

2021 Annual Report

Coonamble High School



8451

Introduction

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

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

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School vision

At Coonamble High School we help students to be strong, to understand others and value learning. We teach students to show pride, to respect and care for others. We cultivate quality staff through professional learning. We provide rich learning experiences for students by connecting with families and community to be active partners in education. We have high expectations for all.

School context

Coonamble High School is a Connected Communities comprehensive co-educational school with an enrolment of 200 students. This includes 70% indigenous students and a Support Unit of 4 classes. The town has a population of approximately 3000 with a vibrant sporting and community calendar providing students, families and teachers many opportunities to participate in the community. The school is situated approximately 160km north of Dubbo. Our school vision is "Empowering students to be the best they can be and lead a life of learning."

Our key areas of focus include work on Reading in Years 1 and 2 of this plan: recognising reading as a fundamental skill upon which other literacies depend. Numeracy has also been identified in our Situational Analysis as an area for development across the curriculum. To get students into the top bands of NAPLAN and the HSC, we must also teach them to write. This will be undertaken in Years 3 and 4 of the plan.

Despite relatively small numbers for a high school, we attract a diverse range of learners. We have committed here to providing differentiated learning opportunities for a diverse range of learners: The school works closely with three primary partner schools to assist student transition. All students have personal learning plans.

Being a Connected Communities school, we prioritise relevant and culturally appropriate learning experiences for our students, and strive to open our school gates to the broader community. Supported by the School Reference Group, AECG, P&C, Clontarf and Girls' Academy, the school also enjoys partnerships with key service providers to enable students to access their learning and achieve high level outcomes. We have identified that our learning spaces can be improved during the four year plan in recognition of the influence of quality spaces on learning.

In recognition of a dynamic staff roster, we have identified the importance of professional learning for all staff, buoyed by the development of a culture which acknowledges the importance of mentoring and coaching, with time regularly devoted to induction and technology.

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

Strategic Direction 1: Student growth and attainment

Purpose

Student learning is our core business. Student learning should be the ultimate outcome of all our efforts.

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.

- Explicit Focus on Reading and Numeracy
- Strengthening HSC Participation
- Warranggal Galuma-Li Wellbeing Program
- Differentiated Learning Opportunities for a Diverse Range of Learners

Resources allocated to this strategic direction

English language proficiency: \$13,453.00

COVID ILSP: \$170,000.00

Aboriginal background: \$328,661.00

Socio-economic background: \$331,000.00

CC Healing and Wellbeing 2021: \$175,000.00

Location: \$20,000.00

Integration funding support: \$121,252.00

Low level adjustment for disability: \$89,694.40

Summary of progress

While COVID19 disruption hampered many of our initiatives in 2021, many local efforts proceeded unhindered. We pivoted from our original plan (the 'Engagement Class') to establish 'King St College mid way through 2021, hoping to reconnect disengaged students in Stage 5. This has proved a massive learning experience, and will evolve further in 2022. Our efforts in Reading have been hampered by illness and cancelled PL, however we have made gains in direct provision of support to students through the COVID ILSP program, particularly with Year 8 students. While it is difficult to measure the impact of our targeted SLSO support in the classroom, anecdotally we feel it is worthwhile, and has kept students in the classroom and engaged where they may not have otherwise been. Overall our initiatives have pointed us towards necessary improvements or tweaks to existing programs and further opportunities for growth.

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
In Reading, the % students in the top two bands will be greater than 14.74%. In Numeracy, the % students in the top two bands will be greater than 10%.	Since 2019 the % of students in the top two bands from NAPLAN 7 in reading has increased by 12%, raising the % of students to 19.05%. The check in assessments in 2020 and 2021, identified targeted interventions were needed to support students with their reading, we utilised the COVID Intensive Learning Support program to support 2021 Year 8 and Year 9 students. NAPLAN 7 shows 13% of our students are in the top two bands for Numeracy, with our NAPLAN 9 results exceeding this with 15% of students achieving in the top two bands. Next steps: QuickSmart Numeracy and a renewed effort in explicit teaching of Reading in 2022.
HSC Increase the percentage of Aboriginal students attaining the HSC while maintaining cultural identity above the	Our commitment to a culturally safe learning environment is expressed primarily through our collaboration with Clontarf Academy and NASCA. This provision ensures our students in Stage 6 are supported - their cultural and academic needs are met in a culturally safe environment. This year a record number of Year 12 boys graduated while being supported by our Clontarf

<p>system negotiated baseline.</p>	<p>Academy - an endorsement of the work of the Academy. NASCA is a new program in Coonamble. While we experienced success with the previous provider Girls Academy, the change has meant a disruption to the service during 2021. By Term 4 of this year the NASCA team had been recruited and was back into full operation.</p> <p>Next steps: Embed and integrate the work of the Academies into the schools broader efforts. Learn from the successes of the Academies.</p>
<p>HSC Top Bands</p> <p>The % of HSC results in the top bands will be greater than 37.57%.</p>	<p>The % of HSC results in the top two bands was at 27% from the 2021 HSC results, which built a plateau with a lift from of 13% in 2019 from the previous year. While variability is large year to year in a small school cohort, these two past year indicate an overall lift in the academic achievement in the HSC.</p> <p>Next steps: Enhance and improve the subject selection process to ensure students pick relevant and engaging courses. Continue to strive for a high level of engagement in VET courses.</p>
<p>Wellbeing</p> <p>Students reporting positive wellbeing will be greater than the baseline of 63.8%</p>	<p>The Tell Them From Me survey data has shown a slight decrease in their sense of belonging, however, for most year groups we are above the SSSG schools. The Year 7 cohort has identified that their sense of belonging is at 67%, which is above the State Average. The students across the school have reported that 70% of them believe we have high Expectations of Success for them.</p> <p>Next steps: Explicit teaching of Wellbeing in "Skills And Wellbeing" or SAW in 2022.</p>
<p>Attendance</p> <p>The % of students attending school 90% of the time of better will be greater than the baseline of 40.46%</p>	<p>Over the past 2 years the % of students attending school 90% of the time has increased by 7%. There has also been decrease in the number of students below 85% attendance. Further work is needed to reach the 40% baseline goal of 90% of students attending school.</p> <p>Next steps: Refine our Attendance processes and messaging to ensure consistency.</p>

Strategic Direction 2: The school engages with families and communities to create an environment where students are supported to grow.

Purpose

For our students learning to be meaningful and sustainable, the learning must be connected to their lives. The lives of students are constructed with their families and in our community. Being a Connected Communities school, we acknowledge and accept the importance of culture, country and language in successfully creating this environment.

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.

- Community and Cultural Supports
- Creating Improved Learning Spaces

Resources allocated to this strategic direction

Aboriginal background: \$160,000.00

Socio-economic background: \$100,000.00

Low level adjustment for disability: \$37,760.00

Location: \$90,000.00

Summary of progress

While again COVID and supply chain issues delayed our plans, in this case our work with the Assets Management Unit to build our COLA in F Block, our internal work on cultural supports has been steady and successful. Partnerships with both NASCA and the Clontarf Academy have continued to bear fruit in connection with community, breaking down barriers to access and creation of a culturally safe learning environment.

In regard to *High Quality Technology Support*, our deployment of a Technical Support Officer (TSO) has normalised responsive support to staff and students. The delays to the Rural Access Gap (RAG) program have shifted the next steps in this work into 2022.

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
There is demonstrated commitment within the school community that all students make learning progress. Partnerships with families and students support clear improvement aims and planning for learning.	<p>Student progress and achievement is reported on twice a year through comprehensive written reports which are provided to parents/carers. These reports detail where students are at in their learning and what the next steps are to support improvement.</p> <p>Our support unit particularly utilises the PLP process to identify student goals and means to improve. We will make this approach universal in 2022 by purposefully working with our students and families.</p> <p>Next steps: Investigate and trial online PLP's to improve engagement and to keep the PLP a live document.</p>
The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with families and students mean students	Coonamble High School offers a diverse range of learning experiences for all students. Examples of this work include Bovine Appreciation Club, early commencement of HSC, Student Representative Council and sporting opportunities at a range of levels. A high proportion of students engaged in School Based Apprenticeships and Traineeships (SBATs) indicate our partnerships with the whole community is strong.

<p>are motivated to deliver their best and continually improve.</p>	<p>At key transition points, the school collaborates with families to identify student needs, achievement and strategies for improvement.</p> <p>Next steps: As we emerge from the pandemic we will seek opportunities to engage the community.</p>
<p>Connected Communities Deliverable 7:</p> <p>Aboriginal students and communities report that the school values their identity, culture, goals and aspirations.</p>	<p>During 2021 Coonamble High School celebrated NAIDOC Week and commemorated Sorry Day. Each fortnight, Year 7 and 8 students engaged in Gamilaroi language classes delivered by our Senior Leader Community Engagement. Students across the school learnt about culture and identity in 'Contact Time' lessons with Clontarf and NASCA teams.</p> <p>Our efforts to attract community members to share identity and culture into the school were restricted by the COVID pandemic.</p> <p>Next steps: We will deliver our first Connecting to Country Day in 2022 and invite community to celebrate student success regularly.</p>
<p>The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.</p>	<p>During 2021 Coonamble High School trialled two models to support disengaged students, continued to cater for academically high achieving students through enrolment in Aurora, and embedded practices to maximise time spent in class learning. A shift in mobile phone policy to ensure students were not on their phone during the school day improved engagement with learning and resulted less time lost to suspension from bullying and social media related conflict.</p> <p>Next steps: In 2022 we will adapt these programs in order to meet student need on an individual or small group basis.</p>

Purpose

The staff at Coonamble HS are varied in experience, role, background and how long they will be part of the team. In all cases we affirm the importance of continuous professional learning, including a good start through comprehensive induction, and tapping into supervisory and peer experience through coaching and mentoring.

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.

- Induction
- Professional Learning
- Coaching and Mentoring

Resources allocated to this strategic direction

Beginning teacher support: \$30,560.00

Professional learning: \$61,158.00

Aboriginal background: \$2,250.00

Summary of progress

2021 has provided exceptional conditions for professional learning across our school. While the frustrations of COVID19 pandemic lockdowns and restrictions have hampered our efforts elsewhere, the opportunities to engage in online PL have been readily taken up by our whole staff. Our ongoing relationship with EdInfluencers has allowed a refinement of collective work on teamwork, conflict norming, feedback and other aspects key to high performing teams. We will continue this work in 2022, aiming to achieve a whole school culture of coaching and mentoring.

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
Every beginning teacher receives a quality induction program in their first critical years of teaching - a program that is structured, comprehensive and school-based. The school uses Strong Start Great Teachers (SSGT) in the induction program to achieve this.	<p>All beginning Teachers at Coonamble High School were provided with a planned quality induction that incorporated the five essential components as represented in the 5C model of school-based induction. This involved face to face and online delivery model that supported beginning teachers in their first year of teaching, running from Term 1 to Term 3, with Strong Start Great Teachers (SSGT) providing the backbone of the program.</p> <p>This program allows us to retain and advance early career teachers and to ensure compliance in curriculum delivery, work health and safety and consistency of cultural norms at Coonamble HS.</p> <p>Next steps: A smaller anticipated group in 2022 will get a more individualised program.</p>
The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice.	<p>Teachers engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals. Some faculties are starting to actively evaluate, share and discuss learning from targeted professional development with other staff in their faculty to improve whole school practice.</p> <p>During 'Work From Home' and during restrictions to gathering for staff meetings, staff were encouraged to self-direct their learning as per their PDP and to pursue PL relevant to their own teaching or support of learning.</p> <p>Next Steps: We will plan for a blend of mandatory, whole school and individualised learning that meets existing and emerging needs.</p>

<p>Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by experienced and expert teachers such as those accredited at Highly Accomplished or Lead.</p>	<p>The Maths KLA has commenced cross-school collaboration with Coonamble Primary School and other Connected Community schools in the Aboriginal Torres Strait Islanders Maths Alliance (ATSIMA) project, this project will continue in 2022.</p> <p>The project saw a visible change to the lessons delivered by participants. Many of the 'hands on' lessons were shared on the school's social media pages to show families the impact of this work. Engagement on these posts was higher than normal.</p> <p>Next steps: We will engage with ATSIMA again in 2022.</p>
<p>Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.</p>	<p>Work commenced at the end of the last SIP involving Executive collaborating to create consistency in Stage 4 and 5 assessment to inform reliable student assessment.</p> <p>This has resulted in KLA Specific team meetings being timetables where Head Teachers lead discussions on teaching and learning programs to suit their subject and student needs. Teachers have worked with their Head Teachers to review and improve assessments tasks.</p> <p>Next steps: We will strive for a systemic approach that can withstand transience of staff.</p>
<p>The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school wide improvement in teaching practice and student results.</p>	<p>The school leadership team has participated in 1:1 coaching sessions with Eduinfluences to focus leadership development and ways in which they can assist in building the capacity of others within their faculties. They participated in a Building Cohesive Team Program, focusing on Building Professional Trust, Managing Conflict, Growing Commitment, Increasing Accountability.</p> <p>The language of effective teamwork, high accountability and seeking feedback has permeated the staffrooms and playgrounds of Coonamble HS.</p> <p>Next steps: In 2022 we will shift the focus to development of a 'Coaching Culture' across the school.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$121,252.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Coonamble High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiated Learning Opportunities for a Diverse Range of Learners <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around [course] • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in:</p> <p>Students across the school are supported in their learning by trusted staff members who know them, understand their needs and can ensure their needs are met.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Improve our ability to identify, document and analyse the needs students on a regular basis, ensuring that if a funding submission needs to be made, we are ready to provide that documentation in a timely manner. This is of particular significance for atypical enrolments, such as children in Out Of Home Care and students from transient families.</p>
<p>Socio-economic background</p> <p>\$431,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Coonamble High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Strengthening HSC Participation • Warrangal Galuma-Li Wellbeing Program • Differentiated Learning Opportunities for a Diverse Range of Learners • Creating Improved Learning Spaces <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement literacy and numeracy programs to support identified students with additional needs • engage with external providers to support student engagement and retention • staff release to increase community engagement • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in:</p> <p>Less students lost to disengagement in the transition to Stage 6. Students in danger of disengaging are identified early in Learning Support Team meetings, presented with options which include different subject choices, TAFE courses, alternate settings or a school to work plan (e.g. SBAT or work experience).</p> <p>Across all year groups, we have shifted our approach to Wellbeing. Instead of waiting for wellbeing concerns to emerge, our Wellbeing Team now teach Wellbeing in regular Skills and Wellbeing 'SAW' lessons.</p>

<p>Socio-economic background</p> <p>\$431,000.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: Refinement of existing programs and a renewed effort to seek out opportunities to 'hook' students in areas of interest. While the program we initiate (BAC, Warranggal Galuma-Li Wellbeing Program) are within our control, others - particularly from outside agencies - are not. We have to stay flexible enough to engage with these opportunities while reating a predictable and reliable program of learning for students and families each week.</p>
<p>Aboriginal background</p> <p>\$490,911.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Coonamble 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiated Learning Opportunities for a Diverse Range of Learners • Community and Cultural Supports • Professional Learning • Explicit Focus on Reading and Numeracy • Warranggal Galuma-Li Wellbeing Program • Strengthening HSC Participation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs • employment of additional staff in EAL/D leadership positions to enhance EAL/D pedagogy <p>The allocation of this funding has resulted in: Additional options for students to access learning across each stage group. A number of examples of students who were at risk of disengagement returning to school, and in some cases starting an HSC program of study.</p> <p>After evaluation, the next steps to support our students with this funding will be: Building further capacity in our staff (including further recruitment) to ensure the sustainability of these programs.</p>
<p>English language proficiency</p> <p>\$13,453.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Coonamble High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Focus on Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in: For the small number of EAL/D students at our school, they have been directly supported to improve their English language copetency. Each have</p>

<p>English language proficiency</p> <p>\$13,453.00</p>	<p>progressed through these programs to phase completion.</p> <p>After evaluation, the next steps to support our students with this funding will be: Build capacity in staff to be able to pick up with new students from an EAL/D background and quickly start a program that meets their needs.</p>
<p>Low level adjustment for disability</p> <p>\$127,454.40</p>	<p>Low level adjustment for disability equity loading provides support for students at Coonamble High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiated Learning Opportunities for a Diverse Range of Learners • Creating Improved Learning Spaces <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • support for students in [program name - e.g. Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions] <p>The allocation of this funding has resulted in: Every class in 7-10 having access to a local, often local Aboriginal person to support in class learning. Built in relief teacher allow us to sustain teacher absence due to leave and to provide professional learning opportunities.</p> <p>After evaluation, the next steps to support our students with this funding will be: To train our SLSOs in specific Literacy and Numeracy programs that can be delivered concurrently or through withdrawal.</p>
<p>Location</p> <p>\$110,000.00</p>	<p>The location funding allocation is provided to Coonamble High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Creating Improved Learning Spaces • Differentiated Learning Opportunities for a Diverse Range of Learners <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • student assistance to support excursions • technology resources to increase student engagement <p>The allocation of this funding has resulted in: A high level of access to technology to support learning across the school. Transport being removed as a barrier to access for students accessing TAFE and sporting opportunities.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to seek out opportunities for students who want to pursue their potential in atypical ways not available locally.</p>
<p>COVID ILSP</p> <p>\$170,000.00</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>Funds have been targeted to provide additional support to students</p>

COVID ILSP

\$170,000.00

enabling initiatives in the school's strategic improvement plan including:

- Explicit Focus on Reading and Numeracy

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers/educators to deliver small group tuition
- releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]

The allocation of this funding has resulted in:

Support to students in selected cohorts post COVID 'Learning From Home'.

After evaluation, the next steps to support our students with this funding will be:

Identifying which techniques and resources were most effective in this work, with the hope those lessons learnt will inform future practice.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	100	94	101	104
Girls	112	97	110	98

Student attendance profile

School				
Year	2018	2019	2020	2021
7	85.3	84.5	89.7	82.2
8	81.2	76	83	71.5
9	70	77	70.5	66.6
10	72.1	65.2	70.1	53.7
11	68	66.3	67.3	54
12	79.7	80.5	75.7	74.7
All Years	75.5	74.2	76.8	67.5
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

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	5
Employment	15	25	60
TAFE entry	5	15	0
University Entry	0	0	25
Other	0	0	0
Unknown	0	0	0

Coonamble High School has an active Careers and School-To-Work program aimed at retaining students in Stage 6 and making the link between education and employability. In 2021 four Year 12 HSC students left with a Certificate III or higher in their chosen pathway. Students commence VET courses in Stage 5, often inspired by work experience. Ten E-VET courses were accessed by students, nine undertook a School Based Apprenticeship or Traineeship. Six students were regularly accessing work experience in the industry they intended on pursuing when they left school.

Year 12 students undertaking vocational or trade training

50.00% of Year 12 students at Coonamble High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

80.8% of all Year 12 students at Coonamble 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)	5
Classroom Teacher(s)	19.3
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.78
Other Positions	2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	761,305
Revenue	7,478,724
Appropriation	7,292,993
Sale of Goods and Services	100,710
Grants and contributions	19,982
Investment income	117
Other revenue	64,922
Expenses	-7,317,180
Employee related	-6,325,635
Operating expenses	-991,544
Surplus / deficit for the year	161,544
Closing Balance	922,849

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 SBAR Adjustments (\$)
Targeted Total	95,379
Equity Total	1,068,730
Equity - Aboriginal	493,001
Equity - Socio-economic	434,820
Equity - Language	13,454
Equity - Disability	127,455
Base Total	4,278,955
Base - Per Capita	59,223
Base - Location	112,700
Base - Other	4,107,032
Other Total	778,253
Grand Total	6,221,317

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

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

Being a Connected Communities school, we seek feedback from our stakeholders on their satisfaction with school decisions regularly - both formally and informally. **Students** were surveyed using the Tell Them From Me survey, and reported an "Advocacy at school" rate of 79%, meaning the proportion of students who felt someone at school had their interests at heart. 70% of students felt they were expected to succeed at school. Only 51% reported a sense of belonging to the school - an area for improvement in 2022. Another flag for further action was that female students were less likely to appear in the quadrant representing "High Advocacy, High Expectations" - only 28% versus 59% of boys.

The School Reference Group (SRG) is a collection of **stakeholders from the community** - including Elders and parents who gather to offer guidance to the school management team. Meeting monthly, the group focusses on an area from the Connected Communities Key Deliverables, and sometimes offered advice on ways to approach issues that the school was facing. One example was the issue of mobile phone use at school. While the staff originally raised the issue, the SRG was asked for their input, and endorsement for a plan of action. The plan went to P&C where a motion was put and moved unanimously. Having community backing for initiatives gives us a solid base to work from.

Staff were given the option to complete the People Matter Employee Survey in 2021, but most did not. At a subsequent staff meeting the survey was discussed. Staff here resolved that if the Principal would agree to share and act on the results, all would agree to complete the survey in 2022.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for 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

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.