

Coonabarabran High School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Coonabarabran 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 school 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.

Mel Johnston

Principal

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Message from the Principal

Coonabarabran High School is a high performing, comprehensive school in a rural setting. Our teachers are committed to providing students with the best possible opportunities inside and outside the classroom. We build programs that include experiences beyond our school to deepen the understanding of our students.

In 2016 our HSC students accomplished impressive results and our school was identified for the third year in a row as an institution which contributes significantly to the growth of our students. This achievement is reflected in the learning that occurs every lesson, every day throughout the school. Credit is due to the professionalism of our teachers and the enthusiastic support of our community. The teaching staff continue to innovate in their teaching and through extra-curricular activities to enrich the learning of students.

I commend this report to you. I certify that the information provided in it is the result of a rigorous school self-assessment undertaken with staff, parent and student leaders, and an External Validation process conducted by the Department of Education using the Schools Excellence Framework. The Annual Report provides a balanced and genuine account of the school's achievements and areas for development.

Message from the school community

Throughout 2016 the P&C have been active in fundraising and have committed these funds to resources that have improved educational opportunities at the school. The Show Gate supervision and North West Expo have been the primary fundraising events in 2016.

On behalf of the P&C, I would like to congratulate the school for the achievement of students throughout the year. It is always very satisfying to see students making use of the resources that the P&C have helped to buy. The success of students is a source of great pride for our committee.

P&C Representatives have also supported the school with recruitment and several parents have taken a role on interview panels at the school. Building relationships with the school has been a role that the P&C has engaged in through the Year 7 Introductory Barbeque and partnerships with fundraising. The P&C always welcomed teachers to attend meetings and share their knowledge with parents.

The Coonabarabran community is very fortunate to have students that take on leadership roles. The SRC Induction assembly in Term 1 celebrated the breadth of leadership talent of our school students. The Annual Awards night celebrated the achievements of the year and acknowledged the students who excelled in a wide range of pursuits. As the P&C President, I was honoured to represent our community at these events and throughout the year.

Philip van Schalkwyk

P&C President

School background

School vision statement

Coonabarabran High School is a vibrant educational community which aspires to excellence in a safe and respectful environment. Every student has the opportunity to achieve to their potential through the support of the school community and quality teaching programs.

School context

Coonabarabran High School is a comprehensive high school in a rural community. The school enjoys a long and proud history of excellent student outcomes in the academic, sporting and cultural fields of endeavour. The school provides students with diverse educational opportunities; both curricular and extra-curricular. The students are positively encouraged and guided to extend themselves in a variety of fields, embracing the school motto 'Forever Dare'.

Coonabarabran High School is a respected and integral part of the local community. The school receives valuable input from all sectors of the local community; especially from parents, the Aboriginal community, business and service clubs, as well as from local government. Such community support is a major feature of the school and further enhances the school's capacity to provide quality education to its students.

Additionally, the school is characterised by its strong focus on quality teaching including the integration of technology into the classroom. The school's commitment to the fostering of high expectations and the supportive and positive rapport which exists between staff and students at the school underpins the successful and productive nature of the school's learning environment.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 and participated in an external validation. 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.

During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that the school is performing at a high level, sustaining and developing the strategies that we have in place to promote a culture of learning and to build collaborative practices in the school.

Areas for us to continue to develop included: student wellbeing; curriculum and learning; data skills and use; leadership; and school planning. Whilst the external validation panel found that the school was delivering effectively in these areas, the evaluation assisted us to identify future directions for the school.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Student Achievement

Purpose

Student achievement is integral to ensuring that students experience success as learners and are supported in transitioning to productive post-school lives, equipped with the necessary skills as 21st Century learners.

Overall summary of progress

Premier's Priorities for improved student achievement have been addressed. Students with identified learning needs were supported to achieve growth in NAPLAN testing beyond the state average.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>In 2016, Year 9 students who completed the MULTILIT program in 2014 and 2013 will have 10% greater growth than State Growth, in the READING component of NAPLAN.</p> <p>In 2016, Year 9 students who completed the Quicksmart Numeracy program in 2014 and 2013 will have 10% greater growth than State Growth, in the NUMERACY component of NAPLAN.</p> <p>In 2016, student attendance will increase from 88.6% in 2015 to 90%</p>	<ul style="list-style-type: none">• Year 9 students who had been engaged in the Learning Support Programs were identified in the NCCD in 2016. Their performance in NAPLAN testing was compared to the State average in each aspect of the test.• Year 9 students who were included in the 2016 NCCD achieved an Average Scaled Score Growth in the Reading component of NAPLAN of 52.8 compared with 32.2 State growth and 32.1 NSW DoE growth.• Year 9 students who were included in the 2016 NCCD achieved an Average Scaled Score Growth in the Spelling component of NAPLAN of 36.5 compared with 33.8 State growth and 32.4 NSW DoE growth.• Year 9 students who were included in the 2016 NCCD achieved an Average Scaled Score Growth in the Grammar and Punctuation component of NAPLAN of 55.8 compared with 22.1 State growth and 22.1 NSW DoE growth.• During 2016, ten students in Year 8 completed the MULTILIT Extension program and post testing revealed an average reading growth of 1 year and 11 months.• Overall, the attendance rates improved from 88.6% in 2015 to 89% in 2016. This was less than our target, but a substantial growth in student attendance. The Attendance Team has embedded processes into the school learning support procedures. Students with unsatisfactory attendance are identified and strategies are put in place.• Attendance for Aboriginal students has improved from 83.4% in 2015 to 84.2% in 2016.	<p>School Learning Support Officers were employed to tutor identified students using the MultiLit and Quicksmart programs. The MultiLit and Quicksmart programs have an annual licence fee for use of the program in Coonabarabran High School.</p> <ul style="list-style-type: none">• Low level adjustment for disability (\$38883.00)• Aboriginal background loading (\$14000.00) <p>The school employed an SLSO to support attendance improvement strategies. The SLSO relieved the Aboriginal Education Officer allowing her to make regular phone calls to support families and improve attendance of Aboriginal students</p> <ul style="list-style-type: none">• Socio-economic background (\$10500.00)

Next Steps

Analysis of student responses to the Tell Them for Me Survey will identify areas for development to increase student engagement and sense of belonging.

A review of school practices using the Wellbeing Framework will enable an evaluation of the school Learning and Support Team processes in 2017.

There will be an evidence-based progression of students in the middle two bands, working towards the Premier's Priorities of 8% (collective) and 30% (Aboriginal students) shift into the top two bands of the NAPLAN assessment.

Strategic Direction 2

A Culture of Learning

Purpose

A commitment to a culture of learning is central to all decisions made within the school environment. Such commitment ensures that all practices are focused upon enriching learning opportunities for students, thereby building positive educational outcomes.

Overall summary of progress

The development of an understanding of the Secondary Learning Strategy by all teaching staff has been successful and the teachers are ready to implement the program school-wide in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> • Comparative analysis of individual student NAPLAN data from Years 7 to 9 evidences improved outcomes. • Students will be able to identify the learning skills that they have learned through the program. • All teachers will be familiar with 2LS strategies and able to demonstrate the planning and use of a strategy in their faculty area. • Teacher led Equity projects are implemented to enrich student learning and access to curriculum. They address socio-economic disadvantage. 	<p>The implementation of 2LS (Secondary Learning Strategy) has progressed as planned. Three staff have received training to lead the strategy in school-wide implementation in 2017. All staff have received training at each School Development Day to introduce them to the research that underpins 2LS.</p> <p>In Term 4, all teaching staff reviewed their understanding of the program and the strategies that had been explored during the year. 100% of staff were committed to full implementation in 2017, including additional cross-faculty Professional Learning meetings each fortnight to develop specific teaching strategies.</p> <p>All teachers participated in the use of School Measurement and Reporting Toolkit (SMART) software to analyse student performance. All teachers created classlists for 2017 drawing upon Smart Data NAPLAN achievement.</p> <p>Teachers identified strategies to improve student performance and created lesson plans that utilised these strategies.</p> <p>73 students have Personalised Learning Plans (PLPs) to support academic achievement.</p> <p>Parents of students with PLPs participated in at least two Learning Support Team meetings coordinated by the Learning and Support Teacher (LaST) to establish and review the goals of their child's PLP. The review of PLPs was positive for all students with learning goals achieved or working towards achievement.</p> <p>Parents rated the performance of the school highly in regards to learning assistance with 76% agreeing or strongly agreeing that "support is provided for students requiring learning assistance". (Parent Survey August 2016).</p> <p>All parents were offered the opportunity to respond</p>	<p>Training for the implementation team for 2LS cost \$5,000 for teacher release and \$2000 for school based activities. Equity Projects were budgetted for \$60,00, of which \$40,500 was used to support teacher led Equity Projects across the school. The LaST managed a budget of \$96,000 to employ Student Learning Support Officers. These funds were pooled from Low Level Adjustment for Disability and Socio-economic Background funding. Community Engagement was supported by some Equity Funding \$1000 and Community Consultation funds to the value of \$979. The Computer Coordinator Allocation is used to employ a Technical Officer who supports the school's online communication with parents. Professional Learning funds RAM Funds</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> • Comparative analysis of individual student NAPLAN data from Years 7 to 9 evidences improved outcomes. • Students will be able to identify the learning skills that they have learned through the program. • All teachers will be familiar with 2LS strategies and able to demonstrate the planning and use of a strategy in their faculty area. • Teacher led Equity projects are implemented to enrich student learning and access to curriculum. They address socio-economic disadvantage. 	<p>to two formal surveys during Term 3 and 4. Parents rated the school performance highly with 92% agreeing with the statement that "the school provides a safe and positive learning environment", and 83% agreeing with the statement that "teachers provide lessons that are engaging and challenging".</p> <p>All parents had the opportunity to meet with specialist teachers and Careers Adviser as a part of their transition from Year 10 into Year 11. Students received class-based support and individualised assistance to select appropriate courses.</p> <p>The school has expanded the range of communication methods used to engage the community. A Facebook page has been established and the school webpage upgraded.</p> <p>Equity Projects included the Feast of Words, Feast of Pi, School Musical, Year 10 Excursion, HSC Study Seminars, School Musical, Agricultural Skills Day, Science and Engineering Challenge, Sydney Theatre Company excursion, Student Assistance and around 20 other smaller activities designed to engage students in learning.</p> <p>These were individually and collectively evaluated by teachers, parents and students. 58% of teachers strongly agreed and 26% agreed that "The school uses RAM funding to support Equity Projects and that these events increase student engagement. ("Focus on Learning" survey). 44% of students agreed that Equity Projects were valuable to their learning and 44% said that Equity Projects made school more enjoyable. (TTFM survey) 84% of parents agreed or strongly agreed that Equity Projects improved student learning and engagement. (Parent survey)</p> <p>Each of the 35 Equity projects has been evaluated by the teacher coordinator. The Schools Excellence Framework is used as a framework for evaluation of projects.</p> <p>Equity Projects are teacher designed projects to address the socio-educational disadvantage encountered by many of the students. Teachers submit applications for funding support for student learning projects. These projects are assessed and successful projects are supported using RAM funds.</p> <p>The projects are diverse, but must make a difference to student learning and align with the school's strategic directions. The projects are evaluated by students and staff.</p> <p>Examples of Equity Projects include:</p> <ul style="list-style-type: none"> • The Feast of Words puts writing at the centre of learning during a 3 day festival of writing. The local community and special guests including published authors reside in the school to work with students in writing workshops and seminars. Other local 	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
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Next Steps

Implement the Secondary Learning Strategy (2LS) across the school. Support teachers to collaborate on the analysis of student learning samples and teaching and learning programs through the implementation of 2LS.

Support consistent quality teaching practice through the implementation of 2LS, reviewed regularly through the school's milestone plan.

Establish a culture of teacher performance and development based on high levels of trust and collaboration across faculties. This will be demonstrated through shared processes of observation, reflection and feedback of teaching practice that aligns to school improvement priorities, promotes professional attainment and remains centred on student learning.

Strategic Direction 3

Teacher Capacity

Purpose

Teacher capacity is central to student achievement. Accordingly, a commitment to building teacher capacity will drive improvement in student learning outcomes and strengthen the culture of learning within the school environment.

Overall summary of progress

Teacher engagement in the Professional Development Framework has been strong. Teachers have participated enthusiastically in whole school and faculty professional learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Increased numbers of teachers gaining accreditation from AITSL at the levels of Highly Accomplished and Lead.</p> <p>All teachers engage in the Professional Development Framework and effectively set goals and reflect upon progress towards them.</p> <p>All teachers know the School Excellence Framework (SEF) and use it to collaboratively evaluate the school.</p>	<ul style="list-style-type: none"> • Teachers evaluated their progress as a part of the Professional Development Plan (P.D.P.) process. Faculty Head Teachers conducted formal interviews with staff to discuss their progress of the P.D.P. All teaching staff completed this process successfully. • Teachers evaluated classroom practices through the "Focus on Learning" Teacher Survey. They responded to statements identifying the Four Dimensions of Classroom and School Practices (CESE Project, NSW 2016). The analysis reports how effectively teachers present: challenging and visible learning goals; planned learning opportunities; quality feedback; and support for students to overcome obstacles. The report indicated that teachers rated the support for students most highly but that all dimensions were positive. Teachers identified learning goals and quality feedback as two areas to develop further. • All staff engaged with training on SMART Data application and its use to analyse student performance and to develop strategies for follow-up lessons to address areas of weakness for individuals and groups of students. • All teachers identified students in the middle two bands of performance and developed strategies to improve their literacy and or numeracy skills. • All teachers investigated the HSC RAP application located on the Board of Studies site. Teachers of HSC classes analysed the class results identifying HSC questions that the class found difficult. • Teachers developed strategies to address any learning issues for particular areas of their course. HSC Teachers produced a report outlining the strategies to be implemented in the following year to address identified program or teaching issues. • The Professional Development Plans were effectively completed by all teaching staff. The school executive received feedback from teachers through the "Focus on Learning" Teacher Survey and a 360 Survey conducted by the Principal. Analysis of the "Focus on Learning" Teacher survey indicate that teachers believe that they receive more feedback from school leaders regarding 	<p>Teacher relief to support faculties to develop plans and conduct classroom observations throughout the year. Professional Learning Funds \$1400 Professional Learning funds and Beginning Teacher funds.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Increased numbers of teachers gaining accreditation from AITSL at the levels of Highly Accomplished and Lead.</p> <p>All teachers engage in the Professional Development Framework and effectively set goals and reflect upon progress towards them.</p> <p>All teachers know the School Excellence Framework (SEF) and use it to collaboratively evaluate the school.</p>	<p>classroom management than they do about their teaching. They have indicated that a greater focus on learning goals and teaching will be welcome in the future.</p> <ul style="list-style-type: none"> • Beginning Teachers have engaged in the school very effectively and the structures to support them have improved. Three experienced staff have undertaken mentoring training and classroom observation and collaborative planning practices have been established for the Beginning Teachers. 	

Next Steps

Through the implementation of the Secondary Learning Strategy (2LS) teacher capacity will developed in the following areas:

- Challenging and visible goals
- Planned Learning Opportunities
- Quality Feedback
- Overcoming Obstacles to Learning

Teachers will evaluate progress throughout the year and formally in their responses to the "Focus on Learning" Teacher survey in Term 4.

Teacher skills in evaluative thinking will be supported to enable greater analysis of student performance to inform teaching practice.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Aboriginal students demonstrated growth in excess of State averages in NAPLAN 2016 in all aspects of Literacy and Numeracy. 15 Aboriginal students graduated with their HSC and 5 students were offered places at University.	<p>SLSO (Ab Ed) employed to assist Aboriginal students in improving literacy and numeracy skills.</p> <ul style="list-style-type: none"> Aboriginal background loading (\$78 388.00)
Low level adjustment for disability	<p>Students with learning difficulties were supported in class by SLSOs supporting the adjustments designed by teachers. All students in Year 7 were screened and identified students were supported with individual tuition using the QuickSmart and MultiLit programs. Students who completed these programs demonstrated significant growth over the duration of the program (12 weeks) and better than average State growth from Year 7 to Year 9 in NAPLAN.</p> <p>The Learning Support programs including MultiLit and QuickSmart had a significant impact upon student outcomes as measured by NAPLAN performance. Year 9 students who completed MultiLit in 2014/15 achieved an Average Scaled Score Growth in the Reading aspect of NAPLAN in 2016 of 60.2 compared with 33.2 State growth and 34.3 'like-school' growth.</p>	<p>School Learning Support Officers were employed to tutor identified students using the MultiLit and Quicksmart programs.</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$0.00)
Socio-economic background	<p>All students have participated in Equity programs, providing them with access to learning opportunities that would not otherwise be available to them. Equity projects have been funded to enable all students to travel to excursions in major centres, to bring presenters and workshops to our community and to support local projects with resources enabling our students to overcome the barriers of socio-educational disadvantage.</p> <p>Students and parents rated the RAM funding that enables the school to provide these opportunities positively. Staff responsible for coordinating programs complete an evaluation survey prior to the annual budget meeting.</p>	<p>In addition to RAM funds, a great deal of human resources are garnered for Equity Projects through community participation and support.</p> <ul style="list-style-type: none"> Socio-economic background (\$75 042.00)
Support for beginning teachers	In 2016 one beginning teacher received funding through Beginning Teacher Funds while two other early career teachers were supported with School PL funds to access specific professional learning. All three new teachers were successful in managing their accreditation process and all have been highly successful in their professional growth.	<p>\$4, 063 (2nd Year funding)</p> <p>\$2,500 (PL Funds to support)</p>



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	193	192	191	200
Girls	184	168	178	171

Student enrolments have declined slightly during the past four years. This can be attributed to a small Year 10 cohort which is progressing through the school. Other year groups have a minimum of 60 students. Some students from small neighbouring towns enrol at Coonabarabran High in Year 11 increasing the number of senior students in the school.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	93.6	92.1	92.2	92.5
8	89.1	89.1	91.7	89.9
9	87.9	89.5	87.8	90.3
10	84.6	85.9	84.4	88.3
11	84.7	87.1	85.9	86.6
12	87.2	88.3	88.9	87.3
All Years	87.8	88.7	88.4	89.2
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

An Attendance Team supports student attendance with strategic interventions for students whose attendance causes concern. The team collaborates with the Learning Support Team, Year Advisers and all teaching staff to encourage regular attendance. Where additional support is required to improve attendance parents and carers are engaged to develop a Personalised Attendance Plan with students. This formalises the school's contact with parents, clarifies the concern, and

collaboratively develops strategies to improve attendance. The plan has measurable outcomes for improvement and includes follow-up.

Where required referrals are made to the Home School Liaison Program for further intervention with the support of the Department of Education.

To ensure optimum engagement and attendance from students the school:

- Continued to offer a broad curriculum include electives and high interest courses to students from Year 9 to 12. In addition to an expansive school curriculum, VET and TAFE courses have been incorporated into the school subject offering.
- Provided social and learning support to all students, particularly those made vulnerable by illness or domestic circumstances.
- Provided mentoring and tutorial support to all students particularly the senior students as they encounter the demands of the H.S.C.
- Developed Personalised Learning Plans for students to introduce strategies to improve access to mainstream courses and make adjustments to improve student learning.

Retention Year 10 to Year 12

The school retention rate of 62% exceeds the average retention rate for similar schools by 3%. The broad subject offering, inclusion of TAFE and VET courses into our curriculum, and the strong student support structures that operate in the school underpin student retention.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	2	2.5	4
Employment	3	0	27
TAFE entry	2	4	6
University Entry			53
Other			4
Unknown			6

Students are supported by the school to transition from school to work or study. Approximately 44% of students received an offer to study at University. All students who applied for a place at university received an offer. Of these approximately 70% took up the offer whilst others have chosen to seek employment first to make tertiary study economically viable.

15 Aboriginal students successfully completed their HSC in 2016. Of these 5 were offered a place at University, 4 enrolled in a trade course through TAFE or a private provider, 4 gained employment and 2 were seeking employment.

Year 12 students undertaking vocational or trade training

72% of Year 12 students were enrolled in trade or Vocational Education courses with a number enrolled in more than one course. The following courses were studied by Year 12 students:

TVET

Cert 3 Human Services – Health Care Assistant

Cert 3 Fitness

Cert 1 Automotive – Vehicle Maintenance

Cert 3 Education Support AEST Traineeship

Cert 2 Hairdressing

VET

Cert 2 Hospitality

Cert 2 Rural Operations

Cert 1 Metal and Engineering

Cert 2 Sports Coaching

Distance Education

Cert 2 Information Technology

TVET Hairdressing was delivered on site by a TAFE teacher in the Hairdressing Salon established as a Trade Training Centre. This site is shared with other schools in the district seeking to offer the course to their students.

Year 12 students attaining HSC or equivalent vocational education qualification

Fifty-four students attained their HSC in 2016. This included 15 Indigenous students. The academic performance of the cohort was impressive with 53% offered University Entry and 10% entering other tertiary education programs including TAFE and the Defence Force. 27% of the cohort entered employment directly from school.

One student successfully completed a School based Traineeship as an Aboriginal Education Support officer as a part of their HSC study.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	21.8
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	10.98
Other Positions	6

*Full Time Equivalent

The teaching staff includes a Principal, a Deputy Principal, 7 Executive, a School Counsellor, Librarian, Learning and Support Teacher and 20 classroom teachers. The teaching staff are supported by administrative and support staff.

Coonabarabran High School has an Indigenous teacher in the Science faculty, and an Aboriginal Education Officer (AEO). Two Student Learning Support Officers were employed to support Indigenous students.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	92
Postgraduate degree	8

Professional learning and teacher accreditation

The school has:

- Engaged staff with the Performance and Development Framework to facilitate the setting of professional goals to guide professional learning to enhance teacher capacity and student achievement and engagement.
- Utilised the Performance and Development Framework to strengthen collegial and reflective practice via lesson observations and feedback which are aligned to the Australian Professional Standards for Teachers.
- Provided opportunities for HSC marking, particularly for beginning and developing

teachers.

- Supported quality teaching and sound classroom management through professional learning.
- Facilitated staff who have attended Professional Learning courses to share knowledge and skills gained with relevant colleagues.
- Provided opportunities for transfers of duty to support ICT, syllabus programming, quality teaching and career development.
- Supported professional learning for staff to ensure that they are qualified to teach VET subjects.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November, 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	559 787.94
Global funds	464 288.68
Tied funds	403 395.40
School & community sources	131 924.16
Interest	13 024.58
Trust receipts	142 914.25
Canteen	0.00
Total income	1 715 335.01
Expenditure	
Teaching & learning	
Key learning areas	92 793.29
Excursions	40 486.18
Extracurricular dissections	37 239.52
Library	15 927.17
Training & development	974.02
Tied funds	426 562.20
Short term relief	87 286.02
Administration & office	157 803.10
School-operated canteen	0.00
Utilities	86 728.34
Maintenance	35 960.77
Trust accounts	165 470.68
Capital programs	12 500.00
Total expenditure	1 159 731.29
Balance carried forward	555 603.72

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. NAPLAN performance analysis is conducted by the school to identify areas for additional support for individual students and for groups of students. NAPLAN data also informs the school and community of the amount of growth for each student

and the value-adding that has occurred for the cohort.

The average performance of the Year 7 cohort was below the NSW State mean in all dimensions, however, they were above the like-schools group averages in Reading (+5.8), Writing (+12.7), Grammar and Punctuation (+0.6).

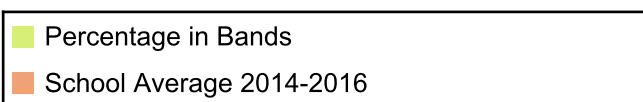
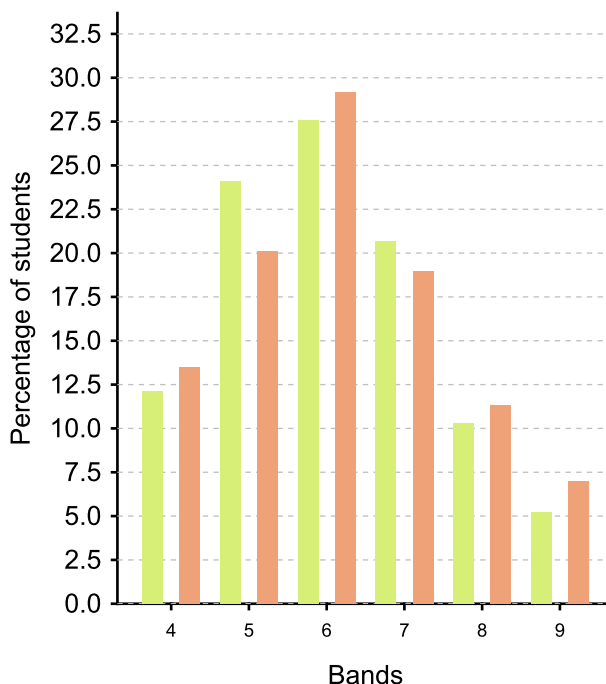
The average growth of the Year 7 cohort exceeded the average NSW State DET growth for Year 5 (2014) to Year 7 (2016) in Reading (+2.8), Spelling (+16.8), Grammar and Punctuation (+8.5). Growth data for Writing was not available.

The Year 7 Indigenous student School mean was above the Indigenous like-schools group mean in Writing (+12.9), and Spelling (+15.5) and above the State mean for Writing (+17.8) and Spelling (+5.9).

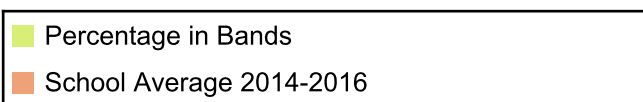
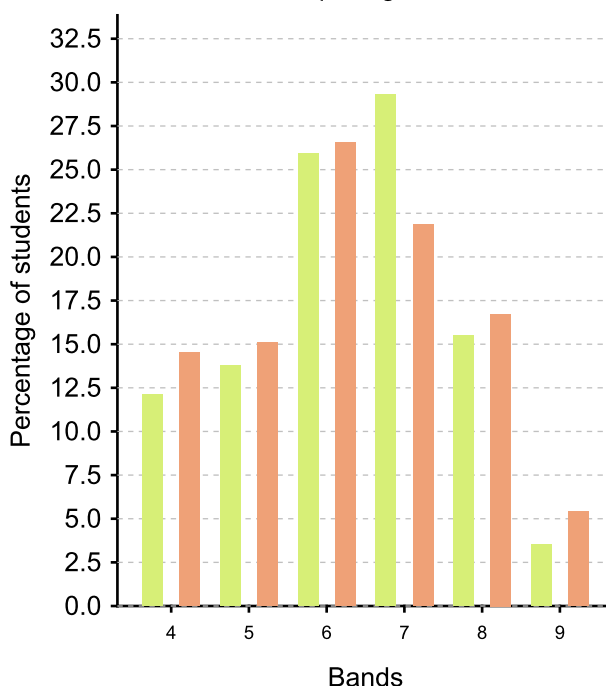
The School Indigenous student average growth exceeded the average State growth in Reading (5.1), Spelling (+11.2) and Grammar and Punctuation (+12.1). Growth data for Writing was not available.

The Learning Support programs including MultiLit and QuickSmart had a significant impact upon student outcomes. Year 9 students who completed MULTILIT in 2014/5 achieved an Average Scaled Score Growth in the Reading component of NAPLAN in 2016 of **60.2** compared with 33.2 State growth and 34.3 School Growth.

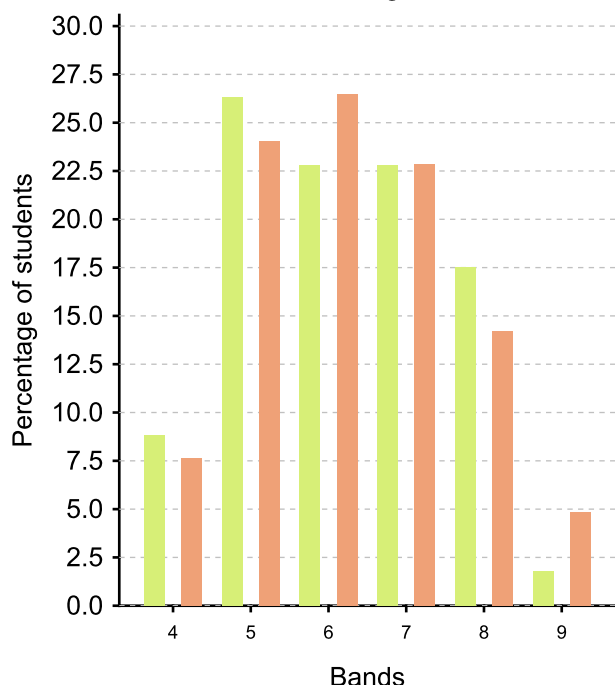
Percentage in bands:
Year 7 Grammar & Punctuation



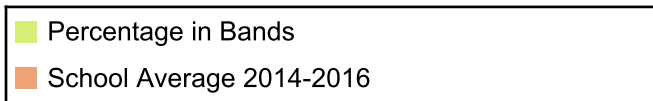
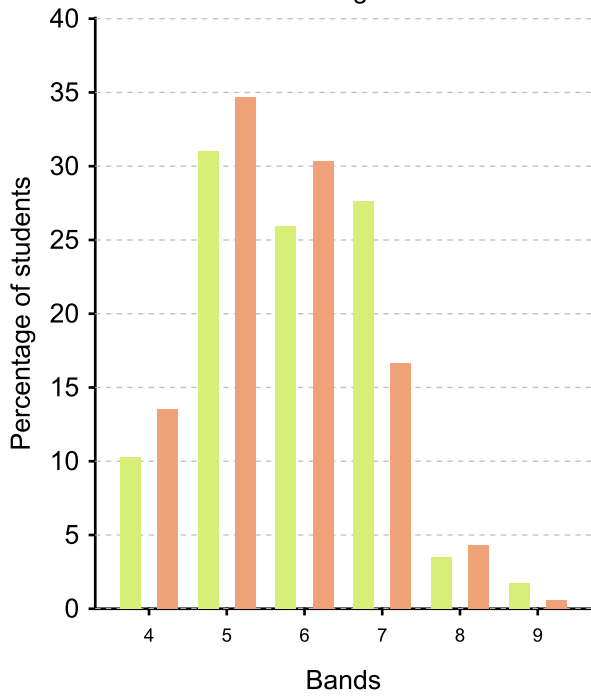
Percentage in bands:
Year 7 Spelling



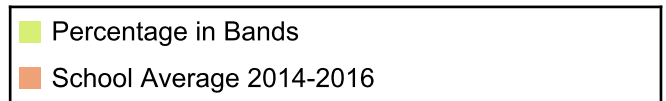
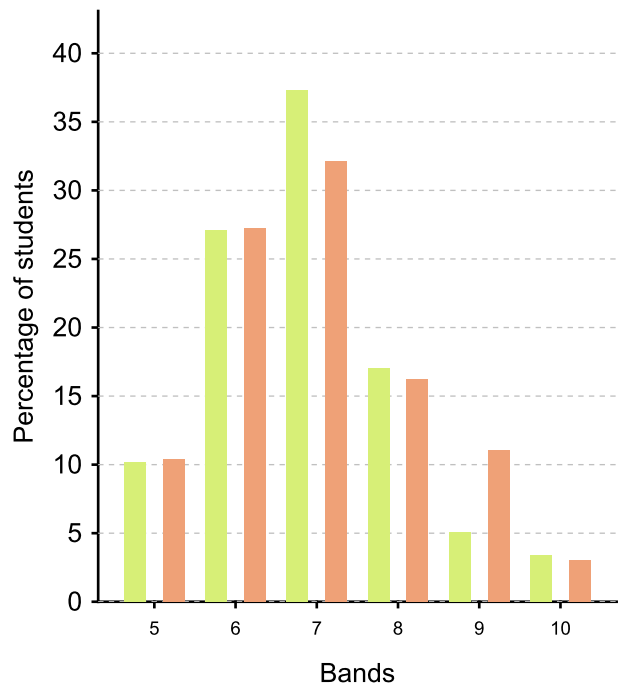
Percentage in bands:
Year 7 Reading



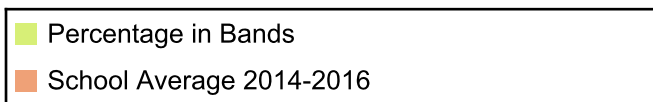
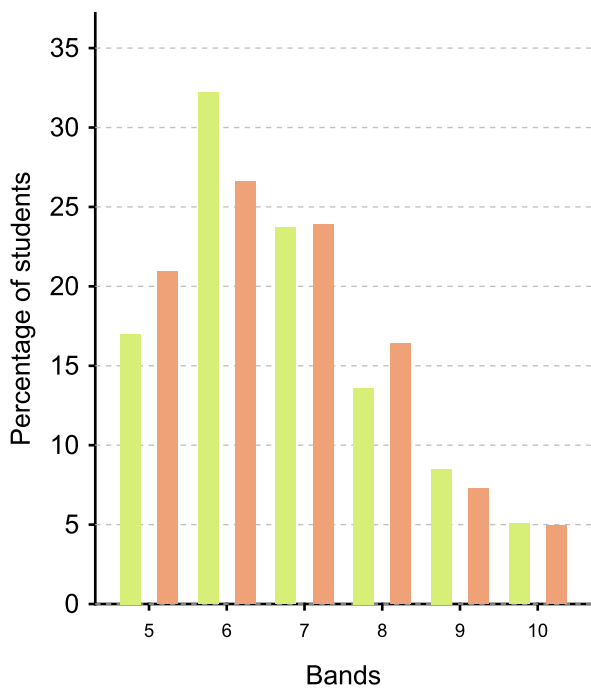
Percentage in bands:
Year 7 Writing



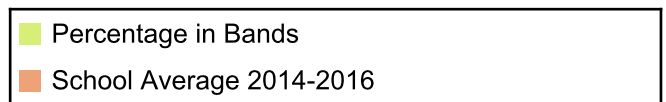
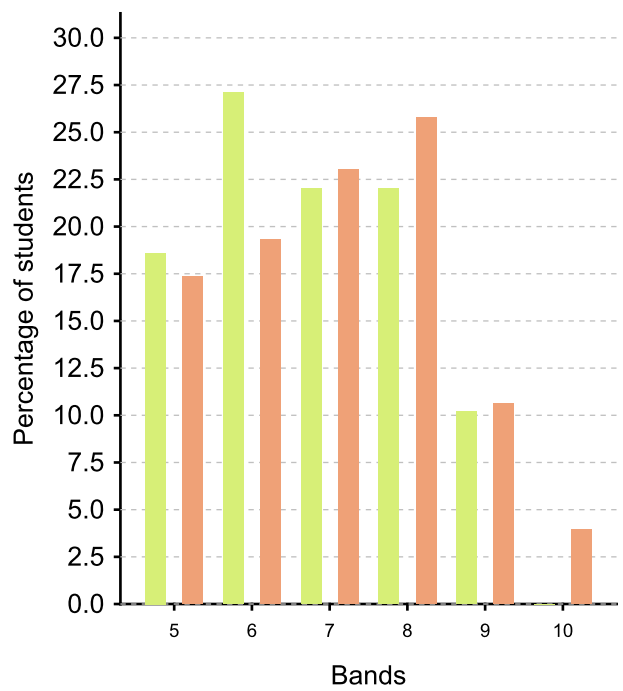
Percentage in bands:
Year 9 Reading



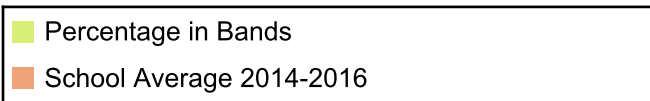
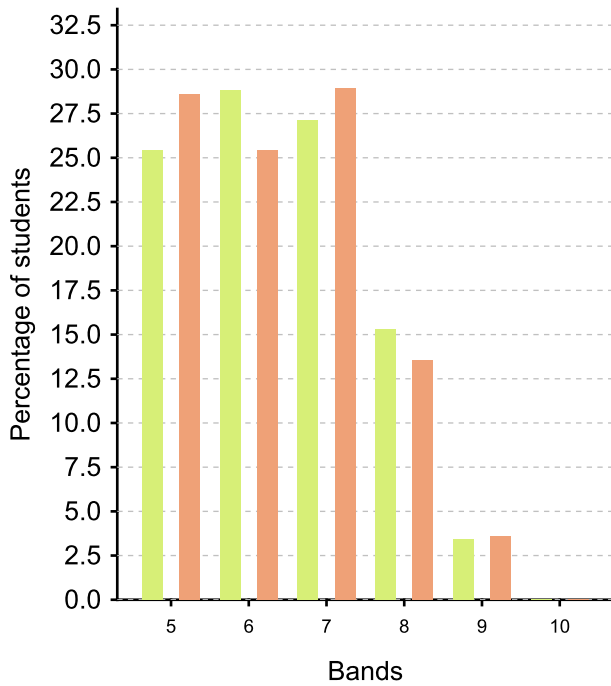
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Writing



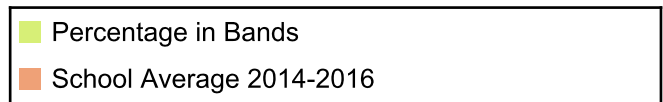
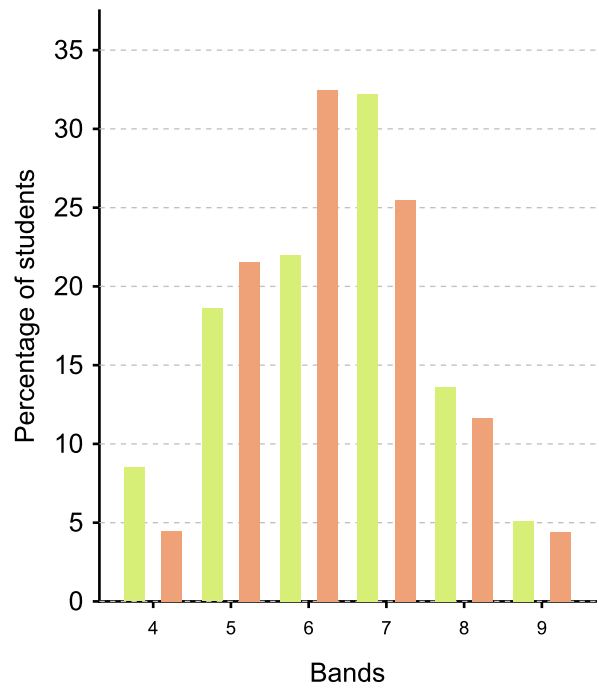
The average performance of the Year 7 cohort was below the NSW State mean in Numeracy, however, they were above the like-schools group averages in Numeracy (+14.2)

The average growth of the Year 7 cohort exceeded the average NSW State DET growth for Year 5 (2014) to Year 7 (2016) in Numeracy (+7)

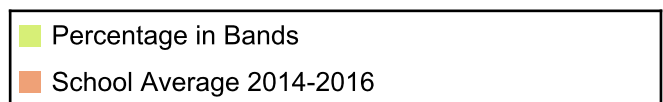
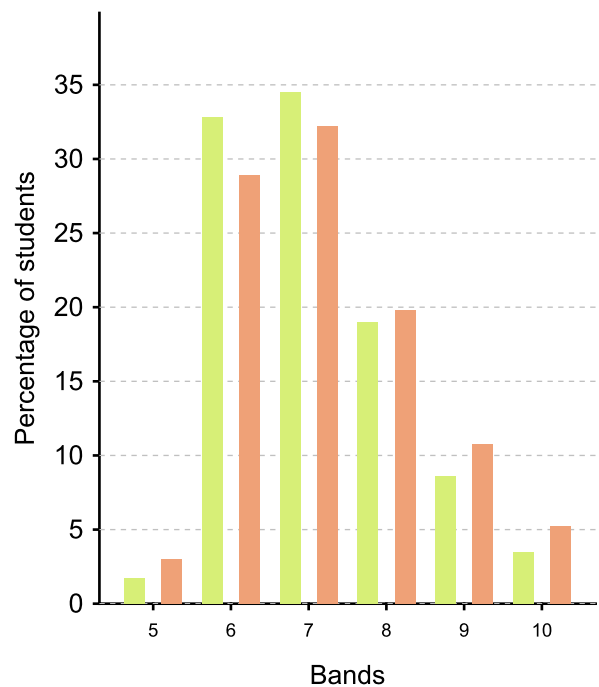
The School Indigenous student average growth for Year 9 students was significantly above the average State growth in all areas including Numeracy (+4.3).

The Learning Support program had a significant impact upon student outcomes. Year 9 students who completed the *Quicksmart* Numeracy Program 2014/5 achieved an Average Scaled Score Growth in the Numeracy component of NAPLAN in 2016 of **46.4** compared with 40.7 State growth and 40.1 NSW DoE growth and 38.3 School Growth.

Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Numeracy



The percentage of students at Coonabarabran High School achieving in the top two bands in Year 7 (17%) and in Year 9 (17%) is below the State average but higher than the like-schools average.

The average performance of Indigenous students in

Year 7 at Coonabarabran High School in Reading and Numeracy exceeds the 'like-schools' performance, but is below the State average performance.

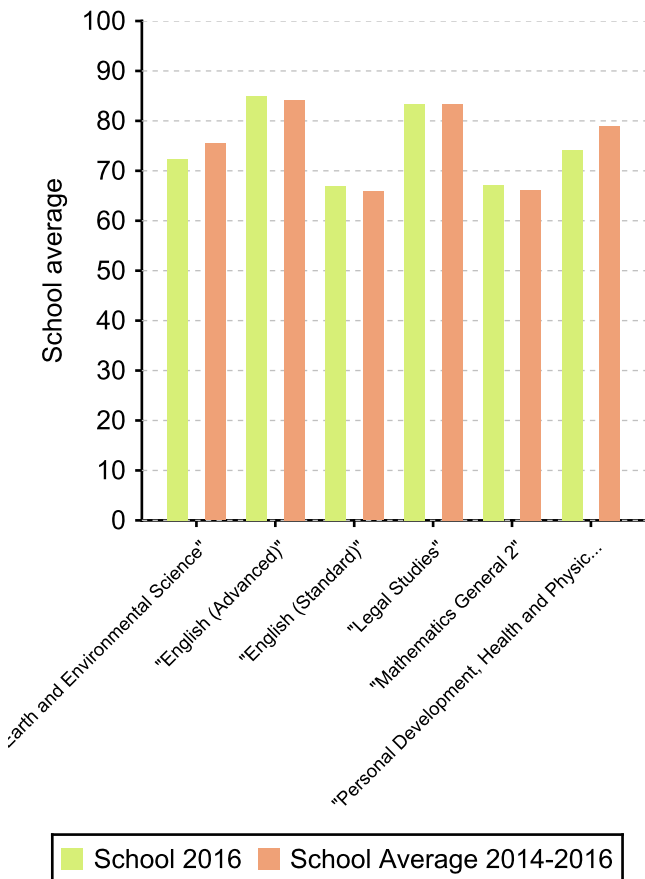
The average performance of Indigenous students in Year 9 at Coonabarabran High School in Reading and Numeracy exceeds the 'like-schools' performance, and exceeds the State average performance.

No Indigenous students attained scores in the top two bands of NAPLAN in Reading and Numeracy in 2016.



Higher School Certificate (HSC)

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



The school has a strong tradition of excellence in the Higher School Certificate.. The proportion of Band 5

and Band 6 performances achieved by students at Coonabarabran High School was 16% greater than 'like-schools'. Ten H.S.C. courses studied at the school exceeded average state performances with a particularly impressive performance in Design and Technology, in which 7 of the 8 students who completed the courses were awarded a Band 5 or 6.

Band 6 results were achieved as follows:

Biology

–Gina Elton

Design and Technology

–Sally Deshon

–Melanie Dow

–Alexandra Eastburn

–Emily King

–Anna Nash

–James Pearson

Earth and Environmental Studies

–Olivia Colantonio

Engineering Studies

Olivia Colantonio

–Gus Elton

–Richard Knight

English (Advanced)

–Olivia Colantonio

–Georgina Elton

–Anna Nash

–Aimee Sanders

Legal Studies

–Georgina Elton

–Aimee Sanders

Modern History

–Aimee Sanders

PDHPE

–Georgina Elton

The University of New England offered a substantial number of early entry positions to students based upon their performance throughout Year 11 and 12 and the

recommendation of the school. The Early Entry offers included:

Bachelor of Education (Secondary Arts)

Bachelor of Social Work

Bachelor of Agriculture/Bachelor of Business

Bachelor of Media and Communications

Bachelor of Urban and Regional Planning

Bachelor of Psychological Science

Bachelor of Environmental Science/Bachelor of Laws

Bachelor of Environmental Science

Bachelor of Education (K–6 Teaching)

Additionally, as part of their E12 program, scholarships have been awarded to 3 students to study International Relations, and a Bachelor of Arts at the University of Sydney.

Students have also received early entry offers from Southern Cross University, University of Wollongong and Charles Sturt University for a wide range of courses. Additionally, two students have undergone interviews with a view to acceptance into Bachelor of Medicine courses at University of Newcastle and University of New South Wales.

Parent/caregiver, student, teacher satisfaction

Several surveys were conducted throughout 2016 to collect the opinions of our school community.

Year 12 Exit Survey

At the end of 2016, just prior to STUVAC, Year 12 students were asked to fill out the Year 12 Exit Survey. This survey is used to determine the specific teaching strategies which best support the learning outcomes of our senior students. In addition, this information will assist our teachers to cater to future students' educational needs and preferences when delivering course content. Questions covered the following aspects of teaching and learning:

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

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

throughout the year.

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

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

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

Tell Them From Me Student Survey

Most of the students in Years 7 to 11 completed the Tell Them From Me survey in Term 4. This provided valuable feedback regarding students' attitudes to learning and levels of engagement. This supported the school self evaluation and planning process, particularly in relation to the strategic direction of Culture of Learning.

Student responses tended to follow state and national norms. The high levels of student engagement in Year 7 decreased gradually through Year 8 and dipped in Year 9 before increasing in Year 10 and the senior school.

Most students responded positively about the relationships that they form with teachers and other students at school. These positive relationships promote improved student learning outcomes and wellbeing.

Focus on Learning Teacher Survey

All teachers were given the opportunity to complete the Focus on Learning survey in Term 4. The survey sought responses to statements about the drivers of student learning and the dimensions of classroom and school practice which promote student learning.

Teachers described the inclusive school and learning culture as two areas where the school staff performed very well. Teachers identified quality feedback and clear learning goals as two priorities for future development.

Parent Survey

Parents were surveyed in Term 3 and 4 about the performance of the school in providing a safe and supportive environment for their children, the quality of instruction that their children receive and the effectiveness of communication from the school. Although the survey had a relatively small sample size of between 30 and 40 respondents, the responses were overwhelmingly positive. This reflects the high level of trust of our community and the partnership that values the education of children in the Coonabarabran community.



Policy requirements

Aboriginal education

"These commitments affirm the inherent right of Aboriginal students to fair equitable culturally inclusive and significant educational opportunities so that all students obtain a high quality education as a platform for enriching their life chances and achieving their full potential."

(Department of Education Policy Statement)

Our school is committed to improving the educational outcomes and wellbeing of Aboriginal students so that they excel and achieve in every aspect of their education. It is our goal that Aboriginal students will match or better the outcomes of the broader population.

Our school is committed to increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islanders as the First People of Australia. We will provide Aboriginal cultural education for all staff and students and ensure the strengths, diversity, ownership and richness of Aboriginal cultures and Custodianship of Country are respected, valued and promoted.

Our school is committed to collaborative decision making with Aboriginal peoples, parents, caregivers, families and their communities. We will identify and engage our Aboriginal community as partners in Aboriginal Education.

Alison Stanton performs a critical role as Aboriginal Education Officer. She supports students and liaises with the community to ensure that students receive the greatest opportunities for success at school.

2016 has been an enriching year for Aboriginal

Education at Coonabarabran High School. Our Indigenous students have been given opportunities to celebrate their culture and contribute to our school community. Some of the highlights include:

- Fifteen Aboriginal students successfully completed their Higher School Certificate.
- Five Aboriginal students were offered places at university to study: Biomedical Science, Social Work, Education and Arts.
- Four Aboriginal students have been employed as trainees or apprentices and one has joined the Australian Defence Force.
- Six Indigenous Youth Leadership Program (IYLP) scholars completed their H.S.C.
- At this year's NAIDOC Week, our Indigenous students were involved in various activities supported by Year 9/10 Aboriginal Studies students and the whole school celebrated NAIDOC with an assembly.
- Attendance rates for Indigenous students at Coonabarabran High School have improved steadily by 5% since 2012. Attendance rates for Indigenous students remain below those of the broader population, but the gap between Indigenous and Non-Indigenous attendance rates is smaller than that of the rest of the state.
- NAPLAN analysis indicates that Year 9 Aboriginal students had growth in performance in all aspects of NAPLAN at a higher level than State averages for the general student population and the Indigenous student population.
- Indigenous students represent the school as leaders throughout the school. This includes the Prefect body, SRC, and Sporting House Captains.
- Our Indigenous Youth Leadership Scholarship holders for this year are Jackson Sulter, Hayley Andrews, Cobey Smith and Abbey Edmondstone.
- This year was the start of the girls' and boys' Yarn Up with students from Years 7 to 10 taking part in this program. Community members assisted with leadership of this important cultural program.
- Warrumbungle Shire Councils Indigenous Youth Leadership Award 2016 held at the shire chambers was awarded to Year 12 student Allynta Sutherland.
- At this year's NAIDOC Week, our Year 7 and 8 students were involved in various activities supported by Year 9/10 Aboriginal Studies students. Activities were Weaving/Rope Making, Dancing, Boomerang Art and Paving Art. A morning tea was provided for Elders and guests.
- Year 9 Boys Dance Troupe was invited to dance at Yuluwirri NAIDOC Day. They did two dances for the children, elders and staff.
- National Sorry Day was supported by our school, with the march over the Mary Jane Cain bridge to the Town Hall. Year 12 student Allynta Sutherland led the ceremony and our Aboriginal Studies Dance Troupe performed as well.
- Year 9 and 10 Aboriginal Studies class attended a workshop by Adam Hill who spoke about his art work, played the Yidaki (didgeridoo) and shared his life story.
- The Gomeri Language program was delivered to interested students in Year 8 to 10 Students

learned phonetics and vocabulary from a trained teacher and linguist, Suellyn Tighe.

- In Term 4, Year 9 and 10 students attended a cultural excursion to Burra Bee Dee. The day consisted of three groups, Elders story sharing, Bush Tucker and a tour of Burra Bee Dee. Elders Aunty Maureen Sulter, Aunty Margaret Robinson, Aunty Myra Cain and Uncle Pat Chatfield led the activities and generously shared their knowledge.
- Project Burra Bee Dee, a 12-week fitness program involving Indigenous and non-Indigenous students run by our local Police under the leadership of Inspector David Maher. The program focused on student school attendance and fitness. Students attend fitness classes two mornings a week with the aim of giving them a positive start to the day. At the end of the program students organised a luncheon for Elders and enjoyed a trip to Lake Keepit where they did a Keepit Kommando course – a fitting end to this great program.



Multicultural and anti-racism education

"The community Relations Commission and Principles of Multiculturalism Act (2000) recognises and values the different linguistic, religious and ethnic backgrounds of the people of NSW. It also promotes the equal rights and responsibilities of all the people of the state within a cohesive and harmonious multicultural society in which diversity is regarded as a strength and an asset, individual's share a commitment to Australia and English is the common language."

Cultural Diversity & Community Relations Policy:
Multicultural Education in Schools – 5/12/05

The school implemented planned curriculum and teaching programs that:

- Promoted practices which counter racism and intolerance and develop an understanding of cultural, linguistic and religious differences.
- Provided teaching and learning programs that enable students from all cultures and communities to identify as Australians within a democratic, multicultural society and to develop the knowledge, skills and values for participation as active citizens.
- Ensured inclusive teaching practices, which recognise and value the backgrounds and cultures of all students and promote an open and

tolerant attitude towards different cultures, religions and worldviews.

Other school programs

ENGLISH

2016 has been a busy and productive year for the English Faculty and our students.

A small number of students from Years 7 to 12 participated in the 2016 English International Competition and Assessment for Schools. Our results are as follows:

Hayden Maher	Year 7	Credit
Ian Whittall	Year 101">	Credit
Kindelan Murray	Year 12	Credit
Jacob Bandman	Year 8	Distinction

Our students continued to showcase their outstanding writing ability in a number of competitions:

The Normal McVicker Youth Literacy Award (for writers under 22), Mudgee

Daisy Andrews	Year 11	Second
Brittany Doolan	Year 9	Highly Commended

The Sheila Malady Short Story Competition Youth Award (under 18), Victoria

Daisy Andrews	Year 11	First
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Grenfell Henry Lawson Writing Competition

Daisy Andrews	Year 11	Highly Commended (Adult Section)
Emily King	Year 121">	Highly Commended (Students under 18)

ABC Central West Radio Children's Writing Awards, Orange

Brittany Doolan	Year 9	First
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Whitlam What Matters? Writing Competition, Sydney

Kaitlyn Reynolds	Year 8	Top30 Finalist (1,342 entries Years 7/8)
Ellen Nilsson	Year 101">	Top 30 Finalist (1,048 entries Years 9/10)
Daisy Andrews	Year 11	Top30 Finalist (226 entries Years 11/12)

Lambing Flat Writing Awards (Secondary Students

Section)

Summer Singh Year 8 Second Place in the Poetry Category

Brittany Doolan Year 9 First Place in the Poetry Category

Brittany Doolan Year 9 First Place in the Secondary Short Story Category

In the Shakespeare Festival, the standard of performance once again impressed the judges. The awards were as follows:

Year 9 Best Scene

Rory Allerton, Angus Lambert, Bailey Reedman, Isaac Walden, Kaleb Khodary

Year 9 Highly Commended Scene

Matilda Harris, Kali Meier, Rhiannon Robinson, Niamh Whittall, Corey Thomas

Year 9 Encouragement Award Scene

Will Capewell, Hannah Deshon, Sam Abbott

Year 9 Best Actor

Mya Stone

Year 9 Runner Up

Rory Allerton

Year 10 Best Scene

Darcy Abel, Tristan Thomas, Joseph Samuel

Year 10 Highly Commended Scene

Nicholas Bowden, Ethan Hoffmann, Denver Clark, Grace Colantonio, Olivia Tilborghs,

Ale van Schalkwyk

Year 10 Encouragement Award Scene

Annabelle Park, Claire Cole, Liana Kaloumaira

Year 10 Best Actor

Annabelle Park

Year 10 Runner Up

Jessie Dumble

Year 11 Best Scene

Hayley Martin, Eli Howson, Alison Green

Year 11 Highly Commended Scene

Gabrielle Webster, Osea Kaloumaira, Brooke Meier, Eugenie Martin

Year 11 Encouragement Award Scene

Daisy Andrews, Tyson Bennett, Edwin Samuel, Maddison Hincks

Year 11 Best Actor

Alison Green

Year 11 Runner Up

Daisy Andrews

Overall Champion Scene/Duologue

Jarrold Lambert, Jessie Dumble

Overall Reserve Champion/Duologue

Mya Stone, Emily Wallace

Shakespearean of the Year

Annabelle Park

This year two debating teams competed in the state-wide competition.

Year 7/8 Debating Team Coached by Mrs M Birrell, this team was crowned Zone Champions after winning their first three debates against two Trangie teams and a Coonamble team. Unfortunately, they narrowly lost the inter-zone final against Dunedoo. Our talented and enthusiastic debaters were Hannah Meier, Liam Caine, Annabelle Shannon and Anna Goard.

Year 9/10 Debating Team Coached by Dr M Armstrong, this team recorded one win against Coonamble and two narrow losses to Coolah Central School and Dubbo Senior College. Our team of confident and insightful debaters consisted of Brittany Doolan, Jarrod Lambert, Mya Stone, Emily Wallace and Annabelle Park.

Other achievements in the English Faculty include:

- Year 12 English students attended HSC revision lectures in Dubbo accompanied by Mrs Macintosh and Mrs Birrell.
- Relieving Head Teacher Elizabeth Macintosh will retire this year. She has had a wonderful career. Natasha Bell will take up the leadership of the Faculty in 2017. Natasha will support the development of revised curriculum and implementation of the Secondary Learning Strategy in the English Faculty. Her enthusiasm, intellect and energy will be valuable assets in 2017.
- In July, the school once again hosted the Feast of Words. Well-known crime writers who attended were Sulari Gentill and Ellie Marney. Our third guest was Dr Jesse Blackadder, a highly accomplished writer for both adults and children. Students were given insight into the

writing process and the creation of complex characters. A very successful and enjoyable community dinner was held at "Birds of a Feather". Many students also entered the 50 Word Competition.

- Paul Stafford, an expert in motivating reluctant writers, visited the school in October. He led classes through a process which involved setting their writing in a particular historical time period.
- HSC Standard English students travelled to Orange to view a performance of their prescribed text, "The Shoe–Horn Sonata". Equity Funding supported this excursion.
- Some Year 11 students and staff attended an evening performance of the classic "Wuthering Heights" at the Dubbo Regional Theatre.
- The Advanced English class were guests of Sydney University English Faculty as part of their Outreach Program. Students attended lectures, undertook a campus tour and acquired enough information to encourage them to consider Sydney University for their tertiary studies.
- HSC students were strongly supported in their studies by additional revision workshops in the holidays.
- The MultiLit and Fluency Reading Programs have continued to successfully support student learning.
- Three actors from "Poetry in Action" visited the school and presented "Words at War" to Year 11 and 12 Standard English students. This performance explored the poetry of Wilfred Owen, a World War One poet, whose works are set for study in the HSC.
- Three players from the Australian Playhouse performed "Shakespeare – As You Write It" for Year 7 and 8 students. The interactive show involved students creating a new play on the stage.* In Term 4 2016, an English Studies course was introduced for the first time in Year 12.
- Staff were involved in the successful production of the school musical, "Back to the 80s". Mrs Tegan Aitkin undertook the major role of director while Mrs Michelle Birrell was Costume Designer. Additionally, Mrs Elizabeth Macintosh and Mrs Kellie Nash were in charge of Front of House and Ticketing.
- Mrs Birrell participated in HSC marking for Standard English in Bathurst.
- Three lecturers from the University of Sydney's English Faculty visited the school in November and made presentations to Year 9 and Year 11 English students.

MATHEMATICS

Our faculty has engaged students in curriculum designed to develop their mathematical skills and understanding to enable them to lead productive lives and to provide a strong foundation for future studies. The faculty supports all students through numeracy programs such as QuickSmart and enrichment through Mathematics competitions, extension activities and our Feast of Pi.

This year, the Mathematics Faculty continued the

implementation and consolidation of the Australian Curriculum (NSW) for Years 7 to 10.

The Faculty also continued to implement an interactive web–based online platform for self–paced revision and homework, providing students with the opportunity to use this site anywhere. All students have free access to the website. This resource has been used successfully by many students, especially the booster pack for our Gifted & Talented students.

Our students once again showed their potential in a range of mathematical competitions and were well deserving of the awards they received for their efforts.

The **CAT Mathematics Competition** was very challenging and the following students are to be congratulated upon receiving:

Year 8: Bethany Freeman – Credit; Cobey Smith – Credit

Year 10: Ian Whittall – Credit; Charlie Knight – Distinction

The **Australian Mathematics Competition** was likewise very challenging and the following students are to be congratulated upon receiving:

Year 7 Lachlan Eshman – Credit; Hayden Maher – Credit; Nils Thomas – Proficiency

Year 9 Johst Bowmaker – Proficiency;

Year 10 Charles Knight – High Distinction

The Annual Feast of Pi – The fifth annual Mathematics Festival – Feast of Pi was successfully held on Friday July 29th 2016 at Coonabarabran High School. The goal of the Feast of Pi is to raise the profile of Mathematics as a discipline in the school, thus encouraging students to recognise the significance of acquiring Mathematical skills which can open the door to an extensive range of career opportunities. This year we were fortunate to have the Outreach team from

- Digital Science Lab: Astronomy Students were taken on a tour of the southern night sky to learn about stars and the solar system inside an inflatable portable planetarium. This was followed up by a movie called 'Capturing the Cosmos', a production that was put together by Melbourne Planetarium and CAASTRO in highlighting some of the big Australian astronomical projects!
- Photo Physics Students learnt about how to form an image and get to build their own pin–hole camera.
- Understanding Gravity Students learnt about Einstein's Theory of Relativity via an interactive space–time curvature demonstration. This is followed up by a construction activity in building 'Einstein's Toy' in demonstrating the equivalence principle.

Mr Harry Langes, the Virtual Mathematics Faculty Leader, delivered lectures to our senior and junior

Mathematics students. Harry concentrated on areas of the Mathematics curriculum which students often have difficulties with in their HSC examination and as an experienced HSC marker, Harry shared many tips that undoubtedly benefited students in their future HSC studies. In addition, a successful dinner was held at "Birds of a Feather" on the Thursday night with staff, presenters and members of the community enjoying an interesting evening.

- QuickSmart – Mrs Redden and Mrs Norton organised a number of Year 8 and Year 7 students to participate in the QuickSmart program. This program is attended by students three times per week and helps students with their accuracy and speed in using their times tables as well as improving their efficiency in solving problems.
- Transition – Mrs Debbie Redden led the transition program to support students arriving into Year 7 in 2016. Mrs Deshon and Mrs Redden visited Year 6 students in their classrooms and work-shopped some mathematical activities.
- New England Mathematical Association Problem Solving Day – Eight talented Mathematicians from Year 8 attended the NEMA Problem Solving Day at UNE in Armidale. 64 teams from schools across NSW congregated for a full day of fun and challenging questions. Well done Bethany, Cobey, Hannah, Christopher, Anikan, Anna, Amelia and Breanna for their great participation and effort.
- Improving Numeracy Outcomes Project – Coonabarabran High School was successful in obtaining a grant which has enabled staff to participate in the Improving Numeracy Outcomes project. Mrs Atkinson and Mrs Deshon have attended training days in Sydney for this project and they are working with staff to implement this project. It is hoped that students will see growth in NAPLAN and their general Numeracy outcomes.

SCIENCE

At the beginning of 2016 the staff remained the same with Mr Nott, Head Teacher, Dr Stevenson, Mrs Eshman and Miss Moore. However, during the year Dr Denise Stevenson retired after many years of valuable service and so was replaced by the return of Dr Morrissey.

This year a new excursion to Sydney was organised for senior Biology, Earth and Environmental Science, Physics and Chemistry students, in an effort to enhance their learning outcomes for these subjects. Activities covered were a visits to ANSTO, the Australian Nuclear Science and Technology Organisation, to learn about how radioactive elements are examined; The Australian Museum to visit the Mega fauna and explore environments through time with a focus on evolutionary processes; the Powerhouse Museum to enable students to gain a greater knowledge and understanding of ecological issues; Museum of Human Disease where students were able to observe hundreds of specimens from all parts of the human body that had suffered diseases; Taronga Zoo to study adaptations in a variety of species and finally a trip to Luna Park to

give the Physics students the opportunity to practically study the concepts they will examine in their studies such as the use of electricity and magnetism with dodgem cars. Both students and teachers found this excursion very informative, and it is planned to continue this regular biannual excursion.

To cover studies on Ecosystems and Introduced Species, Environmental Science students went to the Eshman property. Here they examined and studied how introduced animals and plants have impacted our environment and how we can limit the damage they are causing to the fragile ecosystems of this country.

Students represented themselves and the School in several Science competitions this year achieving some first class results.

In Term 3, Year 9 and 10 students represented our school in the Science & Engineering Challenge at Narrabri. They were required to build bridges, earthquake proof buildings, eco-friendly electricity grids, catapults, robotic hands and hovercraft. These were tested against those from other schools and they were successful in gaining first place overall. This enabled them to represent the North West in Newcastle in late August, where they found the competition very difficult and competitive. Despite this eye-opening experience, it was an excellent achievement by all! Many thanks to Mrs Eshman and Miss Moore for facilitating our entry.

Year 10 students exceeded expected growth in the VALID assessment. This was very pleasing news for our Year 10 cohort, well done.

HUMAN SOCIETY & ITS ENVIRONMENT

2016 has been a busy year for the HSIE faculty both in the classroom and across the whole school community. We welcomed Ms Jacinta Hohnke who replaced Mr Holden as our resident Indonesian expert and an active member of the HSIE Faculty. We also had the benefits of Ms Taylor's enthusiasm during Term 4 taking over from Ms Hohnke who, unfortunately, took a position in another school. Term 4 also saw Ms Barisa join the HSIE staff as an intern from NSW University; again the students and staff benefited from her ideas and informed approach to teaching and enthusiasm for the profession.

- Year 12 Geography and Business studies students travelled to Taronga Western Palms Zoo for a day to investigate the Zoo's marketing plans and its impact on the Dubbo Region; enjoying a tour of the Zoo's camping and exclusive lodge accommodation, as well as some encounters with some of the animals.
- Year 11 and 12 Society & Culture travelled to Sydney and Wollongong as part of their investigation of cultures and religions, enjoying a day out at the Nan Tien Buddhist temple and the Auburn Mosque. Students were able to immerse themselves in these experiences and no doubt developed a deeper appreciation of the broad beliefs that exist in Australian society.
- Year 10 students investigated geographical

issues in the local environment creating short films of their field work and findings, demonstrating their multiple skills as both investigative geographers and budding film makers.

- Year 9 Geography students had the opportunity to participate in a regional public speaking forum. Students participated in a public debate held in the Warrumbungle Shire Council meeting room. Dr Armstrong later travelled to Sydney with Ian Whittall, Tristan Thomas, Jarrod Lambert, Grace Colantonio, Olivia Tilborghs and Annabelle Park to join other schools of the region in a forum hosted at NSW Parliament House. These students eloquently discussed issues pertinent to their local community.
- Mr Graham, Mr Moffat, Miss Taylor and Miss Barisa took some very enthusiastic Year 8 students to participate in the "Zoo Snooze" at Taronga Western Plains Zoo. This gave students the opportunity to study the role of zoos in the management of endangered species and to look at some special breeding programs.
- Year 8 students recreated a sitting of the United Nations where they debated contemporary Geographical issues from the perspectives of their assigned countries. This was a great example of the cohort's ability to synthesise information and display understanding of different perspectives across a range of topics.
- Year 12 Legal Studies students, accompanied by Ms Doolan, travelled to Sydney to attend the annual HSC Enrichment lectures conducted by the Legal Studies Association of NSW. Once again these lectures were most informative and of great assistance when the HSC Examinations came around.
- The current Year 12 Legal Studies class benefited from the generosity of past students who delivered a perceptive tutorial on study tips for the HSC.
- The school's Mock Trial Team, coached by Mr Moffat and Dr Armstrong, were unlucky to not be again crowned regional champions, only losing on a count back. Along the way they ran cases against teams from Tamworth, Gunnedah and Armidale. This competition is a great opportunity for students to apply their many talents in a challenging and rewarding competition. This year the team comprised of barristers Daisy Andrews and Brooke Meier, instructing solicitor Eugenie Martin, who together with Karen Capangpangan, Alison Green, Eli Howson, Leah Murray, Ashleigh Thomas, and Jack Thirkell, presented themselves in a confident, well-groomed manner, even when facing quick-firing experienced opposition. In every matter, the team presented as impeccably groomed, well prepared and increasingly, skilled advocates. At all times they were wonderful ambassadors for the school, competing in good spirits. There is a well-worn adage that "failure requires no preparation". This team gave proof to that statement as their commitment to each case was exemplary.
- Year 12 Legal Studies, Society & Culture, Modern and Ancient History and Business Studies students attended the annual HSC Lecture Days in Dubbo in June, benefiting from the many experts who shared content and examination tips to prepare the students for the HSC.
- Year 12 Business Studies travelled to Dubbo to attend the Graham Roll HSC seminars. An experienced HSC author, Graham provided a valuable day of commentary and ideas to better inform students on their HSC studies.
- The Year 9/10 Aboriginal Studies class has been extremely busy both around the school and in the community participating in a number of culturally important events, liaising with Gamilaraay Elders. This course is an invaluable part of Coonabarabran High School's curriculum, giving students an opportunity to explore Australia's unique Indigenous culture. Students explored issues of autonomy, self-determination and human rights. They investigated the important role of Aboriginal Art and Literature in preserving culture. Students participated in an Indigenous Art Program and planned a very successful NAIDOC Day which involved community members, local Aboriginal Elders and whole-school participation. Students have also immersed themselves in local Indigenous history with visits to Burra Bee Dee. They worked with community members preparing a mural for the school which is now placed outside the library for permanent display.
- Year 9 and 10 Commerce were involved in the Australian Securities Exchange' Stock Market Game where students participated in the selling and buying of shares on the stock market. They explored issues in living independently and how the law influences society. Students also designed websites and market stalls for promoting products.
- Commerce students also played a vital role in the very successful school musical "Back to the 80's", setting up and running the marketing campaign. Students learnt about different channels of advertising and aspect of marketing like budgeting, designing campaigns and implementing strategies to sell a product.
- The Year 10 students worked hard all year to complete their History and Geography courses. They demonstrated a variety of innovative investigation skills creating some memorable examples of their work, including news broadcasts about waste management issues, web sites based on land management and short films investigating the impact of recycling in the community. Students also used a range of primary and secondary sources to investigate the impact of the Vietnam War on individuals, entering their findings into a national competition which Annabelle Park won with her report, and was rewarded with a study trip to the Australian War Memorial.
- Year 9 created museum displays which demonstrated their understanding of the Industrial Revolution and the Movement of People around the world. They also explored a local soldier in World War I and investigated their local

community of Coonabarabran. Students brought their history studies to life with a Federation Day in Term Two. Students dressed in period clothing and took on the roles of key historical figures from the period. They debated the pros and cons of Federation and discussed the lifestyles of various social groups.

- Year 7 students learnt all about the mummification process, making their own mummies and then storing them in salt to observe the process over a period of time. They are currently studying prehistory focusing on tool and historical records. This is challenging their innovative thinking and practical skills.
- Year 11 and 12 Legal Studies students ran two cake stalls which showed their altruistic spirit. The funds raised went in aid of ICRC (Syria Appeal) and White Ribbon Day Foundation.

TAS (TECHNICAL & APPLIED STUDIES)

- Amazing projects have been manufactured throughout 2016 by the Metals and Engineering students. Their dedication to producing practical items, as well as their fabulous expertise, was particularly evidenced in the following jobs: a 3-point Linkage Fork, Cattle panels and Cattle feeders, 2 trailers, Forklift and forklift fitting for trailer, a Ramp and a Metal Crate.
- The flight simulator has continued to be utilised weekly with Mr Johnston selecting students to experience this technology under the guidance of Colin Mercer and Geoff Gasior from the Coonabarabran Aero Club. A big thank you must be extended to these two gentlemen who generously give up their time every Friday to support our students in this project.
- The students continued to refine their skills, catering for events such as; the International Feast, Biggest Morning Tea, Ag Skills Day and Feast of Words. Additionally, they completed their Barista Training.
- Year 11 Design and Technology students have been honing their creative skills in preparation for the HSC year. Their projects include: up-cycled furniture, Home Designer CAD program and landscape or fashion design.

Year 12 Design & Technology class students designed and created the following projects which were displayed at a successful evening in Term 3:

Rabecca Cole	Organic Beauty Range
Sally Deshon	5Ps of Polocrosse training program
Melanie Dow	Adapt a Meal for The Aged
Alexandra Eastburn	The Boarders' Menu for Boarding Schools
Callum Hain	Educational and fun maths computer game
Emily King	Teenage travel bag
Anna Nash	Domestic Violence School

Education Kit

James Pearson UniPhone case

- Year 11 Industrial Technology (Timber) students worked throughout the year developing their skills ready for their major projects in 2017. The jobs included; drawing sets and Celtic cross rolling pins.
- Karen Murray has successfully completed a Certificate III in early Childhood & Care in addition to completing her HSC Studies.

Year 12 Industrial Technology (Timber) students constructed quality products, including a folio. The students made the following major projects which were showcased at a wonderful evening in Term 3:

Cody Brady Swinging garden seat

Ty Brady Fold-Up table Tennis Table

Liesl Fretwell New-age Rocking Chair which was constructed from Furniture grade Ply

Donald Kuras Garden Bench seat

Leslie Griffiths Picnic table and seating

Edward Martin Adirondack chairs and table

LOTE (Language Other Than English)

Bahasa Indonesia – Indonesian Language

2016 brings to an end another highly successful year of Indonesian language and culture studies at Coonabarabran High School. The course has delivered a basic level of language acquisition and cultural understanding to our Year 8 cohort. The overall aim of the program is to teach our students some basic nuances and uses of Indonesian language, whilst simultaneously delivering a familiarisation with the many diverse and complex communities which inhabit thousands of islands across the Indonesian archipelago.

During the course our Year 8 cohort studied a unit of language entitled "Going to the Zoo", this coincided with the annual Year 8 Term 4 'Zoo Snooze' excursion to Dubbo Taronga Western Plains Zoo. This unit of study allowed students to engage in simple dialogue identifying many different animals found at the zoo. The unit included an assessment whereby students researched an Indonesian animal, providing them with an insight into the many unusual and amazing creatures that are found throughout Indonesia

As part of the celebration for Indonesian Independence Day on 17 August, some classes made Nasi Goreng (fried rice with chicken). They ate this in the traditional manner with their right hands, from paper containers

Year 8 explored Batik, how it is made, when it is worn and why it is so important to the Indonesian people

Year 11 student, Felicity Simmons, was short-listed for an AIA Scholarship where the prize was a trip to Indonesia.

AGRICULTURE

Coonabarabran High School Agriculture and Primary Industries students have had a very successful and busy 2016. Students have been involved in all facets of production in the plant and livestock production systems in the Ag Plot as well as attending extra-curricular excursions showing cattle at the Coonabarabran Show, Baradine Show, Charolais National Youth Camp and the Upper Hunter Beef Bonanza at Scone.

Students prepared stud Charolais heifers and bulls, kindly lent to the school by Terry and Maylene Griffin from Temana Charolais, Baradine. Students excelled in their parading competitions around the local shows, demonstrating their skills in leading through many lunchtime practices.

Our Primary Industries students have been busy establishing new pastures, feeding, breaking in and looking after livestock as well as tractor driving. The Year 11 Primary Industries class participated in an excursion on Lamb Marking at Sue McGoldrick's property at Purlewaugh where they learnt some valuable animal handling skills.

Year 9/10 Agriculture students have been busy studying Beef Production, Pastures and Pig Production units. They have established new vegetable gardens which have been looking fantastic until we have had some flooding. Students have also been actively breaking in and feeding livestock.

With the welcome winter rains and the destocking of the Ag Plot the grass is much longer and greener than it has been for years. We are hoping to build up our soils by doing some green manuring of the crops the students help plant, as well as rotating the stud pigs around the paddocks.

VISUAL ARTS

This year the Visual Arts department has seen some amazing art made by our students. The quality of artworks, in both junior and senior classes, shows that creativity is an important aspect of Coonabarabran High School.

The Year 12 Visual Arts students' practical Body of Work is evidence of the skills and talent in our class. Hayley Crockett's drawing triptych captured the forgotten past of Binnaway's transportation industry; Tabitha Harris tamed the dragons in her Collection of Works; Tamika Kennedy depicted the pretty flower girl Charlotte; and Lauren Bennell's subjects gazed back at the audience. These works were showcased at a

successful evening in Term 3.

The Year 11 Photography class explored many skills throughout their practical works. The students explored camera operations, digital manipulation and logo design.

The 9/10 Visual Arts class showed that the junior students are just as talented as their senior counterparts. Appropriated paintings, cultural collages and scaled drawings showed the technical and conceptual skills of the Visual Arts students. The Year 10 students completed their Body of Work in a familiar mediums including: painting, drawing and printmaking. Themes of culture, fantasy and the environment became important subjects for the students' works

MUSIC

Highlights for the Music Programs for Years 7–12

- Year 7 have enjoyed the opportunities of exploring vocal techniques and continue singing a variety of songs of differing styles. They have developed skills in playing acoustic guitars, and explored opportunities of playing orchestral strings, brass, woodwind and percussion instruments. They have particularly enjoyed playing the electric guitars, bass guitar and drum kit. Year 7 have developed skills in listening and composition writing using traditional notation, and enjoyed topics such as "Musicals" and 'Musical Instruments'.
- Year 8s' performance activities included becoming a member of the class band and learning to play a series of songs. This learning is intended to culminate in Year 8 concert towards the end of the year. Some of the instruments selected by students included the electric and bass guitars, the drum kit, bongos and congas, the 'cello, clarinet and saxophone. Singers are encouraged to lead the line-up of class musicians. All students learn about solo and ensemble playing as well as the music components such as pitch and duration (including rhythm).
- Elective Music students in Years 9 and 10 and years 11 and 12 are able to practise and perform as soloists as well as ensemble players. They study syllabus topics appropriate to their interests and learn to create and compose, listen and analyse, research and participate in informative discussion, and have a strong practical component which enables playing or singing on the instrument of their choice. It is delightful to see and hear their talents and skills developing, and these students often provide interesting and exciting performances in assemblies and concerts.
- Assemblies are an opportunity to showcase the developing skills of our talented musicians. Some of the performers who delighted us this year included Hayley Crockett, Annie Nash, Kurtis Meier, Osea Kaloumaira, Daisy Andrews, Angus Lambert Argyle Park and a memorable Year 12

ensemble.

- Performance plays a large part in the music curriculum and the Music Department tries to encourage as many performance opportunities as possible. These include performances at formal assemblies, lunchtime and evening concerts, as well as major events such as the Moorambilla Festival and the Celebration Concert for the choir in Sydney. This year's Choir members are: Daisy Andrews, Gabrielle Webster, Miss Di Suthons (sopranos), Alison Green, Annabelle Park, Rhiannon Robinson, Hannah Smith (altos), Rory Allerton, Dr Michael Armstrong (tenors) and Nicholas Bowden (bass).
- This year's school musical production was "Back to the Eighties". The production included twenty six different numbers with which to sing, dance, move and perform. It was a large task for a big cast but the success of the production indicates the commitment students and staff made to the performances. A fun, energetic, colourful production enjoyed by all.
- 2016 Moorambilla Festival: This year a record sixteen students were successful in gaining entry into this program. The students who were able to participate in the two workshops and the Festival Concerts for 2016 were: Daisy Andrew, Eli Howson, Argyle Park, Rhiannon Robinson, Mya Stone, Elizabeth Townsend and Gabrielle Webster.
- Instrument students are able to extend their musical prowess by participating in the schools' and community concert band: the Orbital Swing Band. CHS members in the Orbital Swing Band for 2016 are: Lachlan Eshman, Cobey Smith, Milly Smith, Hannah Smith and Miss Moore.
- Instrumentalists who participated in the Narrabri Eisteddfod were Cobey Smith, Erin Tym, Lachlan Eshman, Milly Smith and Lachlan Meier. Our young musicians also extended their talents by preparing for and participating successfully in the AMEB (Australian Music Examinations Board) Examinations. These students are Cobey Smith, Erin Tym, Lachlan Eshman, Milly Smith, Ian Whittall and Nicholas Bowden.
- Towards the end of the academic year (and at the end of their junior schooling) Year 10 Music students, joined by Year 9 Music students, present their final concert – 'The Sunset Concert'. This year's performers are: Liana Kaloumaira, Jarrod Lambert, Ebony Meier, Ellen Nilsson, Annabelle Park, Grace Russell and Ian Whittall along with Kaylee Hurdis, Angus Lambert, Liam Russell and Natasha Wardley.
- Young Australia Workshop is an organisation which promotes touring by professional musicians to country communities. This year our Junior students' work was enriched by performances and workshops by Adam Hill, specialising in traditional aboriginal instruments, music and painting.

SUPPORT UNIT

Learning and teamwork for students and staff have been the focus for 2016 in "The Unit".

- Our HSC graduate, Leslie Griffiths, did all of us

proud when it was announced that he had been awarded the coveted recognition of Prefect by Performance 2016. Leslie has been a significant role model for younger students and we all wish him well for his future.

- Brodie, Penny, Daniel and William continued with their TAFE courses this year with great personal and learning success.
- The Feast of Words was special this year with Sulari Gentil an awarded Australian historical come fiction writer and very entertaining lady spending a chat session with students.
- The setup of the activity for the Feast of Pi was an educational surprise for us. Very much enjoyed!
- A focus on Science in 2016 saw the expertise of 3 Science teachers in the unit. Thanks to Simone Tenne, Michelle Webb and Liz Hawkins.
- Our mainstream Art and Media teacher Miss Rankmore has ensured D1 students participated in a rich Art experience.
- Ms Rankmore's significant 40 years of exploring various crafts have resulted in a mural outside D2 worth "thinking" about. Most Unit students participated in creating the poker work but the focus was on the Years 7 and 8 students' TEC class.
- Taronga Zoo mobile provided an interesting and hands on session with some of their animals and insects. Conservation and the environment was the focus.
- The Burra Bee Dee program ran again this year with Lachlan, Deshaane, Jay-Cee, Hayden, Wally and Courtney taking part. Lake Keepit was the final fun reward destination for the persistent students.
- Keen students accessed RDA this year with Mrs Young and Mrs Rice. Penny, Wally, Ty and Will enjoyed their Wednesday excursions. Will attended the volunteer training and Penny, Wally and Ty were very successful at the Equestrian Expo RDA event and Wally won the Best Boy Rider trophy from RDA.
- Mrs McArthur joined Support Unit staff 2 Days per week this year with students and teacher settling in very well to the in depth HSIE and PD/H/PE programs.
- Ms Day continues to provide a significant Community Access program and a universally designed, experiential and highly successful Art/Tec program for D7 students.
- Mrs Doolan continued with her many years of great Music lessons in D7, and with the addition of Mr 'D', Mrs Aitkin and Mrs McLeod for LOTE and Mrs Young as Class Advisor the students had exceptional learning experiences in 2016.
- Sam, Penny and Ty participated in the BreakThru Athletics Carnival and came back with a swag of ribbons and medals. Ty won the trophy for extreme participation.

SPORT

- Osea Kaloumaira won a Gold medal in the 16 Years' Shot Put at the Combined High Schools' Athletics Carnival.
- At the North West Athletics Carnival, Madison Heywood (13 Years Javelin), Meg Walton (14 Years Javelin), Harry Willoughby (13 Years High

Jump), Augustus Elton (Senior 400m) were all placed first.

- The Open Girl's Netball were runners–up in the North West Knockout.
- Augustus Elton represented North West in both Athletics and Cross Country.
- Jon Kelly represented North West in both Athletics and Cross Country.
- Kate Masman represented North West in both Swimming and Squash.
- Overall, 24 students represented North West and are listed under the Sports Awards section of this program.

NORTH WEST EQUESTRIAN EXPO

2016 was another exciting, yet surprisingly (well maybe not so surprising) wet Expo.

- All students represented Coonabarabran High with enthusiasm and dedication. We achieved a number of outstanding results, both individually and in teams. Octavia Whale was Runner–Up Champion for the second year in a row. Riders competed in numerous events over the 5 days. One–Day Event and Combine Training riders competed at a high level and we achieved many Top 10 placings.
- The Working Horse Challenge and Warrumbungle Way saw Coonabarabran High cowboys and cowgirls stand out and come away with ribbons.
- Show Jumping riders displayed their dedication in wet, cold and slippery conditions but still managed to achieve some great results. Show Riding and Dressage riders competed and excelled in all areas of these events. Sporting saw the riders have loads of fun while coming away with many rewards.
- Team events, Team Barrels, Polocrosse, Horse Ball and Team Penning were well represented by all our school riders, with all riders very satisfied with their performances.
- Coonabarabran High Students are to be commended on their sportsmanship on and off their horses.

STAFF FAREWELLS

The year's end marks the retirement of Mrs Elizabeth Macintosh, a longstanding member of the English Faculty, and Mr Philip Draper, former Head Teacher Social Science and more recently, our Senior Study Supervisor. They have both made a significant contribution to our school and our best wishes go with them for their retirement.