

Cootamundra High School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Cootamundra High School as an account of the school's operations and achievements throughout the year.

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

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School background

School vision statement

To provide all students with diverse and challenging opportunities to maximise their personal successes through a supportive and dynamic learning environment.

School context

Cootamundra High School (CHS) is a rural comprehensive high school that services Cootamundra and the surrounding rural community. CHS has a student population of 315, which includes two multi categorical classes. The school has 43 Aboriginal and Torres Strait Islander students. Students are offered a wide range of courses across all years and this includes Vocational Education and Training courses at the local Cootamundra TAFE. CHS students continually experience success in the HSC and have access to a wide and varied extra-curricular program. CHS has changing demographics that are clearly influenced by the state of the rural economy. The school has a Family Occupation Employment index of 130, indicating the socioeconomic structure of the school. CHS is a Positive Behaviour for Learning school with the core values of respect, responsibility and excellence. CHS is a ALARM school (A Learning and Responding Matrix) and uses technology extensively in the teaching and learning process. CHS staff is comprised of a balance of experienced long-term teachers with younger and new scheme teachers.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Quality Teaching and Learning

Purpose

To develop a dynamic and stimulating teaching and learning environment that provides for improved learning outcomes for all students where academic successes are extended.

Improvement Measures

- All students move along the Literacy progressions with a specific emphasis on writing and reading across the curriculum.
- Student “value added” data across 7 to 12 grows annually.
- Increase in students achieving in the top 2 bands in external measures.

Progress towards achieving improvement measures

Process 1: • Evidenced based teaching and learning models are utilized to enhance teacher pedagogy.

Evaluation	Funds Expended (Resources)
<p>A significant amount of whole school and targeted team professional learning, that was steeped in evidence based teaching and learning models, has occurred at CHS during 2019. Staff indicated that they have greater confidence to deliver and incorporate this learning and knowledge into their everyday practice to enhance their teaching pedagogy and it was quickly identified as an enabler to improving student outcomes.</p> <p>The Positive Behaviour for Learning framework is under review with the associated Wellbeing policy being updated in 2020 to better reflect our current school context. A number of staff have been trained in PBL this year and also attended a PBL expo that showcased best practice.</p> <p>A strong emphasis was also placed on ensuring our students had a stronger voice. To this end, significant teaching and learning opportunities were provided to students and staff, particularly around the language used in the Tell Them From Me surveys. Students completed both surveys in 2019. As a result of analysing this data as well as data used from all students being surveyed at the beginning of the year, a timetabled homework hub was established, in consultation with the school community, for all students to access to enable them to Connect, Succeed and Thrive; new hand dryers were purchased and put into all staff and students toilets and bi weekly Year Meetings were incorporated into the timetable to more strategically address student Wellbeing needs.</p>	

Process 2: • Teacher Professional Learning is targeted and linked to the school plan.

Evaluation	Funds Expended (Resources)
<p>Rigorous and robust procedures and accountable timelines were implemented in 2019 around staff Performance and Development Plans with all goals developed in consultation with supervisors and aligned to the Australian Professional Standards for Teachers and Principals. Staff participated in authentic mid and annual year reviews and collegial observations were undertaken with constructive feedback given. Some very positive feedback was attributed to this accountable practice with many staff benefiting from this collaborative process and has resulted in them reflecting differently on their teaching practice.</p> <p>Extensive consultation with staff in 2019 identified key areas of need in</p>	

Progress towards achieving improvement measures

regards to gaps in Professional Learning. As a result strategic and targeted professional learning opportunities were sourced including whole school PL: Rocki Basi's 'Accidental Counsellor', Brad Kelly's 'Taking a Closer Look at Assessment' and CESE's 'Using Data with Confidence' with Susan Gotschell. Teams of staff attended training and then delivered PL holistically to all staff which included trauma informed practice 'Bridges Out of Poverty' and the 'Berry Street Education Model' as well as 'Growth Mindset training and Inclusive Education training 'Universal Learning by Design' and the highly acclaimed Aboriginal teaching and learning model by Chris Sara 'Stronger Smarter Leadership' program. A Temora Network for Middle Managers – Aspiring Leaders program was developed and strongly supported by CHS staff along with a well attended and constructive weekend PL session on 'Application Writing and Interview Skill Development'. Leadership Coaching also supported a number of CHS staff as they stepped up into higher duty roles in 2019.

A number of staff successful applied for rural and remote funding which allowed them to attend targeted Professional Learning including Beginning Teacher conference, HSC simulated marking and a STEM conference.

A strong focus in 2019 was the development of a strategic Beginning Teachers program to support new scheme teachers to develop the skills and knowledge required for them to master their teaching practice and to enable them to manage the complex role of being a teacher. This program will be further refined in 2020 and is being ably led by the Acting Head Teacher of Teaching and Learning.

Process 3: • The Literacy progression, the "Quality Teaching Framework" and the "A Learning and Response Matrix" are implemented and strengthened across the school.

Evaluation	Funds Expended (Resources)
<p>All staff completed the introductory Literacy and Numeracy Progression modules of work online. The Executive and Senior executive staff then participated in targeted and ongoing Professional Learning with Kim Woodside the regional Literacy and Numeracy consultant. This learning will enable us to review our current practices and then develop and implement improved and explicit whole school teaching and learning programs which will address CHS's new Reading and Numeracy targets.</p> <p>All students in the junior school were explicitly taught ALARM – A Learning and Response Matrix in 2019 to develop their higher order writing skills. Students who use ALARM in the senior school and as a guide to responding to HSC style questions have consistently shown improved HSC results at CHS.</p> <p>A team of staff were trained in Year 7 Best Start for implementation in 2020. This program will allow us to get timely data about our new Year 7 cohort very early in their high school journey which will allow us to identify gaps and point of need learning for our students and then allocate resources accordingly.</p>	

Strategic Direction 2

Improved Wellbeing Structures

Purpose

To provide and improve the support structures for students to develop the cognitive, social and emotional skills to exist and flourish in the school and its wider community.

Improvement Measures

- Students demonstrate the core values of Positive Behaviour for Learning of Respect, Responsibility and Excellence.
- Increased engagement of students in their learning and all school activities

Progress towards achieving improvement measures

Process 1: • Implement and embed proactive educational, cultural and social development programs.

Evaluation	Funds Expended (Resources)
<p>Numerous proactive educational, cultural and social development programs were implemented and embedded to improve student wellbeing structures at CHS in 2019. These included the targeted year 8 'Links to Learning' program, the Year 9 Shine and Strength programs, attendance at the Wiradjuri Language camp, CHS NAIDOC and Year 6 transition Astronomy night, Sorry Day art and mural competitions and a PCYC RAGE program for at risk students. Explicit whole school teaching and learning lessons and activities, many of which were led by our SRC students around Autism Awareness, Anti Bullying, Anzac Day, Be Brave and Shave and Flag Raising protocols were positively received by the student body and contributed to an inclusive school where students felt they were known, valued and cared for.</p> <p>CHS's Outreach Centre continues to provide outstanding educational opportunities for our most vulnerable students in an offsite campus in conjunction with Finigan School of Distance Education.</p> <p>A school production will be considered for 2020.</p> <p>The introduction of timetabled bi weekly Year Meetings, a homework hub and the teaching of explicit learning curve wellbeing lessons also contributed to targeted and explicit practices being implemented at CHS to address wellbeing needs and which enabled students to Connect, Succeed and Thrive.</p> <p>Due to the impact of ongoing drought the end of year cohort excursions were comprehensively funded to support the hard work of students and to reduce the burden on families. A highly successful Positive Behaviour for Learning acknowledgment 'School Spectacular' excursion to Sydney was fully funded for 50 students, 3 staff and 1 P&C member. The school funded other learning opportunities for students including HSC Study days, White Card training and for Year 12 students the TAFE RSA and RSG courses to assist them in getting work in the hospitality industry after the HSC. These extra curricular opportunities were greatly appreciated by our whole school community and had a positive effect on student, staff and community wellbeing.</p>	

Process 2: • Utilise a diverse range of communication platforms to inform and engage the wider community

Evaluation	Funds Expended (Resources)
A diverse range of communication methods have been employed at CHS to engage the wider school community including: the updated and revamped school website, newsletters, Facebook page, Schoolbag app, Teacher/Parent	

Progress towards achieving improvement measures

evenings, Parent information nights and community forums all of which have been positively received and attended.

SRC students did a wonderful job in 2019 reviewing and updating the CHS SRC constitution so it better reflects the equity and voice of all students at our school.

We hope to get parents to actively participate in the Tell Them From Me survey's in 2020 as a means of gathering important data that can inform and improve our practises and processes in the future.

A new Sentral server was purchased and installed at CHS in 2019. 'Sentral' is the key communication platform used by staff at CHS. Some of its important functions include the student portal, tracking student attendance, tracking behaviour both positive and negative and reporting processes at the school.

A small and very active P&C have held multiple successful fundraisers, which in turn has positively promoted CHS to the wider school community, including cake stalls at both elections, a Mothers Day raffle and sausage sizzle and a magnificent winter Pie Drive. Some of the funds have been used to purchase new representative sporting uniforms for students engendering a sense of school pride in our students. The P&C run school canteen is paramount to the smooth operation of the school and continues to meet the daily needs of our students and staff. The canteen manger worked hard to successfully meet the new Department of Education mandated rules and requirements to become a 'Healthy Canteen'. We appreciated the canteen catering for our numerous School Development Days and our formal end of year presentation night supper.

Strategic Direction 3

Enhanced Leadership Opportunities

Purpose

To build an inclusive school culture where all staff feel valued, are involved and participate in the leadership process so that professional skills are enhanced.

Improvement Measures

- All staff actively participate in the schools leadership processes.
- The school proactively participates in community activities and the community utilise relevant school resources.

Progress towards achieving improvement measures

- Process 1:**
- School policies and documents have been developed, enhanced and communicated to all stakeholders.
 - Staff and students participate in community engagement activities.

Evaluation	Funds Expended (Resources)
<p>Enhanced Leadership Opportunities for staff and students has been a targeted focus at CHS in 2019.</p> <p>Very clear and explicit expectations around all aspects of the functioning and running of the school, under the leadership of a new Principal, ensured that the school mantra 'Teachers Teach, Students Learn and Be Kind aligned with the schools core values of Respect, Responsibility and Excellence and the schools motto of 'Knowledge and Courage'.</p> <p>External Validation has been an overwhelming project that has resulted in extensive growth of all staff involved and which has developed their knowledge and understanding of the School Excellence Framework, whole school planning and milestoneing and the resourcing of school initiatives. Executive staff and aspiring leaders have a new appreciation of base line data and the triangulation of artefacts to demonstrate evidence of impact around improved outcomes for students. As a school we determined that in 2019 we were 'Delivering' in relation to the Domains of Teaching, Learning and Leading and the 14 associated elements. With confidence and a clear focus, we can now aspire to be working towards 'Sustaining and Growing' in each of these areas in the future.</p> <p>Our school leaders including School Captains, Vice captains and SRC Leaders were formally inducted at a special assembly with captains receiving their new school blazers and SRC students receiving their badges. A number of our student leaders attended a Leadership program with the Governor General whilst another was selected to participate in the Secretary for a Day leadership program. A number of SRC students attended the regional SRC camp whilst all SRC students participated in a whole school planning day at CHS and another day to rewrite the CHS SRC constitution.</p> <p>A number of school leaders have been formally trained at TAFE to deliver a targeted Peer Literacy program to students in need with amazing bonds being developed and important engagement and improved learning outcomes for participating students clearly tracked. Other student leaders have been involved with our Year 6 Transition days and assisting at primary school gala days with plenty of positive feedback provided by our partner primary school communities.</p> <p>CHS was well represented at many community events including local Anzac Day ceremonies, Wattle Time Fair and the Cootamundra Show building a positive school standing within the wider school community.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$ 44,000	<p>Additional School Learning Support Officer (SLSO) was employed in 2019 to provide in class support to our Aboriginal and Torres Strait Islander students. Internal and external data was used to identify those students who may benefit from this extra support. The Aboriginal Hub continued to be operational before school and at recess and lunchtimes to ensure ATSI students were provide with another safe place whilst at school. A new hub was incorporated into the new front office design for construction in 2019–2020.</p> <p>New Aboriginal and Torres Strait Islander flags were purchased so that all flags, including the Australian flag, could be flown with pride everyday at our school. A number of Aboriginal students were taught the protocols for flag raising so they can actively participate in our formal Monday morning flag raising ceremony.</p> <p>A strong emphasis was placed on the importance of the Personalised Learning Pathway processes and practices with students and staff at CHS in 2019. We were encouraged by the participation of community members in this more structured and accountable process. Students identified a literacy, numeracy and personal goal they wanted to achieve by the end of the year.</p> <p>CHS worked in conjunction with a number of community organisations to provide extra opportunities for our students including working with Red Cross to offer Driving Lessons for ATSI students and their parents.</p> <p>A number of staff participated in the highly acclaimed Chris Sara 'Stronger Smarter Leadership Program' with participants then leading whole school staff and student teaching and learning sessions. A greater sense of pride around doing Acknowledgement to Country by both staff and students and regular check in and check out procedures are now consistently occurring at CHS as a direct result of this training. High Expectation Relationships are part of the culture at CHS.</p>
English language proficiency	\$5,300	<p>A number of teaching and learning resources were purchased to assist two new students to the school with English as their second dialect. A casual teacher was employed to release a classroom teacher to provide support for their learning and to assist them to make social connections with other students and teachers and to help them to develop a sense of belonging at the school. The school has secured additional and ongoing funding for these two students in 2020.</p>
Low level adjustment for disability	\$181,000	<p>Our funds were strategically used to employ Learning and Support Teachers and</p>

<p>Low level adjustment for disability</p>	<p>\$181,000</p>	<p>additional School Learning Support Officers to provide quality in class support to our students with additional learning needs enabling them to access differentiated, age appropriate curriculum. This contributed to students personal wellbeing needs being met and enabled them to have a strong sense of belonging at CHS. These staff also had the opportunity to network and collaborate with colleagues within the school and at a regional level around best practice. They were able to develop their own knowledge and skills through professional learning opportunities with an emphasis on trauma informed practice and the accessing and interpretation of data, from many sources both internal and external, to better inform their teaching practice and ultimately to improve the learning outcomes of our students</p> <p>In 2020, with the support of regional staff who have expertise, we will complete a review of all CHS Learning and Support Processes and we will develop and publish a robust policy document. This will ensure we have consistent practises and processes occurring across the school with clear roles and responsibilities identified for all stakeholders. This will improve and better inform our teaching and learning practises and maximise the learning needs of all our students in a timely, age appropriate manner.</p>
<p>Socio-economic background</p>	<p>\$200,000</p>	<p>A number of key initiatives under the area of socio-economic background were instigated in 2019 at CHS to ensure equity to all our students particularly as drought continues to impact on our local community. This included but is not limited to: the purchasing of 40 more laptop computers and two computer trolleys, payment of course fees, purchasing of school uniform and essential school supplies to those in need, heavily subsidising excursions and learning opportunities such as HSC study days and the RSA/RCG courses, the purchasing of license fees for all students to be able to access online tutors through the mathonline and wordflyers platforms, the purchasing of new and current class sets of text books that align to new syllabi, the development and purchasing of new school wellbeing diaries for 2020 and the purchasing and upgrading of furniture in classrooms and improvements to the outdoor school environment.</p> <p>The school undertook a major project which involved the repurposing of an old staff room and book storage area to develop a new learning and support space to be called 'The Enrichment Studio' which occurred at the end of 2019 in preparation for 2020.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	146	156	151	172
Girls	147	148	144	154

Student attendance profile

School				
Year	2016	2017	2018	2019
7	93.6	93.7	90	90.1
8	87.2	87.8	88	83.9
9	89.8	84.9	86	83.4
10	84.4	87	82.6	82
11	81.8	81	80	73
12	88.4	81.3	81	79.7
All Years	87.6	86.7	85.3	83
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	0.5	1	12
Employment	11	13	51
TAFE entry	0	1	26
University Entry	0	0	25
Other	0	0	0
Unknown	0	1	1

* This percentage includes students in employment who are accessing TAFE as a mandatory component of their apprenticeship or traineeship.

Of the 2019 HSC cohort, 25% of students were made offers to universities. These included the Australian National University, (ANU), Charles Sturt University (CSU), University of Canberra (UC), University of Wollongong (UOW), University of Western Sydney (UWS) and Southern Cross University (SCU).

Degrees included Computer Science, Information Technology, Law, Science, Exercise Science, Sound Engineering and Games Development, Business and Psychology.

Many students chose VET (Vocational Education and Training) and eVET (Vocational Education and Training TAFE) subjects as inclusions to their HSC pattern of study. Construction, Automotive Mechanical Technology, Early Childhood Education and Care, Information and Digital Technology, Hospitality, Beauty Services, Retail Operations, Business Services, Health Services Assistant and Metals and Engineering were accessed by the Year 11 and 12 cohort in 2019.

In 2019, four students completed Automotive Mechanical Technology, one student completed Retail Operations, one student completed Business Services, one student completed Carpentry, three students completed Health Services Assistant, one student completed Metals and Engineering, seven completed Hospitality, 4 completed Information and Digital Technology and 6 completed Construction.

Year 12 students undertaking vocational or trade training

66.67% of Year 12 students at Cootamundra High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

88.6% of all Year 12 students at Cootamundra High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

34 students, including 2 ATSI students completed their HSC in 2019.

Traditional subjects from the NSW Curriculum continued to be offered, ensuring that all students were able to access subjects that were pertinent to both their interests and post-school employment of further study.

Three School Based Traineeships were completed in Retail Operations, Carpentry and Metals and Engineering.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	21.8
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	9.58
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	332,531
Revenue	5,922,800
Appropriation	5,859,498
Sale of Goods and Services	10,738
Grants and contributions	47,643
Investment income	2,399
Other revenue	2,522
Expenses	-5,525,304
Employee related	-4,879,605
Operating expenses	-645,699
Surplus / deficit for the year	397,496

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	758,651
Equity Total	522,515
Equity - Aboriginal	43,988
Equity - Socio-economic	291,454
Equity - Language	5,258
Equity - Disability	181,815
Base Total	4,018,352
Base - Per Capita	71,949
Base - Location	24,337
Base - Other	3,922,065
Other Total	299,647
Grand Total	5,599,165

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.

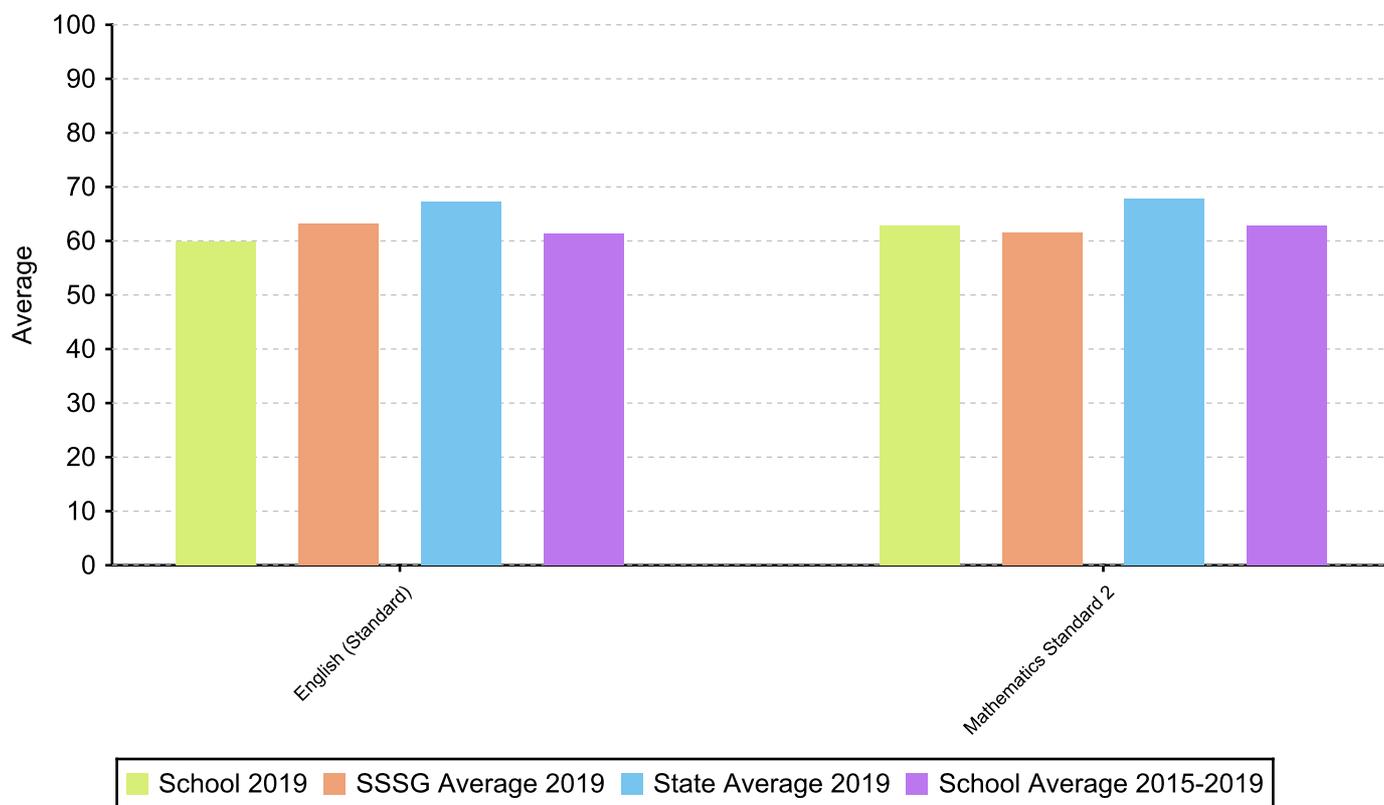
NAPLAN Online

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
English (Standard)	59.9	63.2	67.3	61.3
Mathematics Standard 2	62.9	61.6	67.7	62.9

Parent/caregiver, student, teacher satisfaction

CHS endeavoured throughout the year to seek the opinions of students, staff, parents and caregivers and the wider school community about the schools performance and to gather feedback about their satisfaction levels. All staff and students were surveyed at the beginning of the year about what the school did well, what we could do to improve, what we should keep, change, get rid of and clever ideas for us to consider. The purchasing of resources to directly support teaching and learning e.g. the purchase of 40 new laptops and 2 new laptop trolleys, improvements to the school environment including the purchase and installation of new hand dryers in all staff and student toilets, the purchasing of new colour coded bins and the purchase of new outdoor tables and umbrellas were all a direct result of these surveys. Students clearly articulated how much they appreciated all the extra curricular opportunities they are provided with at CHS including academic, cultural, leadership, wellbeing, and sporting events. Students participated in 2 Tell Them From Me surveys in 2019. After analysing this data it became evident that homework was not highly regarded and some students had a low sense of belonging at the school. As a result a newly timetabled, fully staffed, homework hub was established so all students who required support around classwork, homework, assignment and assessment work could attend. This was positively received by our school community. Additionally the school enrolled all students in years 7–10 in the online tutoring platforms, mathsonline and wordflyers, to further support student learning. To improve students sense of belong and their ability to connect, succeed and thrive the school introduced new timetabled bi weekly Year Advisor Meetings. Staff and students were particularly happy with this forum as it enabled clear, consistent and transparent communication lines around expectations to be addressed, it reduced the number of interruptions to teaching and learning time, it enabled explicit, point of need wellbeing lessons to be conducted and appropriate and timely guest speakers could be called upon to present important information e.g. The School Liaison Police Youth Command officer presented excellent, age appropriate sessions on Cyber Safety and Cyber Bullying. A multitude of forums were provided for parents and carers and the wider school community to provide feedback to the school. This included two well attended teacher/parent evenings, multiple subject selection, senior culture and assessment evenings, Positive Behaviour for Learning acknowledgement assemblies and luncheons, a Year 7 Welcome BBQ, a Year 6 parent Transition evening and forums to discuss changes to the timetable and future directions for the school. The introduction of 'Sunshine Calls' has been positively received by parents and carers and has boosted our standing in the school community. Taking the time to phone home and acknowledge all the great things our students are doing has enhanced our ability to have high expectation relationships with students, staff and parents. Our active Parent and Citizen association were our strongest advocates and they positively promoted our school to the wider community. Numerous successful fundraising activities were conducted throughout the year with the purchase of new representative sports uniform a direct result of their hard work. A highlight for our whole school community was the opening of our 3 state of the art science laboratories and 2 new prep rooms by the Honourable Minister for Education, Sarah Mitchell and our local MP Stephanie Cooke.

5/03/20

To whom it may concern,

I am writing to you in response to your request for my opinion and feedback about the performance and satisfaction of Cootamundra High School (CHS) in 2019. In my current role as Vice President of the Cootamundra High School P&C and as a parent of two children who attend CHS I am pleased to advise that in my opinion CHS has had a very progressive and positive year. Our new principal Leesa Daly hit the ground running with a lot of new ideas and training that have been of tremendous benefit to our school particularly in the present environment where students have started school in isolation at their homes. On the most part this has been a smooth transition with very little angst and this has only been achieved through the foresight and training of Leesa and the teachers of CHS.

Cootamundra High School has also seen great improvement in both its aesthetics and also its facilities with new science labs completed in 2019 and major upgrades to the basketball courts, new front office area, new carpet, windows and new painting throughout the school in 2019/2020, making it a more modern and enjoyable place of learning. During all these upgrades to our school our Principal has kept the P&C and parents fully informed of all changes and updates as they emerged.

As parents of CHS students, Kathryn and I couldn't be happier with the schools performance and look forward to 2020.

Regards

Greg Holt

P&C Vice President

Cootamundra High School

School Partnerships - Transition

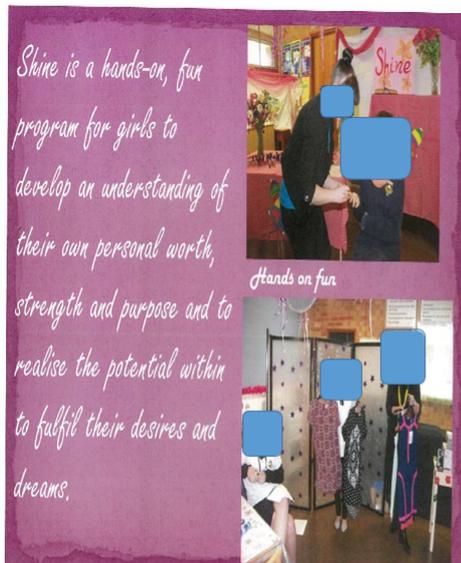
What an exciting couple of sessions our Year 6 students have had at CHS over the past few weeks! Transition programs into high school are an important part of preparing for the next steps of schooling, and allow our students to familiarise themselves with the high school, its staff and students.

Our Year 6 students have had the opportunity to work closely with peers from all three public schools in our town on a range of innovative STEM activities. We appreciate the work CHS have put in to support students from both Cootamundra Public School and EA South~~the~~ Public School and know that our students get a lot out of these opportunities to work together. Thank you!



Picture 1 Picture 2 Picture 3

Annotation: The article above was featured in the Term 3 Week 7 Cootamundra Public School Newsletter. This article clearly demonstrates the close relationship between Cootamundra High School and its partner schools. These pictures display the high engagement of Year 6 and Year 7 students in the STEM Transition Program which runs over three days. Students in Year 7 each year have been very eager to participate as a mentor each year. They buddy up and mentor a group of primary students from each of our partner schools. The program has been successful and has been developed over a number of years. Picture 1 displays the testing of M-bots navigating the Mars surface after students coded. Picture 2 displays the students doing the Mars Landing Activity. Picture 3 shows the Rocket Launch activity.



Annotation 2a

An excerpt from our School newsletter displaying some of the activities being enjoyed and learnt within the Shine program.

Annotation 2b

A survey from a Year 8 student expressing his opinion of the Strength program: this survey is reflective of the cohort.

STRENGTH SURVEY

The strength program for 2019 is drawing to a close with only our reward excursion to take place in term 4

It is important that the school collects data from all of the programs it runs to enable improvements and to measure their value.

I ask that you complete the survey with this in mind.

(Please refrain from any silly comments, this is one of those times you need to display the behaviour of a man)

- 1- What did you find the most interesting/fun in the program?
When we were learning about girls and boys. We played the game poison. Coordinating when we were smoking.
- 2- Did you learn any new skills or information? What?
That everyone can be different
- 3- Did you think the other boy's learnt any new skills? What?
I think that friendship is a good thing
- 4- Would you recommend the program for next year? Why?
because strength is cool
- 5- Would you like to see anything added? What?
Not sure I don't know what



1b - Student survey results – new initiative of fortnightly Year Advisor Meetings (YAM's). Positive feedback from students when surveyed

Results Year 9 student feedback - YAM

66 responses out of 87 students.

1. **Do you believe you are now making stronger connections with your year advisor and/or other staff?** 46 Yes; 2 unsure; 16 No

Please explain your reasons.

They are there for us; Ok I guess; trying to help us; good to chat; they have more time with their group and can find out what's going on; good to see her cause she's nice; more time to talk; about school and other issues; we're being talked at; they're helpful and approachable; they treat us like adults and equals; some don't listen; the meetings are not needed; I don't communicate with them and I don't see them; teachers have become my other family.

2. **Please rate the information/performance presented in your year meetings. (1 – poor to 5 – interesting and worthwhile)**

1 x 2; 2 x 7; 3 x 21; 4 x 27; 5 x 6

3. **Please rate the following guest speakers (1 – poor to 5 – interesting and worthwhile).**

Council and Future Directions for Cootamundra. 1 x 6; 2 x 16; 3 x 34; 4 x 9; 5 x 1

Brett Hoare (Work safe Australia) 1 x 2; 2 x 5; 3 x 46; 4 x 11; 5 x 2

Troy Fisher (Police Youth Liaison Officer) 1 x 4; 2 x 2; 3 x 10; 4 x 27; 5 x 23

4. **What is your overall opinion of your Year Advisor meetings?**

Worthwhile x 53; unsure x 7; not worthwhile x 5

5. **Do you have any suggestions for future meetings?**

Achievements of the year group; display of things made in other subjects/electives; brain games; movies; make them more fun and interesting; social anxiety; cover all interests; more group activities; future jobs

7 – Innovative Spaces



New Science Labs



Maker Space Classroom Resources

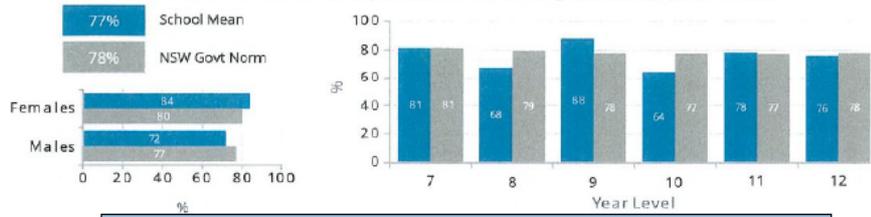


What are the positive things that gave this rating?

- We know our students & we care for them. We have an understanding of the challenges they face & assist them to overcome them
- Love the new Stronger, Smarter emphasis; highlighting the positives
- Many staff here genuinely care for students, students feel safe here, our disadvantaged kids are well supported & catered for. We have a good mix of young & older experienced staff who generally get on quite well with each other
- Absolutely fantastic faculty; very nice kids; a sense of belonging after all these years
- Students are generally good. Most teachers are dedicated, hardworking
- Teachers are knowledgeable in their KLA's. Good rapport with students. Great variety of subjects
- Teachers are willing to share ideas, supportive. Positive image of the school is shown through the newsletters & FB page. Majority of the students are respectful in the classrooms
- Friendly, helpful staff & colleagues; great kids, supportive staff
- Structure
- Very supportive faculty & relationships
- Positive people that make you smile, laugh & are friendly; most teachers care about teaching & the staff want to do a good job (mostly because we all have bad days & periods of time where our enthusiasm wanes for so reason or another); there are always students who make themselves known & develop a relationship with you & with whom you feel like you make a positive contribution to their life
- We care about our students & in the main have positive relationships with the majority of them; we come together well as a group in a crisis or emergency
- Good teachers & students
- Rating has moved up. Good foundation of expectations explicitly spelled out to staff & students. We have good, talented students as well as staff. Staff as a whole school feel supported & enthusiastic
- The amazing students, great staff & team work especially operating from good will and especially during challenging times
- The majority of the staff. I like working with the children
- Some staff/faculties are amazing & very supportive; the students who are willing to learn and follow the schools core values and area pleasure to teach
- My child attended this school I felt when needed she received great support
- A number of strong, dedicated, professional staff; sense of community (that comes from rural schools), good will of staff, collegial, staffroom – excellent team spirit
- Beautiful and helpful office ladies
- Close knit faculty
- Look of school, uniform, PBL
- Supportive faculty
- Staff are supportive, students are friendly, programs are constantly evaluated and revised

Students with positive relationships

Students have friends at school they can trust and who encourage them to make positive choices.

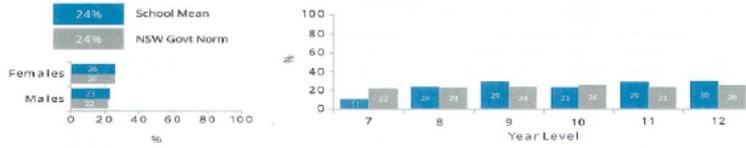


Annotation 11a

This evidence indicates the positive impact that the wellbeing framework is having on our student relationships. The school works diligently in providing a safe and friendly environment for students and staff (5)

Student participation in extracurricular activities

Percentage of students with a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee.



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.