

2023 Annual Report

Coomealla High School



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Introduction

The Annual Report for 2023 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.

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Message from the principal

We are a proud public school serving this community for almost 50 years, bringing together young people from diverse backgrounds, and delivering quality education every day. To our parents, by choosing the local public school for your children, you are helping to build a stronger, more harmonious community where children learn and grow into adults alongside their neighbours, where they can walk down the street and feel like they belong. As a Connected Communities school, we have benefited from additional funding and increased staffing to improve equity and opportunity across the school, and this is making a difference. It has been announced the strategy will continue into 2025, which is good news for our school.

We invested heavily into improving **reading** across the school with 6 staff being trained in an intervention program which has been delivered daily and in Power Hour. I am very pleased to report that Year 7 have had significant growth in reading with an average of 20% improvement by each student. We will continue to prioritise reading support as our highest priority for learning improvement across the school.

We've worked hard to provide quality learning and a positive school culture with events and opportunities for students so that they want to come to school. While we still have more work to do, it is pleasing to note that our overall **attendance** rate has jumped to an average of mid 70% which is a 10% improvement from last year. Next year, we hope to be over 80%. Also, we had 92 students reach the NSW government target of over 90% attendance.

Another important goal is **retention and pathways** to employment and further education. Every one of our Year 12 students stayed the full year and participated in the graduation ceremony, and every Year 12 student was successful in achieving the HSC Minimum Standards for numeracy and reading.

Positive behaviour and **orderly classrooms** were prioritised with key initiatives including the introduction of GOTCHA tickets and rewards excursions, helping to shape and recognise positive behaviour across the school. This has resulted in significantly less negative behaviour incidents and less suspensions across the year.

We focused on **building connections and a sense of belonging** across the school community through providing opportunities for students to interact positively together. The carnival atmosphere of whole school activities to celebrate Youth Week, the Careers Expo and NAIDOC have become annual events and provide opportunities for fun, learning and reconciliation. We have continued with Barkandji language with Auntie Dellice and enjoyed Elder's afternoon teas and Sista Speak to strengthen connection to culture and our community.

The revitalisation of our sport program this year has provided every student with opportunities to participate in a wide range of Friday sports from fishing, mountain biking, AFL Academy, tennis, basketball, ten pin bowling and yoga. Students have had opportunities to represent our school in Inter-School gala days and competitions with Mildura high schools, along with a week-long swim school for Years 7 and 8.

Whole school camps have returned post COVID to the Murray River Adventure Camp, the Gold Coast Senior camp and the Year 12 Adelaide Universities Tour to help them plan post school options.

Student voice initiatives have provided leadership and some great ideas to support our school. School captains each took on an area and led meetings where students could come along and have a say about decisions and initiatives. School captains have led community events for ANZAC and Remembrance Day commemorations, and there were two trips to Sydney for leadership in STEM for students in Years 8, 9 and 10.

I am proud to lead our wonderful school community and wish to acknowledge the exceptional contribution from a dedicated and highly skilled staff and the support of the Parents and Citizens Association (P & C), the Aboriginal Education Consultative Group (AECG), the School Reference Group (SRG) and all of the government and non-government organisations who assist us to provide quality outcomes for our students.

Message from the school community

P & C Report

It has been a productive year for our P & C and a positive year for the school. We have continued to build wonderful relationships between parents and the school and the P & C have been fortunate to take an active role in interview panels to select new staff and to get a first hand look at initiatives introduced by the school.

I wish to congratulate the Year 12 students for their achievements and the completion of six years of school and acknowledge the tireless work that all the teachers who have taught them over the years. The school has given these young people every opportunity to be successful in whatever pathway they choose.

Well done to Anna the canteen manager and Ros, our P & C Treasurer for their tireless work to get accreditation for our school canteen again this year and special thanks to Anna for her service to our students and staff in providing healthy food every day and for special events.

The P & C look forward to continuing to support the school community in 2024 and invite parents to join our team which meets at 6pm on the third Tuesday of each month at the school.

Laura McPhee

President

Coomealla Local Aboriginal Education Consultative Group

On behalf of Coomealla Local AECG and our extended community we would like to thank Mrs Kath Steward for her commitment in upholding the partnership agreement between DoE and AECG. Her respect and passion for Barkandji language and cultural initiatives is greatly appreciated by the community.

The AECG is about working side by side with Coomealla High School's staff and students with the key focus of Aboriginal education and cultural initiatives to improve the learning outcomes of our Aboriginal students.

Coomealla High School is dedicated to reviving Barkandji language in their school and is respectfully taught by Aunty Dellice Byers. Barkandji language encourages the students to have self-confidence and teaches the students about their identity which gives them a stronger sense of belonging. This gives the student the opportunities to be inspirational leaders among their peers and out in our Coomealla/Dareton communities.

I want to take the opportunity to thank all our members and executive committee for their ongoing dedication to the AECG to have their say in education for the best interest of our students.

In closing we recognise 2023 as a great year and hope 2024 brings everyone the enjoyment and happiness we all deserve.

Yours Sincerely,

William Ward

Coomealla Local AECG President 2024.

School vision

Coomealla High School is a learning environment that has high expectations 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 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, with a Support Unit of 4 classes (3 x MC and 1 x IM) and a flexible learning class for small group learning. The school benefits from working closely with the Parents and Citizens Association the local Aboriginal Education Consultative Group and the School Reference 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 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 strengthen student improvement in the HSC, strategies to reinforce positive and respectful behaviour, support for a diverse range of students and quality teaching in orderly classrooms across the school.

The school is committed to building transition to work skills, connections in the community and successful pathways to life beyond school. 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 and cultural safety 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	2023 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student growth and performance	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

Data informed practice will be used to support the explicit, quality instruction of literacy 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.

- Highly effective teaching practices
- Data informed teaching and learning

Resources allocated to this strategic direction

Low level adjustment for disability

Socio-economic background

Professional learning

Aboriginal background

Integration funding support

Literacy and numeracy

Summary of progress

Reading

Our literacy focus for 2023 was to improve fluency, comprehension and vocabulary for students through the daily practice of reading. Staff and students read for the first 15 minutes of each day to promote the importance of this lifelong skill in a program called 'Get Lit'.

Most students regularly participated in Get Lit, resulting in a positive and consistent message about the importance of daily reading across the school. It provided a calming and consistent routine to begin the day which improved wellbeing and readiness for learning. Teachers also read aloud to students and led discussion to improve comprehension and vocabulary building and they report an increase in student confidence to read aloud themselves. Students were regularly supported to change over their books in the library, which led to students borrowing more regularly and increased use of the library during breaks for reading and other activities.

To improve the level of engagement, vertical streaming was introduced in 2023 so that Get Lit groups were comprised of students from Years 7-11 to promote active role modelling from older students and allow for buddy reading. Teachers report that it has reduced the level of resistance and unrelated social interaction and resulted in students who are more settled to start the day.

An enabler of this program and improving reading across the school generally, was the up-skilling of all staff during our Term 2 School Development Day. The focus was on a number of research based priority areas for improving reading, including a focus on developing Tier 2 vocabulary, Konza's Reading Rope, and fluency. Key staff led interactive sessions which provided teachers with effective and tangible strategies to focus on these skills in their classrooms, every day.

Data analysis indicates the success of these strategies, with Year 7 PAT Reading testing indicated a 20% growth from Semester One to Semester Two. Analysis of NAPLAN data reflects similar results - 40% of Year 7 are in the strong or exceeding categories. There is a higher percentage in the developing and needing additional support categories and these students will continue to benefit from intervention programs.

Next year, this initiative will continue, building upon student awareness and skill, of the value of reading. To increase reading promotion, there will be school-wide and individual class challenges recommended. This will support further engagement in our reading focus.

In 2023, Power Hour lessons continued to utilise the Lexia program for word study, grammar and comprehension skill development. Lessons were delivered by Learning and Support teachers and evolved to incorporate the study of three novels over the course of the year. Students had 5 timetabled lessons over the two-week timetable cycle. The novel study component of Power Hour lessons allowed for the explicit teaching of new vocabulary and developing spelling skills. Lessons were also underpinned by the development of reading fluency for students, as well as confidence in group work and public speaking. Students have been guided in using their skills to ensure that they are reading for meaning and that their comprehension skills are enhanced to lay the foundation for engaging with more complex materials and

texts, as their secondary education continues. The flow on effect from these foundational skills will also ultimately prepare students for the world of work, post high school.

Students requiring extra support were invited to join the Reading Doctor program and participated in Sounds Write intervention lessons. The Year 7 cohort has enjoyed being able to monitor their results in the Lexia program and this has been a significant motivator. Students have also demonstrated that this has contributed to developing capacity to become independent learners and be self-directed in how they utilise the program.

Overall, analysis of Lexia results indicates that 68% of students have made an improvement from their placement level in one or more of the three domains of Word Study, Grammar, and Comprehension. When students were assessed for placement in February, 29% of students were working at an advanced level (Year 7 and above). Currently, 53% of students are working at an advanced level. When students were assessed for placement in February, 29% of students were working at an advanced level (Year 7 and above). Currently, 53% of students are working at an advanced level. In each domain, there has also been consistent improvement. Word Study data shows that 17% of students have improved. Grammar data shows that 10% of students have improved. Comprehension data shows that 12% of students have improved.

Next year, these lessons will continue, building upon student reading and comprehension skills to facilitate their achievement in class work and assessment tasks across all subject areas. The novel study component of lessons will be curated to provide more opportunity for explicit teaching of decoding, vocabulary and reading fluency skills and targeted at student identified areas of interest, to create relevance and engagement for students.

Numeracy

Analysis of numeracy data indicates a decline in the proportion of students in Years 8-9 demonstrating numeracy growth. As the goal to increase the proportion of students demonstrating growth was not met, further improvement actions and measures will be implemented in 2024 to help create positive growth for the students at Coomealla High School in Numeracy. Two additional staff have joined the Maths faculty and a Numeracy team has been established with the goal to improve Numeracy across the school.

Next year, the Numeracy Team will engage in analysis of the data from NAPLAN and Check in Assessments to determine areas of curriculum focus for the students. As the 2024 scope and sequences are developed for the implementation of the new mathematics syllabus, increased time and strategic placement for units of learning that are focused on the school's Numeracy weaknesses will be the priority in the newly developed programs. Whole school programs such as numeracy Power Hour and cross curriculum numeracy strategies introduced to all staff through PL and staff meetings will also be explored and implemented.

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
Demonstrated growth in reading for all students in year 7 as measured by PAT tests. An increased proportion of students in Years 8-9 can demonstrate reading growth compared to 2022 as measured by Check-In. An increased proportion of 2023 students in Year 10, 11 and 12 achieving HSC Minimum Standards for Reading compared to 2022 and 2021.	Year 7 reading growth was measured with PAT Reading testing, indicating a 20% growth from semester One to Semester Two. The analysis of NAPLAN data reflects similar results, with 40% of Year 7 achieving in the Strong or Exceeding categories with a higher percentage in the Developing and needing Additional Support categories. Check-In was used to compare Year 8 and 9 cohorts. There was 4% growth from Year 8 in 2022 to 2023. In 2023, Year 9 cohort results increased by 0.5%, 1% above Schools from a Statistically Similar Group (SSSG)
An increased proportion of students in Years 8-9 can demonstrate numeracy growth compared to 2022 as measured by Check-In. An increased proportion of 2023 students in Year 10, 11 and 12 achieving HSC Minimum Standards for	Check-in data for Years 8 and 9 indicates a decline in numeracy achievement in both cohorts. The school was short by two Maths teachers for most of 2023 which resulted in larger class sizes and limited capacity for whole school numeracy strategies. These positions have now been filled and a Numeracy team has been established who will support a strong focus on Numeracy throughout the school in 2024. 100% of Year 12 students achieved the HSC Minimum Standards in 2023,

<p>Numeracy compared to 2022 and 2021.</p>	<p>which follows the same result in 2022 and 2021.</p> <p>60% of Year 11 students achieved the HSC Minimum Standards in 2023, compared with 88% in 2022 and 100% in 2021.</p> <p>4% of Year 10 students achieved the HSC Minimum Standards in 2023, compared with 30% in 2022 and 64% in 2021. Staffing shortages in Maths have had an impact with the test only administered to a small cohort of Year 10 this year.</p>
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Strategic Direction 2: Excellent teaching and quality systems

Purpose

Quality learning environments will be delivered for all students with effective whole school systems, practices and priorities that embed explicit teaching practices and high expectations 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.

- HSC improvement
- High expectations culture

Resources allocated to this strategic direction

Professional learning

Socio-economic background

Location

Literacy and numeracy

Low level adjustment for disability

Student Support Officer

Summary of progress

HSC

From an HSC Improvement perspective, the focus in 2023 was on completing school-wide high-impact professional learning that centered on applying subject specific teaching strategies and deepening the focus on identifying growth in the discriminating features of high achievement within HSC student work samples.

This began with the development of a HSC Strategy Implementation Team, led by members of executive and driven by all HSC teachers within the school. The implementation team was created to oversee the facilitation of a wide range of Professional Development including HSC Strategy School Implementation Workshops, HSC Professional Learning and HSC Action Learning Collectives.

Professional learning was led by Expert HSC Teachers and allowed staff to meet and collaborate with other teachers delivering their subject across the state. In total, 8 staff members participated in the full HSC PL Days or the Action Learning Collective sessions throughout the year. Attending staff were then able to make evidence-based pedagogical decisions to improve programming in a wide array of KLAs including Biology, Chemistry, English, Mathematics, PDHPE and Visual Arts.

This professional development was also supported by participation in the Rural Learning Exchange. This initiative connects classes together allowing teachers and students to collaborate across the state in studying for the Higher School Certificate. The Rural Learning Exchange supported staff and students in through greater peer interactions, access to experts and specialist resources, richer learning experiences and assessment and feedback as a larger class. In total, 3 teachers and 20 students participated in areas including Biology, Business Studies and Agriculture.

With reference to HSC monitoring and record keeping, clear and unambiguous school policies and procedures are evident. Oversight and management of the annual HSC monitoring timeline is provided by a designated NESA coordination role and responsibilities delegated to Faculty Head Teachers to check via the recently developed online monitoring folders. There were no N determinations in Year 12 this year, which indicates the processes and procedures to support student learning were successful.

Next year, the school would benefit from consistent participation in HSC Professional Learning across the entire year. Staff and students will continue to participate in the Rural Learning Exchange in areas of need.

High expectations culture

Promote orderly classrooms and high expectations within the classroom.

Improving student behaviour and promoting orderly classrooms was the focus of fostering high expectations culture across the school. This began with looking at classroom operations through a trauma-informed lens. Staff capacity was built with all staff trained in Safety Intervention, more than 50% of staff trained Mental Health First Aid and 30% of

teaching staff are now trained in Berry Street Education Model (BSEM) with high interest to continue the training into 2024. With the input of testing data and KLA/teacher sourced evidence, students were strategically distributed across Stage 4 and 5 classes according to both academic and social strengths. Additional SLSO staff were timetabled to provide each class with consistent support. Consistent, predictable routines were developed by staff across stages then implemented, learning materials were supplied in every classroom.

Next year, it is recommended that development of consistent and predictable routines continue alongside providing resources for each class. Strategies and understandings from the BSEM training will underpin behaviour management practice in the future and as such staff will be encouraged to complete the training.

Managing challenging behaviours.

The current school values were evaluated then modified using student voice, and made open to consultation for staff, parents and community. Once the values were defined (respect: others, yourself, the environment and learning), a ticket system was established to recognise students making positive behaviour choices. Behaviours were determined according to Compass behaviour entry data. These tickets then would go into a weekly prize draw, winners recognised in the newsletter and on social media. This Positive Behaviour for Learning (PBL) inspired initiative had a massive impact upon behaviour incidents from the time that it was implemented with a 63% reduction in major behaviours, 55% reduction in minor behaviours and 44% decrease in truancy. Students ineligible to attend Rewards Day excursions decreased from 141 in Term 1 to 43 in Term 3. A PBL team has been formed with a range of staff members volunteering to participate.

Next year, due to the high staff and student buy in, this program is recommended to continue into 2024. The focus of the PBL team will be to establish itself within the day-to-day operations of CHS. Current systems for documenting behaviour entries are slated to be evaluated and modified for greater ease of access and analysis to inform PBL goal setting. School values need to be explicitly taught to students and there should be more opportunities for student voice/input into PBL prizes and events.

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
Increase the percentage of student achievement in the top 2 bands of the HSC by 6.6% from the system negotiated baseline.	8% of results were in the top 2 bands, with 4% of students achieving top bands which was below the system negotiated baseline.
Increase the percentage of HSC students achieving the top 3 bands by 6.1%	44% of overall results were in the top 3 bands and 12% of students achieved top 3 band results in the HSC which was an increase of 6% from the system negotiated baseline.

Strategic Direction 3: Connections and belonging

Purpose

Connections, belonging and cultural safety will be built for every student through a positive school culture, wellbeing initiatives and by 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

Student Support Officer

Location

Aboriginal background

Professional learning

Summary of progress

Student voice

The focus for 2023 was on implementing a new model for Student Voice to promote leadership skills and the capacity to apply these to empower the student body. The Coomealla Student Committee met at fortnightly intervals to develop a model for Student Voice, this started with formal voting for representatives for each year group (7-12.) The leadership group created portfolios for each person, these were: School grounds, School Image and Uniform, Events, Student-led wellbeing and Fundraising.

In Term 2 the committee decided to make meetings open forums, advertising topics to be discussed and portfolios to the student body via posters, speaking at assemblies and informal conversations with students of all ages. A QR code was set up to enable students to provide feedback to the committee for consideration. This resulted in constructive use of meeting time to consider issues/ items raised, as well as having more students involved in the process as it developed. TTFM data also suggests that students noted a sense of belonging and feeling like their thoughts were being heard this year compared to previous years.

The **next steps** for Student Voice will be to revise the portfolios and priorities for the Coomealla Student Committee, identify and participate in suitable Leadership Development workshops for interested students, and the early development of a calendar of events for 2024.

Connections and belonging

The focus for 2023 was to improve cultural safety, language and positive programs to strengthen inclusion and celebrate diversity across the school.

The school enhanced reconciliation by hosting whole school events in collaboration with community stakeholders, parents and carers. These events included NAIDOC day where a large crowd attended to celebrate culture and share food and cultural activities together. A mural was created by local artists with students and a variety of other cultural experiences including Indigenous games, art and didge lessons were delivered. The school hosted a Sorry Day commemorative assembly for the whole school, including a tree planting ceremony and local content in speeches delivered by students.

The school celebrated Youth Week with a range of fun activities in collaboration with local organisations Mallee Family Care, Mission Australia and the Rural Fire Service. A highlight for students was the 'Colour Run' which saw students running laps of an obstacle course whilst being sprayed with coloured chalk and water. It was an exciting day for all and well attended by our students along with partner primary schools Dareton and Wentworth.

The school hosted Elder's morning teas this year to strengthen the connection of our students to the local community and provide opportunities for learning and connecting. Students prepared and served food and some art activities were completed during the yarn sessions.

During Term 2, the school delivered a day of learning for staff about Aboriginal cultures and perspectives and enjoyed a

shared lunch with community who were invited to participate and get to know our staff. Many parents, ex-students and community members attended to make a sociable occasion.

The number of parents and community who interact with the school continues to grow and staff report feeling more knowledgeable about our community and this has assisted with effective communication about learning and wellbeing at our school. The school held a yarn up for parents and carers during Term 4 to evaluate strategies and collaborate on plans for next year. The feedback was positive about the impact of school programs on the engagement, attendance and learning outcomes of our students.

Next year, the school will continue to build on this success and provide opportunities for the community to interact and come together to celebrate achievement and diversity. The school will establish a 'Culture Room' where language classes will be delivered and will provide a culturally safe space for students to access during breaks, along with a space for parents and carers to meet with school staff.

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
TTFM Wellbeing Data (advocacy, belonging, expectations) increases by 6% from the system negotiated baseline.	Tell them From Me data indicates an increase of advocacy, belonging and expectations of 2.2% above the system negotiated baseline. The biggest increase in 2023 was in advocacy which increased by 10%.
Increase the percentage of students attending school more than 90% of the time by 8.5% from the system negotiated baseline.	The percentage of students attending school more than 90% of the time is 13.5% below the system negotiated baseline and therefore this target has not been met. However, this rate is an improvement from last year by 9%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$96,414.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • in school work experience to build enterprise skills and develop a sense of ownership and commitment to improving the school environment • one to one intensive literacy and numeracy support • personalised support with assessment tasks, scaffolds and adjustments to assist students to demonstrate their learning • brain breaks for students to assist with concentration and focus • behavioural support and mentoring <p>The allocation of this funding has resulted in the following impact: Students in mainstream who have additional needs have benefited from personalised support and adjustments to assist them to access learning effectively and manage social and emotional wellbeing.</p> <p>After evaluation, the next steps to support our students will be: Continue to identify strategies that work for individual students, collaborating with families and interagency staff.</p>
<p>Socio-economic background</p> <p>\$349,999.35</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices • Data informed teaching and learning • HSC improvement • High expectations culture • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through the Sounds Write program to support student learning • employment of additional staff to support in school work experience program implementation. • employment of external providers to support students with additional learning needs, including Inter Reach and liaison with CAMHS, Mission Australia, Mallee Family Care, MDAS and CHAC to provide care and support for students • providing students without economic support for educational materials, uniform, equipment and other items • daily breakfast club for 60% of students supported by Oz Harvest and staffed by SLSOs • daily lunch vouchers for 20% of students • fully funded sport program for all students to ensure equity and opportunity along with building positive school culture and reducing segregation • heavily subsidised excursions including Year 12 University exploration trip, Year 7 and 8 Murray River Adventure Centre, Year 9-11 Gold Coast exploration • fully funded social and emotional regulation program Working on Within

<p>Socio-economic background</p> <p>\$349,999.35</p>	<p>(Wow) over 40 weeks</p> <ul style="list-style-type: none"> • fully funded Coping Well workshops for years 7 and 8 and then for incoming year 6 students focused on developing coping skills and strategies for positive mental health and stress management • fully funded visiting performance troupe delivering a high quality and entertaining anti-bullying and positive relationships workshop • fully funded TAFE short courses in Automotive, Manufacturing Timber and Manufacturing Metal Cert 1 for students in years 9 and 10 • subsidised STEM program in Sydney for students who are high achieving across fields of Science and Technology. <p>The allocation of this funding has resulted in the following impact: Equity gaps have been addressed by these initiatives which have been provided across the whole school, thus bringing students together to participate actively in a wide range of academic, sporting, social and enrichment opportunities.</p> <p>After evaluation, the next steps to support our students will be: Collaborating with our school community to continue to identify and address equity gaps and provided funded programs which deliver positive outcomes for students.</p>
<p>Aboriginal background</p> <p>\$220,447.74</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 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices • Belonging • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (LaST) to support Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • delivery of professional learning for teachers to improve their understanding of Aboriginal cultures and perspectives and enhance delivery of local content into lessons • collaboration with School Reference Group and Aboriginal Education Consultative Committee to deliver inclusive celebrations and commemorative events that link to culture including NAIDOC, Sorry Day, community events, Koori Big Day, Careers Expo day. <p>The allocation of this funding has resulted in the following impact: The whole school community have participated respectfully in events linked to celebration or commemoration of cultural significant dates. Students have benefited from social and emotional support to improve wellbeing and coping strategies and intervention programs have provided intensive support for self-regulation of emotions. Students have had academic support in the classroom to assist with attendance and engagement in learning activities and achievement of assessment tasks and learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to build a high expectations culture with academic, social and emotional support for students to help them meet their goals and achieve potential. The school will continue to collaborate with key</p>

<p>Aboriginal background</p> <p>\$220,447.74</p>	<p>organisations and groups to ensure that our priorities match community need and facilitate effective intervention and opportunities.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Coomealla High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Students have engaged in small group learning to improve literacy which has been focused on their individual need.</p> <p>After evaluation, the next steps to support our students will be: Results from school assessments and standardised tests such as Check-In, reflect improvements in student achievement.</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices • Data informed teaching and learning • High expectations culture • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention called Sounds Write to increase learning outcomes • employment of LaST and interventionist teacher • employment of an Occupational Therapist to provide intervention programs that support student needs • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: Students who need additional support to meet learning outcomes have been identified for targeted in-class and small group withdrawal.</p> <p>After evaluation, the next steps to support our students will be: Mapping of student achievement and areas for further development to determine personalised programs of support for students, both in-class and small group withdrawal.</p>
<p>Location</p> <p>\$59,267.05</p>	<p>The location funding allocation is provided to Coomealla High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Location</p> <p>\$59,267.05</p>	<ul style="list-style-type: none"> • HSC improvement • Connections • Belonging • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • student assistance to support excursions • technology resources to increase student engagement • payment of bus driver to service the Mildura Flo-Connect service <p>The allocation of this funding has resulted in the following impact: Students have been subsidised to attend excursions and camps including the Year 12 University exploration trip to Adelaide, the Murray River Adventure camp and the Gold Coast exploration camp. Funds have been used to pay for a bus driver on the Victorian funded Flo-Connect bus which brings students to Coomealla High School from Mildura to ensure continuity of their education during periods of instability or family relocation.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to subsidise excursions to bridge equity gaps created by our remote location in NSW.</p>
<p>Professional learning</p> <p>\$75,958.62</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices • Data informed teaching and learning • HSC improvement • Belonging • High expectations culture • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional learning for all staff focused on Aboriginal Cultures and Perspectives and embedding into lessons in every key learning area • professional learning for staff in delivering intensive phonemic awareness for students at Stage 1 level of reading • professional learning for staff in the Berry Street Trauma Informed Practice model and the establishment of consistently orderly classroom environments to support learning and wellbeing • professional learning for staff focused on high leverage strategies for the HSC • professional learning time for English and Maths Faculties to collaborate and develop revised programs to implement the new syllabus documents for 2024 <p>The allocation of this funding has resulted in the following impact: All staff have engaged in professional learning to support their personal PDPs and whole school priorities.</p> <p>After evaluation, the next steps to support our students will be: Improved capacity for staff to perform their duties and generate improvement for students in learning and wellbeing.</p>
<p>COVID ILSP</p> <p>\$120,455.09</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 2023.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>COVID ILSP</p> <p>\$120,455.09</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Employment of a paraprofessional to work with students on small group withdrawal focused on reading.</p> <p>After evaluation, the next steps to support our students will be: Mapping of student achievement using PLAN2 and ongoing learning support to improve reading and numeracy.</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 Coomealla High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Connections • Belonging • High expectations culture <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • employment of social worker to support student wellbeing and lead whole school positive culture initiatives <p>The allocation of this funding has resulted in the following impact: the social worker has provided intensive support for individual students, liaising with agencies for social support, access to services such as Headspace and MDAS as well as supporting whole school positive culture initiatives to support diversity and harmony including Youth Week, the student voice committee, Wear it Purple day and Open Day.</p> <p>After evaluation, the next steps to support our students will be: the school will continue to collaborate with agencies to increase services and connections to community based supports for students, along with providing in-school programs of support.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	122	105	120	132
Girls	108	111	126	115

Student attendance profile

School				
Year	2020	2021	2022	2023
7	91.7	81.8	76.9	75.2
8	83.5	83.6	70.2	70.1
9	78.2	69.8	78.7	70.6
10	82.9	58.8	68.2	80.5
11	81.1	70.8	55.3	76.2
12	91.3	80.2	79.2	81.9
All Years	84.4	74.1	72.0	74.3
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

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	3	0	3
Employment	5	3	6
TAFE entry	2	0	1
University Entry	0	0	4
Other	16	0	1
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

41.18% of Year 12 students at Coomealla High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

71.4% of all Year 12 students at Coomealla 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)	25.2
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	12.18
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 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 ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	336,103.30
Revenue	8,678,399.08
Appropriation	8,348,980.26
Sale of Goods and Services	18,667.47
Grants and contributions	296,737.63
Investment income	13,359.02
Other revenue	654.70
Expenses	-7,647,617.44
Employee related	-6,296,131.61
Operating expenses	-1,351,485.83
Surplus / deficit for the year	1,030,781.64
Closing Balance	1,366,884.94

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.

	2023 SBAR Adjustments (\$)
Targeted Total	137,564
Equity Total	771,008
Equity - Aboriginal	220,448
Equity - Socio-economic	349,999
Equity - Language	2,400
Equity - Disability	198,161
Base Total	4,832,985
Base - Per Capita	68,948
Base - Location	59,267
Base - Other	4,704,769
Other Total	1,816,211
Grand Total	7,557,767

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 to access the school data.

School performance - HSC

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

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

Parent/caregiver, student, teacher satisfaction

The school enjoys strong support from parents, carers and community with high levels of parent acceptance of programs and excursions and high levels of engagement in social media posts. Parents respond positively to phone calls home and attend meetings at the school when requested. Where there are concerns, parents are generally proactive in having conversations and working together with staff to effectively support their children. The formal end of year presentation assembly and graduation ceremonies are very well attended by parents and families and local service groups and business organisations.

Local business groups and organisations provide support for Work Experience placements, hosting excursions and special events and in providing employment for students transitioning post Year 12.

Student attendance has improved by 10% over 2023 and engagement in school activities including classroom based lessons, excursions, camps and enrichment activities are very well attended. Fractional truancy, where students are at school but not in class, has decreased significantly and the additional support of the Flexible Learning Class and additional Support Unit classes have assisted students who have additional learning or wellbeing needs. Every day there are lines of students handing in their GOTCHA tickets which have been earned by respectful behaviour and the weekly draws and end of year mega draw generated strong interest and motivation among students.

Staff moral is very positive at the school and staff attendance rates are high. There is strong teamwork evident and high levels of support and co-operation for colleagues. Several new initiatives in the area of staff wellbeing were initiated in 2023 and these were well supported by staff. The school will be fully staffed with teachers in 2024 which is a significant achievement, following a number of years of unfilled vacancies, and ultimately results in more opportunities for students.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

The Aboriginal Education team work together to improve the engagement and attainment of Aboriginal students through classroom learning and enrichment experiences. Students are encouraged to immerse in cultural activities including Barkindji language classes, special events of significance to Aboriginal people and targeted programs including Sista Speak. Students are supported to become school leaders and active participants in school life, including sporting teams and camps.

Aboriginal staff in the school work together to support all students and staff deepen their understanding of Aboriginal culture, both historical and contemporary, and aim to improve harmony in the school community and provide a culturally safe learning environment.

All staff at Coomealla High School are supported to engage in building positive relationships across the school community to help parents and carers participate in their child's schooling and support their transition to adulthood. Staff are committed to engaging with local organisations to enrich experiences for students and build their own knowledge of local issues of significance.

The school principal is guided by the Senior Leader, Community Engagement, the School Reference Group and the Aboriginal Education Consultative Group for matters relating to cultural protocols and programs.

Anti-Racism Policy

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

Multicultural Education Policy

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

