

2020 Annual Report

Coonamble High School



8451

Introduction

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

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

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School vision

Vision Statement

Empowering students to be the best they can be and live a good life.

At Coonamble HS we help students to be strong, understand others and value learning. We teach students to become citizens who strive to lead healthy and rewarding lives. We provide the best professional learning for our teachers. We provide the best learning experiences for students. We connect with families and community to be active partners in the education of our students. We have high expectations for all.

School context

Coonamble High School is a Connected Communities comprehensive co-educational school with an enrolment of 210 students. This includes 68% indigenous students and a Support Unit of 4 classes. The school is a 6-point school with 70% teacher rental subsidy. The town has a population of approximately 3000 with a vibrant sporting and community calendar providing students, families and teachers many opportunities to participate in the community. The school is situated approximately 160km north of Dubbo which has a populace of more than 41000.

Supported by Clontarf, Girls' Academy, MPREC, UNE, the AECG a strong P&C and an effective School Reference Group, the school also enjoys partnerships with key service providers to enable students to access their learning and achieve high level outcomes. The school is situated on beautiful grounds, with state of the art technology and learning spaces for students. Staff enjoy a comprehensive school delivered professional learning program and a strong professional camaraderie. Students participate in a senior compressed curriculum which offers broad subject choice. All students have personal learning plans. The school works closely with three primary partner schools to assist student transition.

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

Strategic Direction 1

Excellence in Learning

Purpose

Our purpose is to improve student engagement through effective school systems, provision of a challenging curriculum and consistent school-wide assessment practice.

Improvement Measures

Increased proportion of students with positive well-being and engagement in learning.

Increased subject based student retention.

Increased proportion of staff who effectively use formative assessment and data to inform practice.

Progress towards achieving improvement measures

Process 1: 1 - Student Wellbeing Project.

Develop a negotiated school wide well-being policy governing student management, pastoral care and recognition of student achievement.

Evaluation	Funds Expended (Resources)
The Wellbeing Team reviewed student wellbeing data and TTFM to inform lessons delivered during 'Contact Time' and Year Meetings.	<ul style="list-style-type: none">• Relieving HT Wellbeing during Term 4• Year Advisors for each year groups (supplementation) Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$65000.00)

Process 2: 2 - Curriculum review project

Evaluate and implement curriculum to meet the needs of students in keeping with indicative hours and NESA requirements.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• CIN consultants reviewed processes across the school, including curriculum processes, classroom effectiveness and feedback on specific initiatives (such as the Yondr 'phone free zone'). The feedback showed areas that had met their goals, those that needed more work in 2021 and locked in processes (such as meeting agendas and delegation of tasks) where assistance had been requested.	<ul style="list-style-type: none">• Guidance from CIN Consultancy Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$65000.00)

Process 3: 3 - Assessment

Integrate a range of assessment strategies across the curriculum and implement a consistent approach to monitor student progress through data and feedback.

Evaluation	Funds Expended (Resources)
The Assessment Team met, reviewed work samples, interviewed teachers and sourced ideas from other schools. A proposal was taken to Executive to pilot a three tiered assessment proforma for Year 7 in 2021. All subjects will, as a result, use this proforma, with a review date in 2021. The evaluation of the pilot will centre on Assessment Task completion rates, feedback from students and teachers.	

Next Steps

- Re-launch student achievement and rewards system in 2021 to reflect the post-COVID return to full attendance.
- Collect data from the subject selection process (Stage 5 and 6) and TTFM in 2021.
- Evaluate Year 7 Assessment Pilot at mid point of 2021 academic year.

Strategic Direction 2

Excellence in Teaching

Purpose

Our purpose is to know and use explicit teaching methods and roles to sustain quality teaching practice, with particular focus on literacy and numeracy within in our context.

Improvement Measures

Increased proportion of students who achieve at or above minimum standards in NAPLAN writing, reading and numeracy.

Increased percentage of Band 5 and Band 6 HSC results.

Increased proportion of students who show sustained growth across all learning areas.

Progress towards achieving improvement measures

Process 1: 1 - Explicit Teaching

- Facilitate instructional leadership at faculty level.

Evaluation	Funds Expended (Resources)
CIN Consultancy provided mid year and end of year feedback to staff based on data collected from students, teaching and non teaching staff. The feedback showed that beginnings of lessons and explicit learning intentions were almost universally in place. The learning oriented and orderly ends of lessons was an area for further improvement.	<ul style="list-style-type: none">• CIN Consultancy• Teacher release to engage in Professional Learning Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$35000.00)

Process 2: 2 - Induction

- Provide both operational and instructional induction to teachers at differing levels of experience.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• A smaller number of beginning teachers in 2020 meant no schoolwide program was required. An individual program was enacted instead.• A large staff turnover during (and at the end) 2020 was identified as an important factor in maintaining momentum.• The strategic use of funds to resource an 'early start' to beginning teachers was seen as successful, allowing a one-on-one mentoring program to be completed by the end of the school year, supporting those new teachers - would normally have started in 2021.	<ul style="list-style-type: none">• Beginning teacher allocation Funding Sources: <ul style="list-style-type: none">• Support for beginning teachers (\$15000.00)

Process 3: 3 - Differentiation

- Implement a differentiation school training package and policy to meet the needs of all stake holders

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• This process could be re-attempted in 2021.	

Next Steps

The Situational Analysis undertaken at the end of 2021 will steer our efforts for the following year.

Strategic Direction 3

Excellence in Leading

Purpose

Our purpose is to create a culture of high expectations and performance coupled with community connection and partnership to sustain whole school improvement.

Improvement Measures

Increased proportion of staff reporting stronger and more effective Executive leadership.

Increased parent / community satisfaction and engagement.

Increased proportion of students reporting high expectations of their learning.

Overall summary of progress

High turnover of Executive staff was a major challenge to this Strategic Direction during 2020. The loss of Executive Principal in Term 2 slowed momentum of this plan, compounded by long term sick leave and staff in relieving roles. By the end of Term 3 the Executive Team had settled, only in time to undertake the new School Planning process.

Progress towards achieving improvement measures

Process 1: 1 - Middle Leadership Program

- Implement an action researched based project where HTs are coached to lead learning

Evaluation	Funds Expended (Resources)
Head Teachers consistently evaluated this work positively, believing their own leadership had been improved, alongside working as an Executive Team more effectively.	Facilitation by EduInfluencers Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$40000.00)

Process 2: 2 - Validation and Support Project

- Appraise and support faculty development in terms of NESA compliances and DoE School Excellence Framework.

Evaluation	Funds Expended (Resources)
• This validation and support did not occur.	nil

Process 3: 3 - Administrative Practice Project

- Evaluate administrative systems and processes to ensure delivery of anticipated benefits to the school community

Evaluation	Funds Expended (Resources)
• This validation and support did not occur.	nil

Next Steps

The Situational Analysis undertaken at the end of 2021 will give us an indication of the need to revisit these processes in 2021.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Farm Assistant position • 4 x School Learning Support Officer positions • School Administrative Officer position Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$240 000.00) 	The Coonamble community, staff and students universally see this effort as a success. Our post-school transition to work / study data is positive.
English language proficiency	nil	nil
Low level adjustment for disability	<p>Additional School Learning Support Officers to support in class learning of students.</p> Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$35 000.00) 	Students report that they feel supported to learn in class.
Quality Teaching, Successful Students (QTSS)	N/A	N/A
Socio-economic background	<p>Attendance Officer position</p> Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$56 000.00) 	The addition of an Attendance Officer not only supports attendance of students at our school, but improves our capacity to support student wellbeing and community connection.
Support for beginning teachers	<p>Beginning Teacher and supervising Head Teacher allocation.</p> Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$34 000.00) 	During 2020 three beginning teachers were supported to gain Proficiency.
Targeted student support for refugees and new arrivals	nil	nil

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	104	100	94	101
Girls	104	112	97	110

Coonamble High School serves the rural communities of Coonamble, Quambone and the surrounding districts. Our students mainly come to us from the three primary schools: Quambone Public School, Coonamble Public School and St Brigids Catholic School.

While the overall student population has steadied around the 200 mark, the proportion of Aboriginal and Torres Strait Islander background students has increased to around 75% in 2020.

Student attendance profile

School				
Year	2017	2018	2019	2020
7	87.4	85.3	84.5	89.7
8	81.1	81.2	76	83
9	81.6	70	77	70.5
10	69.9	72.1	65.2	70.1
11	67.2	68	66.3	67.3
12	52.3	79.7	80.5	75.7
All Years	76.2	75.5	74.2	76.8
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	5
Employment	0	8	56
TAFE entry	0	0	0
University Entry	0	0	39
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

26.32% of Year 12 students at Coonamble High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

71.4% of all Year 12 students at Coonamble 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)	5
Classroom Teacher(s)	19.3
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.78
Other Positions	2

*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	1,194,914
Revenue	6,822,837
Appropriation	6,670,992
Sale of Goods and Services	19,733
Grants and contributions	63,024
Investment income	271
Other revenue	68,817
Expenses	-7,256,446
Employee related	-5,901,674
Operating expenses	-1,354,772
Surplus / deficit for the year	-433,609
Closing Balance	761,305

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	121,252
Equity Total	966,931
Equity - Aboriginal	446,281
Equity - Socio-economic	383,088
Equity - Language	12,295
Equity - Disability	125,268
Base Total	4,237,103
Base - Per Capita	52,141
Base - Location	104,009
Base - Other	4,080,953
Other Total	912,986
Grand Total	6,238,272

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

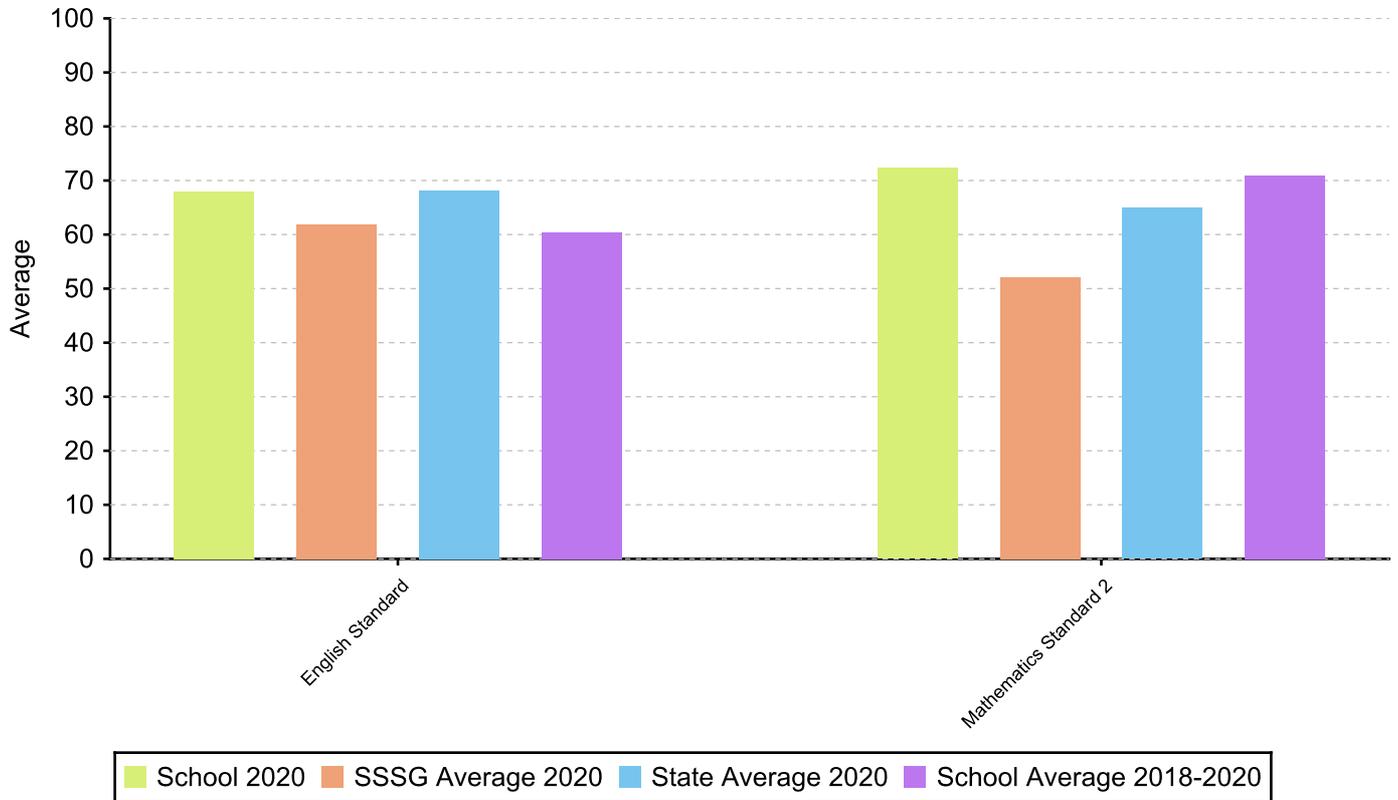
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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
English Standard	68.0	61.9	68.1	60.4
Mathematics Standard 2	72.3	52.1	64.9	71.0

Parent/caregiver, student, teacher satisfaction

On return from "Learning From Home", students were asked to complete the "Tell Them From Me" survey to gauge their wellbeing and satisfaction with the school. Some insights from that survey included:

- A higher than state average number of students reported being bullied, however 87% of students knew where to seek help if bullied.
- A higher than state average number of students report that they 'regularly truant', although there was some uncertainty about the definition of this phrase.
- Students were generally happy that the school grounds were 'clean and well looked after', with the exception of the toilets.

Staff and Parents were asked to respond to this data, with the following questions asked: "What is the data telling us about this area?", "What causes can we identify for this?" followed by a request for a "recommendation of consolidation or improvement strategies for this area".

Another school initiated student survey sought to measure how distracting mobile phones were to student learning. 67% of students reported that they were distracted by their own mobile phone in class, while 87% of students agreed that mobile phones were used as a tool of bullies. This survey prompted the 'phone free zone' to come into effect during Term 4 of 2020.

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.