

# 2020 Annual Report

## Cootamundra High School



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# Introduction

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

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

## School contact details

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## School vision

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

## School context

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

## Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1

### Quality Teaching and Learning

#### Purpose

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

#### Improvement Measures

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

#### Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
<p>A significant amount of whole school and targeted team professional learning, that was steeped in evidence based teaching and learning models, has continued to occur at CHS during 2020. The most significant learning for staff and students was teaching and learning remotely during the COVID19 pandemic lockdown. Within a three day window all staff set up either a Goggle Classroom or Microsoft Team learning platform for each and every class they taught. Expert staff up-skilled less skilled staff in the set up and use of these platforms. State KLA staffrooms were set up to support staff along with extensive online professional learning courses. This was an enormous task and staff are to be commended for their efforts. Students, to varying degrees, engaged in these new platforms. On their return to face to face classes an extensive up-skilling of students and staff continued in 2020 to ensure if we ever had another lockdown then we would have greater success for all student using this mode of delivery. Significant time and resources were used in 2020 to look after student and staff wellbeing particularly around the uncertainty that the pandemic brought. Staff indicated that they have greater confidence to deliver and incorporate this learning and knowledge into their everyday practice to enhance their teaching pedagogy and it was quickly identified as an enabler to improving student outcomes.</p> <p>The Positive Behaviour for Learning framework is under review with the associated Wellbeing policy being updated in 2020 to better reflect our current school context and to incorporate the new Behaviour Management Strategy and Policy to be introduced in 2021. A number of staff have been trained in PBL framework in 2020.</p> <p>A strong emphasis was also placed on ensuring our students had a stronger voice. To this end, significant teaching and learning opportunities were provided to students and staff, particularly around the language used in the Tell Them From Me surveys and school initiated surveys re remote learning and areas for improvement we could concentrate on. Students, staff and parents had opportunities to complete both the TTFM survey and school initiated surveys in 2020. As a result of analysing this data staff maintained their Goggle Classroom and MST platforms to build students capacity to use and understand the platforms, extensive upgrades to teaching and learning spaces occurred along with an extensive school beautification program that included upgrades to outdoor learning and recreation spaces. The sensory gym had a major overhaul with the purchase of new equipment and new ICT was installed in all classrooms. Students were provided with greater choice with the complete overhaul of the schools Reading program. Timetabled bi</p>	

## Progress towards achieving improvement measures

weekly Year meetings for years 7-10 continue to be highly valued periods of time for conversation and consultation to occur.

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

Evaluation	Funds Expended (Resources)
<p>Rigorous and robust procedures and accountable timelines were again implemented in 2020 around staff Performance and Development Plans with all goals developed in consultation with supervisors and aligned to the Australian Professional Standards for Teachers and Principals. Staff participated in authentic mid and annual year reviews and some high quality collegial observations were undertaken with constructive feedback given. Some very positive feedback was attributed to this accountable practice with numerous staff benefiting from this collaborative process and has resulted in them reflecting differently on their teaching practice. Getting all staff to actively engage in the observation process will be an area for improvement at CHS in 2021. Extensive consultation with staff in 2020 identified key areas of need in regards to gaps in Professional Learning though the COVID 19 pandemic altered our focus to remote modes of teaching and learning in the early part of 2020. As a result strategic and targeted professional learning opportunities were sourced including whole school PL: Google Classroom/Microsoft Teams platforms; the National Literacy Progressions, PLAN 2 training, and ongoing data literacy training. Teams of staff attended training and then delivered PL holistically to all staff which included trauma informed practice the 'Berry Street Education Model' as well as 'Growth Mindset training and the highly acclaimed Aboriginal teaching and learning model by Chris Sara 'Stronger Smarter Leadership' program. A Temora Network for Middle Managers - Aspiring Leaders program was developed and supported by CHS staff. This will be expanded in 2021 to be a combined Network Head Teacher strategy. A number of staff successfully applied for rural and remote funding which allowed them to attend targeted Professional Learning including Beginning Teacher conference, HSC simulated marking and a STEM conference. A focus in 2020 was the continued development of a strategic Beginning Teachers program to support new scheme teachers to develop the skills and knowledge required for them to master their teaching practice and to enable them to manage the complex role of being a teacher. This program will be further refined in 2021 and is being ably led by the Acting Head Teacher of Teaching and Learning.</p>	

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

Evaluation	Funds Expended (Resources)
<p>All staff completed the introductory Literacy and Numeracy Progression modules of work online. Through staff surveys we identified significant gaps in understanding of the progressions hence an extensive PL process began along with the identification of student samples of work and the ongoing need for data analysis training (Year 7 Best Start, Year 9 Check in assessment, Tell Them From Me survey data, SCOUT data). All staff completed further Literacy Progression training and PLAN 2 training. Further to this all staff will complete "Understanding Texts: The components of Reading' blended learning in terms 1 and 2 2021. On completion of this training staff will then be able to track students in PLAN 2 against the Literacy progressions. We will need to provide learning to students and parents in 2021 which will enable students to write robust literacy goals. Executive and teaching staff worked alongside Kim Woodside and Amanda Gorman the regional Literacy and Numeracy consultants. This learning will enable us to review our current practices and then develop and implement improved and explicit whole school teaching and learning programs which will address CHS's new Reading and Numeracy targets. Some staff continue to explicitly teach ALARM - A Learning and Response Matrix to high potential students to</p>	

## Progress towards achieving improvement measures

develop their higher order writing skills. Students who use ALARM in the senior school and as a guide to responding to HSC style questions have consistently shown improved HSC results at CHS. The Year 7 Best Start assessment and Year 9 Check in assessment (NAPLAN did not run in 2020 due to the pandemic) allowed us to get timely data about our new Year 7 cohort very early in their high school journey which allowed us to identify gaps and point of need learning for our students and then allocate resources accordingly. This was also the case for our Year 9 students who completed the check in assessment.

## Strategic Direction 2

### Improved Wellbeing Structures

#### Purpose

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

#### Improvement Measures

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

#### Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
<p>Numerous proactive educational, cultural and social development programs were implemented, modified (due to COVID 19 pandemic) and embedded to improve student wellbeing structures at CHS in 2020. These included sunshine.check in calls during COVID lockdown, the targeted Year 7 and 10 Peer Reading program, the Year 9 Shine and Strength programs, CHS NAIDOC week activities and a Mission Australia RAGE program for at risk students. Explicit whole school teaching and learning lessons and activities, many of which were led by our SRC students (using ICT and zoom to each classroom to enable social distancing) around Autism Awareness, Anti Bullying, Anzac Day, and Flag Raising protocols were positively received by the student body and contributed to an inclusive school where students felt they were known, valued and cared for. CHS's Outreach Center continues to provide outstanding educational opportunities for our most vulnerable students in an offsite campus in conjunction with Finigan School of Distance Education. The continuation of timetabled bi weekly Year Meetings, a homework hub and the teaching of explicit learning curve wellbeing lessons also contributed to targeted and explicit practices being implemented at CHS to address wellbeing needs and which enabled students to Connect, Succeed and Thrive. Due to the impact of COVID19 the Year 12 Final Assembly and Speech Day assemblies were delivered remotely to parents and carers. We were able to conduct the Year 12 formal for our students as a last minute reprieve from the premier. We look forward to inviting our parents and community members back in 2021 all going well. The school funded other learning opportunities for students in the later part of 2020 including HSC Study days and multiple White Card training programs.</p>	

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

Evaluation	Funds Expended (Resources)
<p>A diverse range of communication methods have been employed at CHS to engage the wider school community including: the updated and revamped school website, newsletters, Facebook page, Schoolbag app, Teacher/Parent evenings, Parent information nights and community forums all of which have been positively received and attended. The SASS staff introduced an SMS attendance alert system to inform parents and carers if their child had not made Roll Call on any day. This was well received by parents and carers and has seen a significant improvement in students arriving to school on time. SRC students did a wonderful job in 2019 reviewing and updating the CHS SRC constitution so it better reflects the equity and voice of all students at our school. They spent a whole day planning events for 2020 early in term 1. They had to get creative in the way some of these activities and events</p>	

## Progress towards achieving improvement measures

were presented to students. We had more parents actively participate in the Tell Them From Me survey's and school surveys in 2020 as a means of gathering important data that could inform and improve our practices and processes in the future. 'Sentral' is the key communication platform used by staff at CHS. Some of its important functions include the student portal, tracking student attendance, tracking behaviour both positive and negative and reporting processes at the school. A small and very active P&C held a number of face to face meetings prior to the COVID pandemic. We look forward to working closely with them again in 2021. The P&C run school canteen is paramount to the smooth operation of the school and continues to meet the daily needs of our students and staff. The P&C successfully applied for Job Keeper for our Canteen Manager and Canteen Assistant which provided stability for our team members in 2020.

## Strategic Direction 3

### Enhanced Leadership Opportunities

#### Purpose

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

#### Improvement Measures

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

#### Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
<p>Enhanced Leadership Opportunities for staff and students continues to be a targeted focus at CHS in 2020. Very clear and explicit expectations around all aspects of the functioning and running of the school, under the leadership of a new Principal, ensured that the school mantra 'Teachers Teach, Students Learn and Be Kind aligned with the schools core values of Respect, Responsibility and Excellence and the schools motto of 'Knowledge and Courage'. External Validation in 2019 was an overwhelming project that has resulted in extensive growth of all staff involved and which has developed their knowledge and understanding of the School Excellence Framework, whole school planning and milestoneing and the resourcing of school initiatives. Executive staff and aspiring leaders have a new appreciation of base line data and the triangulation of artifacts to demonstrate evidence of impact around improved outcomes for students. As a school we determined that in 2020 we were 'Delivering' in relation to the Domains of Teaching, Learning and Leading and the 14 associated elements. With confidence and a clear focus, we can now aspire to be working towards 'Sustaining and Growing' in each of these areas in the future.</p> <p>Our school leaders including School Captains, Vice captains and SRC Leaders were formally inducted at a special assembly with captains receiving their new school blazers and SRC students receiving their badges early term 1 2020. A number of our student leaders were unable to attend a Leadership program with the Governor General due to the pandemic. Another group of year 10 school leaders have been formally trained at TAFE to deliver a targeted Peer Literacy program to students in need with amazing bonds being developed and important engagement and improved learning outcomes for participating students clearly tracked. Other student leaders have been involved with our one and only Year 6 Transition day. Our student leaders have missed assisting at primary school gala days but look forward to these opportunities in 2021. Likewise CHS was unable to be represented at many community events including local Anzac Day ceremonies, Wattle Time Fair and the Cootamundra Show as a result of the pandemic. We hope to make these connections again in 2021.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
<p><b>Aboriginal background loading</b></p>	<p>\$49,505</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$49 505.00)</li> </ul>	<p>Additional School Learning Support Officer (SLSO) was employed in 2020 to provide in class support to our Aboriginal and Torres Strait Islander students. Internal and external data was used to identify those students who may benefit from this extra support. An Aboriginal Education hub was incorporated into the new front office design which was completed term 2 2020. Aboriginal students design concepts were incorporated into this new learning space. This new hub has become a bookable space and is regularly utilised by staff, students and community members to connect with our students. The Aboriginal and Torres Strait Islander flags along with the Australian flag, are flown with pride everyday at our school. A number of Aboriginal students were taught the protocols for flag raising so they can actively participate in our formal Monday morning flag raising ceremony. A strong emphasis was placed on the importance of the Personalised Learning Pathway processes and practices with students, parents/carers and staff at CHS in 2020. The COVID19 pandemic had a significant impact on our ability to connect face to face with community members in 2020. We hope to be able connect face to face with our parents and carers in 2021. Students did however identify a literacy, numeracy and personal goal they wanted to achieve by the end of the 2020. CHS worked in conjunction with a number of community organisations to provide extra opportunities for our students including working with Red Cross to offer Driving Lessons for ATSI students and their parents. A number of staff participated in the highly acclaimed Chris Sara 'Stronger Smarter Leadership Program' with participants then leading whole school staff and student teaching and learning sessions. A greater sense of pride around doing Acknowledgement to Country by both staff and students and regular check in and check out procedures are now consistently occurring at CHS as a direct result of this training. High Expectation Relationships are part of the culture at CHS.</p>
<p><b>English language proficiency</b></p>	<p>\$7400 Term 1</p> <p>Total 2020 = \$14,751</p> <p>SLSO employed to support 2x students with English as second dialect (EAL/D)</p> <p>Money to be returned as students have move to West Wyalong High School</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• English language proficiency (\$14 751.00)</li> </ul>	<p>The two students moved to another school so this money was returned to the Department.</p>

<p><b>Low level adjustment for disability</b></p>	<p>Total funds 2020 = \$ 186,036</p> <p>\$131,261 -staffing - employ 1.2 Learning and Support Teachers</p> <p>\$54,775 flexible</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$186 036.00)</li> </ul>	<p>Our funds were strategically used to employ Learning and Support Teachers and additional School Learning Support Officers to provide quality in class support to our students with additional learning needs enabling them to access differentiated, age appropriate curriculum. This contributed to students personal wellbeing needs being met and enabled them to have a strong sense of belonging at CHS. These staff also had the opportunity to network and collaborate with colleagues within the school and at a regional level around best practice. They were able to develop their own knowledge and skills through professional learning opportunities with an emphasis on trauma informed practice and the accessing and interpretation of data, from many sources both internal and external, to better inform their teaching practice and ultimately to improve the learning outcomes of our students. In 2020, with the support of regional staff who have expertise, we started a review of all CHS Learning and Support Processes and we are developing a robust policy document. When this process is complete it will ensure we have consistent practices and processes occurring across the school with clear roles and responsibilities identified for all stakeholders. This will improve and better inform our teaching and learning practices and maximise the learning needs of all our students in a timely, age appropriate manner.</p> <p>Our new Enrichment Studio became operational in 2020 with small groups operating out of this space including targeted MultiLit program. Students have shown huge growth in literacy levels as a result of their participation in this program. All SLSO staff were trained in MultiLit enabling more students to participate in the program. The LST regularly assist other identified students with N determination work catch up, writing of Access Requests and Support Plans and supporting those students with additional learning needs. Very positive feedback from students/parents/carers and community agencies about the opportunities and success for students who are connecting with our Enrichment Studio. Many students regularly attend at recess and lunch times for extra learning support.</p> <p>The Peer Reading program has been so successful that it has now extended to Year 11 Students continuing their support to Year 8 students in 2021. A new group of Year 10 students are being trained to deliver Peer Reading to the new Year 7 cohort. Data is very positive with feedback from students driving the extension of this program.</p>
<p><b>Socio-economic background</b></p>	<p>Total 2020 - \$385,280</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$385 280.00)</li> </ul>	<p>A number of key initiatives under the area of socio- economic background were instigated in 2020 at CHS to ensure equity to all our students particularly as drought continues to impact on our local community and as a direct</p>

<p><b>Socio-economic background</b></p>	<p>Total 2020 - \$385,280</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$385 280.00)</li> </ul>	<p>result of the COVID19 pandemic. This included but is not limited to: the purchasing of 40 more laptop computers and two computer trolleys, ceasing of all school fees, purchasing of school uniform for those in need and providing school stationary packs to all students, the purchasing of license fees for all students to be able to access online tutors through the mathsonline, wordflyers and Edrolo platforms, the purchasing of new and current class sets of text books that align to new syllabi, the development and purchasing of new school wellbeing diaries for 2020 and the purchasing and upgrading of furniture in classrooms and improvements to the outdoor school environment. The school undertook a major project which involved upgrading 15 classrooms which included the purchasing of new state of the art interactive panels, new blinds, new carpet, new classroom furniture, painting of walls and installation of whole walls of pinboards. Students and staff have appreciated learning and teaching in our upgraded spaces. The hall was completely refurbished along with the staff common room and front office area. The new Conference room and Aboriginal Education hub are highly valued teaching and learning spaces. The upgrade to student toilets, canteen area and our refurbished basketball courts are very much appreciated by our students. 2021 will see further upgrades with the Cooler Classrooms initiative, cola, fence, seating and drainage for the basketball courts and new change rooms being installed in the hall.</p> <p>Students and staff were heavily involved in the making of new garden beds and the planting of over 80 roses and many trees and bulbs as part of our school beautification program.</p>
<p><b>Learning Support Team Review</b></p>		<p>This year saw the beginning of a rebuilding process for the Learning Support Team. Our previous fortnightly meetings were suspended and transferred to a case management strategy throughout this process. This ensured that the students requiring additional assistance from both internal and external sources could still receive support, whilst allowing the team to develop improved processes and strategies to support them into the future.</p> <p>The first initial step was to gauge an understanding from the current staff members their understanding of what the Learning Support Teams' purpose was and how it was utilised in our school. The results were mixed, some staff had a very clear understanding of the intents and purpose, while others honestly expressed very little understanding. This allowed the team to get a true understanding of where our baseline was and provided direction.</p> <p>The initial processes were investigative in nature, a small team had identified local</p>

<p><b>Learning Support Team Review</b></p>		<p>schools and organised opportunities to visit these schools. This would have allowed us to identify the most appropriate processes for our educational setting, unfortunately the COVID19 pandemic prevented this from occurring. This will be an ongoing goal in 2021.</p> <p>The team then shifted their focus to creating a policy document that would clearly identify the LST's purpose, it's stakeholders and their particular roles in the LST meetings, in addition to the improved process of applying for a student to be case managed by the LST. Once again, the team sought exemplars from other sources in order to create a document to suit CHS. This document is currently in draft form, awaiting further assistance from the Safeguarding kids Together Team in 2021.</p> <p>The last element that required attention was the referral process through the Sentral platform. In it's current format, not enough information is collated that would allow the LST to develop a comprehensive plan for each student. We are seeking external support from Sentral experts in order to adapt this process. This is continuing into 2021.</p>
<p><b>Attendance</b></p>	<p>SMS system - \$3000</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$3 000.00)</li> </ul>	<p>Considerably research was conducted by SASS staff in 2019-20 into SMS attendance messaging systems that were being successfully utilised in public schools. During term 2 2020 SASS staff implemented a parent/carer SMS text message alert system via the Parent Portal on the schools Sentral system. All parents/carers whose child was not present at Roll Call received an SMS text message attendance alert. Parents and carers responded positively to these attendance alerts which has resulted in a dramatic increase in the number of parents/carers informing the school of student absences or attendance issues in a timely manner. This has also resulted in a marked improvement in students arriving to school on time for the start of the day. Another strategy implemented to improve student attendance was the bi weekly unexplained student absence letters that were posted home instead of relying on students to hand deliver the letters home. Again this resulted in a significant increase in parents/carers contacting the school to explain student absences. Individual and whole school attendance data has improved as a result of these two strategies being implemented at CHS in 2020.</p>
<p><b>Growth Mindsets</b></p>		<p>James Anderson's The Growth Mindset Classroom professional learning package was further utilised by staff in 2020. Staff investigated the "5 truths about talent" in order to gain a better understanding around what successful people do to achieve at the level they reach and the false ideas surrounding talent. Staff were introduced to</p>

<p><b>Growth Mindsets</b></p>		<p>the Mindset Continuum through professional learning using James Anderson's professional learning package and the Growth Mindset Team lead afternoon sessions. Staff also began to investigate mindset movers, both positive and negative, in order to frame language when interacting with students. Further professional learning in 2021 will be required in this area. In Year Advisor Meetings students were introduced to preliminary activities around developing a more resilient approach to learning such as the "Learning Pit". The Consistent Application Awards for Presentation Night was investigated and a new description based around growth mindsets was developed and implemented with staff.</p>
<p><b>Reading</b></p>		<p>From feedback provided by staff and students prior to 2020 it was clear that the Reading program as it existed was not meeting any real goals in nurturing a love of reading. After discussions amongst some staff it was decided to put the idea to staff of an Elective Reading Program aimed at a more targeted approach to reading and more accountability for the teaching time allocated to it.</p> <p>Staff were surveyed and overwhelmingly supported the concept. Staff offered a range of genres and topics that might be offered and from this a topic list was formed. Lists of books and texts were created and sent off for quotes.</p> <p>Although the plan involved having the staff and topics timetabled ready for the start of the 2021 school year, staff changeover and resourcing concerns delayed the project into the first term of 2021, when the Elective Reading Program will be launched and evaluated throughout the year.</p>
<p><b>Stronger Smarter</b></p>		<p>Following the initial training of two staff members in 2019 a further three were trained in 2020, with the intention to continue the roll out of training into the future as courses become available and until we have a critical mass of trained staff. This will ensure sustainability of the program into the future.</p> <p>It became apparent throughout 2020 that a number of staff have embraced the philosophy of the program, as evidenced through the increasing use of the key features of the yarning circle as a communication forum in class, and the employment of check in and check out activities with classes and colleagues.</p> <p>The dialogue of Stronger Smarter has filtered into the professional lexicon of staff through references to acknowledgement of country, as well as walk talk and silent reflection. The acknowledgment at the beginning of staff meetings and gatherings, as well as all assemblies of the student body, has become common place.</p>

<p><b>Stronger Smarter</b></p>		<p>By the end of 2020 the Aboriginal Hub was functioning and had been furnished. It is anticipated that it will become a valuable staff, student and community resource in Aboriginal education. By the end of the 2020 it had started to become the central point for meetings with Aboriginal students and parents.</p> <p>The philosophy formed a pivotal foundation for the NAIDOC celebrations in 2020 and the activities and planning process was guided by the program and the staff who have been trained in it. The anticipation will be to further enhance this in 2021.</p>
<p><b>Quality Teaching Rounds and Beginning Teachers Mentor Program</b></p>		<p>Quality Teaching Rounds experienced some success, but were impacted upon by disruptions through the year, including COVID and a lack of casual teachers to cover coding activities. (The strength of QTR relies a great deal on teacher observations and the formation of a small team who is willing to take part in the process). Whilst there was evidence of an increase in the shared knowledge around the QTF, (provided through interactive whole school workshops), the extent to which it was incorporated into all teaching and learning programs was less easy to measure. Lesson observations, individual coding against the QT Model, extended discussion of the lesson and knowledge sharing did take place, particularly with our new and beginning teachers. However, the elements (Intellectual quality, quality learning environment and significance were not addressed to the depth that we would have liked).</p> <p>The Term 3 survey results of staff was not undertaken. However, there was an increase in classroom observations by staff members, evidenced in the Beginning Teachers' Coordinator's collations. There was also whole school evidence of an increase due to accountability requirements being met in the PDP Process.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	156	151	172	164
Girls	148	144	154	134

## Student attendance profile

School				
Year	2017	2018	2019	2020
7	93.7	90	90.1	87.3
8	87.8	88	83.9	91
9	84.9	86	83.4	87.2
10	87	82.6	82	87.4
11	81	80	73	83
12	81.3	81	79.7	90.4
All Years	86.7	85.3	83	87.6
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	13	7
Employment	5	21	45
TAFE entry	7	17	14
University Entry	0	0	32
Other	0	0	0
Unknown	0	4	10

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

Of the 2020 HSC cohort, 32% of students were made offers to universities. These included the Australian National University, (ANU), Charles Sturt University (CSU), University of Canberra (UC), and the University of Western Sydney (UWS).

Degrees included Communications, Nursing, Medical Science, Digital Media Production, Forensics, Social Work and Veterinary Technology.

Many students chose VET (Vocational Education and Training) and eVET (Vocational Education and Training TAFE) subjects as inclusions to their HSC pattern of study. Construction, Primary Industries, Automotive Mechanical Technology, Early Childhood Education and Care, Electrotechnology, Hospitality, Beauty Services, Retail Operations and Education Support were accessed by the Year 11 and 12 cohort in 2020.

In 2020, three students completed Automotive Mechanical Technology, one student completed Early Childhood Education and Care, six completed Construction and 4 completed Primary Industries.

## Year 12 students undertaking vocational or trade training

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31.03% of Year 12 students at Cootamundra High School undertook vocational education and training in 2020.

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

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98% of all Year 12 students at Cootamundra High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

22 students, including 4 ATSI students completed their HSC in 2020.

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	22
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	9.58
Other Positions	1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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>	730,027
<b>Revenue</b>	6,112,054
Appropriation	6,078,602
Sale of Goods and Services	3,263
Grants and contributions	26,493
Investment income	812
Other revenue	2,884
<b>Expenses</b>	-5,653,692
Employee related	-4,836,915
Operating expenses	-816,777
<b>Surplus / deficit for the year</b>	458,362
<b>Closing Balance</b>	1,188,389

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 Approved SBA (\$)
<b>Targeted Total</b>	127,022
<b>Equity Total</b>	635,571
Equity - Aboriginal	49,505
Equity - Socio-economic	385,280
Equity - Language	14,751
Equity - Disability	186,036
<b>Base Total</b>	4,898,265
Base - Per Capita	81,204
Base - Location	27,567
Base - Other	4,789,495
<b>Other Total</b>	286,841
<b>Grand Total</b>	5,947,700

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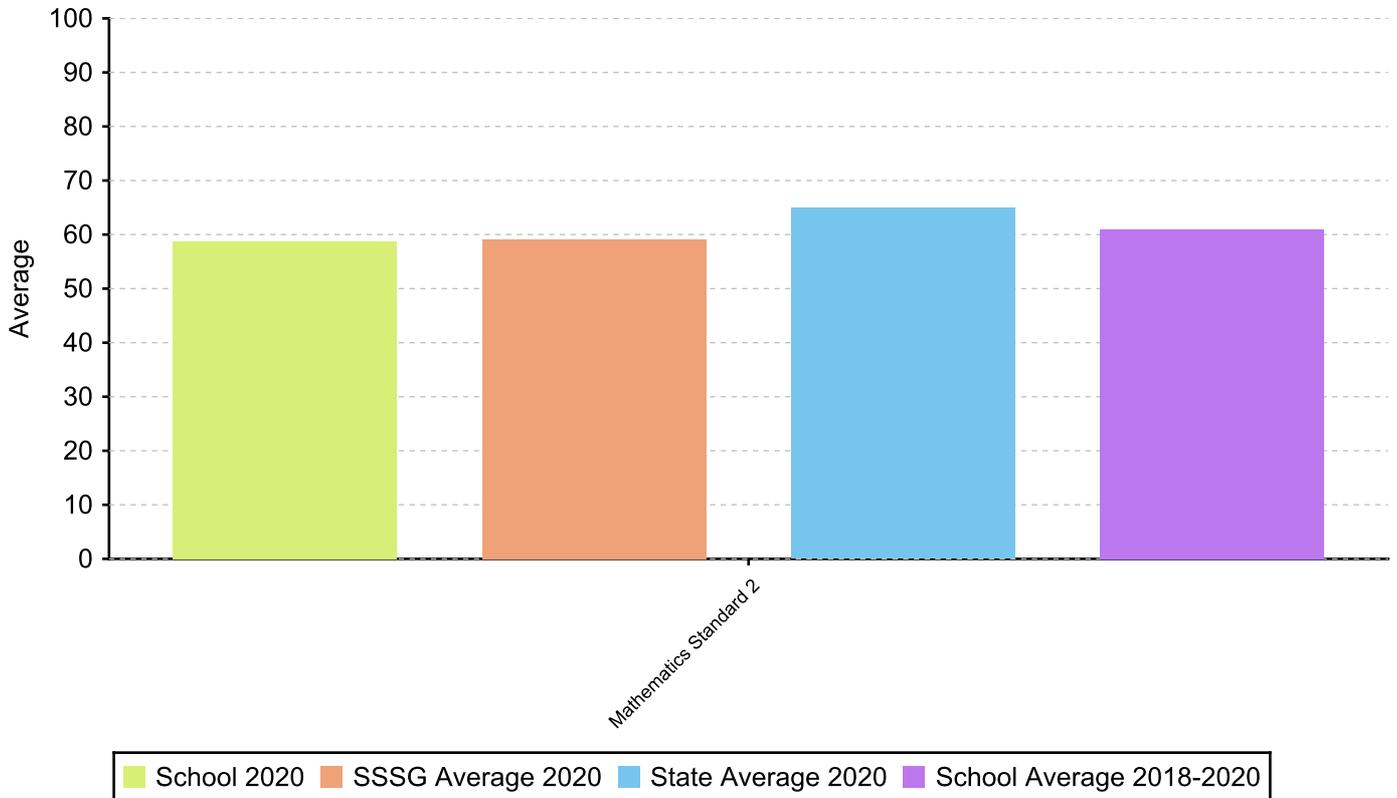
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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
Mathematics Standard 2	58.7	59.1	64.9	61.0

In 2020 Cootamundra High School had 18 students present for the HSC across a broad range of subjects. Class sizes were small across the board, resulting in a dearth of statistical or graphical information. However, the cohort performed strongly with the results in nine of the subjects at or above State average. There was one Band 6 and 11 Band 5s awarded across 4 students.

Although a small cohort the students were well catered for with 18 separate courses available to students. Analysis of the results indicate that students on the whole were able to recognise and address the required outcomes of their courses and to competently complete the assessment workload. This was particularly the case in Agriculture, Advanced English, Visual Arts and Geography.

# Parent/caregiver, student, teacher satisfaction

To whom it may concern

30/03/21

I have been asked as Vice President by our school Principal Leesa Daly to provide a brief report on behalf of the Cootamundra High School P&C for 2020.

Where do I start? As far as logistics 2020 would have to be regarded as one of the most challenging environments ever to be encountered by the whole school community with Covid 19 protocols and social distancing thrust upon us. As a result of this Cootamundra High School (CHS) had to adopt a completely new way to deliver our children's educational needs by way of online learning.

Leesa and her staff through constant professional development were quick to adapt to these changes and ensured that all students had access to their home learning needs. As a parent and P&C Vice President I was continually informed with any updates or changes that may have occurred.

2020 also brought with it many renovations and modern changes to the school that has made a remarkable difference to our kids learning environment and has allowed our school to keep pace with other new schools now and in the future. These renovations to both the classrooms and playgrounds were done with full consultation of P&C, regular walk through's were carried out when needed or on completion of each section.

As Vice President of P&C and a parent of children at CHS I have always found Leesa and her staff approachable on any matter that may arise and has always been able to find amicable resolution.

I think 2020 has been a remarkable year for CHS given the challenges that Covid 19 has put in front of us at every turn. Despite this CHS has managed to provide a safe, modern and almost completely renovated learning environment for our kids and this has only been possible through the hardworking efforts of Leesa and her dedicated teachers and support staff.

Regards

Greg Holt

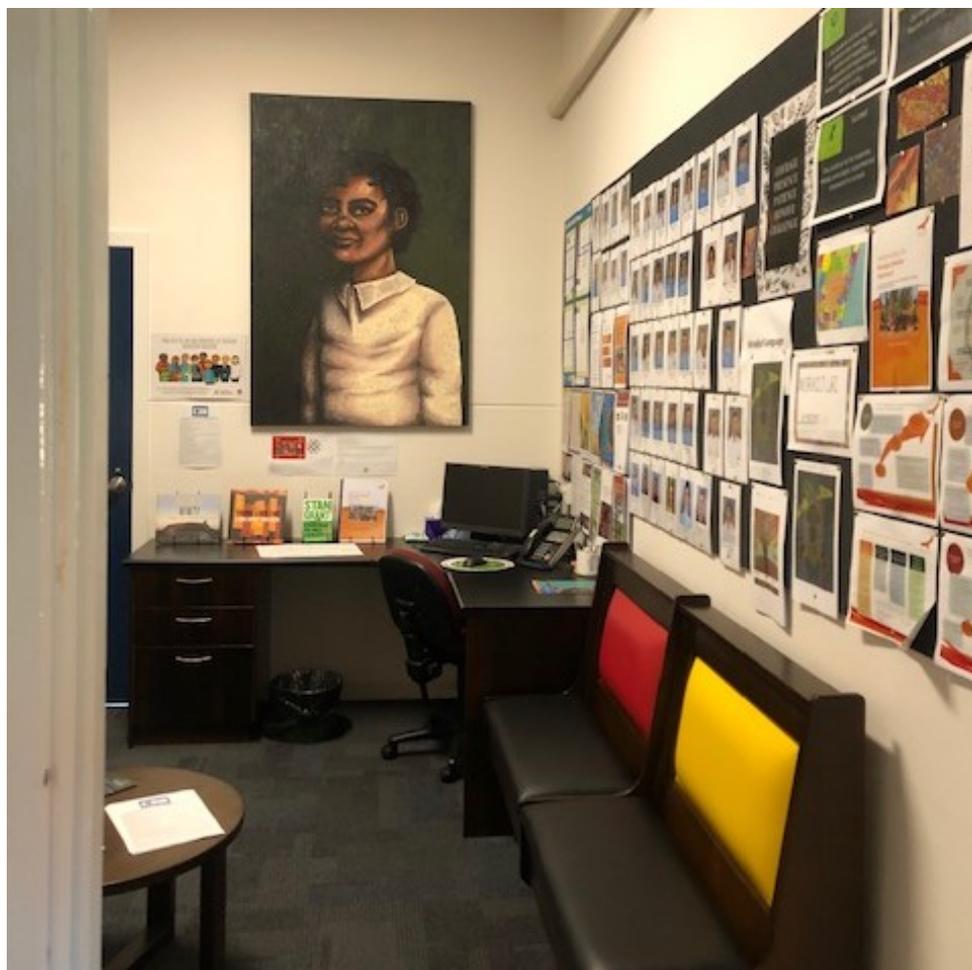
Cootamundra High School P&C



Cootamundra High School



Classroom Refurbishment



Aboriginal Educational Hub



Conference Room



School Basketball Courts



Year 7 Technology Class



Year 12 Mathematics



PBL Awardees



P.E. Class



Fitness Walking - Top of Pioneer Park Overlooking Cootamundra

# 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.