

2020 Annual Report

Cowra High School



8148

Introduction

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

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

School contact details

Cowra High School

Dowell St

Cowra, 2794

www.cowra-h.schools.nsw.edu.au

cowra-h.school@det.nsw.edu.au

6342 1766

Message from the principal

Cowra High School 2020 was another successful year for staff and students. To begin this message I am thrilled to have been appointed as the substantive principal of Cowra High School.

Proudly working in public education for many years I am in awe of the students that attend our school, our staff and the community members we have at Cowra High School. Every day I see our students always contributing to the Cowra community and complete their schooling on the way to be confident to take on the challenges beyond school. I have enjoyed 2020 at Cowra High School and look forward to many years to come.

It has been an incredible year where each student has continued to build on their capacity where I can confidently say that the majority of students have achieved more than one year's growth for one year of learning. As I said to Year 12 in 2019 I am proud that all Cowra High students are certainly well on their way to being successful rural global thinkers and that certainly continues to be the case this year. Continued support from the community recognising throughout the year and celebrating student success in all areas is valued and very much appreciated. Your support of our students has more power than you know. I thank you for your ongoing advocacy for our school and our students.

I would like to again acknowledge the staff of Cowra High School who this year under unique circumstances worked tirelessly to ensure remote learning for our students was implemented to the highest standard and worked above and beyond with parents to support them in a new way of teaching and learning to the benefit of our students. I am pleased to say the day students were able to walk back in the gates of Cowra High School after the conclusion of the remote learning period, the family was back together and we could continue the work we have done together and strive for all our students to achieve their potential. Thank you to the Learning Hub who were the Easter Bunny and checked in on students and their families during this remote learning time. The cheer this brought to people in a challenging time really just extends that Cowra High School works with the whole community to raise our children. These attributes are what make Cowra High School a unique rural school where we continue to excel looking after our student's education, health and wellbeing.

Our school today continues to be such a busy place. Everyday we have so much going on, never more so than Term 4 this year where we were truly able to get back into delivering the extra curricular activities we pride ourselves on as a school - all ongoing examples of the day to day activities we part take in and have tremendous success for our students.

Whether it be problem solving in order to hold an unprecedented virtual Camden exchange, staff organisation and goodwill allowing our students to participate in an enormous number of sporting gala events, or scrambling to ensure school camps and PBL events could proceed for the benefit of our students, the end of 2020 has been a true team effort that guaranteed all of our students received a well-rounded educational experience.

Achievements throughout the year reflecting outstanding teaching and learning include recognition in the Minister's Awards. This year The Learning Hub were awarded Outstanding School Initiative, Mr Peter Wilson our previous P and C President was awarded Public School Parent of the Year. These awards are given to people who are exceptional in their field of expertise. Mr Peter Wilson has now retired as our P and C President and Mr Jeremy Ryan we now have the pleasure of welcoming to replace him.

The Australian Education Awards were recently announced - The Learning Hub were finalists in the best Wellbeing Program and Ms Amy Young was the winner for the category Education Rising Star of the Year! This award is evidence of Ms Young's exceptional teacher practice, her commitment to public education and care for not only the students in her classroom but leading whole school programs and continually building her capacity as an instructional leader.

The most important part of what we do as educators is the need to fundamentally shift the process of learning in our classrooms where new capacities in our students thrive today and into the future. The growth of these skills can be defined as 'deep learning'. While there is an agreement with all teachers in the profession that learning must change, the challenge for all of us is to ensure we do so for all students.

Our focus on the re-design of our educational provision has continued with a strong focus on ensuring our goals are achieved as part of our four year planning cycle. This is an exciting time for Cowra High School with a range of innovative change in how we will teach our students into the future. These changes are based on high level research and have a strong evidence base attached to ensuring we do - works best for students in 2021 and beyond.

Staff at Cowra High School will continue into the year 2021 as they have in 2020 engaged with strategically designed professional learning that focuses on all our students to be ready for a world of work beyond today. Cowra High School students will be ready for jobs in the future that are yet to exist.

Next year will see some of our staff retire, take extended leave and embark upon new adventures.

I wish Mr Steve Wheatley all the best on his retirement who has worked for many years in the Maths faculty. I would like to wish Ms Linda Chant all the best as she takes some well-deserved LSL. Ms Chant has worked in our Creative and

Performing Arts Faculty for 28 years at Cowra High School. Her talent in Visual Arts and her passion for working with students in public education for 32 Years as well as overseas.

I would like to take this opportunity to thank the school P and C. Your support and commitment towards the staff and students is very much appreciated and I look forward to working with you next year. Furthermore I would like to recognise the exceptional work of the School Canteen, Caroline and her team have worked tirelessly this year and have grown the canteen to a place where many of us here on staff don't even pack lunch because of how well looked after we all are. This is doubly so for our students who are blessed with canteen options we could only dream of when we were at school. Well done to you all providing a healthy canteen.

We are a privileged community to have such dedicated professionals ensuring the very best for our students. Our community will grow in strength working together for the betterment of our children.

To our student leaders from 2020 and our new student leaders in 2021, I thank you for your commitment to student leadership across our school and I look forward to working with the next group of student leaders in 2021.

Our school motto is 'Knowledge is Power' and each and every day as principal, I have been inspired by student talents, eagerness to succeed and engagement with learning.

I look forward to composing the new Strategic Improvement plan collaboratively with the staff and community in 2021 and look forward to providing our students with the opportunities to be successful rural learners and problem solvers.

School vision

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

School context

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

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

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

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

Strategic Direction 1

Positive School Culture

Purpose

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

Improvement Measures

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

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

PBL 2020

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

Berry Street 2020

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

Progress towards achieving improvement measures

Process 1: PBL Engagement - 2020

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

| Evaluation | Funds Expended (Resources) |
|--|---|
| <p>Q To what extent have all staff continued to engage with the updated PBL processes?</p> <p>D Sentral entries and PBL team feedback</p> <p>A Data shows a clear increase in the use of reporting behavioural issues and classroom/PGD management, and LaST referrals, however, the number of positive reward entries have not shown the same increases</p> <p>I A much better uptake by all teaching staff is necessary moving forward to ensure those students in need of recognition for positive rewards is achieved - a streamline of the process of managing minor to major incidents also necessary. This will need to be attended to by the PBL team.</p> | <p>Sentral \$ 12 322</p> <p>PBL team \$ 2 500</p> <p>Faculties and teaching staff</p> |

Process 2: Wellbeing Support - 2020

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

| Evaluation | Funds Expended (Resources) |
|--|---|
| <p>Q How have updates to process impacted on student attendance and engagement?</p> <p>D Sentral data, LaST minutes and team feedback, Wellbeing team feedback, attendance team data/feedback as well as Student Support Officer employment.</p> <p>A Parental feedback has been overwhelming positive in regard to Personalised Learning Plans, and communication focusing on attendance (however, community criticism around attendance inaccuracies is particularly concerning).</p> <p>I Updates to attendance procedures need to include a renewed focus on partial truancy and an increase of communication to carers.</p> | <p>Sentral data, LaST minutes and team feedback, Wellbeing team feedback, attendance team data/feedback</p> <p>Wellbeing Team \$3 028</p> <p>Learning Support \$ 350.00</p> |

Process 3: Instructional Leadership - 2020

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

| Evaluation | Funds Expended (Resources) |
|---|--|
| <p>Q To what extent has this impacted on staff ability to actively seek promotion both externally and within unfilled positions at Cowra High School</p> <p>D Professional learning calendars strategically mapped, Professional Learning attendance, records and feedback, Staff PDPs and staff movement(s).</p> <p>A Numbers of staff seeking external promotion has declined from previous years (this is due to the professional climate in 2020 in general, and also the increased number of internal promotion opportunities on offer).</p> <p>I There is an increasing number of staff progressing towards retirement age and/or changing their family situations at present. This needs to be further planned for in the coming SIP cycle to ensure current staff have the opportunity to fill upcoming positions and continue to have the ability to pursue external promotion as desired.</p> | <p>Instructional Leader Consultant</p> <p>Head Teachers</p> <p>Collaboration of the Leadership Team.</p> <p>\$40 813</p> |

Strategic Direction 2

School and Community

Purpose

To build a culture of collaboration and communication between the school and the community in order to improve learning outcomes and life opportunities for our students.

Improvement Measures

Communication 2020

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

Transition 2020

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

Community Links 2020

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

Progress towards achieving improvement measures

Process 1: School Promotion

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

| Evaluation | Funds Expended (Resources) |
|--|--|
| <p>Q How successful has the school's promotions strategies been amongst the wider community?</p> <p>D Facebook followers / likes / comments, website data (hits and feedback), parent survey feedback, visitor register, meeting minutes from engagement with external agencies / community groups.</p> <p>A The community continues to engage well with the school and is regularly in contact with any questions or need for clarification over issues that may arise. Positive feedback across multiples platforms outweighs negative with minimal community complaints received.</p> <p>I This will be consolidated in Term One 2021 and we will look to focus on the School Leadership Team, P&C / AECG and local businesses working collaboratively for high aspirations during the school excellence cycle.</p> | <p>School Website</p> <p>Employment of a Community Liaison Officer \$ 59 801</p> <p>Sentral Software \$12 322</p> <p>Cowra High School Health Hub \$11 845</p> |

Process 2: Community Support

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

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| <p>This is an area of future focus and in need of re-evaluation given the impacts of COVID-19 as ongoing adjustments will need to be made in line with changeable public health conditions and associated advice.</p> <p>Anecdotally, local businesses and community organisations are very interested to pursue an increased involvement with Cowra High School as the COVID recovery continues.</p> | N/A |

Process 3: Partnerships with Primary Schools (Cowra Network) 2020

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

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>Q How effective was the Middle School Initiative in 2020?</p> <p>D Feedback from staff, discussion during scheduled meetings and Primary school and high school student item analysis in literacy and numeracy.</p> <p>A All schools have agreed in a Science and numeracy focus for 2021.</p> <p>I Planning for 2021 to be complete by Week 3 of Term One with all partner primary school and included in SIP strategic directions.</p> | <p>Partner primary school teams</p> <p>Strategic professional learning planned for staff \$ 15 000</p> <p>Student item analysis</p> |

Strategic Direction 3

Quality Teaching and Learning

Purpose

To deliver a high quality curriculum that meets the needs and expectations of our school and community.

Improvement Measures

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

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

Data use in Practice 2020

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

High Quality Assessment 2020

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

Progress towards achieving improvement measures

Process 1: Dr Hopkins Curiosity and Powerful Learning

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

| Evaluation | Funds Expended (Resources) |
|--|---|
| <p>Q To what extent are learning intentions and success criteria embedded into classroom practice, including online lesson delivery?</p> <p>D Online lesson scripts, exit slips/student work sample data collection using the teaching and learning cycle of improvement framework, learning walk observations from Senior Executive and student voice survey data.</p> <p>A Looking at Stage 4 and 5 programs and registrations clearly shows that there was a lack of formative assessment taking place and evidence of success criteria and learning intentions for teachers to be reflective in their practice and work on improving student growth and attainment.</p> <p>I There is an obvious need to continue to work with HT's and classroom teachers to develop processes that embed formative assessment in their daily practice. This should improve in 2021 Stage 6 monitoring and assessment practices as we move forward with staff further developing their skills in class profiles. This will be a focus area in the next school planning cycle.</p> | <p>Professional Learning with Dr Hopkins with Rural South and West Operational Directorate \$ 2000</p> <p>Dr Hopkins resources paid in 2019</p> <p>Lesson observations</p> <p>Teachers programs</p> |

Progress towards achieving improvement measures

Process 2: Focus on Students Below NMS

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

| Evaluation | Funds Expended (Resources) |
|---|--|
| <p>Q How successful were Learning Support Teachers implementing systems and processes to assist students to meet the National Minimum Standard?</p> <p>D Analysis of 2019 Naplan, PAT M and PAT R results, writing samples and skill gap analysis in reading and numeracy, process data of students completing National Minimum Standard testing.</p> <p>A All Yr 12 students (except One) have reached the benchmarks and awarded a Higher School Certificate - this student was a pathways student.</p> <p>I This process and school developed systems and processes are having an impact and will continue as they give our students the best possible opportunity to reach HSC and National Minimum Standard.</p> | <p>Two Learning Support Teachers - \$208 000</p> |

Process 3: Stage 6 Syllabus Implementation

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

| Evaluation | Funds Expended (Resources) |
|---|--|
| <p>Q To what extent do Year 11 End of Course Examination marks reflect staff success in developing student capacity to use data to inform their teaching practice?</p> <p>D Year 11 marks and explicit teacher feedback</p> <p>A Year 11 End of Course examination marks reflect the need for further development of teacher capacity in the use of data to continue to inform their teaching practice.</p> <p>I All Year 11 teachers were supported by the Instructional Lead Consultant to analyse internal and external data sources to plan explicit teaching strategies for Term One 2021.</p> | <p>IL Consultant.</p> <p>Professional Learning Funds \$ 15 000</p> |

Process 4: Literacy - Writing Focus - Target Professional Learning

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

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| <p>Q How successful have our writing strategies been in 2020?</p> <p>D Writing samples, PAT Writing have shown that teachers are using student writing to differentiate their teacher practice.</p> <p>A Writing to be a continued focus in 2021 embedded in the new Strategic Improvement plan.</p> <p>I Consistency in writing practice to continue into the next school planning cycle to ensure trajectory of skill growth for students as they transition from Year 7 to Year 12.</p> | Learning Support Teachers |

Process 5: Data to inform teaching and learning

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

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>Q How explicit are plans for student performance in Year 12 2021?</p> <p>D Year 11 and teachers / strategies for explicit teaching analysis and strategy development, mentored by the Instructional Leader Consultant.</p> <p>A Analysis of plans for individual subjects shows a range of knowledge, skills and experience of teachers considering explicit teaching strategies to develop simultaneously the skills and content knowledge of students.</p> <p>I Further professional learning in explicit teaching needed as the school transitions into 2021 and respond to the student data where explicit teaching will improve student growth and attainment year 7 to 12.</p> | Il consultant, time with Year 11 teachers |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--|---|
| Aboriginal background loading | \$ 137 400 | Achievements are communicated and celebrated in the community through the school newsletter, school website, social media, local newspaper and community Facebook pages. Cultural programs have been presented at the Cowra schools network day and the Learning Hub winning outstanding school initiative at the Minister's Award. Cowra High School align funding to value add to all Aboriginal students learning outcomes. |
| Low level adjustment for disability | \$ 246 330 | <p>Two fulltime Learning Support teachers are employed to support students across the school in literacy and numeracy. They have refined the BNMS rationale and policy where they have a seamless identification of students requiring further support, systems and processes to maximise student outcomes.</p> <p>Best Start was administered for the second time and the first for Check in Assessments. The Learning Support Teachers lead this across the school. Staff work closely with partner primary schools collaborating information and explicit teaching strategies to ensure a seamless transition to learning into high school. This will place students in correct classes and early identification of students who require further assessments to ensure high levels of student growth and attainment as they commence Year 7.</p> |
| Socio-economic background | \$ 555 200 | Ongoing funding of SLSO, SASS, operational paraprofessionals and Community Liaison positions are a crucial part of Cowra High School HR to maximise student and family support, fostering and environment of trust and strong relationships. Community feedback continues to be positive to our HR appointments where they are able to access the support required for the students. |
| Support for beginning teachers | \$ 33 337 | Beginning Teachers are provided with strategically planned professional learning led by the Deputy Principal and the Instructional Leader Consultant. Beginning Teachers are partnered with a teacher mentor and are stepped through the school staff handbook, faculty plans, how to design a professional development plan and how the APSFT's language of proficiency is aligned to teacher accreditation. |
| Targeted student support for refugees and new arrivals | \$ 942.00 refugee \$ 9 756 New arrivals | Cowra High School has 53 students enrolled as EALD. 40 not requiring interventions, 3 listed as limited literacy background in first language, 5 as emerging, 2 as developing and 1 as considering. EALD has shown significant increase in recent years with local agencies telling us their potential for more students to be enrolled due to positive integration of other families into the town of Cowra. A teacher is employed to work with |

| | | |
|---|--|--|
| Targeted student support for refugees and new arrivals | | <p>the students. Individualized support ensured differentiation of tasks and classwork and support for students and transition into mainstream classes. Leading in 2021 professional learning considerations is required to build teachers' knowledge, understanding and application of EALD pedagogy.</p> |
|---|--|--|

Student information

Student enrolment profile

| | Enrolments | | | |
|----------|------------|------|------|------|
| Students | 2017 | 2018 | 2019 | 2020 |
| Boys | 257 | 258 | 263 | 275 |
| Girls | 290 | 264 | 273 | 254 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2017 | 2018 | 2019 | 2020 |
| 7 | 89.5 | 90.5 | 88 | 92 |
| 8 | 91.1 | 85.7 | 86.8 | 88.7 |
| 9 | 85.3 | 87.2 | 83.9 | 86.9 |
| 10 | 87.7 | 80.3 | 83.4 | 84.3 |
| 11 | 85.1 | 85.1 | 83 | 88.6 |
| 12 | 88.3 | 84.8 | 87.9 | 88.8 |
| All Years | 88 | 85.7 | 85.4 | 88.2 |
| 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 | 2 | 2 | 7 |
| Employment | 8 | 7 | 63 |
| TAFE entry | 0 | 4 | 3 |
| University Entry | 0 | 0 | 15 |
| Other | 7 | 5 | 0 |
| Unknown | 3 | 9 | 12 |

Year 12 students undertaking vocational or trade training

58.21% of Year 12 students at Cowra High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

90.7 % of all Year 12 students at Cowra 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) | 1 |
| Head Teacher(s) | 8 |
| Classroom Teacher(s) | 33.3 |
| Learning and Support Teacher(s) | 1.6 |
| Teacher Librarian | 1 |
| School Counsellor | 1 |
| School Administration and Support Staff | 13.68 |
| Other Positions | 1 |

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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 ¹ | 2020 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| 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 (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 482,654 |
| Revenue | 8,711,173 |
| Appropriation | 8,580,441 |
| Sale of Goods and Services | 7,062 |
| Grants and contributions | 120,291 |
| Investment income | 1,873 |
| Other revenue | 1,506 |
| Expenses | -8,898,982 |
| Employee related | -7,701,283 |
| Operating expenses | -1,197,699 |
| Surplus / deficit for the year | -187,809 |
| Closing Balance | 294,845 |

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

Financial summary - Equity loadings

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

| | 2020 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 90,848 |
| Equity Total | 966,593 |
| Equity - Aboriginal | 137,400 |
| Equity - Socio-economic | 555,200 |
| Equity - Language | 27,663 |
| Equity - Disability | 246,330 |
| Base Total | 6,766,507 |
| Base - Per Capita | 136,746 |
| Base - Location | 13,447 |
| Base - Other | 6,616,314 |
| Other Total | 368,090 |
| Grand Total | 8,192,039 |

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 to access the school data.

2020 NAPLAN

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 |
|------------------------|-------------|------|-------|--------------------------|
| Business Studies | 67.7 | 60.3 | 68.6 | 71.0 |
| English Standard | 66.7 | 63.9 | 68.1 | 62.5 |
| Mathematics Standard 2 | 59.9 | 55.6 | 64.9 | 62.8 |
| Society and Culture | 69.0 | 71.2 | 76.2 | 70.3 |

Parent/caregiver, student, teacher satisfaction

Cowra High School parents/carers, staff and students were surveyed during the year 2020. Students from 7 to 12 were surveyed by the Student Leadership Council Coordinator. Staff were asked to complete a survey that was lead by CESE for information about the school and their perspective based around the language from the What Works Best document. Parents/Carers were emailed a survey to complete and some parents who did not have access to the internet staff organised home visits.

As a result student feedback was that 57% in class know the lesson learning intention, they would like to have frequent explicit feedback from teachers in classwork as well as assessment tasks. Staff have identified from the CESE survey themes as highest for classroom management and further development of skills in collaboration and the use of data to inform their practice.

Parent/carer survey feedback was that as a school show high expectations, satisfaction in student learning, inclusivity and a range of subjects to choose from in Stage 6. Student and staff profiles continue to increase in the community and community partnerships continue build where the foundation is trust and loyalty to ensure high levels of student learning, wellbeing and engagement. They are pleased to see the Cowra network of schools building a partnership for teachers to work together for the betterment of our students Kinder to Year 12.

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.