

# 2022 Annual Report

## Cowra High School



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# Introduction

The Annual Report for 2022 is provided to the community of Cowra 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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One of the most important aspects of Cowra High School is we recognise the achievements and successes in teaching and learning where students have achieved high standards and those who have made significant progress throughout 2022.

I would like to take this opportunity to thank the staff at Cowra High School for their hard work participating in strategic professional learning, shifting their practice to ensure high levels of student impact where they are achieving at or above expected growth in reading and numeracy.

This level of staff collaboration, passion and commitment to public education is a proud moment where Cowra High is a school caring and offering opportunity and equity to all our students is of the highest priority.

As a principal this is what makes me proud to come to Cowra High school each and everyday. I am fortunate to be working with some of the best educators. Their continued drive, underpinned by skill, knowledge and empathy has seen teaching and learning continue to raise progress and achievement despite the challenges we face on a daily basis. The team at Cowra High School are aware of the areas for development through reflective practice and these are addressed individually and as a whole staff approach. Thank you to the staff and their continued commitment to our learning journey.

Core areas which have contributed to success are: the development of collaborative teaching and learning practices, staff really knowing the learner and their needs, student ownership of learning and the most important is Cowra High School student voice as well as cultural safety.

This year we see some amazing staff leave us, some have been here for a short time, while others have been part of our community for a long time. Many of these staff members have seen a great deal of change in our school and have made lifelong memories for countless students over the years and proud advocates of public education. On behalf of the school community, we wish you all the best for your future endeavours, it has been fantastic to work with you all at Cowra High School.

Thank you to all the parents of our students. Without you we would not be able to share the support for our students to overcome challenges, provide positive learning environments and in turn student success. You are crucial to the development of your child's learning and your active participation is very much appreciated.

This year our Parents and Citizens has continued to support the school. Your support and commitment towards the staff and students is invaluable and I look forward to working with you in 2023.

We are a privileged community to have such dedicated professionals ensuring the very best for our students. Staff will continue to develop their skills with valuable strategic professional learning designed to ensure all students are high performing achieving their potential with resilience and engage with any challenge.

## School vision

Through quality teaching, Cowra High School seeks to prepare students to fulfil their potential and pursue excellence.

We value culture and positive self-worth to empower students to lead purposeful lives, contributing to local and global communities to success in a dynamic world.

We provide a holistic and inclusive education for all learners, fostering resilience and creating curious, confident, respectful and responsible life-long learners.

## School context

Cowra High Schools has a current enrolment of 520 students, including 20% Aboriginal and Torres Strait Islander students. It is a comprehensive school located on the ancestral lands of the Wiradjuri people in the Central West of NSW. As a school, we recognise the unique ongoing spiritual connection of the Wiradjuri people to this land and their rich contribution to this region.

The school has a Support Unit of 5 classes, supporting students with mild and moderate intellectual difficulties, autism and challenging behaviours. The school prides itself on the scope of curriculum delivered to students.

The school embodies high expectations of respect and responsibility through encouraging each individual to reach their potential. Students pursue excellence through engagement in academic, sporting, cultural and creative and performing arts. Broad subject choice ensures students are able to reach their potential and achieve individual success. Staff encourage students to be confident and resilient by developing skills to become contributing members of society as life-long learners and critical and creative thinkers.

What makes us unique and proud is our schools rural location and community composition. We embrace a variety of cultures and celebrate this in all we do. We foster this inclusivity through our ties to our national history, Seikei and Camden exchange program and participation in community events. In addition, the sharing of culture of our First Australians is embedded in everyday life at Cowra High School. This ensures every student is known, valued and cared for.

High level areas for improvement and further development have been established in an authentic situational analysis in consultation with Cowra High School students, Student Leadership Council, Aboriginal Education Consultative Group, Aboriginal families, Parents and Citizens, Parent Focus Groups, teaching and non teaching staff.

Through the completion of the situational analysis, the school identified the following areas for development:

- Analysis of internal and external data highlights a need for improvements in teacher classroom practice including explicit and targeted teaching to extend and challenge all learners to meet their academic potential. and the Premier's priorities in Reading and Numeracy
- To improve teacher reflective practice and increase focus on high quality teaching, assessment and feedback to improve student performance
- To increase personalised and differentiated learning to ensure students are engaged, motivated and connected to learning

## 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	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
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	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

Analysis of internal and external data highlights a need for improvements in teacher classroom practice including explicit and targeted teaching to extend and challenge all learners to meet their academic potential. and the Premier's priorities in Reading 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.

- Reading
- Numeracy

### Resources allocated to this strategic direction

**COVID ILSP:** \$252,519.00

**Location:** \$7,161.52

**Socio-economic background:** \$193,751.44

**Refugee Student Support:** \$6,654.97

**Integration funding support:** \$71,462.00

**English language proficiency:** \$59,404.55

**Professional learning:** \$25,000.00

### Summary of progress

Focus in reading and mathematics was to prioritise the analysis of data at a granular level to identify key supports for students, particularly students in the middle and top bands of NAPLAN. Targeted professional learning was designed to support teachers to shift their practice in the classroom to embed explicit teaching strategies into programs for students in stages 4 and 5. The Head Teacher Literacy Numeracy provided data sets to teachers and Intensive Learning Tutors (ILT) where the rationale was to class profile and enhance results of high performing students. Staff used baseline data triangulated from multiple sources and reassessed students in 5 and 10 week blocks. Students were supported by a range of staff to develop their reading and numeracy skills and are exposed to the types of stimulus and questioning in external assessments regularly both in the classroom and in small group intensive tutoring environments. The use of check-in data from 2021 in lieu of available NAPLAN data and the tracking of student progress using PLAN and the school's internal data sets has ensured accuracy of student class profiles and ILT groups. Ongoing re-development of teaching programs has shown an increase in the amount of explicit teaching strategies which will be further evidenced in monitoring and compliance checks of stage folders as the year progressed. High levels of completion of the NAPLAN examination resulted from exposure to the platform prior to the testing period. Completeness of the test also increased this year when compared to previous available data. As a result, teachers continue to develop their skills in planning and delivering explicit teaching methods to improve student performance.

Sustaining and embedding explicit evidence-based teaching pedagogies to maximise student growth and attainment through explicit teaching, targeted interventions and collaboration across faculties will be a focus in 2023.

### 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
The percentage of students achieving in the top 2 bands in Numeracy for Year 9 NAPLAN will increase by 3% (and by 3% for ATSI students)	In 2022, 6% of all students (6.7% of ATSI students) were in the Top 2 Bands for Year 9 NAPLAN Numeracy compared to 1.4% in 2021 (7.1% of ATSI students). This indicates that focus on this target has resulted in achievement of progress toward the annual progress measure.
The percentage of students achieving in the top 2 bands in Reading for Year 9 NAPLAN will increase by 3% (and by 3% for ATSI students)	In 2022, 8% of all students (0% of ATSI students) were in the Top 2 Bands for Year 9 NAPLAN for Reading compared to 6.6% in 2021 (0% of ATSI students). This indicates that achievement of progress is yet to be seen toward the annual progress measure.

The percentage of students achieving at or above expected growth in NAPLAN numeracy will increase by a further 4% in 2022.	Growth in NAPLAN was not calculated in 2022 due to the test not being undertaken in 2020.
The percentage of students achieving at or above expected growth in NAPLAN reading will increase by a further 4% in 2022.	Growth in NAPLAN was not calculated in 2022 due to the test not being undertaken in 2020.

## Strategic Direction 2: Quality teacher practice through instructional leadership

### Purpose

To improve teacher reflective practice and increase focus on high quality teaching, assessment and feedback to improve student performance..

### 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 Band Achievement
- Instructional Leadership

### Resources allocated to this strategic direction

**Socio-economic background:** \$126,942.68

**Per capita:** \$139,513.55

**Location:** \$7,161.51

**Professional learning:** \$25,000.00

**Low level adjustment for disability:** \$62,748.30

### Summary of progress

Stage 6 strategies including all Year 11 and Higher School Certificate (HSC) courses have been developed and modified to maximise student engagement and achievement in all HSC subjects. Development, implementation and refinement of these strategies have become standard practice for Stage 6 teachers and is now a written component of the school's annual performance and development framework. The role of HTs in this process shows development in terms of instructional leadership however, clear areas for further development remain in some faculties. Strategies for 2022 are more succinct, specific and explicit to class groups when compared to the previous 3 years since this processes inception. All strategies include learning sprints to show progress on targeted areas of focus, the use of formative assessment to measure progress and inform on adjustments necessary, a regular timeline of adjustments at key times of the year to ensure currency and effectiveness, and, a process of annual reflection to assist in informing future cohorts and their teachers on areas of success, ultimately producing longitudinal data for this initiative. Student band results will inform the effectiveness of strategies in external HSC examinations, however, internal summative assessment shows improvement in those students who actively engaged in this process and remained high-performing until the end of their course, while others were negatively influenced by other external factors such as achieving early entry. Future directions include the embedding of this process into standard Stage 6 teacher practice and the continuation of this initiative as an ongoing activity for the duration of the current strategic improvement planning cycle. Annual reflection and comparison to Results Analysis Package (RAP) activities will continue to aid further refinement of this process moving forward. Further transparency of this process to both students and their families will be used in an attempt to combat the negative impacts of the aforementioned external factors.

SIP activities specifically designed to develop the instructional leadership of middle leaders were developed and implemented during 2022. These included Head Teachers (HTs) working within their own, and across other faculties, to provide direction to staff in achieving Professional Development Plan goals to improve individual practice. Initiatives involving collaboration and instructional leadership have seen faculties working in mesh groups throughout Semester Two to share expertise, explicit teaching strategies, and develop common literacy and numeracy focus to maximise student growth in stage 4. This process is ongoing and will continue throughout the strategic improvement planning cycle with future modifications to mesh faculty groups to maximise collaboration and opportunities for all staff to work together across the school. Publication of the Middle Leader Role Statement in Term 4 2022 has also allowed HTs to become more familiar with their expected roles, identify areas of current strength, and areas for further development they have been encouraged to include in their end of year PDP reflections. Further development of individual IL skills will remain a focus of Cowra High School Executive Conferences in 2023 where all current and aspiring middle-leaders are encouraged to attend, report on their progress towards goals, reflect on their progress and engage in Professional Learning designed to maximise individual instructional leadership skills.

### 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
The percentage of students achieving in the top 2 bands of the HSC will increase by 3% in 2022.	In 2022, the percentage of students achieving in the Top 2 bands of the HSC was 11.8% compared to 17.6% in 2021. This indicates that achievement is yet to be seen toward the annual progress measure.
The percentage of students achieving in the top 3 bands of the HSC will increase by 3% in 2022.	In 2022, the percentage of students achieving in the Top 3 bands of the HSC was 42.4% compared to 45.7% in 2021. This indicates that achievement is yet to be seen toward the annual progress measure.
The percentage of ATSI students achieving the HSC will increase by 5% in 2022.	In 2022, the percentage of ATSI students achieving the HSC was 15%, an increase from 6% in 2021. This indicates achievement towards the annual progress measure.
The percentage of students achieving at or above expected growth in Year 10 VALID (Science) will increase by 2% in 2022.	In 2022, 52.6% of all students achieved above expected growth in Year 10 VALID test in 2022. The VALID test was not assessed in 2021. Progress towards this measure will be reassessed in 2023.
The percentage of students achieving the HSC Minimum Standard by the end of Year 10 will increase by 2% across all three domains - reading, numeracy and writing in 2022.	In 2022, the percentage of students achieving HSC minimum standard across the three domains were 87% for numeracy, 91% for reading and 83% for writing, compared to 81% for numeracy, 100% for reading and 77% for writing in 2021. This indicates that achievement is yet to be seen toward the annual progress measure.

### Strategic Direction 3: A school culture focused on high expectations for learning

#### Purpose

To increase personalised and differentiated learning to ensure students are engaged, motivated and connected to learning.

#### 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.

- Aboriginal Student Attendance
- Whole School Focus on Attendance

#### Resources allocated to this strategic direction

**Aboriginal background:** \$130,056.83

**Socio-economic background:** \$261,736.68

**Professional learning:** \$20,393.73

#### Summary of progress

A whole-school focus on attendance has not had the desired impact in 2022. Updates to the existing policy were made as a result of staffing and key roles within implementation of the policy, modifications to the tracking and follow-up of attendance issues and concerns, and additions to attendance procedures in an effort to achieve state benchmarks of >90% for all students. Positive impacts as a result of the changes made to begin the school year include an improvement in Cowra High School data completeness (and accuracy), improved contact with parents and carers resulting in lowering the number of unexplained absences when compared to previous years using Sentral, and, improved cumulative attendance rates for Stage 6 students this year (cohorts with previously lower attendance data in Stage 5). Current attendance procedures are in need of review and further refinement moving into 2023, with a renewed focus on the importance of class teacher assistance and support is key to this process and attempting to drive positive change. An internal review completed in Term 3, 2022 of Aboriginal Education and associated programs at Cowra High School clearly showed the importance of the role of the classroom teacher in creating safe and welcoming environments for all students and this will continue to be a focus via appropriate professional learning throughout 2023 and beyond. Professional Learning completed by all staff during Term 3 and Term 4 on Cultural Safety has had a positive impact, with Aboriginal student attendance improving when compared to Terms 1 and 2. Overall student attendance of 79% remains well below the state and school target of 90%. Term 1 saw the best data for the year (which is often the case to begin each year as shown by trend data), however, and importantly, this was an improvement on previous years showing positive initial impact of modifications to attendance procedures. Future directions include a continuation and consolidation of staff professional learning especially in the area of Cultural Safety, as well as ensuring all teaching staff are aware of their roles and responsibilities in terms of monitoring and supporting daily attendance procedures. Upskilling of staff on whole-school attendance systems and processes will occur to begin 2023 to ensure a shift in staff practice of monitoring and improving attendance. A reboot of the current PBL processes and addition of the Aboriginal Education Team initiative "Bank or Buy" is designed to drive achievable incremental improvements in student attendance. Ongoing support from the School Attendance Officer, LaST and external agency staff (both Corporate DoE and others) will continue to drive the implementation of school attendance procedures.

#### 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
The percentage of students reporting positive wellbeing (Tell Them From Me) will increase by 3% in 2022 (and by 3% for ATSI students)	In 2022, 50% of students reported positive wellbeing (44% of ATSI students), compared to 56% of students (47% of ATSI students) in 2021. This indicates that achievement is yet to be seen toward the annual progress measure.
The percentage of students attending school 90% or more will increase by 4% in 2022.	In 2022, 19.1% of students had 90% or more school attendance compared to 33.5% in 2021. This indicates that achievement is yet to be seen toward the annual progress measure.

The percentage of students attending school less than 85% of the time will decrease by a 3% in 2022 (and by 3% for ATSI students)

In 2022, the percentage of students attending school less than 85% of the time was 66.5% (76.5% for Aboriginal students) compared to 51.0% in 2021 (67.3% for ATSI students). This indicates that achievement is yet to be seen toward the annual progress measure.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$6,654.97</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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>• Reading</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>• release time to engage staff in targeted professional learning</li> <li>• employment of additional staff for targeted student support</li> <li>• release time for staff to provide targeted support to students, including mentoring and tutoring</li> <li>• intensive English language and learning support to increase educational outcomes for students</li> <li>• engage with external providers and specialist to provide intensive language support to identified EAL/D students</li> <li>• engagement of a refugee support leader to coordinate personalised support for students and families from refugee backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All staff completed Professional Learning assisting them in improving data literacy and data skills in use to develop class profiles identifying students in need of targeted support in reading. The consistency and the detail of information included by teachers was varied however, staff reported an improvement in their confidence in using available data across all faculties. Improved understanding of the use of data to inform practice and implement explicit teaching strategies to improve literacy resulted directly from this process.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Staff continue to become more confident in accessing external data sources and are more flexible in their teaching practices, as evidenced through informal classroom visits and lesson observations. Focus on embedding explicit teaching strategies in teaching programs continues with staff supported to implement evidence based teaching through ongoing PL time and the use of the Digital Resource Hub. Targeted small group interventions and continued professional learning for staff to ensure differentiated support via explicit teaching strategies to address student skill gaps is ongoing.</p>
<p>Integration funding support</p> <p>\$71,462.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cowra 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>• Reading</li> <li>• Numeracy</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> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• consultation with external providers for the implementation of personalised attendance plans and behaviour support</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Provision of differentiated individual and small group support, SLSO, SASS, and Community Liaison positions are a crucial part of Cowra High School</p>

<p>Integration funding support</p> <p>\$71,462.00</p>	<p>human resource allocation and management to maximise student and family support, fostering an environment of trust and strong relationships. Through identified student goals and needs, focus remains on assistance being provided for eligible students to receiving additional opportunities and supports in achieving their goals and addressing student need. Community feedback continues to be positive to our staffing appointments where community members are able to access support required for students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Internal data analysis shows high submission rates of student work as a direct result of student access to supports provided. Initial improvement in student knowledge of metalanguage and ability to apply this correctly to different styles of questioning has had a positive impact on accuracy of student responses in assessment tasks. This increase in quality of student work shows the need for continued small group and targeted support for students to maximise learning outcomes and continue progress toward achieving identified goals.</p>
<p>Socio-economic background</p> <p>\$582,430.80</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cowra 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>• Reading</li> <li>• Numeracy</li> <li>• HSC Band Achievement</li> <li>• Aboriginal Student Attendance</li> <li>• Instructional Leadership</li> <li>• Whole School Focus on Attendance</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>• professional development of staff through HIPL on explicit teaching to support student learning</li> <li>• employment of additional staff to support Intensive Learning Support program implementation.</li> <li>• employment of external providers to support students with additional learning needs</li> <li>• providing students without economic support for education with equal access to all education opportunities</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Faculty professional learning focused on production of higher quality differentiated explicit teaching programs, ongoing professional development of staff in the use of SCOUT data, the class profiling process and the use of the digital resource hub. Sharing of multiple student data sets assisted in ensuring staff were well informed about each student, their circumstances and how they learn best, assisting them in this program development and differentiation.</p> <p><b>After evaluation, the next steps to support our students will be:</b> A focus on consistency within this process across all faculties will begin 2023. Further improvements of staff data skills in use and data literacy will continue through professional learning. This will allow for ongoing development of class profiles, targeted student interventions following skill gap analysis and explicit teaching via small group focus lessons</p>
<p>Aboriginal background</p> <p>\$130,056.83</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cowra 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</b></p>

<p>Aboriginal background</p> <p>\$130,056.83</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal Student Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Achievements include the provision of cultural programs available for student participation including Wagambirra dance group, stage appropriate Boys and Girls Mentoring groups (based on the principles of SistaSpeak and BroSpeak), Girri Girri Sports Academy, and attendance and engagement with the school's Learning and Health Hubs to access vital personnel.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Development of targeted and individualised data informed programs to further strengthen partnerships between the school and home in improving attendance rates, student engagement and attainment, reading, numeracy and participation in extracurricular activities. Implementation of a revamped PLP process will begin 2023 ensuring the school is compliant with information regarding this process as shared from State AECG.</p>
<p>English language proficiency</p> <p>\$59,404.55</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cowra 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>• Reading</li> <li>• Numeracy</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> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> <li>• establish a core practice for supporting students learning English as an Additional Language or Dialect</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All staff completed a class profile based on Best Start 7 and Check-in assessment data. The consistency and the detail of information included by teachers was varied. Additional support from specialist external teachers (and professional learning) provided to staff to develop EAL/D differentiation and proficiency.</p> <p><b>After evaluation, the next steps to support our students will be:</b> It is pleasing to note that staff are becoming more confident in accessing external data sources and are becoming more flexible in their teaching practices, as evidenced through informal classroom visits and lesson</p>

English language proficiency \$59,404.55	observations. Professional Learning in this area will continue to ensure process consolidation.
Low level adjustment for disability \$62,748.30	<p>Low level adjustment for disability equity loading provides support for students at Cowra 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>• Instructional Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• support for students in Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Term 3 Stage 5 compliance folder and program checking showed increased evidence of staff embedding explicit strategies for teaching and learning following professional learning. Term 4 analysis of SCOUT data shows an increase of student participation rates in all assessments including NAPLAN, Check-in and VALID.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Staff proficiency in the use of SCOUT and in accessing external data sources to inform planning continues to improve and can be seen in the attached evidence. Evaluation of teaching and learning programs in Term 3 shows staff are now incorporating their understanding of student needs in aspects of literacy and numeracy across all faculties. As staff confidence and independence in use of data continues to develop, Head Teachers will increase their roles as Instructional Leaders in their faculties and take an ongoing leading role in this development of staff, rather than relying on whole-school professional learning sessions.</p>
Location \$14,323.03	<p>The location funding allocation is provided to Cowra 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>• Reading</li> <li>• HSC Band Achievement</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• technology resources to increase student engagement</li> <li>• student assistance to support excursions</li> <li>• incursion expenses</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased student attendance and participation in extra-curricular activities and Wellbeing programs/workshops. Professional Learning was provided for and engaged with by all staff on the need to accommodate and allow for those impacted on by trauma. Social media posts reached a wide audience and anecdotal feedback from students shows higher levels of understanding of services available for Wellbeing support.</p>

<p>Location</p> <p>\$14,323.03</p>	<p><b>After evaluation, the next steps to support our students will be:</b> Communication between the school, students and families has shown an increased uptake in Wellbeing support and Stepped Care meetings show improved allocation of appropriate support to students in need. Further work expanding this support to cover all aspects of Learning and Support referrals ongoing. Annual reflection and updates to attendance processes to assist in reduction in absences (both explained and unexplained) when combined with Wellbeing programs to occur as part of standard process in an attempt to meet aspirational attendance targets.</p>
<p>Professional learning</p> <p>\$70,393.73</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 Cowra 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>• Reading</li> <li>• HSC Band Achievement</li> <li>• Aboriginal Student Attendance</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 the following impact:</b> Throughout 2022 the use of highly effective teaching practices to improve staff data literacy skills remained a focus. High Impact Professional Learning was engaged with by school teams who were guided through the process of developing consistent evidence-informed practices across the school and used short formative assessments to identify the point of need with student learning. Professional dialogue around explicit Literacy and Numeracy teaching strategies drawn from the evidence-base was a focus in faculty groups and executive teams to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board. This has been shared with all stakeholders.</p> <p><b>After evaluation, the next steps to support our students will be:</b> 2023 will focus on improving collaboration across Executive and Faculty staff to establish a process to provide feedback on the implementation of their teaching and learning programs to address a gap in evidence of implementation with consistency. This will support further improvement in explicit teaching practice across the school with a view to improving the quality and consistency of all assessment tasks.</p>
<p>COVID ILSP</p> <p>\$252,519.00</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>• Reading</li> <li>• Numeracy</li> <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>• releasing staff to analyse school and student data to identify students for</li> </ul>

<p>COVID ILSP</p> <p>\$252,519.00</p>	<p>small group tuition and monitor progress of student groups</p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> <li>• providing intensive small group tuition for identified students who were targeted for improvement in the middle and Top 2 Bands of NAPLAN</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> COVID tutors and those faculties involved in this process continue to develop their skills and widen the scope of students having their progress tracked using this platform. Whole-school sharing of this data will increase in 2023 as the program is expanded to include more students targeted for both remediation and acceleration.</p> <p><b>After evaluation, the next steps to support our students will be:</b> More students across Stage 4 are being tracked in PLAN 2 and this will expand further into Stage 5 in 2023. This is ongoing and a full evaluation of this process Term 4 2022 also includes a dedicated PL and planning day and future focus for this process with Years 7, 8 and 9 from the middle and top bands being the focus. Evidence of impact should be able to be seen in the NAPLAN and VALID results of 2023 for these cohorts of targeted students.</p>
<p>Per capita</p> <p>\$139,513.55</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Cowra 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 Band Achievement</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>• Employment of Youth Worker to support students to complete assessment tasks with identified support</li> <li>• Professional learning opportunities for teachers to compose and evaluate Years 11 and 12 Stage 6 strategies.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Purchase of resources to support high quality teaching and learning in classrooms with a particular focus on the development of the 2022 Strategic Improvement Plan for Literacy and Numeracy. Funds allocated to: Employment of HT Engagement Purchase of professional learning and resources to support staff with Literacy and Numeracy Purchase of resources across all faculties to align with updated NESA curriculum reforms</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing work with staff to consolidate established systems and processes to provide staff with feedback opportunities on the implementation of their teaching and learning programs relative to improving students' skills in literacy and numeracy. Additional professional learning and collaboration opportunities for staff in line with the updated NESA Curriculum reforms will also occur throughout 2023 and beyond.</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 Cowra 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 Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release for case conferences and developing intervention strategies</li> </ul>

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<ul style="list-style-type: none"> <li>• targeted wellbeing program in conjunction with external providers aimed at students thought to be at risk of disengaging with school and/or in need of personal health and wellbeing support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Provision of additional wellbeing programs and supports available to a wider range of students across age-appropriate stages. Individual support as identified by case-plan meetings is also provided on a needs basis.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Evaluation and annual reflection of processes involving SSO and associated programs show the need to modify the delivery of externally sourced and provided programs under the guidance of Executive staff to ensure effectiveness and longevity. Improved partnerships and strengthening of collaboration with external providers also a focus for further development in 2023 to ensure substantial increase in student engagement and increased rates of attendance across year groups.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	263	275	267	263
Girls	273	254	253	244

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	88.0	92.0	82.7	77.1
8	86.8	88.7	81.4	75.9
9	83.9	86.9	78.1	76.5
10	83.4	84.3	78.0	73.9
11	83.0	88.6	78.9	76.8
12	87.9	88.8	85.4	79.9
All Years	85.4	88.2	80.6	76.5
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	2	3	0.03
Employment	5	6	32
TAFE entry	8	8	0.05
University Entry	0	0	25
Other	2	0	26
Unknown	0	3	17

## Year 12 students undertaking vocational or trade training

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44.00% of Year 12 students at Cowra High School undertook vocational education and training in 2022.

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

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96.4% of all Year 12 students at Cowra 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)	1
Head Teacher(s)	7
Classroom Teacher(s)	35.4
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	15.68
Other Positions	1

\*Full Time Equivalent

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	264,914
<b>Revenue</b>	9,841,752
Appropriation	9,596,008
Sale of Goods and Services	1,649
Grants and contributions	224,934
Investment income	5,315
Other revenue	13,846
<b>Expenses</b>	-9,789,422
Employee related	-7,939,888
Operating expenses	-1,849,534
<b>Surplus / deficit for the year</b>	52,330
<b>Closing Balance</b>	317,244

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>	79,900
<b>Equity Total</b>	1,018,514
Equity - Aboriginal	130,057
Equity - Socio-economic	582,431
Equity - Language	59,405
Equity - Disability	246,622
<b>Base Total</b>	7,170,741
Base - Per Capita	139,514
Base - Location	14,323
Base - Other	7,016,905
<b>Other Total</b>	538,986
<b>Grand Total</b>	8,808,141

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](http://myschool.edu.au) to access the school data.

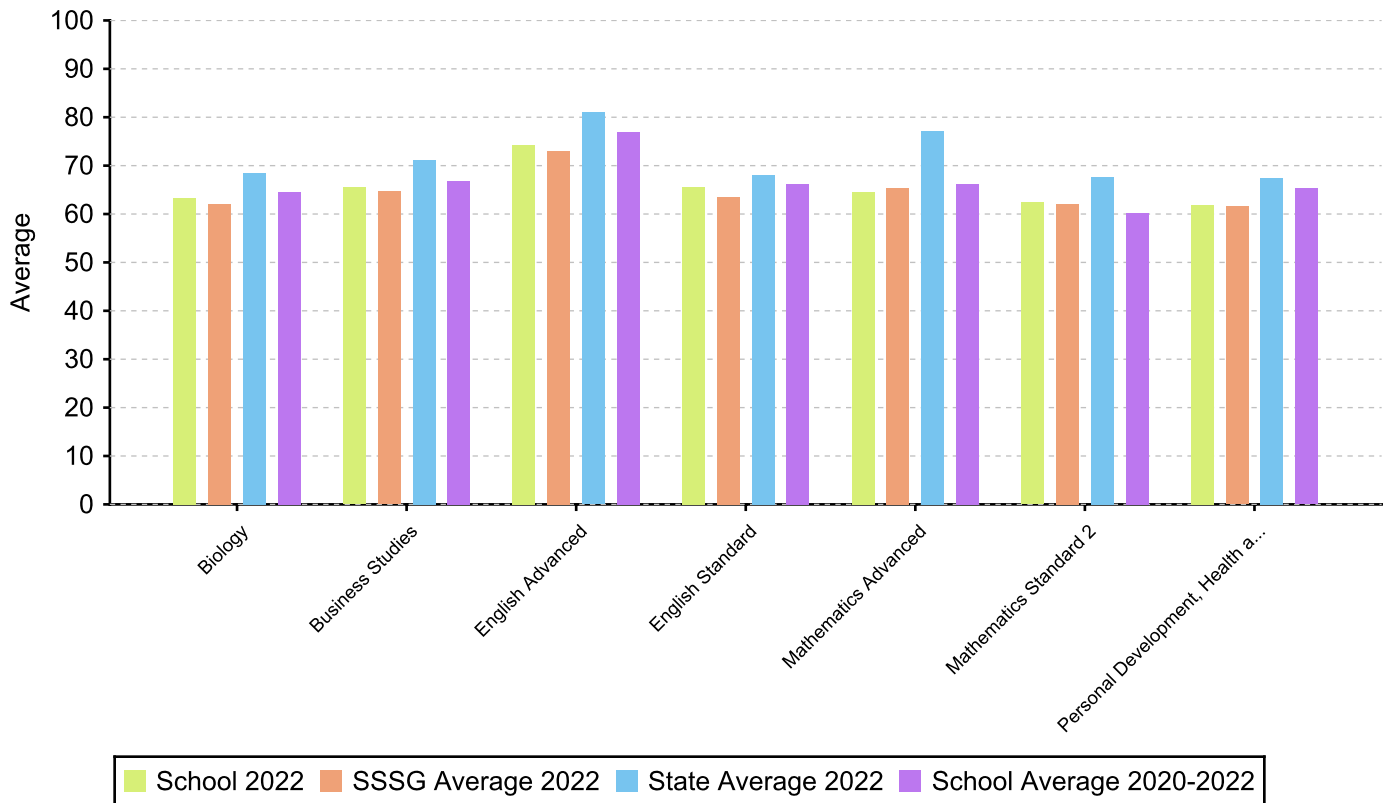
Cowra High School NAPLAN results are able to be viewed on the MySchools website.

<http://www.myschool.edu.au>

## 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
Biology	63.3	62.2	68.5	64.6
Business Studies	65.5	64.7	71.2	66.9
English Advanced	74.2	73.0	81.0	77.0
English Standard	65.6	63.5	68.1	66.1
Mathematics Advanced	64.6	65.4	77.1	66.2
Mathematics Standard 2	62.4	62.1	67.6	60.1
Personal Development, Health and Physical Education	61.8	61.6	67.5	65.3

## Parent/caregiver, student, teacher satisfaction

Parent/Carer and Aboriginal Education Consultative Group feedback from the Strategic Improvement Plan activities included:

- school focus on teaching and learning continues, particularly on students achieving middle and top bands in literacy and numeracy
- continue the improvement of Higher School Certificate results as a focus area
- continuing to maximise work experience and apprenticeship opportunities to prospective school leavers
- ongoing development of community partnerships with primary schools, Cowra Council and local businesses, with these relationships focused on providing caring environments for all students

The People Matter Survey was conducted for Cowra High School in 2022. The areas rated with the highest positive response were:

- I support my organisation's values
- I understand what is expected of me to do my job well
- My manager encourages me to learn from my mistakes
- My manager encourage people in my work group to keep improving the work they do
- I feel comfortable asking my manager for help at work if I need it.

The annual teacher survey was conducted in Term 3 of 2022 to provide feedback with a focus on staff professional learning staff wellbeing and student learning success. The key results were:

- Staff would like to continue to explore collaborative professional learning with a focus on literacy and numeracy.
- Staff to build their capacity in using data to inform their practice.

The annual Tell Them From Me Survey of students for 2022 showed that students continue to report lower than Statistically Similar School Group (SSSG) percentage responses in all domains of the survey. Expectations for Success remains the strongest measure followed by Sense of Belonging. Response rates to the survey amongst Aboriginal students increased sharply in 2022. Amongst this cohort, Advocacy at School was the strongest measure increasing marginally in 2022. Further, 68% of Aboriginal students reported that *they were treated with fairness and respect by my teachers in regard to their cultural background* and 67% of Aboriginal students reported that *they were treated with fairness and respect by other students in their school in regard to their cultural background*.

# 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.