

# 2021 Annual Report

## Coomealla High School



8494

# Introduction

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

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

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As the newly appointed Principal in 2022, it is my pleasure to review the achievements and outcomes of Coomealla High School for the 2021 school year which greatly informs our planning and practice for 2022 and beyond.

It was very exciting to celebrate the wonderful HSC achievements at school assemblies of students including DUX Matthew Hancock and high achiever Mikayla Witte and to hear them speak with such fondness of how well they were known and cared for by their teachers throughout High School. It is promising to see our strong focus on growth in reading and numeracy and our personalised programs for improvement for every student. We aim to strengthen achievement and connection to school through improved attendance and high quality lessons to support students to learn and grow.

It was pleasing to see the establishment of the Wellbeing Hub to support students, the increased employment of Aboriginal SLSOs to provide learning and wellbeing support while strengthening cultural connection, the involvement of community organisations to support positive, non-violent relationships, and leadership programs with our partner primary schools.

I present this report to our school community as a review of the 2021 school year. I would also like to recognise the efforts of Mr Duncan Driscoll, who was the Relieving Principal for much of the 2021 school year, leading the school community through the achievements outlined in this report, and I would like to thank the hardworking staff who demonstrate skill, extraordinary care for students and dedication to their work each day.

Ms Kathryn Steward

Executive Principal 2022.

## School vision

*Coomealla High School, on Barkindji/Paakantji land, is a learning environment that sets high standards for its students achieved through quality teaching and learning experiences. The school works in partnership with our parents and school community to develop students who are confident, resilient and successful learners.*

## School context

Coomealla High School (population 240, 44% Aboriginal students) is located on Barkindji country in the Wentworth Shire close to the Victorian regional hub of Mildura. As a comprehensive high school, it offers a broad curriculum from Year 7 to 12 in a caring and friendly environment where teachers know their students well and focus on academic achievement and wellbeing in a positive school culture. The school has a dedicated team of teaching, counselling and learning support staff who provide learning and wellbeing assistance across the school and there is a Support Unit with 3 classes (2 x MC and 1 x IM). The school enjoys working closely with the Parents and Citizens Association and the local Aboriginal Education Consultative Group and is committed to building these connections.

The school has identified the need to focus on student growth and attainment through the development of a whole school approach in reading (literacy) and numeracy. This will be achieved through the effective use and analysis of data to inform an individualized approach to learning support, and a strong focus on reading in every classroom, every day.

The school also has a commitment to the implementation of powerful learning structures that continue to strengthen student achievement, attendance, engagement, HSC results and support for gifted and high potential students.

The school is committed to building transition to work skills, connections in the community and successful transition to live beyond school for our students. With the inclusion in the Connected Communities Strategy, a major focus for the school is to improve our equity outcomes with focused learning and cultural programs for Aboriginal students, the embedding of cultural awareness in our classrooms and the development of a school environment that embraces local Aboriginal culture and history.



Stage 4 History students

## 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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering



## Strategic Direction 1: Student growth and attainment

### Purpose

#### Purpose

In order to maximise student learning, we will use data informed practice to support the quality instruction of literacy and numeracy.

### 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.

- Highly Effective teaching practices
- Data informed teaching and learning

### Resources allocated to this strategic direction

**Literacy and numeracy intervention:** \$29,282.50

**Socio-economic background:** \$46,000.00

### Summary of progress

In 2021, the focus in this Strategic Direction was developing and implementing whole school systems and structures to enable the regular review of data. Across the school there a range of internal and external data sources, which are used to identify student growth and areas for improvement as well as capture further professional learning needs of staff in the school.

Staff have been using a variety of assessment tools as part of their regular teaching practice. These assessments have generated student learning data, which has been uploaded to Compass (student management software). This has created a system to allow for longitudinal data tracking for students during their time at Coomealla High School. Throughout the year staff have analysed additional data including HSC RAP data and check-in assessment and used this to review their teaching and learning programs.

In Year 7, Power Hour was introduced which focused on the explicit learning activities in literacy and numeracy utilising the programs Lexia, Manga High and Get Lit. These programs run each week with a focus on the differentiated, targeted instruction to support student growth. A majority of student in this program have shown growth. The Student Support Team have regularly reviewed literacy and numeracy data to identify student levels of growth and achievement following the engagement in these programs.

Next year, in this strategic direction the structure for Power Hour will be modified. Power Hour will be timetabled for all Year 7 students and Year 8 students will receive targeted intensive support from the Learning and Support Teacher and School Learning Support Officer. Staff will undertake further training in interpreting data and embedding this to inform their teaching. This will enable the teachers and the Learning and Support Team to be more responsive to students needs on a week by week basis. High impact professional learning in effective teaching practices will be a focus, specifically focused on using student data to support differentiation in the classroom.

### 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
Increase the percentage of students achieving in the top 3 bands in the HSC by 2%.	The percentage of students achieving in the top 3 bands in the HSC has increased by 2.4%, indicating achievement of the annual progress measure.
Increase in the percentage of students achieving in the top 2 bands in reading to be above the schools lower bound system-negotiated target in reading by 6%.	The percentage of students achieving in the top 2 bands in reading was 2.8%.

<p>Increase the percentage of students achieving in the top 2 NAPLAN numeracy bands to be above the schools lower bound system-negotiated target by 5%.</p>	<p>The percentage of students achieving in the top 2 bands in NAPLAN numeracy was 2.94%.</p>
<p>Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy by 3%.</p>	<p>The percentage of Aboriginal students achieving in the top 3 NAPLAN bands for reading and numeracy has increased by 30%.</p>

## Strategic Direction 2: Excellent teaching and quality systems

### Purpose

#### Purpose

To create quality learning environments for all students, we will implement explicit whole school systems, practices and priorities that embed evidenced-based teaching practices across the school.

### 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.

- HSC improvement
- Monitoring for support and consistency

### Resources allocated to this strategic direction

**Socio-economic background:** \$162,512.01

**Low level adjustment for disability:** \$55,442.60

**Professional learning:** \$63,016.10

### Summary of progress

In 2021, the focus in this Strategic Direction was on establishing a high functioning professional learning community, with a focus on the continual improvement of teaching and learning practices across the school. A structured compliance process for the development and evaluation of teaching and learning programs has been created and embedded across all stages of learning. As part of this system, HSC Monitoring folders were refined to support the effective implementation of HSC syllabuses to ensure compliance with NSW Educational Standards Authority processes. All staff continually update these folders and they are regularly reviewed with Executive staff and Key Learning Area Specialists. The HSC Minimum Standards testing process has also been refined to ensure a more efficient implementation of these tests to ensure all Year 12 students are supported to successfully completed this requirement. This process has also been extended to Year 11 with most students working on the early completion of this requirement as well.

As part of refining leadership structures and roles and responsibility across the school, the structure of the executive staff has been reviewed and negotiated with all staff with consensus reached, this has seen Head Teachers re-aligned to a Key Learning Area based structure. This has seen establishment of faculty based support for teachers. As a result there has been increased collaboration within faculty groups focused on teaching practice and curriculum as well as strong supervision structures.

There has also been a focus on the explicit teaching of HSC verbs to support student achievement. The Head Teacher Secondary Studies has worked with teachers across the school to develop skills in analysing HSC questions with students. This has resulted in an increase in the number of students in Bands 5 and 6 in the HSC.

Next year will see the continued refinement and use of the processes and practices that are now embedded in school operations. There will be an increased number of teachers involved in the statewide HSC Strategy to support the instruction of Stage 6 curriculum.

### 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
Increase the percentage of students achieving growth in NAPLAN reading by 4%.	The percentage of students achieving expected growth in reading has decreased.
Increase the percentage of students achieving growth in NAPLAN numeracy by 7%.	The percentage of students achieving expected growth in numeracy has decreased.

## Strategic Direction 3: Connections and belonging

### Purpose

#### Purpose

To support students to achieve, we will develop a culture of high expectations and genuine commitment to ensuring the individual learning needs of each student by strengthening quality connections within and beyond the school community.

### 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.

- High expectations - transitions and real connections
- Cultural safety and wellbeing

### Resources allocated to this strategic direction

**Aboriginal background:** \$168,841.33

### Summary of progress

During 2021 the focus of this Strategic Direction has been to develop a culture of high expectations and a genuine commitment across the school to ensure the individual learning needs of every student are met by strengthening quality connections within and beyond the school community. To support this Personalised Learning Plans were created for identified students and these were uploaded onto Compass. This centralised storage system allowed for easy access for all staff to enable them to cater for the learning and wellbeing needs of targeted students. Throughout the year there was a regular review of Personalised Learning Plans being undertaken by wellbeing staff to provide ongoing clarity of individual student's need and identified supports. This has supported staff in being able to access information to support student learning and in their classrooms. Student Support Team minutes reflect staff accessing these Personalised Learning Plans throughout the year to support their teaching.

Attendance was a focus of the Student Support Team throughout the year. To support student attendance, a more streamlined attendance system has been implemented which includes the use of a School Administration Officer to manage attendance data to support identified families effectively, as a result there has been increased communication with the home. These processes have also resulted in increased support for families with re-engagement programs and individual attendance plans.

To support cultural safety, a number of Aboriginal School Learning Support Officers were employed to support identified students. This has seen students feel safer in the classroom and has increased student engagement across the school, improving fractional truancy for identified students.

Next year, will see the employment of a Senior Leader, Community Engagement, as part of the Connected Community Strategy to support attendance and networking with families and community. Students will also be encouraged to take part in creating a Yarning Circle, which will be a culturally appropriately learning space for all students in a prominent area of the school. Transition across the school will be a focus throughout the year. A targeted Transition for Year 10 Aboriginal students to create a foundational start to stage 6 will be designed and trialled, this is derived from data identifying students at risk or in need of additional support as well as working collaboratively with the feeder school to support transition from primary school. The school also plans to provide ongoing employment of two Aboriginal Student Learning Support Officers to target Aboriginal learning with culturally appropriate Aboriginal perspectives and learning styles. The establishment of the Junior AECG within the SRC, has been planned to ensure inclusion and to promote advocacy and student voice so that the perspective of all students will be included in decision making.

### 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
Increased percentage of students attending school more than 90% of the time by 2% or above.	The percentage of students attending school more than 90% of the time has decreased by 5.62%.

Increase the proportion of Aboriginal students attaining the HSC whilst maintaining their cultural identity	The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity has decreased by 2%.
School Excellence Framework assessment in the Learning element of Learning Culture indicates improvement from delivering to sustaining and growing.	Self-assessment against the School Excellence framework shows the overall theme of Learning Culture to be delivering.
TTFM Wellbeing Data (advocacy, belonging, expectations) improves by 5%.	<p>Tell Them From Me data indicates a decreased of 4% in the area of a positive sense of wellbeing.</p> <ul style="list-style-type: none"> <li>• Expectations for success-students indicate a decrease of 2.78%</li> <li>• Advocacy- students indicate a decrease of 2.99%</li> <li>• Sense of belonging at school indicate a decrease of 3.82%</li> </ul>



Friday afternoon sport.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$13,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Coomealla 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>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all eligible students demonstrating progress towards their personalised learning goals.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$208,512.01</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Coomealla 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>• Highly Effective teaching practices</li> <li>• HSC improvement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement to support identified students with additional needs</li> <li>• employment of additional staff to support literacy program implementation.</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in:</b> supporting targeted students to achieve their learning goals</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> provide a program of support for all students to assist with goal setting, study skills, personal health and wellbeing through Life Ready and ongoing career and transition programs. provide personalised learning and feedback in each subject to improve student performance in class and assessment work.</p>
<p>Aboriginal background</p> <p>\$168,841.33</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Coomealla 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>• High expectations - transitions and real connections</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading</b></p>

<p>Aboriginal background</p> <p>\$168,841.33</p>	<p><b>include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• creation of school literacy resources embedding local language</li> </ul> <p><b>The allocation of this funding has resulted in:</b> students having a greater connection to the school resulting from increased employment of Aboriginal SLSOs and the AEO who provide personalised wellbeing and learning support and have increased connections with the community.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> in 2022, the aim will be to increase our community connections through the appointment of a Senior Leader, Community engagement who will work closely to build bridges between the school and the community and support the Principal to implement programs in the school community to build language and cultural programs, cultural competency among staff and the whole school community.</p>
<p>English language proficiency</p> <p>\$4,391.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Coomealla High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 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 additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> release time for staff to provide targeted support to students, including mentoring and tutoring</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> ongoing support for identified students.</p>
<p>Low level adjustment for disability</p> <p>\$55,442.60</p>	<p>Low level adjustment for disability equity loading provides support for students at Coomealla 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>• HSC improvement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</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> all students in Year 12 achieving HSC Minimum Standards.</p> <p><b>After evaluation, the next steps to support our students with this</b></p>

<p>Low level adjustment for disability</p> <p>\$55,442.60</p>	<p><b>funding will be:</b> begin the intensive support for students to reach HSC Minimum Standards earlier and increase support for students in Year 10 who are at risk of not achieving or leaving school before the end of Year 12.</p>
<p>Location</p> <p>\$53,267.19</p>	<p>The location funding allocation is provided to Coomealla 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>• incursion expenses</li> </ul> <p><b>The allocation of this funding has resulted in:</b> payment of a lease on a car and bus to support future excursions and opportunities in the local area for students. Excursions were not conducted in 2021 due to COVID restrictions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> seek out local and state/interstate opportunities for enrichment and transition to work programs for students to build their skills, confidence to travel outside their immediate locality and develop curiosity about opportunities.</p>
<p>Professional learning</p> <p>\$63,016.10</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Coomealla High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• HSC improvement</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in:</b> teachers engaging in the state-wide HSC strategy which moved on-line due to COVID restrictions and thus became more accessible for staff in remote locations.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> encourage staff from all KLAs in the school to participate in the HSC strategy to gain quality professional learning which will improve their teaching of HSC courses.</p>
<p>Literacy and numeracy intervention</p> <p>\$29,282.50</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Coomealla High School who may be at risk of not meeting minimum standards.</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>• Highly Effective teaching practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p>

<p>Literacy and numeracy intervention</p> <p>\$29,282.50</p>	<ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the implementation of key literacy strategies including a reading program and use of intensive programs of support for literacy and numeracy in power hour.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> modify delivery of reading program to maximise effectiveness and refine on-line programs used in power hour.</p>
<p>COVID ILSP</p> <p>\$88,499.00</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><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 - [focus area]</li> <li>• employing staff to supervise and monitor progress of student groups engaging in online tuition in [program]</li> <li>• providing intensive small group tuition for identified students who were...</li> <li>• employing/releasing staff to coordinate the program</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the employment of additional SLSOs and a para-professional to deliver and support literacy and numeracy programs in class and with the LAST for withdrawal groups.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> progress to mapping student progress and achievement evidenced in check-in assessments onto PLAN2 for more targeted support.</p>



Stage 4 TAS - tie dying in textiles.

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	117	126	122	105
Girls	128	126	108	111

### Student attendance profile

School				
Year	2018	2019	2020	2021
7	82.7	83.7	91.7	81.8
8	83.6	78.7	83.5	83.6
9	80.8	80.1	78.2	69.8
10	79.4	74.6	82.9	58.8
11	68.8	83.2	81.1	70.8
12	80.8	80	91.3	80.2
All Years	80	79.8	84.4	74.1
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	0	18
Employment	2	23	24
TAFE entry	2	7	11
University Entry	0	0	41
Other	8	17	6
Unknown	5	3	0

### Year 12 students undertaking vocational or trade training

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33.33% of Year 12 students at Coomealla High School undertook vocational education and training in 2021.

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

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94.1% of all Year 12 students at Coomealla High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.



Stage 5 Industrial Technology students constructing fire pits.

## Workforce information

### Workforce composition

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

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	971,787
<b>Revenue</b>	6,104,869
Appropriation	6,018,297
Sale of Goods and Services	1,572
Grants and contributions	79,779
Investment income	435
Other revenue	4,787
<b>Expenses</b>	-6,739,143
Employee related	-5,697,724
Operating expenses	-1,041,419
<b>Surplus / deficit for the year</b>	-634,274
<b>Closing Balance</b>	337,512

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>	13,033
<b>Equity Total</b>	698,613
Equity - Aboriginal	168,841
Equity - Socio-economic	324,185
Equity - Language	4,391
Equity - Disability	201,196
<b>Base Total</b>	4,538,764
Base - Per Capita	60,190
Base - Location	53,267
Base - Other	4,425,308
<b>Other Total</b>	429,189
<b>Grand Total</b>	5,679,600

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.

Our school continues to focus on improvement in literacy and numeracy and we are committed to supporting students to achieve growth. It was pleasing to see that our students are performing better than statistically similar schools, and we aim to continue this improvement to be closer to state average. A strong focus on reading has led to improvements in our targeted support for students and a daily reading program in 2022.



## 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.

The 2021 HSC cohort performed strongly overall, with the top ATAR being 92.4, with Band 6 results achieved in Mathematics Advanced and Food Technology. Student's performance was above state average in many subjects including Physics, Chemistry, CAFS, Aboriginal Studies, Modern History and Agriculture. Our class sizes are small and students benefit greatly from our experienced teaching staff and personalised learning.

## Parent/caregiver, student, teacher satisfaction

### Comment from P & C President, Mr Shaun McInerney

Coomealla High School has continued to grow and advance throughout 2021. In the second half of the school year, it was decided that we would begin the evolution of becoming a 'Connected Communities School'. Along with this came the position of Executive Principal and, after a very thorough process, we were thrilled with the appointment of Ms Kathryn Steward.

Coomealla High School has been well supported by the following dedicated members: Shaun McInerney (President), Leah Bachelor, Duncan Driscoll, Edward Byrne, Leon Gregg, Fiona Cullinan, Leanne Hancock, Laura McPhee, Judith Tilley, Roslyn Hehir, Anna Hansen, Britt MacNamara, Brett Bertalli and Simon Pradham

Our major financial contribution to Coomealla High School in 2021 was a \$10,000 donation toward outdoor furniture, which is being well used by students and staff.

### Comment from School Captain, Oscar Collins

2021 was a challenging year with COVID restrictions impacting on our learning at school. The learning from home was difficult and it was definitely better to be back at school doing face to face learning. We also found it hard without excursions or extra activities which make school days more enjoyable. In the senior school, we really find out how much work the teachers do for us and how much they can help us through each day and we are lucky at Coomealla to have small classes in the senior school.



Stage 4 Art

# 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.

## Aboriginal Education - School statement

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Our school will become part of the Connected Communities Strategy in 2022 which will support the strengthening of programs in Barkindji language and culture for Aboriginal students, improved cultural competency and reconciliation across the school and enhanced collaboration with parents/carers and community. We are committed to improving the educational outcomes for all students to improve transition into and out of school, the retention of students to Year 12 and the daily attendance rates. We are committed to increasing the number of Aboriginal people employed at the school and developing partnerships with community to support our students.

## 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.