

2022 Annual Report

Coonabarabran High School



8347

Introduction

The Annual Report for 2022 is provided to the community of Coonabarabran 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

Coonabarabran High School

Newell Hwy

Coonabarabran, 2357

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

coonabarab-h.school@det.nsw.edu.au

6842 1099



School vision

Coonabarabran High School is a dynamic, educational community, which aspires to excellence in an inclusive environment where every student is valued, and which is committed to continuous improvement.

School context

Coonabarabran High School is a comprehensive high school which includes a Support Unit with three classes, situated in North West New South Wales. It has an enrolment of 360 students. Approximately 27% of students identify as Aboriginal or Torres Strait Islanders. The school enjoys a long and proud tradition of excellent student outcomes in academic, sporting and cultural fields of endeavour. The school provides students with diverse and rich educational opportunities; both within and beyond the classroom. The students are positively encouraged and guided to extend themselves in a variety of fields, embracing the school motto 'Forever Dare'.

The school currently employs 42 teachers and 21 administration and support staff. School funds have supported a number of teaching positions to ensure a breadth of curriculum in Years 11 and 12, and targeted support for students with additional learning needs in Years 7 - 10.

Coonabarabran High School is a respected and integral part of the local community. It receives valuable input from the Aboriginal community and has forged strong partnerships with Warrumbungle Shire Council, Siding Spring Observatory and business and service clubs. Such community support is a significant feature of the school and further enhances the school's capacity to provide quality, inclusive education to its students.

The school is characterised by its strong focus on quality teaching and as such has a genuine commitment to the professional development of staff to support continual improvement and growth in student learning outcomes.

The 2021-2025 Strategic Improvement Plan has been informed by a thorough situational analysis. This process confirmed the need to continue with explicit instruction and to deploy school funds to initiatives which grow student learning power through enhanced engagement, differentiation and staff collaboration.

The school aims to strengthen its high expectations culture by growing the opportunities for student voice both with respect to their learning and the school community more broadly, and by bringing a planned approach to student well-being to enable students to connect, succeed and thrive.



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

Strategic Direction 1: Student growth and attainment

Purpose

To ensure that every student demonstrates growth in their learning through explicit, evidence-based instruction and differentiated teaching practice.

Initiatives

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

- Explicit teaching, informed by collaborative and evidence-based practice.

Resources allocated to this strategic direction

Integration funding support: \$110,480.00

Aboriginal background: \$72,988.00

Low level adjustment for disability: \$126,413.00

Professional learning: \$80,636.00

Summary of progress

Placing the PL groups on the timetable has ensured that that time was 'carved out' and couldn't disappear into extra classes. Accordingly, these PL groups met every fortnight. Staff illness - (COVID 19 continued to be present in our community throughout the year) and scarcity of casual relief teachers placed staff under additional pressure because as a team we resolved to keep offering students extra-curricular activities and doing our best to facilitate staff attending PL (e.g a number of staff have completed HSC PL and Writing in Schools PL). Such pressures amplified the importance of these regular PL groups as a support to staff growing their capacity.

The cross KLA PL groups are valued by staff as an integral mechanism to grow collaboration and capacity. The need to provide guaranteed release time of 5 hours per term re new curriculum placed pressure on continuation of cross KLA groups in 2023 as the curriculum time will, necessarily, need to be in Faculty groups and is extra time that has to be found to cover in our timetable. However there is strong support from staff to keep the cross KLA PL groups in 2023 and to continue with feedback protocols to continue to grow the efficacy of classroom practice and through that lift student growth and attainment. Resolved to likewise place faculty curriculum release time on the time table and build it in - given scarcity of casual relief staff - to ensure that staff are able to access this planning time.

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
NAPLAN Top 2 Bands Reading Improvement in the percentage of students achieving in the top 2 Year 9 NAPLAN bands to be above the school's lower bound system-negotiated target in Reading of 18.5%.	• NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for Reading, growing to 21%, reflecting a school focus on developing reading and comprehension skills. This result continues a positive trend for NAPLAN reading skills.
NAPLAN Expected Growth Reading Improvement in the percentage of students achieving in the top 2 Year 9 NAPLAN bands achieving expected growth to be above the school's lower bound system-negotiated target in Reading of 60.4%.	• The percentage of students achieving expected growth in reading cannot be assessed as students did not sit NAPLAN in 2020.
HSC Top 3 Bands	In 2022 58.2% of students achieved HSC results in the top 3 bands, an

Improvement in the percentage of HSC course results in top three bands to the lower bound target 62.7% or above.	improvement on 2020 results in working toward our 2023 target. This cohort experienced significant disruption to both years of their senior studies, due to the impact of COVID 19 and showed considerable grit to remain engaged with their learning . Our staff's dedication (both) within and beyond the classroom with extra enrichment and revision sessions supported our HSC class in approaching the examinations with confidence.
NAPLAN Top 2 Bands Numeracy Improvement in the percentage of students achieving in the top 2 Year 9 NAPLAN bands to be above the school's lower bound system-negotiated target in Numeracy of 19.8%.	NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for numeracy to 12% , increasing towards targets. Although not within the lower target bounds, this is a positive result given the challenges of building complex numeracy skills during the past years disruptions due to COVID.
NAPLAN Expected Growth Numeracy Improvement in the percentage of students achieving in the top 2 Year 9 NAPLAN bands achieving expected growth to be above the school's lower bound system-negotiated target in Numeracy of 67.1%.	• The percentage of students achieving expected growth in numeracy cannot be assessed as students did not complete NAPLAN in 2020
Increase the % of Aboriginal students attaining the HSC whilst maintaining their cultural identity to a minimum of the system negotiated lower bound target of 52% or higher.	The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. In terms of success for our Indigenous students , this is evidenced by the fact that 66% of Indigenous students who commenced Stage 6 in 2021 , attained their HSC in 2022. These young people have taken on leadership roles at community and school events such as Sorry Day, NAIDOC celebrations and leading assemblies. They also filled a number of formal leadership roles within our school. Other members of their cohort successfully made the transition from school to full-time employment. Strong partnerships with our parents and carers, led by our AEO have underpinned the success of our Indigenous students.



Strategic Direction 2: Well-being

Purpose

To ensure students can connect, succeed and thrive at school by supporting and nurturing their well-being.

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.

- A Planned Approach to Whole School Well-being

Resources allocated to this strategic direction

Socio-economic background: \$240,271.00

Aboriginal background: \$79,603.00

Student support officer (SSO): \$96,058.00

Summary of progress

2022 as seen significant progress in terms of student well-being and associated engagement in school overall. Reflected in a decline in negative Sentral data over the year and improved outcomes in student well-being data as collected from surveys and discussions with student groups. The Well-being team has established over the year meeting every week, implements a strong clear process to support student well-being and identifies a number of new available supports to effectively manage interventions where necessary to enhance student well-being and convey clear information to all staff to support positive student interactions.

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
Wellbeing Improvement in the percentage of students reporting positive well-being (based on Tell Them From Me data) to the lower bound system-negotiated target of 56.4% or above.	Tell Them From Me and Awesome Schools data shows an improvement in reported positive well-being, including a sense of belonging to 42% and expectations of success to 61%. Supporting this is a decrease in Negative Sentral data entries evidencing greater engagement in classroom learning activities supports this.
Attendance Improvement in the percentage of students attending school more than 90% of the time to the lower bound system negotiated target of 57.7% or above.	The number of students attending greater than 90% of the time or more has decreased in 2022 by 9%, this can in part be aligned with the high number of Covid cases in our community during the winter months of 2022 and associated impact on student attendance, in particular when stringent lock down measures were in place during the early part of the year, it also reflects a reluctance by some members of the school community to re-engage with school following periods of Covid related absences.



Strategic Direction 3: Engagement

Purpose

To strengthen student and community engagement as learners through the provision of a responsive curriculum informed by student voice and collaborative practice.

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.

- Growing and Responding to Student and Community Voice
- Community Engagement

Resources allocated to this strategic direction

Low level adjustment for disability: \$62,236.00

Location: \$122,976.00

Summary of progress

Over the course of 2022 significant progress has been made in improving student and community engagement. Throughout the year students have engaged with surveys that are demonstrative of an increasing engagement with learning which is also manifested by a significant decrease in Wellbeing behaviour entries. Furthermore increased opportunities for parents and the wider community have been facilitated with consistent growth in their involvement with the school.

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 school collects, analyses and uses data from student surveys, TTFM, and ongoing and systemic community engagement to inform teaching and learning programs. Teaching and learning programs are informed through consultation.	Tell Them From Me and Awesome Schools data shows significant increases in engagement with teaching and learning. Furthermore, there has been a corollary decrease in Negative Sentral data entries arising from poor student engagement with teaching and learning. Similarly, parents report that they are increasingly aware of the activities, achievements, and successes of our students and the opportunities for the community to be involved in student education.
The school reviews the efficacy of current student and community engagement measures through wide-ranging consultation with staff, students, and the community. The review focuses on the strengths, weaknesses, threats, and opportunities of community engagement with a view to developing a what works best approach and to explore opportunities to better utilise existing internet, social media, and written modes of communication.	Throughout 2022 the use of Social Media as a platform to encourage Community Engagement was reviewed with practices and procedures implemented to better promote student achievement, increase recognition of success, and better inform the community of school-based events and activities. This has seen an increase in some 38,752 social media interactions per quarter compared to the equivalent previous period. Formal and Informal community engagement indicated that the school website required particular review to ensure that it remained a relevant portal for the community to find relevant information when and where it was required. Prior to the commencement of the 2023 school academic year, the website was redesigned to better enable families and the community to find necessary information. Community review has indicated that these changes have been well received and are improving parent engagement with the school.



Funding sources	Impact achieved this year
Integration funding support \$110,480.00	Integration funding support (IFS) allocations support eligible students at Coonabarabran High School in mainstream classes who require moderate to high levels of adjustment. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Explicit teaching, informed by collaborative and evidence-based practice. Overview of activities partially or fully funded with this targeted funding include: • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around [course] • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students The allocation of this funding has resulted in the following impact: Students cognitive , social /emotional , physical , and sensory wellbeing are tracked and staff are responsive to their learning needs. Students requiring additional support have regular IEP meetings in collaboration with carers and relevant stake holders to ensure that the learning needs of the students are met, these include: student goals, teaching and learning programs with task differentiation, adjustments relevant to the particular student's needs, resources and monitoring strategies. A student IEP is then developed which is a working document for the teachers and other staff who work with students. Planning tasks for 2023 including RIOT training for staff, parents and students to assist better engagement. After evaluation, the next steps to support our students will be: Continued support of individual students and of classroom teaching via individual and group interventions and classroom support staff.
Socio-economic background \$240,271.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Coonabarabran High School who may be experiencing educational disadvantage as a result of their socio-economic background. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • A Planned Approach to Whole School Well-being Overview of activities partially or fully funded with this equity loading include: • providing students without economic support for educational materials, uniforms, equipment and other items • professional development of staff through Resilience in Schools to support student learning and engagement • employment of additional staff to support intensive classroom support and targeted wellbeing groups. The allocation of this funding has resulted in the following impact: During 2022 students were able to engage in a wider array of curricular and non curricular activities the cost of which has been supported by this funding that has enhanced engagement and overall outcomes, such as AG skills, Science and Engineering Challenge, supported Work placements. Students provided with uniform, food and resource support have identified belonging and learning enhancement. After evaluation, the next steps to support our students will be: Budgeting for 2023 has identified areas for targeted funding to continue successful programs which support ongoing effective programs that build student engagement, belonging and support academic and social

Socio-economic background \$240,271.00	achievement.
Aboriginal background \$152,591.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Coonabarabran 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. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Explicit teaching, informed by collaborative and evidence-based practice. • A Planned Approach to Whole School Well-being Overview of activities partially or fully funded with this equity loading include: • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students • 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 The allocation of this funding has resulted in the following impact: Aboriginal Education Officer (AEO) entitlement allowed Aboriginal students to be supported through wellbeing and academic programs. SLSO (Ab Ed) allowed additional support to Aboriginal students for targeted support in literacy and numeracy. All Year 7 and 9 students completed a Numeracy test, and students identified as requiring support completed a PAT Maths Assessment. Year 7 and 9 Aboriginal students identified were supported by LAST, AEO and SLSO (Ab Ed) and Covid Intensive tutoring. Students who completed Lit/Num programs were then integrated into mainstream classes with ongoing classroom support for teachers and SLSO. IEPs were used to support student classroom learning and with extra support from SSO develop cultural engagement and learning programs After evaluation, the next steps to support our students will be: The entitlement position of the AEO serves an important role in the school community, with an indigenous population of 27%. Further, the assistance provided by the employment of the SLSO (Aboriginal) through flexible funding has seen an improvement in students' literacy and numeracy outcomes and both positions have been integral in supporting successful transitions. This targeted support in the early years has also been identified as a strong indicator for success in later years of schooling. The continuation of the position of SLSO (Aboriginal) has been factored into the budgeting and planning for 2023
Low level adjustment for disability \$188,649.00	Low level adjustment for disability equity loading provides support for students at Coonabarabran High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Explicit teaching, informed by collaborative and evidence-based practice. • Growing and Responding to Student and Community Voice Overview of activities partially or fully funded with this equity loading include:

Low level adjustment for disability \$188,649.00	• Targeted interventions to support student growth • employment of SLSO's to deliver early interventions programs to identified students and provide classroom support • Initial testing of all year 7 students for numeracy and literacy skills The allocation of this funding has resulted in the following impact: Majority of the identified students achieving significant progress towards their personal learning goals and increased engagement/performance in school assessments and state testing. Identified students supported to complete Quick Smart and Multi Lit courses. After evaluation, the next steps to support our students will be: Staff focus on building skills to support growth in Literacy and Numeracy achievement. Continue to identify and support students skills growth across KLAS with targeted SLSO and LAST interventions.
Location \$122,976.00	The location funding allocation is provided to Coonabarabran High School to address school needs associated with remoteness and/or isolation. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Growing and Responding to Student and Community Voice Overview of activities partially or fully funded with this operational funding include: • student assistance to support excursions • technology resources to increase student engagement • additional staffing for teaching principal release • incursion expenses The allocation of this funding has resulted in the following impact: Location funds were used to support student learning and provide opportunities for students in rural settings to access extracurricular activities, as well as employ staff in a higher duties capacity to support the principal. Two additional staff were on higher duties to support the administration and faculty needs. Additional online resources were purchased which helped students access additional content in senior years and gave opportunities to develop their understanding of HSC skills and content. After evaluation, the next steps to support our students will be: The provision of subsidised teaching and learning resources was an important part of learning from home and supported students. These funds will continue to be used to purchase software licences to continue this program which supports classroom learning and assist regular revision. The additional employment of staff at higher duties will again be applied to help support the principal in administration duties.
Professional learning \$80,636.00	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 Coonabarabran High School. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Explicit teaching, informed by collaborative and evidence-based practice. Overview of activities partially or fully funded with this initiative funding include: • Support timetables for collaborative Professional learning in cross KLA groups based on evidence based practice. supporting collaboration and reflective practice. • Support the provision of time to allow teachers to Engage in subject specific professional learning to enhance teacher capacity to deliver high quality outcomes. • engaging a specialist teacher to unpack evidence-based approaches to

Professional learning \$80,636.00	teaching writing and explore modelled, interactive, guided and independent writing The allocation of this funding has resulted in the following impact: The professional development of staff through the delivery of targeted programs and activities related to student differentiation, subject specific learning and wellbeing has resulted in increased staff capacity and the ability of staff to implement these programs. The timetabled support of staff to meet and collaborate has enhanced capacity and reflective practice increasing classroom engagement and outcomes. After evaluation, the next steps to support our students will be: Targeted support of ongoing collaborative staff groups (2LS) to support professional development, as well as individual targeted learning as identified. Whole school training and development of Resilience in Out Teens program. to support staff and build capacity to better support engagement of all students.
COVID ILSP \$133,348.00	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. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Other funded activities Overview of activities partially or fully funded with this targeted funding include: • employment of teachers/educators to deliver small group tuition. Student details, implementation and focus areas are captured in PLAN2 • providing targeted, explicit instruction for student groups in literacy/numeracy from Years 7 - 10 • providing additional intensive small group tuition for identified students In Year 10 to achieve competency in HSC National Minimum Standards (Reading/ Writing/ Numeracy). • providing targeted, explicit instruction in Academic Writing for identified students in Year 11 and 12 • development of resources, monitoring and planning of small group tuition The allocation of this funding has resulted in the following impact: Majority of the students in the program achieving significant progress towards their personal learning goals and increased engagement/performance in school assessments and state testing. 92% of students in Year 10 achieving National Minimum Standards in Reading and 91% of students achieving competency in Numeracy. Increased staff confidence using data informed practice to improve student learning outcomes through tracking of selected student cohorts through SCOUT and PLAN2 software. After evaluation, the next steps to support our students will be: Continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.
Student support officer (SSO) \$96,058.00	These funds have been used to support improved outcomes and the achievements of staff and students at Coonabarabran High School Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • A Planned Approach to Whole School Well-being

Student support officer (SSO) \$96,058.00	Overview of activities partially or fully funded with this Staffing - Other funding include: • Development of programs to support students belonging and engagement and cultural awareness • Support students to engage in curricular and non curricular activities The allocation of this funding has resulted in the following impact: Increased students belonging and supported engagements and improved well-being and academic achievement along with increasing belonging through cultural awareness and engagement. After evaluation, the next steps to support our students will be: Develop targeted well-being groups to build belonging, work with students and community to target attendance and engagement activities. Take a lead role in implementation of RIOT program across community.
---	---



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	200	177	178	160
Girls	175	172	170	158

Student attendance profile

School				
Year	2019	2020	2021	2022
7	88.5	89.0	84.3	84.3
8	85.5	86.9	83.1	77.2
9	85.0	84.3	77.9	77.4
10	82.7	86.2	76.3	75.1
11	81.1	85.4	78.2	78.8
12	86.4	85.6	82.7	84.8
All Years	84.9	86.2	80.4	79.0
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

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	4	0	7
Employment	9	6	31
TAFE entry	5	0	0
University Entry	0	0	58
Other	0	0	0
Unknown	4	0	4

Leaving students have consistently been able to find meaningful employment, including a higher than usual number of Year 10 students who have left school to enroll in apprentice training or to pursue specialist TAFE training. The school has also supported 10 students in engaging in School based trainee ships in a range of careers such as mechanics, office administration and tourism. It maintains a strong focus at the school to engage students in the careers of their choice or pursue further education as they transition from school.

Year 12 students undertaking vocational or trade training

32.69% of Year 12 students at Coonabarabran High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

94.9% of all Year 12 students at Coonabarabran High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification. Students not completing the HSC were engaged in permanent employment when they left education.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	28.7
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	11.98
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	840,431
Revenue	7,637,716
Appropriation	7,419,990
Sale of Goods and Services	11,254
Grants and contributions	182,587
Investment income	9,085
Other revenue	14,799
Expenses	-7,385,646
Employee related	-6,363,498
Operating expenses	-1,022,147
Surplus / deficit for the year	252,071
Closing Balance	1,092,502

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

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	110,480
Equity Total	581,513
Equity - Aboriginal	152,592
Equity - Socio-economic	240,272
Equity - Language	0
Equity - Disability	188,649
Base Total	5,994,394
Base - Per Capita	91,243
Base - Location	122,977
Base - Other	5,780,175
Other Total	496,094
Grand Total	7,182,481

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

School performance - NAPLAN

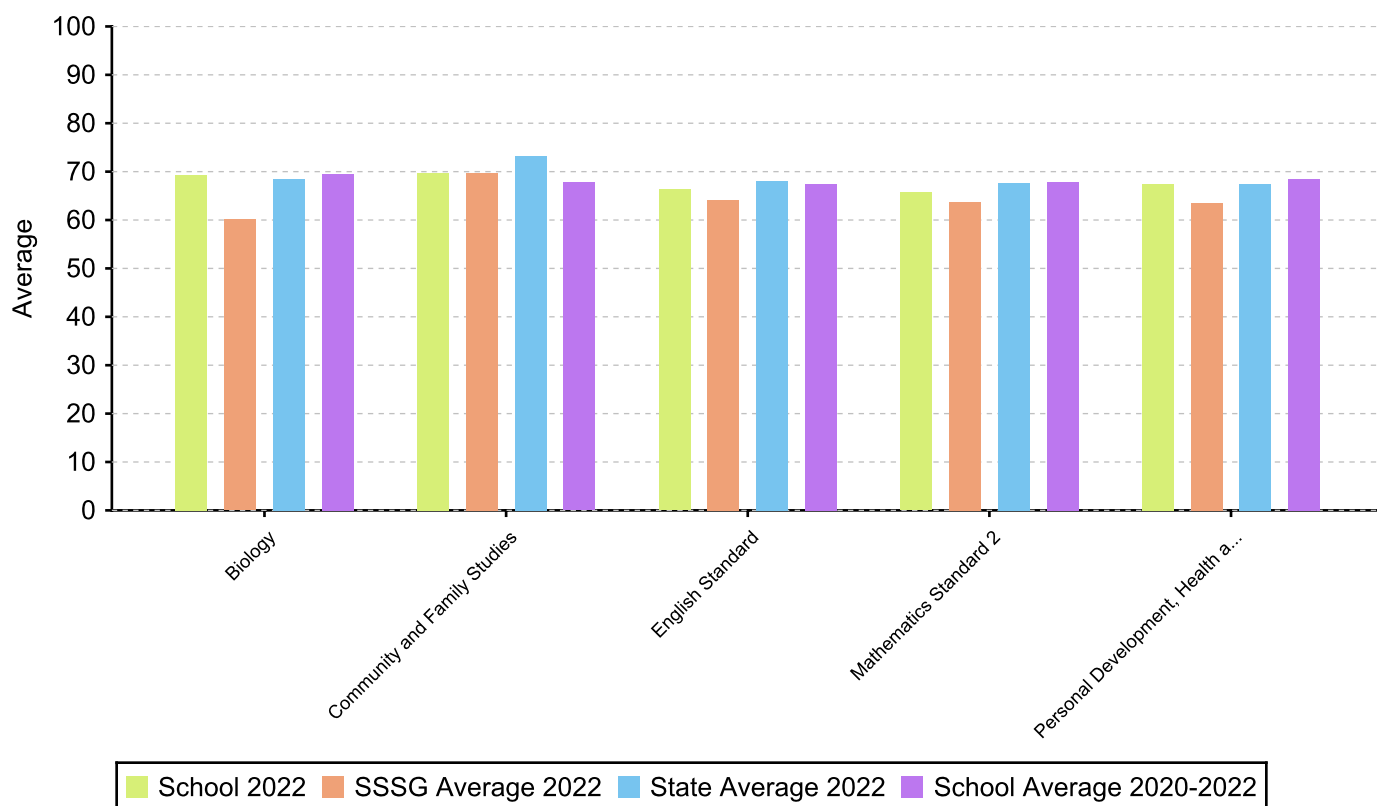
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

School performance - HSC

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

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



Subject	School 2022	SSSG	State	School Average 2020-2022
Biology	69.3	60.1	68.5	69.5
Community and Family Studies	69.7	69.7	73.2	67.8
English Standard	66.3	64.1	68.1	67.5
Mathematics Standard 2	65.7	63.8	67.6	67.9
Personal Development, Health and Physical Education	67.4	63.5	67.5	68.5

Parent/caregiver, student, teacher satisfaction

Several surveys were conducted throughout 2022 to collect the opinions of our school community. Covid restrictions again impeded Information collection, but results from students and parents were able to be collected using online forums as well as during face to face opportunities in the second half of 2022.

Year 12 completed an Exit Survey at the end of 2022. This survey is used to determine the specific teaching strategies which best support the learning outcomes of our senior students. In addition, this information will assist our teachers to cater to future students' educational needs and preferences when delivering course content. Questions covered the following aspects of teaching and learning

- Most effective teaching strategies
- Least effective teaching strategies
- Preparation for the Trial HSC
- Most effective revision strategies
- Teacher feedback
- Engagement in classroom learning
- Qualities of effective teachers

The survey revealed that the Year 12 cohort felt well supported in navigating the challenges of their HSC year of study. Students were very positive in their appreciation of the mentor program which runs, teaming students with a particular member of staff who is an additional source of encouragement and advice throughout the year.

The value of constructive and detailed feedback was also highlighted by students in their responses. They could clearly see the enhanced learning that occurs when they are given teacher feedback which outlines 'where to from here' in terms of improving their outcomes. Likewise, students appreciated the value of developing positive learning partnerships with their teachers. The need to balance school and out of school commitments such as employment was also commented upon as was the various strategies which students employed to combat the stress of their final year of study.

Many students noted the benefit of regular physical activity as essential to supporting their wellbeing as well as keeping perspective on the year; that is that the HSC, whilst important, is certainly not the sole determinant of their future success.

Notwithstanding the obvious benefit of technology, many students rated very highly what could perhaps be regarded as 'old fashioned' teaching strategies, 'chalk and talk' sessions, particularly for revision, which reinforced student learning. The additional time out of school that staff gave to support their HSC classes was also highly valued.

Tell Them From Me Student Survey

Most of the students in Years 7 to 11 completed the Tell Them From Me survey in Term 4, Covid restrictions meant term 1 surveys were impacted. Overall the survey provided valuable feedback regarding students' attitudes to learning and levels of engagement. This supported the school self evaluation and planning process, particularly in relation to the strategic direction of Culture of Learning and the development of the new Strategic Improvement Plan

Student responses tended to follow state and national norms. The high levels of student engagement in Year 7 decreased gradually through Year 8 and dipped in Year 9 before increasing in the senior school.

Most students responded positively about the relationships that they form with teachers and other students at school, their pride in the school and their belief that they have people who will advocate on their behalf within the school. These positive relationships promote improved student learning outcomes and well being.

In 2022 students participated in an online well being survey, supported by the Awesome Schools Project. Students completed these surveys twice during 2022. The survey provided valuable data about students well being, belonging and engagements in education. The results from this survey has been used to inform the focus of the school well being team and targeted activities and programs during 2022 and as part of future planning.

As a result of the wellbeing data collected in these surveys and other feedback through the year the school has engaged the Parent Shop to run Resilience in our Teens (RIOT) program during 2023. This program will support efforts to support student better understand their emotions and build engagement with learning the program also focuses on supporting family and community better support teenage students to regulate their emotions and enhance learning engagement.

Secondary Learning Strategy (2LS) Teacher Survey

All teachers were given the opportunity to complete surveys at the end of Terms 1 and 4 regarding the implementation of 2LS. Staff feedback was very positive both in terms of the collegially supportive nature of the cross KLA PL groups as well as noting the benefits that flowed from learning new skills and strategies to employ in the classroom to make

learning visible. In 2022 the groups enhanced collaborating practice using a focus Puzzle of Practice which uses collective feedback to improve the challenge and academic merit of class tasks.

Survey responses will guide the future direction of cross-KLA PL groups which will continue in 2023. In particular, staff have requested access to continued use of the Puzzle of Practice approach to collaborative support.

Parent/Carer feedback was limited during the first half of 2022 due to Covid restrictions. Parents kept contact with the school and are regularly engaged in individual feedback opportunities. The enhancement of the community engagement process has seen the development of online platforms for parent feedback which will be a focus during 2023 to enhance parent and community feedback.



Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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