

# 2021 Annual Report

## Cessnock High School



8108

# Introduction

The Annual Report for 2021 is provided to the community of Cessnock High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement 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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Cessnock High School

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## School vision

At Cessnock High School every student and every teacher is challenged to continue to learn and improve every year to reach their full potential. Students, teachers, and our community work in partnership to maintain high expectations and a positive environment where every student is known, valued, and cared for.

## School context

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

The school's anticipated enrolment is 581 at the commencement of 2021 including 8 classes for students with special needs, from diverse socio-economic backgrounds (FOIE index 157), including 25% Aboriginal and Torres Strait Islander students. The school has strong ties with the Aboriginal community and a close association with the Aboriginal Education Consultative Group (AECG). With our partner primary schools we form an innovative Local Management Group with a strong K-12 focus.

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

The school took part in the External Validation process in 2020 and has completed a thorough situational analysis for the 2021-2024 school planning cycle that has identified key areas for improvement. Key focus areas include Literacy, Numeracy, Attendance, Quality Teaching, Transition and Wellbeing. These areas will be implemented through the Strategic Directions of Student growth and attainment, Teaching and Leading.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 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	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

Improving student learning outcomes through explicit, consistent, and research-informed programs and initiatives that focus on building educational aspiration and ongoing performance improvement.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Literacy and Numeracy Initiative
- Stage 6 Initiative
- Attendance Initiative

### Resources allocated to this strategic direction

**Integration funding support:** \$354,087.01  
**Low level adjustment for disability:** \$183,445.26  
**Socio-economic background:** \$269,717.58  
**English language proficiency:** \$4,343.00  
**Aboriginal background:** \$67,000.00  
**6101:** \$75,000.00

### Summary of progress

The literacy strategy has been very successful with full implementation in all classes of one or more explicit literacy strategies. Further implementation of reading and writing strategies will take place in 2022 with greater teacher professional Learning in these areas. The numeracy strategy has also resulted in improved student outcomes and will be developed to include whole school strategies in 2022. The Stage 6 initiative has created improved procedures for subject selections and this has resulted in better subject selections and pathways for students to ensure successful post-school options. Greater planning around non-academic pathways will be in place for 2022. Whilst Attendance procedures have been reviewed and updated with involvement from the SKT team, progress has yet to be seen towards the attendance target. Further data will be collected to measure the success of these attendance initiatives when the impact of COVID on the community has stabilised.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>NAPLAN: Top 2 Bands</b> Improvement in the percentage of students achieving in the top 2 bands to be 4% in reading and 4% in numeracy	9.09% of students are now in the top two skill bands (NAPLAN) for reading and 2.44% for numeracy, indicating some improvement toward the annual progress measure.
<b>Stage 6: HSC Top 2 Bands</b> Increase student 2021 results in the Top 2 bands of HSC by 4%	Progress has yet to be seen towards the target for the top two bands. There was a decrease of 2.7% of students in the top 2 bands of the HSC.
<b>Attendance: Whole School</b> Increase the proportion of students with greater than 90% attendance by 4%	Progress is yet to be seen towards the attendance target, with planning and initiatives continuing into 2022.
<b>NAPLAN: Expected Growth</b> Improvement in the percentage of students achieving expected growth in	The percentage of students achieving expected growth in reading increased to 55.70% indicating progress towards the lower bound target. The percentage of students achieving expected growth in numeracy

reading by 6% and numeracy by 4%.

**Attendance: Identified Cohorts**

Increase the proportion of Aboriginal students attaining year 12 by 30% while maintaining their cultural identity

increased to 63.51% indicating progress towards the higher bound target.

Improvement in the percentage of students achieving expected growth in reading was 3.5% and in numeracy was 8.4%

The proportion of Aboriginal students attaining year 12 has decreased indicating no progress towards the annual progress measure.

## Strategic Direction 2: Teaching

### Purpose

To strengthen quality teaching practice through developing teachers who are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Classroom Practice Initiative
- Data Skills and Use Initiative
- Learning and Development Initiative

### Resources allocated to this strategic direction

**Socio-economic background:** \$300,862.62

**Low level adjustment for disability:** \$44,847.00

**School support allocation (principal support):** \$34,716.06

**Professional learning:** \$82,763.35

### Summary of progress

Whole school professional learning is strategically aligned to the Strategic Improvement Plan, with specific focus on literacy, data analysis, Aboriginal Education and Quality Teaching. Majority of staff demonstrated positive improvement in their practice and built their capacity across the key PL focus areas. Development of teacher practice in literacy were reflected in gains in the reading growth for NAPLAN. Whole school focus on Professional Learning will continue to be prioritised around Quality Teaching and literacy, with a movement to high quality assessment and data analysis. 2022 initiatives for Aboriginal Education will include Aboriginal Histories and programming. Term 1 pedagogical audit will further inform the evaluation and progress in this strategic direction.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Effective Classroom Practice</b> Improvement in the effectiveness of classroom practice evidenced by 70% of teachers participating in Quality Teaching Rounds. <i>Data from the UoN TTRC indicating improvements in QT; morale and student achievement indicators.</i>	100% of teachers completed the first set of Quality Teaching Rounds, demonstrating attainment of the progress measure. Data from UoN indicated an improvement in Quality Teaching and teacher morale. Quality Teaching Rounds will continue to be an integral part of the 2022 Professional Learning Plan with newly appointed staff prioritised for inclusion.
<b>Data Skills and Use</b> All staff engage in professional learning on how to embedded, authentic and effective data use to identify student ability, progress and achievement.	Professional Learning in HSC data analysis was provided to school executive, and subsequently led to improved assessment processes, and a greater understanding of the HSC for many inexperienced Head Teachers. Assessment and data analysis will continue as a whole school focus for 2022.
<b>Professional Standards</b> 100% of teachers are accredited and show dedication to maintaining and developing their professional standards through the Professional Development	The new NESA professional learning requirements have been provided to staff and 100% of teachers are accredited to the required level with five staff members gaining proficiency during 2021 and one staff member working towards higher accreditation at the Lead level.

Framework. *Whole School:*  
*Professional Standards are referenced*  
*in all professional learning events and*  
*during reflection for improvement.*

**Learning and Development**

All staff engage in Professional Learning which has increased the impact on student outcomes, as evaluated by increases in achievement, attendance and engagement measures.

All staff engaged in weekly professional Learning commensurate with Cessnock High School strategic directions. Although effectiveness of this is indicated within the year 9 NAPLAN growth, no data to measure correlation to achievement and engagement data.



## Strategic Direction 3: Leading

### Purpose

Improve Educational Leadership through the consistent implementation of school practices delivered by all staff members in a high expectation team environment will allow for alignment across all leadership direction.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student Wellbeing Initiative
- Leadership for learning
- Community Communication and Engagement

### Resources allocated to this strategic direction

**6101:** \$1,680,000.00

**Socio-economic background:** \$716,963.02

**Location:** \$2,829.00

**Low level adjustment for disability:** \$145,636.24

**Aboriginal background:** \$147,419.37

### Summary of progress

Impact could be seen with positive gains in student wellbeing, TTFM data highlights an increase in student belonging and advocacy.

Staff have developed their capacity to implement effective trauma informed practice, this will continue to be a school priority. Staff will be engaging in the final year of Berry Street Training and professional learning by Neil Carrington.

The school will continue to effectively engage with the AECG to improve learning outcomes for all Aboriginal and Torres Strait Islander students. The implementation of the Kirrawa Learning Centre has resulted in 61% of Aboriginal and Torres Strait Islanders feeling good about their culture.

Community engagement has improved with an increase in parents accessing the Sentral Parent portal, this requires ongoing focus to continue to increase the engagement levels.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Student Wellbeing</b> TTFM is completed by 60% (58% in 2020) of students and shows an increase in Advocacy, Expectations and Belonging compared to the previous year.	In 2021 336 students completed the TTFM Survey from 560 enrolled students. This is 2% increase on 2020 indicating that the Progress measure of 60% was achieved. There was a 2% increase in student belonging, advocacy stayed consistent at 5.6 and expectations for success decreased from 6.7 to 6.5.
<b>Leadership for Learning</b> TTFM and internal surveys indicate that 40% of Staff and Students recognize the development of a high expectation culture based on a cycle of continuous improvement	Double the predicted amount of staff (84%) indicated they set high expectations for student learning.
<b>Community Communication and Engagement</b>	Our parents and community members did not not complete the TTFM Survey in 2021. However, in our Semester 1 Feedback Survey (completed

<p>20% increase in parent and community satisfaction for school communication and engagement indicated through TTFM survey</p>	<p>by parents and community members attending information evenings) a strong baseline was established with the following indications of communication and engagement satisfaction:</p> <ul style="list-style-type: none"> <li>• 96.7% felt welcome when they entered the school</li> <li>• 87% felt listened to by CHS teachers</li> <li>• 81% feel they would be informed about their child's behaviour</li> <li>• 70% are informed of progress</li> <li>• 81% informed about their child's wellbeing</li> </ul>
<p><b>Learning Environment</b></p> <p>Improvements to the physical and classroom learning environment leading to improved staff and student morale and engagement as evidenced through improved TTFM data</p>	<p>Many improvements were made to the physical and classroom learning environments during 2021 including but not limited to: the HUB kitchen upgrade, HSIE, PDHPE and Mathematics staffroom refurbishment. Planning continues for 2022 scope of works surrounding air-conditioning of the Multi Purpose Centre, stage audio-visual upgrades, and the redesign of the HUB and main quad area.</p> <p>According to the 2021 Semester 2 TTFM surveys, 45% students agree that their learning spaces are neat and clean. 63% of staff have reported that the school is well maintained.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$1,287,543.22</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cessnock High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Attendance Initiative</li> <li>• Student Wellbeing Initiative</li> <li>• Literacy and Numeracy Initiative</li> <li>• Stage 6 Initiative</li> <li>• Effective Classroom Practice Initiative</li> <li>• Data Skills and Use Initiative</li> <li>• Leadership for learning</li> <li>• Learning and Development Initiative</li> <li>• Community Communication and Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement programs to support identified students with additional needs</li> <li>• supplementation of extra-curricular activities</li> <li>• professional development of staff to support student learning</li> <li>• employment of additional staff to support program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved learning outcomes for students from low socio-economic background in the areas of attendance, engagement and literacy and numeracy</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to provide explicit literacy and numeracy strategies embedded into learning programs with resources to support individualised support plans</p>
<p>Aboriginal background</p> <p>\$214,419.37</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cessnock High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy Initiative</li> <li>• Student Wellbeing Initiative</li> <li>• Stage 6 Initiative</li> <li>• Leadership for learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of specialist additional staff to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved outcomes for Aboriginal and Torres Strait Islander students in the areas of post-school options, PLP learning goals and literacy and numeracy.</p>

<p>Aboriginal background</p> <p>\$214,419.37</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to employ additional staffing to support Aboriginal students in the areas of PLPs, attendance, literacy and numeracy results and HSC attainment.</p>
<p>English language proficiency</p> <p>\$4,343.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cessnock High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy Initiative</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved outcomes for identified students in literacy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to employ additional staffing to support identified students.</p>
<p>Low level adjustment for disability</p> <p>\$373,928.50</p>	<p>Low level adjustment for disability equity loading provides support for students at Cessnock High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Wellbeing Initiative</li> <li>• Literacy and Numeracy Initiative</li> <li>• Leadership for learning</li> <li>• Effective Classroom Practice Initiative</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved learning outcomes for students requiring low level adjustments for disability in the areas of individualised learning plans, attendance, engagement and literacy and numeracy</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued employment of additional LaSTs, SLSOs and intervention staff to support low level adjustments for disability.</p>
<p>Location</p> <p>\$2,829.00</p>	<p>The location funding allocation is provided to Cessnock High School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Wellbeing Initiative</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p>

<p>Location</p> <p>\$2,829.00</p>	<ul style="list-style-type: none"> <li>• improved school facilities</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved school facilities to enhance the learning environment for student participation.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to target funding to enhance the school environment.</p>
<p>COVID ILSP</p> <p>\$467,082.42</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of paraprofessionals to deliver small group tuition in multilit and Quicksmart.</li> <li>• employing staff to provide online tuition to student groups in literacy and numeracy.</li> <li>• employing staff to supervise and monitor progress of student groups engaging in online tuition in Literacy Planet and Manga High.</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition and to monitor the progress of student groups.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved learning outcomes for identified students utilizing COVID ILSP in the areas of literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued focus on literacy and numeracy support for identified students and groups.</p>
<p>Integration funding support</p> <p>\$354,087.01</p>	<p>Integration funding support (IFS) allocations support eligible students at Cessnock High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy Initiative</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved learning outcomes for identified students in the areas of literacy, numeracy and engagement.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued focus on literacy and numeracy support for identified students and groups.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	297	314	316	322
Girls	264	273	285	306

## Student attendance profile

School				
Year	2018	2019	2020	2021
7	85.7	85.5	89.3	83.2
8	77.5	82	84.6	77.4
9	77.3	78.2	79.5	79.3
10	71.7	76.9	76.2	69.4
11	76.3	80.1	80.4	70.7
12	81.1	80.6	88.6	79.4
All Years	78.1	80.8	82.5	76.9
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

## Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

### Management of non-attendance

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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	N/A	N/A	9
Employment	8	27	36
TAFE entry	16	13	7
University Entry	N/A	N/A	25
Other	N/A	N/A	10
Unknown	N/A	60	13

### Year 12 students undertaking vocational or trade training

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52.83% of Year 12 students at Cessnock High School undertook vocational education and training in 2021.

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

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79.6% of all Year 12 students at Cessnock High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	42.1
Learning and Support Teacher(s)	2.3
Teacher Librarian	1
School Counsellor	0.7
School Administration and Support Staff	17.48
Other Positions	1.8

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.



# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	2,416,900
<b>Revenue</b>	12,196,147
Appropriation	12,104,513
Sale of Goods and Services	1,968
Grants and contributions	89,432
Investment income	233
<b>Expenses</b>	-12,928,942
Employee related	-11,032,850
Operating expenses	-1,896,091
<b>Surplus / deficit for the year</b>	-732,795
<b>Closing Balance</b>	1,684,105

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	354,483
<b>Equity Total</b>	1,873,055
Equity - Aboriginal	220,081
Equity - Socio-economic	1,269,084
Equity - Language	4,344
Equity - Disability	379,547
<b>Base Total</b>	8,336,872
Base - Per Capita	161,414
Base - Location	2,830
Base - Other	8,172,628
<b>Other Total</b>	622,953
<b>Grand Total</b>	11,187,363

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

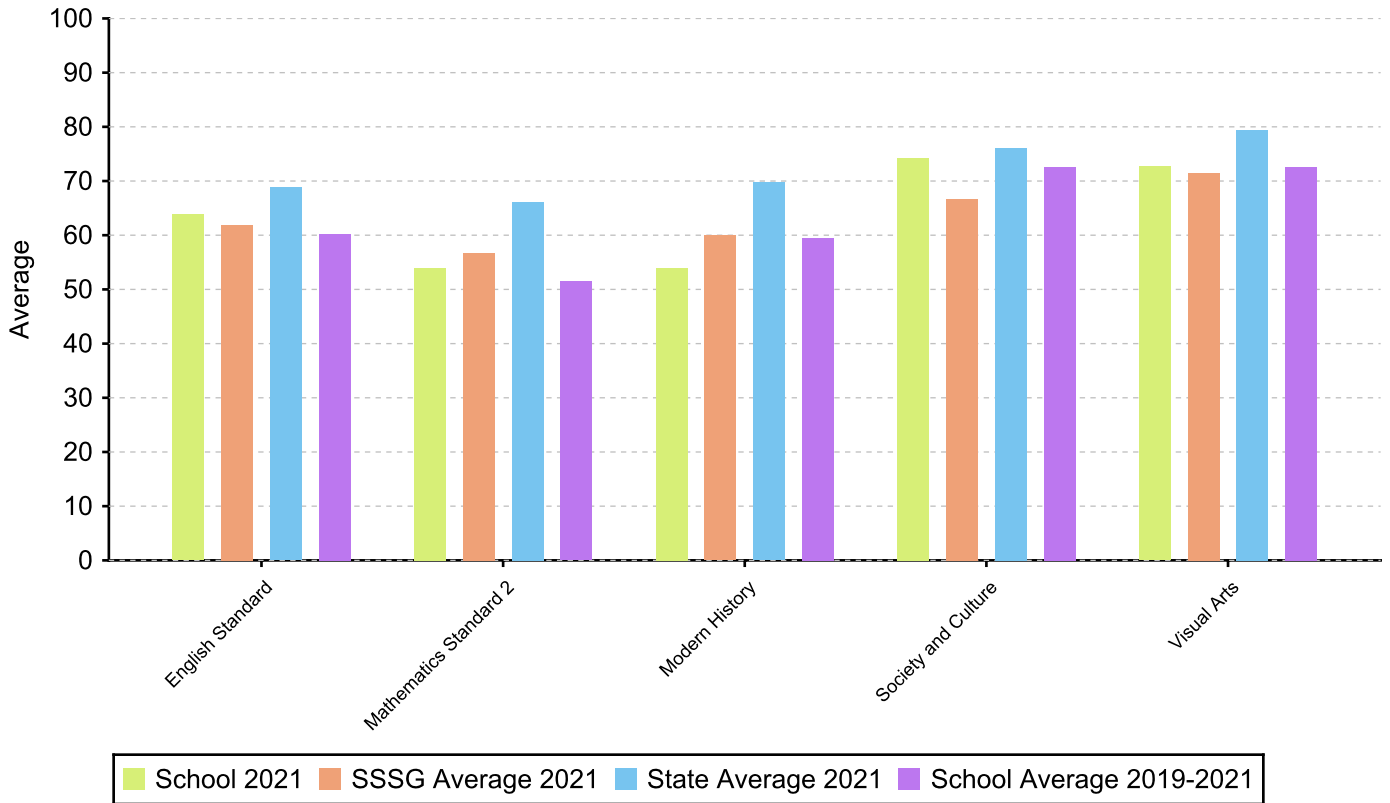
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

# 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 2021	SSSG	State	School Average 2019-2021
English Standard	63.8	61.9	68.8	60.2
Mathematics Standard 2	53.9	56.7	66.1	51.5
Modern History	54.0	60.0	69.7	59.4
Society and Culture	74.3	66.6	76.0	72.6
Visual Arts	72.7	71.5	79.4	72.6

## Parent/caregiver, student, teacher satisfaction

During 2021 Parents and carers were surveyed at our Parent Teacher Interview evenings Over 70% of parent respondents reporting that they felt welcome to the school, could speak easily to staff, and that staff listened to their concerns about their children. Our community continue to support the growth and direction of the school. In 2022 we will continue to improve our overall communication and increase community engagement.

Our staff complete biannual surveys via our partnership with the University of Newcastle Quality Teaching Program. 2021 Data from the UoN Teachers and Teaching Resource Centre indicated improvements in overall staff morale and continued confidence in the Senior Executive's leadership.

Students at Cessnock High School complete the Tell them From Me Survey. Data is analysed in the areas of 'Sense of Belonging' (referring to a student's perception of being accepted, valued and included in their school setting), 'Expectations for Success' (referring to the extent to which teachers value academic achievement and hold high expectations of all students), and 'Advocacy at school' (referring to the active consideration and support of individual students' academic and wellbeing needs). The 2021 data shows the Wellbeing aggregate to be 51.31% which is a decrease of 3.84% on the last 5 years.

# 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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.