

# 2023 Annual Report

## Cowra High School



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## Introduction

The Annual Report for 2023 is provided to the community of Cowra High School as an account of the school's operations and achievements throughout the year.

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

### School contact details

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## Message from the principal

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One of the proudest moments as a principal and the most important aspects of Cowra High School is that we have continued to celebrate the trajectory of growth in teaching and learning translating into an increase in student performance during 2023. The students at Cowra High School are exceptional and as a school they are recognised for their achievement in learning and striving to reach the highest potential. Behind every student's success, there is a network of supportive families, communities, and local businesses all integral to the educational journey undertaken throughout the year.

A special acknowledgment goes out to the incredible families, individuals, and organisations that have generously provided scholarships, donations, and gifts. Their unwavering commitment ensures that countless students have the opportunities they need to achieve success, and for that, we are truly grateful.

Reflecting on the year gone by, our school and its community have experienced a remarkable journey filled with diverse opportunities in extracurricular activities and Wellbeing Programs. From camps to captivating performances by the Bangarra Dance group, and the honour of participating in the Schools Spectacular, our students have been exposed to enriching experiences and have added moments of excitement and inspiration. CHS students are outstanding representatives on learning excursions, community, and sporting events. They always represent our school with pride and dignity.

Addressing the crucial aspect of Wellbeing, we have prioritised Positive Behaviour for Learning (PBL), emphasising this we have re-modelled and implemented rewards with feedback from staff and Cowra High school student voice. These initiatives are becoming integral to our school culture, fostering a positive and supportive environment for both staff and students and these relationships are crucial. Learning grows when students are in a quality environment knowing teachers care and provide the foundation for success.

Our commitment to excellence extends to sporting endeavors, with students showcasing their talents in various team competitions, CKC Cup and our Camden Exchange. This year we had Camden return to Cowra and I have to say one of the proudest moments was seeing the community spirit and support behind the exchange. The staff at Camden commented on how friendly and accommodating families were towards their students. Thank you to the community for helping the school to continue such a valued tradition.

Looking ahead to 2024, we remain steadfast in our commitment to providing a diverse range of subject options and electives, both within our school and through partnerships with other community stakeholders. Our dedication to supporting post-schooling options for students includes facilitating work placements, work experiences, and School-Based Apprenticeships/Traineeships (SBAT).

Our Strategic Improvement Plan will continue to focus on four areas, reading, numeracy, attendance and school to work pathways. All staff have commenced work around these four areas and many students in the NAPLAN and Check In external assessments have achieved above state or Statistically Similar School Groups (SSSG). This year many students need to be congratulated along with their teachers achieving above state average in external testing in reading and numeracy. At this time I would like to acknowledge and celebrate the positive relationships in classrooms and rigorous feedback from staff that are the foundation of this student success. We are a privileged community to have such dedicated professionals ensuring the very best for our students.

This year our Parents and Citizens has continued to support the school. Your commitment towards the staff and students is invaluable and I look forward to working once again with you in 2024.

Cowra High School is surrounded by a community who work together to support the students wellbeing. Our staff demonstrate care for the students, providing a quality learning environment. Staff in 2024 will continue to emerge themselves in High Impact Professional learning and further increase their skills in reflective teacher practice where they show commitment to Transforming Lives Through Learning.

## School vision

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

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

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

## School context

Cowra High School has a current enrolment of 480 students, including 25% Aboriginal and Torres Strait Islander students. It is a comprehensive school located on the ancestral lands of the Wiradjuri people in the Central West of NSW. As a school, we recognise the unique ongoing spiritual connection of the Wiradjuri people to this land and their rich contribution to this region.

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

What makes us unique and proud is our school rural location and community composition. We embrace a variety of cultures and celebrate this in all we do. We foster this inclusivity through our ties to our national history, Camden exchange program and participation in community events. In addition, the sharing of culture of our First Australians is embedded in everyday life at Cowra High School. This ensures every student will receive the opportunity and experience they need to achieve ambitious outcomes and reach their potential.

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

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

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

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

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

Analysis of internal and external data highlights a need to further embed explicit teaching and differentiated instruction to extend and challenge all learners to meet their academic potential in Reading and Numeracy.

### Initiatives

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

- Reading
- Numeracy

### Resources allocated to this strategic direction

Socio-economic background  
Low level adjustment for disability  
Refugee Student Support  
English language proficiency  
Professional learning  
Aboriginal background  
Integration funding support  
Beginning teacher support  
Student Support Officer

### Summary of progress

Focus in reading and mathematics was to further consolidate the analysis of data at a granular level to ensure the key focus areas for students, particularly students in the middle and top bands of NAPLAN, are identified and allow class teachers to accelerate these students. Targeted professional learning was designed to support teachers to further develop their practice in the classroom and to embed explicit teaching strategies into programs for students in stages 4 and 5. The Head Teacher Literacy Numeracy provided data sets to teachers and Intensive Learning Tutors (ILTs) where the rationale was to class profile and enhance results of high performing students. Ongoing re-development of teaching programs has shown an increase in the amount of explicit teaching strategies which was further evidenced in monitoring and compliance checks of stage folders throughout the year. High levels of completion of the NAPLAN examination resulted from exposure to the platform prior to the testing period. Completeness of the test also increased this year when compared to previous available data. As a result, teachers continue to develop their skills in planning and delivering explicit teaching methods to improve student performance. The target group of students were again a focus of a further refined process throughout Semester Two, where specific syllabus outcomes were identified, and a process of repetitive skill development initiated in an effort to upskill students in their ability to infer meaning to improve comprehension. This was successful and shown in the data where top classes in years 7, 8 and 9 achieved at or above SSSG and State in Check-In Assessment Results for Term 4.

Sustaining and embedding explicit evidence-based teaching pedagogies to maximise student growth and attainment through explicit teaching, targeted interventions and collaboration across faculties remains a focus in 2024.

### 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
Improve the school result compared to the SSSG and state of Year 7 to 9 students annually in the Numeracy Check-in assessment.	The school result improved in Numeracy Check-In between Year 7 (2021) and Year 9 (2023) compared to both the state and the SSSG. The Year 9 percentage was 5.9% above the SSSG, an increase of 4.4 percentage points from the Year 7 result. The 2023 result was -7.4% below the state, however the gap reduced by 0.7 percentage points from the Year 7 result.
Improve the school result compared to the SSSG and state of Year 7 to 9 students annually in the Reading	The school result improved in Reading Check-In between Year 7 (2021) and Year 9 (2023) compared to both the state and the SSSG. The Year 9 percentage was 3.4% above the SSSG, an increase of 3.8 percentage

Check-in assessment.	points from the Year 7 result. The 2023 result was -5.8% below the state, however the gap reduced by 2.4 percentage points from the Year 7 result.
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## Strategic Direction 2: High expectations for learning

### Purpose

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

### Initiatives

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

- HSC Band Achievement
- Instructional Leadership

### Resources allocated to this strategic direction

Student Support Officer

Professional learning

Low level adjustment for disability

Socio-economic background

Beginning teacher support

Per capita

Integration funding support

### Summary of progress

Stage 6 strategies including all Year 11 and Higher School Certificate (HSC) Courses, have been developed and modified to maximise student engagement and achievement in all HSC subjects. Development, implementation and refinement of these strategies have become standard practice for Stage 6 teachers and is now a written component of the school's annual performance and development framework. The role of HTs in this process shows development in terms of instructional leadership however, clear areas for further development remain in some faculties. Strategies for 2023 have again improved in specificity when compared to the previous 3 years since this processes inception. All strategies include learning sprints to show progress on targeted areas of focus, the use of formative assessment to measure progress and inform on adjustments necessary, a regular timeline of adjustments at key times of the year to ensure currency and effectiveness, and, a process of annual reflection to assist in informing future cohorts and their teachers on areas of success, ultimately producing longitudinal data for this initiative. Student band results will inform the effectiveness of strategies in external HSC examinations, however, internal summative assessment shows improvement in those students who actively engaged in this process and remained high-performing until the end of their course, while (unfortunately as in previous years), others were negatively influenced by other external factors such as achieving early entry. Future directions include the embedding of this process into standard Stage 6 teacher practice and the continuation of this initiative as an ongoing activity for the duration of the current strategic improvement planning cycle. Annual reflection and comparison to Results Analysis Package (RAP) activities will continue to aid further refinement of this process moving forward. Further transparency of this process to both students and their families will be used in an attempt to combat the negative impacts of the aforementioned external factors.

SIP activities specifically designed to develop the instructional leadership of middle leaders were developed and implemented during 2022 and continued in 2023. These included Head Teachers (HTs) working within their own, and across faculties, to provide direction to staff in achieving Professional Development Plan goals to improve individual practice. Initiatives involving collaboration and instructional leadership have seen faculties working in mesh groups throughout the year to share expertise, explicit teaching strategies, and develop common literacy and numeracy focus to maximise student growth in stages 4 and 5. This process has been combined with an HPGE focus throughout Semester 2 and this will now continue throughout the strategic improvement planning cycle with modifications to the mesh faculty process to occur and provide opportunities for staff to opt-in and work together across the school to provide cross-faculty extra-curricular options for all students.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
The percentage of students achieving	23% of students attained results in the top two bands demonstrating



in the top 2 bands of the HSC will increase by 3% in 2023.	progress yet to be seen toward the lower bound target.
The percentage of students achieving in the top 3 bands of the HSC will increase by 3% in 2023.	52.90% of students attained results in the top three bands. This result exceeded the lower bound target for 2023.
The percentage of ATSI students achieving the HSC will increase by 5% in 2023.	The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity increased by 2% percentage points in 2023.
The percentage of students achieving at or above expected growth in Year 10 VALID (Science) will increase by a further 2% in 2023.	VALID was not conducted in 2021, therefore no growth data is available for Year 10 students in 2023. The average score VALID score for Year 10 students declined in 2023 by 1%.
The percentage of students achieving the HSC Minimum Standard by the end of Year 10 will increase by a further 2% across all three domains - reading, numeracy and writing in 2023.	In 2023, the percentage of students achieving HSC minimum standard across Year 10 in the three domains were 95% for numeracy, 98% for reading and 91% for writing. This is an improvement across all domains from 2022.

## Strategic Direction 3: Positive school culture and future pathways

### Purpose

To increase personalised and differentiated learning to ensure students are engaged, and motivated to attend and succeed within and beyond 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.

- PBL High Expectations and Wellbeing Support
- Whole School Focus on Attendance

### Resources allocated to this strategic direction

Aboriginal background  
Low level adjustment for disability  
Integration funding support  
Student Support Officer  
Beginning teacher support  
Location  
Professional learning  
Socio-economic background  
Per capita

### Summary of progress

A whole-school focus on attendance has had some impact in 2023. Updates to the existing policy and procedures were made as a result of annual reflections, staffing and key roles within implementation of the policy, modifications to the tracking and follow-up of attendance issues and concerns, and additions to attendance procedures in an effort to achieve state benchmarks of >90% for all students. Positive impacts as a result of the changes made to begin the school year include an improvement in Cowra High School data completeness (and accuracy), improved contact with parents and carers resulting in lowering the number of unexplained absences when compared to previous years using Sentral, and, improved cumulative attendance rates for Stage 6 students this year (cohorts with previously lower attendance data in Stage 5). In 2024, given implementation of updated School Improvement Measures, a new (purposeful and inclusive) activity will be composed in the Strategic Improvement Plan around Attendance which will ensure targets are growth-focused and school-centric. Professional Learning will be provided to all staff to begin Term 1 and a refresher provided in Term 3 around Attendance procedures and staff roles within and across all processes. Future directions will also include a continuation and consolidation of staff professional learning especially in the area of Cultural Safety, as well as ensuring all teaching staff are aware of their roles and responsibilities in terms of monitoring and supporting daily attendance procedures. The reboot of PBL processes was highly successful and engaged with by students across all cohorts, the Sentral data showing steady decline in major incidents across Terms 1 to 4. The more "formal" process of awarding students has been noted by the PBL Team as an area in specific need of focus to ensure a wider cross-section of deserving students are awarded and recognised in 2024 and beyond. The Aboriginal Education Team initiative "Bank or Buy" is again being considered for retrial as its purpose to drive achievable incremental improvements in student attendance is highly worthwhile. Ongoing support from the School Attendance Officer, LaST and external agency staff (both Corporate DoE and others) will continue to drive the implementation of school attendance procedures.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
The percentage of students reporting positive wellbeing (Tell Them From Me) will increase by a further 3% in 2023 (and by a further 3% for ATSI students)	The percentage of students reporting positive wellbeing increased by 10% in 2023. For Aboriginal students, the increase was 9.4%.
The percentage of students attending school 90% or more will increase by a	In 2023, the percentage of students attending school 90% or more increased by 5%. For Aboriginal students, the increase was 1.7%.

further 4% in 2023.	
The percentage of students attending school less than 85% of the time will decrease by a further 3% in 2023 (and by a further 3% for ATSI students).	In 2023, the percentage of students attending school less than 85% of the time decreased by 3%. For Aboriginal students, the decrease was 2.9%.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,485.12</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• release time to engage staff in targeted professional learning</li> <li>• employment of additional staff for targeted student support</li> <li>• release time for staff to provide targeted support to students, including mentoring and tutoring</li> <li>• intensive English language and learning support to increase educational outcomes for students</li> <li>• additional staffing to map individual students against the EAL/D progressions</li> <li>• engagement of a refugee support leader to coordinate personalised support for students and families from refugee backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Strategic professional learning for staff further assisting them to apply and consistently use a range of evidence - based teaching practices to optimise learning progress for all students in reading and numeracy. Assessments are used across the reading and numeracy practices in all classrooms to promote consistent judgement. The consistency and the detail of improvement across faculties continues to vary, however, feedback from staff was that they continue to build their confidence. Analysis in Check In data and internal assessment data related to student skills in reading and numeracy reveal the use of data to inform practice and the implementation of explicit teaching strategies.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Staff continue to become more confident after boot camps resulting with improvements in specific knowledge and transferable skills. This is shown in the Maths faculty's ability to familiarise students with the testing process and content areas with higher results indicated in NAPLAN Numeracy for Years 7 and 9. Progress was more effective in Maths than English due to time constraints resulting in only superficial rather than an in-depth approach to concepts covered in English tasks. Student voice was gained via a process of oral feedback. Explicit teaching strategies and differentiated support will ensure student growth addressing skills gaps or acceleration.</p>
<p>Integration funding support</p> <p>\$68,272.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cowra High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and Numeracy</li> <li>• PBL High Expectations and Wellbeing Support</li> <li>• Young Scientists Program (Transition / Partnerships?)</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul>

<p>Integration funding support</p> <p>\$68,272.00</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> Professional learning records and responses from staff reveal overall, High Impact Professional Learning is being provided and is clearly linked to a focus of identified need. An unexpected positive impact has been the enthusiasm and value expressed by teachers to be provided the opportunities to collaborate. Provision of differentiated individual and small group support, SLISO, SASS and Community Liaison positions continue to be a valuable part of Cowra High School human resource allocation and management to maximise student and family support, fostering an environment of trust and strong relationships. Student data has gone from individual faculty or teacher-based collation, to being collated in a central place and monitored regularly and consistently. Staff collaborate and use student progress and achievement data to identify strategic priorities for continuous improvement. Student Identified goals and the focus remains on assistance being provided for eligible students to receive additional opportunities and supports to achieve their goals and addressing student need. Community feedback continues to be positive to our staffing appointments where community members are able to access support required for students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Initial improvement in student knowledge of metalanguage and ability to apply this correctly to different styles of questioning has had a positive impact on accuracy in student assessment. Further professional learning for staff (including refresher courses for those who have already completed Cultural Awareness and Cultural Safety Professional Learning, and those staff new to the school who will need to complete this - locally contextualised to Cowra) will need to be embedded into the HIPL Calendar for 2024. PLP process is also being further refined to ensure a higher percentage of these are completed in 2024. An expanded transition program will commence Term One, 2024 (a trial with Cowra Public School) to include all of Stage 3 Aboriginal students with a wider variety of activities to participate in (driven by responses from student surveys conducted by partner primary schools) and if successful, may be widened (staff permitting) to include other partner primary schools. This increase in quality of student work shows the need for continued small group and targeted support for students to maximise learning outcomes.</p>
<p>Socio-economic background</p> <p>\$673,299.48</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cowra High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and Numeracy</li> <li>• HPGE</li> <li>• HSC Band Achievement</li> <li>• Young Scientists Program (Transition / Partnerships?)</li> <li>• Whole School Focus on Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through HIPL to support student learning</li> <li>• employment of additional staff to support Intensive Learning Support program implementation</li> <li>• employment of external providers to support students with additional learning needs</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Whole school strategies where professional learning is focused on continuing to produce high quality differentiated teaching programs. Numeracy and reading Check-in results achieving above statistically similar school groups (SSSG). Ongoing professional learning of staff using SCOUT</p>

<p>Socio-economic background</p> <p>\$673,299.48</p>	<p>data and class profiling processes and continuing to use the universal resource hub as well as the School Leadership Institute. Faculties sharing student differentiation embedding explicit teaching strategies support the trajectory of growth in whole school student data sets. As a result collaboration continues to grow across the school assisting in authentic teacher practice profiling students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Faculty professional learning will continue into 2024 with a focus on staff improving their understanding of how to use data literacy to inform their classroom teacher practice in explicit teaching and providing students with timely feedback. This will continue to allow for ongoing development of class profiles, target student interventions in skill gap analysis and explicit teaching via student differentiation.</p>
<p>Aboriginal background</p> <p>\$176,041.28</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cowra High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and Numeracy</li> <li>• PBL High Expectations and Wellbeing Support</li> <li>• Whole School Focus on Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Achievements include the provision of cultural programs available for students to participate in the Wagambirra Dance group, stage appropriate boys and girls mentor groups (employment of a cultural Advisor 3 days a week), Girri Girri Sports Academy and attendance and engagement with the Cowra High School Koori Hub and community members. Transition Programs have commenced, the Wagambirra Dance Group, Stage 3 primary students are mentored by the high school students in dance and songs. Aboriginal student attendance data shows that across all year groups, Aboriginal students are attending at or above the same rate as non-Aboriginal students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Attendance data and monitoring has shown an overall improvement in average ATSI student attendance percentages, however, clear areas of focus are evident for 2024 and beyond. Trend data shows that current processes have had a positive impact when compared to previous years on overall attendance, (an increase from 73.5% in 2022 to 75.25 in 2023) with particular positive impact on ATSI students attending 90% or above (an increase to 33.25% in 2023 from 26.5% in 2022). In 2024 student transport will be a focus to assist community with students attending school on a regular basis. Implementation of the PLP process will continue to be refined with community consultation and embedded within the school as well as professional learning for staff to ensure that student work is differentiated for targeted students. Transition programs are further developed with partnerships with the local primary school in Dance and students will collaborate with Stage 3 and provide that mentoring to ensure a confident</p>

<p>Aboriginal background</p> <p>\$176,041.28</p>	<p>transition to high school. Wiradjuri language will be taught as a recommendation from the Cowra AECG and many students enjoy the opportunity to immerse themselves in the local language.</p>
<p>English language proficiency</p> <p>\$46,132.29</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cowra High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phases</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All staff completed professional learning to differentiate for EAL/D student/s in their class. Additional support from specialist teachers and the professional learning provided to staff allowed the students to be assessed in the outcomes for all enrolled courses.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Staff are becoming more confident in using data sources to support EAL/D students. Staff continue to become flexible in their teaching practices and this is evidenced by the collection of student work samples where staff are reflecting on their practice and peer observations in lessons. To ensure all EAL/D students are being supported, staff will continue to develop their skills through High Impact Professional Learning.</p>
<p>Low level adjustment for disability</p> <p>\$281,266.66</p>	<p>Low level adjustment for disability equity loading provides support for students at Cowra High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and Numeracy</li> <li>• HSC Band Achievement</li> <li>• PBL High Expectations and Wellbeing Support</li> <li>• Young Scientists Program (Transition / Partnerships?)</li> <li>• Whole School Focus on Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• support for students in Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has resulted in: an increase of students achieving above SSSG in the Check In Assessment. The school's scaled score results in Check In have also improved from 2022. The school achieved a more consistent approach to student learning support and</p>



<p>Low level adjustment for disability</p> <p>\$281,266.66</p>	<p>interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. The conclusion of 2023 showed that staff are increasing their skills in data literacy and as a result further evidenced in student internal and external assessments in NAPLAN, Check In and VALID.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support students with this funding will be, to further expand the impact of the Learning Support Team, the school will provide additional support for identified students through the employment of trained SLSOs. Staff will continue to be professionally developed in data literacy and refining evaluation skills reflecting on their practice using formative assessments, this will allow external assessments as a checkin to assess student performance. Head Teachers will continue to develop roles in collaborating with their staff, leading professional learning with a focus on explicit teaching and evidence based practice evaluating work samples to identify areas of strength and further development.</p>
<p>Location</p> <p>\$14,205.66</p>	<p>The location funding allocation is provided to Cowra High School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Focus on Attendance</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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> There has been an increase in student attendance. Staff have been professionally developed around attendance procedures and the school's positive rewards system and how to ensure excursion compliance. Social Media posts reached a wide audience and the students in the TTFM survey and students focus groups can demonstrate a high levels of knowledge of where they can go to seek service support with their wellbeing.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The next steps are to continue to build partnerships with feeder schools, increase professional learning across the new curriculum in the Young Scientist Program and improve collaboration with a view to students being provided the opportunity to access a seamless transition to high school. Attendance updates will ensure families understand the importance of school and this will further reduce the days absent (explained and unexplained). Wellbeing programs will support students and their families to further develop their knowledge of support networks and how the school can assist in regular attendance commencing with transport to and from school.</p>
<p>Professional learning</p> <p>\$69,142.81</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Cowra High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and Numeracy</li> <li>• HPGE</li> <li>• HSC Band Achievement</li> <li>• Young Scientists Program (Transition / Partnerships?)</li> <li>• Whole School Focus on Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to</li> </ul>



<p>Professional learning</p> <p>\$69,142.81</p>	<p>teaching writing and explore modelled, interactive, guided and independent writing</p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> <li>• presentations by suitable and qualified facilitators, for example diabetes or first aid workshops</li> <li>• other methods of learning designed to improve student outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has resulted in, increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved external student results. 2023 remained a year where High Impact Professional Learning supported staff in their data literacy skills and the process and importance of explicit teaching practices where formative assessment is crucial to assess student point of need. Professional learning was well engaged with by the majority of staff and re-enforced that CHS is shifting teacher practice to build confidence further in explicit teaching based on student skills gaps and acceleration. HPGE Policy Attitudes and Teaching Practice Survey indicates staff buy - in of HPGE policy and PL is fairly high and current focus on building staff confidence and capacity to implement strategies (including differentiation) within their classroom and embed these strategies into their teaching programs is the correct area of focus.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Our 2024 priorities will include an ongoing focus to improve collaboration, data to inform practice and explicit teaching. This professional learning will be underpinned by the research of Viviane Robinson, the HPGE Policy and CESE What Works Best. This will support the further improvement in staff aligning their PDP's with the Strategic Improvement Plan and the culture of distributed leadership when evaluating activities composed within the plan.</p>
<p>Beginning teacher support</p> <p>\$36,081.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Cowra 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>• HPGE</li> <li>• HSC Band Achievement</li> <li>• Whole School Focus on Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• reduced responsibilities or teaching loads sufficient to support the development of their skills</li> <li>• ongoing feedback and support that is embedded in the collaborative practices of the school</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of Beginning Teacher support has allowed for beginning teachers to have professional learning time to work with their nominated mentor and Head Teachers to work towards achieving identified PDP goals as aligned to faculty and school planned activities. The 2023 focus on Stage 6 HSC strategies and whole - school HPGE processes will continue into the 2024 Strategic Improvement Plan.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Next steps to support Beginning Teachers will include targeted programs to assist in achieving PDP goals throughout the professional learning cycle. Those beginning teachers who have expressed an interest in becoming more involved in whole school programs and positions of leadership, professional learning will be structured to provide authentic systems and processes for succession planning where leaders develop their skills as middle leaders.</p>
<p>COVID ILSP</p>	<p>The purpose of the COVID intensive learning support program is to deliver</p>

<p>\$244,008.73</p>	<p>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 2023.</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> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• Reading</li> <li>• Numeracy</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - inference and multiplicative thinking</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Intensive Learning Tutors and the Maths and English faculties involved in this process continue to develop skills with a more granular focus on data literacy. Whole school sharing and ILT's working in classrooms as well as small group tuition saw an increase in student performance for the target group of students across literacy and numeracy evidenced by the Check In Assessment and NAPLAN. This program demonstrated that it assisted students in remediation and acceleration.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support students will include, to continue the implementation of numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority. Formative assessment will be collected to assess if the extra classroom support is contributing to a growth in student performance.</p>
<p>Student Support Officer</p> <p>\$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Cowra High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• HPGE</li> <li>• HSC Band Achievement</li> <li>• PBL High Expectations and Wellbeing Support</li> <li>• Whole School Focus on Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other include:</b></p> <ul style="list-style-type: none"> <li>• Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies.</li> <li>• SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention.</li> <li>• Establish referral pathways to appropriate local services through community partnerships.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Individual support as identified by case-plan meetings is on a needs basis for the SSO to be a part of supporting student wellbeing. SSO has led wellbeing programs to a wide range of students and worked with families to ensure they are able to support their child's education within and out of the school setting.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation of this role within the school there needs to be further developed partnerships with external stakeholders that support students from a wide range of backgrounds. Wellbeing Programs needs to be</p>

Student Support Officer \$99,516.00	sequenced and provided consistently for all students. To further develop an increase in student engagement and an increase in attendance rates across all year groups.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	275	267	263	230
Girls	254	253	244	226

### Student attendance profile

School				
Year	2020	2021	2022	2023
7	92.0	82.7	77.1	77.9
8	88.7	81.4	75.9	76.2
9	86.9	78.1	76.5	73.8
10	84.3	78.0	73.9	74.0
11	88.6	78.9	76.8	76.2
12	88.8	85.4	79.9	79.3
All Years	88.2	80.6	76.5	75.9
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

### Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## 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	13
Employment	7	0	25
TAFE entry	5	1	15
University Entry	0	0	29
Other	4	0	13
Unknown	0	0	0

## Year 12 students undertaking vocational or trade training

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58.73% of Year 12 students at Cowra High School undertook vocational education and training in 2023.

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

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88.5% of all Year 12 students at Cowra High School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	35.9
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	15.68
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 2023, 2.5% 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>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 <b>Actual</b> (\$)
<b>Opening Balance</b>	317,244.25
<b>Revenue</b>	10,043,502.57
Appropriation	9,850,655.63
Sale of Goods and Services	26,876.95
Grants and contributions	144,465.89
Investment income	14,732.28
Other revenue	6,771.82
<b>Expenses</b>	-9,549,024.50
Employee related	-7,846,908.09
Operating expenses	-1,702,116.41
<b>Surplus / deficit for the year</b>	494,478.07
<b>Closing Balance</b>	811,722.32

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

## Financial summary - Equity loadings

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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	70,152
<b>Equity Total</b>	1,176,740
Equity - Aboriginal	176,041
Equity - Socio-economic	673,299
Equity - Language	46,132
Equity - Disability	281,267
<b>Base Total</b>	7,426,849
Base - Per Capita	139,957
Base - Location	14,206
Base - Other	7,272,686
<b>Other Total</b>	559,030
<b>Grand Total</b>	9,232,770

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.

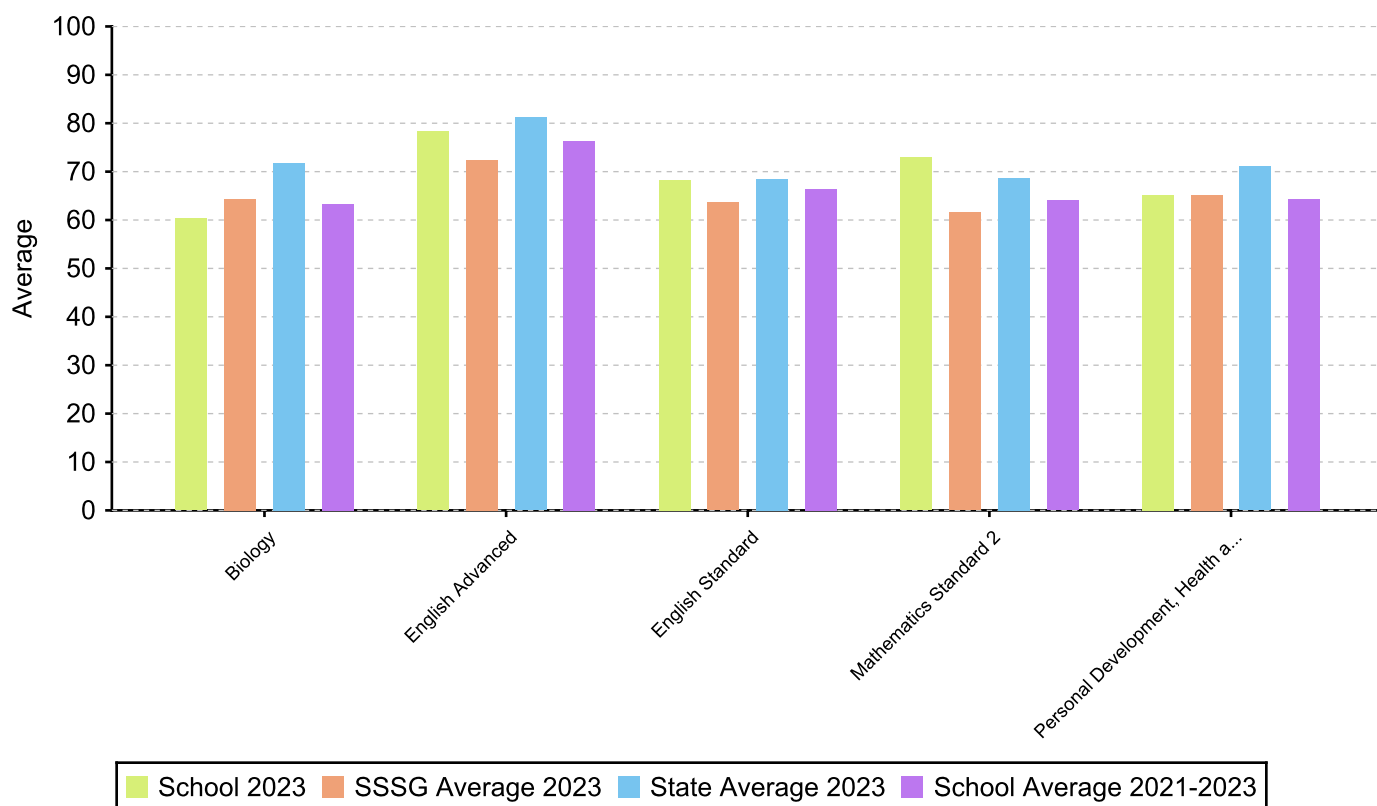
Cowra High School NAPLAN results are able to be viewed on the MySchools website.

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

## School performance - HSC

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

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



Subject	School 2023	SSSG	State	School Average 2021-2023
Biology	60.3	64.4	71.8	63.4
English Advanced	78.3	72.4	81.2	76.3
English Standard	68.3	63.6	68.5	66.5
Mathematics Standard 2	72.9	61.5	68.7	64.0
Personal Development, Health and Physical Education	65.1	65.1	71.0	64.3

## Parent/caregiver, student, teacher satisfaction

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

- school focus on teaching and learning continues particularly in line with explicit teaching on students achieving from the bottom up in literacy and numeracy.
- High School certificate results is a focus area.
- Continued focus on maximising Senior Secondary pathways. Students attending work experience where students can transition toward apprenticeships.
- building partnerships with the primary schools and see more of the Young Scientist transition programs for Year 6 students and further develop community partnerships with businesses.

The People Matter Survey was conducted for Cowra High School in 2023. The areas rated with highest positive response were:

- My manager communicates effectively with me.
- I understand what ethical behaviour means within my workplace.
- I would know how to report unethical behaviour if I became aware of it.
- My workgroup considers customer needs when planning our work.
- My manager encourages people in my workgroup to keep improving the work they do.

The annual Tell Them From Me Survey of students showed an increase in all domains of the survey in 2023. Additionally, students reported higher results than Statistically Similar Schools Group (SSSG) percentage responses in the three domains. Expectations for Success remains the strongest measure followed by Sense of Belonging. These results were replicated amongst Aboriginal and Torres Strait Islander Students, with all three domains reporting increases from 2022 and a higher result than the SSSG.

The students were independently surveyed during Term 4 of 2023. The key results were:

- 91% of students reported that they had friends at Cowra High School.
- 68% indicated that they had a good connection with a member of staff.
- 92% indicated that they understood the work that was given most or some of the time.
- 52% of students reported that they had been bullied, 72% said that they had observed bullying but only 33% had reported the bullying. Just under two-thirds (63%) of the students were positive in the way teachers responded to the bullying.
- 45% of students agree or strongly agree that they feel safe at school.
- 59% of students agree or strongly agree that they want to do the best they can and get the best results, marks or grades.

Student Focus Groups were conducted during Term 4. Five groups were conducted including student leaders, Aboriginal students and Year 7 and 8 students. The Focus Groups focus concentrated on 3 different areas; Classwork (assessment, tests, assignments, homework, interest, positive classrooms), Culture (school pride, relationships, Aboriginal culture), and Behaviour (bullying, playground and classroom behaviour, attendance).

Some key results included:

- The students generally report good relationships with the teachers and other staff.
- Overall, students liked assessments/assignments and believed that they were given time in class to complete them. There was an overall feeling that they preferred assessments to tests.
- There was a general view that there was a lot of opportunity for Aboriginal students at CHS.
- The students commented on music, sport and excursions including those that are available at the moment and those that could be included in the future.
- There was significant commentary on some students' behaviour in class and how it impacted on the other students.
- Allowing more freedom in the playgrounds, increased access to the toilets and stopping kids from vaping were the most common comments regarding access to outside spaces.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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