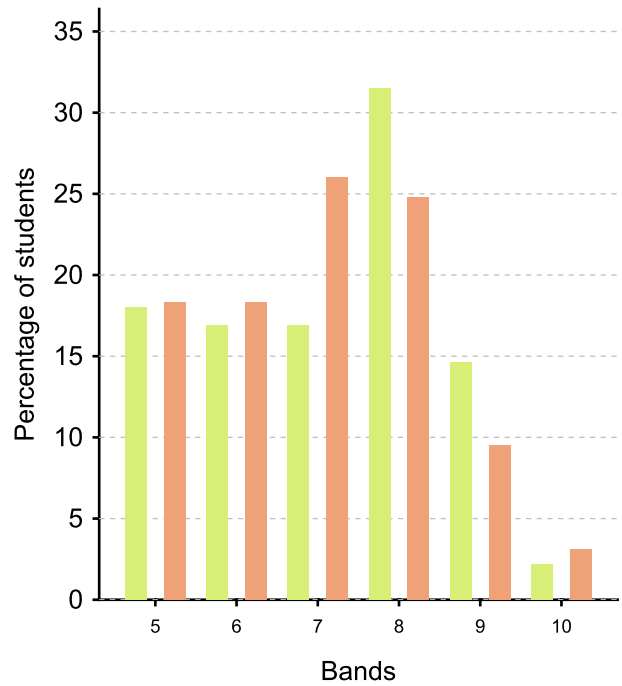
Average literacy results for Aboriginal students in Year 7 are above State averages for all literacy elements tested. Average literacy results for Aboriginal students in Year 9 have fallen below state averages.



Percentage in bands:
Year 7 Spelling



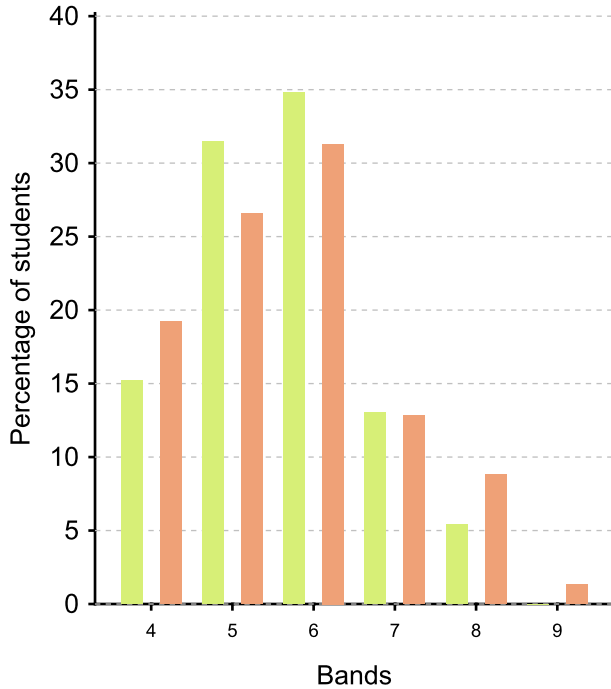
Percentage in bands:
Year 9 Grammar & Punctuation



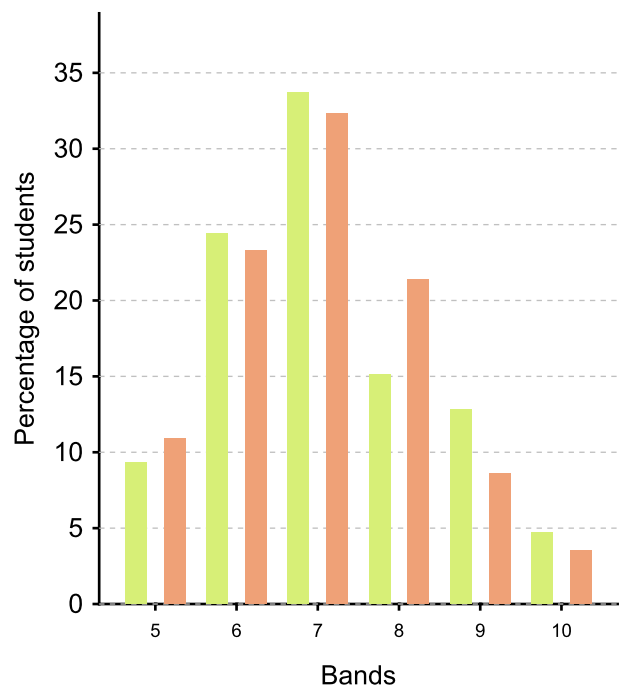
Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 7 Writing



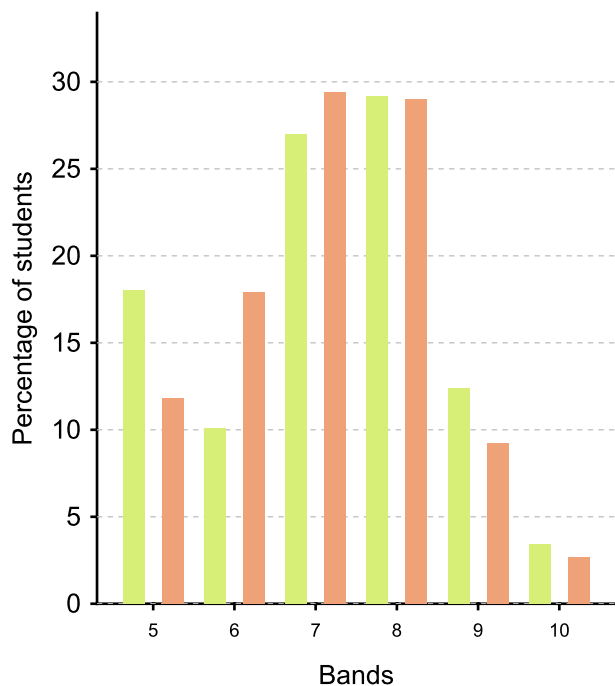
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2016-2018

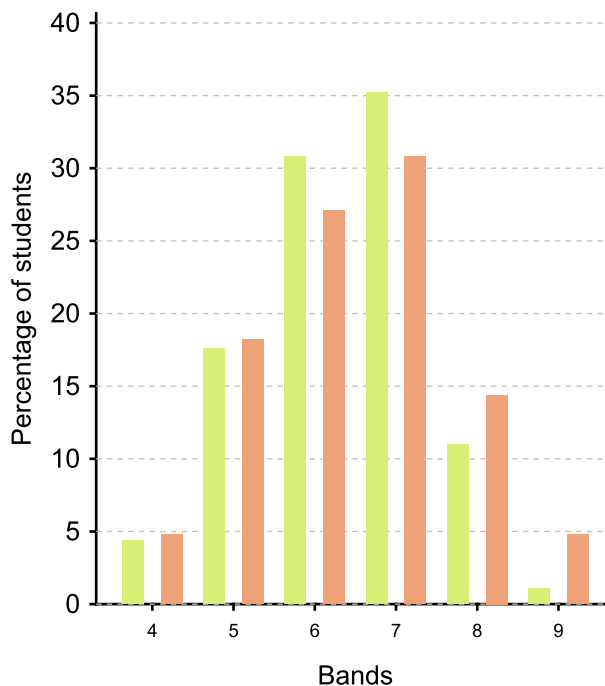
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Spelling

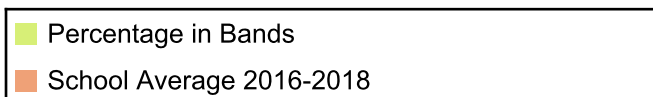
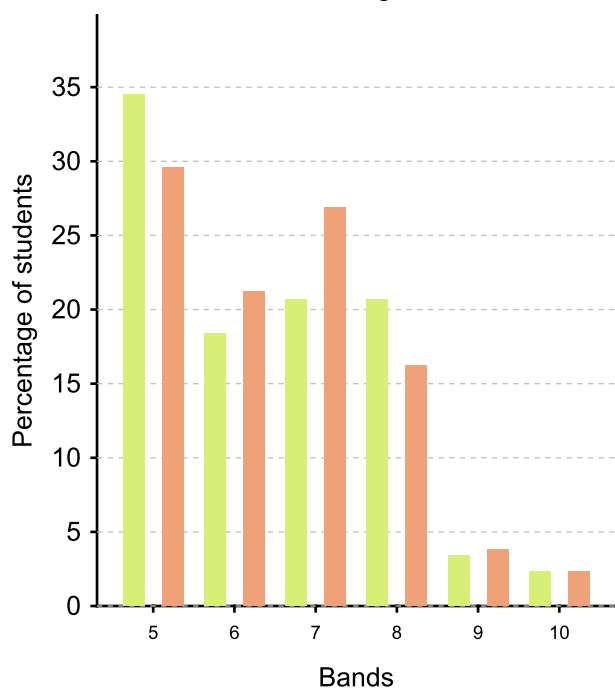


Average numeracy results for Aboriginal students in Year 7 are above state averages.

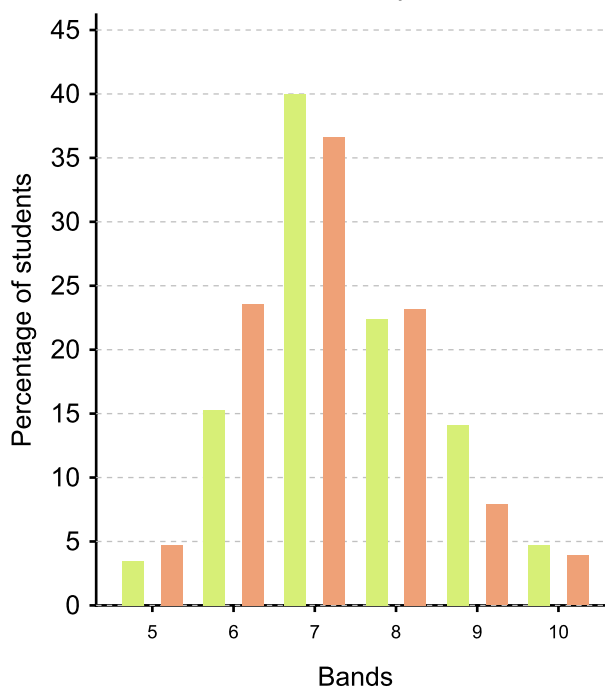
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Numeracy



NAPLAN 2018 numeracy performances demonstrated above like school outcomes for years 7 and 9 students. Year 9 results demonstrated significant growth from 2017 to 2018.

Average numeracy results for Aboriginal students in Year 9 are above like schools but below state averages.

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.>

There has been an increase in the percentage of Year 9 students in the top two bands for all NAPLAN areas listed as a priority by the Premier. Reading increased by 8.9%, writing by 3.3% and numeracy by 10.2%.

Year 9 Aboriginal students increased the percentage of students in the top two bands in Reading. No other changes occurred in the percentage of students in the top two bands.

There has been an increase in the percentage of Year 7 students in the top two bands for Reading (0.7%), but a decreased in writing and numeracy.

Cowra High Aboriginal students' average growth in NAPLAN

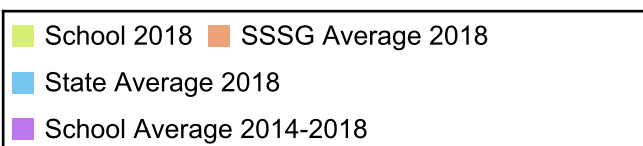
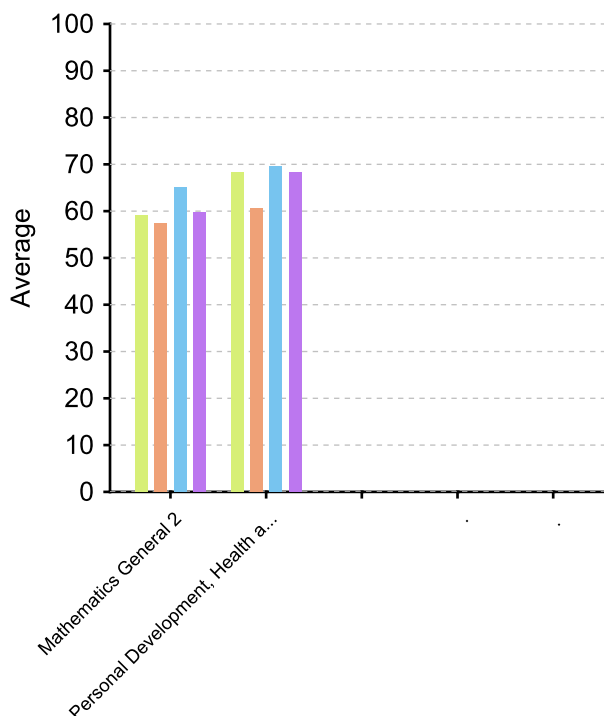
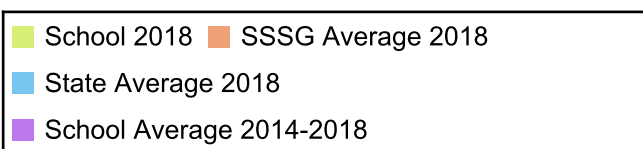
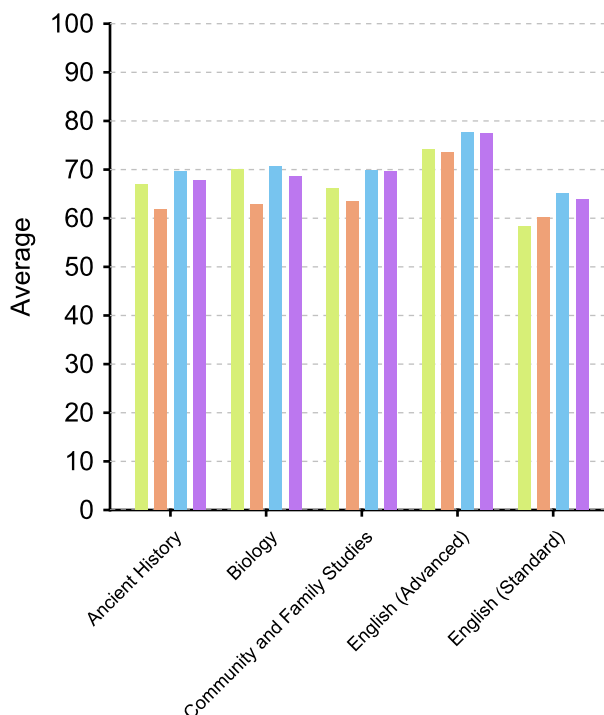
Year 7: Numeracy 55.1 (State 49.9), Grammar & Punctuation 47.5 (State 46.2), Spelling 48.1 (State 47.1), Reading 47.8 (State 46.2), Writing 16.6 (State 16.2).

Year 9: Numeracy 50.7 (State 51.2), Grammar & Punctuation 39.2 (State 32.8), Spelling 27.5 (State 42.4), Reading 34.2 (State 31.8), Writing 50.2 (State 25.2).

This indicates Cowra High's Aboriginal students have demonstrated significant growth in almost all areas. Identified students will receive addition support in literacy and numeracy in 2018.

Higher School Certificate (HSC)

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



Average HSC results for subjects with larger cohorts of students are able to be compared with Like Schools and the State. Cowra High students exceeded average results in all subjects other than Standard English where the average was 2% below Like Schools.

Parent/caregiver, student, teacher satisfaction

In 2018 Cowra High students, parents and staff provided feedback via the Department's 'Tell Them From Me' survey.

Students in Years 7,8, 9,10, 11 and 12 took part in the survey.

Overall 60% of students in this school had a positive sense of belonging. This represents an 11% improvement from 2017. .

Overall 69% of students in this school had positive relationships, with 70% of girls and 69% of boys reporting positive relationships.

Overall 70% of students in this school value School Outcomes. Representing a 5% improvement. Year 11 students reported the highest level of valuing schooling outcomes at 92%.

Overall 86% of students in this school reported positive student behaviour. Representing a 7% improvement from 2017. Year 7 reported the highest level of positive behaviour at 92%.

Teacher's were surveyed against a number of factors that impact on student learning. Teacher feedback is reported as an average of responses on a scale of 0 to 10 where 0 indicates strong disagreement and 10 indicates strong agreement.

School leaders have helped teachers improve their teaching. Feedback at 6.6 indicates agreement and an improvement of 0.3 points from 2017.

Student assessments has helped teachers understand where students are having difficulty. Feedback at 7.7 indicates solid agreement, but a drop of 0.3 points from 2017.

Teachers collaborate to improve student outcomes. Feedback at 7.5 indicates solid agreement.

Parent were surveyed about a number of areas in 2018.

77% reported written communication from the school is clear and uses plain language.

74% reported teachers have high expectations for their child, with 76% reporting their child is encouraged to do his or her best.

89% reported the school offers the subjects their child wishes to study.

82% of parents indicated they encourage their child to do his or best at school.

Policy requirements

Aboriginal education

Academically

Cowra High School had 3 students (2 girls, 1 boys) who identified as Indigenous, complete their HSC in 2018. This is a significant decrease from 2017 where record numbers progressed through to the end of Year 12. Several Indigenous students were recipients of academic awards at the end of year presentation and received their awards from a former student who recently completed their first year at NAISDA. Jared Burns (Year 12) received the Academic award as first in the year for Industrial Technology (Timber) and the Industrial Arts Award. One student (Taylor Curtain) completed a school-based traineeship in business services at a local bank and one other (Emily Bush) secured an SBAT for 2019.

Culturally

Wagambirra Dance Group continued to produce excellent performers under the guidance of Beatrice Murray. Fifteen students attended workshops with Bangarra, where 5 students were shortlisted for the NSW Aboriginal Company. From there, three students (Lowanna Murray, Bobby Jeffries and Ryan Carroll) were selected to perform in the feature dance at School Spectacular, the Western Dance Festival, and Australia Day concert at the Sydney Opera House. Students were also involved in the Aboriginal and Torres Strait Islander Children's Day with Yalbillinga Boori Day Care Centre where they engaged with pre-school aged children in face painting, reading stories, Wiradjuri language songs and Traditional Games. This continued our strong links and contribution to community activities and events

.NAIDOC Celebrations

This year, Cowra High School hosted a NAIDOC Fair with invited stallholders (such as Rotary, PCYC and CINC) sold merchandise, food and distributed information to students and community members. A variety of performances including Aboriginal Dancing, Elders Choir and public speaking entertained more than 600 students from Partner Schools and community members in attendance. Students also participated in Traditional Games. Female Elders were recognised for their contribution through the NAIDOC theme, "Because of her, we can" and the unveiling of a mural. Whole school and community involvement and inclusiveness has enhanced students' understanding and appreciation of local Aboriginal culture and history.

Programs

This year saw the continuation of the Sistaspeak program which targeted Year 8 girls. Unfortunately, due to extended sick leave of the school's AEO, BroSpeak was postponed to 2019 where two programs with separate years will be delivered. Girri Girri Sports Academy again targeted Year 9 and 10 students, with a focus on post-school options, including first aid, leadership, cooking and work experience. These programs enhanced student engagement, attendance and, as a result, educational outcomes. The Youth Engagement Strategy program was delivered at TAFE

during Term 4 with 3 Indigenous students involved. Students experienced classes in Hospitality, Automotive, Beauty, Construction and Child Care. Four Year 9 Indigenous students participated in the 8-week 'Fit To Learn' program delivered to 'at risk' male students by the PCYC. Participants gained an industry standard First Aid certificate and White Card during the course and established links with local employee services.

Individuals

A number of Cowra High Aboriginal students were recognised in 2018 for their achievements. One student (Blake Williams) was accepted as a participant in the 'Reach for the Stars' Indigenous program hosted by Macquarie University. A Year 10 student (Maegan Carroll) continued with her Harding Miller Scholarship to assist her education. A number of students were members of the Under 16 Tom Kemp Rugby League side that finished Western Regions runners up and the successful Bill Turner Cup football team that were Western Region Champions and 4th in the state.

Student. Leadership

The Cowra High School Junior Aboriginal Education Consultative Group continued into its third year in 2018. Meetings were held each term and provided a platform for students to voice any concerns raised and share their experiences regarding issues that impacted their education. The continuation of the Junior AECG is seen as a positive step forward towards increasing leadership opportunities for Aboriginal students and collaborative decision making within the school regarding Aboriginal Programs. Last year saw one Indigenous representative (Lowanna Murray) elected to serve on the school Student Representative Council, one (Jaylee Dunn) was a school prefect and one (Jared Burns) a House Captain. Maegan Carroll was also elected into a 2019 prefect role.

Multicultural and anti-racism education

A number of events occurred during the year that facilitated multicultural education in the school. Cowra's guest nation for the 2018 Festival of International Understanding was Nepal. Students participated in various activities, numerous students acted as Youth Ambassadors for the Festival representing a multitude of local organisations. Cowra High students were involvement in Nepalese cultural events during the week of celebrations, culminating in Cowra High School participation in the festival parade.

The link with Seikei High (Japan) continues to grow, with our 49th exchange student from each school spending one year on exchange. Our Japanese student provides great insights to the differences in culture and the positives of these international relationships.

Cowra High has a trained Anti Racism Officer, who investigates allegations of racist behaviour and mediates solutions. In 2018 there was 3 report made to the Anti Racism Officer to investigate. In each situation appropriate action was taken to educate those involved.