

# 2021 Annual Report

## Cootamundra High School



8190

# Introduction

The Annual Report for 2021 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 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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Cootamundra High School

Poole St

Cootamundra, 2590

<https://cootamundr-h.schools.nsw.gov.au>

[cootamundr-h.school@det.nsw.edu.au](mailto:cootamundr-h.school@det.nsw.edu.au)

6942 2711

## School vision

At Cootamundra High School we believe that every student should be challenged to learn and continually improve in a respectful, inclusive and high expectation environment. Together, with all stakeholders: Parents, students, staff, community, we will collaboratively empower our students to become adaptable, connected, resilient and self-directed learners who make a successful transition from school to future pathways.

Our core values are Respect, Responsibility and Excellence. Our mantra is Teachers Teach, Students Learn and Be Kind all of which are demonstrated by Every Student, Every Staff member, Every Leader, in Every Classroom, Every day through their Behaviour, Attitudes and Actions.

## 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 310, which includes three multi categorical classes that are fully immersed in mainstream curriculum and experiences.

We offer an Off-campus Outreach Centre enabling students with exceptional circumstances to continue their educational journey with dignity and respect. Our inclusive Enrichment Studio, Aboriginal Hub and Sensory Gym along with access to both internal (School Psychologist) and external agencies and community partners (Headspace, CAMHS, Mission Australia, NDIS specialists, Rotary, Education Foundation, William Rubensohn), enable our students to connect, succeed and thrive at school.

The school has 13% Aboriginal and Torres Strait Islander students and proudly stands on 4 hectares of Gudhamangdhuray Wiradjuri land. Gudhamangdhuray means marshlander or keep of the marsh. The task of the Gudhamangdhuray Wiradjuri people was to keep their marsh lands and valley in good condition to protect their totems the long neck turtle and pied currawong. We recognise the strength and resilience of the girls of the 'Stolen Generations' who attended our school having resided at The Cootamundra Domestic Training Home for Aboriginal Girls, known as "Bimbadeen".

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 including the Duke of Edinburgh scheme and award winning Cattle Show team. CHS has changing demographics that are clearly influenced by the state of the rural economy.

The school has a Family Occupation Employment Index of 128, 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 has recently undergone extensive renovations and upgrades to all teaching and learning spaces which included the installation of state of the art interactive panels in every teaching space. With the acquisition of sufficient ICT resources, staff and students are becoming proficient at using Microsoft Teams, Google Classroom and Edrolo platforms. Our outdoor spaces and sporting facilities have also been upgraded most notably our new Basketball courts and cola.

CHS staff is comprised of a balance of experienced long-term teachers with younger and new scheme teachers now an integral part of the framework of our school. Whole school professional learning has a strong focus on evidence and research informed pedagogy including the Berry Street Education Model, Dr Chris Sara's Strong Smarter philosophy, Bridges Out of Poverty along with James Anderson's Growth Mindset continuum. A small but very active P&C are our best advocates.

Moving forward we will strengthen the shared approach to school improvement across the school with a focus on embedding evaluative practices to draw upon relevant and reliable data to make evidence-informed decisions about teaching and learning. To enhance student growth and attainment a focus on effective classroom practice with an emphasis on explicit teaching, the use of feedback and questioning techniques and the explicit use of learning intentions and clear success criteria will be maintained. Through improved assessment practices with a focus on formative assessment, monitoring of data particularly literacy and numeracy data, and differentiation we will enable the needs of learners to be met more effectively.

## 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

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Student growth and attainment is the collective responsibility of all stakeholders in our school community. In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven collaborative teaching practices that are responsive to the learning needs of individual students.

### Initiatives

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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.

- Data informed teaching and learning (WWB Data to inform practice, Assessment)
- Effective Classroom Practice (WWB-Explicit Teaching, Classroom Management, Effective Feedback)

### Resources allocated to this strategic direction

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**Socio-economic background:** \$104,300.00

**Professional learning:** \$33,500.00

**Per capita:** \$77,519.00

### Summary of progress

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A range of external and internal assessments including NAPLAN, PAT, SA Spelling Test, Check-In Assessments, VALID and Best Start were analysed to guide the staff in the needs of our students. Reading, Writing and Literacy were a focus in 2021. As a result of the data analysis, students were identified and supported in programs such as MultiLit, Peer-Reading and COVID Tutoring. The analysis also provided valuable data which will form the basis of the Reading for Purpose Strategy and Science Programming for 2022. These literacy support programs will be continued in 2022.

In 2021 students elected a Reading for Pleasure group. As a result, there was noticeable increase in student engagement and office referrals declined in the reading timeslot in Semester One. A reading for purpose team was formed and worked with the Literacy and Numeracy Strategy Advisor over several weeks. The process of gathering data and exploring SCOUT enabled the team to identify areas of concern and devise a broad program that addresses these areas and the Reading for Purpose program. The resources, Training and support for all Reading Teachers will occur at a Staff Development day in 2022.

A student survey was conducted to reflect on the Peer Reading Program. This program positively impacted reading confidence and increased the capacity of students in terms of peer mentoring. In 2022 the school will review how it can be maintained and aligned with the Reading for Purpose strategy.

During 2021, a number of students were involved in the Multilit program. All students progressed through the levels, however, at an individual pace. Two students in Year 7 expressed a desire to continue with the program in 2022. The Multilit program will continue in 2022.

The mentoring provided by staff is well set up and common practice in many faculties, and supports staff to develop their skills to implement a rigorous program. Professional Learning for new HSC teachers has begun and will be expanded and participation encouraged in 2022.

During 2021 the Edrolo usage report indicated that three subject areas were using the Edrolo platform as part of classroom delivery, for homework tasks and revision. The school identified evidence that suggested that Edrolo is an effective teaching tool. In 2022 the school will evaluate further the implementation and impacts of Edrolo to ascertain if further resourcing of the program will be prioritised to continue with it's implementation. This will focus on possibility of including other subject areas, consistency of delivery and needs of students.

The school implemented Vertical Integration of Stage 5 Mathematics for three levels. Early data is indicating that higher ability students have excelled. The school intends to continue with this model ensuring that ongoing comparative and consistent data is monitored for impacts on learning for all students. Evaluation of the model identified a need to consider specific needs-based student placements as well as teacher allocation structures. In 2022 Cootamundra High School staff will continue to trial this model embedding evaluative practices that will focus on the model's impact on student learning across Stage 5 for current Year 9 students.

School staff engaged with a consultant teacher mentor to simplified the marking process of assessment tasks. The marking criteria has also been modified using to allow the teachers and the students to easily read and assess what an

'A' sample of work would look like. This PDHPE faculty goal was achieved with a large degree of success with plans to provide Professional Learning for the whole staff throughout 2022 as a 'refresher'. Assessment programs have been modified in the Science and Maths faculties to simplify tasks that are outcome based and more informal assessments have been included. This has reduced the amount of work students had to present which in turn has increased a higher quality of work from students that is directly applicable to the outcomes.

## 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
<p><b>Temora Network Priority -Aboriginal Student HSC Attainment</b></p> <p>Increase the proportion of Temora Network Aboriginal students attaining Year 12 HSC towards 53.9% (Baseline 48.9%) by 2023, while maintaining their cultural identity.</p>	<p>The Temora Network combined system negotiated target for the proportion of Aboriginal students attaining the HSC whilst maintaining their cultural identity, is slightly above the target of 48.9% with a current retention rate of 52.9%.</p>
<p>Improvement as measured by the School Excellence Framework (SEF):</p> <p><b>Learning:</b></p> <p>In the theme of formative assessment in the element of assessment the school is progressing towards - sustaining and growing practices.</p> <p>In the theme of teaching and learning programs in the element of curriculum the school is progressing towards - delivering practices.</p> <p><b>Teaching:</b></p> <p>In the element of Data Skills and Use (the theme of data in teaching) the school is progressing towards-delivering practices.</p> <p>In the element of effective classroom practice in the theme of lesson planning the school is progressing towards delivering practices.</p> <p>The Professional Standard's theme of Literacy and Numeracy is progressing towards delivering.</p> <p><b>Leading:</b></p> <p>The Educational Leadership's theme of Instructional Leadership is progressing towards delivering.</p>	<p>Improvement as measured by the School Excellence Framework (SEF):</p> <p><b>Learning:</b></p> <p>In the theme of formative assessment in the element of assessment the school is predominantly demonstrating - sustaining and growing practices.</p> <p>In the theme of teaching and learning programs in the element of curriculum the school is demonstrating - delivering practices.</p> <p><b>Teaching:</b></p> <p>In the element of Data Skills and Use (the theme of data in teaching) the school is demonstrating - delivering practices.</p> <p>In the element of effective classroom practice in the theme of lesson planning the school is demonstrating delivering practices.</p> <p>The Professional Standard's theme of Literacy and Numeracy is at delivering.</p> <p><b>Leading:</b></p> <p>The Educational Leadership's theme of Instructional Leadership is at delivering.</p>
<p><b>Achievement of 2022 system negotiated targets</b></p> <p>Increase the % of students that will be in the Top 2 Bands for Numeracy (baseline 13.8%)</p>	<ul style="list-style-type: none"> <li>• 5.77% of students are now in the top two skill bands (NAPLAN) for reading and 5.77% for numeracy, indicating progress yet to be seen toward the annual progress measures.</li> <li>• 6.00% of students who sat the HSC in 2021 were in the Top 2 Bands, indicating a slight decline from baseline data.</li> <li>• 50.00% of Aboriginal students in 2021 were in the Top 3 Bands, indicating and increase of just under 15%.</li> </ul>

Increase the % of students that will be in the Top 2 Bands for Reading (baseline 9.4%)

Increase the % of students results that will be the in Top 2 Bands for the HSC (baseline 6.3%)

Increase the the % of Aboriginal student results that will be in the Top 3 Bands for the HSC (baseline 35.4%)

**Achievement of 2023 system negotiated targets:**

Increase of students achieving expected growth in Numeracy from our 2019 growth data of **59.7%** (baseline of 55.8%)

Increase of students achieving expected growth in Reading from our 2019 growth data of **64.4%** (baseline of 59.0%)

Data indicates 52.17% of students with expected growth which is a decline from our baseline data of 55.8%.

Data indicates 64.44% of students with expected growth in reading which is an increase from our baseline data of 59.00%.

## Strategic Direction 2: Wellbeing - Connect, Succeed, Thrive and Learn

### Purpose

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To enable our students to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing process that support high levels of wellbeing and engagement. The school engages in strong collaborations between all stakeholders including, the Gudhamangdhuray Community of Schools, that inform and support continuity of learning for all students at significant transition points.

### Initiatives

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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.

- Wellbeing and Engagement (WWB Wellbeing and High Expectations)
- Expertise and Collaboration (WWB High Expectations, Explicit Teaching and Collaboration)

### Resources allocated to this strategic direction

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**Socio-economic background:** \$96,500.00

**Professional learning:** \$2,000.00

**Aboriginal background:** \$4,000.00

### Summary of progress

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Year Advisor meetings continued to be a focus in 2021. It allowed Year Advisors fortnightly sessions to discuss, monitor and deliver student wellbeing activities in addition to building the high expectations of students in regard to their learning. The Head Teacher of Wellbeing and Engagement designed a program along with a scope and sequence tailored for each year group, targeting specific wellbeing programs. These programs addressed students' sense of belonging, advocacy, and expectations for success. The Year 8 Future Proofing Study, SEED and visits from the Police Youth Liaison Officer formed part of the program. Due to the impacts of COVID and learning from home, programs such as Love Bites, Life Ready, RAGE, Rock and Water and Youth Aware of Mental Health (YAM) were unable to be delivered. Organisation of Year Meetings in a planned format and YAM powerpoints allow for successful transitions between discussions on expectations, Positive Behaviour for Learning (PBL) awards, school vision and important announcements/wellbeing activities. In preparation for 2022, we have secured the services of a pilot program, Together4Youth Team to present new and innovative programs after consultation with all Year Advisors and Head Teacher Wellbeing and Engagement. The Future-Proofing Study is ongoing in 2022 and will continue to be delivered to the same cohort.

New initiatives in the PBL for 2021 saw the introduction of canteen vouchers linked to student behaviours i.e. attendance, minor/major behaviours and uniform. Students responded positively to being able to actively monitor their own statistics and often sought direction from staff on how they could improve. In conjunction with the Safeguarding Kids Together Team students and staff were provided opportunities to have a voice in the development of the Well being and Behaviour Management, Anti Racism and Anti Bullying policies. The impact of the implementation of a revised attendance tracking process, where phone calls were made to students with attendance concerns, allowed for improved student attendance and communication between home and school.

All staff are recognised and feel valued through the WAM (Worth a Mention), Lunch on Luke and Hump Week Chocolates. These simple strategies to improve staff well being have provided opportunities to develop colleague relationships across faculties and promote positive interactions. School Support Officer (SSO) position has been advertised but had not been filled and to be re-advertised in 2022.

The Berry Street Educational Model (BSEM) has been impactful in classes where teachers have been trained. There is evidence of fewer detentions and negative classroom behaviour in these classes as behaviour management strategies now focus on whole-class discussion, brain breaks, and activities designed to allow the students to reflect on self-regulation, stress and anxiety management and the way they interact with one another. The inclusive nature of this program has been particularly beneficial for students dealing with trauma, as there is a visible increase in participation in practical and academic based activities, as well as the development of positive rapport between students and teachers. Moving forward into 2022, five teachers across different KLA's will be trained in Semester 1 with more opportunities arising for teachers in Semester 2. This will allow the school to develop a holistic approach to meeting the diverse well being and behaviour needs of students in line with the new Inclusive Education policy. BSEM will become a key activity for Strategic Direction 1.

Growth Mindsets whole school Professional Learning (PL) was delivered to staff around the Challenge Pit and Growth Mindset Continuum. The introduction of the challenge pit as a strategy for improving growth mindset was provided to all

students through the YAMS and displayed in classrooms across the school. Developing Growth Mindsets as a whole school approach is necessary for moving forward. This began in YAMS, but implementation has been scattered and that has limited the overall impact on this delivery. Professional learning for staff and targeted teaching and learning activities will be required in 2022 to strengthen "Growth Mindsets" across the school.

Teachers from CHS and the partner primary schools collaborated to develop cohesive Year 6-7 transition units. Consultation between all schools and the teachers involved ensured clarity between these students' prior learning and what they will be learning was met. Teachers from all partner schools delivered the units of work to students in Term 4.

### 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
<p><b>Achievement of system negotiated targets:</b></p> <p>Increase number of students <b>Attending</b> at or above 90% from our baseline of 57%.</p> <p>The proportion of students reporting improved Wellbeing in the areas of Expectations for Success, Advocacy and Sense of Belonging at School, via the Tell Them From Me survey data, will increase from our baseline of 57.5%.</p>	<p>The number of students attending greater than 90% of the time or more increased by 13% from Semester 1 to Week 5 of Term 3. Data during learning from home was not analysed. There was a decrease in attendance by 9% in Term 4. The data was impacted by the non-compulsory attendance of Year 12 in Term 4.</p> <p>The number of students attending at or below 85% of the time or more decreased by 9.8% from Semester 1 to Week 5 of Term 3. Data during learning from home was not analysed. There was an increase in the number of students attending at or below 85% by 5.3% in Term 4.</p> <p>Them From Me data indicates 49% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school) demonstrating progress yet to be seen towards this school-based progress measure.</p>
<p>Targeted staff access professional learning on how to develop meaningful student Personal Learning and Support Plans.</p> <p>Students who require or would benefit from having a PLSP are identified using internal/external data and special needs.</p> <p>Targeted students identify and co construct, with staff and their parents/carers, Personal Learning and Support Plan (PLSP) goals in wellbeing, attendance and behaviour.</p> <p>Aboriginal students identify and co develop with their parents/carers, Personalised Learning Pathway goals (Literacy, Numeracy, Personal) that are tracked, monitored and that measure improvement.</p> <p>Students in Years 7-10 identify a mentor/advocate who could help them to identify annual learning and personal goals.</p>	<p>In 2021 all Aboriginal students have PLP goals which were developed with the students and family. Students' voices are brought to the forefront in PLPs sessions - they take ownership of their aspirations, and teachers assist them to formulate the goal statements, and strategies to achieve them. Teachers have been able to converse with more experienced staff around framing student-centered and meaningful PLP reflections/conversations with Aboriginal students. Mentorship is included as a point of discussion in PLP meetings. Students commonly refer to their Year Advisor as a mentor option, but some can also identify a trustworthy staff member that they feel comfortable communicating with. Parents are invited to PLP reflections, or a feedback call is provided. Conversations have begun to develop an improved procedure for 2022 that increases student voice further.</p> <p>PLSP goals- targeted students have Individual Learning Plans. PL for staff was not completed in 2021 but will be introduced as required</p>
<p>The Learning and Support Team (LST) systems, processes and practices, are evaluated, adjusted and then written up into a clear, concise workable document for all staff to access.</p>	<p>A new Learning Support Team (LST) policy was developed following evaluation, by the Head Teacher of Inclusive Education and the LaST. The document was made available to staff via the Microsoft Teams staff platform after all staff attended a professional learning opportunity. Term 4 of 2021 saw the reintroduction of fortnightly LST meetings. Learning Support systems and processes have improved across the school with</p>

<p>The Learning and Support team are identified and regularly meet to discuss identified student learning needs. Teaching and learning strategies are clearly and efficiently reported back to staff so they can be implemented in classrooms across the school.</p> <p>Improved learning outcomes for students identified through the LST is observed.</p>	<p>communication of these strengthened across the school. In 2022 the LST will to continue to investigate ways to become inclusive for students, and all relevant staff in support of student learning and well being.</p>
<p>Stronger and improved collaborations between the Gudhamangdhuray Community of Schools (GCoS) is observed via professional learning forums and GCoS meeting attendance.</p> <p>Some teaching staff across the GCoS demonstrate and share their expertise.</p> <p>The GCoS investigates innovative transition practices that show evidence of improved learning and wellbeing outcomes for students.</p>	<p>The Year 6 transition timetable indicates around 33% of staff have actively collaborated with practitioners from our GCoS to reflect and improve upon teaching practice whilst delivering the planned taster lessons.</p> <p>GCoS regularly met with staff, and this has resulted in a coordinated effort for the Year 6 transition program. Staff from all schools collaborated to create units of work to be delivered in cross-stage/cross-curriculum/cross-school formats. This was achieved in the 8 weeks of transition in Term 4.</p>
<p>Improvement as measured by the School Excellence Framework (SEF):</p> <p><b>Learning:</b> Learning Culture and Wellbeing are validated as Delivering.</p> <p><b>Teaching:</b> Learning and Development is validated as Delivering.</p> <p><b>Leading:</b> Educational Leadership and School Planning, Implementation and Reporting are validated as Delivering.</p>	<p>Self-assessment against the School Excellence framework in Learning shows the school currently performing at sustaining and growing in the element of a planned approach to well being.</p> <p>Self-assessment against the School Excellence Framework in Learning shows the school currently performing at delivering in the element of attendance.</p> <p>Self-assessment against the School Excellence Framework in Teaching shows the school currently performing at delivering in the element of collaborative practice and feedback.</p> <p>Self-assessment against the School Excellence Framework in Teaching shows the school currently performing at delivering in the element of high expectations culture.</p>

## Strategic Direction 3: Leadership for Whole School Improvement

### Purpose

The Principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. The building of leadership capacity within both students and staff is highly visible.

### 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.

- Building Staff Leadership Capacity (WWB -Explicit Teaching and Collaboration)
- Building Student Voice, Participation and Leadership Capacity

### Resources allocated to this strategic direction

**Socio-economic background:** \$41,000.00

**Aboriginal background:** \$29,540.00

### Summary of progress

The school had addressed community priorities through consultation on and actioning of AECG priorities. However, challenges with COVID restrictions made P&C involvement more difficult to execute.

Students and staff have been involved with a range of self-identified projects. Notably, this has been achieved through staff involvement in the School Leadership Identification Framework (SLIF) program and the SRC's organisation of the Colour Run and the World's Greatest Shave. Additional opportunities for student and staff leadership have been facilitated through NAIDOC week events, head teacher-led data analysis, the Duke of Edinburgh Award scheme, the establishment of a Sports Council, a staff wellbeing team and the school dance team.

Staff have been involved in a range of professional learning priority areas that aim to develop leadership capabilities. These include Stronger Smarter Leadership Program, Growth Mindset training, Leading Educators Across the Planet, the Combined Head Teacher Network and Growth Coaching. Furthermore, teacher participation in the Gudhamangdhuray Community of Schools was beneficial in leading the revised year six transition program.

### 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
<p>SLiF members improve school's leadership capabilities through implementation of a whole school project</p> <p>CHS staff seek to engage with AECG and P&amp;C to identify and act upon community wide priorities.</p> <p>SRC activities see an increase in number and rates of participation, following a review of the Council structures and procedures.</p>	<p>Staff members have participated in the SLIF program.</p> <p>The Principal has made regular visits to the AECG Thursday meetings. Several staff have also attended. The Deputy Principal conducted panel training for future Aboriginal panel representatives which was well attended. Consultation has been ongoing around the community garden and artworks in the school. Support and engagement from the AECG has been strong to date. As yet there is no progress with Sister Speak and Bro Speak initiatives.</p> <p>COVID restrictions have made it difficult to evaluate the success of the P&amp;C moves to increase participation.</p> <p>Some students were involved in the 'Safeguarding Kids Together' (SKT) project team and five to six students per year group provided input. Tangible broader impact on the school culture has not been apparent to date.</p> <p>Despite COVID restrictions the SRC has been involved in two major events, the Colour Run and World's Greatest Shave. Although popular to a degree, support within the SRC was wanting.</p>

<p>CHS Stronger Smarter team will up-skill non trained staff and students in this pedagogy and philosophy so core practices are embedded in classrooms across the school to drive change in school culture.</p> <p>School staff and Executive engage with a broad range of professional learning and networking opportunities to enhance leadership capability and wider school awareness of those strategies.</p>	<p>Understanding of the 'Stronger Smarter' philosophy has grown among staff. Staff PL sessions have been successful in communicating ideas and some teachers have embedded practices into their classes.</p> <p>Staff have engaged in Growth Mindset PL around the challenge pit and introduced this to students, though not the Growth Mindset continuum.</p> <p>Staff team attended a Leading Educators Across the Planet (LEAP) workshop presented by the Principal.</p> <p>HT Network involvement requires more planning, as the current contact is focused on specific programs and events within faculty areas.</p> <p>Collaboration occurred within the GCoS with all schools involved in the transition program from Year 6 to 7. A very successful AECG inaugural community breakfast was hosted by CHS resulting in growing school and community links.</p> <p>Two staff have participated in Growth Coaching.</p> <p>There is no evidence of increasing Highly Accomplished and Lead Teachers (HALT) at the moment.</p>
<p>The school provides opportunities for students and staff to participate in a range of roles and responsibilities that facilitate growth in leadership capability, such as Junior AECG, NAIDOC planning and implementation, targeted Executive Professional Learning, the Duke of Edinburgh program and other cultural activities and programs within the school and community.</p> <p>Provision of stronger student voice in significant extra curricula activities such as the CHS Sports Council and the Dance program.</p>	<p>Research has been conducted by staff members to ascertain the requirements for creating an Junior AECG.</p> <p>There was a broader school sense of involvement and ownership of the NAIDOC events. Staff engaged with the organisation and students supported the activities. As the second year of this structure, there seems to have been a more comprehensive correlation between the events and the NAIDOC spirit.</p> <p>HT led PL on data and SCOUT has been widespread, relating to NAPLAN, Best Start and Check In Assessments.</p> <p>Progress in Duke of Edinburgh has been hindered by reluctance of many students to meet the administrative requirements of the program. There is still strong enthusiasm amongst staff for the program, but a focus needs to turn to providing a structure to support students in matching their initial enthusiasm with the expectations of the program.</p> <p>The Sport Coordinator has been involved in the potential structures of a Sport Council as an adjunct to her work in reviewing and rebranding the House structures of the school.</p> <p>A staff wellbeing team was formed as a result of the SKT intervention, but the Teams structure and inability to meet with the team leader posed a setback to this initiative.</p> <p>No progress has been made in Outward Bound or Young Endeavour programs.</p> <p>Debating has not been supported this year and no inter school teams were able to be formed despite interest by Cootamundra High School to create a local competition. A mock trial occurred at an intra-school level.</p> <p>The dance team received a significant amount of support from students and the wider community. The profile of the team was enhanced through a successful participation in the Riverina Dance Festival held in Albury.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$105,951.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cootamundra 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>• 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>• Engagement of 1.65FTE SLSO to support individual student needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>There has been the ability to produce Individual Learning Plans (ILP's) and specific goal setting within these plans for the students. Having the SLSO's employed, as a support, and also being able to partner with parents to support the students to identify and achieve the goals set in these plans. SLSO's have supported many students with additional learning needs in mainstream classrooms enabling them to access age appropriate curriculum. SLSO's have also regularly produced differentiated teaching and learning aids and resources which have again enabled students to achieve learning outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>SLSO's continue to use student data and observations of students engagement in classrooms. This enables them to be able to identify and discuss next best steps with students and teachers resulting in the reflection of ILP goals and the ongoing development of suitable resources to support student learning. Next steps are to evaluate and or amend plans alongside parents and students to complete the goals set in their plans for 2021 and continue this into 2022.</p>
<p>Socio-economic background</p> <p>\$431,496.30</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cootamundra 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>• Data informed teaching and learning (WWB Data to inform practice, Assessment)</li> <li>• Wellbeing and Engagement (WWB Wellbeing and High Expectations)</li> <li>• Effective Classroom Practice (WWB-Explicit Teaching, Classroom Management, Effective Feedback)</li> <li>• Expertise and Collaboration (WWB High Expectations, Explicit Teaching and Collaboration)</li> <li>• Building Staff Leadership Capacity (WWB -Explicit Teaching and Collaboration)</li> <li>• Building Student Voice, Participation and Leadership Capacity</li> <li>• Other funded activities</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>• purchase of teaching resources, student resources and assessment tool licences.</li> <li>• provide student assistance to engage in tertiary qualifications</li> <li>• additional staffing of 1.2FTE classroom teachers to implement data analysis and Literacy programs to inform teaching practice and planning to support students with additional learning needs.</li> <li>• purchase of online tutoring program to support stage 6 staff and students.</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul>

<p>Socio-economic background</p> <p>\$431,496.30</p>	<ul style="list-style-type: none"> <li>• supplementation of extra-curricular activities</li> <li>• employment of external providers to support students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Additional staff employed to support interventions assisting students with additional learning needs across the school. Data analysis indicated improved knowledge, understanding and growth in learning across a number of assessment platforms. Internal assessments have been consistently recorded and monitored across the school with student learning data indicating more than 80% of students have achieved learning goals or have shown value add. The school now has strengthened processes in place, with key roles, leading the analysis of student data to inform next best steps in teaching and learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  After evaluation, the next steps to support our students with this funding, will be to continue explicit and point of need teaching in classrooms. Data literacy, data analysis to inform teaching practice and planning will continue across all KLA's. The analysis of data will continue, identifying skill gap trends that all teachers show evidence of using and that informs their explicit teaching strategies in their classrooms.  The funding for PBL acknowledgement excursions was rolled forward due to our inability to run these as a result of lockdown. The PBL acknowledgement excursions for 2021 will be rescheduled in 2022.</p>
<p>Aboriginal background</p> <p>\$59,668.91</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cootamundra 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>• Building Student Voice, Participation and Leadership Capacity</li> <li>• Wellbeing and Engagement (WWB Wellbeing and High Expectations)</li> <li>• Building Staff Leadership Capacity (WWB -Explicit Teaching and Collaboration)</li> <li>• Other funded activities</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 specialist additional staff (SLSO) to support Aboriginal students</li> <li>• Professional Learning to enhance high expectation relationships, creating a positive sense of cultural identity throughout our school and community.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  We have sent teams of staff &amp; community members, to Stronger Smarter Leadership training with outstanding feedback from this program. Stronger Smarter Leadership teams have run professional learning sessions for the whole school staff to enhance staff knowledge of the overarching philosophy of this program. A deeper understanding of the importance of developing and maintaining High Expectation Relationships with all stakeholders has resulted in improved overall culture of the school.  The Principal presented at a forum that builds upon the first highly successful LEAP "Reconciliation Through Education" seminar. The seminar was the result of a highly motivating and inspiration LEAP Study Tour to British Columbia (Canada) in October 2018 to investigate world recognised initiatives in Indigenous education in BC.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  We have imbedded many of the Stronger Smarter Leadership strategies during 2021 and will continue to more widely embed these across the school</p>

<p>Aboriginal background</p> <p>\$59,668.91</p>	<p>during 2022. A number of staff attended the LEAP forum enabling them to make cultural connections with colleagues and experts of national and international acclaim.</p>
<p>Low level adjustment for disability</p> <p>\$189,293.93</p>	<p>Low level adjustment for disability equity loading provides support for students at Cootamundra 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>• Other funded activities</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>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of LAST and interventionist teacher</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The employment of our 1.2FTE Learning and Support Teachers, (LaST's) has ensured the additional learning needs of many students including integrated funded students has been supported. This has enabled students to regularly attend and engage in their learning in mainstream classrooms. Students have achieved age appropriate outcomes whilst also developing their self confidence in their ability to attempt and complete work. LaST have conducted extensive literacy and numeracy testing and assessments of students to identify their point in time learning needs. They have also unskilled and supported teachers to differentiate the curriculum enabling students to demonstrate growth in learning. LaST's have also developed and revised Behaviour Management Response Plans and De-escalation plans for students requiring them in consultation with parents. Our LaST's have developed multiple access requests to support student placements in our Multi Categorical classes and offsite Outreach Centre.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>The LaST's are critical members of the schools learning and well being team. Their expertise in behavior management and differentiation will continue to be a focus in 2022. They will be working very closely in the future with Year 6 transition teams and partner primary schools.</p>
<p>Location</p> <p>\$27,496.78</p>	<p>The location funding allocation is provided to Cootamundra 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>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Student accessing additional extra curricular learning including white card training which enabled multiple students be able to source work outside of school. All students including Year 6 transition students were provided with their full stationary requirements for the year to alleviate financial pressures many families were enduring. A significant number of new, state of the art, interactive ICT panels were purchased and installed in classrooms to enhance teaching and learning experiences for students.</p>

<p>Location</p> <p>\$27,496.78</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Overwhelming gratitude and positive feedback from the parents and students having received their learning resource package. It was one thing less for families to worry about. Staff have implemented new and engaging teaching strategies using the new interactive ICT panels that were installed. Student engagement, as evidenced in our improved Sentral minor and major behavior data, is indicative of the teaching and learning strategies being implemented in the classroom.</p>
<p>COVID ILSP</p> <p>\$190,288.76</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 teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - literacy being the focus area</li> <li>• development of resources and planning of small group tuition</li> <li>• employment of SLSO's to support</li> <li>• employing staff to provide online tuition to student groups in literacy</li> <li>• development of resources and planning of small group tuition</li> <li>• releasing staff to participate in professional learning</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>An extensive range of student data has been assessed and reviewed. Learning difficulties were uncovered for many students and programs and or tuition lessons were developed to address these learning difficulties. The focus of the literacy teaching program designed, and delivered by the COVID Coordinator was on narrative writing, with significant growth measured after NAPLAN. The impact measured indicated that the Year 7 and 9 COVID cohorts showed an overall improvement (63% and 81% subsequently) in writing levels across most participants. For Year 9 students NAPLAN Growth Charts showed 94.5 % of the students in the program significantly improved narrative writing, increasing scores by at least the minimum expected growth points. 59% of these students showed above expected growth, many as high as 100 points plus above their expected growth figure. When Year 9 ATSI students writing scores were monitored as a separate group, 75% of students scored well above expected growth.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>The measured improvement in literacy achievement has justified the continuation of funding for the program, with an additional intervention needed for numeracy tuition in 2022. Alternate models of delivery have been explored, rather than withdrawal from classes. A universal approach will be used to deliver the numeracy intervention across Stage 4 and Stage 5 Mathematics classes, over ten-week cycles, with additional intensive tuition given in small groups within the mainstream classroom, by the COVID ILSP tutor and additional Learning and Support SLSO. In addition, as a result of the introduction of the MultiLit Spellit program in Term 4 of 2021, it has now been embedded into the ongoing Learning and Support programs offered at Cootamundra High School. The COVID Coordinator has resourced this program and trained an SLSO who now works with small groups of students from Stage 4 and Stage 5 experiencing significant literacy difficulties in spelling. Data analysis of the impact of this program will occur in Term 3 of 2022.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	151	172	164	159
Girls	144	154	134	126

## Student attendance profile

School				
Year	2018	2019	2020	2021
7	90	90.1	87.3	88
8	88	83.9	91	81.1
9	86	83.4	87.2	81.4
10	82.6	82	87.4	78
11	80	73	83	80.5
12	81	79.7	90.4	79.5
All Years	85.3	83	87.6	81.5
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	0.5	0	4
Employment	14	2	43
TAFE entry	0	2	14
University Entry	0	0	20
Other	0	0	9
Unknown	4	2	23

### Year 12 students undertaking vocational or trade training

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56.67% of Year 12 students at Cootamundra High School undertook vocational education and training in 2021.

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

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77.8% of all Year 12 students at Cootamundra 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)	1
Head Teacher(s)	6
Classroom Teacher(s)	21.4
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	9.18
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 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>	1,188,389
<b>Revenue</b>	6,191,670
Appropriation	6,151,452
Sale of Goods and Services	4,102
Grants and contributions	33,493
Investment income	338
Other revenue	2,284
<b>Expenses</b>	-6,498,530
Employee related	-5,064,741
Operating expenses	-1,433,789
<b>Surplus / deficit for the year</b>	-306,861
<b>Closing Balance</b>	881,528

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>	85,393
<b>Equity Total</b>	635,882
Equity - Aboriginal	59,669
Equity - Socio-economic	386,896
Equity - Language	0
Equity - Disability	189,316
<b>Base Total</b>	4,844,877
Base - Per Capita	77,519
Base - Location	27,497
Base - Other	4,739,862
<b>Other Total</b>	330,380
<b>Grand Total</b>	5,896,531

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.

## Parent/caregiver, student, teacher satisfaction

The Cootamundra P&C provided a report regarding the level of satisfaction for Cootamundra High School for 2021. The report indicated that:

Parents were satisfied with school leadership during COVID online learning and were positive regarding how the staff continued to provide a positive learning environment for its students during learning from home in Term 3. The parents felt school leaders and staff adapted teaching and learning to ensure that all students had access to their home learning needs and syllabus to continue their education. Parents were continually informed with any updates or changes that occurred.

Parents were satisfied that staff were approachable and addressed matters that arose, seeking amicable resolutions.

The parents were highly satisfied with the many renovations and modern changes to the school and felt they made a remarkable difference to the students learning environment and ensured the school was comparable with other new schools now and in the future. All the renovations were done with full consultation with the P&C with regular walk through's being carried out when needed or on completion of each section.

Parent feedback received via our own survey regarding remote learning from home practices in term 3 was much more positive than our first lockdown period as we had actioned many of the issues previously identified. Parents felt that students were much better prepared for remote online learning this time around with their children having a sound knowledge of how to use the online learning platforms and they had clear expectations of the work required of them. New teaching and learning occurred and parents very much appreciated the regular wellbeing phone calls made by staff during this time. Parents felt that student questions or concerns about their learning were addressed far more efficiently than was previously the case.

Exceptionally positive feedback was received by the newly formed Cootamundra AECG in regards to the strong partnership that was developing with Cootamundra High School during the course of 2021. CHS staff members, including the Principal, consistently attended weekly meetings and community yarn ups throughout the year, ensuring clear lines of communication. A number of initiatives and events were organised and implemented. A well attended community breakfast was a lovely event that enabled parents, community members, staff and students to connect with each other.

Student voice forums, conducted by the Safe Guarding Kids Team, identified the things students liked most about our school which included: friendships, renovations around the school, elective options for Years 9-12, the teachers and the large range of sport options. Students felt that they had numerous ways to have their voice heard including via the SRC, timetabled Year 7-10 fortnightly Year Advisor Meetings (YAMs), school targeted surveys e.g remote learning from home survey and the Tell Them From Me surveys. The wellbeing programs that the students identified as particularly beneficial included: Smart Start Breakfast Club, Homework Hub, the CHS Colour Run and the SEED ( Self Esteem Education Development) programs, which were delivered to all students in Years 7-10, with overwhelming positive feedback. Students had a voice in the updating of our Anti Bullying and Anti Racisms documents. Students cannot wait for all the renovations to be completed so they can enjoy the new facilities. They would like to have some new sporting equipment and a suggestion box where they can voice their ideas in the future.

Staff feedback, gathered throughout the year, indicated that they all felt more in control and at ease with the remote teaching and learning that needed to be delivered in Term 3 as a direct result of the extensive professional learning that was delivered addressing their previously identified concerns. A more streamlined approach to the student wellbeing phone calls during this time was identified as an area for improvement. Staff worked extensively with the Safe Guarding Kids Team on staff identified areas that needed work including: student wellbeing and attendance, reflective practices for behaviour management, community engagement, Learning and Support processes and staff wellbeing. Staff were able to clearly articulate current school practices that make them 'Feel Good' including: Lunch on Luke, our supportive school environment and weekly WAM's ( Worthy of Mention) draws. Staff could also identify school practices that enabled them to 'Function Well' which included Monday Morning Musters, faculty check in's, executive meeting minute distribution and our Sentral communication processes. Professional learning on the '5 Ways to Wellbeing' was received positively by staff. Multiple school policies and process guides have been reflected upon and updated as requested by staff including the CHS Attendance, Engagement and Wellbeing Guide and the CHS Learning and Support Process Guide. As a result of all this targeted work, the number of high risk-taking incidents by students has declined significantly as have the number of short and long suspensions. Overall student attendance was improving however lockdown and COVID protocols impacted on this data and continues to do so.

# 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.