

# 2020 Annual Report

## Cessnock High School



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# Introduction

The Annual Report for 2020 is provided to the community of Cessnock High School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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## Message from the principal

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Cessnock High is a proudly public school offering supportive and innovative education to our local community, driven by continuous improvement. Our school provides equal opportunity for all students to achieve excellence in academic, cultural, sporting, civic, leadership and social endeavours, in an inclusive environment supporting learning, teaching and friendship. Originally built for the greater Cessnock area, the school actively served the community for over 80 years. Our school is a leader in STEM delivery, with strong links with our partner schools delivering the CASE program - Cessnock Academy of Stem Excellence. Our school is looking to improve teaching and learning, creating world class teaching practices for all our students. This year we have developed a partnership with Newcastle University. This partnership will operate for the next four years, focusing on Quality Teaching practices and middle level leadership development. We continue to create exciting future focused learning spaces, and are committed to the ongoing development of ICT to support student learning. The school has a large and vibrant support unit, showcasing best practice delivery in the support of Special Education. Our staff are committed to intensive Professional Learning with a continuous focus on improving the academic, social and emotional outcomes for our students. The active recognition of student voice through the Student Representative Council (SRC) and the Senior Leadership group of our Captains and Prefects have enhanced student wellbeing and helped achieve a positive school ethos. The support of our parent organisation, the P&C Association is also recognised and valued.

## Message from the school community

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The P&C last year was affected by Covid, but not as much as other P&C's. Working in close partnership with the school and within guidelines, we had lunch ordering available on students return in Term 2 and then a fully functional canteen from the beginning of Term 3. This was great as our canteen staff had worked really hard during the end of 2019 to provide a new healthier canteen menu.

Some of our P&C members were also kept busy during last year, participating in a number of panels for vacant positions at the school.

There was an increase in our membership prior and after Covid which is encouraging as both parties agree that Community Consultation that happens at P&C meetings is greatly valued.

We ended the year pledging \$50,000 to the school towards air conditioning the Multi-Purpose Centre (MPC) which will benefit all students now and in future years.

## Message from the students

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As 2020 has come to an end almost as quickly as it felt long throughout the year, we have reflected on the

unprecedented year we made it through, the many challenges we faced, and the many triumphs we experienced here at Cessnock High School. Online learning was a difficult adjustment, and many of our now former students faced the stresses and pressures of the HSC without the safety net of school. All students had to become our own leaders, find our own motivation, and strive towards our ambitions with our teachers cheering us on through a computer screen. Even so, we triumphed school-wide. Cessnock High School recorded some HSC highs, and many of those former students went on to study their passions at University. As as for the rest of the school, we learned how to adjust to any situation with new technologies, and unwavering support. We now feel prepared for anything that comes our way. These problem solving and leadership skills helped to build our very capable Peer Support team for 2021, who have worked tirelessly with Year 7 on building resilience and friendships. This time of distance also taught us how to appreciate our friends, teachers, families, and everyday activities that we used to take for granted. So far, 2021 has been full of joy and appreciation for all that we do have. We also have many things to look forward to this year at Cessnock High School, such as more STEM opportunities, and extra-curricular activities including the whole school sport options which have fostered a much more exciting and compassionate school environment. Finally, as members of the Student Representative Council and Leadership Team here at Cessnock High School, we are so excited to continue achieving school goals, and further build the SRC to benefit future students for years to come.

## School vision

At Cessnock High School we provide a diverse range of opportunities for all of our students to be inspired, valued, hopeful and intellectually curious global citizens.

## School context

Cessnock High School is a contemporary and future focused learning community located in the historic heritage school buildings on Aberdare Rd, in the picturesque Hunter Valley.

Our 2020 enrolment totalled 581 students from diverse backgrounds including 23% of whom identify as Aboriginal and / or Torres Strait Islander.

We proudly foster strong relationships with our partner primary schools, demonstrated in the success of such programs as Year 6 to 7 Transition, Aboriginal Education and CASE - our acclaimed 'Cessnock Academy of STEM Excellence'.

Students in all phases of education at Cessnock High School are supported through curriculum structures focusing on the academic and social needs of the cohort. We are dedicated to catering to the education of the whole student at each phase of their journey. Our staff are highly qualified, passionate and dedicated individuals who strive to ensure all students are provided with a diverse range of opportunities to be inspired, valued, hopeful and intellectually curious global citizens.

# Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework 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	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Working towards 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	Working towards Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

On 25/08/2020 Cessnock High School participated in external validation. The Executive Summary from the Executive Summary process, synthesises the annotated information provided in the body of evidence for our Self Assessment.

The 2020 External Validation Team consisted of: Mr Peter Riley (Principal), Ms Belinda Cooper and Ms Leah Watts (Deputy Principals), Ms Mel Haskara (Head Teacher Wellbeing), Ms Eliza Lewis (Head Teacher SEEK) and Ms Chantal Duncan (Head Teacher Learning and Engagement).

## Executive Summary

### Learning

**The results of the S-AS process indicated that in the School Excellence Framework domain of 'Learning', five of the six elements were self-assessed as 'Delivering', with Element 6; Student Performance Measures, self-**

**assessed as 'Working towards delivering'.**

### *Learning Culture*

*Based on the available evidence generated our on-balance judgement has remained the same from 2019 - 2020 where we have indicated we are 'Delivering'.*

Cessnock High School is focused on ensuring the learning and achievement of all students is identified and acknowledged in a high expectation culture. The implementation of a Stage 6 pathways model has ensured we are better catering for the aspirations of all students, and are able to plan for their learning effectively. Professional learning has occurred around Plan 2 and the learning progressions and future directions will focus on a longitudinal Quality Teaching project with the University of Newcastle to embed high expectations in teaching practice school wide.

We have succinct transition programs that ensure students have opportunities for success at every stage of secondary school. Our Year 6 into 7 transition program, as featured in our evidence set, occurs in collaboration with our partner primary schools and incoming parents and carers. It offers a variety of tailored activities designed to support students moving from the Primary School to the High School setting. Cessnock High School's Stage 5 and Stage 6 Subject Selections process (although currently occurring online due to covid), showcases the plethora of available subjects, NESA requirements and post school options for senior students, demonstrating our commitment to effectively communicating with our school community.

Our Attendance Policy and procedure has recently been enhanced with the addition of the 'Right place, right time strategy', a program to address partial truancy with opportunities for restitution and re-engagement. Rolls are marked by teachers period by period with automated text messages sent to parents and carers for any anomalies. Teachers follow up with individual students in line with the Code Flow chart for restitution. Our Yearly HSLO attendance check meetings give us feedback regarding our process compliance which we use to improve our processes when needed. We recognise and celebrate our regular attenders through Kullaburra Awards and school reward systems.

### *Wellbeing*

*Based on the available evidence generated our on-balance judgement has remained the same from 2019 - 2020 where we have indicated we are 'Delivering'.*

Cessnock High School employs key staff who understand their role and responsibilities in regards to supporting the wellbeing of students. Our Student Support Officer was appointed officially in 2020, equity funding is utilised for the employment of SLSO and additional learning and support personnel and our Head Teacher is non-teaching. Year Advisers have a crucial role in ensuring the pastoral care needs of their cohort are addressed and in strengthening the connections between school and home.

Due to the unique demographic of Cessnock High School, it is essential that all staff understand the learning, emotional and socioeconomic needs of our students, and we have a unified and appropriate approach to supporting them. All staff have completed Trauma Informed training through the Berry St Model and the pilot DoE modules delivered by School Psychologist Deb Costa. Executive have also completed Pivotal training based on Paul Dix and the strategies from 'When the Adults Change Everything Changes' publication. Systems for Wellbeing are designed to support the diversity of our students.

The Learning and Support Team meets weekly to plan for the individual learning needs of referred students. Baseline testing insures students' Learning interventions are appropriated through individualised learning plans and succinctly articulated into achievable goals. Teachers have participated in professional learning to ensure teaching and learning plans are differentiated and incorporate adjustments and modifications, extension and enrichment to suit individual students. Cessnock High has developed a 'Way of Being' program, rather than a 'wellbeing program' aptly titled 'The Cessnock Way' which is based on strong mutually respectful student teacher relationships and a high expectation culture. Students are responsible for their own behaviour and encouraged to self regulate with regular feedback. This whole school approach focuses on creating an effective environment for learning through the explicit communication of expected behaviour.

### *Curriculum*

*Based on the available evidence generated our on-balance judgement has remained the same from 2019 - 2020 where we have indicated we are 'Delivering'.*

Mandatory hours are calculated each year against syllabus areas to ensure Cessnock High School students are accessing the appropriate curriculum in line with NESA and DoE requirements. Stage based targeted programs: Stage 4 Middle School with specialist STEM, Sport, remedial and academic, Stage 5 Pathways utilizing and Stage 6 Student choice subject selection provides a learning environment for curriculum provision that enhances equitable academic opportunities for all students. Cessnock High School also has a Support unit consisting of 8 cross category classes, where the curriculum provision is designed to cater to the full range of learning needs in accordance with the Disability

Currently teaching and learning programs at Cessnock High School describe what all students are expected to know, understand and do as per our indication of 'delivering'. Work has been done in the areas of standardising program templates, scope and sequences and ensuring they contain dated variations, are registered and reviewed. Further specific professional Learning, and the appointment of a Head Teacher Teaching and Learning in Semester 2 2020, will ensure programs better describe expected student progression in knowledge, understanding and skill and the assessments that measure them.

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### *Assessment*

*Based on the available evidence generated our on-balance judgement has improved from 2019 'working towards delivering' to 'delivering'.*

All CHS staff were immersed in the Dylan Wiliam's professional learning day from 2019, and make use of the '5 key strategies' that support the implementation of effective formative assessment. Through the clarification of understanding, and sharing learning intentions they are able to engineering effective classroom discussions, tasks and activities that elicit evidence of learning. Essential to the effectiveness of formative assessment, teachers provide feedback that is designed to move learners forward.

Teachers at Cessnock High School are adept at ensuring assessment is planned and undertaken regularly in all classes. This data forms the basis for reporting and ideally should also be utilised to predict and plan for future learning goals. Data from summative assessment is systematically collected for reporting purposes.

The usage of assessment schedules and task notifications in Stage 6 enables students to know when and why assessment is undertaken. This is currently our only formal means of advising students. Further work will occur surrounding the notification and scheduling of Stage 4 and Stage 5 tasks beyond anecdotal or informal notification methods. Assessment completion and submission is another area which for Stage 6 is currently being managed by our Senior Improvement Process and our Head Teacher Learning and Engagement, but for junior school could be better managed to maximise student engagement.

Inroads were made after consultation with the Director regarding our HSC accountability process. Cessnock High School now has a unified process for HSC monitoring that adheres to both NESAs and DoE requirements. This process is underpinned by our whole school assessment policy. Across our junior years CHS utilises markbook to ensure that the learning of all students is systematically monitored. We have recently ensured that all available NAPLAN results are included in students learning profiles and that this information forms the basis for differentiated assessment processes.

### *Reporting*

*Based on the available evidence generated our on-balance judgement has remained the same from 2019 - 2020 where we have indicated we are 'Delivering'.*

As this is a fundamental area of the teaching and learning cycle we have indicated that we analyse internal and external assessment data to monitor and report on student and school performance which is the indicator at the 'delivering level'. Professional learning has already been completed surrounding data analysis and identifying outcomes which will be a foundation skill coming into our situational analysis for our next school planning cycle.

The Cessnock High School Reporting Guide was implemented to upskill teachers in producing individual student reports which meet Department of Education requirements: Are professionally composed, relate to the syllabus outcomes and include personalised descriptions of the individual student's areas of strengths and growth. Professional Learning has occurred surrounding these content expectations as well as specific guidelines around the style of writing and accessibility for students and parents and carers.

As per DoE requirements Cessnock High School provides parents/carers with written information on the learning progress of their children, in the form of a written report each semester. Unfortunately due to COVID19 our 2020 parent/teacher interviews have been cancelled, however we have embedded regular phone check in opportunities (especially during lock downs) providing the forum to discuss student progress and learning. These phone conversations are documented on Sentral for future data analysis.

### *Student Performance Measures*

*Based on the available evidence generated our on-balance judgement has remained the same from 2019 - 2020 where we have indicated we are 'Working towards delivering'.*

We have indicated we are working towards delivering in this area as the school's value-add is significantly lower than the value added by the average school.

Again we have based ourselves at 'working towards delivering' as less than 90% of Cessnock High School students achieve at or above national minimum standards on NAPLAN reading, writing and numeracy.

Although IEP's are completed on many students, we are not yet consistently identifying growth targets for individual students, using internal progress and achievement data. Human resources have been applied to gathering baseline data, examining NAPLAN results for class groups, remedial programs and extension programs which will enable us to improve our IEP processes and be better prepared to identify targets for students in the future.

Cessnock High School staff have completed professional learning in SCOUT data analysis and are developing an emerging ability to use internal as well as external assessments (such as NAPLAN and HSC) to assess student progress and achievement against syllabus outcomes. We have indicated we are 'working towards delivering' in this area as more work needs to be done to achieve a shift in data to show that student progress is improving against statistically similar schools consistent against our internal progress and achievement measures. Similarly with the diversity of CHS students there needs to be an emphasis on equity groups achieving at a similar level to all students in the school.

## **Teaching**

**The results of this process indicated that in the School Excellence Framework domain of Teaching in 2020, three of the four elements were self-assessed as 'Delivering', with Element 1; Effective Classroom Performance, self-assessed as 'Working towards delivering'. In 2019 'Professional Standards' was the only element identified as 'Delivering' with all other domains identified as 'Working towards Delivering'**

### *Effective Classroom Practice*

*Based on the available evidence generated our on-balance judgement has remained the same from 2019 - 2020 where we have indicated we are 'Working towards Delivering'.*

Cessnock High School teachers are beginning to review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective. Work has been done in the area of data analysis with the view that staff will develop the skills to employ student progress and achievement data to inform lesson planning in the future. The Learning and Support Team regularly assist teachers with differentiation within teaching and learning programs and also with supporting students on a Life Skills pattern of study.

We have indicated that we are 'working towards delivering' in this area, as some staff are expert at teaching explicitly, however it is not consistently the main teaching practice used at Cessnock High School. As we continue to work with the Quality Teaching Team at the University of Newcastle, staff will be exposed to the current evidence based research and it is our goal that they will routinely and explicitly review previous content and preview the learning planned with students in each class.

There is more evidence of quality feedback in Stage 6, specifically around assessment tasks and examinations. To consider ourselves at a delivering level, the executive felt that there needed to be more observation of teachers responding to student work. In a timely manner, and observation that there were opportunities built in to lessons to check that students understand the feedback received and the expectations for how to improve.

We have created systems and processes to support staff to maintain orderly classrooms and manage challenging behaviour which ultimately creates a positive environment for all students learning. The Cessnock Way is a one page of prompts for all staff to maintain a consistent behaviour focus across the school. The Code Staff Handbook supports teachers to manage challenging behaviours with scaffolds and flow charts for behaviour modification and outcomes. Executive have attended the Pivotal Training and embrace the philosophies of Paul Dix as being a best fit model for Cessnock High School students.

### *Data Skills and Use*

*Based on the available evidence generated our on-balance judgement has improved from 2019 'working towards delivering' to 2020 'delivering'.*

As previously mentioned Cessnock High School staff have accessed and engaged in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data. Our executive team is adept at using SCOUT and have participated in the data learning modules from CECE. Classroom teachers are able to access the NAPLAN achievement bands for each student and can formulate class lists based on this information to better cater to the ability dynamic of the class.



The principal leads data analysis with the leadership team and uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives. Examples of this would be the reallocation of rooming, appointment of specialist staff, procurement of learning resources such as technology devices and the appropriation of a curriculum structure at the HSC level tailored to suit the full range of Stage 6 learners.

Cessnock High School Teachers have the ability to review student assessment data and compare results from external assessments with internal measures to build consistent and comparable judgement of student learning. All year groups will be baseline tested using the PAT from 2021 and these results will further expand the information base which currently encompasses NAPLAN and some Best Start data that teachers have at their disposal.

Staff specific to each area of the school report, currently complete the analysis of student progress and achievement data. Each individual uses a specific data set to accurately report on their area of supervision, but the majority of data collected is contained in NAPLAN, HSC, Attendance and TTFM records. Importantly this information is not exclusively used in the compilation of the Annual Report but also forms the basis for future planning and milestone development. Future areas of development will be upskilling the community to be able to interpret data at a level affording collaboration for the generation of whole school planning.

### *Professional Standards*

*Based on the available evidence generated our on-balance judgement has remained the same from 2019 - 2020 where we have indicated we are 'Delivering'.*

All professional learning at Cessnock High School is mapped against the Australian Professional Standards. Individual staff are encouraged to evaluate themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance. PDP's play an important part in this process and the standards provide not only a meta language for development but a scale of achievement for Head teachers and teachers to use when discussing professional learning goals.

All staff at Cessnock High School are either gaining or maintaining accreditation at proficient. We currently have no teachers seeking Accreditation at Highly Accomplished or Lead. Our teachers' attainment of their professional goals in their PDPs and their maintenance of accreditation are supported by different programs in the school such as the beginning teachers induction, mentoring programs and support for maintenance of accreditation. The principal regularly monitors staff accreditation through SCOUT and ETAMS.

During 2019 /20 Cessnock High School has had an ongoing focus on the following whole school professional learning: Focus on Reading, Focus on Writing, ALARM, Improving Literacy. Specialist teams have been trained in Plan 2 software and the Multilit remedial program. As such we have indicated we are delivering as the school provides/facilitates professional learning that builds teachers' understanding of effective strategies in teaching literacy and numeracy skills and knowledge.

### *Learning and Development*

*Based on the available evidence generated our on-balance judgement has improved from 2019 'working towards delivering' to 2020 'Delivering'.*

There has been an increase in the provision of time for staff to meet and review the curriculum, to revise teaching practices and learning programs, and to discuss evidence of student progress and achievement. This has accounted for a greater emphasis on collaborative practice amongst staff and has facilitated cross faculty planning in the areas of middle school and STEM. There will be more confidence around feedback and professional dialogue through the partnership with the University of Newcastle into 2021.

Cessnock High School has formal and informal mentoring systems in place for beginning teachers, relieving executive and aspirant staff. Coaching for the Senior Executive has also occurred with Dr Neil Carrington at the end of 2019 and start of 2020. All of the staff mentored to date have achieved accreditation, permanent appointments or promotion.

Professional Learning at CHS is strategically planned to ensure that all events and opportunities relate directly to the school priorities, the needs of their students, and the achievement of their professional goals. PDP information is mapped for areas of commonality and whole school professional learning is provided based on these areas of need. Staff looking to engage with individual PL complete an application ensuring that the training is aligned with the school plan and their own PDP goals.

Not exclusive to our own Cessnock Academy of Stem Excellence, our staff are innovative and enthusiastic experts in their subject areas. They demonstrate up to date content knowledge and focus on delivering evidence based teaching practices in all their teaching areas. Technology and learning spaces such as the refurbished library, and the class sets of laptops are fully utilised to provide the best possible environment for student learning. All SEEK and Middle School classrooms in particular are perfect examples of future focused learning environments.

## Leading

**The results of this process indicated that in the School Excellence Framework domain of Leading in 2020, three of the four elements were self-assessed as 'Delivering', with Element 2; 'School planning, implementation and reporting' was assessed as 'Working towards delivering'. The remaining elements of Educational Leadership, School Resources and Management Practices and Processes remained at 'Delivering'.**

### *Educational Leadership*

*Based on the available evidence generated our on-balance judgement has remained the same from 2019 - 2020 where we have indicated we are 'Delivering'.*

Cessnock High School executive ensure that the implementation of syllabuses and associated assessment and reporting processes meet NES and Department of Education requirements, forming a sound basis for student learning. We have indicated that we are 'delivering' in this area, with work to continue on building middle leadership and enhancing instructional leadership following on from our recent work with Dr Neil Carrington.

Our Executive Team apply the teacher performance and development policy and all PDP's are implemented in a culture of high expectations for every staff member. The information from individual PDP's is collated and prioritised against the school plan to shape the yearly whole school professional learning schedule.

Work in the area of lesson observations will be further developed with the introduction of the Quality Teaching Program Development in the area of courageous conversations and giving meaningful feedback has occurred to support the executive team to undertake annual staff performance and development reviews for teaching and non-teaching staff. Sub standard performance is identified and managed promptly and effectively which further strengthens the culture of high expectations for and amongst all staff.

Processes for gaining and maintaining accreditation exist and aspirant staff are supported by mentoring and opportunities to relieve in executive positions. Another area impacted greatly this year by COVID, but traditionally parents and community members have the opportunity to engage in a range of school-related activities such as award assemblies, celebration events, the corroboree, parent teacher nights, information forums and P&C meetings which help build the school as a cohesive educational community.

### *School Planning, Implementation and Reporting*

*Based on the available evidence generated our on-balance judgement has changed from 2019 'Delivering to 2020 'working towards delivering'.*

The external validation process has enabled the executive team to engage in the process of planning, implementation, monitoring and self-assessment, which is usually employed to lead to the collaborative development of evidence-based school plans. It has not been a feature of the school's past leadership that the full executive have been involved in this process and it is opportune that they have now immersed themselves in the experience as we prepare for our situational analysis and move into the next school plan cycle.

Although our school plan aligns to student and system priorities and ensures responsiveness to emerging needs, more emphasis needs to be placed on staff, students, parents and the broader school community engaging in the development of the vision, values and priorities of the school. The adverse impact of the school plan being generated in isolation by Senior Executive is the reduced level of ownership and commitment displayed by all key stakeholders when they have not had a pivotal role in the plan's development from the outset.

Cessnock High School's systems and processes are designed to facilitate the ease of data collection and analysis. Essential to the annual school report, these data sets are analyzed and the learning and wellbeing data is utilized to monitor the achievement of milestones and review, self-assess and report performance annually. We also report on the alignment of our resource allocation and professional learning. A variety of staff have responsibility for Annual Report areas, such as the Career's Adviser, the Head Teacher Wellbeing and various Head Teachers.

### *School Resources*

*Based on the available evidence generated our on-balance judgement has remained the same from 2019 - 2020 where we have indicated we are 'Delivering'.*

At the start of 2020 Cessnock High School had a significant proportion of positions 'on hold' with temporary staff filling these positions. It has been a priority of the Principal to organize and manage the appointment of quality staff to create an effective learning environment. Commensurate with this, is the allocation of human resources to support the achievement of the school's strategic priorities, for example; the addition of a Head Teacher Literacy and a Head Teacher Teaching and Learning, the redeployment of staff to areas of need and the employment of additional Student

Learning Support Officers.

Specific areas of the school have undergone refurbishment, with more scheduled for the new school planning cycle. Areas of note are the SEEK Learning Centre, Library, Staff Common Room, Deputy Principal Headquarters, Middle School classrooms and Agriculture Farm. The school's physical resources and facilities are well maintained, which in areas is challenging due to the age of the original buildings (circa 1930's) and provide a safe environment for learning.

Within the last 12 months, all technology in the school has undergone an audit, culminating in the removal of many outdated computer rooms, and the acquisition of faculty based laptop trolleys, class sets of chromebook and ipads. The school procured many specialist items under the CASE program ie. CAMs machines and Resin Printers as well as many class sets of devices and learning tools available through the STEM lending library which is accessible to all staff and students.

Due to COVID the use of school facilities this year has been limited, however we still employ a community charter and agreement for ongoing use of school facilities. The Principal and the SAM work collaboratively to ensure that the priorities in the school plan drive financial decisions through the regular monitoring of milestones which are based on the processes listed in the 2020 strategic directions. Longer term financial planning will be implemented with school planning to address school strategic priorities as we move into the new school planning cycle.

### *Management Practices and Processes*

*Based on the available evidence generated our on-balance judgement has remained the same from 2019 - 2020 where we have indicated we are 'Delivering'.*

Cessnock High School's administrative practices and systems effectively support school operations and teaching. Our SAM remains one of the longest standing members of staff and the systems and processes for most administrative tasks have been implemented and refined by her and are effective and efficient. Senior Executive aim to take a greater role in aspects of budgeting and finance.

All Cessnock High School staff are supported to develop skills for the successful operation of administrative systems through professional learning and ongoing support. We are proud that through all our interactions with students, parents and the wider school community a positive and respectful customer service ethic is evident.

Community satisfaction is gauged through a number of formal and informal means. Typically our completion rate for the parent section of the TTFM survey is unfortunately quite low. We are able to ascertain positive feedback through our facebook 'likes' comments and 'reach'. Our P&C are active in providing a community representation for specific aspects of school operation and the leadership team measures school community (parent and student) satisfaction through phone call and email feedback, reduction in complaints and our student voice initiatives such as SRC, JAECG, Senior Leaders and Interact.

## Strategic Direction 1

### Learning

#### Purpose

At Cessnock High School, our core business is education. It is our imperative that all students develop the ability to learn, adapt and be responsible citizens.

Innovative and future focused teaching will continue to be a priority to enhance individual learning pathways.

Teachers will effectively use information about individual students' capabilities and needs to plan rich and engaging learning experiences across all key learning areas.

Emphasis will be placed on teachers and parents working to foster strong partnerships throughout each student's educational journey with the aim of all students making successful transitions to future learning and employment opportunities.

#### Improvement Measures

Increased proportion of students demonstrating active engagement with their learning in Stage 6.

Increase the proportion of students demonstrating active engagement. (Improved attendance data emphasis on eliminating partial truancy).

Increase the effectiveness of the Learning Support Team in to improve practices to best meet the individual learning and wellbeing needs of students.

Decreased disengaged behaviours through effective systems and processes.

Improved student performance measures towards literacy and numeracy targets.

#### Progress towards achieving improvement measures

##### Process 1: 1.1 Enhancing Attendance

A whole school truancy program will be developed and implemented focusing on partial and full period truancy. Identifying students that require further interventions including LST referrals.

Evaluation	Funds Expended (Resources)
A consistently implemented program of parental communication, early intervention, remediation and restitution with consequences aligned with Department Policy saw a measurable reduction in truancy across all year groups for the majority of the year. The analysis of truancy data to identify student disengagement profiles, such as; subject specific avoidance, days or times during the day with a higher potential for disengagement and any external barriers to learning, enabled the Head Teacher Wellbeing to apply successful individualised interventions.	Period allowance for truancy officer role Non teaching full time Head Teacher Wellbeing Administration

##### Process 2: 1.2 Learning Support Team

The learning and support team meets on a weekly basis to discuss referrals from staff to determine action points. Recorded via the CHS Sharepoint and sent to staff for their review and implementation.

Evaluation	Funds Expended (Resources)
The Learning and Support Team has been reviewed and refined yearly throughout this School Planning period. The evolution for 2020 focused on streamlining the administrative aspects to improve the team functionality. Succinct processes for actioning supports for students were recorded and tracked.	Head Teacher Wellbeing Student Support Officers Learning and Support Teachers

## Progress towards achieving improvement measures

### Process 3: 1.3 A 'Way of Being' Wellbeing Program

A structural review of our Positive Behaviour system (PBL), via collaboration with school executive and external agencies to develop a whole school common engagement practice based on high expectations. (The Cessnock Way) replacing the PBL Model.

Evaluation	Funds Expended (Resources)
<p>The resulting program, born of PBL, and the behavioral philosophies of Paul Dix is a 'Way of Being program rather than a wellbeing program' The 'CODE' is a teacher handbook of policy and procedure for the behaviour systems. Underpinning the 'CODE' is a one page synopsis 'The Cessnock Way' which is a blueprint for all interactions between staff and students. Cessnock High School staff and students form strong relationships based on reciprocal respect fostering a high expectation culture.</p>	<p>Professional Learning Funds for Pivotal and PBL</p>

### Process 4: 1.4 Literacy and Numeracy

Targeted programs based on data analysis focusing on student engagement levels with a particular focus on literacy and numeracy skills to advance our students through the progressions.

Evaluation	Funds Expended (Resources)
<p>Although established in Term 1, remedial withdrawal programs such as Multilit and Quicksmart were greatly impacted by the 2020 lockdown phases of COVID 19. Fortunately, during this time, teaching staff were still able to engage in quality professional learning in literacy strategies designed to upskill students in improving their ability to compose sophisticated written responses in examinations. With the combined approach of developing students individual literacy ability and teachers providing enhanced learning opportunities in class, the 2020 process for Literacy and Numeracy has provided a firm foundation for the initiatives of the new school plan in 2021.</p>	<p>Employment of Literacy Specialist Support</p> <p>Period allocation for Literacy Program</p> <p>Student Learning Support Officer employment</p> <p>Professional Learning in the areas of whole school literacy strategies, remedial literacy and numeracy programs</p>

## Strategic Direction 2

### Teaching

#### Purpose

At Cessnock High School our staff demonstrate professional responsibility for continually improving their teaching practice to maximise student's potential by engaging in quality professional learning opportunities to develop Teaching strategies that are innovative, evidence based and engaging to the range of learners.

Our teachers evaluate the effectiveness of their teaching practices individually and collaboratively including in-depth data analysis of student engagement, learning growth and outcome attainment.

Cessnock High School Teachers operate in a culture of transparency, embracing lesson observation, collaboration and syllabus change.

#### Improvement Measures

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

STEM programs are authentically incorporated into the curriculum through Middle School, external competitions, Stage 5 electives and VET opportunities.

All teachers participate in Induction programs (including connecting to country and cultural competency), are accredited or working towards accreditation and participate actively in the PDP process.

All teachers have innovative and differentiated teaching and learning programs which adhere to NESA requirements and utilise an agreed HSC monitoring process.

#### Progress towards achieving improvement measures

##### Process 1: 2.1 Teaching and Learning Programs

Accountability measures devised for Teaching and learning programs that are aligned with NESA syllabus requirements and display evidence of; data analysis, variation, differentiation, and evaluation.

Evaluation	Funds Expended (Resources)
Significant improvements are evident particularly in Stage 6 where HSC monitoring folders are now present and complete across Year 11 and 12 subject areas. These folders ensure all teaching and learning programs meet Department of Education and NESA requirements. Staff have participated in professional learning opportunities with HSC 'expert teachers' focusing on quality assessment practices and improved program implementation.	Professional Learning Admin Head Teacher Teaching and Learning

##### Process 2: 2.2 Individual Teacher Development

Processes developed to support and strengthen professional learning, PDP, accreditation and Induction.

Evaluation	Funds Expended (Resources)
Professional Learning was designed and implemented to cater for the COVID 19 environment while still addressing areas of emergent need and those identified through the school plan. The majority was completed online. During 2020 all staff seeking accreditation gained it at Proficient and all maintenance cycles were fulfilled. The 2019 Induction Program was simplified and delivered by Senior Executive to newly appointed staff. At the conclusion of this school plan, all staff have active PDPs which are designed through consultation with their supervisor and used to guide their professional learning goals aligned with the school plan.	Head Teacher Teaching and Learning Beginning Teacher Funding Professional Learning Timetabled Mentor Periods

**Process 3: 2.3 Future Focused Teaching**

STEM strategies and innovative and engaging learning experiences with consideration of learning styles, extension and enrichment opportunities and vocational trends

Evaluation	Funds Expended (Resources)
<p>Much of the external programs that Cessnock High School has participated in for STEM in the past were greatly impacted by COVID 19 during 2020. This unfortunately included the STEM Conference which became an online event, and other student based STEM competitions such as F1. The appointment of a new Head Teacher STEM, and continued connections with our partner primary schools will ensure that STEM is a continual focus for our learning community. Our Year 7 STEM Middle School class will extend to include a Year 8 class in 2021.</p>	<p>Head Teacher STEM Professional Learning STEM funds</p>

**Process 4: 2.4 Targeted Whole School Development**

Professional Learning in Aboriginal Perspectives, differentiation, Life Skills and Literacy and Numeracy Strategies to ensure Teaching and learning programs are concise to the diverse needs of the class and the individual

Evaluation	Funds Expended (Resources)
<p>All newly appointed staff have completed cultural competency training. Staff have also successfully completed whole school and targeted training for literacy and numeracy. Although these areas are evaluated and reported on in this annual report, all areas listed above are ongoing priorities at Cessnock High School and training will be incorporated in the following school plan to ensure our continued dedication to maximizing the learning needs of all students.</p>	<p>Head Teacher Transition and Engagement AEW Professional Learning Head Teacher Teaching and Learning Head Teacher Wellbeing</p>

## Strategic Direction 3

### Leading

#### Purpose

Cessnock High School aims to be recognised in the wider school community as an institution of leadership excellence.

Strong strategic leadership is the foundation for instilling a school-wide culture of high expectations through instructional leadership, performance development and staff deployment.

Emphasis will be placed on school planning and reporting to ensure that the school vision is clearly articulated in every aspect of school operation.

Strategically led systemic reviews will enable the development of existing curriculum structures, wellbeing and administrative systems and technology innovation.

Quality relationships will underpin all aspects of service delivery and enable a high level of community satisfaction.

#### Improvement Measures

Systems, structures and processes support the effectiveness of all staff and facilitate ongoing school improvement.

Improved Community involvement through revitalised School Communications and Promotions coordination.

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

CHS is prepared for Audit, NESA, VET Inspections and External Validation meeting all corporate and external authority requirements.

#### Progress towards achieving improvement measures

##### Process 1: 3.1 Quality Systems

The leadership team work collaboratively to build a strong executive team that promotes operational systems and processes across the school.

Evaluation	Funds Expended (Resources)
The executive at Cessnock High School worked around the constraints of COVID 19 to foster a strong and inclusive team. Although not exclusive to the effectiveness of this team, the Executive's ability to lead operational systems and processes that supported ongoing learning from home during lockdown was accomplished, as well as utilising these changes to further enhance the learning experience of all students when they returned. The implementation of Canvas as our online working platform has resulted from this leadership.	Leadership building Technology Release for planning

##### Process 2: 3.2 Quality Resources

Financial management enables staff to have access to state of the art resources for technology integration into teaching and learning programs.

Evaluation	Funds Expended (Resources)
All staff have technology devices, with plans for 2021 roll out of laptops for Stage 4 and Stage 6. Integrative software such as Canvas continues to be implemented, and access to online learning was first initiated through the web based 'One Stop Shop' in Term 2 2020. Staff have completed Professional Learning for all online platforms used. Cessnock High School, as part of the Cessnock Academy of Stem Excellence has access to state of the art technology resources through the lending library and TAS faculty.	Technology Classroom refurbishments TSO employment



## Progress towards achieving improvement measures

### Process 3: 3.3 Quality Learning Environment

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

Evaluation	Funds Expended (Resources)
Classroom upgrades and staffroom refurbishment were ongoing projects additional to scheduled maintenance works during 2020 to provide quality learning and working environments for staff and students. Further improvements to the physical environment are planned for 2021 including an extension and redesign for SEEK, a senior study area for the library, COLA and Hub redesign and possible air-conditioning for the Multi Purpose Centre.	Classroom refurbishment Redistribution of learning areas

### Process 4: 3.4 Quality Relationships

Streamlined processes exist to deliver services and information to staff and students, and to support parental engagement and satisfaction.

Evaluation	Funds Expended (Resources)
Initiatives to improve communication with parents in 2020 have been 'The Cessnock Way' Newsletter, our updated and redesigned Website, short message services through Sentral to parents, and the ongoing dissemination of information through the official school website. Face to face events such as parent teacher evenings, and information nights were cancelled due to COVID 19.	Sentral School Website Administration Office

Key Initiatives	Resources (annual)	Impact achieved this year
<p><b>Aboriginal background loading</b></p>	<p><b>The equity loading for Aboriginal students is a funding allocation to support NSW public schools to meet the additional learning needs of Aboriginal students. Cessnock High School was allocated \$188204.00 in 2020.</b></p> <ul style="list-style-type: none"> <li>• Continued employment of an Aboriginal Education Officer</li> <li>• Professional Learning completion of Cultural Competency Training for all new staff administered through Centre for Cultural Competency Australia</li> <li>• Targeted TPL for staff with identified PDP Goals in regards to Aboriginal Education</li> <li>• TPL in Scout and the utilisation of data to inform teaching and learning programs</li> <li>• Redevelopment and implementation of a new PLP format</li> <li>• Maintenance of Stage 1 of the Aboriginal Education Garden and purchase of new flag poles for ceremonies</li> <li>• Regular meetings with our Partner Primary Schools either face to face or through Zoom</li> <li>• Kirawa Dance Program and student development</li> <li>• Key commemorations acknowledged including National Apology and National Sorry Day ceremonies with Elders</li> <li>• Reconciliation Week acknowledged through daily activities and whole school picnic</li> <li>• NAIDOC Week celebrations and acknowledgement through daily activities including Year 7 and SEEK cultural emersion day administered through 'Speaking in Colour'</li> <li>• Hosted JAECG and AET leadership day</li> </ul>	<p><b>In accordance with the Department of Education's Funding support guidelines Cessnock High School has:</b></p> <ul style="list-style-type: none"> <li>• Regularly reported to Local AECGs as well as Aboriginal parents and carers and families on strategies and programs to improve Aboriginal students' achievements</li> <li>• Demonstrated a school culture of positive and inclusive high expectations</li> <li>• Analysed data and respond to Aboriginal students' attendance, participation and engagement in learning</li> <li>• Provided support for Aboriginal students at key transition points (from home to school, Year 6 to Year 7, Year 10 to Years 11 and 12 and from school to work or further study)</li> <li>• Recognised and celebrated Aboriginal students' achievements</li> </ul>
<p><b>Low level adjustment for disability</b></p>	<p><b>The equity loading for low level adjustment for disability is an allocation to support students in</b></p>	<p><b>In accordance with the Department of Education's Funding support guidelines Cessnock High School has demonstrated the following:</b></p>

**Low level adjustment for disability**

**regular classes who have additional learning and support needs. In 2019 Cessnock High School was allocated \$373258.00.**

- The equity loading for low level adjustment for disability is an allocation to support students in regular classes who have additional learning and support needs.
- Students are provided with daily and ongoing adjustments for disability within the mainstream classroom through LaST and SLSO allocation.
- Students with identified learning needs or disabilities are identified through Learning and Support team referrals and intervention.
- YARK or PM Benchmark literacy testing via LaST
- Observations within the classroom setting, feedback from which is provided to parents via LaST
- Students are provided with classroom adjustments via 'Teaching for Inclusion', developed by LaST
- Student behaviour support plans and Individual education plans are designed with parents/caregivers for students with high-level learning needs or diagnosed disabilities, with the plan being communicated to all teaching staff. A flag is then placed on Sentral.
- School Learning and Support Officers are utilised in mainstream for students with Integration Funding Support to provide additional support in the classroom setting.
- Learning and Support Teachers support classes with identified learning or behavioural needs, and provide specialist advice to classroom teachers, or provide withdrawal and small-group intensive literacy/numeracy, behavioural or social skills support.
- Student needs are reviewed on an ongoing basis to ensure the most appropriate support is being

- Curriculum: Personalised learning and support where adjustments were made in consultation with parents and carers to enable students to participate fully in achieving syllabus outcomes and content
- Parent partnerships: Collaborative processes to enhance the engagement of parents and carers in the provision of personalised learning and support
- Professional learning and support: Professional learning implemented to address diversity in classrooms and provision of support for teachers to recognise and respond to students' additional learning and/or support needs
- School structures: School based structures developed to facilitate sustained and timely support for students with disability and additional learning and support needs
- School culture: Initiatives used by the school community to develop the knowledge, skills and understanding required to build and strengthen an inclusive and welcoming school culture for every student

<p><b>Low level adjustment for disability</b></p>	<p>provided.</p> <ul style="list-style-type: none"> <li>• Targeted Professional Learning has occurred for teaching staff.</li> <li>• Quicksmart Numeracy program ongoing.</li> </ul>	<p><b>In accordance with the Department of Education's Funding support guidelines Cessnock High School has demonstrated the following:</b></p> <ul style="list-style-type: none"> <li>• Curriculum: Personalised learning and support where adjustments were made in consultation with parents and carers to enable students to participate fully in achieving syllabus outcomes and content</li> <li>• Parent partnerships: Collaborative processes to enhance the engagement of parents and carers in the provision of personalised learning and support</li> <li>• Professional learning and support: Professional learning implemented to address diversity in classrooms and provision of support for teachers to recognise and respond to students' additional learning and/or support needs</li> <li>• School structures: School based structures developed to facilitate sustained and timely support for students with disability and additional learning and support needs</li> <li>• School culture: Initiatives used by the school community to develop the knowledge, skills and understanding required to build and strengthen an inclusive and welcoming school culture for every student</li> </ul>
<p><b>Socio-economic background</b></p>	<p><b>The equity loading for socio-economic background is a funding allocation to support NSW public schools to meet the additional learning needs of students from low socio-economic backgrounds. At Cessnock High School we received \$1189078.00 in 2020.</b></p> <ul style="list-style-type: none"> <li>• Employment of a full-time Student Support Officer</li> <li>• 0.5 non-teaching Head Teacher Wellbeing</li> <li>• Engagement and programs with the PCYC at school including Fit for Life</li> <li>• Pathways programs to access other learning opportunities for disengaged students</li> <li>• Breakfast club and food bank support</li> <li>• ELEVATE student and parent sessions</li> <li>• Brainstorm wellbeing performances</li> <li>• Uniform support scheme</li> <li>• Professional Learning for staff on Trauma Informed Practices</li> <li>• Free access to transport (via the school Bus) for academic and sporting pursuits</li> <li>• Subsidised camps, excursions and</li> </ul>	<p><b>In accordance with the Department of Education's Funding support guidelines Cessnock High School has ensured:</b></p> <ul style="list-style-type: none"> <li>• Staff generate and draw on a wide range of data and research to ensure decision making is based on evidence and the local context</li> <li>• Expenditure is linked to school initiatives, including the purchase of resources, additional support staff, additional teaching staff or professional learning, to the school plan.</li> <li>• A high expectation culture is embraced amongst students, staff, school leaders, families and the wider community</li> <li>• Respectful partnerships are developing between schools, families and community organisations and local networks</li> <li>• Increased student participation and engagement in learning, including addressing student attendance</li> <li>• A positive and inclusive school culture built on collaboration and trust amongst students, parents/carers, teachers, leaders and community is developing</li> <li>• Teachers are engaged in ongoing professional learning that builds teaching capacity at the individual, whole school and local network level</li> <li>• A strong focus on literacy and numeracy as the foundations for learning</li> <li>• Providing challenging and rich learning experiences across the curriculum</li> <li>• Building leadership capacity with students, teachers, school leaders and community</li> </ul>

<p><b>Socio-economic background</b></p>	<p>competitions</p> <ul style="list-style-type: none"> <li>• Access to technology with faculty areas receiving pods and cows</li> <li>• Leadership opportunities for disadvantaged students</li> </ul>	<p><b>In accordance with the Department of Education's Funding support guidelines Cessnock High School has ensured:</b></p> <ul style="list-style-type: none"> <li>• Staff generate and draw on a wide range of data and research to ensure decision making is based on evidence and the local context</li> <li>• Expenditure is linked to school initiatives, including the purchase of resources, additional support staff, additional teaching staff or professional learning, to the school plan.</li> <li>• A high expectation culture is embraced amongst students, staff, school leaders, families and the wider community</li> <li>• Respectful partnerships are developing between schools, families and community organisations and local networks</li> <li>• Increased student participation and engagement in learning, including addressing student attendance</li> <li>• A positive and inclusive school culture built on collaboration and trust amongst students, parents/carers, teachers, leaders and community is developing</li> <li>• Teachers are engaged in ongoing professional learning that builds teaching capacity at the individual, whole school and local network level</li> <li>• A strong focus on literacy and numeracy as the foundations for learning</li> <li>• Providing challenging and rich learning experiences across the curriculum</li> <li>• Building leadership capacity with students, teachers, school leaders and community</li> </ul>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	286	297	314	316
Girls	268	264	273	285

## Student attendance profile

School				
Year	2017	2018	2019	2020
7	85.5	85.7	85.5	89.3
8	84.7	77.5	82	84.6
9	82.3	77.3	78.2	79.5
10	79	71.7	76.9	76.2
11	84.5	76.3	80.1	80.4
12	88.3	81.1	80.6	88.6
All Years	83.8	78.1	80.8	82.5
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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	7
Employment	0	33	44
TAFE entry	11	26	6
University Entry	0	0	22
Other	3	3	6
Unknown	0	38	15

## Year 12 students undertaking vocational or trade training

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64.91% of Year 12 students at Cessnock High School undertook vocational education and training in 2020.

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

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83.9% of all Year 12 students at Cessnock High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	38.1
Learning and Support Teacher(s)	2.3
Teacher Librarian	1
School Counsellor	0.5
School Administration and Support Staff	15.48
Other Positions	1.8

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	2,116,910
<b>Revenue</b>	11,465,937
Appropriation	11,344,072
Sale of Goods and Services	6,162
Grants and contributions	115,065
Investment income	638
<b>Expenses</b>	-11,165,947
Employee related	-9,989,826
Operating expenses	-1,176,120
<b>Surplus / deficit for the year</b>	299,990
<b>Closing Balance</b>	2,416,900

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	273,049
<b>Equity Total</b>	1,751,693
Equity - Aboriginal	188,204
Equity - Socio-economic	1,189,078
Equity - Language	1,153
Equity - Disability	373,258
<b>Base Total</b>	7,625,801
Base - Per Capita	152,807
Base - Location	3,144
Base - Other	7,469,851
<b>Other Total</b>	399,743
<b>Grand Total</b>	10,050,286

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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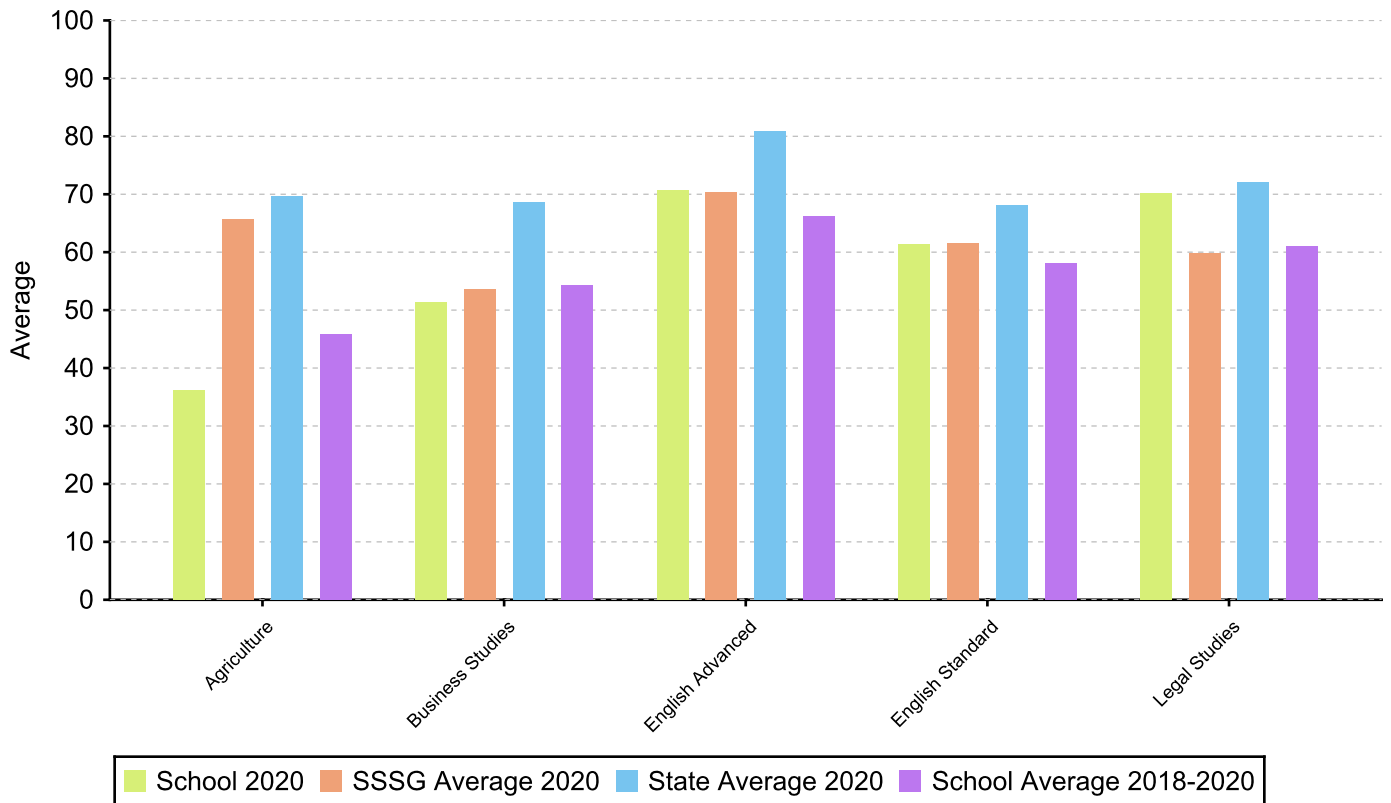
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## 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 2020	SSSG	State	School Average 2018-2020
Agriculture	36.1	65.7	69.7	45.8
Business Studies	51.3	53.6	68.6	54.3
English Advanced	70.7	70.4	80.8	66.3
English Standard	61.3	61.5	68.1	58.0
Legal Studies	70.1	59.9	72.1	61.0

## Parent/caregiver, student, teacher satisfaction

During the 2018-2020 School Planning period Cessnock High School has been committed to receiving and responding to feedback to ensure the satisfaction of the most important people for our core business - you! To ascertain parent/caregiver, student and teacher satisfaction, Cessnock High School uses 'Tell Them From Me'. TTFM is an online survey system devised by The Learning Bar that helps schools capture the views of students, teachers and parents. The Department of Education, through the Centre for Education Statistics and Evaluation (CESE), has engaged The Learning Bar to offer the student feedback survey, the Focus on Learning teacher survey and the Partners in Learning parent survey to NSW government schools. As with any survey, the participation rate is crucial to gaining an accurate data set on the views and feelings of the cohort. The data gained through past surveys have enabled us to instigate uniform reform, to expand on our middle school program and to remove the compressed curriculum delivery model for the Higher School Certificate. Visible leadership and trauma informed practice were two areas indicated by staff leading to our work with Dr Neil Carrington and engagement with Pivotal education. These surveys will continue to be conducted each year and the feedback obtained will help us define areas for future improvement and areas of success. In the future, staff satisfaction will also be gauged through surveys completed through the University of Newcastle as a component of our Quality Teaching Program.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.