

Cessnock High School

2019 Annual Report



8108

Introduction

The Annual Report for 2019 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.

School contact details

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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 totalled 581 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'.

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. We are dedicated 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Working towards Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Working towards Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Working towards Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

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.

Improvement Measures

Increased proportion of students demonstrating active engagement with their learning in the HSC years.

Increased Learning and Support Team effectiveness in supporting staff to cater for all students learning needs.

Decreased disengaged behaviours through effective systems and processes.

Improved student performance measures towards State Means in NAPLAN.

Improved Attendance data with an emphasis on eliminating partial truancy.

Progress towards achieving improvement measures

Process 1: Attendance is considered a school learning community responsibility with classroom teachers focusing on improving patterns of partial or subject based avoidance, and Wellbeing staff focusing on whole day truancy and attendance concerns in collaboration with parents / caregivers.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">Attendance Policy and Procedures in place with an action hierarchy commensurate on percentage.HSLO engagement via referral for school avoiders and refusers.Staff 'CODE' Handbook provides flowchart for action on truancy.Allocation for a school truancy process inclusive of restitution opportunities and parent communication.	Funds included but not limited to: \$65 000.00 Employment of a SAO for Attendance administration. \$40 000.00 Professional learning for staff in Pivotal education. \$2500 Sentral Notifications.

Process 2: A 'Wellbeing Drive' will be developed to support staff with information surrounding the individual learning needs of all students based on the outcomes of Learning Support Team Meetings.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">The Wellbeing Drive is still in development with Sentral displaying much of the desired content.Sentral forms the basis for Learning Support Team Referrals and 'Flagging' important information for individuals and cohorts.Learning and Support Team action is currently recorded on SharePoint and is used to appropriate funds attached to key initiatives.Pertinent information is disseminated to staff through the Friday Briefing, emails and executive meetings.	Funds included but not limited to: \$69 000.00 for 0.5 Head Teacher Wellbeing release. \$13 220.00 Ongoing Sentral Licensing. \$20 000.00 Administration and resourcing.

Progress towards achieving improvement measures

Process 3: A structural review of the College will identify the effectiveness of the condensed curriculum model and enable informed planning for the future.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • An external review of the condensed curriculum model occurred in 2018 with the last cohort completing their HSC in 2019. • Senior Curriculum structures require ongoing review to ascertain the feasibility of a pathways model for non academic students. • The implementation of a Lifeskills pattern of study for students with learning needs looking to complete stage 6. • Subject selections in 2019 were based on student choice with a 87% satisfaction rating. 	<p>Funds included but not limited to:</p> <p>\$1000.00 Subsidised access to TAFE, White Card and First Aid Courses.</p> <p>\$15 000.00 Professional Learning surrounding Trauma informed practice.</p> <p>\$10 000.00 Subject selections promotions and staff release for pathways interviews.</p>

Process 4: Targeted programs focusing on literacy and numeracy will advance our students through the continuum.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • Staff trained for Best Start with Middle School focusing on the literacy continuum. • Quicksmart Numeracy continues with students identified through the Learning and Support Team. • Focus on Reading and Focus on Writing whole school initiatives in planning. • Data samples from NAPLAN included for all students on Sentral. 	<p>Funds included but not limited to:</p> <p>\$4720.00 Staff training in the Best Start Program.</p> <p>\$65 000.00 Employment of an SLSO to run Quicksmart Numeracy.</p> <p>\$2100.00 Quicksmart Numeracy Program.</p>

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.

Improvement Measures

All teachers have innovative and differentiated teaching and learning programs which adhere to NESA requirements.

All whole school professional learning initiatives are well researched, evidence based and directly correlate to improve student achievement.

Local level and DoE Induction programs are embedded in school process and staff are supported at all levels of accreditation.

Increased % of teachers who engage with Quality Teaching Rounds or other classroom observation type models including team teaching.

Progress towards achieving improvement measures

Process 1: Teaching and learning programs are aligned with NESA syllabus requirements and display evidence of; variation, differentiation, and evaluation.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Audit of HSC Monitoring folders and generation of a whole school format.• Professional Learning in Lifeskills programming, assessment and reporting.• Learning and Support Teacher support for program differentiation.• NESA Auditing requirements checked against current practices and processes.	Funds included but not limited to: <ul style="list-style-type: none">• \$2000.00 Resources and administration.• \$5000.00 Teacher release for HSC Monitoring Review.• \$1500.00 NESA Professional Learning.

Process 2: Our teachers reflect and evaluate the effectiveness of teaching strategies through the analysis of student assessment data. They always strive to be the best teachers they can be for Cessnock High School students.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Learning and Support Team supports students through referral with literacy and numeracy testing.• Whole School Professional Learning in Formative Assessment for learning.• NAPLAN professional learning needed for staff to access class groups.• HSC Teachers require access to the RAP package for subject based analysis.	Funds expended but not limited to: <ul style="list-style-type: none">\$13 755.00 Professional Learning for assessment for learning.\$69 050.00 for 0.5 Head Teacher Wellbeing.– renewal of the rap package.

Process 3: Teaching strategies are innovative, engaging and appropriate to the learner with consideration of learning styles, extension and enrichment opportunities and remediation.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • Technology integration into lessons after Twilight STEM Training and CASE Conference requires follow up support. • After accessing the Project Nest conference Middle School Teachers implement future focused teaching and learning opportunities for Year 7. • Learning and Support Team advise staff of students requiring adjustments and modifications to their learning. • Further Professional Learning required in data analysis and differentiation. 	<p>Funds expended but not limited to:</p> <p>\$13 480.00 + \$2291.00 Laptop / Devices and charging Trolleys.</p> <p>\$9540.00 Professional Development for staff in differentiation and Lifeskills.</p> <p>\$30 000.00 additional Student learning support officer .</p>

Process 4: Teaching and learning programs are concise to the needs of the class through the consideration of Learning Support Team information and ability based data such as NAPLAN.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • Streamed classes across Key Learning areas are planned for 2020 to ensure differentiation occurs at a class level. • A coloured flag system has been implemented to notify teachers of specific learning needs and other important information about the individual. • Data training and development needed for all staff to enable the analysis of class groups and other cohorts. • Learning and Support Teacher Roles redefined to focus on learning adjustments and behaviour modification separately, with Individual Education Plans and Student Behaviour Support Plans. 	<p>Funds expended but not limited to:</p> <p>\$69 050.00 for 0.5 Head Teacher Wellbeing.</p> <p>\$10 000.00 Administration and resourcing.</p>

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.

Improvement Measures

Our administrative systems, structures and processes support the effectiveness of all staff and facilitate ongoing school improvement.

Improved Community involvement through revitalised School Communications and Promotions coordination.

Technology that supports learning is available and expertly integrated into lessons by teachers.

We are adequately prepared for Audit, NESAs Inspections and External Validation meeting all corporate and external authority requirements.

Progress towards achieving improvement measures

Process 1: Visible educational leadership which supports a culture of developing high expectations, instructional leadership and management skills to build a strong executive team and promotes the skill acquisition of aspirants.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Whole school Leadership for Learning Professional Learning to change the mindset of teachers as leaders of their classroom.• Coaching with Dr Neil Carrington to established the Senior Executive and Executive as functional Leadership teams.• Aspirant teachers supported through the Performance Development Framework with Head Teachers and Deputy Principals.• Further training needed to support the introduction of Instructional Leadership.	Funds expended but not limited to: \$40 000.00 Executive / whole school leadership program. \$38 000.00 Connecting to Country opportunity. \$15 000.00 Head Teacher network events and Deputy Principal Conferences / PL Days.

Process 2: Effectively implemented systems and processes across all operational areas of the school.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Sentral Wellbeing redesigned to accommodate the evolution of the 'Cessnock Way' and avoid duplication of efforts.• Policy and procedural documents in place to support school focus areas of attendance, uniform and mobile phone usage.• Systems in place for subject selection and timetabling for 2020.• Implemented a school wide HSC Monitoring folder and structure for accountability supervision.	Funds expended but not limited to: \$14 000.00 Preparation for Canvas Implementation and licensing. \$9500.00 Outsourced Timetable generation.

Progress towards achieving improvement measures

- Sentral Wellbeing redesigned to accommodate the evolution of the 'Cessnock Way' and avoid duplication of efforts.
- Policy and procedural documents in place to support school focus areas of attendance, uniform and mobile phone usage.
- Systems in place for subject selection and timetabling for 2020.
- Implemented a school wide HSC Monitoring folder and structure for accountability supervision.

\$2350.00 EDVAL program licensing.

Process 3: The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • Aboriginal Garden phase 1 completed with retaining walls, planting and an outdoor learning area. • SEEK Sensory Garden completed, and Harvest garden commenced. • Playground activity areas planned with the installation of outdoor ping pong tables and investment into the improvement of the School Oval. • Upgrades to the TAS and Agriculture areas continue. 	<p>Funds expended but not limited to:</p> <p>\$18 000.00 Aboriginal garden phase 1.</p> <p>\$20 000.00 Oval maintenance program.</p> <p>\$9500.00 TAS and Agriculture areas.</p>

Process 4: Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • Investigation through P&C into the viability of reinstating the School Newsletter as a means of additional communication. • Official Facebook Page access given to all Head Teachers for the promotion of faculty based information. • Updated website training needed to ensure the school website is up to date and positively represents the school. • Continued communication with parents via Sentral's SMS / email function enables succinct emergency contact. 	<p>Funds expended but not limited to:</p> <p>\$5000.00 Website training.</p> <p>\$2500.00 Sentral messaging and Parent portal distribution.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>The equity loading for Aboriginal students is a funding allocation to support NSW public schools to meet the additional learning needs of Aboriginal students. Cessnock High School was allocated \$181 574.00 in 2019.</p> <ul style="list-style-type: none"> • Year 6 into 7 Transition Program Implementation • Kirawa NAIDOC Combined Partner Primary School Corroboree • Kirawa Dance Program and student development • Regular meetings with our Partner Primary Schools • Continued Implementation of Personalised Learning Plans • Hosted Jr AECG and AET leadership day • Professional Learning completion of Cultural Competency Training whole school • Professional Learning completion of Korriel Wonnai's Connecting to Connecting targeted staff • Hosted Kullaburra Awards, food and awards provided • Acknowledged Reconciliation Week and Christine Anu concert • Utilised data to inform teaching and learning programs • Redevelopment of Stage 1 of the Aboriginal Education Garden • Continued employment of an Aboriginal Education Officer • Development and supply of the Aboriginal Education Uniform 	<p>In accordance with the Department of Education's Funding support guidelines Cessnock High School has:</p> <ul style="list-style-type: none"> • Regularly reported to Local AECGs as well as Aboriginal parents and carers and families on strategies and programs to improve Aboriginal students' achievements • Demonstrated a school culture of positive and inclusive high expectations • Analysed data and respond to Aboriginal students' attendance, participation and engagement in learning • Provided support for Aboriginal students at key transition points (from home to school, Year 6 to Year 7, Year 10 to Years 11 and 12 and from school to work or further study) • Recognised and celebrated Aboriginal students' achievements
<p>Low level adjustment for disability</p>	<p>The equity loading for low level adjustment for disability is an allocation to support students in regular classes who have additional learning and support needs. In 2019 Cessnock High School was allocated \$361 765.00.</p> <ul style="list-style-type: none"> • The equity loading for low level adjustment for 	<p>In accordance with the Department of Education's Funding support guidelines Cessnock High School has demonstrated the following:</p> <ul style="list-style-type: none"> • Curriculum: Personalised learning and support where adjustments were made in consultation with parents and carers to enable students to participate fully in achieving syllabus outcomes and content • Parent partnerships: Collaborative processes to enhance the engagement of parents and carers in the provision of

Low level adjustment for disability

disability is an allocation to support students in regular classes who have additional learning and support needs.

- Students are provided with daily and ongoing adjustments for disability within the mainstream classroom through LaST and SLSO allocation.
- Students with identified learning needs or disabilities are identified through Learning and Support team referrals and intervention.
- YARK or PM Benchmark literacy testing via LaST
- Observations within the classroom setting, feedback from which is provided to parents via LaST
- Students are provided with classroom adjustments as via Teaching for Inclusion, developed by LaST
- Student behaviour support plans and Individual education plans are designed 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.
- School Learning and Support Officers are utilised in the mainstream for students with Integration Funding Support to provide additional support in the classroom setting.
- Learning and Support Teachers 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.
- Student needs are reviewed on an ongoing basis to ensure the most appropriate support is being provided.
- Targeted Professional Learning has occurred for teaching staff.
- Quicksmart Numeracy program ongoing.

personalised learning and support

- Professional learning and support: Professional learning implemented to address diversity in classrooms and provision of support for teachers to recognise and respond to students' additional learning and/or support needs
- School structures: School based structures developed to facilitate sustained and timely support for students with disability and additional learning and support needs
- School culture: Initiatives used by the school community to develop the knowledge, skills and understanding required to build and strengthen an inclusive and welcoming school culture for every student

<p>Socio-economic background</p>	<p>The equity loading for socio-economic background is a funding allocation to support NSW public schools to meet the additional learning needs of students from low socio-economic backgrounds. At Cessnock High School we received \$1 073 913.00 in 2019.</p> <ul style="list-style-type: none"> • Employment of a full-time Student Support Officer • 0.5 non-teaching Head Teacher Wellbeing • Engagement and programs with the PCYC at school including Fit for Life • Pathways programs to access other learning opportunities for disengaged students • Breakfast club and food bank support • ELEVATE student and parent sessions • Brainstorm wellbeing performances • Uniform support scheme • Installation of Pink Box to provide sanitary items • Professional Learning for staff on Pivotal Education and Trauma Informed Practices • Free access to transport (via the school Bus) for academic and sporting pursuits • Subsidised camps, excursions and competitions • Access to technology with faculty areas receiving pods and cows • Leadership opportunities 	<p>In accordance with the Department of Education's Funding support guidelines Cessnock High School has ensured:</p> <ul style="list-style-type: none"> • Staff generate and draw on a wide range of data and research to ensure decision making is based on evidence and the local context • Expenditure is linked to school initiatives, including the purchase of resources, additional support staff, additional teaching staff or professional learning, to the school plan. • A high expectation culture is embraced amongst students, staff, school leaders, families and the wider community • Respectful partnerships are developing between schools, families and community organisations and local networks • Increased student participation and engagement in learning, including addressing student attendance • A developing positive and inclusive school culture built on collaboration and trust amongst students, parents/carers, teachers, leaders and community • Teachers are engaged in ongoing professional learning that builds teaching capacity at the individual, whole school and local network level • A strong focus on literacy and numeracy as the foundations for learning • Providing challenging and rich learning experiences across the curriculum • Building leadership capacity with students, teachers, school leaders and community
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	281	286	297	314
Girls	283	268	264	273

Student attendance profile

School				
Year	2016	2017	2018	2019
7	87.7	85.5	85.7	85.5
8	84.5	84.7	77.5	82
9	84.7	82.3	77.3	78.2
10	76.1	79	71.7	76.9
11	85.6	84.5	76.3	80.1
12	85.6	88.3	81.1	80.6
All Years	84	83.8	78.1	80.8
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	2	6	18
Employment	2	6	20
TAFE entry	2	1	8
University Entry	0	0	11
Other	4	1	18
Unknown	2	5	25

Year 12 students undertaking vocational or trade training

31.75% of Year 12 students at Cessnock High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

93.4% of all Year 12 students at Cessnock High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	37.5
Learning and Support Teacher(s)	2.3
Teacher Librarian	1
School Counsellor	0.5
School Administration and Support Staff	15.08
Other Positions	1.8

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,371,386
Revenue	11,276,699
Appropriation	10,908,626
Sale of Goods and Services	105,897
Grants and contributions	200,104
Investment income	2,072
Other revenue	60,000
Expenses	-10,531,175
Employee related	-8,934,445
Operating expenses	-1,596,730
Surplus / deficit for the year	745,524

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The school has a long term plan for the development of major school infrastructure. The infrastructure planned will provide excellent facilities to further engage and support student learning. The process for the development and construction through the Department of Education is significant, and as such will be completed over the next 12 months..

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	1,746,677
Equity Total	1,630,790
Equity - Aboriginal	181,574
Equity - Socio-economic	1,073,913
Equity - Language	13,537
Equity - Disability	361,765
Base Total	5,807,616
Base - Per Capita	139,952
Base - Location	3,493
Base - Other	5,664,171
Other Total	429,646
Grand Total	9,614,729

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

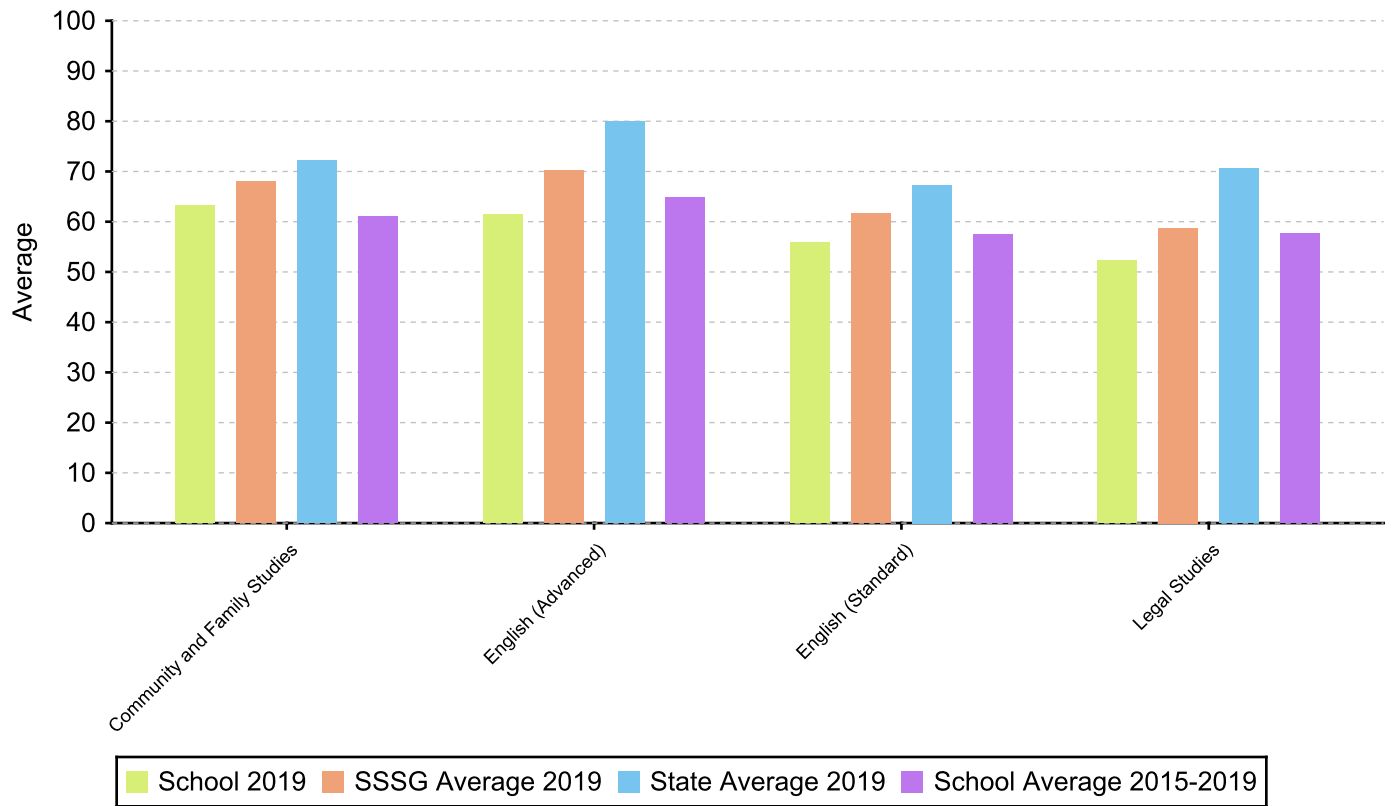
NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Community and Family Studies	63.2	68.0	72.2	61.0
English (Advanced)	61.5	70.3	80.0	64.8
English (Standard)	55.9	61.7	67.3	57.4
Legal Studies	52.2	58.8	70.6	57.6

Parent/caregiver, student, teacher satisfaction

During the 2018–2020 School Planning period Cessnock High School has been committed to receiving and responding to feedback to ensure the satisfaction of the most important people for our core business – you! To ascertain parent/caregiver, student and teacher satisfaction, Cessnock High School uses '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 the student feed back survey, the 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. The data gained through past surveys have enabled us to instigate uniform reform, to expand on our middle school program and to remove the compressed curriculum delivery model for the Higher School Certificate. Visible leadership and trauma informed practice were two areas indicated by staff leading to our work with Dr Neil Carrington and engagement with Pivotal education. These surveys will continue to be conducted each year and the feedback obtained will help us define areas for future improvement and areas of success.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.