

2020 Annual Report

Coomealla High School



8494

Introduction

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

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

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Message from the principal

Coomealla High School, on Barkandji/Paakantji land, is a learning environment that sets high standards for students and is achieved through quality teaching and learning experiences. The school works in partnership to develop students who are confident, resilient and successful learners. We are committed to working closely with the Parents and Citizens Association and the local Aboriginal Education Consultative Group to build connections, listen and provide the very best learning opportunities for students.

The school has planned and developed learning structures that cater for diverse learning needs including flexible learning spaces, literacy and numeracy individual learning programs, creative and performing arts tuition, camps for all years, student voice strategy, well being hub, personalised learning plans for students, a strong future focused careers program, sporting opportunities both in school and competitions with other organisations, eisteddfod opportunities, theater and live performance opportunities, after school homework club, industry curriculum framework- VET studies in senior years, entrepreneurial programs including metal constructions, locally sourced and produced gelato making, a breakfast program and targeted learning strategies to improve external examination results and needs.

At all times Coomealla High School has a relentless focus on student learning and engagement, quality teaching and Aboriginal Education for the whole community that includes, the development of cultural awareness across our school community and the development of a school environment that embraces our local Aboriginal culture and history. The school is committed towards supporting students through wellbeing programs and inter agency support. We are fortunate to have dedicated teaching and support staff who have a wide range of experience levels.

Message from the school community

What another wonderful year of individual and collective growth it has been at Coomealla High School in 2020. The P&C numbers have remained at nineteen, which comparatively is a very high number. This has continued to demonstrate a very strong community interest in the development of our school. Coomealla High School has been well supported by the following dedicated members: Shaun McInerney (President), Leon Gregg, Brant Edwards, Fiona Cullinan, Leanne Hancock, Laura McPhee, Judith Tilley, Katrina Sobkowiak, Roslyn Hehir, Anna Hansen, Britt MacNamara, Brett Bertalli, Leah Batchelor, Natalie Steel, Simon Pradham, Josephine Crowley, Duncan Driscoll, Cathy Hansen and Steve Harper.

Throughout 2020, given the social boundaries, the P&C were forced to adapt and hold monthly meetings online. However, these restrictions did not dampen the commitment and passion to supporting the school. Coomealla High School is a flourishing and ever-evolving organisation with 'real' programs and dynamic structures that always makes decisions with student's best interests in mind. P&C would like to thank Steve Harper (Principal), Josephine Crowley (Deputy Principal) and all other departing staff for their dedication and commitment to Coomealla High School.

School vision

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

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

School context

Coomealla High School (population 230, 35% Aboriginal students) is located in the Wentworth Shire close to the Victorian regional hub of Mildura. As a comprehensive high school, it prides itself on offering a broad curriculum from Year 7 to Year 12.

The school has a school developed student learning centre, an Aboriginal learning centre and one IM and two MC classes in the school support unit. Coomealla High School has a strong focus on student learning and engagement, quality teaching and leadership. The school has a focus on improving literacy and numeracy outcomes.

Following a comprehensive situational analysis and a school development review the school has developed its focus for the next four years.

The school has identified the need to focus on highly effective teaching practices in the development of a whole school approach in supporting an improvement in student achievement in reading (literacy) and numeracy. This will be achieved through the effective use and analysis of data to support an individualised approach to meeting the needs of each student.

The school also has a strong focus on the implementation of powerful learning structures that continue to strengthen quality teaching practices.

A major focus for the school is to develop a focus on Aboriginal Education for the whole community that includes focussed support for our Aboriginal students, the development of cultural awareness across our school community and the development of a school environment that embraces our local Aboriginal culture and history.

The school is committed towards supporting students through strong wellbeing programs. The staff at the school have a vast range of experience levels.

The school enjoys working closely with the Parents and Citizens Association and the local Aboriginal Education Consultative Group and is committed to building these connections.

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	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
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

Learning and Engagement

Purpose

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

Improvement Measures

All teachers use formative assessment strategies in every lesson.

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

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

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

Progress towards achieving improvement measures

Process 1: Evidence-based Pedagogy

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

Evaluation	Funds Expended (Resources)
4Cs training to staff was done through distance learning and was ineffective. Executive team determined to re-evaluate this program for 2021	Casual Relief \$1600

Process 2: Data for Differentiation

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

Evaluation	Funds Expended (Resources)
Reviewed current data systems and recognised the need to change to a more user friendly system. Invested in COMPASS as a new learning platform to more effectively analyse student data. Staff completed SCOUT training to be able to use statewide data to inform practice.	DPQ HTQ Principal Instructional Rounds Group

Process 3: Literacy for Learning

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

Evaluation	Funds Expended (Resources)
Students are progressing through the relevant course with 10% of students moving up a level in their reading. Staff report that students are attending and behaviour records are showing less anti social behaviour and lower suspensions from students participating in the program.	Reading Freedom 1.2 FTE SLSSO Staff

Strategic Direction 2

Quality Teaching

Purpose

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

Improvement Measures

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

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

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

Progress towards achieving improvement measures

Process 1: Teaching Standards

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

Evaluation	Funds Expended (Resources)
School monitoring systems were enhanced through the year as we developed processes and practices throughout the learning from home period. Current systems are rigorous and compliant. Regular checking of compliance and supporting of staff identified has lead to improvements in teaching and learning across the school. Further focus will be embedded into the 2021 school plan.	

Process 2: Collaborative Practice

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

Evaluation	Funds Expended (Resources)
Teacher showcase sessions were embedded into staff meetings. The showcases allowed for staff to share excelling practice. This provided professional opportunities for staff to learn with and from each other.	

Process 3: Quality Programming

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

Evaluation	Funds Expended (Resources)
Teachers worked with their supervisors throughout the year to implement quality teaching and learning. It was a focus during staff professional learning as we continued to work with the 4C's training. This further allowed development of the flexible learning space and staff capacity to deliver 21st century learning. The FLEX 1 space was booked 90% of the time with positive student and teacher feedback about the classroom. It was identified by the staff that due to having cross KLA Head Teachers they would like	

Progress towards achieving improvement measures

more opportunity to work with a specialist in their KLA. This will be implemented in the 2021 school plan.	
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Strategic Direction 3

Leadership

Purpose

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

Improvement Measures

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

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

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

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

Progress towards achieving improvement measures

Process 1: PDP Development

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

Evaluation	Funds Expended (Resources)
Staff have worked with their PDP Supervisors in developing goals for the future, exploring opportunities in professional learning and to develop leadership skills internally through relieving roles whilst substantive staff are on leave or otherwise.	

Process 2: Mentoring

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

Evaluation	Funds Expended (Resources)
Teachers have had the opportunity to express their interest in a variety whole school initiatives including literacy and numeracy initiatives, learning and supporting student needs, youth voice and leadership development, and the Year 6 to 7 transition program.	

Process 3: School Planning

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

Evaluation	Funds Expended (Resources)
The establishment of the Learning and Wellbeing centre is in response to the complex needs of students at the school. Throughout the process from research through to implementation equity and high expectations for learning have been integral in discussing and developing plans and support with students, staff and parents. This has created an effective responsive strategy for all students with 130 students (50%) identified in NCCD accessing the Wellbeing and Learning centre this year.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Learning Centre SLSO's funded for Certificate 4 in Education Support	Continued development of the Aboriginal Learning Centre. Aboriginal SLSO's were enrolled and supported to completed their Certificate 4 in Education Support. This will ensure the best possible support is provided to our students. Employment of a Community Outreach officer to support disengaged students to re-engage with their learning.
Low level adjustment for disability	Additional SLSO's Learning Centre Sensory Gaden	Funds supported the employment of additional SLSO's in mainstream classes. A learning center and sensory garden was established to support the learning needs of all students.
Socio-economic background	4C's training Learning Centre	The resources implemented across the school supported a variety of contexts and learning. Staff development of alternate programs to suit individual learning needs, focus on quality teaching through the 4C's training, new syllabus implementation, and, flexible learning opportunities through the learning centre.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	127	117	126	122
Girls	144	128	126	108

Student attendance profile

School				
Year	2017	2018	2019	2020
7	86.6	82.7	83.7	91.7
8	85	83.6	78.7	83.5
9	79.5	80.8	80.1	78.2
10	82.8	79.4	74.6	82.9
11	75	68.8	83.2	81.1
12	73.9	80.8	80	91.3
All Years	81.1	80	79.8	84.4
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	12
Employment	12	0	63
TAFE entry	0	0	6
University Entry	0	0	0
Other	6	8	0
Unknown	3	13	18

Year 12 students undertaking vocational or trade training

43.75% of Year 12 students at Coomealla High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

76.9% of all Year 12 students at Coomealla High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.



Flexible learning environment at Coomealla HS

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	19.8
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.18
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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	890,649
Revenue	5,986,976
Appropriation	5,896,399
Sale of Goods and Services	4,720
Grants and contributions	83,088
Investment income	1,129
Other revenue	1,640
Expenses	-5,905,837
Employee related	-5,266,877
Operating expenses	-638,961
Surplus / deficit for the year	81,138
Closing Balance	971,787

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	61,379
Equity Total	757,944
Equity - Aboriginal	201,400
Equity - Socio-economic	358,902
Equity - Language	0
Equity - Disability	197,642
Base Total	4,510,094
Base - Per Capita	65,571
Base - Location	55,031
Base - Other	4,389,491
Other Total	382,750
Grand Total	5,712,166

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.

In 2020 we had a small cohort of students. Students received 11 band 4 results. 63% of those students are now in full time employment.

Parent/caregiver, student, teacher satisfaction

Coomealla High School makes regular use of the "Tell Them From Me" (TTFM) survey tool as a source of student, teacher and community satisfaction with the school. The results are used to assist executive staff in identifying potential areas of opportunity for improvement.

Parents indicated that they were happy with the current school physical changes and that they wanted them to continue. They also indicated that they wanted a more streamlined approach to communication. This has been implemented as a focus in the 2021 school plan.

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.