

Coomealla High School

2019 Annual Report



8494

Introduction

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

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

School contact details

Coomealla High School
Silver City Hwy
Dareton, 2717
www.coomealla-h.schools.nsw.edu.au
coomealla-h.school@det.nsw.edu.au
03 5027 4506

Message from the principal

Each year when I sit down to write the Annual Report, I always reflect on how quickly the time seems to be slipping by. Here at Coomealla High School, the staff and I are working on multiple projects with the single aim of improving our service delivery to our community. This common aim has brought about many improvements to our infrastructure, processes, programs and policies. There is a genuine excitement amongst the staff about our future. Our projected enrolments for 2020 look as though we are heading into our second consecutive year of growth. This will be the first time that this has happened at Coomealla High for over a dozen years. If the projections are accurate, this will be an outstanding result, given that enrolment statistics across most regional and remote public schools are in decline.

2019 has welcomed some new staff. Sean Crammond and Sarah Norton joined the executive ranks from Narromine and Condobolin. They have added much energy and some fresh and innovative ideas to our school. Their impact in the head teacher roles of Administration/Wellbeing and Curriculum (STEM) has been profound. Sean's wife Larissa has also joined the team as a School Learning Support Officer and Administration Officer. Larissa received the job of putting this year's edition of the magazine together and has done an incredible job given the short amount of notice she was given. Shauna Ray joined us from Forbes and has done a wonderful job in the Support Unit, working with some of our most vulnerable students. Joe Maitland also joined us from Forbes, working in the TAS department as our metalwork teacher. I have been very impressed with Joe's approach to teaching and the quality of work his students projects. This term, we welcomed our newest permanent member of staff, Michelle Graham. Michelle came to us from Barraba to take up the Agriculture teaching role. Michelle's experience is an amazing match for our Agriculture program. Cathy Hansen also joined our team this term from Sydney. Cathy has taken up the role to relieve in the position of Career's Advisor. Cathy's experience in the corporate sector has made her a valuable acquisition for the school and in the short time that she's been here she has had a wonderful impact on the way we do our business. Alexandra Pate, Andrew Harris and Devon Edwards added to our casual teaching pool. Sarah Swartz joined us this year in the role of a School Learning Support officer. Sarah is a trainee teacher and is doing a wonderful job assisting our students. Each of these young teachers have been energetic, enthusiastic and very skilled additions to our staff.

Keli Gollidge approached me in 2018 with an idea for our students to start up a mini commercial gelato enterprise. The idea was for the construction students to refurbish an old caravan, the agriculture students to grow the flavours and the food technology students would make the gelato. Students would sell gelato from the caravan at events like the Wentworth Show. I pointed out to Keli that this was an ambitious plan that would require much work. In under twelve months, Keli, with the assistance of a number of staff, has been able to realise this dream! Coomealla High School is the only school in the state with such an enterprise! We have been approached by a number of businesses that would like to on sell our gelato. This in itself speaks loudly of the quality of this project initiated by one of our most talented staff. Thank you Keli for delivering on this wonderful idea.

This year we trialled a concept of placing our brightest Year Seven and Eight students together in a Stage 4 class. After some trepidation from some students, this concept has been a wonderful success. Staff on this class have collaborated in a collaborative and efficacious way. They have planned integrated units, assessment tasks and built a wonderful culture in this group of students. In 2020 we will expand this program to Stage 5 (Year's Nine and Ten). Beyond that, we are looking at making all classes into stage classes. This process will roll out over the next three years so that staff have time to prepare and program.

2019 will be known as the year that the walls came down. Whilst some members of the community have expressed concern about the school's security, they needn't worry. Firstly, the walls and bars were ineffectual in the prevention of security breaches. Secondly, the addition of 55 Closed Circuit Television Cameras (CCTV) throughout the school will mean that follow up to any security breaches will be swift. Coomealla High has begun its make-over that will modernise and beautify the buildings and grounds. Mr Ted O'Shannessy has done an amazing job in project managing all facets of the school's transformation. Ted has led his hard working team of Rob Fraser, Peter Cameron, Steve Nicholls and Rob Jackson to great effect. These men will leave an important legacy to the community. The changes to the school are not only functional, they make for a more calming and beautiful environment. Although there is much work to be done, 2019 has seen a great deal of improvement in this area.

This year we changed the way we celebrate the graduation of our Year 12 students. We dedicated a special assembly involving graduation gowns and mortar boards, music, special guests, family, friends and speeches dedicated to the graduands. This was followed up by an afternoon tea to allow the students together with their families and staff to relax in the glow of the celebration. Thank you to Josephine Crowley for taking on his challenge and turning it into the amazing success it was. All future Year Twelve groups will be farewelled in a similar fashion.

All non-HSC year groups had an opportunity to go on overnight excursions this year. The reports on the Year Seven Lake Cullulleraine and Year Eight/Nine Grampians trips are held within this edition of the school magazine and certainly reflect a wonderful experience for all those that went. The Year Ten/Eleven Trip to Sydney was held after the magazine went to print, however a report will be entered into the next edition.

As we plan for 2020 and beyond, I am very excited about what is in stall for Coomealla High School. My hard working team are dedicated to improving the way we do things. We have a drive like I've never seen to make Coomealla High a place where students want to be. Our programs are developing greater focus on being student-centred, engaging and feedback-driven. Next year, we will learn how to better develop: focus, grit, curiosity, thinking how and why, making and expressing meaning, building new ideas, influence, empathy and teamwork as effective and independent learning dispositions in our students. The addition support from Dr Miranda Jefferson and Professor Michael Anderson from Sydney University will be invaluable for our staff in helping them move to a new level in their proficiency as teachers with high quality programs. Sarah Norton and Natalie Steel have been key drivers behind our quest to better prepare out students for the challengers that they face into the future. I thank them for their energy in this initiative and am very excited by what this project promises to deliver. As part of the project, we will be transforming the general learning spaces to create more open, airy and flexible environments where students will take greater control over their learning.

I hope you enjoy this year's edition of the Annual Report. I want to thank all of my hard working staff for your efforts during 2019. Change is never easy, but the change we have affected at Coomealla High is producing wonderful results. Lastly, thank you to the broader community for the wonderful support you have given us. We truly are blessed to have such generous people behind us.

Stephen Harper

Principal

Message from the school community

What a fantastic year it has been at Coomealla High School! It has been my privilege to take the baton as president, which had been so capably held by Ros Ford for several years prior.

In 2019, our P&C membership has increased from six to nineteen. This, in my view, really does indicate a strong community interest in the progression of our school. I would like to extend my sincere thanks to the following enthusiastic members: Leon Gregg, Brant Edwards, Jeremy Giddings, Fiona Cullinan, Leanne Hancock, Tania Witte, Laura McPhee, Judith Tilley, Katrina Sobkowiak, Roslyn Hehir, Anna Hansen, Britt MacNamara, Jayne Lees, Leah Batchelor, Natalie Steel, Simon Pradham, Josephine Crowley and Steve Harper.

It really is an exciting time to be a part of Coomealla High School. In my short, 2-year association with this school, I have seen the impact of hard work, accountability and restructuring driven so passionately by Steve Harper and his extremely hard-working staff. There are many impactful initiatives currently in place and ambitious goals set to create the best possible teaching and learning environment for all students and staff.

Through consistency and fairness, huge improvements have been made with uniform conformity, which naturally lifts and promotes pride in our school. This will remain a focus moving forward. I would like to congratulate Ted O'Shannessy, Rob Fraser and helpers for the significant aesthetic improvements that have been made throughout the year. Excitingly, the agricultural component of the school is coming along in 'leaps and bounds' and I'm sure it won't be long before we are the envy of all schools in the Sunraysia region.

The Bunnings BBQ on July 28th was a profitable fundraising event for the school. I would like to congratulate Anna

Hansen for coordinating this event and thank all P&C members who volunteered on the day. In the later part of the year, Anna also sourced donations for the major raffle, which involved \$3000 worth of prizes. Thank you Anna for all your dedicated work throughout the year, both in the canteen and through other fundraising initiatives.

Being a part of P&C is such a rewarding experience. If you are interested in being a part of a passionate and enthusiastic crew that is genuinely interested in helping shape the direction of the school, please consider getting on board in 2020.

Good luck to all our senior students for all your future aspirations. Thank you once again for all your support. I look forward to being a part of sustained growth and prosperity at Coomealla High School next year and beyond.

Shaun McInerney

P&C President

School background

School vision statement

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

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

School context

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



Self-assessment and school achievement

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

Notable changes to the school excellence framework have been an improvement in the elements of Learning Culture, Effective Classroom Practice and Data Use and Skills. Coomealla High School has seen a significant decrease in the incidents of truancy and an increase in student engagement. The advent of the Stage Four class to cater for the more academic students in Years' Seven and Eight has led to rich and engaging tasks that are multi-curricula. There is greater evidence that teachers are using more researched-based engaging practice as a result of the school focus on visible learning strategies and collecting data to modify teaching and learning programs to greater effect.

Strategic Direction 1

Learning and Engagement

Purpose

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

Improvement Measures

All teachers use formative assessment strategies in every lesson.

The school develops growth targets and supports personal aspirations for individual students using a range of personalised learning strategies.

70% of students will perform at or above expected growth on average for NAPLAN assessments.

Student engagement surveys will indicate significant improvement from an initial baseline measurement.

Overall summary of progress

School-wide practices in regards to visible learning strategies are used in every class. The Learning and Support team have developed their capability through targeted professional learning and revised and improved the system of developing Individual Learning Plans. A poor response rate in 2019 (with less than one third of students responding) to student engagement surveys will be addressed in 2020 to achieve more credible data. The Learning and Support Team are accessing Scout data to analyse NAPLAN data to assess average student growth. Value added data continues to be in line with State average from Year's Seven to Nine with an upward trend for Years' Nine to Twelve. Whilst it is not evident that ALL teachers are using formative assessment strategies, there has been a significant increase in the number of staff completing student Work Registers with 80% of staff now doing so as compared to 0% in 2017.

Progress towards achieving improvement measures

Process 1: Evidence-based Pedagogy

Differentiating curriculum by using evidence-based pedagogy, visible learning strategies and technology to improve student outcomes and maximise student engagement.

Evaluation	Funds Expended (Resources)
Accurate mapping of staff training through the creation of the website has been automated. The consultation with Cabramatta High School allowed many pitfalls to be avoided. The direction for 2020 will be to channel all staff to apply through the website for all TPL so that accurate data can be collected and analysed	Upgrade for Teacher to Deputy Principal \$57952 Professional Learning \$3000 Teacher Network Learning (TNL) \$1200

Process 2: Data for Differentiation

Development of processes and systems for collecting and analyzing data on student progress to differentiate practice.

Evaluation	Funds Expended (Resources)
Timetabling issue requires Stage concept to be rolled out to the entire Stage 5 cohort. Evaluation entirely positive with some comments about improving communication between school and home acknowledged.	School Learning Support Officer \$59858 Casual Teacher Release \$2000

Progress towards achieving improvement measures

Process 3: Literacy for Learning

Students who are failing to pass basic reading assessments are identified and put through intensive reading program

Evaluation	Funds Expended (Resources)
Literacy Centre carried over for 2020	

Next Steps

2020 will see the establishment of an additional Learning Centre to focus on building decoding skills for the students who are yet unable to achieve competent reading levels. A whole school literacy program will be developed to target students with low band results from NAPLAN to build literacy and writing skills.



Strategic Direction 2

Quality Teaching

Purpose

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

Improvement Measures

Increased use of a range of visible learning strategies is evident is demonstrated in teaching practices and evident in lesson observations.

The school identifies expertise within its staff and employs collaborative practice to develop its professional learning community.

Teachers engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement.

Overall summary of progress

Five staff members participated in Quality Teaching Rounds (QTR) in 2019. Due to matters of an industrial relations nature across NSW, the implementation of these were delayed until 2020. Four staff members outside of the leadership team were identified as aspiring leaders and given the opportunity to participate in a Second In-Charge (2IC) program, where they would work within one of the three Head Teacher Clusters: Well-Being, Quality Teaching and Compliance, and Curriculum. Three staff members self-identified to apply for the higher level of teacher accreditation as identified by the Australian Professional Standards for Teachers (APST) at Highly Accomplished level

Progress towards achieving improvement measures

Process 1: Teaching Standards

Internal quality control systems will be in place to ensure proficient teaching practices as a minimum standard.

Evaluation	Funds Expended (Resources)
Performance Development processes refined, trialled and consulted with the NSWTFed. Set to commence in 2020	Formation of a Performance development committee. Utilisation of existing resources.

Process 2: Collaborative Practice

The school identifies expertise within its own staff and draws on this to further develop its professional community

Evaluation	Funds Expended (Resources)
Progress was deferred until 2020	Casual Staff \$26252

Process 3: Quality Programming

Development and maintenance of quality teaching programs that promote student learning, engagement and achievement.

Evaluation	Funds Expended (Resources)
Tighter processes allowed greater transparency of programming to all levels	HTs Curriculum

Progress towards achieving improvement measures

of school operations. Focus in 2020 will be to align programming strategies to the Australian Professional Standards for Teachers.

Casual Support \$800

Next Steps

2020 will continue with the move towards up skilling staff in 4Cs transformation. In particular, staff will become adapt at explicitly developing the nine key learning dispositions in students. 2020 will continue transforming general classrooms into more contemporary, student-centred and engaging learning spaces.



Strategic Direction 3

Leadership

Purpose

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

Improvement Measures

Increased number of staff working towards higher accreditation, with all teaching staff's performance being mapped against the teaching standards through the collection of evidence and data, the PDP process and improvement programs.

An increased number of students participate in leadership opportunities and initiatives.

A greater proportion of students undertake tertiary education and gain employment.

Measureable increase in parent satisfaction. and engagement as indicated from the TTFM survey.

Overall summary of progress

The school struggled to recruit an SRC Coordinator throughout much of 2019. This situation has been remedied for 2020. The administration of the "Tell Them From Me Survey in 2019" neglected to include the parent section. That will be remedied in 2020. A new careers Adviser was recruited late 2019 and has commenced a Work Education Program for Years Seven through Eleven.

Progress towards achieving improvement measures

Process 1: PDP Development

Through the PDP process, teachers identify their goals and future directions for advancement within the new executive structure.

Evaluation	Funds Expended (Resources)
Through the performance development process, teachers identify their goals and future directions for advancement within the new executive structure. Staff allocated to head teachers based on head teacher qualities and staff needs.	Staff Relief \$3200

Process 2: Mentoring

Teachers have opportunities to work with mentor head teachers and other executive staff on targeted whole school initiatives to develop leadership skills.

Evaluation	Funds Expended (Resources)
Planning complete for the Second in Charge project where each head teacher cluster (Curriculum, quality and compliance and well-being) are assigned a classroom teacher to take up administrative overflow and take on leadership roll with certain projects. Role statements will be completed in Term 1 2020. Staff have been recruited to commence in 2020.	Casual relief 26252

Process 3: School Planning

The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs

Evaluation	Funds Expended
------------	----------------

Progress towards achieving improvement measures

Evaluation	(Resources)
The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs. Planning for a new learning centre completed to target intensive literacy support, stage 5 and 6 student support and time-in for student that exhibit signs of emotional trauma. Program commencing in 2020	SLSO support \$60000

Next Steps

The Second in Charge Program will continue with the selected staff targeted to take on greater leadership roles. The new Literacy Centre (The Literacy Lab) will target students Seven to Twelve with reading (specifically decoding) difficulties and conduct intensive support for these students. A Community Outreach Teacher will be employed to work with the school's most disaffected and disengaged students to build literacy and numeracy skills and transition these students back into face to face learning.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Second Aboriginal Education Assistant \$68575 School Learning Support Officer 1 day per week \$11975	Plann for 2020 is to use the School Learning Support Officer to target intensive literacy support
Low level adjustment for disability	Employ School Learning Support Officer 0.8 FTE \$47886 Literacy Resources \$7558	SLSO employed in mainstream classes and supported students learning through a strategic approach coordinated by the Head Teacher Support. Literacy Resources to be purchased in 2020 in line with the launch of the new L:earning Centre
Socio–economic background	Higher Duties Allocation \$57952 (Deputy Principal upgrade) Technical Services Officer \$90715 Equity Programs \$31000 (\$9600 towards installation of CCTV, LaS Team casual release \$4000, excursion subsidy \$10398, Wellbeing programs \$7000)	Higher duties upgrade has allowed various quality teaching initiative to be undertaken by the substantive Deputy Principal. Technical Services Officer managed installation of CCTV across the school, allowing the removal of iron gates and bars which has created a calmer aesthetic to the school. Equity subsidies for excursions to Sydney, Grampians and Lake Cullulleraine.. Rock and Water Training for two staff. Learning and Support release for staff.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	155	127	117	126
Girls	137	144	128	126

Student attendance profile

School				
Year	2016	2017	2018	2019
7	87.1	86.6	82.7	83.7
8	87.6	85	83.6	78.7
9	86.5	79.5	80.8	80.1
10	81.6	82.8	79.4	74.6
11	77.6	75	68.8	83.2
12	81	73.9	80.8	80
All Years	83.7	81.1	80	79.8
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Attendance rates have declined slightly. The data for 2019 was negatively impacted by a corrupted data transfer into our new timetabling system. In real terms there would have been a slight increase in attendance.

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	0	9
Employment	17	0	46
TAFE entry	4	6	14
University Entry	0	0	23
Other	6	0	0
Unknown	0	0	8

In 2020, the Careers Adviser will grow the Volunteering program with an aim that all students have the opportunity to participate in at least one community service activity. A regular work placement program will be run for students who are actively disengaging from school with the goal of finding a suitable pathway for these students to continue their learning journey beyond the school gates through work, apprenticeships/traineeships or TAFE (or alternative education program).

Year 12 students undertaking vocational or trade training

51.85% of Year 12 students at Coomealla High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

83.3% of all Year 12 students at Coomealla High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification. No students received a Non Determination for any subject in Year 12 in 2019. This is a positive result and reflects the support that was rendered to these students.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	19.5
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.18
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	712,116
Revenue	6,109,194
Appropriation	5,957,518
Sale of Goods and Services	5,816
Grants and contributions	140,437
Investment income	4,576
Other revenue	847
Expenses	-5,930,662
Employee related	-5,241,595
Operating expenses	-689,066
Surplus / deficit for the year	178,532

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.

Surplus money has been reserved for ongoing capital projects and equipment replacement such as the farm tractor. The school is committed to purchasing a new tractor in 2020 and converting general classrooms into flexible learning spaces.

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	699,133
Equity Total	633,369
Equity - Aboriginal	149,427
Equity - Socio-economic	286,389
Equity - Language	0
Equity - Disability	197,553
Base Total	3,629,756
Base - Per Capita	61,226
Base - Location	51,766
Base - Other	3,516,764
Other Total	296,834
Grand Total	5,259,092

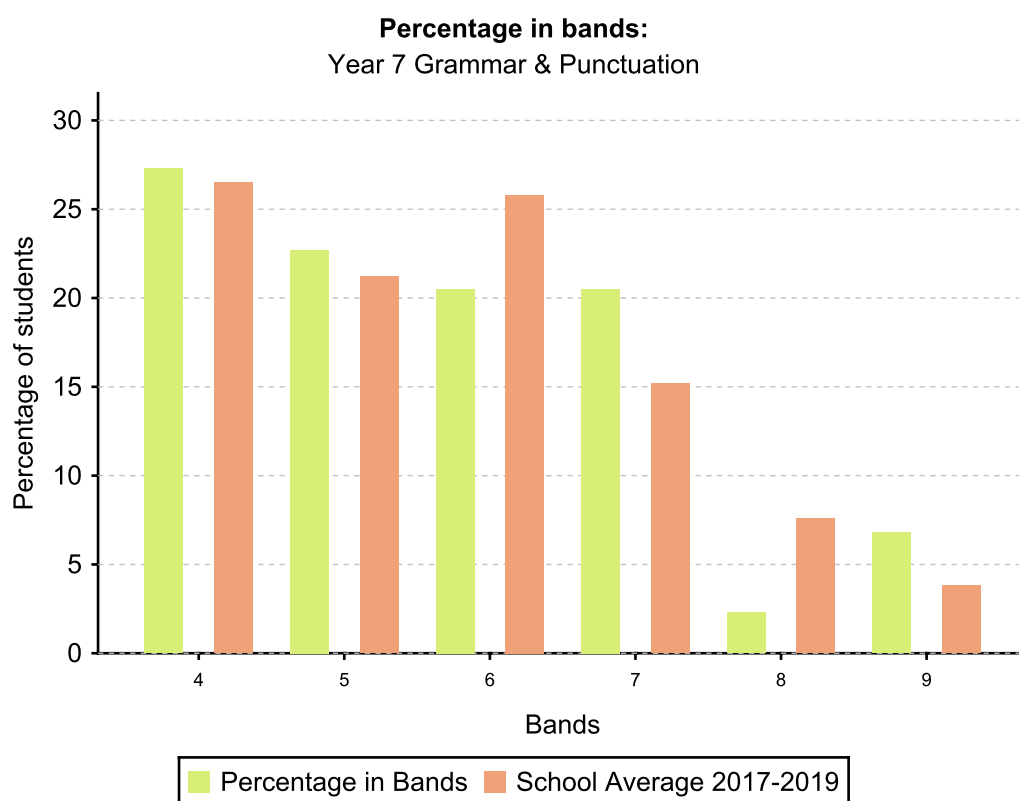
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

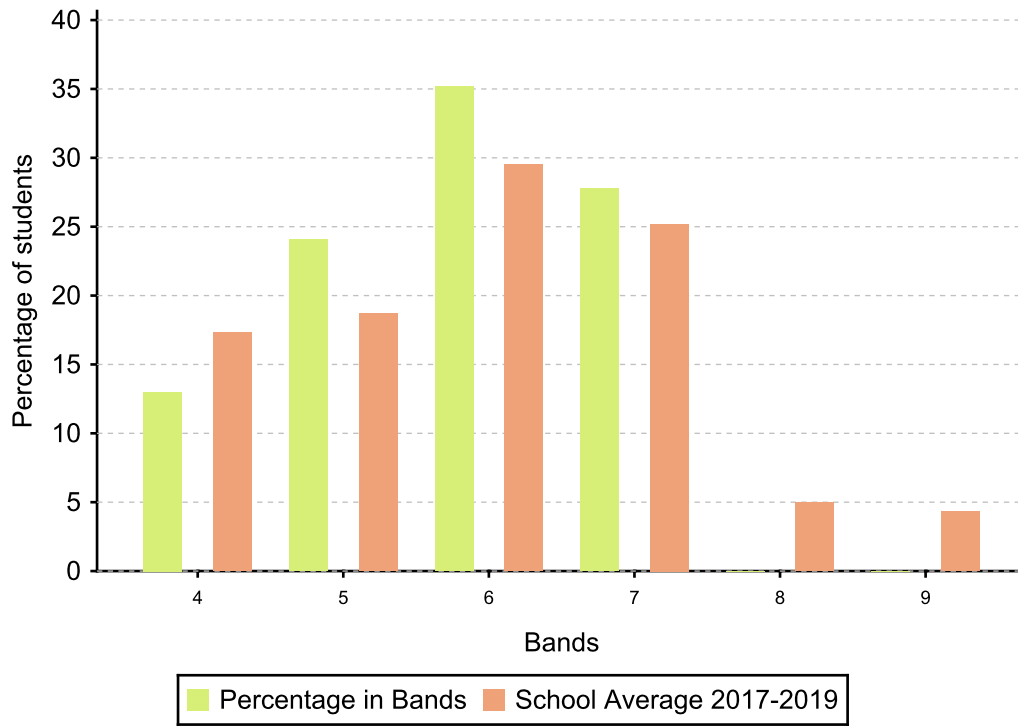
Literacy and Numeracy Graphs



Band	4	5	6	7	8	9
Percentage of students	27.3	22.7	20.5	20.5	2.3	6.8
School avg 2017-2019	26.5	21.2	25.8	15.2	7.6	3.8

Percentage in bands:

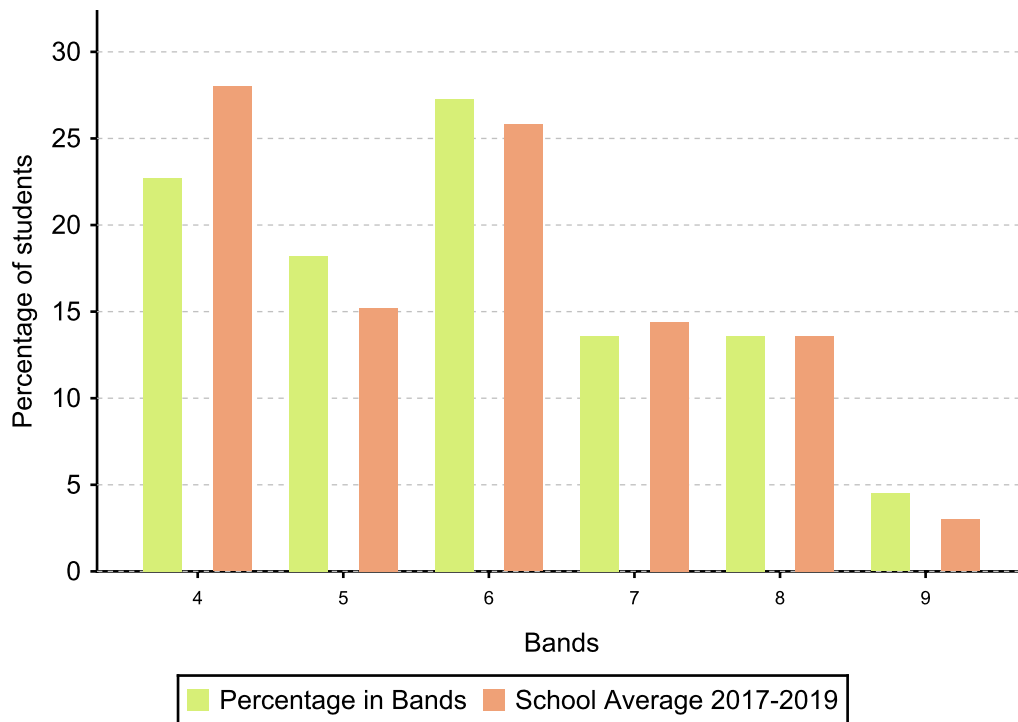
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	13.0	24.1	35.2	27.8	0.0	0.0
School avg 2017-2019	17.3	18.7	29.5	25.2	5	4.3

Percentage in bands:

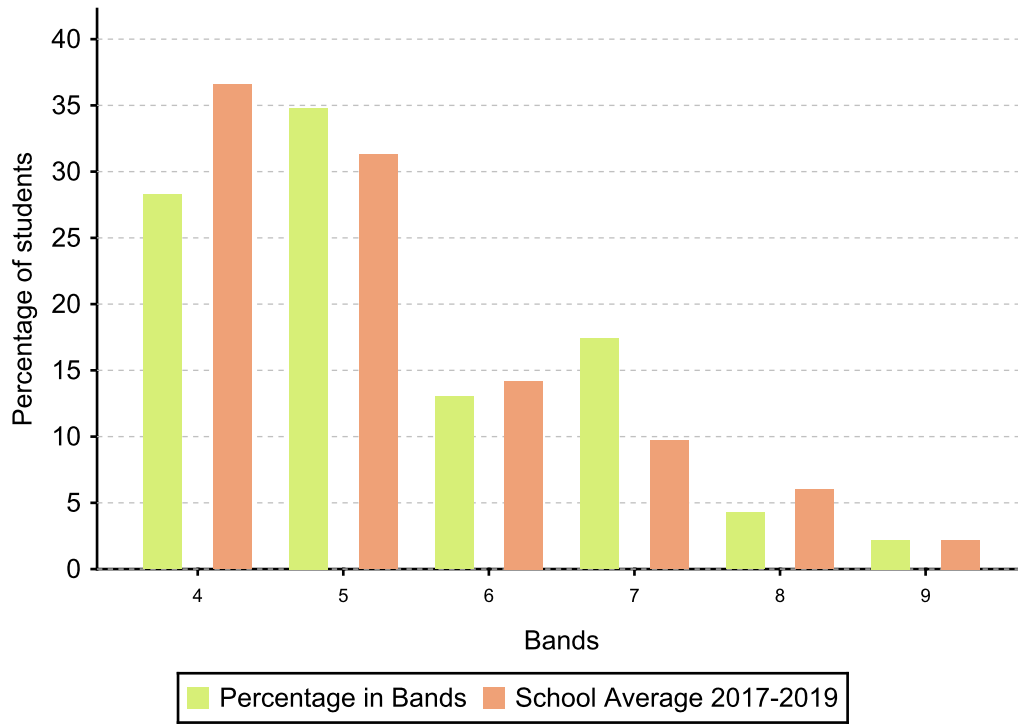
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	22.7	18.2	27.3	13.6	13.6	4.5
School avg 2017-2019	28	15.2	25.8	14.4	13.6	3

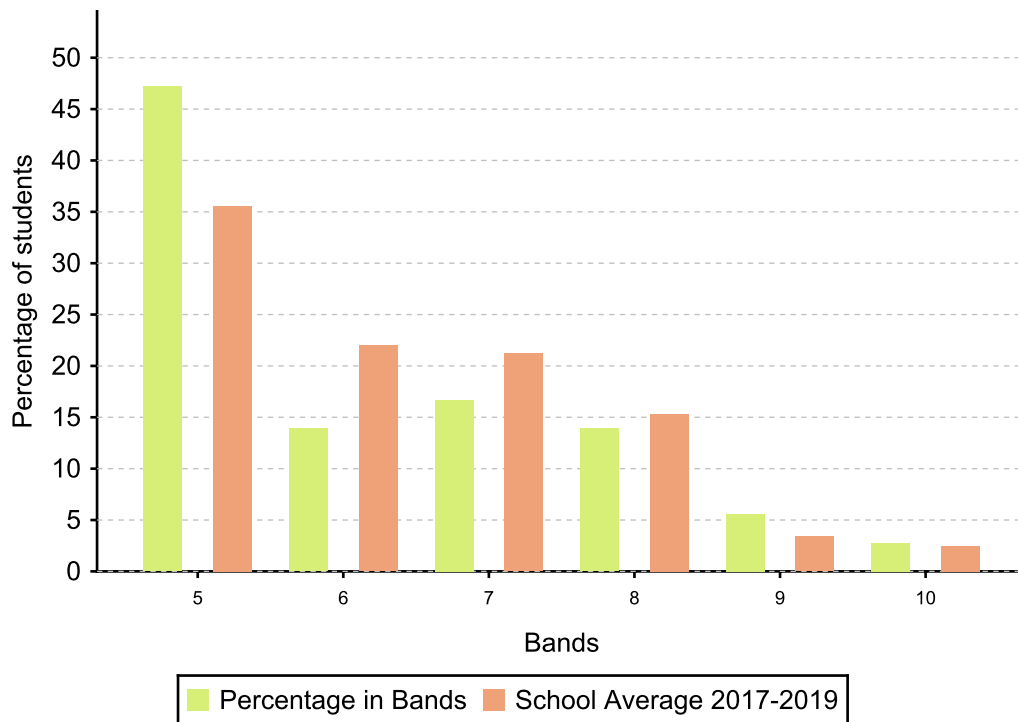
Percentage in bands:

Year 7 Writing



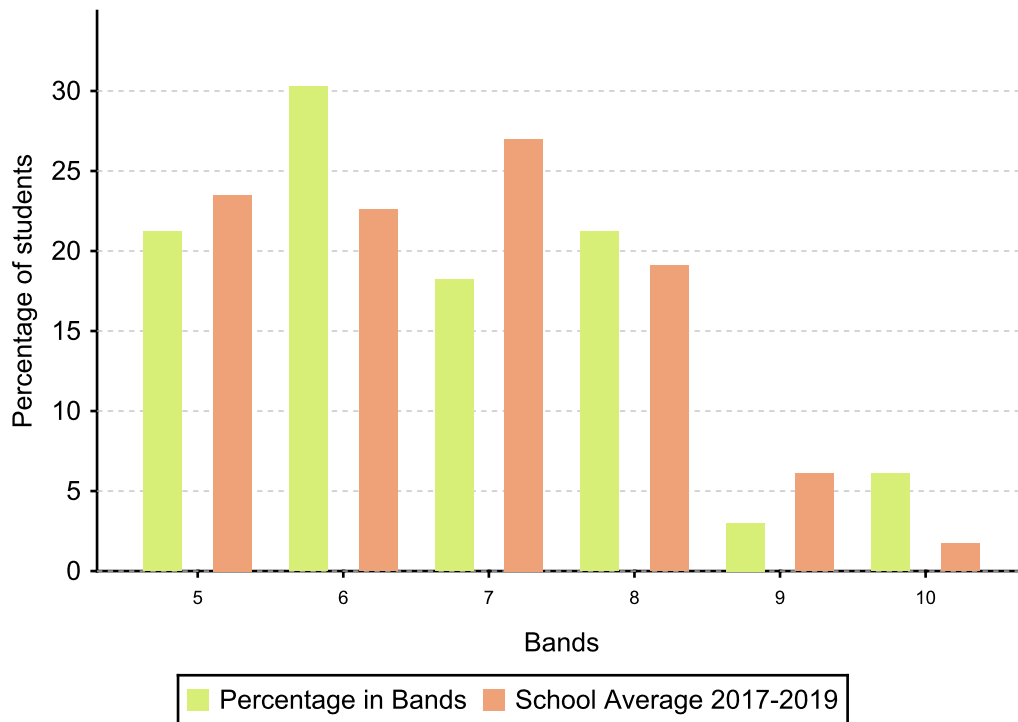
Band	4	5	6	7	8	9
Percentage of students	28.3	34.8	13.0	17.4	4.3	2.2
School avg 2017-2019	36.6	31.3	14.2	9.7	6	2.2

Percentage in bands: Year 9 Grammar & Punctuation



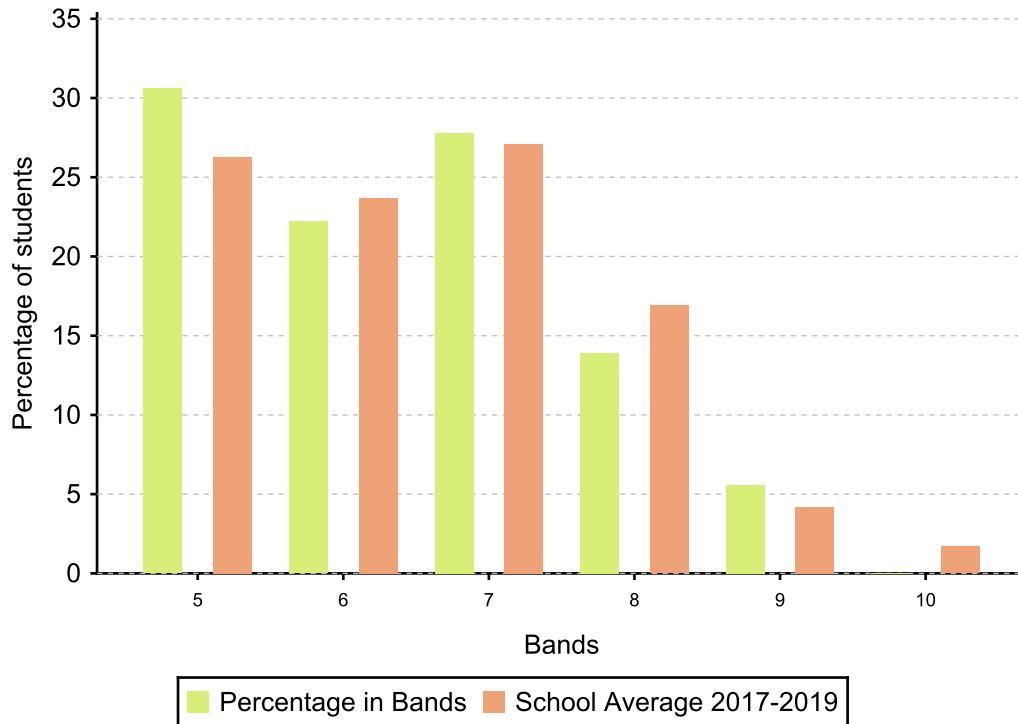
Band	5	6	7	8	9	10
Percentage of students	47.2	13.9	16.7	13.9	5.6	2.8
School avg 2017-2019	35.6	22	21.2	15.3	3.4	2.5

Percentage in bands:
Year 9 Reading



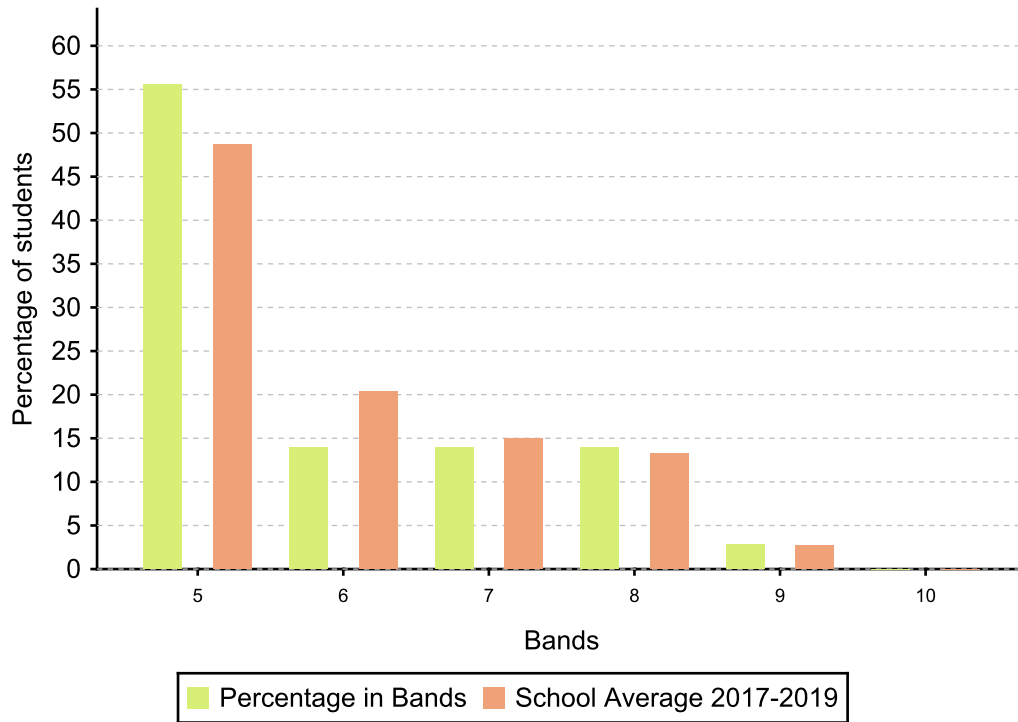
Band	5	6	7	8	9	10
Percentage of students	21.2	30.3	18.2	21.2	3.0	6.1
School avg 2017-2019	23.5	22.6	27	19.1	6.1	1.7

Percentage in bands:
Year 9 Spelling



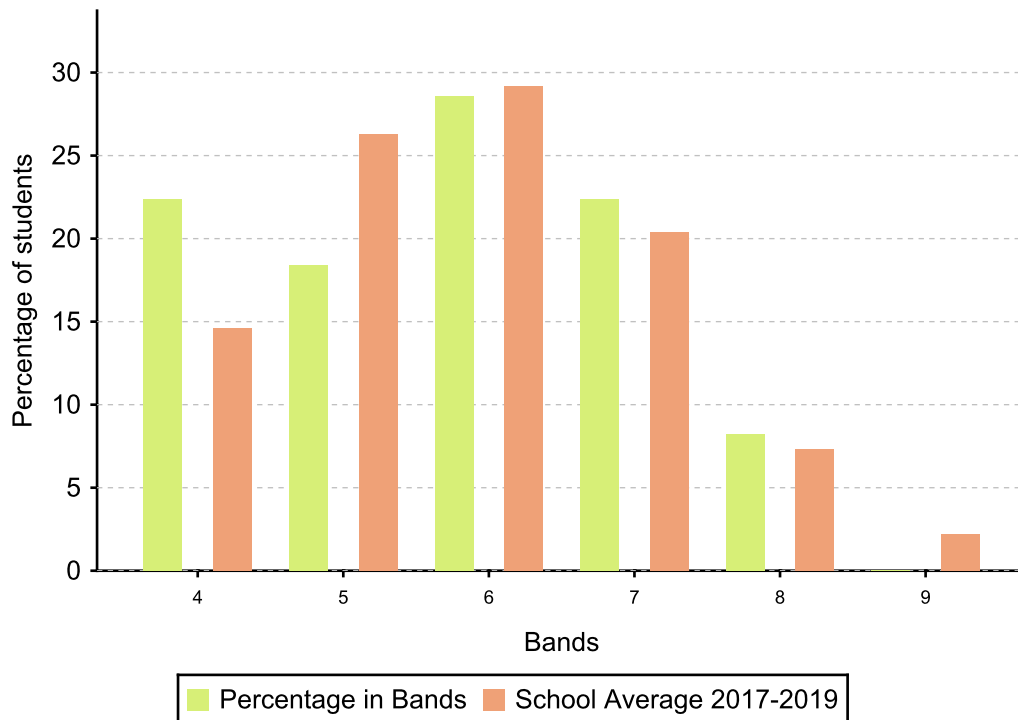
Band	5	6	7	8	9	10
Percentage of students	30.6	22.2	27.8	13.9	5.6	0.0
School avg 2017-2019	26.3	23.7	27.1	16.9	4.2	1.7

Percentage in bands:
Year 9 Writing



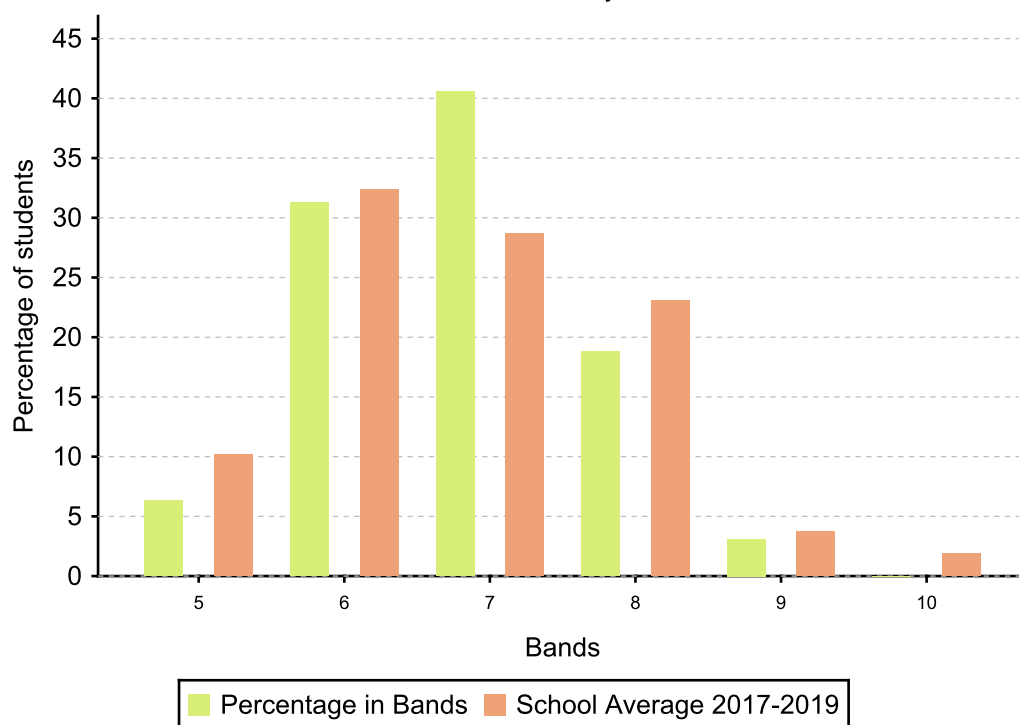
Band	5	6	7	8	9	10
Percentage of students	55.6	13.9	13.9	13.9	2.8	0.0
School avg 2017-2019	48.7	20.4	15	13.3	2.7	0

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	22.4	18.4	28.6	22.4	8.2	0.0
School avg 2017-2019	14.6	26.3	29.2	20.4	7.3	2.2

Percentage in bands:
Year 9 Numeracy



Band	5	6	7	8	9	10
Percentage of students	6.3	31.3	40.6	18.8	3.1	0.0
School avg 2017-2019	10.2	32.4	28.7	23.1	3.7	1.9

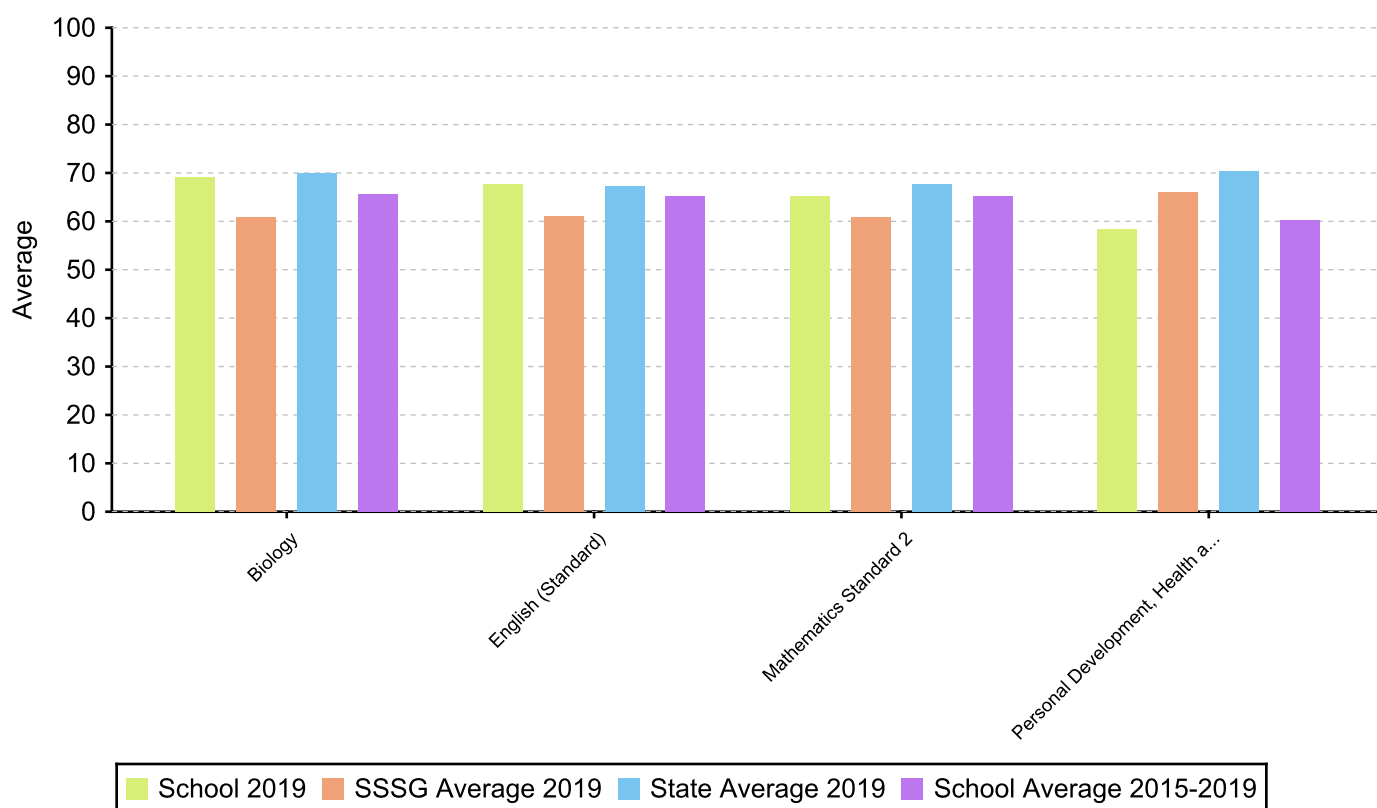
The school is moving to stage classes for Years Nine and Ten in 2020 and for Year's Seven and Eight in 2021. This change is in response to the success of the Stage Four trial in 2019. The school is expecting to move more students into the top two bands of NAPLAN in Year Nine in 2020. Next Year's Reading Lab will assist moving students beyond the bottom two bands in both literacy and numeracy.



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	69.1	60.8	69.9	65.6
English (Standard)	67.7	61.1	67.3	65.2
Mathematics Standard 2	65.1	60.8	67.7	65.1
Personal Development, Health and Physical Education	58.4	66.1	70.5	60.3

In 2019, Coomealla High School performed better than similar status schools (in terms of numbers and levels of disadvantage) across the state. In most subjects, Coomealla High scored close to or above state average. The trend data suggests that the solid results are to continue throughout the next few years and that students of Coomealla High School should expect to achieve as well if not better than students in other parts of NSW.

Parent/caregiver, student, teacher satisfaction

Students

Students were surveyed through Tell Them From Me and internal surveys carried out by the Positive Behaviour for Learning Team. Students were positive about their relationships with teachers and felt they could come to staff if they had concerns. Students were more positive about their peer relationships and how students treated each other than in 2018. They were positive about the changes implemented through Positive Behaviour for Learning and Wellbeing programs. Aboriginal students were positive about the Aboriginal Learning Centre, demonstrated by increased student engagement with this facility.

Staff

Staff participated in a Wellbeing review early in 2020 to reflect on matters relating to 2019. They were satisfied with the work being carried out to improve facilities such as the school farm, flexible learning spaces, school aesthetics and staff accommodation. Staff expressed concern in regards with the implementation of performance processes and as a consequence they are under review in 2020.

Parents/caregivers.

The Parents and Citizens Association continues to have a high degree of representation at the monthly meetings, forcing a venue change at time due to lack of seating. Parents were happy with the regular Newsletter updates and the improvement in the school's communication strategy in general. Parents raised concerns around mobile phone use of students. This precipitated an ongoing policy review into mobile phone use in schools. Parents express high levels of satisfaction with the improvements to the school's physical environment and were happy with the school's support of student compliance with school uniform.

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.