

Cowra High School

2019 Annual Report



8148

Introduction

The Annual Report for 2019 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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Message from the principal

2019 was an extraordinarily positive year for Cowra High School students, staff and community. We embarked on our journey towards continued excellence this year with a number of key performance indicators we set out to achieve. These indicators were based around our strategic directions as outlined in our 2018–2020 strategic plan.

The premise of everything we believe in and everything we set out to achieve has been grounded by our new school vision statement, "Through quality teaching, Cowra High School seeks to prepare students to fulfill their potential and pursue excellence in all fields of endeavour. We value culture and positive self-worth to empower students to lead purposeful lives by contributing to local and global communities to succeed in a dynamic world. We strive to provide a holistic and inclusive education for all learners by fostering resilience and creating curious, confident, respectful and responsible life-long learners. "

We have worked tirelessly to develop a shared vision and narrative to establish a culture for continuous improvement and have embedded key goals across the school to which all stakeholders of our school community have agreed to. These include:

1. Every student is known, valued and cared for in our school
2. Every student, teacher and leader improves every year
3. Every student is engaged and challenged to continue to learn
4. All students have a strong foundation in literacy and numeracy
5. All of our students finish school well prepared for higher education, training and work

Particular highlights for Cowra High School in 2019 have been acknowledged through our social media platforms, newsletter, conversations with parents and the community, or, conversations with students throughout the year. Of key importance in showcasing our success in 2019 are the achievements of both students and staff in the areas of Teaching and Learning, Sport, the Arts, Cultural Pursuits, and Wellbeing.

Through a new process of collective efficacy amongst the staff and stakeholders in education in the Cowra community, milestones and focus areas of the school plan were updated to ensure they were designed under consultative process, meaningful and data driven to establish a culture of evidence-based practice. This allowed professional learning to be scope and sequenced at an Executive, Faculty and Whole-school level to embed instructional leadership into all classrooms and enhance teaching and learning and engagement for all students.

The Ministers Awards for Excellence in Teaching were held in Sydney in August. At this event Mrs Alison Buckley was recognised as an outstanding instructional leader who for many years has demonstrated excellence in the teaching of dance.

Cowra High Schools' NAPLAN data has shown significant value adding to our Aboriginal student skills in literacy and numeracy in some cases achieving more than one year of growth for one year of learning. This is a direct result of the continued differentiation and ongoing development of Personalised Learning Pathways for all of our Aboriginal students.

Sporting achievements included students representing the School at CHS swimming where Zoe Browne, Jade Browne and Finn Ryan were finalists in their chosen events; four team relay events and 6 individuals represented at the state level of this competition. Rugby League representatives Leroy Murray, Josh Pokoney, Jacob Haeata and Thomas Negus attended the State Carnival and Leroy was invited to become a member of the Indigenous All-Schools State Team which represented at a national level. The Bill-Turner Cup Soccer team again made the final series and, in AFL, our junior boys made the trip to Broken Hill to also compete in a state final.

Nicola Carter represented Cowra High as a featured dancer at Schools Spectacular and was also awarded the honour of being named as a call-back dance performer after her extremely successful HSC year. Our Indigenous Dance Troop (Wagambirra) were also featured at Schools Spectacular and traveled our region extensively providing further education and cultural support to many of our partner primary schools.

An increased focus on Wellbeing was evident in 2019 with an increase in the number of available support services being offered to Cowra High School students and their families, and, increased attendance levels of students at year-group and whole-school Wellbeing programs and days. The appointment of a Deputy Principal Wellbeing and restructure of the Cowra High School Wellbeing and Learning and Support Teams also provided an increased level of wrap-around support provided to students and families. These new systems and processes resulted in a significant reduction in the number of and duration of suspensions and an increase in attendance when compared to data from 2018.

The end of the 2019 school year, like all others, includes inevitable staff changes. I would like to thank all staff who will be leaving the school and wish them all the best in their future endeavours. The school would like to acknowledge the nine year tenure in leadership of departing principal Charles Gauci and wish him well in his new position with School Services. A very special farewell of particular note amongst other staff changes was the retirement of Viv Meiklejohn, a veteran educator much-loved in the Cowra Community. I would like to thank Viv for the impact and influence on thousands of lives she has helped shape and develop over her 43 years with the Department of Education.

In conclusion, I would like to thank the parents, P & C, AECG and Seikei program members as these organisations continue to support our school in a variety of ways. We are grateful for their tireless efforts that the individuals who make up these groups provide to our school.

In 2020 we will continue our journey towards excellence and achieving our school status targets. Our focus areas for 2020 include our continued commitment to the secondary writing program in partnership with our primary schools, improving student literacy (in reading), and improving student numeracy, further development of our Wellbeing Programs and the development of a Wellbeing/Health Hub, the implementation of a new special education class, further expansion of our cultural programs and a continued focus on high expectations for all in achieving learning goals.

I look forward to continuing the journey towards excellence with you all into 2020 and beyond.

Helene Hamilton

Principal

School background

School vision statement

Through quality teaching, Cowra High School seeks to prepare students to fulfill their potential and pursue excellence in all fields of endeavour. We value culture and positive self-worth to empower students to lead purposeful lives, contributing to local and global communities to succeed in a dynamic world. We strive to provide a holistic and inclusive education for all learners, fostering resilience and creating curious, confident, respectful and responsible life-long learners.

School context

Cowra High School embodies high expectations of respect and responsibility through encouraging each individual to reach their potential. Students pursue excellence through engagement in academic, sporting, cultural and creative and performing arts.

Broad subject choice ensures students are able to reach their potential and achieve individual success. Staff encourage students to be confident and resilient by developing skills to become contributing members of society as life-long learners and critical and creative thinker.

What makes us unique and proud is our schools rural location and community composition. We embrace a variety of cultures and celebrate this in all we do. We foster this inclusivity through our ties to our national history, Seikei and Camden exchange program and participation in community events. In addition, the sharing of culture of our First Australians is embedded in everyday life at Cowra High School. This ensures every student is known, valued and cared for.

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

Strategic Direction 1

Positive School Culture

Purpose

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

Improvement Measures

Whole day attendance rates have improved, with a reduction in class based truancy. **Completed Term 2 2019**

The school has achieved Tier 3 (the highest level) in its PBL journey. **Completed Term 2 2019**

Semester Two 2019

School demonstrates increased levels of wellbeing support underpinned by PBL respect and responsibility.

Semester Two 2019

Decrease in suspensions and increase in student attendance. Alternative pathways for students to eradicate consecutive suspensions.

Semester Two 2019

Instructional Leadership, coaching and mentoring as part of the Performance and Development Framework to inform the teaching and learning process across all faculties.

PBL 2020

School demonstrates increased levels of wellbeing support underpinned by PBL respect and responsibility.

Berry Street 2020

The school has achieved Tier 3 (the highest level) in its PBL journey and begun embedding Berry Street Education Model to underpin Wellbeing.

Progress towards achieving improvement measures

Process 1: Explore and establish programs designed to re engage students identified with attendance or behaviour issues.

Completed Term 2 2019

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| <p>This term the Attendance Team composed an Attendance Policy and distributed to staff, students and community. Systems and processes established started a culture where staff are being supported to mark rolls daily and accurately and encouraged to follow up class partial attendance if 3 days not attended class. HT Wellbeing to monitor and track students with low levels of attendance and worked with Careers Advisor to look at alternative pathways for students particularly in Year 10.</p> <p>Programs have been established for students with high levels of suspension. Senior Executive have designed meetings with parents, HSLO, ACLO to design a program that encourages positive school attendance. This program has seen success where all students have not been suspended since the program commenced.</p> <p>Relationships established with Neighbourhood Centre and PCYC programs have seen at risk students with low levels of attendance and complex case management reengage with school.</p> <p>Term Two suspension showing that proactive discussions with parents and</p> | \$209,000 Learning Hub |

Progress towards achieving improvement measures

staff have allowed for successful student engagement. Aggressive behaviour statistics have halved. Continued disobedience suspension data reflects students who are not participating in the learning.

Process 2: Develop PBL based processes that recognises and encourages positive attendance patterns in students.

Completed Term 2 2019

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| The PBL Team this term have established clear systems and processes. They have updated the PBL Handbook and Matrix. The PBL Team have nominated a person who leads the data capturing for the team to analyse students at risk and where they can refer the to for individualised support. This data will be presented to staff at the beginning of the term. Staff are challenged to class profile and re evaluate how they can engage their students in the classroom. | \$5000 RAM |

Process 3: Development of attendance strategy that identifies motivation behind lack of attendance and classroom truancy and then addresses these motivation.

Completed Term 2 2019

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| Increase in whole day absences for girls 7–10 Term 2. The attendance data has minimal improvement this term during Term 2. Term 3 systems established for staff to continue to call parents after 3 days if students have not attended class and record the conversations on Sentral. DP Wellbeing meets weekly with Student Advisors to discuss target students, where key actions were discussed at a formal attendance meeting led by the DP, ACLO, ASLO and HSLO attend. Referrals are made to Learning Support Team to provide a plan for all students who have been identified with a high level of absences. | |

Process 4: Semester Two 2019

PBL Engagement

Whole school approach understand PBL and systems and processes implemented to ensure fidelity with staff and students.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| Q – what areas of student wellbeing are shown in the PBL data that have shown improvement and why? D – PBL incident trend data, PBL reward data A – Suspensions semester 1 147 semester 2 72. This has shown a significant decline in serious major incidence, indicating a positive engagement with PBL practices from students. I – Improved ability for senior executive to case manage most complex case students, to ensure educational pathways that allow them to achieve yearly outcomes. Increase rates of students attending class due to interventions that assist students prior to suspension. | \$5000 RAM |

Process 5: Semester Two 2019

Progress towards achieving improvement measures

Process 5: Wellbeing Support

Targeted support to establish personalized pathways for student learning to maximise student attendance and learning outcomes.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| <p>Q – To what extent does Sentral data show wrap-around support of students in need of wellbeing support?</p> <p>D – Sentral attendance trend., year and individual student data, student management plans, connect/thrive/succeed wellbeing audit</p> <p>A – Student attendance reduced in Term 2 but has improved during Terms 3 and 4. Average % is close to state target of 85%. The suspension policy has been rewritten and all students suspended return with a SMP tailored to meet their needs. External Agency improved referral processes where students on suspension are in need of support prior and post reentry. All students suspended are referred to the LST/Wellbeing Team.</p> <p>I – Reduced the rate of suspensions as well as increased time between multiple suspensions involving students incurring multiple suspensions from school.</p> | \$20,000 RAM |

Process 6: Semester Two 2019

Instructional Leadership

Mentoring and coaching processes whole school to develop staff to pursue promotional positions and in school succession planning.

| Evaluation | Funds Expended (Resources) |
|--|--------------------------------------|
| <p>Q – To what extent were the executive conferences supported by the School Improvement Team?</p> <p>D – attendance data for both conference days, exit slips and feedback surveys, faculty minutes showing communication of ideas and initiatives of both days discussed, evidence of implementation in updated teaching programs</p> <p>A – The School Leadership Team for Teaching and Learning was supported at both conferences with an increase in staff attendance at the second conference.</p> <p>I – There has been a buy in for CPL across all faculties where previously is was compartmentalized across the school. Theories of Action focussed on Learning Intentions and Success Criteria where 2020 PL will look at the importance of formative and summative assessment.</p> | Professional learning funds \$25,000 |

Process 7: PBL Engagement – 2020

Whole school approach understand PBL and systems and processes implemented to ensure fidelity with staff and students.

| Evaluation | Funds Expended (Resources) |
|--------------|----------------------------|
| Ongoing 2020 | \$10,000 RAM |

Process 8: Wellbeing Support – 2020

Targeted support to establish personalized pathways for student learning to maximise student

Progress towards achieving improvement measures

Process 8: attendance and learning outcomes.

| Evaluation | Funds Expended (Resources) |
|--------------|--|
| Ongoing 2020 | \$30,000 (flexible funding for Wellbeing Services) |

Process 9: Instructional Leadership – 2020

Mentoring and coaching processes whole school to develop staff to pursue promotional positions and in school succession planning.

| Evaluation | Funds Expended (Resources) |
|--------------|--------------------------------------|
| Ongoing 2020 | \$30,000 Professional Learning funds |

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.

Improvement Measures

Students accessed work placement or work experience in Cowra if the industries exist in town. **Completed Term 2 2019**

A high proportion of Cowra High students attend all community events the school is involved with. **Completed Term 2 2019**

Semester Two 2019

School Website communication with community used to inform parents of school and student learning and wellbeing.

Semester Two 2019

Transition Plan with systems and processes with all primary schools to promote Cowra High School and how Year 6 students can seamlessly adjust to high school.

Semester Two 2019

Community Links and school plan promotion such as work experience, Rotary, Seikei, Business Chamber and VET.

Communication 2020

School Website communication with community used to inform parents of school and student learning and wellbeing.

Transition 2020

Transition Plan with systems and processes with all primary schools to promote Cowra High School and how Year 6 students can seamlessly adjust to high school.

Community Links 2020

Community Links and school plan promotion such as work experience, Rotary, Seikei, Business Chamber and VET.

Progress towards achieving improvement measures

Process 1: School Promotion

Utilise the expertise from the DoE Communication directorate to collaboratively finalise the development of a school promotions plan.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| School website has been developed and endorsed by P and C. Parents, students and community can use to be involved in their students learning. Community survey has informed us that we are improving our communication and included in the 2020 cycle. Workshops for parents are required on 2020 to teach them how to be part of their students learning using technology. | \$60,000 HR (RAM) |

Process 2: Community Support

Actively seek improved relationships with local employers to enhance work experience, work placement opportunities for students.

Progress towards achieving improvement measures

| Evaluation | Funds Expended (Resources) |
|---|---|
| Healthy Canteen accreditation has been successful. All staff present at Presentation evening. FB, website stats show community buy in and newsletter feedback has been overwhelmingly positive. | P&C funded HR for canteen \$5000 RAM |

Process 3: Formulate a team to develop strategies to increase student and staff participation in community events.

Completed Term 2 2019

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| <ul style="list-style-type: none">Monday Muster ongoingEstablish rewards system for students who attend community events.Staff Attendance to Year 12 Graduation exponential compared to previous 5 yearCLO leading website, facebook, newsletter and Sentral | \$1,000 |

Process 4: Semester Two 2019 Community Engagement

Employment of a Community Liaison. Work with the community and develop relationships via, website, Facebook, newspaper and Newsletter to promote CHS information and student success.

Completed term 4 2019

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| CLO will be reemployed for 2020. Seikei policy and procedures to align with departmental regulations and new coordinator. Survey conducted and result for improvement in 2020 in school plan. | \$15,000 RAM |

Process 5: Partnerships with Primary Schools (Cowra Network) 2020

Deputy Principal develops a strategic plan. Organise professional learning workshops with primary and high school staff. Embed a seamless transition process to class profile students prior to starting year 7.

| Evaluation | Funds Expended (Resources) |
|--|--|
| LASTS are preparing and working with primary schools to collate data on students for Year 7 2020. PL Best Start, Learning Progressions and Plan 2 has been scheduled for 2020. Learning support Plans on track for completion prior to students starting in Year 7 2020. | \$35,000 RAM / Professional Learning funds |

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.

Improvement Measures

The average value added growth in 7 to 9 and 9 to 12 increases.

Average HSC results for each subject will increase over the average results for the last 5 years where that data exists.

Semester Two 2019

High quality teaching and learning practices in classrooms, evidenced in every faculty through differentiated and individualised programs, assessment tasks and work samples.

Semester Two 2019

Increased use of student assessment and external examination data for teachers to inform the teaching and learning process.

Data use in Practice 2020

Increased use of student assessment and external examination data for teachers to inform the teaching and learning process.

High Quality Assessment 2020

High quality teaching and learning practices in classrooms, evidenced in every faculty through differentiated and individualised programs, assessment tasks and work samples.

Progress towards achieving improvement measures

Process 1: Dr Hopkins Curiosity and Powerful Learning

Explore and implement an approach to enhance classroom teaching in literacy and numeracy through the "Curiosity and Powerful Learning" model.

| Evaluation | Funds Expended (Resources) |
|--|---|
| <p>Q – How do we know the CPL PL was effective and used with fidelity across the school?</p> <p>D – faculty meeting minutes, Leadership Conf Powerpoint, examples of exit slips, pivot coaching/survey results, lesson observations.</p> <p>A – The school has only just begun to explore learning intentions and success criteria. Staff have analysed the CPL characteristics of a high performing school and have recognised that they need 12 months to identify if CHS is working towards high performing schools and school systems.</p> <p>I – All staff in 2020 will be PL to ensure they are able to use the Survival kit for LI and SC to underpin lessons. PDP process and assessments will be monitored by HT's, LASTS and Senior Executive where all understand indicators of success.</p> <p>Q – What does the data tell us the theories of action are that will underpin the school plan for 2020?</p> <p>D – NAPLAN, HSC, NESA, internal assessment data for Stage 6 from Sentral, work samples collected to show grades allocated to Stage 6.</p> | <p>\$35,000 Professional Learning funds</p> |

Progress towards achieving improvement measures

A – The data informs us Learning Intentions and Success Criteria, high expectations.

I – This will drive growth across high achievers middle and BNMS students 7–12. Focus areas are Reading, Writing and BNMS students. Data used to ensure this will be PAT M PAT R for Years 8 and 10 Naplan for Years 7 and 9 and Best Start Year 7. This will empower staff to triangulate data to inform their teaching and learning practice.

Process 2: Focus on Students Below NMS

Develop a strategy to address the numeracy and literacy needs of identified students falling just short of Band 8 in Year 9 NAPLAN.

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>Q– What does the analysis of sharing literacy and numeracy data in SCOUT with whole staff do to identify areas for development 2020?</p> <p>D – SCOUT trend data, Learning progressions mapped to student point of need by LaSTs, PL for the SLSO staff and PDPs, document analysis of AES assessment tasks.</p> <p>A – This reinforces the need to focus on Reading, writing and numeracy. PL will be mapped using data, CPL and PDP, faculty plans for 2020 will be composed to align with whole school benchmark targets.</p> <p>I – Work sample collection and comparative data moving forward on all students at CHS. The focus is all students across the school will be placed on Learning Progressions and tracked by the LASTS.</p> | <p>\$15,000 – external agency funding + \$5,000 RAM</p> |

Process 3: Stage 6 Syllabus Implementation

Target Professional learning to address teaching strategies for the implementation of of the new Stage 6 syllabuses.

| Evaluation | Funds Expended (Resources) |
|--|---|
| <p>Q – What do staff PDPs inform us are the areas of focus for PL in 2020?</p> <p>D – PDPs, AITSIL self reflections, Faculty plans</p> <p>A – All staff have used the self assessment toll in AITSL. PDP's and faculty plans for 2020 will be used to map professional learning in 2020 for the whole school, literacy, numeracy and reading.</p> <p>I – Whole school professional learning and finances are mapped to ensure that 2020–2022 minimum benchmark targets are met and that PI provided is driving growth in all students.</p> | <p>\$2000 Professional Learning funds</p> |

Process 4: Stage 6 Student Study Skills Development

Development of a program to address Stage 6 study skills for students.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| <p>Q – What do survey results from students tell us are the areas for development in study skills workshops for 2020?</p> <p>D – Survey responses, student attendance of Wednesday</p> | <p>N/A</p> |

Progress towards achieving improvement measures

A – Students have been enrolled in Edrolo to track their study knowledge and understanding. Increased engagement with the 10% on top program for 2020.

I – Students in 2020 where LST and Wellbeing Teams have identified that explicit support for 10% on top and the importance of study to minimize stress and ensure improved engagement.

Process 5: Literacy – Writing Focus – Target Professional Learning

Increasing students writing results from BNMS, mid achieving and AES cohorts. Developing a whole school writing focus that is embedded across all classrooms and assessment. To ensure all students have achieved the minimum standard prior to the HSC.

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>Q– To what extent do faculties assessment tasks and classwork samples exhibit writing criteria and explicit outcomes?</p> <p>D – past assessment tasks and updates made to tasks for 2020. Student assessment handbooks, collection of work samples. student surveys</p> <p>A Whole school assessment overhaul to include whole school systems and processes 7–12. All assessment tasks will include writing focus.. All faculties will only have a maximum of 4 tasks to mirror the HSC. 1 inquiry base, 1 examination, 1 essay type question and 1 the faculty discretion.</p> <p>I Authentic assessments that differentiate student achievement, student assessments handbooks, website where assessments are located for parents and students.</p> | <p>\$20,000 RAM and Professional Learning funds</p> |

Process 6: Data to inform teaching and learning

All faculties engage with evaluating Naplan and HSC assessment and examination data. Determinations will inform future teaching and learning processes through updating programs, modifications and assessment strategies.

| Evaluation | Funds Expended (Resources) |
|--|---|
| <p>Q – To what extent do teaching programs, classwork and assessment results reflect HT leadership of faculties?</p> <p>D – Teaching programs and registers, monitoring folders, internal assessment tasks and results, classwork samples, SCOUT HSC data, PDPs and MyPL records.</p> <p>A Engagement of all HT's with cyclical monitoring processes. Principal HT catch up interview working on faculty plans, PDP's and school plan.</p> <p>I PDP's that map to SP and Faculty plans. Teaching programs and classwork including CPL. HT recognize the importance of consistency across all faculties and actively working with DP's for 2020 and in HT Meetings.</p> | <p>\$5,000 Professional Learning funds</p> <p>Learning and Support Faculty HR funding</p> |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|---|
| Aboriginal background loading | \$68,575 Program funding RAM + \$50,000 HR | Achievements communicated and celebrated through the school newsletter, school website, social media pages and local newspapers and community facebook pages. Specific cultural programs and management initiatives communicated to Executive Director and DELs from Rural Southwest. Continued community involvement and HR mapped to student learning outcomes. |
| Low level adjustment for disability | Staffing HR \$170,746 Flexible \$77,765 | Two fulltime LASTs employed to support student across the school in literacy and numeracy. BNMS rationale and policy developed to assist in seamless identification of students at point of need, systems and processes to maximise student outcomes here developed and implemented moving forward. Best Start Yr 7 initiated for the first time in 2020, managed by LASTs. Increased involvement with partner primary schools resulting in professional learning discussions around maximising student progress, placement of students in correct classes and early identification of student areas for improvement at point of need. |
| Socio-economic background | \$508,514 | Ongoing funding of SLSO, SASS and Community Liaison positions necessary moving forward to continue to maximise student and family support. Community feedback overwhelmingly positive to the appointment of CLO, change to newsletter and new website as endorsed by DoE. |
| Targeted student support for refugees and new arrivals | \$10 000 initial / \$10 000 added in Semester 2 | 40 days of employment of EALD teacher to work with identified students. Individualised support ensured differentiation of tasks and classwork and support for students and transition into mainstream classes |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| Boys | 267 | 257 | 258 | 263 |
| Girls | 311 | 290 | 264 | 273 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2016 | 2017 | 2018 | 2019 |
| 7 | 92.2 | 89.5 | 90.5 | 88 |
| 8 | 86.6 | 91.1 | 85.7 | 86.8 |
| 9 | 87.1 | 85.3 | 87.2 | 83.9 |
| 10 | 82.2 | 87.7 | 80.3 | 83.4 |
| 11 | 84.9 | 85.1 | 85.1 | 83 |
| 12 | 88.6 | 88.3 | 84.8 | 87.9 |
| All Years | 86.9 | 88 | 85.7 | 85.4 |
| 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 | 0 | 2 | 13 |
| Employment | 7 | 7 | 35 |
| TAFE entry | 3 | 3 | 9 |
| University Entry | 0 | 0 | 20 |
| Other | 2 | 1 | 9 |
| Unknown | 2 | 3 | 5 |

Year 12 students undertaking vocational or trade training

21.18% of Year 12 students at Cowra High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Cowra 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) | 1 |
| Head Teacher(s) | 8 |
| Classroom Teacher(s) | 33.2 |
| 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

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 | 584,837 |
| Revenue | 8,508,799 |
| Appropriation | 8,194,993 |
| Sale of Goods and Services | 28,742 |
| Grants and contributions | 277,009 |
| Investment income | 7,634 |
| Other revenue | 422 |
| Expenses | -8,610,983 |
| Employee related | -7,690,510 |
| Operating expenses | -920,472 |
| Surplus / deficit for the year | -102,184 |

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.

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 | 966,957 |
| Equity Total | 874,022 |
| Equity - Aboriginal | 116,968 |
| Equity - Socio-economic | 508,543 |
| Equity - Language | 0 |
| Equity - Disability | 248,511 |
| Base Total | 5,645,013 |
| Base - Per Capita | 128,845 |
| Base - Location | 12,958 |
| Base - Other | 5,503,210 |
| Other Total | 403,411 |
| Grand Total | 7,889,403 |

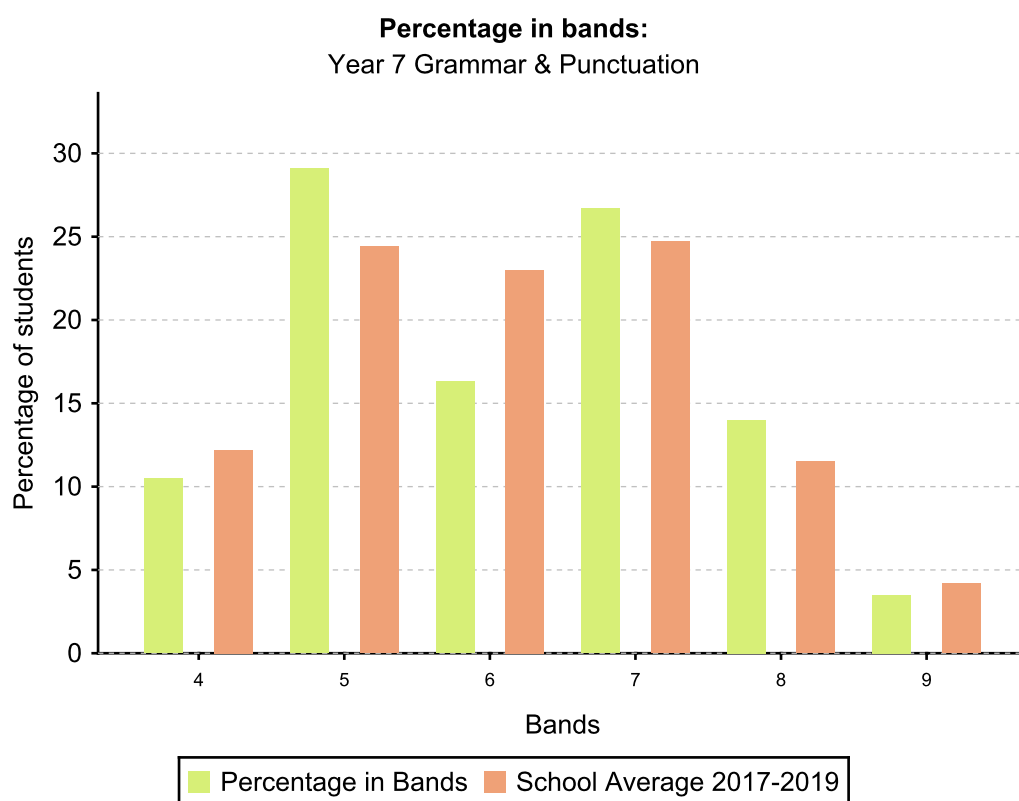
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

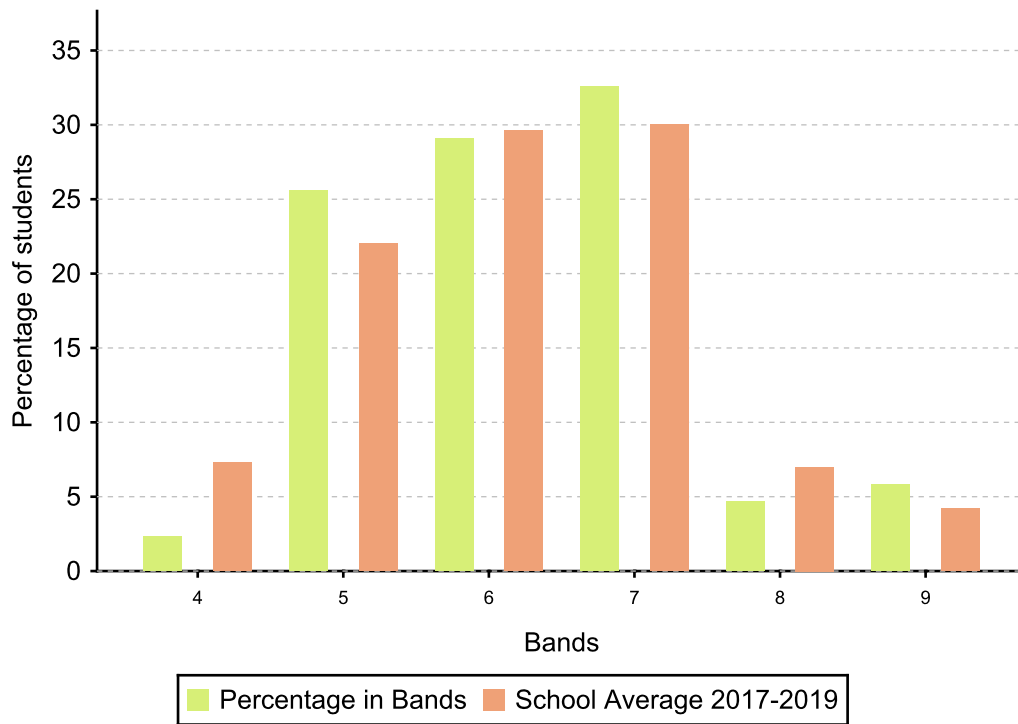
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.

Literacy and Numeracy Graphs



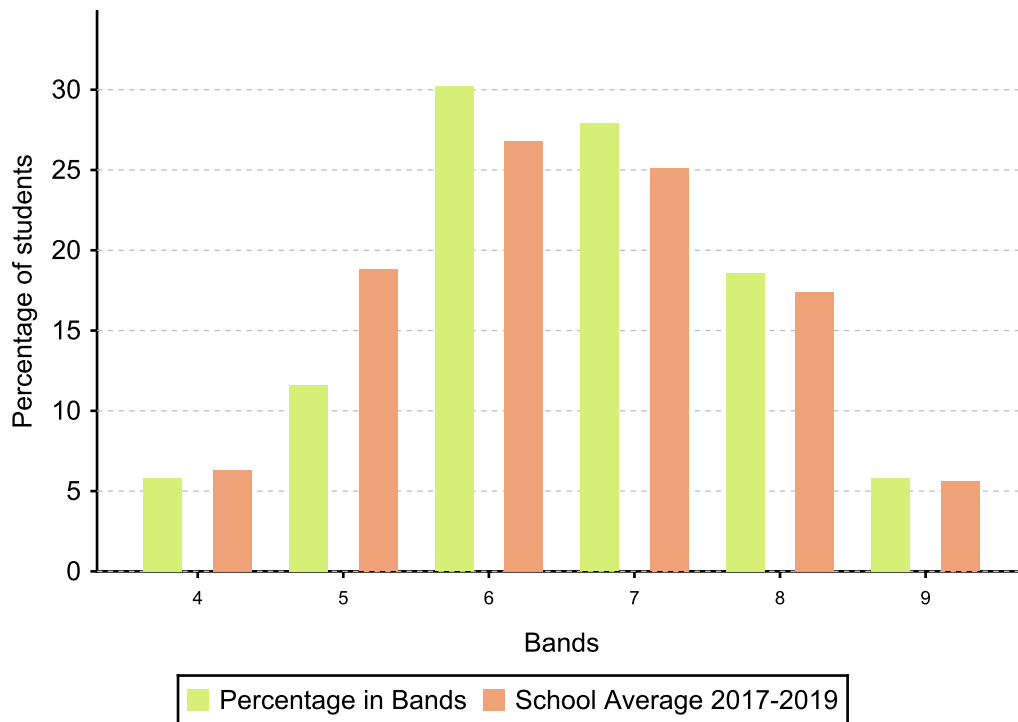
| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|------|------|------|------|------|-----|
| Percentage of students | 10.5 | 29.1 | 16.3 | 26.7 | 14.0 | 3.5 |
| School avg 2017-2019 | 12.2 | 24.4 | 23 | 24.7 | 11.5 | 4.2 |

Percentage in bands:
Year 7 Reading



| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|-----|------|------|------|-----|-----|
| Percentage of students | 2.3 | 25.6 | 29.1 | 32.6 | 4.7 | 5.8 |
| School avg 2017-2019 | 7.3 | 22 | 29.6 | 30 | 7 | 4.2 |

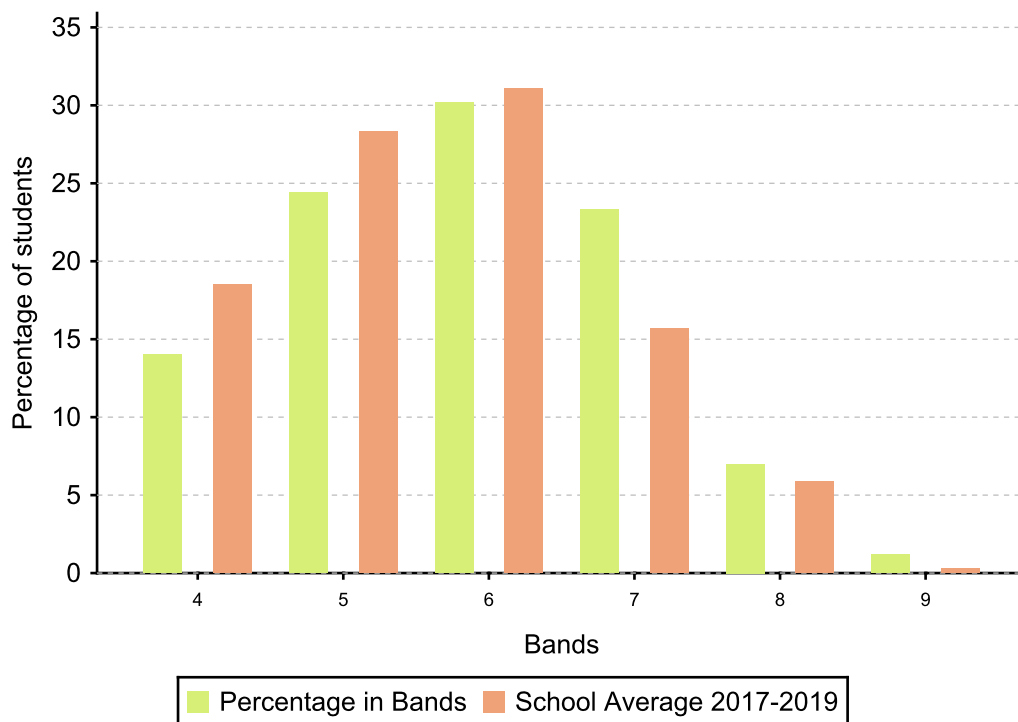
Percentage in bands:
Year 7 Spelling



| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 5.8 | 11.6 | 30.2 | 27.9 | 18.6 | 5.8 |
| School avg 2017-2019 | 6.3 | 18.8 | 26.8 | 25.1 | 17.4 | 5.6 |

Percentage in bands:

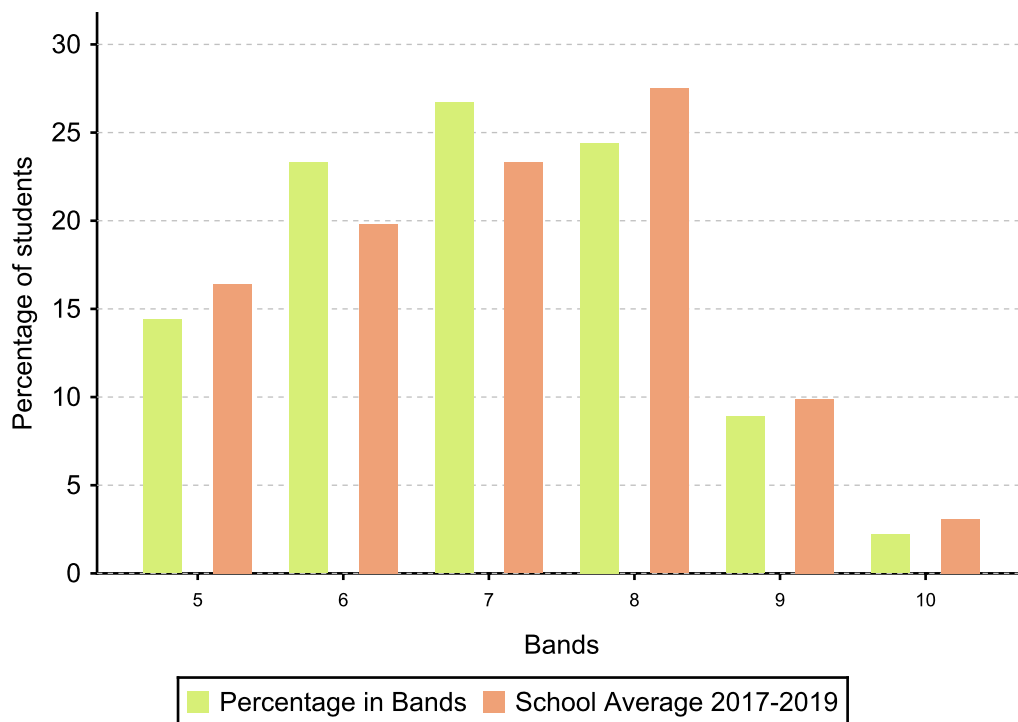
Year 7 Writing



| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 14.0 | 24.4 | 30.2 | 23.3 | 7.0 | 1.2 |
| School avg 2017-2019 | 18.5 | 28.3 | 31.1 | 15.7 | 5.9 | 0.3 |

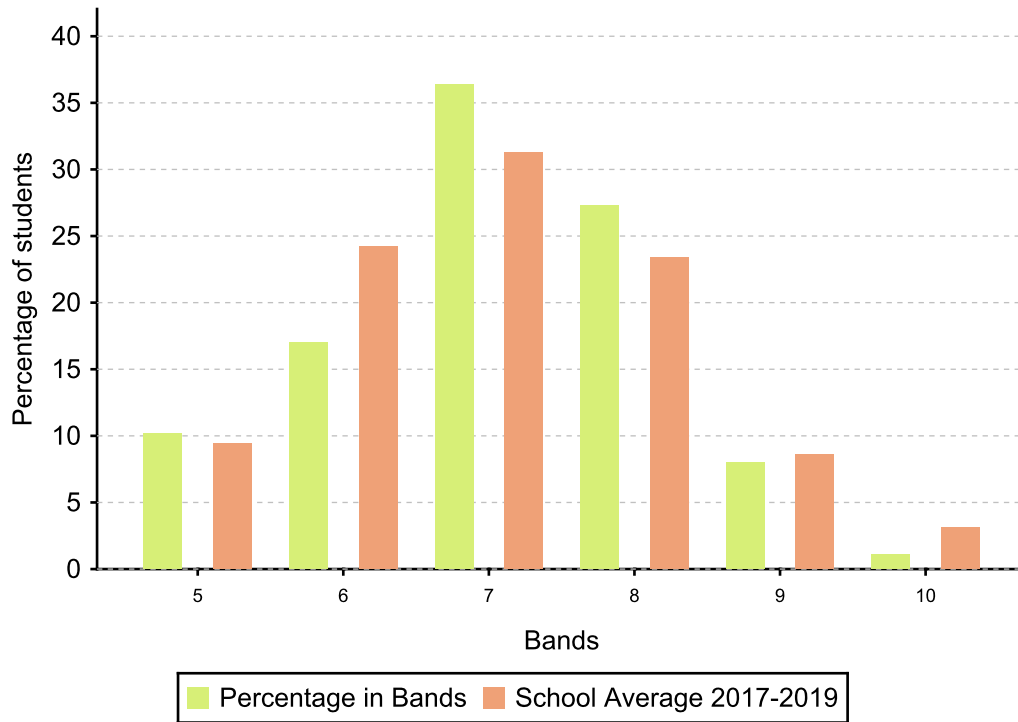
Percentage in bands:

Year 9 Grammar & Punctuation



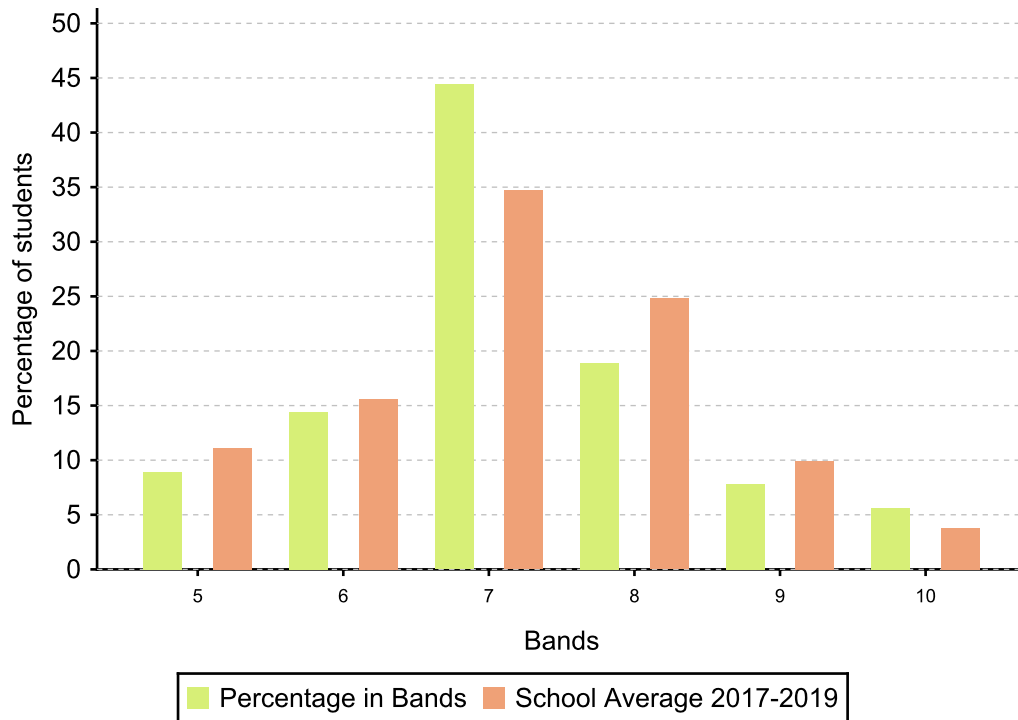
| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 14.4 | 23.3 | 26.7 | 24.4 | 8.9 | 2.2 |
| School avg 2017-2019 | 16.4 | 19.8 | 23.3 | 27.5 | 9.9 | 3.1 |

Percentage in bands:
Year 9 Reading



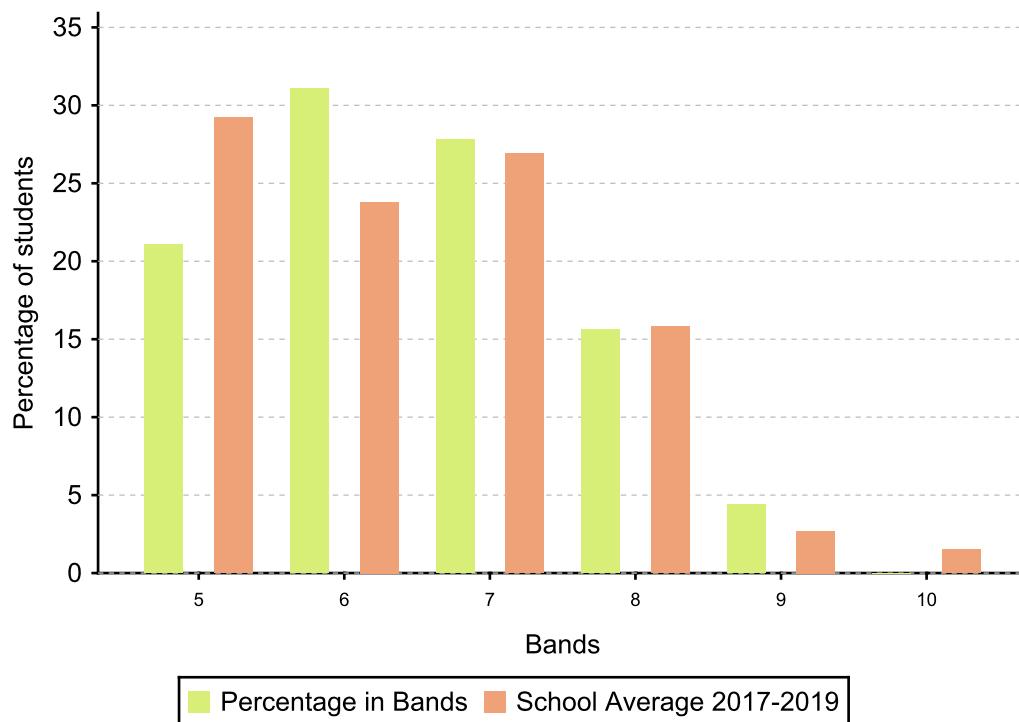
| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 10.2 | 17.0 | 36.4 | 27.3 | 8.0 | 1.1 |
| School avg 2017-2019 | 9.4 | 24.2 | 31.3 | 23.4 | 8.6 | 3.1 |

Percentage in bands:
Year 9 Spelling



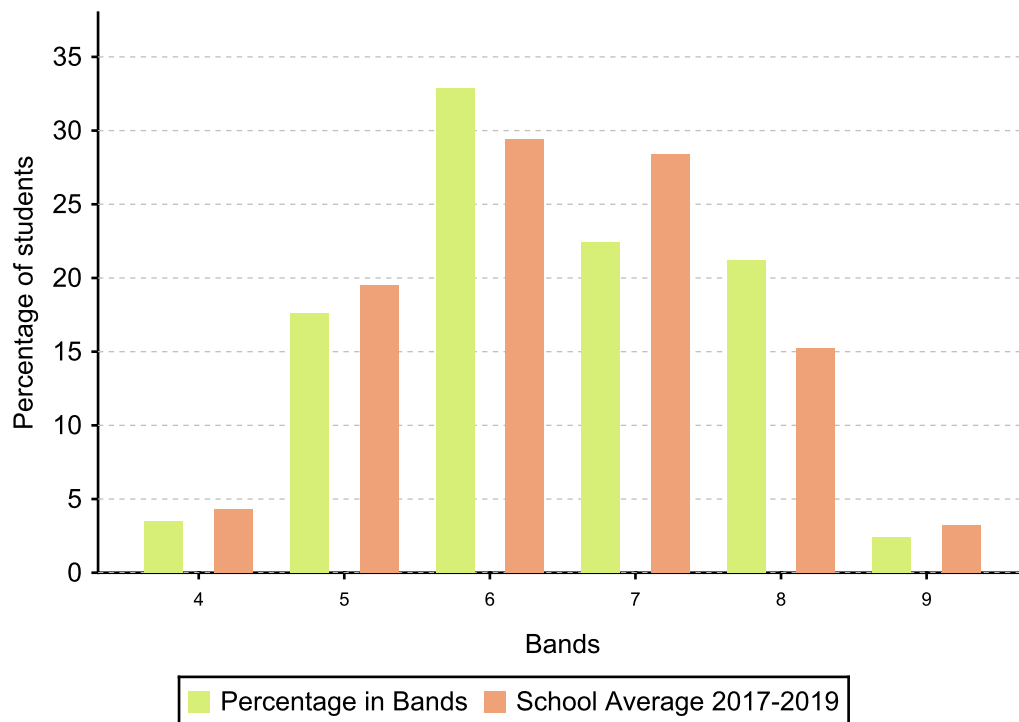
| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 8.9 | 14.4 | 44.4 | 18.9 | 7.8 | 5.6 |
| School avg 2017-2019 | 11.1 | 15.6 | 34.7 | 24.8 | 9.9 | 3.8 |

Percentage in bands:
Year 9 Writing



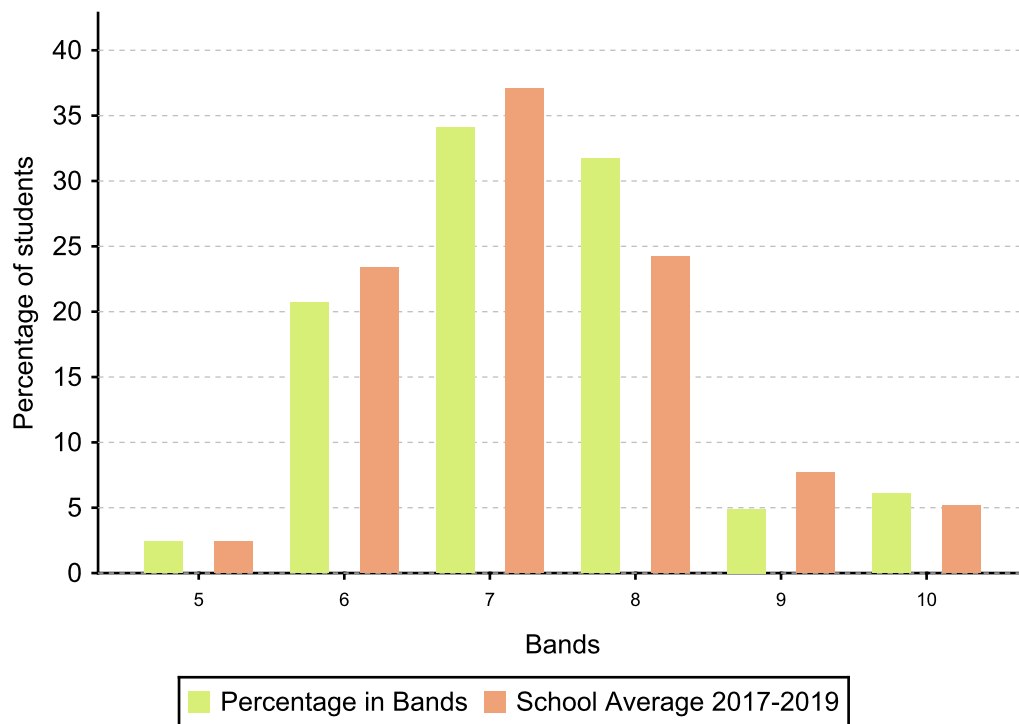
| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 21.1 | 31.1 | 27.8 | 15.6 | 4.4 | 0.0 |
| School avg 2017-2019 | 29.2 | 23.8 | 26.9 | 15.8 | 2.7 | 1.5 |

Percentage in bands:
Year 7 Numeracy



| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 3.5 | 17.6 | 32.9 | 22.4 | 21.2 | 2.4 |
| School avg 2017-2019 | 4.3 | 19.5 | 29.4 | 28.4 | 15.2 | 3.2 |

Percentage in bands:
Year 9 Numeracy

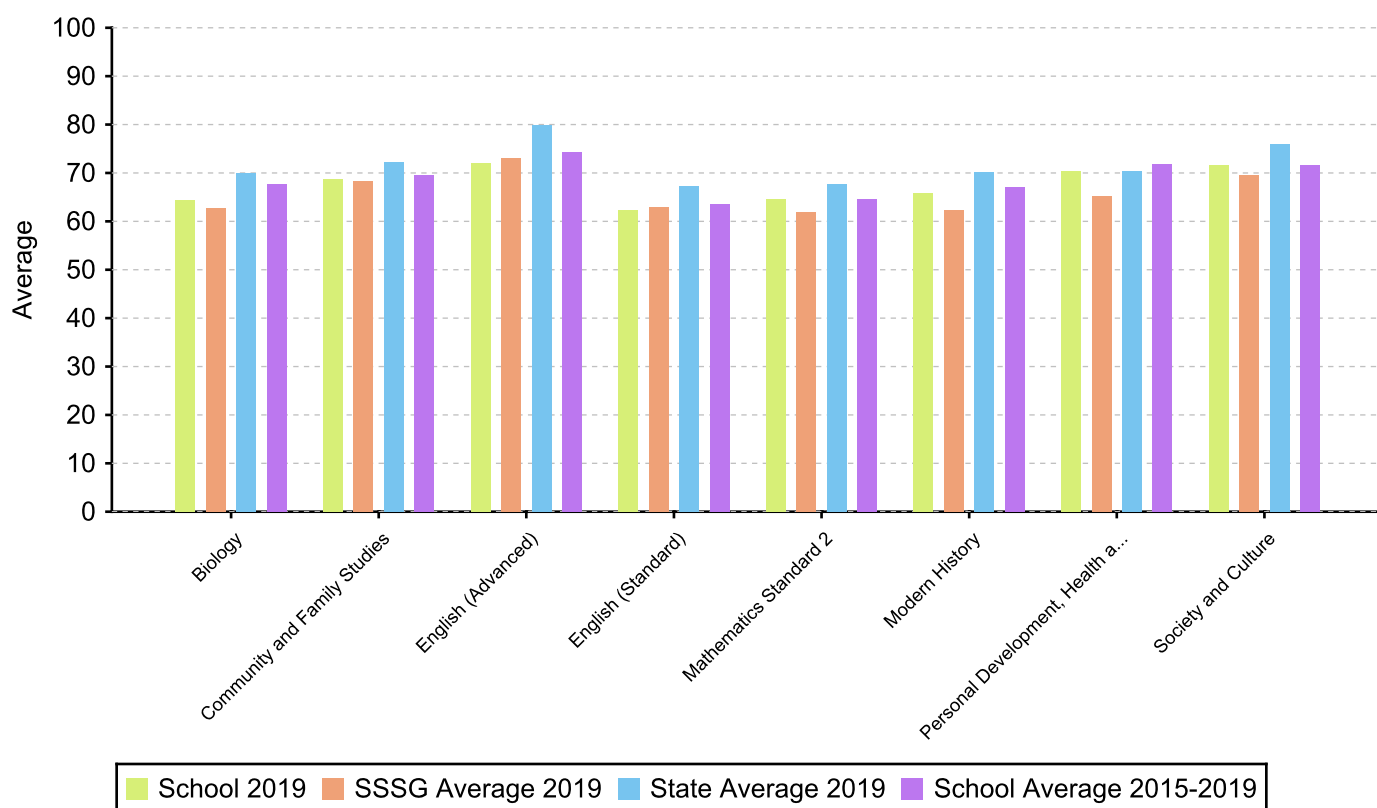


| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|-----|------|------|------|-----|-----|
| Percentage of students | 2.4 | 20.7 | 34.1 | 31.7 | 4.9 | 6.1 |
| School avg 2017-2019 | 2.4 | 23.4 | 37.1 | 24.2 | 7.7 | 5.2 |

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 |
|---|-------------|------|-------|--------------------------|
| Biology | 64.4 | 62.7 | 69.9 | 67.7 |
| Community and Family Studies | 68.8 | 68.3 | 72.2 | 69.4 |
| English (Advanced) | 72.1 | 73.0 | 80.0 | 74.2 |
| English (Standard) | 62.3 | 62.9 | 67.3 | 63.6 |
| Mathematics Standard 2 | 64.5 | 61.8 | 67.7 | 64.5 |
| Modern History | 65.8 | 62.2 | 70.2 | 67.1 |
| Personal Development, Health and Physical Education | 70.4 | 65.1 | 70.5 | 71.7 |
| Society and Culture | 71.7 | 69.6 | 75.9 | 71.7 |

Parent/caregiver, student, teacher satisfaction

Cowra High School parents/caregivers, students and staff were surveyed during 2019 in a range of ways to gain insight into their experiences and perspectives related to the school. A sample of students were surveyed using the Pivot Professional Learning Survey. The questions are mapped to the Australian Professional Teaching Standards. Teaching staff completed the AITSL self reflection tool to gain insight into their personal strengths and areas for improvement. Parents/caregivers and students completed both the Tell Them From Me online survey and a paper-based community survey was also distributed. The Tell Them From Me Survey which utilises ten measures of student engagement and highlighted the focus areas of enhancing student engagement and further involving P & C as areas for school focus. Cowra High School staff completed the Peoples Matter survey which is voluntary to provide feedback on their professional experience at the school. These results showed an increased positive engagement from staff and trust in leadership as well as job satisfaction. The 2019 overall school report indicated that Cowra High Schools' areas of strength are building relationships with staff and community. The principal improvements over the year were noted as re-engagement of community partnerships with key groups such as NSW Police, Local Council, Rotary, PCYC, Seikei exchange and Partner Primary Schools.

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.