

2020 Annual Report

Coonabarabran High School



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Introduction

The Annual Report for 2020 is provided to the community of Coonabarabran High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

School contact details

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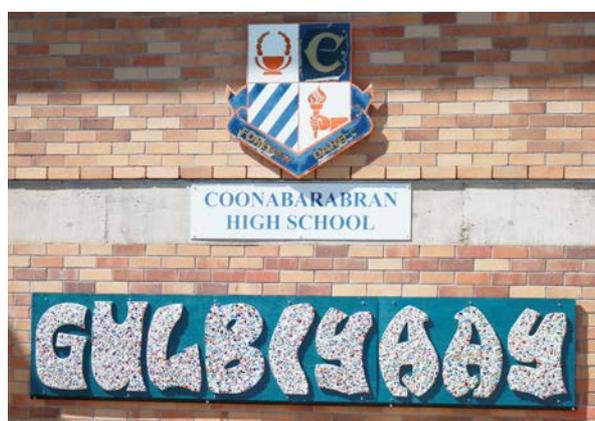
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6842 1099

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 educational opportunities both within and outside the classroom. We deliver programs that include experiences beyond our school to deepen the understanding of our students. In 2020 our HSC students accomplished impressive results which evidences 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 pursue innovative teaching practices which incorporate a breadth of 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, parents and carers and students, pursuant to the Schools Excellence Framework. The Annual Report provides a balanced and genuine account of the school's achievements and areas for development.

Mary Doolan



Gulbiyaay means Welcome in Gamilaraay

School vision

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 high quality teaching where every lesson counts and where every student is valued and supported by the school community.

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.



Coonabarabran High School's Robotics Team hard at work

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Student Achievement

Purpose

To ensure that all students secure improvement as learners, supported by explicit instruction, and relevant and responsive assessment, to equip them with foundational skills in literacy and numeracy.

Improvement Measures

- * Increased proportion of students experience positive growth in literacy and numeracy.
- * Increased teacher use of assessment to inform practice.
- * Increased number of teachers explicitly embed the teaching of literacy and numeracy into their programs and practice.

Progress towards achieving improvement measures

Process 1: Explicit Teaching of Literacy and Numeracy:

Implement and embed a whole school, research based approach to the teaching of Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
<p>Year 9 Check In Assessment results:</p> <p>Numeracy</p> <p>State average: 53.52 vs School average: 55.91 ie. Above state average.</p> <p>ATSI 47.11 vs School total 55.91 difference of 8.8</p> <p>Reading</p> <p>State average: 58.93 vs School average: 57.71</p> <p>ATSI 44.52 vs School total 57.71 difference 13.19</p> <p>MULTILIT:</p> <p>In 2020 the Year 8 students who completed MULTILIT :</p> <ul style="list-style-type: none">• 33 % improved their reading age by 1-2 years• 22 % improved their reading age by 2-3 years• 34 % improved their reading age by 3-4 years• 11 % improved their reading age by 4+ years <p>Fluency Reading Program</p> <p>100 % of Year 7 students who participated in the Fluency Reading Program in Term 3, 2020 recorded significant positive growth in Fluency reading graphs.</p>	<p>LaST position (1.1) and classroom teacher (KB) employed to facilitate small group learning for Lit/Num.</p> <p>Equity funding used to purchase QUICKSMART and MULTILIT annual licences.</p>

Process 2: Assessment of, for and as Learning:

All staff engage with formative and summative assessment (both internal and external), on an ongoing basis, to responsively inform the teaching and learning cycle.

Evaluation	Funds Expended (Resources)
<p>Students demonstrated enhanced mastery of writing skills as a product of the Before You Write Middle School program.</p>	<p>2LS professional learning, as a continuation from 2019, informed</p>

Progress towards achieving improvement measures

Students have produced more efficient summaries in Mathematics for learning.

Year 10 VALID 63.5% achieved above expected growth.

Staff informed of HSC standards and assessing and marking HSC examinations and PL to externally mark Major Works.

Assessment Of, For and As learning 2020.

LaST undertook professional learning on Middle School Writing Program.

3 teachers trained in marking VALID Science Testing.



Mr Ashby and Year 8 Gamilaraay lesson

Strategic Direction 2

A Culture of Learning

Purpose

To create a strong, respectful and vibrant learning environment, underpinned by high expectations, which holistically nurtures students' wellbeing and growth.

Improvement Measures

- * Increased number of teachers employ evidence based pedagogy.
- * Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school
- * Increased proportion of students experience growth across all Key Learning Areas

Progress towards achieving improvement measures

Process 1: Evidence Based Teaching Practice:

Implement, embed and evaluate evidence based practice to all classrooms to enhance student learning.

Evaluation	Funds Expended (Resources)
<ol style="list-style-type: none">1. staff have effectively implemented, shared and embedded new practices in their classrooms. Staff planning sessions have focused on What Works Best in their current practice and how to implement effective practice across KLA learning environments.2. Check In Assessment outcomes were positive overall, particularly numeracy, which was above State average.3. Due to the nature of 2020, NAPLAN was not conducted and therefore, no data was collected.	Professional Learning funds 2020 \$75,701

Process 2: Student Wellbeing:

Implement a holistic, whole school approach to student wellbeing so that students can connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
Classroom teachers were provided opportunities to undertake leadership roles through leading and planning whole-school resources. Student surveys indicated positive response to hands-on activities and outdoor activities in the tutor groups. Staff survey indicated that the main PBL program would be dissolved and a small component would remain to inform new wellbeing strategies for 2021.	Staff from the PBL team, as well as classroom teachers and head teachers, organised tutor group lessons.



The Breadknife cafe all catering by D7 students

Strategic Direction 3

Teacher Capacity

Purpose

To build teacher capacity and support teacher wellbeing so as to strengthen collegial practice and drive improvement in student learning outcomes.

Improvement Measures

- * Increased proportion of students experience growth across all key learning areas.
- * Staff use embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.
- * Teaching staff demonstrate and share their expertise within their school and have expert contemporary content knowledge and deploy effective teaching strategies.

Progress towards achieving improvement measures

Process 1: Reflective Practice :

Develop, implement and evaluate systematic processes for professional learning, building collaborative practice and reflection on effectiveness.

Evaluation	Funds Expended (Resources)
Berry School Trauma training has been focus of 2LS cross KLA groups and built on earlier staff MAPA training. The cross-KLA PL groups pivoted back to <i>What Works Best</i> immediately post COVID - 19 return to school so that our collective teaching lens could be on re-engagement and ensuring that staff as a whole were employing the 8 evidenced based WWB practices in the classroom (our focus in 2018) to support student growth . Whilst the Berry Street Model was valuable PL to inform classroom practice that is responsive to individual need, staff believe that a refocus on strategies to support explicit teaching of literacy and numeracy need to be our focus in 2021, aligned to our renewed focus on curriculum as a tool of engagement.	PL funds have supported a range of external presenters to work with the school community. Internal resources, staff providing support and training to support colleagues.

Process 2: Teacher Wellbeing:

Develop and implement high quality professional learning systems that individually and collegially build and equip staff to take a proactive approach to their wellbeing.

Evaluation	Funds Expended (Resources)
Reduced load and additional casual staff to support staff has provided additional time for staff to improve teaching and learning throughout the school. Staff have been supported in their emotional and mental health during the stress and pressure of the period of remote learning.	Additional staff employed to provide reduction in f2f teaching. (1.1 FTE) \$117,388



Learning from home was challenging but rewarding

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal Education Officer (1.0 FTE) staffing \$68,718.00</p> <p>Aboriginal Flexible funds of \$48,578 employed SLSO (Ab Ed) staffing @ 4 days per week.</p>	<p>Aboriginal Education Officer (AEO) entitlement allowed Aboriginal students to be supported through wellbeing and academic programs. SLSO (Ab Ed) allowed additional support to Aboriginal students for targeted support in literacy and numeracy.</p> <p>All Year 7 and 9 students completed a Numeracy test and students who were identified as requiring support completed a PAT Maths Assessment. Year 7 and 9 Aboriginal students identified were supported by LAST, AEO and SLSO (Ab Ed).</p> <p>Students who completed Lit/Num programs were then integrated into mainstream classes with ongoing classroom support for teachers. Attendance data reflects improved attendance of students with PAPs. IEPs were used to support student classroom learning.</p> <p>Boys Engagement program was positively received by all participants.</p> <p>Middle Years Girl's Program was also positively received and girls felt a better sense of positivity about themselves and their peers.</p>
Low level adjustment for disability	<p>Employment of LAST staffing (1.1 FTE) @ \$120,332. Employment of SLSO (L&S) @ \$20,000 (3 days per week). Purchase of QuickSMART licence and purchase of MultiLit licence @ \$5000. Employment of additional staff (1.1) @ \$117,388 to provide broader curriculum and additional support to LAST.</p>	<p>Students are assessed when they complete MultiLit and QuickSMART programs. Post-testing of students involved identified growth in student ability in literacy and numeracy. Post-program data is analysed and program delivery is refined. Student achievement is acknowledged and celebrated. 3 minute mentor program was positively received by staff and students.</p>
Socio-economic background	<p>Equity programs (extra-curricular support programs) \$80,000. In addition to Equity funds, a great deal of human resources are garnered through community participation and support.</p>	<p>All students have participated in programs that are directly related to Equity Projects. Staff responsible for Equity Projects coordinated evaluations that included a survey of students and an assessment report aligned to the School Excellence Framework. The School Executive manages the review of programs and budget for the following year.</p>
Support for beginning teachers	<p>Beginning Teacher Funding 2020 \$47,818</p>	<p>In-school support provided through mentoring and a reduction in teaching load was effectively used to support and develop beginning teacher capacity. Due to the nature of COVID in 2020, there was limited opportunities for Beginning Teachers to travel to external professional learning but online learning opportunities were able to be accessed.</p>



Trade Training Centre

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	208	199	200	177
Girls	180	168	175	172

Student attendance profile

School				
Year	2017	2018	2019	2020
7	91	90.8	88.5	89
8	88.8	85.3	85.5	86.9
9	89	84.3	85	84.3
10	88.7	83.4	82.7	86.2
11	88.7	80.7	81.1	85.4
12	88.4	83.3	86.4	85.6
All Years	89.2	84.8	84.9	86.2
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

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

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	3	0	6
Employment	9	2	21
TAFE entry	0	4	0
University Entry	0	0	71
Other	0	0	2
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

47.27% of Year 12 students at Coonabarabran High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Coonabarabran High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.



School Captain Lachlan Meir practising for his HSC performance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	28.3
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.98
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,149,412
Revenue	6,921,810
Appropriation	6,802,706
Sale of Goods and Services	14,784
Grants and contributions	100,501
Investment income	2,364
Other revenue	1,455
Expenses	-6,956,637
Employee related	-6,309,387
Operating expenses	-647,250
Surplus / deficit for the year	-34,827
Closing Balance	1,114,585

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

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	145,306
Equity Total	480,812
Equity - Aboriginal	124,855
Equity - Socio-economic	175,726
Equity - Language	0
Equity - Disability	180,230
Base Total	5,751,592
Base - Per Capita	92,306
Base - Location	121,882
Base - Other	5,537,404
Other Total	307,670
Grand Total	6,685,379

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

School performance - NAPLAN

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

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

2020 NAPLAN

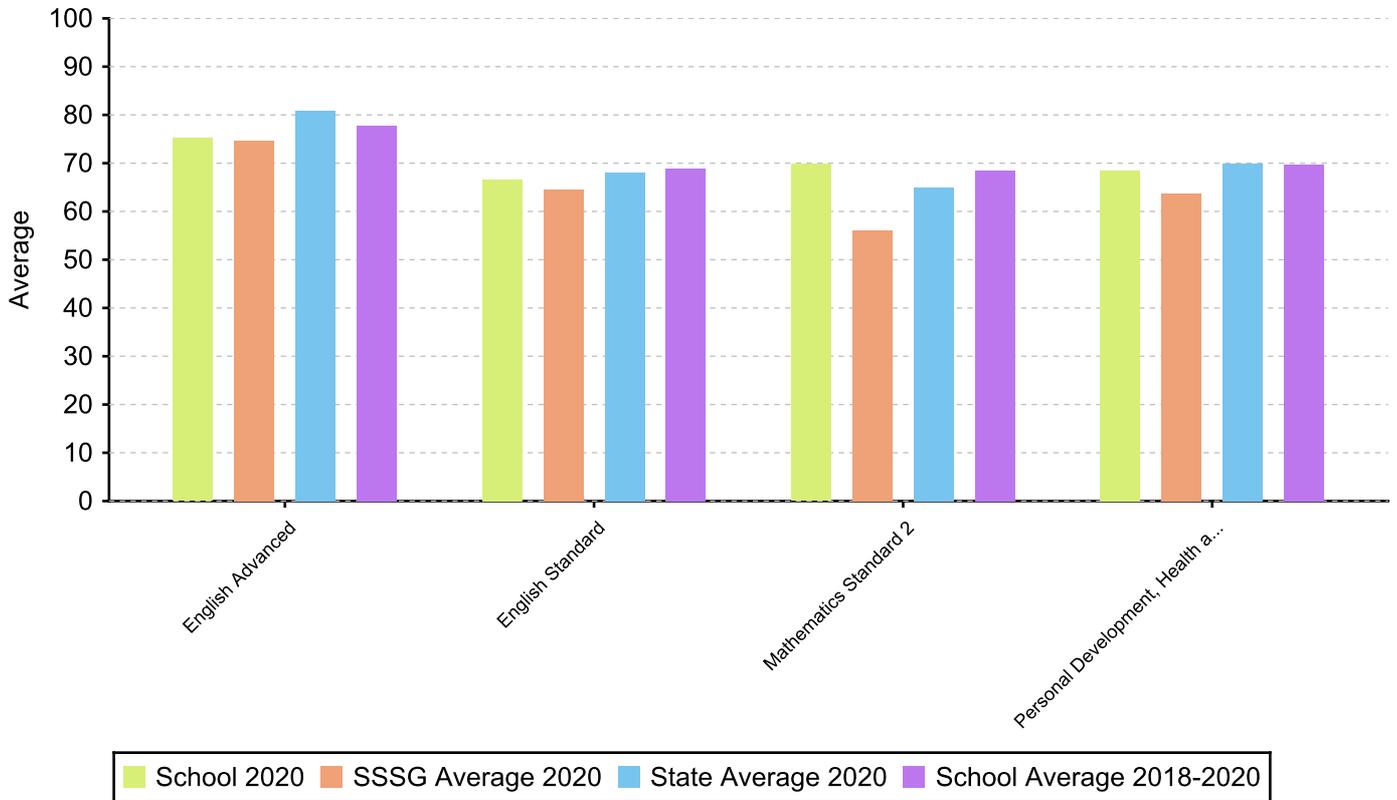
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

School performance - HSC

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

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



Subject	School 2020	SSSG	State	School Average 2018-2020
English Advanced	75.2	74.7	80.8	77.8
English Standard	66.6	64.5	68.1	68.9
Mathematics Standard 2	69.8	56.1	64.9	68.5
Personal Development, Health and Physical Education	68.4	63.7	69.9	69.8

Parent/caregiver, student, teacher satisfaction

Several surveys were conducted throughout 2020 to collect the opinions of our school community. Year 12 completed an Exit Survey at the end of 2020.

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

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

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

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

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

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

Tell Them From Me Student Survey

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

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

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

Secondary Learning Strategy (2LS) Teacher Survey

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

Survey responses will guide the future direction of cross KLA PL groups which will continue in 2021. In particular, staff have requested access to the pedagogical readings and research which has underpinned the school's focus on explicit teaching of skills and a focus on Literacy and Numeracy across the curriculum in 2021.

Parent/Carer feedback was limited during 2020 due to Covid restrictions, prior to restrictions being implemented at a welcome BBQ in February and then informally via regular parent phone contact. Such feedback has continued to be a valuable tool to not only inform future directions but also as a means to enhance community engagement with our school. Parent feedback has been integral in shaping the direction of the new Strategic Improvement Plan.



Champion High Jumper - Kurt Rutter

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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