

# Coomealla High School

## Annual Report



2018



8494

## Introduction

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

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

Stephen Harper

Principal

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## Message from the Principal

Our past is a powerful teacher, however, its lessons are often subtle. With so much positive change at Coomealla High, the achievement that I'm most proud of is the establishment of the Aboriginal Learning Centre. I would like to pay tribute to my predecessor, Jo Scott for successfully securing its funding in 2016. However, its the small team of Annette Finch, Pip Neagle and Candice Johnson who have made this concept come to life in 2018. After speaking with Chris King, Aboriginal Ed Advisor from the Department and coordinator of the ALC Project, of the 15 schools across the state that have an ALC, he believes that the program offered at Coomealla High addresses the four target areas of Learning Outcomes, Retention to HSC, Attendance and Exit Pathways better than any of the other centres in the state. We have the data and we know that the work of these three women in our school is having a hugely positive impact on the secondary education of our Aboriginal students.

Many of you will have noticed and/or read that there has been a concerted effort to upgrade the Agriculture Facility in 2019. Coomealla is the horticultural/viticultural hub of the NSW Sunraysia. Therefore it is only fitting that Coomealla High School has educational programs that reflect this. There are many on this team who have made significant contributions to the redevelopment of the Agricultural facility, but I would like to signal out Mr O'Shannessy for his leadership on this project. Since being asked to project manage the redevelopment, Mr O'Shannessy has overseen the development of a dried fruit vineyard, a market garden, the beginning of a new orchard and free range chicken enterprise. He led the charge that secured funding, through the P&C, for the horticultural shed that will butt onto the original Agricultural Shed at the western side of the school, forming a formal entryway into the revamped Coomealla High School Agriculture Complex. I would like to thank the community for your input into this project, specifically: the Australian Dried Fruit Association, the Bendigo Bank, the Coomealla High School P&C, Gregg and Sons Steel, Max Smith for planting the vineyard plus a host of other local growers for the donation of time, supplies and helpful advice.

Coomealla High School was once a hub of innovative teaching practices. This year we once again stepped out. Into the spotlight and caught the attention of the senior executive of the Department of Education. Our innovative leadership system has challenged traditional thinking about high school leadership. It has brought about increased transparency, accountability and teacher support for the sole purpose of providing a better service to our community. What teachers do in the classroom every day matters. The preparation outside of the classroom is enormous. My leadership team is now organised in a way that allows for greater levels of targeted support to staff to improve our capacity to improve the performance of every teacher. At Coomealla High School, we believe that every year, every student, every teacher, every leader and our school will improve our learning, teaching, leading and service delivery from the previous year. That is our mission and that is my promise to the Sunraysia community. I would like to thank my hardworking leadership team of; Josephine Crowley, Ted O'Shannessy, Paul Celegon, Kathy Alderton, Natalie Steel, Wanda Little, Duncan Driscoll and Nicole Fraser. All of these individuals have been courageous in stepping forward into uncharted territory. They have had the faith, the belief that what we were doing would propel Coomealla High School forward and form the basis upon which we could build a culture of quality and excellence; doing what we do differently; making our service delivery better; and holding ourselves to account. This team of leaders have had to start from scratch and clear a path that others are

beginning to follow. I've always said, that to be a leader, you must have followers. My team have the state looking and many school starting to follow their lead.

In 2018, we saw the implementation of the new discipline and anti-bullying policies. Whilst there have had to be some adjustments, these are now embedded in our practice. I can announce that in 2019, Duncan Driscoll will occupy the role of Acting Deputy Principal. His role will be to further refine and embed the new anti-bullying and disciplinary procedures and manage the wellbeing aspects of school operations. This has been made possible by the government's generous drought assistance package.

One of the highlights for 2018 was the winning of the \$50K best start grant from Yamaha Music! This was celebrated in spectacular fashion with a concert performed by Dami Im. This event brought the learning community of the Sunraysia together as we were entertained by this wonderful singer.

In 2019, there will be a further concerted effort to develop and promote the school's music program. As part of our curriculum, we will be offering a rock music program, the hope is to develop our own home grown rock band! I am hopeful that we will be able to secure the Punchbowl Boys High School band to spend some time with the students in this program. Their band, "320" won the Australia-wide YouthRock competition for the best non recorded rock band in Australia! I am hoping to get them out here for a week so that we can hear and learn from their experience and expertise.

In 2019, I can announce the launch of an exciting new TAS enterprise – Coomealla High School Ice Cream Food Truck. This project that will be driven by Keli Golledge is a paddock to plate concept. We will grow some of the ingredients to flavour our own home grown style of ice-cream and gelato! This will be produced for sale and sold from our purpose-built 1950s retro caravan which is currently undergoing renovations by our construction class. We are hoping to have a presence at local events, such as the Wentworth Show, the Buronga School Food Festival and the Gol Gol PS Fair. Thank you to Keli Golledge for your commitment and enthusiasm to drive this project. What a great opportunity for our students to be involved in all facets of a school based working enterprise!

2018 saw a tougher stance on school uniform. Whilst this move has not been applauded by all students, I think that there is a general consensus that the stance has been beneficial to our students. My staff have decided to support the students by coming up with their own staff uniform. With over 70% of staff now proud to wear uniform and be a member of the Coomealla High School team, we are sending a powerful message of unity and pride to our community. This is very important as our school is a place to be proud of. In the face of falling enrolments, we need to stake a claim for NSW Public Education. We are a quality organisation and how we represent ourselves in action, in what we say and how we say it, in how we present ourselves with our behaviour and dress is important. People judge us on these observations and our future relies on the positive good will of our community.

I would like to acknowledge the continued support of the school's P&C. 2018 saw an increase in regular numbers attending each meeting. We also farewelled our much loved President Mrs Roz Ford who completed her six year term and retires from her P&C service. Roz is succeeded by Shaun McInerney as President. I look very much forward to working with Shaun and the P&C over the next few years as we continue our quest, working together to build our school.

In 2019 we will welcome Sarah Norton as Head Teacher Curriculum (Science, Technology, Engineering and Mathematics and PD/H/PE), Sean Crammond as Head Teacher Wellbeing (PBL and Student Management Systems), Shauna Ray (Learning Support and Special Education), Joseph Maitland (TAS Teacher) and Trish Slade (Learning and Support Teacher). Rob Fraser will be working full time and assisting Ted O'Shannessy with development projects around the school and Michael Dicker will return in the role of classroom teacher.

We farewelled Andrew Ganderton and Daniela Ganderton. Andrew and Daniela came to us from Canberra and have had a wonderful impact on the students here. They have decided to continue their teaching journey with Yanco Agricultural School. I wish them well. Peter Colley, our Agriculture teacher will be leaving his permanent position. I am happy to say, that he will be about next year in a different capacity. Greg Wilson has also left the teaching profession. I wish him well in his career and life pursuits.

This year started on a sad note, with the premature loss of our student, our friend, our sister Jacqueline Hanneman. Not long afterwards, we were given the news of the passing of our much loved teacher, colleague and friend Ros Buckley. Let us always remember the positive impact that these two wonderful people had on our lives. They were much loved members of the Coomealla High School Community and will live on in our hearts and minds forever.

Thank you to my hard working staff for your efforts over 2018. This year has been very challenging. With a new principal comes change and by and large you have coped with the large amount of change extraordinarily well. I promise you that we will continue to change, to evolve to learn and to improve. At the completion of my first full calendar year as Principal of Coomealla High, I thank you for the lessons and leadership you have given me.

Stephen Harper

Principal



## Message from the school community

This will be my final President's Report as I will be stepping down at the end of the year. Over the last six years, the P&C has contributed funds for many projects around the school, contributed extensively to the review and update of the uniform, participated in discussions regarding future directions of the school and been an open and welcoming forum for parents to raise concerns and issues.

Our fundraising continues to rely principally on the canteen and our very capable canteen manager, Anna Hansen, who truly deserves our gratitude. Without Anna, the P&C would have no funds to contribute to the school. Anna doesn't just feed the school body on a daily basis. She has also been collecting recycling at the school, runs a Christmas raffle and caters to special events, most notably the City Country Alliance Conference breakfast hosted by Coomealla High School last term, which involved getting up before the rest of us went to bed! In this she was assisted by Ros Hehir (who tells me she didn't get up quite as early as Anna!). She also makes the time to come to P&C meetings. We are extremely fortunate to have a canteen manager who really cares about our students and shows such dedication. Thank you, Anna.

Thanks must also be extended to Roslyn Hehir, who continues to contribute her time to the P&C. This year Ros has taken on the burden of two executive positions and performed both of them with her usual dedication.

P&C funds this year have contributed to equipment upgrades in the canteen, as well as furnishing the new Careers Office in the library. We were able to make a small contribution to the school's Relay for Life team, who again achieved an extremely impressive result. A successful application was made to the Wentworth & District Community Bank to fund the first stage of the Ag Plot redevelopment, which is now underway under Mr O'Shannessy's direction. Agriculture is a big part of this area, and it is wonderful to see one school acknowledging that by developing a relevant and workable space for engaging with primary industry.

In the last two years, we have gained some very engaged new parents. Our meetings are full of interesting discussions and these have resulted in changes at the school. It was because parents raised the idea at a very early meeting this year that the first parent/teacher night occurred quite a bit earlier in the year than has been previously the case. P&C meetings enable the community to find out and understand what the school is doing as well as engendering an open dialogue which can contribute to changes and improvements in the school.

One such improvement is the Volunteering Program for senior students, who are being given the opportunity to volunteer their time at various sites around the area, including Murray House, the Animal Shelter in Buronga, the Wentworth Op Shop, The Standard and the Military Museum, while the Year 10 students continue to volunteer in the canteen.

There has been a lot of positive activity in the school this year. I was delighted when one of our members, Judith Tilley, worked with Mr Gee to apply for the Yamaha Music grant, which was subsequently awarded to Coomealla High School, out of all of the schools in Australia! The equipment and guidance the school has received has been a real boon.

The movie created to introduce prospective Year 7s and their families to the school was entertaining, welcoming and a great advertisement for what those prospective students themselves could do with the film-making skills our teachers have at their command. Various evenings where the school has been opened up to parents and community members have been busy and dynamic, and presented the school in a very positive manner.

I am delighted to say goodbye, knowing that the school is entering a period of growth and that the P&C is a dynamic force within the school. I wish the staff, students and whole school community the very best for the future.

Roz Ford

P&C President



## School background

### School vision statement

"An image of the future we seek to create."

Coomealla High School is a nurturing and supportive environment preparing students and community for future success. Dedicated staff provide a multitude of opportunities and encourage high expectations across all aspects of "Learning to Live". Strong connections to our local community ensure diversity and inclusivity are modelled at every opportunity which in turn strengthens positive connections and relationships.

### School context

Coomealla High School is a rural school with an enrolment of 260 students. Coomealla High School is part of the NSW Sunraysia cluster of schools and has close relationships with other local school communities, as well as those in the broader Far West Group of Schools. The school is located in Dareton, NSW. The school draws from small communities and outlying rural areas. The school enjoys strong community support. Coomealla High School is well resourced with connected classrooms, interactive whiteboards and touchscreen televisions in our teaching areas. The school has attractive grounds and classrooms are equipped with excellent resources providing an outstanding learning environment for all students. Staff work collaboratively and are committed to providing high quality, differentiated learning opportunities for all students, as well as continually developing their own professional learning and skills.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning, the school has adjusted its self-assessment from that made in the 2017 Annual School Report to reflect the element of Wellbeing and revert the progression from Sustaining and Growing back to Delivering. The school executive were not satisfied that the evidence surrounding the implementation of the new discipline policy supported consistent implementation of it by all staff to warrant grading the theme of behaviour at the level of Sustaining and Growing. This will be an area of continued focus. However in regards to theme of Reporting, the school has made clear improvements in the clarity and frequency of reporting to parents. This has been evidenced through increased opportunities for parents to attend parent and teacher nights and improved attendance at those events; and increased use of formative assessment strategies giving teachers richer data and improving the quality of student reports.

In the domain of teaching there has a period of consolidation in Learning and Development and Professional Standards. Coomealla High School has gained state wide recognition for the work done to support teaching staff achieve proficient levels of accreditation by being asked to speak at the "Teach Meet" and "Igniting Expertise" forums. The element of data use and skills is still an area of focus for the school and although there has been progress, the self evaluation team could not provide sufficient data to move the level of achievement to reflect that the school was in fact delivering on this element.

In the domain of Leading, the school is consolidating its growth in the areas of Educational Leadership, School Resources and Management Practices and Processes. Over the course of 2019 and beyond there will be a greater emphasis on the school developing its processes around school planning and strategic improvement.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

### Learning and Engagement

#### Purpose

In order to excel, consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. This will facilitate students' continued improvement on external and internal school performance measures and ensure equity gaps continue to close.

#### Overall summary of progress

In 2018, all staff were trained in formative assessment strategies and this training was led in part by the Leadership Development Initiative (LDI) team consisting of: Kathy Alderton, Linda Barker and Koko Dove. The Aboriginal Learning Centre (ALC) together with the Aboriginal Support Team ensured that every parent and carer were involved in Personalised Learning Plan process and that follow-up progress reports were completed for each student. 49.9% of students performed at or above expected growth on the NAPLAN Assessment which is a 5.3% improvement on 2017 but still a long way short of the 70% target by the end of 2021.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers use formative assessment strategies in every lesson.	\$9000 Leadership Development Initiative Grant	Three staff attended and commenced the LDI training and implementation of Visible Learning strategies.
The school develops growth targets and supports personal aspirations for individual students using a range of personalised learning strategies.	\$167000 Aboriginal Learning Centre Funding Grant	ALC launched into its new home and provided individualised in-class and withdrawal support.
70% of students will perform at or above expected growth on average for NAPLAN assessments.	\$100000 Aboriginal Background Funding	
Student engagement surveys will indicate significant improvement from an initial baseline measurement.		

#### Next Steps

Leadership Development Initiative to be concluded and evaluated with staff applying for Highly Accomplished Teacher Accreditation. Staff to apply for Master of Teaching credential.





## Strategic Direction 2

### Quality Teaching

#### Purpose

In order to excel, professional learning is aligned with the school plan and the teaching standards, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit strategies for collaboration and feedback to sustain and enhance quality teaching practice.

#### Overall summary of progress

In 2018, there was a focus on developing Visible Learning Strategies (VLSs) in every class, every lesson each day by every staff member. All staff attended Teacher Professional Learning on devising and implementing VLSs, much of which was generated in-house by staff sharing with and supporting each other.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increased use of a range of visible learning strategies is evident is demonstrated in teaching practices and evident in lesson observations.</p> <p>The school identifies expertise within its staff and employs collaborative practice to develop its professional learning community.</p> <p>Teachers engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement.</p>	Teacher Professional Learning \$93178	All teaching staff have been trained in a variety of formative assessment strategies.

#### Next Steps

School will invest in Quality Teaching Rounds Training so that the impact of the VLS Training can be measured and to identify where individualised improvement can be focussed to support staff to better implement these strategies in class.



## Strategic Direction 3

### Leadership

#### Purpose

In order to excel, the school leadership team models instructional leadership and supports a culture of high expectations and community engagement from within a new responsive management structure, resulting in sustained and measureable whole school improvement.

#### Overall summary of progress

Over the course of 2018, the school undertook major structural change to the school executive team. A move away from the traditional faculty based leadership model to a more streamlined approach that places the focus on supporting quality teaching strategies.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of staff working towards higher accreditation, with all teaching staff's performance being mapped against the teaching standards through the collection of evidence and data, the PDP process and improvement programs.	\$1200 Low Socio-Economic Background Funding	Two staff improvement programs conducted. Extra release and support given.
An increased number of students participate in leadership opportunities and initiatives.	\$1500 Aboriginal Background Flexible Funding	Country City Alliance excursion to Sydney for two Aboriginal students identified as potential leaders.  Four students identified to participate in Mungo Leadership camp.
A greater proportion of students undertake tertiary education and gain employment.	\$5000 La Trobe sponsored Partnership agreement	La Trobe partnership Agreement incursions and excursions including the iProud Program
Measureable increase in parent satisfaction. and engagement as indicated from the TTFM survey.	\$5000 Low Socio-Economic Background Funding	Transition program and Open Night to promote confidence in school community toward school strategic directions

#### Next Steps

Continuation on providing and monitoring teacher quality measures and supporting staff with their journey through the higher levels of teacher accreditation.





Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aboriginal Staff, AEO and SLSO and student leadership camp (\$107192)	AEO and ASLSO supported students through personalised learning plans. Students were encouraged to value their culture and participation in activities such as NAIDOC occurred. Coordinator supported students through the Wellbeing framework set up in the school to ensure students made the most of their opportunities each day. AEO conducted lunch time engagement activities.
<b>Low level adjustment for disability</b>	Learning and Support Staff (1.3 full-time positions) and extra Student Learning Support Officer (\$190791)	Data collected by the Learning and Support Team throughout the year. Individual programs developed and amended throughout the year to address individual students needs. Support occur both in a withdrawal mode and within the classroom.
<b>Socio-economic background</b>	Extra classroom teacher, Technical Services Officer, part-time GA and Wellbeing Programs (\$228283)	Extra teacher created provided in built release to allow for additional TPL for staff requiring support. TSO provided technical support to staff and student as well as keeping the school computer network up and running. Extra general assistant time allowed for progress in the redevelopment of the Agriculture Facility and a 0.5 staff member engaged to run pro-active wellbeing programs.
<b>Support for beginning teachers</b>	Employment of external coach (\$6250)	An Adjunct Professor from Monash University employed to coach and mentor beginning teacher. Assisted staff with strategies around strategic career development.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	168	155	127	117
Girls	138	137	144	128

Student enrolments declined in 2018 for the sixth consecutive year. The school has employed a strategy of focussing on teaching quality and improving service delivery to retrieve enrolments lost to Victorian schools. The school has revitalised the Agriculture and Performing Arts programs, upgraded the support unit and is working hard to modernise classrooms and the external appearance of the school. Greater curriculum offerings for the senior school have been made available through a partnership with Aurora College. A new excursion policy was unveiled allowing all students from Years'7 through to 11 the opportunity to participate in over night excursion across stages. It is believed that these factors will precipitate enrolment increases by 2020.

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	92.1	87.1	86.6	82.7
8	86.8	87.6	85	83.6
9	84	86.5	79.5	80.8
10	82.5	81.6	82.8	79.4
11	79	77.6	75	68.8
12	87.1	81	73.9	80.8
All Years	85	83.7	81.1	80
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 in recent years has declined, however,

figures are being impacted greatly by a small number of students who have significant absence rates. The school has been working closely with them to encourage regular school attendance. Intervention by Year Advisors initially is followed up by a more structured plan with senior executive or the Learning and Support team. The majority of our students with high absenteeism are impacted by family or personal issues. We are, therefore, developing individual plans to improve attendance along with assisting with the wellbeing issues. In 2019 we have incorporated targeted funding to allow a teacher to be employed to work even more closely with students needing greater support.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	12	10
Employment	0	0	31
TAFE entry	0	9	10
University Entry	0	0	33
Other	0	0	7
Unknown	0	0	9

Coomealla High School has had a renewed focus on exit pathways for students. Students who choose to stay on until the completion of Year 12 are expected to comply with the minimum standards as prescribed by NESA and these are enforced. Support is given to students who are unable to meet these requirements through the Head Teacher Pathways and the Careers Advisor. The "Other" section as described in the table refers to students who have undertaken positions in Agriculture as a part of their family business.

### Year 12 students undertaking vocational or trade training

Coomealla High School proudly offers many Vocational Education and Training options to our Year 12 students. In 2018, twelve Year 12 students participated in VET training in the following frameworks: Human Services (SuniTAFE), Automotive (SuniTAFE), Metals and Engineering (SuniTAFE), Electro Engineering (SuniTAFE), Retail (Coomealla High) and Construction (Coomealla High). One student completed a School Based Traineeship through Far West Health.

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

92% of the 2018 HSC cohort completed their Higher

School Certificate qualification. 8% of students failed to meet the NESA requirements of: achieving some or all of course outcomes; following a course prescribed by NESA; and/or working with sustained effort and due diligence. 15% of the students to achieve their HSC identify as Aboriginal which was short of the 30% target.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	5
Classroom Teacher(s)	18.1
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	9.18
Other Positions	1

\*Full Time Equivalent

The school has 38.582 full time equivalent positions and employs 51 staff. Of that there are five Aboriginal staff, all of whom are employed full-time.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

### Professional learning and teacher accreditation

In 2018 we had 34 individual teaching staff members working in a permanent or temporary capacity. All permanent staff had attained a proficient level of accreditation. We had two staff actively working towards higher levels of accreditation.

In 2018 the school expended \$93178 in professional learning funds. These funds were spread across teaching and non-teaching staff to increase the capacity of individuals to implement system

requirements along with curriculum imperatives.

The majority of funds were aligned with professional learning with new HSC requirements and a number of syllabus changes within the junior school. The year also encompassed a number of departmental reforms that impacted essential school systems. Professional learning for this was ongoing and encompassed a large number of events which included both teaching and non-teaching staff.

Positive Behaviour for Learning and Wellbeing were also key areas for school change in 2018 which required essential professional learning to implement new processes. This was a key area in our school plan.

Professional learning in regards to differentiation and data analysis was also a key area addressed through professional learning and aligned with key areas within the school plan.

New professional development plan procedures were implemented in 2018 for non-teaching staff with subsequent professional learning.

Non-teaching staff were also involved in a first aid qualification update beyond the general mandatory expectations of the department.

## 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>	876,974
<b>Revenue</b>	5,296,444
Appropriation	5,024,178
Sale of Goods and Services	6,551
Grants and Contributions	256,271
Gain and Loss	0
Other Revenue	4,652
Investment Income	4,791
<b>Expenses</b>	-5,461,301
Recurrent Expenses	-5,461,301
Employee Related	-4,823,997
Operating Expenses	-637,304
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-164,858
<b>Balance Carried Forward</b>	712,116

The financial year was consistent with previous years. Income from state sources was consistent with previous years as was our community based income surrounding fees and contributions. The school balanced carried forward was lower than previous years, a consequence of spending on infrastructure improvements.

Sales of Good and Services was primarily related to the sale of farm stock, whilst Grants and Contributions related to money coming to the school via fees, contributions or grants. Annual expenses such as electricity and gas remained constant on previous years whilst areas surrounding teacher relief varied with professional learning expenditure exceeding annual allocation by around 5% whilst relief for teachers on leave was under allocation by around 15%.

Staffing costs are now managed by the school as a whole therefore ensuring costs associated with permanent staff as well as casuals must be considered holistically. This was a new dimension to financial management for our school.

2018 saw schools across NSW managing finances within a new digitally based system.

### 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>	3,530,081
Base Per Capita	54,321
Base Location	54,269
Other Base	3,421,490
<b>Equity Total</b>	526,265
Equity Aboriginal	107,192
Equity Socio economic	228,283
Equity Language	0
Equity Disability	190,791
<b>Targeted Total</b>	413,442
<b>Other Total</b>	148,677
<b>Grand Total</b>	4,618,465

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

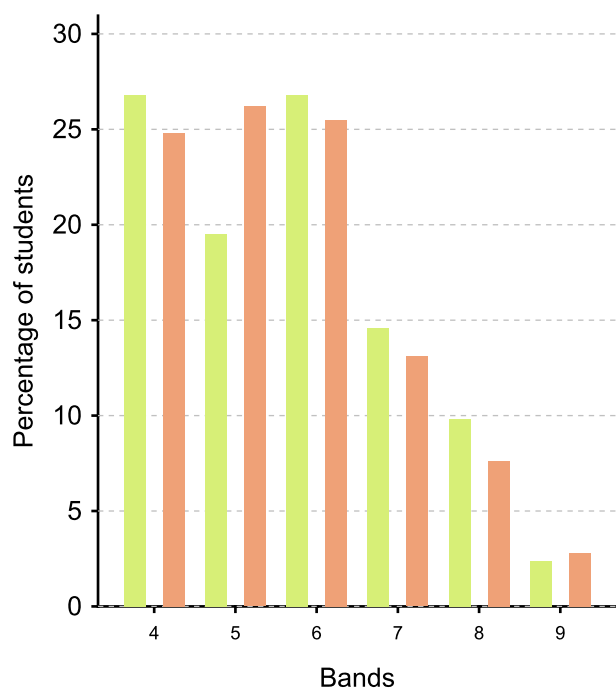
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

The 2018 Year 9 cohort demonstrated substantial growth from their Year 7 results. Where only 4% of students had results in the top three bands in 2016, by Year 9 this percentage had increased to 30% in writing. This is due to a concerted focus on a consistent reading and explicit writing program from the English team.

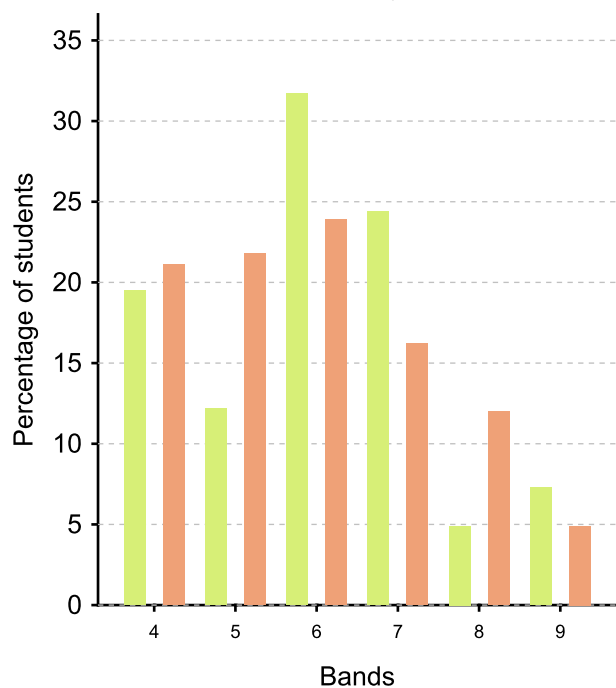
**Percentage in bands:**  
Year 7 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	26.8	19.5	26.8	14.6	9.8	2.4
School avg 2016-2018	24.8	26.2	25.5	13.1	7.6	2.8

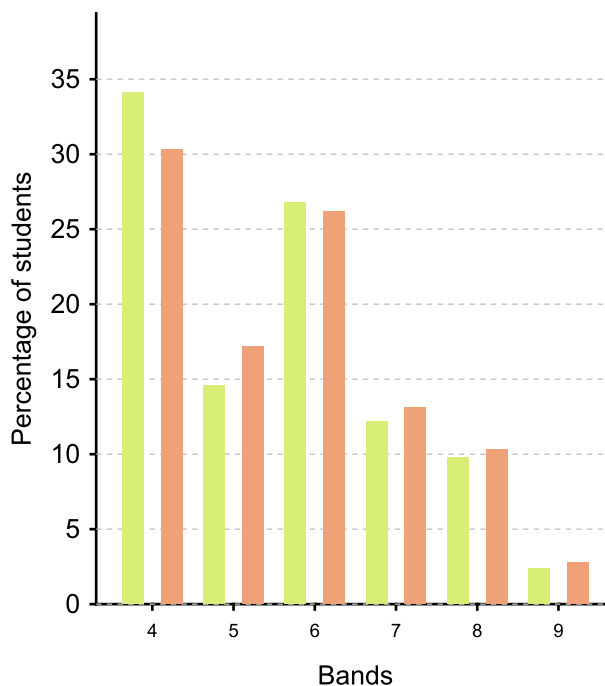
**Percentage in bands:**  
Year 7 Reading



Percentage in Bands  
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	19.5	12.2	31.7	24.4	4.9	7.3
School avg 2016-2018	21.1	21.8	23.9	16.2	12	4.9

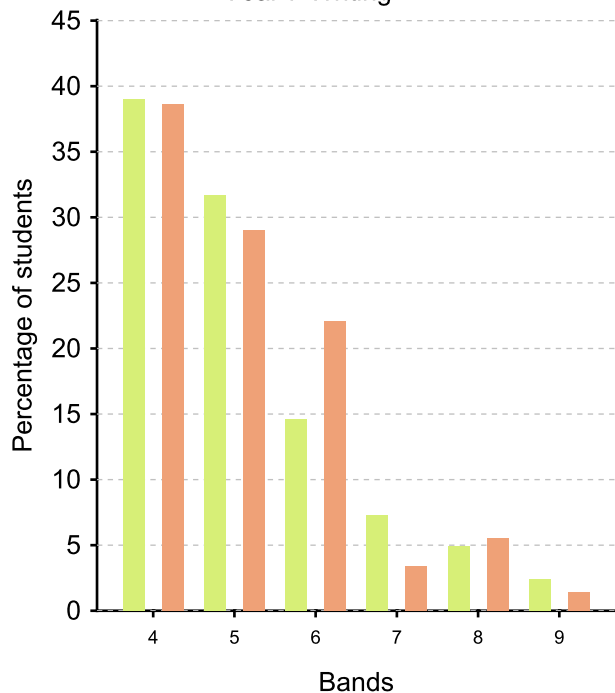
**Percentage in bands:**  
Year 7 Spelling



Percentage in Bands  
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	34.1	14.6	26.8	12.2	9.8	2.4
School avg 2016-2018	30.3	17.2	26.2	13.1	10.3	2.8

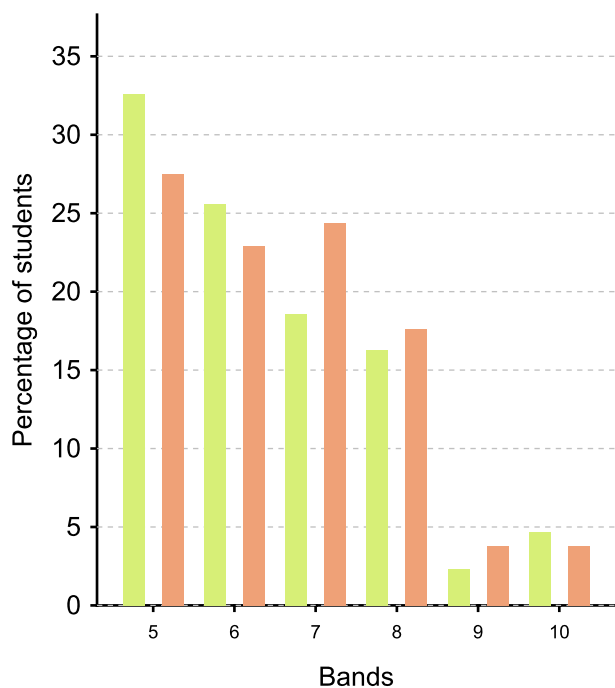
**Percentage in bands:**  
Year 7 Writing



Percentage in Bands  
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	39.0	31.7	14.6	7.3	4.9	2.4
School avg 2016-2018	38.6	29	22.1	3.4	5.5	1.4

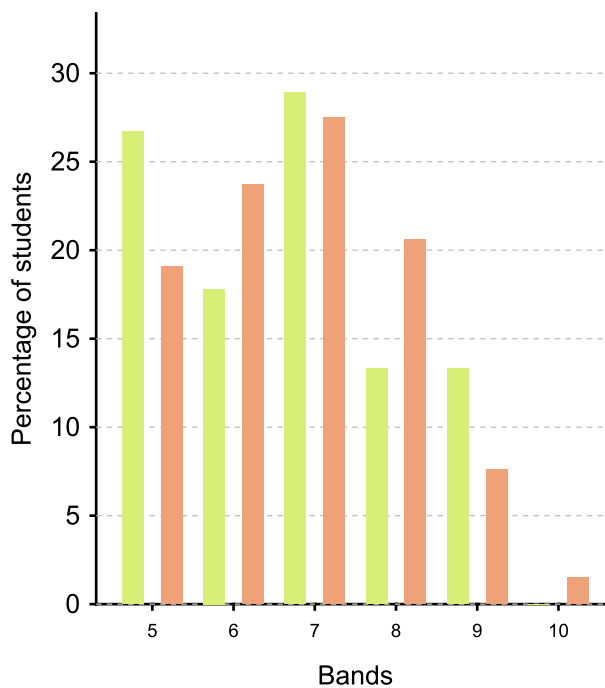
**Percentage in bands:**  
Year 9 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	32.6	25.6	18.6	16.3	2.3	4.7
School avg 2016-2018	27.5	22.9	24.4	17.6	3.8	3.8

**Percentage in bands:**  
Year 9 Reading

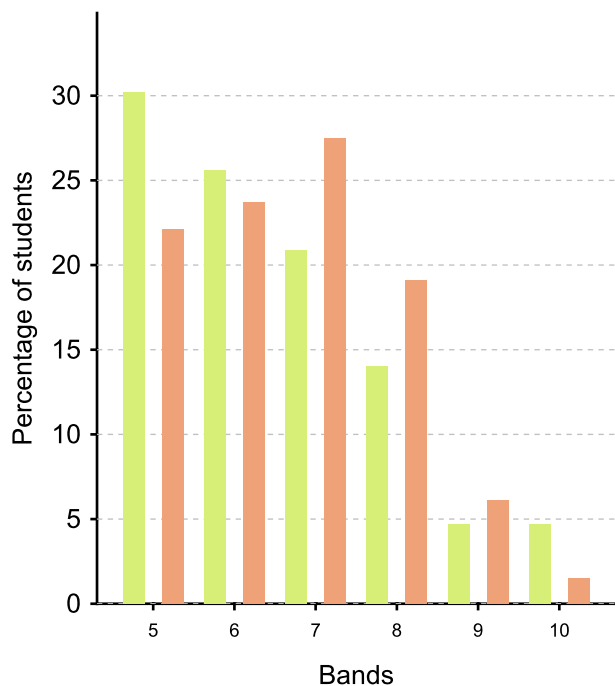


Percentage in Bands  
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	26.7	17.8	28.9	13.3	13.3	0.0
School avg 2016-2018	19.1	23.7	27.5	20.6	7.6	1.5



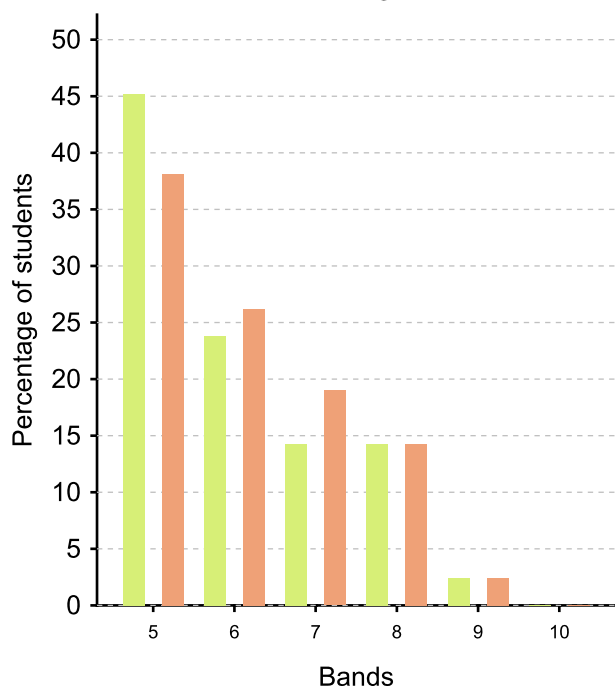
**Percentage in bands:**  
Year 9 Spelling



Percentage in Bands  
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	30.2	25.6	20.9	14.0	4.7	4.7
School avg 2016-2018	22.1	23.7	27.5	19.1	6.1	1.5

**Percentage in bands:**  
Year 9 Writing



Percentage in Bands  
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	45.2	23.8	14.3	14.3	2.4	0.0
School avg 2016-2018	38.1	26.2	19	14.3	2.4	0

The 2018 Year 9 cohort demonstrated substantial growth from their Year 7 results. Where 27% of students had results in the top three bands in 2016, by Year 9 this percentage had increased to 36% in numeracy.

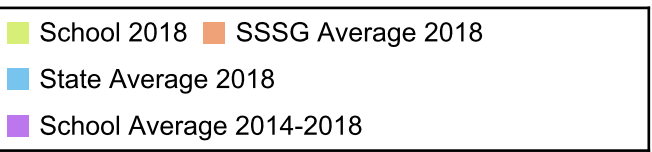
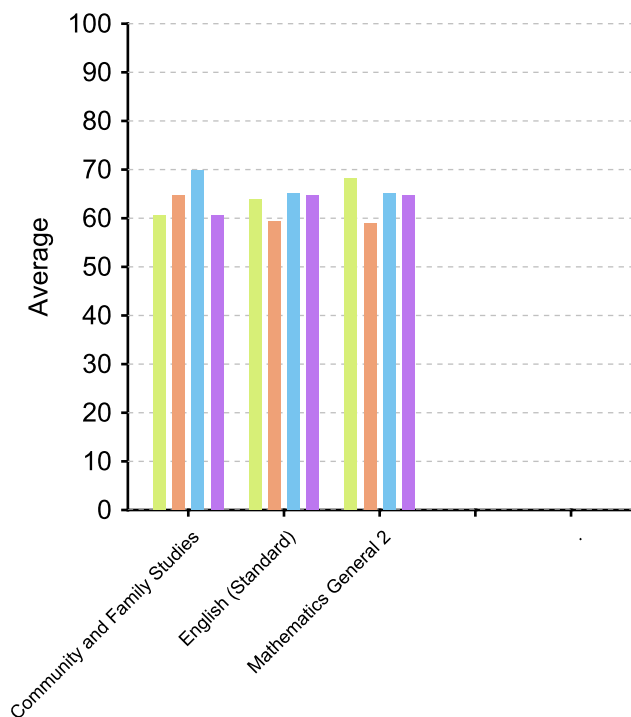
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

The Premier's Priority of increasing the number of Aboriginal students in the top two bands has been achieved at Coomealla High School in 2018. In Numeracy Year 9 results in the top two bands have gone from 0% to 5% representing greater than 30% growth. More work is require in literacy achieve the target, however, there has been a lesser proportion of students represented in the lower bands 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).



this to be a priority in any changes put in place by the school. The majority of students wanted boundaries but they also wanted input into these boundaries and systems built around them.

### Staff

Staff participated in the "People Matter Survey". 81% of respondents believed that the school was making the necessary improvements to meet future challenges as opposed to 62% in 2017 and 68% in 2016. Another positive was that 70% of staff believe that the senior management provided a clear direction for the future and that has improved from 40% in 2016. Over the past three years, the staff concept of team spirit has grown from 45%, 52% and 62% in 2018. Staff reported an improved response in every category surveyed in regards to work satisfaction compared to previous years.

### Parents/caregivers.

The Parents and Citizens Association grew from eight members in 2017 to 12 members in 2018. This represents a 50% increase and was due to a supportive cohort of Year 7 parents joining the P&C. Parent and Teacher nights experienced a higher level of participation than in previous years and the Open Night attracted a larger crowd than in previous years.

Subject	School 2018	SSSG	State	School Average 2014-2018
Community and Family Studies	60.6	64.7	69.9	60.6
English (Standard)	63.8	59.3	65.0	64.6
Mathematics General 2	68.1	58.9	65.1	64.6

The size of the cohort in individual subjects means that HSC trends from year to year are not reflective of anything other than individual student performance.

## Parent/caregiver, student, teacher satisfaction

### Students

Students were surveyed through Tell Them From Me and internal surveys carried out by the Positive Behaviour for Learning Team. Students were positive about their relationships with teachers and felt they could come to staff if they had concerns. Students were concerned about peer relationships and how students treated each other. They were positive about the changes implemented through Positive Behaviour for Learning and Wellbeing programs. Students were clear in their understanding that learning in the classroom could be jeopardised by fellow students and wanted

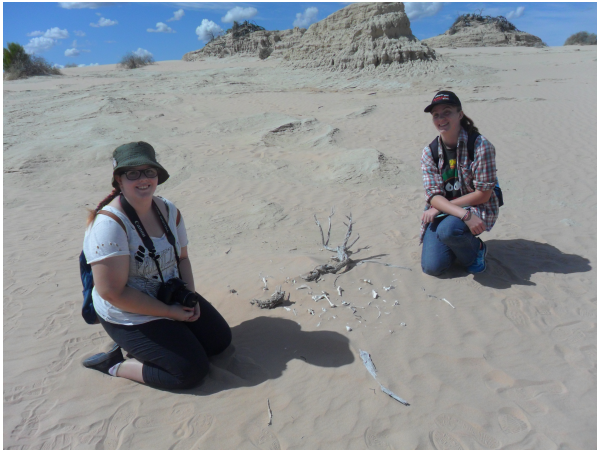


## Policy requirements

### Aboriginal education

Aboriginal Education is a priority of the school. Our Aboriginal students constitute 30% of total student population. We value our Aboriginal students and have worked hard to ensure they feel included in the school, particularly with the introduction of the revamped Aboriginal Learning Centre (ALC), Co-ordinated by Annette Finch. The Aboriginal Learning Centre has four key priorities: to increase attendance of Aboriginal students; to increase retention of Aboriginal students from Year 10 to Year 12; to improve exit pathways from school; and to improve student learning outcomes. In 2018, the Aboriginal workers together with the ALC directly contributed to maintaining attendance rates for Aboriginal students at 66% for the past two years which has shown an increase from a low of 55% over the past seven years. Retention from Year 10 to Year 12 improved from 10% in 2017 to 15% in 2018.

NAIDOC celebrations took a different twist with the Aboriginal team creating a festive atmosphere where students had autonomy to participate in the activities that they were most drawn to. Interagency participation was high with the police competing against Aboriginal students and staff in a game of basketball. Participation in NAIDOC Day was high with students reporting that the format was more engaging than previous years.



### **Multicultural and anti-racism education**

The school has an anti-racism officer who works with both students and staff to ensure our school is inclusive and respects all backgrounds. The school does not tolerate racist behaviour nor accept racist language.

Positive Behaviour for Learning (PBL) is a key to school culture especially the element of respect. We regularly talk about respecting peoples background and culture through this medium. Respect is a value that is included at each assembly, whilst a cultural aspect is added regularly throughout the year. This was reinforced by external speakers coming into the school such as the police liaison officer or community members from different cultural backgrounds.