

# 2022 Annual Report

## Cessnock High School



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# Introduction

The Annual Report for 2022 is provided to the community of Cessnock High School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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## School vision

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

## School context

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

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

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

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

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

**Integration funding support:** \$390,632.00

**Low level adjustment for disability:** \$250,000.00

**Socio-economic background:** \$370,000.00

**English language proficiency:** \$4,842.04

**Aboriginal background:** \$169,000.00

### Summary of progress

The Stage 6 initiatives have been very successful with further development of the Senior Learning Area and a continuation of the enhanced subject selection processes for Stage 6 students. Moving forward, the development of extra-curricular mentoring sessions and targeted study skills will be developed to further enhance HSC and Stage 6 outcomes. The numeracy strategy has also been developed to include explicit teaching of numeracy skills across all Stage 4 using the "Super Six" strategies. Over 2023, the HT Numeracy will deliver targeted professional learning to all faculties to ensure they are able to build numeracy skills specific to their subjects. Attendance procedures have been implemented with an increased focus on wellbeing measures and supporting students to attend school. Alternative learning pathways and transition to work programs have also been utilised to assist students to re-engage with education. Our literacy strategy has seen improved collaboration with our partner primary schools and the development of common fluency and vocabulary strategies which are being implemented in Stage 4 Middle School classes. Further collaboration in both literacy and numeracy with our partner primary schools will build a strong foundation for continued improvement in student outcomes.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>NAPLAN: Expected Growth</b> Improvement in the percentage of students achieving expected growth in numeracy by 8%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<b>NAPLAN: Top 2 Bands</b> Increase in the percentage of students achieving in the top 2 bands in numeracy by 5.8%.	2022 NAPLAN data indicates 1.43% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.
<b>NAPLAN: Top 2 Bands</b> Increase in the percentage of students achieving in the top 2 bands in reading by 5.9%.	2022 NAPLAN data shows 5.8 % of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 1.67%.

<p><b>NAPLAN: Expected Growth</b></p> <p>Improvement in the percentage of students achieving expected growth in reading by 9.3%.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p><b>Stage 6: HSC Top 2 Bands</b></p> <p>Increase student results in the Top 2 bands of HSC by 7.6%.</p>	<p>7% of students attained results in the top two bands demonstrating progress toward the lower bound target.</p>
<p><b>Attendance: Identified Cohorts</b></p> <p>Increase the proportion of Aboriginal students attaining year 12 by 40% while maintaining their cultural identity</p>	<p>The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity has increased by 11.9%, indicating progress towards the annual progress measure.</p>
<p><b>Attendance: Whole School</b></p> <p>Increase the proportion of students with greater than 90% attendance by 7%</p> <p>Decrease the proportion of students attending less than 80% by 7.1%.</p>	<p>The number of students attending greater than 90% of the time or more has decreased by 5.4%. The proportion of students attending less than 80% has increased, indicating no progress towards the lower bound target.</p>

## Strategic Direction 2: Teaching

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

**Professional learning:** \$51,284.24

**Socio-economic background:** \$20,000.00

### Summary of progress

Whole school professional learning is strategically aligned to the Strategic Improvement Plan, with specific focus on assessment, Aboriginal Education and Quality Teaching. The Professional learning process allowed for a collaborative approach and was informed by staff feedback. Majority of staff demonstrated positive improvement in their practice and built their capacity across the key PL focus areas. Development of teacher practice in assessment were reflected in policy development and assessment practice. *Students outcome data will be reviewed through the UON pedagogical audit and the 2022 HSC result due end of term.* Whole school assessment policy and process has been refined and is transparent to students and community, allowing more community engagement in assessments. Higher rates of submissions of assessment task was evident. However, we are expecting measurable improvement data in achievement, engagement and attendance in 2023. Whole school focus on Professional Learning will continue to be prioritised around Quality Teaching and assessment, with a movement to high quality assessment and data analysis. 2023 initiatives will include differentiation and a continuation of improvement of assessment.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>Effective Classroom Practice</b> Improvement in the effectiveness of classroom practice evidenced by 80% of teachers participating in Quality Teaching Rounds. <i>Data from the UoN TTRC indicating improvements in QT; morale and student achievement indicators.</i>	100% of teachers completed a pedagogical audit and lesson observations. Additionally, staff completed mini QT rounds through PLGS. UON Pedagogical audit and lesson observations, plus the timetable of lesson observations will serve as evidence, however the data is still pending from the UON so evidence of impact or implications can not be determined.
<b>Data Skills and Use</b> All staff engage in professional learning on how to embedded, authentic and effective data use to identify student ability, progress and achievement and reflect on the effectiveness of teaching and learning.	Professional Learning in HSC data analysis was continued to be provided. provided to school executive, and subsequently led to improved assessment processes, and a greater understanding of the HSC for all Head Teachers. A review of all stage 6 markbooks was completed with the Principal and HT Teaching and Learning to ensure stage 6 final course results were accurate and in the best interest of students and school. A Stage 6 induction was made mandatory for all stage 6 teachers. Additionally, all staff Assessment and data analysis will continue as a whole school focus for 2023.
<b>Professional Standards</b>	NESA professional learning requirements have been provided to staff and

<p>100% of teachers are accredited and show dedication to maintaining and developing their professional standards through the Professional Development Framework. <i>Whole School: Professional Standards are referenced in all professional learning events and during reflection for improvement.</i></p>	<p>100% of teachers are accredited to the required level. SCOUT data indicates accreditation for 2022 as 4 provisional, 12 conditional, 67 proficient and 1 HALT.</p>
<p><b>Learning and Development</b></p> <p>All staff engage in Professional Learning which has increased the impact on student outcomes, as evaluated by increases in achievement, attendance and engagement measures.</p>	<p>All staff have engaged in weekly professional Learning commensurate with Cessnock High School strategic directions, staff development days and twilight training. Gains are yet to be seen in NAPLAN achievement and engagement data.</p>



## Strategic Direction 3: Leading

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

**Socio-economic background:** \$910,000.00  
**Low level adjustment for disability:** \$137,149.86  
**Student support officer (SSO):** \$96,058.00  
**Aboriginal background:** \$78,571.88  
**Professional learning:** \$34,000.00  
**Location:** \$2,990.50

### Summary of progress

The activities that the school undertook in this strategic direction were designed to address student and staff wellbeing, leadership for learning and community communication and engagement.

Impact could be seen with positive gains in student wellbeing, TTFM data highlights a 9% increase in student belonging and advocacy. Wellbeing programs included SSO referrals, uniform process and external agency programs. In 2023 a comprehensive review of the weekly mentoring lesson content, structure and how it is delivered by staff is required. Priority will also be given to the new Inclusive Education Reform (IER). Enhanced processes for formative evaluation of staff and student wellbeing data will enable our school to be proactive and responsive.

Executive staff members have engaged in professional learning opportunities focusing on leadership development, including the continued collaboration/mentoring with Neil Carrington and all executive participating in a head teacher essential leadership course.

The Aboriginal and Learning Engagement Centre created transition opportunities and maintained a culturally safe and supported environment for students, parents/carers and community members. This has resulted in 59% of Aboriginal and Torres Strait Islanders feeling good about their culture an increase from 49% in 2021. The implementation of targeted cultural literacy and cultural identity programs to develop students sense of identity is a focus for 2023.

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

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>Student Wellbeing</b> TTFM is completed by 70% of students and shows an increase in Advocacy, Expectations and Belonging compared to the previous year.	In 2022 333 students completed the TTFM Survey from 622 enrolled students. This is 6% decrease on 2021 indicating that the progress measure of 70% was not achieved (only achieving 54%). There was a 9% increase in student belonging. Advocacy increased from 5.6 in 2021 to 6.1 in 2022 and expectations for success also increased from 6.5 to 6.9.
<b>Leadership for Learning</b>	TTFM data reveals an increase in positive learning culture from 5.3 to 5.6. Internal surveys via The University of Newcastle indicate 33% of staff feel

<p>TTFM and internal surveys indicate that 50% of Staff and Students develop a high expectation culture based on a cycle of continuous improvement</p>	<p>the school culture of high expectations is evident.</p>
<p><b>Community Communication and Engagement</b></p> <p>30% increase in parent and community satisfaction for school communication and engagement indicated through TTFM survey</p>	<p>Parents and carers did not complete the TTFM survey in 2021, in 2022 16 parents completed the survey.</p>
<p><b>Learning Environment</b></p> <p>Improvements to the physical and classroom learning environment leading to improved staff and student morale and engagement as evidenced through improved TTFM data</p>	<p>Many improvements were made to the physical and classroom learning environments during 2022. Student TTFM data for sense of belonging increased by 9%. Measures for staff moral indicate a 33% increase, while measures for connectedness indicate a 35% decrease.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$1,300,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cessnock High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy Initiative</li> <li>• Effective Classroom Practice Initiative</li> <li>• Student Wellbeing Initiative</li> <li>• Leadership for learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support literacy and numeracy intervention program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved outcomes for identified students in the areas of literacy and numeracy, as evidenced by internal school data.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ additional staff to support literacy and numeracy intervention program implementation.</p>
<p>Aboriginal background</p> <p>\$247,571.88</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cessnock High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy Initiative</li> <li>• Student Wellbeing Initiative</li> <li>• Stage 6 Initiative</li> <li>• Community Communication and Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved outcomes for identified students in the areas of transition and engagement as evidenced by internal school data.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ additional staff to support identified students in transition and engagement.</p>
<p>English language proficiency</p> <p>\$4,842.04</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cessnock High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>English language proficiency</p> <p>\$4,842.04</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy Initiative</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved outcomes for identified students in the areas of EAL/D as evidenced by internal school data.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ additional staff to support EAL/D intervention program implementation.</p>
<p>Low level adjustment for disability</p> <p>\$387,149.86</p>	<p>Low level adjustment for disability equity loading provides support for students at Cessnock High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy Initiative</li> <li>• Student Wellbeing Initiative</li> <li>• Community Communication and Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers and extra teaching staff members</li> <li>• intensive small group tuition to support students with literacy and numeracy learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved outcomes for identified students in the areas of literacy and numeracy and individualised learning and support needs as evidenced by internal school data.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ additional staff to support literacy and numeracy intervention programs and individualised learning and support needs.</p>
<p>Location</p> <p>\$2,990.50</p>	<p>The location funding allocation is provided to Cessnock High School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Community Communication and Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved outcomes for identified students in the area of accessing opportunities as evidenced by internal school data.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to access resources and opportunities to support identified students impacted by remoteness.</p>
<p>Professional learning</p> <p>\$85,284.24</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 Cessnock High School.</p>

<p>Professional learning</p> <p>\$85,284.24</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>• Effective Classroom Practice Initiative</li> <li>• Leadership for learning</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>• Employment of additional staffing for beginning teacher support.</li> <li>• Investment in middle leadership to build school leadership capacity</li> <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 the following impact:</b> Improved outcomes for beginning teachers in the area of classroom practice. Greater capacity building for whole school leadership as evidenced against the school excellence framework.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ additional staff to support staff accessing professional learning opportunities.</p>
<p>COVID ILSP</p> <p>\$560,499.00</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 2022.</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>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved outcomes for identified students in the areas of literacy and numeracy as evidenced by internal school data.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ additional staff to support literacy and numeracy intervention program implementation.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Cessnock High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Wellbeing Initiative</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of SSO to deliver whole school wellbeing programs and support.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved outcomes for identified students in the areas of wellbeing as evidenced by internal school data.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ a full time Student Support Officer and supplement with part-time Student Support Officers to assist with the implementation of the program.</p>

<p>Integration funding support</p> <p>\$390,632.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cessnock High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy Initiative</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• intensive learning and behaviour support for funded students</li> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved outcomes for identified students in the areas of personalised learning and support as evidenced by internal school data.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ additional staff to support individualised learning and support program implementation.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	314	316	322	323
Girls	273	285	306	291

## Student attendance profile

School				
Year	2019	2020	2021	2022
7	85.5	89.3	83.2	77.4
8	82.0	84.6	77.4	70.7
9	78.2	79.5	79.3	69.3
10	76.9	76.2	69.4	68.5
11	80.1	80.4	70.7	61.7
12	80.6	88.6	79.4	69.0
All Years	80.8	82.5	76.9	70.0
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

## 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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	2	11
Employment	14	27	44
TAFE entry	13	2	8
University Entry	0	0	3
Other	10	6	4
Unknown	3	19	29

## Year 12 students undertaking vocational or trade training

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38.18% of Year 12 students at Cessnock High School undertook vocational education and training in 2022.

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

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73.6% of all Year 12 students at Cessnock High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	41.5
Learning and Support Teacher(s)	2.3
Teacher Librarian	1
School Counsellor	0.7
School Administration and Support Staff	18.48
Other Positions	1.8

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	1,684,105
<b>Revenue</b>	12,938,365
Appropriation	12,721,153
Sale of Goods and Services	3,826
Grants and contributions	211,170
Investment income	2,116
Other revenue	100
<b>Expenses</b>	-13,315,470
Employee related	-10,382,510
Operating expenses	-2,932,959
<b>Surplus / deficit for the year</b>	-377,105
<b>Closing Balance</b>	1,307,001

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	390,632
<b>Equity Total</b>	1,939,564
Equity - Aboriginal	247,572
Equity - Socio-economic	1,300,000
Equity - Language	4,842
Equity - Disability	387,150
<b>Base Total</b>	8,611,954
Base - Per Capita	175,415
Base - Location	2,991
Base - Other	8,433,548
<b>Other Total</b>	892,235
<b>Grand Total</b>	11,834,385

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

## School performance - NAPLAN

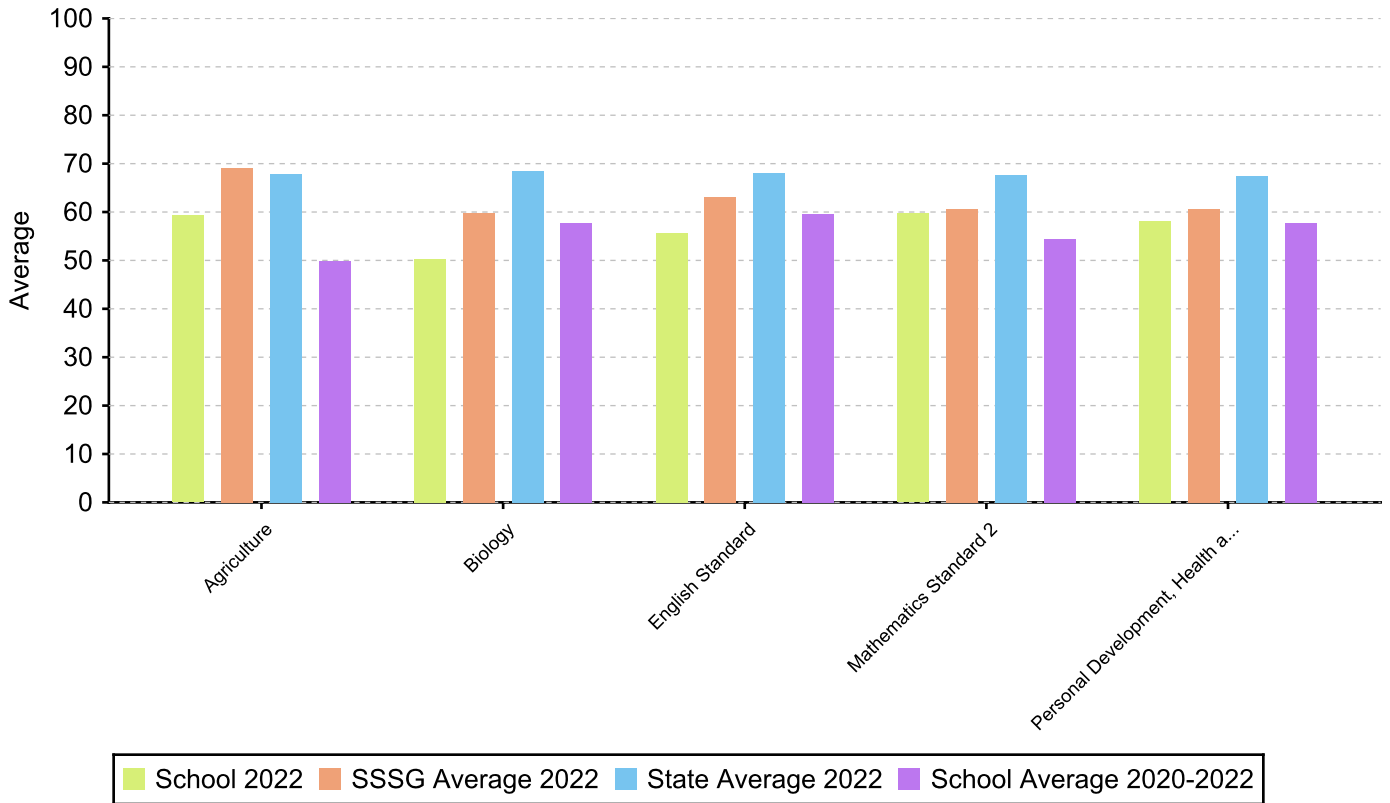
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

# School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2022	SSSG	State	School Average 2020-2022
Agriculture	59.3	69.1	67.8	49.8
Biology	50.3	59.8	68.5	57.8
English Standard	55.6	63.0	68.1	59.5
Mathematics Standard 2	59.7	60.7	67.6	54.3
Personal Development, Health and Physical Education	58.1	60.7	67.5	57.7

## Parent/caregiver, student, teacher satisfaction

Our staff complete biannual surveys via our partnership with the University of Newcastle Quality Teaching Program. Data from the UoN Teachers and Teaching Resource Centre indicated areas of improvement in school culture, staff morale, student outcomes and teaching practice from Term 1 2022 to Term 4 2022.

Students at Cessnock High School complete the Tell them From Me Survey. Data is analysed in the areas of 'Sense of Belonging' (referring to a student's perception of being accepted, valued and included in their school setting), 'Expectations for Success' (referring to the extent to which teachers value academic achievement and hold high expectations of all students), and 'Advocacy at school' (referring to the active consideration and support of individual students' academic and wellbeing needs). The 2022 data shows the Wellbeing aggregate to be 51.31% which is a decrease of 3.84% on the last 5 years

Parents and carers were surveyed at our Parent Teacher Interview evenings Over 70% of parent respondents reporting that they felt welcome to the school, could speak easily to staff, and that staff listened to their concerns about their children. Our community continue to support the growth and direction of the school. In 2023 we will continue to improve our overall communication and increase community engagement.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.