

# 2022 Annual Report

## Coomealla High School



8494

# Introduction

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

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

## School contact details

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## Message from the principal

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With a newly appointed Principal and the inclusion of Coomealla High School into the Connected Communities strategy in 2022, the focus was to build trust and harmony across the school community, to support the academic, social and wellbeing health of students, to increase cultural competency and to provide opportunities for all students to develop their talents and prepare them for successful adulthood. This would be done through quality teaching and programs, along with improved community engagement to create opportunities and support to become a more inclusive school environment.

Positive school culture was evident at end of term recognition assemblies and at events held during the year including Open Night, Careers Day, NAIDOC celebrations, Wear it Purple day, Leaver's Dinner and the Senior Formal. Many students worked on programs with partner primary schools including the Creating Chances program, the Indigenous Games day, as officials for athletics carnivals and visiting to talk about high school, as a part of Year 6-7 orientation.

Teaching and support staff worked tirelessly to provide quality teaching and learning opportunities and many enrichment activities for students, which add value to learning and raised aspirations for life choices. These included the Life Ready camp for years 11 and 12, the Completing the Puzzle Careers camp to Canberra, the CAPA camp to Sydney for year 12, the Snow Trip to Falls Creek for years 9-11, the Basin Landcare excursion, the Benetook Farm excursion, Swimming, Cross Country and Athletics carnivals, Netball and Volleyball competitions, the Re-Build TAFE course, the White Card WHS qualification, the WOW karate and emotional regulation course, Cognizant STEM project, Writing project with ABC Triple J, Astronomy talks and star gazing night with Australian National University, Lateral Violence Facilitator training for students, consent and positive relationship talks, resilience and mental health self care talks and university visits.

There is much to look forward to when returning in 2023, leading the school community to build on successes and continue to strive to be a positive place of learning for all students and staff.

**Ms Kathryn Steward**

## Message from the school community

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### Parents and Citizens - Mr Shaun McInerney, President

The 2022 school year was a rewarding and productive one for the Parents and Citizens Association. Our membership base was relatively strong and the level of enthusiasm to support the development of Coomealla High was evident at our monthly meetings. The school canteen, the major P & C Fundraiser, continued to be operated by Anna with a strong adherence to hygienic practices and great variation in what is offered to both students and staff. Over the course of the year, the P & C made five significant monetary contributions. A summary of these contributions is listed below:

- Snow excursion \$1000
- Leaver's Dinner - \$858

- Stage 4 Reward Day \$600
- CAPA McIntosh Computers \$2000
- Annual awards presentation \$375

The P & C members Laura, Shaun and Britt assisted on many merit panels for teaching, learning support and administrative positions and they are thanked for their time and contribution to the staffing of the school.

It was terrific to see student leaders - Laura, Holly and Kyla join discussions with Wentworth Council to raise awareness around engagement, employment and transport in the region. Student voice and agency is clearly a focus for the school. There was a fantastic roll up to 'Open Night' with a large cohort of families coming along to see what Coomealla High has to offer for their children. The online booking system introduced this year for parent/teacher interviews worked efficiently and it was a nice touch from Anna to provide free hot drinks and nibbles at the entrance, along with flowers and plants for sale from the school farm. It was pleasing to read about the positive relationships workshops involving Mallee Family Care to talk with students about the relevant issue of 'consent' which may have been confronting for some students but provided a safe forum for our kids to hear the facts, feel empowered and know that help is available if needed.

The P & C always welcome new members and we look forward to continuing to work to improve the school community in 2023.

### **Aboriginal Education Consultative Group - Ms Della Philp, President**

Coomealla Riverina 3 local AECG have created a fundamental relationship with Coomealla High school. We have consulted and helped support the implementation of the Barkindji language classes for Stages four, five and six. We have supported the professional development of the staff at Coomealla High school, bringing support of the SEO 2 for Western region to work with staff for a whole day of training in Term 3 on Aboriginal Cultures and Perspectives and Engaging with Aboriginal Families and Community. The AECG have facilitated positive networks in the community for future services and community members to support the school staff and students in future programs. The local AECG have been involved in merit selection panels for teaching and non-teaching positions and also identified the need for additional Aboriginal SLSOs in the high school to support learning and cultural safety of students.

## School vision

*Coomealla High School on Barkindji land, is a learning environment that sets high standards for students and staff, achieved through delivery of quality teaching, learning, wellbeing and enrichment programs. The school works in partnership with parents and school community to develop students who are confident, resilient and successful learners with pathways to adulthood.*

## School context

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

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

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

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

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

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

- Highly effective teaching practices
- Data informed teaching and learning

### Resources allocated to this strategic direction

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**Low level adjustment for disability:** \$88,763.67

**Integration funding support:** \$31,064.00

**Per capita:** \$58,055.69

**Professional learning:** \$4,000.00

### Summary of progress

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#### Highly effective teaching practices.

A whole school reading program, *Get Lit*, was delivered. It focused on students practising reading every day. The impact of this program was mixed, with 74% of staff indicating that 50% of the students in their *Get Lit* class were not actively engaged in reading for their daily sessions. Staff were asked to identify strategies which worked to engage students including reading aloud (42%), supported book selection (34%) and seating plans (30%).

Next year, the focus will be to consistently apply the strategies that were identified as successful across the whole school to try to boost engagement and support all students to actively read.

The second reading strategy in 2022 was a targeted literacy and numeracy program called *Power Hour*, which involved students working independently through Lexia, Assessment Online, Manga High and Mathletics. Analysis of data midyear indicated that there was limited transference of improvement in these programs to NAPLAN and Check-in. It was clear that student learning in *Power Hour* needs to be more effectively matched to their learning gaps and explicit teaching for impact on specific skill development, rather than just students working independently.

#### Data informed teaching and learning

Presentations by the LaST on effective differentiation across KLAS to improve engagement and cater for students who need modified learning and support to bridge gaps in learning were provided to staff, along with support to gather documentation for the Nationally Consistent Collection of Data (NCCD). It was recognised that there are a significant number of students well below benchmark for literacy and numeracy, many through reoccurring absences over the school years, often related to insecure housing options for families, learning disabilities, mental health concerns and confidence gaps.

Next year, the focus will be to consolidate the tiered intervention Collaborative Support Unique Settings (CSUS) Reading initiative and expand differentiated reading intervention to support all Year 7 students. The school will utilise PLAN2 data to identify individual student learning and introduce timetabled collaborative evaluation sessions to regularly inform, update and plan for explicit, evidence informed teaching. Department of Education assessments including Phonological Awareness, Phonics Diagnostics and Fluency Assessment will be used to gather baseline data. Staffing resourcing will be expanded to include a Learning and Support Teacher (LaST), primary trained teachers and Student Learning Support Officers (SLSO). Whole school professional learning mapped to support staff skills and understanding of 'Learning to Read' and 'Reading to Learn', Vocabulary/KLA Meta-Language and accessing the Universal Hub.

Next year, the focus will be early identification of students in Reading and Numeracy. The creation of class groups based on data and student achievement created for reading support in year 7 and additional classes added in the junior school to allow for differentiated classes of 14 students.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving growth in NAPLAN reading by 5% from system negotiated baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the percentage of students achieving growth in NAPLAN numeracy by 6.5% from the system negotiated baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Uplift in the percentage of students achieving in the top 2 bands in reading by 6.1% from the system negotiated baseline.	The percentage of students achieving in the top 2 bands in reading increased by 4.4% showing progress towards the achievement of the system negotiated target.
Uplift in the percentage of students achieving in the top 2 bands in numeracy by 6.2% from the system negotiated baseline.	The percentage of students achieving in the top 2 bands in numeracy increased by 7.66% showing achievement of the system negotiated target.
Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading towards system negotiated baseline.	There were no Aboriginal students in the top 3 NAPLAN bands in reading indicating the school did not achieve the system negotiated target.
Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in Numeracy towards system negotiated baseline.	There were no Aboriginal students in the top 3 NAPLAN bands in numeracy indicating the school did not achieve the system negotiated target.

## Strategic Direction 2: Excellent teaching and quality systems

### Purpose

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

### Initiatives

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

- High expectations culture

### Resources allocated to this strategic direction

**Professional learning:** \$34,223.50

**Beginning teacher support:** \$7,608.00

### Summary of progress

#### High expectations culture

During 2022, the focus of this Strategic Direction was to raise teaching capacity in delivery of the HSC through engagement in state-wide initiatives and improvements in school systems.

Five staff from across English, Mathematics, Science (Biology and Chemistry) and HSIE (Business Studies) were involved in the State-wide HSC improvement strategy. They benefited from networking with staff from other schools, participated in professional learning about standards and the provision of effective feedback to help raise student achievement towards higher band responses. Staff have had support with program development, scope and sequence building, formative and summative assessment schedules, record keeping, collaborative marking, adjustments for life skills students and sharing of teaching and learning strategies and resources.

All Executive staff completed the CCLEED training, and activities to build skills and confidence across the whole staff were incorporated regularly into staff meetings throughout the year. Engagement with specific tools (Scout HSC reports and RAP) for analysis of HSC performance in all subjects for all Stage 6 teaching staff, led by their supervising head teachers, remains a priority.

In relation to HSC monitoring and record keeping, sound school policies and procedures are evident, all central recording was been migrated to cloud-based storage. Oversight and management of the annual HSC monitoring timeline is provided by a designated NESA coordination role and well described role statements and standard operating procedures have been developed. There were no N determinations in Stage 6 this year, which indicates the processes and procedures to support student learning were successful.

Four other experienced teachers across Maths, English, Community and Family Studies and Agriculture participated in HSC marking this year, and a further two staff completed the simulation phase prior to actual marking in 2022. This enabled them to engage in a space where they are seeing the real breadth of the candidature across the state, gaining a better sense of where students are relative to their peers. They see first-hand the strengths of candidate responses and often see different perspectives that will enhance what they can deliver in the classroom.

Though sometimes cohorts are too small to generate statistically significant data, analysis of available RAP data confirms a trend across most subjects that students generally work at or above state average in multiple choice and short answer components but fall below state average marks in components requiring extended writing. In addition to all the work mentioned in the high expectations reflection above, a Writing to the Verbs initiative across the school from Yrs 7-12 has been implemented for the last 2 years. Growth from students is expected in 2023, as a result of this initiative.

Next year, all teachers of year 12 will engage in the HSC improvement strategy, new teachers in HSC courses across Business Studies, Biology and Agriculture will continue to engage with the relevant Rural Learning Exchange (RLE) Teams environment and will be delivering common and supported curriculum, pedagogy and assessment. In addition, a range of other staff across most KLAS have joined the RLE teams pages, providing excellent data informed curriculum, resources and professional learning opportunities.

**Next year,** staff will be supported to improve their skills, knowledge and practice as guided in the *What Works Best* research from the Centre for Educational Statistics and Evaluation and teachers will have the opportunity to volunteer to join small collaborative teams of *Quality Teaching Rounds*, to improve practice through observation and evaluation of the



elements of quality teaching in their classroom practice.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of student achievement in the top 2 bands of the HSC by 3% from the system negotiated baseline.	In 2022, the percentage of students achieving results in the top two bands decreased.
Increase the percentage of students achieving in the top 3 bands in the HSC by 6.1% from the system negotiated baseline.	In 2022, the percentage of students achieving in the top 3 HSC bands increased by 9.82%, indicating achievement of the annual progress measure.

## Strategic Direction 3: Connections and belonging

### Purpose

To develop a culture of high expectations and improvement for each student in well being, including sense of belonging, transitions and cultural safety, through strengthening quality connections within and beyond the school community.

### Initiatives

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

- Connections
- Belonging

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$109,397.00

**Location:** \$51,476.64

**Aboriginal background:** \$135,508.31

**Socio-economic background:** \$194,732.03

**Professional learning:** \$26,000.00

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

**Beginning teacher support:** \$7,609.00

### Summary of progress

#### Connections and belonging

The focus of this Strategic Direction in 2022 was to increase attendance and wellbeing at school and to build a more inclusive school community which offered quality transition programs at each end of high school and effectively engaged with community organisations.

The attendance rates improved from Semester 1 to Semester 2 for most year groups and attendance for boys was higher by 7-11%, than for girls in every year group in 2022. An analysis of transition programs indicates that boys were more actively involved and attended programs on a regular basis, particularly the WOW program (75% boys) and the Rebuild program (100% boys). Boys were also more likely to complete and retain their SBATs from year 10-11. More boys participated in programs with NSW Police including morning fitness and the Completing the Puzzle excursion. Of the students who are not attending regularly or at all, only 16% were boys.

Aspirational thinking about the world of work was promoted through the Careers Expo day and book week theme of "My Dream Job" which created opportunities for conversations with students about future possibilities. Tell Them From Me (TTFM) data indicated a 1% increase in aspiration to finish year 12 and a 6% increase in aspiration to pursue a trade. Students also indicated a 2% increase when asked about relevance of school learning to the world of work and there was a 1% increase in those wishing to pursue university post school. There was a 10% increase in students who identified a medium level of optimism about their future.

**Next year**, the school needs to consult more widely with girls and source intervention programs which will support their attendance, retention and success at school.

During Term 4 an increase in staffing enabled the release of a teacher to work flexibly to provide outreach support for students who are not attending at all. There were positive signs from this strategy with six students being supported to visit alternative programs post Year 10 with their parents which is a positive step towards successful transition beyond school. Several students in Years 7-10 were supported in a personalised way with outreach visits, work at home and assisted transport to school. The need for regular attendance for wellbeing and social health as well as academic outcomes was regularly publicised in newsletters and social media.

**Next year**, the scope of the outreach LaST strategy will be enhanced to continue to build bridges with students and parents in the community who are disengaged from school.

**Next year** a flexible learning program will be offered for students with very low attendance or disengagement from mainstream classes. This will be run by a LaST who will offer a supported program of personalised learning, and the Careers Adviser will co-ordinate a program of transition to work skills and programs for targeted students.

Some students are involved in prolonged social conflict both in and out of school. This impacts on the level of

confidence of parents about their child's safety at school. The school has worked hard to restore relationships between students after conflicts and have implemented a number of support programs through Inter Reach, the Student Support Officer and the School Counselling team. The school has also engaged support from NSW Police to manage incidents involving conflict and aggression and have reinforced the need for students to learn to resolve conflict peacefully or risk legal consequences. As more parents and families engage with and work with school staff to support students, it is hoped that issues will be resolved in a timely manner and all parties feel confident to return to school.

Students with a history of aggression, violence and lack of emotional control were engaged in a program in Mildura called Working on Within (WOW) which has been well supported by students and may have contributed to our reduced violence and aggression in the playground and overall suspension rates in Semester 2. Of the students who attended on most or all of the 10 sessions, there was significant improvement in levels of emotional regulation and co-operation at school and more than half of that group have expressed a willingness to be involved next year.

Specialist wellbeing support services were improved by the development of a stepped care model which clearly defines roles and referral within the wellbeing team and wider staff in the school. This increased consistency in management and referral of students, providing clarity for staff and appropriate intervention for students.

Suspension rates significantly reduced from 38 in Semester 1, to 24 in Semester 2. Numbers of students seeking support from staff increased and the number of staff in the playground who confidently interact with students and help to de-escalate aggression has increased. Safety Intervention training was delivered for all staff to improve capacity to recognise when students are becoming dis-regulated and intervene early to de-escalate.

**Next year**, the school will continue to engage the support of Inter Reach and local interagency groups and community based programs including WOW, to support students with patterns of unstable friendships, conflicts and dis-regulated behaviour. The school engaged the support of the School-link team to help with the navigation of Mental Health services in NSW and Victoria and while this collaboration is in the early stages, the team have made a commitment to support the school next year. The school will continue to liaise with NSW Police and the PCYC in Broken Hill to advocate for local delivery of crime prevention intervention programs including Fit for Life and Fit for Home.

The school delivered whole school positive relationships sessions focused on consent, positive mental health, coping and helping peers. These were supported by whole school conversations on assembly about inclusion, anti-discrimination, respect, rights and responsibilities, anti-violence, self-regulation, harmony and human rights. 59% of Aboriginal students reported in Tell Them From Me (TTFM) that they felt good about their culture and 58% of Aboriginal students indicated that teachers understand Aboriginal culture. TTFM results identified that 8% of students had experienced racism in the classroom, 10% in the playground.

The school engaged Aboriginal students in Barkindji language programs, community programs including the Art on the Tank project, the Fletcher's Lakes On-Country excursions, Basin Landcare, community events such as Sorry Day in Wentworth and the Elder's Wellbeing Day. The school embraced local community members to deliver a range of support services and be a part of cultural and school culture days. The students enjoyed opportunities for participation in cultural events and co-operation was high in all 'special events', including NAIDOC day which attracted a large crowd of parents and community who also provided cultural immersion activities for students.

56% of teachers indicated they feel they met the school target of implementation of an activity in each of their classes during term 3 which was focused on Aboriginal cultures, history and perspectives. Of those teachers who did not meet the target, 66% indicated that they needed additional resources to support this and 53% indicated that they needed more local knowledge.

**Next year**, the school will continue to build the capacity of staff to successfully embed Aboriginal perspectives and cultures into lessons and help to make their classrooms culturally safe places. The School Development Day in Term 2 will focus on Aboriginal perspectives and the Aboriginal Education team are working collaboratively to plan this program. Respectful relationships across the school and addressing racism and discrimination remain a high priority.

Anecdotally, students comment about being in lower stream classes as being a negative experience. They make assumptions about their capacity to learn and achieve and some classes lack the uplift of positive role models and student leaders. It is recognised that students benefit from supporting and understanding each other and taking on leadership roles to assist peers and support diversity in classrooms. It is recognised that learning can be demonstrated in multiple ways and diverse classrooms promote harmony across the school by building relationships across groups. Executive staff recognise that further support for teachers to better cater for students with high verbal and practical skills capacity but lower achievement in reading and numeracy.

The number of SLSO positions in the school has increased by 5 to improve the learning support and supervision of student's interactions in the playground.

**Next year**, the class structure will include an additional class into each year group in the junior school with a stage based higher ability class and two mixed ability classes per grade. It is hoped that the changed class organisation in 2023 will enhance the greater interaction of all groups of students across the school, so that positive role modelling can occur in

every class. The smaller class sizes should allow for increased teacher/student instruction and support. It is hoped that this changed class structure will improve the expectations of success measure in TTFM which showed a 1% improvement this year.

This year students engaged keenly in rewards excursions at the end of Term 4 and those on behaviour monitoring were motivated to become eligible to attend. A social for eligible students was held in Term 4. At the end of each term, recognition assemblies were held to celebrate 2 students from each class in the school for learning achievement and commitment/improvement in learning.

**Next year** improved class attendance will be linked to the positive rewards program which will occur each term. End of term recognition assemblies will continue to reinforce positive behaviour and include attendance goals and uniform compliance to this reward structure. A team will work on other ways to build attendance and engagement through lunchtime activities and incentive programs.

### Progress towards achieving improvement measures

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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
TTFM Wellbeing Data (advocacy, belonging, expectations) increases from the system negotiated baseline.	<ul style="list-style-type: none"> <li>• There is an increase of 5% in students who experience positive advocacy at school which is very close to the system negotiated upper band target.</li> <li>• There was a slight improvement in sense of belonging at school but results are still below the system negotiated lower band target.</li> <li>• There was a decrease of 4% in student's expectations of success which is slightly below the system negotiated lower band target.</li> <li>• There was an increase of 6% in year 7 in overall wellbeing from last year.</li> </ul>
Increase the percentage of students attending school more than 90% of the time from the system negotiated baseline.	The percentage of students attending more than 90% of time decreased.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$31,064.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Coomealla High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly effective teaching practices</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>• students with IFS funds have been supported through SLSO assistance in class, transition to work programs including YES programs at TAFE, supported work experience placements.</li> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> students have been supported to access learning in mainstream classes. Additional supervision has increased the safety and achievement for students and enabled them to participate in in-school work experience and transition activities to strengthen life and enterprise skills.</p> <p><b>After evaluation, the next steps to support our students will be:</b> a personalised plan will be developed for each student in consultation with their parents to target support and align to learning goals.</p>
<p>Socio-economic background</p> <p>\$194,732.03</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Coomealla High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Connections</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 to support student learning.</li> <li>• employment of additional staff to support outreach learning program implementation.</li> <li>• employment of external providers to support students with additional learning needs, including the WOW program, Inter-reach, dental and eye screening, transition programs such as Rebuild and Palira (beauty therapy)</li> <li>• providing students without economic support for excursions, educational materials, uniform, equipment and other essential items including lunch and breakfast</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> students have been able to access learning opportunities including enrichment and transition programs regardless of their personal circumstances.</p> <p><b>After evaluation, the next steps to support our students will be:</b> attendance rates of students who engaged in enrichment and transition programs was high. Improvements in emotional regulation and social/emotional health were also evident. More students were able to access excursions and participate in school events through this support.</p>
<p>Aboriginal background</p> <p>\$135,508.31</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Coomealla High School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$135,508.31</p>	<p>Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Connections</li> <li>• Belonging</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the number of Aboriginal students in the school has increased and attendance rates have improved in some year groups. The employment of additional Aboriginal SLSOs has contributed to increased cultural competency in classrooms and in the school generally. The connections between home and school have been strengthened by these additional positions and the feelings of safety and trust among students of the school community have increased. The additional LAST position working on outreach support has made an impact on some students who are non-attenders.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to personalise learning for students and increase our connections with community so that students improve attendance and attainment at school.</p>
<p>Low level adjustment for disability</p> <p>\$198,160.67</p>	<p>Low level adjustment for disability equity loading provides support for students at Coomealla High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly effective teaching practices</li> <li>• Data informed teaching and learning</li> <li>• Connections</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>• intensive focus on reading across the school including a daily reading program for all students, explicit, personalised instruction of students needing phonemic awareness, a program to boost comprehension, fluency and vocabulary for higher achievers in reading.</li> <li>• employment of additional LAST to provide support for students in Stages 5 and 6 to meet assessment demands and improve achievement of syllabus outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> significant growth in achievement of students participating in the Sounds Write phonics program which has improved their confidence and engagement in learning and will contribute to closing the gap in learning achievement for reading. Students in Stage 5 who were at risk of not meeting course outcomes and facing N Determinations were supported to complete assessment tasks and meet NESA requirements for ROSA Year</p>

<p>Low level adjustment for disability</p> <p>\$198,160.67</p>	<p>10 and Year 11.</p> <p><b>After evaluation, the next steps to support our students will be:</b> improve our mapping of student achievement in reading so that we can provide explicit teaching and personalised support for reading. Establish a flexible class in stage 5 to cater for students with poor attendance and engagement in years 9 and 10 and assist them to bridge their gaps in learning and improve learning outcomes and life choices.</p>
<p>Location</p> <p>\$51,476.64</p>	<p>The location funding allocation is provided to Coomealla High School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Connections</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>• incursion expenses</li> <li>• student assistance to support excursions</li> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> students were subsidised to attend a Careers excursion to Canberra, a Snow experience excursion, the CAPA Stage 5 Performing Arts excursion, the WOW self regulation program and rewards excursions. Additional laptops were purchased to contribute to the upgrade of devices in the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> school sport will be subsidised to improve options for students. The Stage 4 and 5 year based enrichment excursions will be subsidised, along with the Stage 6 University exploration excursion.</p>
<p>Professional learning</p> <p>\$64,223.50</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Coomealla High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data informed teaching and learning</li> <li>• Connections</li> <li>• Belonging</li> <li>• High expectations culture</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>• strategic use of School Development days with presenters relating to Safety Intervention and Aboriginal cultures and perspectives. Fortnightly staff meetings after school where we engaged in learning relating to our school improvement plan, using data from NAPLAN and Check-In to inform our teaching and learning, using the new MLDs in each classroom to improve delivery of effective teaching and learning, analysis of data from Tell Them From Me and People Matter surveys.</li> <li>• the school engaged a significant number of teachers in state-wide HSC improvement initiatives to gain from colleagues in other schools, to better understand standards and feedback, to collaboratively develop and mark assessment tasks and examine work samples.</li> <li>• the school ran an after school executive conference focused on building middle leadership skills, including student behaviour management, relational trust and effective communication.</li> <li>• the school engaged outside providers to work with students on a Digital Future innovation project with Cognizant focused on Agriculture, the writing competition "Takeover" with ABC Triple J and a sports coaching initiative</li> </ul>



<p>Professional learning</p> <p>\$64,223.50</p>	<p>with Creating Chances and the local primary schools.</p> <p><b>The allocation of this funding has resulted in the following impact:</b> through the goodwill of staff who took on additional duties to enable staff to participate in professional learning, staff were able to make improvements to their skills and knowledge as guided by their PDP in areas they identified.</p> <p><b>After evaluation, the next steps to support our students will be:</b> PDPs will continue to have a focus on whole school, faculty, personal learning and Connected Communities areas so that improvement is generated across the school community in identified areas.</p>
<p>Beginning teacher support</p> <p>\$15,217.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Coomealla High School during their induction period.</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>• Belonging</li> <li>• High expectations culture</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>• beginning teachers were given a reduced teaching load to provide time for mentoring, visiting other classes to observe, meetings with their supervisor and time for planning and evaluating lessons and completing accreditation requirements.</li> <li>• five early career teachers were released for 2 days to attend the Beginning Teachers conference in Broken Hill.</li> <li>• two beginning teachers successfully completed their accreditation to reach proficient standard.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> early career teachers were able to access support from colleagues in our school and across the state to support the development of their skills as teachers.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to engage with early career teachers, utilising the Head Teacher Mentor and faculty Head Teachers to provide personalised support.</p>
<p>COVID ILSP</p> <p>\$141,600.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy</li> <li>• employing staff to provide online tuition to student groups in literacy and numeracy</li> <li>• employing staff to coordinate the program</li> <li>• employing teaching staff to support the administration of the program</li> <li>• releasing staff to participate in professional learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the employment of a paraprofessional to administer the program of support for students by LAST, SLSOs, Aboriginal SLSOs and our outreach LAST resulted in students engaging in small group literacy and numeracy support and in-class support. Students who needed additional support to complete the HSC Minimum Standards were also supported through this program.</p>



<p>COVID ILSP</p> <p>\$141,600.00</p>	<p><b>After evaluation, the next steps to support our students will be:</b> to utilise the paraprofessional to continue to administer the program and track student achievement.</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 Coomealla High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Connections</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>• the SSO was recruited at the end of term 1 and the impact was immediate. Training as a social worker and experience working in high needs mental health support within health ensured that she was comfortable to engage with our students who have complex needs and utilised her expertise to deliver quality intervention programs for emotional regulation and support.</li> <li>• the SSO has worked collaboratively with the School Counselling and Wellbeing teams to implement the Stepped Care model of student support and improve referral practices across the school.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> students have built trust in our intervention programs and have increased their participation in programs of support in small groups or as individuals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to seek opportunities for whole school positive wellbeing and belonging initiatives, student voice initiatives and personalised support for individual students with complex needs.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	126	122	105	120
Girls	126	108	111	126

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	83.7	91.7	81.8	76.9
8	78.7	83.5	83.6	70.2
9	80.1	78.2	69.8	78.7
10	74.6	82.9	58.8	68.2
11	83.2	81.1	70.8	55.3
12	80.0	91.3	80.2	79.2
All Years	79.8	84.4	74.1	72.0
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

### Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with

previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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

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

## Management of non-attendance

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

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

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	10	5	35
TAFE entry	0	0	6
University Entry	0	0	53
Other	27	0	6
Unknown	0	3	0

## Year 12 students undertaking vocational or trade training

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30.00% of Year 12 students at Coomealla High School undertook vocational education and training in 2022.

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

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88.9% of all Year 12 students at Coomealla 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)	6
Classroom Teacher(s)	19.8
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	11.18
Other Positions	1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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>	337,512
<b>Revenue</b>	7,539,518
Appropriation	7,417,433
Sale of Goods and Services	2,832
Grants and contributions	114,982
Investment income	3,599
Other revenue	672
<b>Expenses</b>	-6,277,312
Employee related	-5,390,591
Operating expenses	-886,721
<b>Surplus / deficit for the year</b>	1,262,206
<b>Closing Balance</b>	1,599,719

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 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	31,064
<b>Equity Total</b>	643,322
Equity - Aboriginal	135,508
Equity - Socio-economic	309,653
Equity - Language	0
Equity - Disability	198,161
<b>Base Total</b>	4,641,367
Base - Per Capita	58,056
Base - Location	51,477
Base - Other	4,531,835
<b>Other Total</b>	873,070
<b>Grand Total</b>	6,188,823

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

# School performance - NAPLAN

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

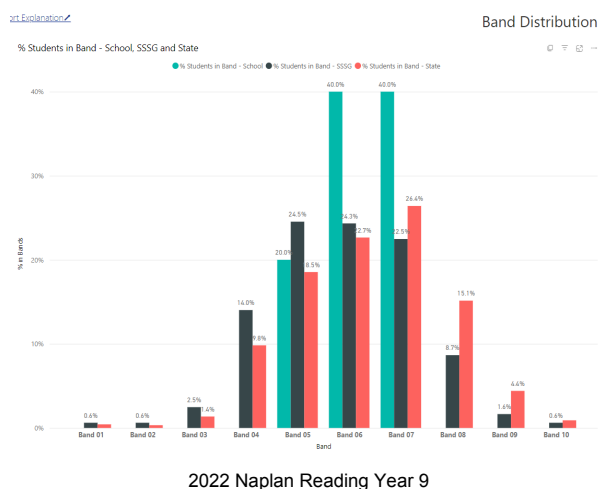
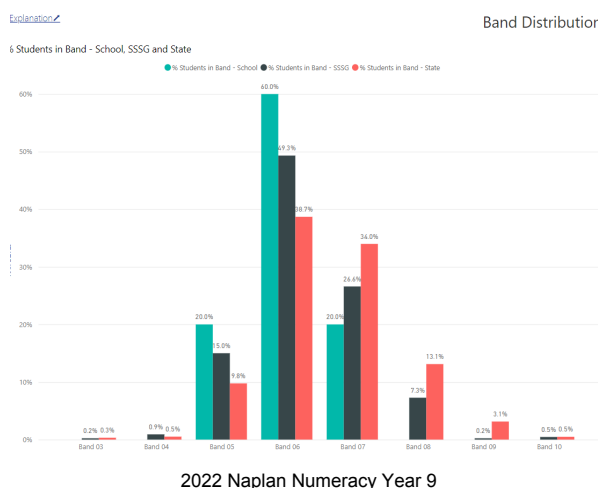
The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Numeracy Yr 9

- 57% of students at or above expected growth in Numeracy which is above State Average growth of 50%
- 13.9% of Year 9 students are in the top 2 bands of Numeracy (way above SSSG of 2.9%) and above lower bound system negotiated target of 12.4%
- No Aboriginal/Torres Strait Islander students in top 3 bands for Numeracy
- Year 7 - no students in top 2 bands

## Reading Yr 9

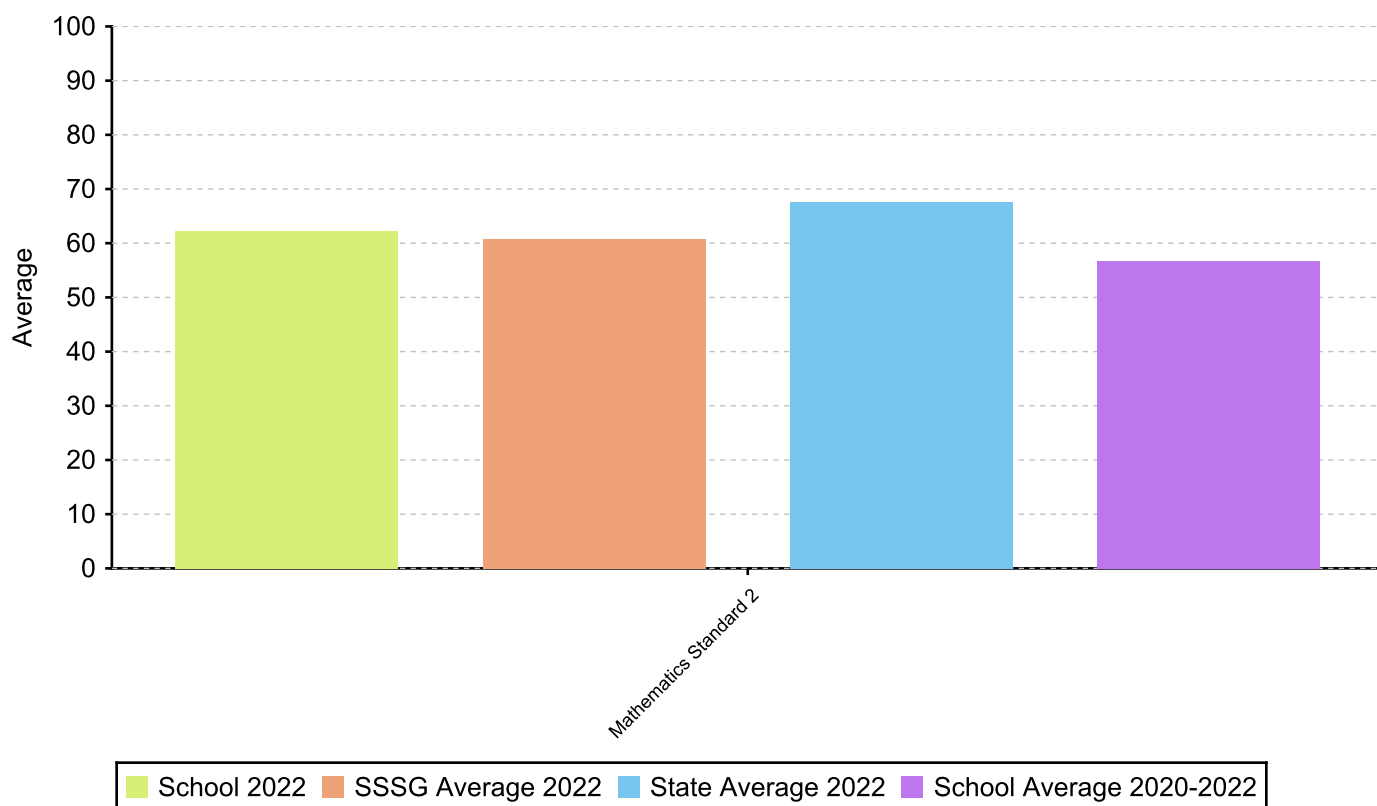
- 51.6% of students at or above expected growth in Reading which is above SSSG of 44.98% and getting closer to Stage Average growth of 53.3%
- 11.1% of students in the top 2 bands of Reading (way above SSSG of 5.8%) and close to lower bound system negotiated target of 12.6%
- No Aboriginal/Torres Strait Islander students in top 3 bands for Reading
- Year 7 - no students in top 2 bands



## 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
Mathematics Standard 2	62.2	60.8	67.6	56.7

- 30 Band 4 results and 4 Band 5s across 14 different subjects
- Top score was 89 in Advanced Maths
- Best subjects overall were CAFS, Advanced Maths, Advanced English, Business Studies, Primary Industries (all above State Average) and consistently high results for the whole class in Industrial Tech, Textiles and Visual Art
- 82% of students achieved scores in the top 3 bands of the HSC which is a 20% improvement from last year
- 46% of marks were in the top 3 bands which is above our system negotiated lower band target (44%) and getting closer to our system negotiated upper band target (49%)
- Top 5 students were all female and our top Aboriginal student received 2 Band 4s (Textiles and Visual Arts)
- High consistency across the school with students doing well in so many different subjects

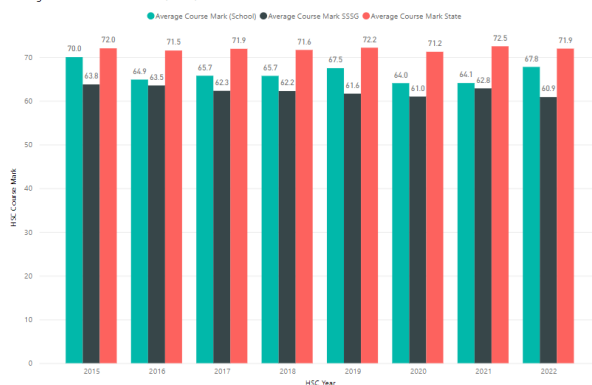


## Average HSC Score vs SSSG/State

Number of Students

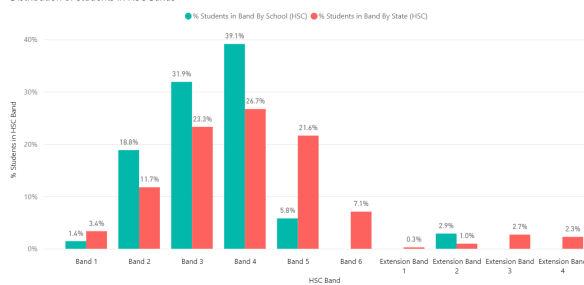
15

Average HSC Course Mark-School, SSSG, State



School average marks for Coomealla High are consistently higher than Schools with Statistically Similar Student Group (SSSG) and in 2022, are closer to state.

Distribution of Students in HSC Bands



In 2022 student marks were consistently higher across all subjects with an increase in band 4 results.

# Parent/caregiver, student, teacher satisfaction

## Parent/caregivers

Parental contact with the school is generally positive and teachers report that parents are usually happy to work together with the school to support improvement for their child/ren. Open Night, Parent/Teacher Interviews, NAIDOC day and the Final Presentation Assembly were well attended by parents and community. Complaints were handled in a timely manner and parents were contacted by phone if there were wellbeing, behavioural or academic concerns relating to their child/ren. Many parents were active on the school Facebook site and supported the school in community events such as the Wentworth Art Fair.

In a Google survey sent to all parents:

- 76% of parents were happy or extremely happy with communication provided by the school about their child's school life.
- 89% of parents were happy or extremely happy with the learning and achievement of their child/ren at the school.
- 88% of parents were happy or extremely happy with the opportunities provided by the school to enhance the educational outcomes for their child/ren.
- 90% of parents in the same survey indicated that they felt welcome when visiting the school.

Parental comments on the same survey reflect their interest in programs for talented academic students and the need for the school to increase communication around class placements.

## Students

In the Tell Them From Me (TTFM) survey:

- 71% of students indicated that they had positive relationships with others at Coomealla High School
- 86% of students rated their level of optimism about Coomealla High School as medium or high. This suggests that most students feel positive about school which is a good base for improvement across all areas.
- 38% of students indicated that they were interested in their learning. This suggests that we need to focus more strongly on significance and relevance for students and build links to real-world examples in their lives.
- 36% indicated that they didn't study at all for tests or assignments. This suggests that the school needs to focus more strongly on learning and achievement and engaging parents and carers in the academic development of their children.

## Staff

When surveyed:

- 93.8% of staff indicated that they felt positive about coming to work at Coomealla High School each day in 2022. The school recruited additional permanent staff through merit selection including 4 Head Teachers, 10 classroom teachers and 2 SASS (non-teaching) staff. This increase in staffing has created smaller class sizes and increased opportunities for students in sport, music, environmental education and digital futures.
- 84.4% of staff indicated that they felt happy with communication around their work and school events/priorities. Staff meetings and planning teams are well attended and staff are invested in school improvement strategies.

Staff support for colleagues was extremely positive and teaching staff taught many additional lessons throughout the year to cover for vacant positions or sick leave, due to a lack of supply of casual relief staff.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Aboriginal Education - School statement

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The Aboriginal Education team at Coomealla High School meet regularly to plan events and implement programs for improvement. There are currently 9 Aboriginal staff working at the school across teaching, administrative and student support roles.

The Aboriginal Education Consultative Group meets each term and works with the school to support positive outcomes for students and the School Reference Group started in term 2 2022 and helps to guide community connections and engagement with the school.

## 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.