

# Cowra High School Annual Report



2017



8148

## Introduction

The Annual Report for **2017** is provided to the community of **Cowra High School** as an account of the school's operations and achievements throughout the year.

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

Charles Gauci

Principal

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## School background

### School vision statement

To provide an educational experience which meets the current needs of students while equipping them to be lifelong learners in a constantly evolving world environment.

### School context

Cowra High School is a comprehensive school with an enrollment of 560 students, including approximately 20% Aboriginal students. The school is located in the town of Cowra, situated in the Central West of NSW. Students have a broad range of socio-economic backgrounds. The school embraces the Positive Behaviour for Learning (PBL) ethos. Cowra High School runs a selective Gifted and Talented stream in Stages 4 and 5. There is also a Support Unit, consisting of four classes for students with mild and moderate intellectual disabilities and challenging behaviours. The school has a proud history of outstanding academic, sporting, cultural, creative & performing arts achievements and has strong ties with our parents and the Cowra community. Cowra High School is part of the Lachlan Trade Training Centre with facilities in Metal & Engineering and Primary Industries and the Lachlan Valley Learning Community. We offer a broad and innovative curriculum and deliver both academic & vocational courses.

## 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. 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.

Analysis of the data relating to the elements of Wellbeing, Learning Culture & Curriculum and Learning in the School Excellence Framework Domain of Learning, demonstrates that the school is Excelling with a whole of school approach to the delivery of a positive school learning culture with the wellbeing of the school community integral to the functioning of the school. Positive Learning for Behaviour (PBL) and a systematic approach to student wellbeing provides evidence of the school's performance. PBL data consistently shows a reduction in negative behaviours that impact on student learning, with a corresponding increase in respectful and responsible behaviour across the school. The commitment to student wellbeing by the whole community is demonstrated by the continued willingness and enthusiasm that is displayed by NGOs and Government sector groups to consistently engage in school initiatives. In 2017 an External PBL Coach arrangement was established with a local school. This has strengthened the fidelity of PBL in the school. The school's broad curriculum is embedded with student value added data showing at, or above, state average in many areas.

Future direction: The continued progression of the school towards Tier 3 on the PBL spectrum, and the strengthening of attendance strategies. Strategies will continue to be explored focussing on improving academic outcomes for the full breadth of students.

Assessment and Reporting & Student Performance Measures: The school is Sustaining and Growing as demonstrated by the continuation and refinement of programs that are successfully meeting the learning needs of G&T students (Academic Excellence Stream, AES) and those requiring significant literacy & numeracy development (Cowra High Improvement Programs, CHIPs). Data demonstrates significant growth when compared with like schools and anecdotal evidence shows strong engagement from students and parents involved with both programs, involving approximately 22% of the school population. Systematic approaches to the full utilisation of feedback and reflection of assessment continues to be an area for further development. The CHIPs program implemented a strategy to successfully continue the growth of students in Year 8. Interventions were also introduced for identified Year 9 students. External data has not reached excellent value adding standard across all student groups, while Aboriginal student value adding exceeded state data.

Future directions: The development of AES and CHIPs will continue in 2018. CHIPs will aim to extend its class program into middle stream Year students with identified Literacy and Numeracy deficits that can be targeted. AES teachers will continue to develop G&T skills and knowledge.

Faculty based and whole school professional learning records, faculty meeting minutes and observed practice demonstrate the school is functioning at a Excelling level of practice in the element of Professional Standard for the School Excellence Framework Domain of Teaching. Teachers regularly share best practice and experience at a very high level, utilising excellent levels of contemporary content knowledge and practice. Teaching staff continue to explore new and innovative approaches and maintain the highest levels of professional standards.

**Effective Classroom Practice & Data Skills and Use:** Work samples, reports and meeting minutes support the rating of Sustaining and Growing for the school. The use of NAPLAN and HSC data is regularly utilised at both a student/course level and at a whole of school level to inform teacher and school direction to enhance student outcomes. Internal assessment is well organised and coordinated. Assessment for learning is a driving force behind the vast majority of all set tasks. An increase in systematic examination of existing teaching methods against student outcomes is required to move forward. Although the vast majority of teaching staff are committed to improving personal teaching practices based on evidence, it cannot be stated that this reflects all teaching staff.

**Future directions:** The value of data such as Smart & RAP continues to be developed as a point of truth by the school leadership team. This will be enhanced with professional learning based on the “Curiosity and Powerful Learning” model.

**Collaborative Practices & Learning and Development:** Evidence indicates on balance that the school is Sustaining and Growing relative to these elements. Within the school, the ethos of improvement through professional learning aligned to personal professional goals and school priorities as expressed in the school plan, continues to grow. This is demonstrated by the fiscal and time resources committed to internal and external professional learning and the organisational structures at a school level combined with the engagement of staff. A culture exists in the vast majority of staff who value commitment to the school beyond the classroom, with much professional learning and value adding to programs coming directly from teaching and non-teaching staff. Similarly, members of the teaching staff carefully assess the impact of professional learning on the learning outcomes for students. However it is yet to become an embedded system approach.

**Future directions:** A systematic approach to evaluating the effectiveness of professional learning is still to be developed. Head Teacher led professional learning based on the “Curiosity and Powerful Learning” model will be embedded into school practice.

The results of this self assessment indicated that in the School Excellence Framework domain of Leading the elements of Leadership, School Resources & Management Practices and Processes the school has an ongoing practice of identifying areas that will enhance the educational outcomes for students, whether wellbeing or academically, and then establishing structures that will directly influence the successful enhancement of these outcomes. A key factor to this approach is the identification of appropriate personnel, the training of personnel and opportunity of personnel to develop in leadership roles. Within this school, this includes but not limited to, two school funded Head Teacher positions, an Aboriginal Community Liaison Officer who is responsible for the Aboriginal Education team, an External Sports Coordinator and an expectation that when any individual or team demonstrates leadership qualities they will be supported to further develop these qualities for the benefit of the school. This has directly improved school and Department leaders, with a number recently moving into Head Teacher, Deputy Principal and Principal positions.

The community utilises the school’s resources to improve the educational outcomes for students via a variety of means. Whether financial and material resources to assist a community based centre to support disengaged students; use of sporting fields for student focused town sports or personnel to work with PCYC officers connecting with the school’s students, the result is improved student outcomes. The school actively seeks community feedback via traditional school/community methods such as peak community bodies (AECG & P&C), also utilising focus groups and has utilised modern technologies such as FaceBook, a school based app, school website, and an electronic newsletter to provide relevant and up to date communication. Feedback has been overwhelmingly positive towards all these initiatives. The school has responded to feedback promptly in areas of curriculum and school image.

As such, it is demonstrated that in these elements the school is Excelling.

**Future directions:** In school leadership will continue to be a focal area for the school. Encouragement and support for those aspiring to High or Lead level of accreditation will continue to be given. The school will continue to explore with the community how our resources can be utilised for the benefit of both as well as how to continue to improve two way communication.

**School Planning, Implementation and Reporting:** During the development of the 2015–2017 school plan input from key stake holders was sought and used in order to drive the school’s direction. Similarly, local contextual events were also considered in the plan’s development. Processes such as Tell Them From Me surveys were utilised, but uptake from the parent body was limited, as such data gathered was of limited value. Student input was considerably more reflective of the student body. The Leadership team and whole school community has recognised and articulated community engagement as a school priority, with the leadership team directing resources and school focus in this area. Although teaching and non-teaching staff have had direct input into the school’s plan and its ongoing evaluation, complete understanding and embedding of the strategic directions is yet to be achieved. Hence, examination of the evidence as a

whole for each of these elements has indicated that both are being achieved at the Sustaining and Growing level.

Future Directions: The development of the next school plan will be a far more inclusive process of all stake holders. This has commenced with the process beginning much earlier than the 2015–2017 process allowed. Our self–assessment and the external validation process will assist the school to refine the strategic priorities in our 2018–2020 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/sef-evidence-guide>

## Strategic Direction 1

Continued development of a positive culture for learning

### Purpose

To develop respectful and responsible members of the school community who value lifelong learning.

### Overall summary of progress

A proactive approach towards teaching positive behaviours while dealing with negative behaviours in a manner appropriate to the cognitive abilities of students continued to be very successful. Positive behaviour in the Support Unit has been maintained with the target of a 10% reduction achieved.

Attendance rates improved by 1.01% over the 2016–2017 period and 2.14% for the period of the Plan, but remain just below the state average. The school attendance figure continues to be affected by a small number of students who's attendance was extremely low. All efforts to reengage these students were not effective, while other students had growth in attendance.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Attendance rates maintained at state level, reduced truancy	\$17500 to provide a Head Teacher Wellbeing to coordinate the attendance strategy.\$29000 clerical support.\$32000 Aboriginal liaison to work with local Aboriginal students and families.	The schools attendance rate is 2.8% below the state average, with a small number of students with very poor attendance skewing the data. There was an increase of 0.8% in attendance from 2015 data.
10% reduction in discipline referrals for support students	Nil funds expended.	A strategy to encourage positive behaviour for students within the Support Unit was developed in 2016. This also addressed the need to approach minor discipline issues with Support Unit students in an appropriate manner. The result was an increase in positive behaviours and a reduction in discipline referrals greater than 10%.

### Next Steps

The school attendance team will continue to work with the Home School Liaison Officer and Aboriginal Community Liaison Officers to build productive relationships with families. The school's attendance procedures will be examined for improved approaches towards student attendance, with the introduction of a new electronic marking system. The school will continue to build on its relationships with local NGOs in addressing the needs of poorly attending students. The school will continue to rejuvenate the school PBL team.

## Strategic Direction 2

Active participation of our school community

### Purpose

To build a culture of collaboration and communication in order to improve learning outcomes and life opportunities for our students.

### Overall summary of progress

Evidence indicates a continued increase in student participation in community events in 2017, such as aiding local Primary schools with administration of events, representation in the Festival of International Understanding and Breakout commemorations. Recognition of student representation is still an area requiring improvement.

The uptake of the Cowra High App continues to be outstanding. Data indicates the App continues to be downloaded by new members of the school and the broader school community. Our target was reached and exceeded.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>Increased recognition of student leadership &amp; recognition by staff of student involvement in community events through distribution of service eagles</li></ul>	Nil funds expended	The number of Service Eagles awarded to students fell from 2.8 per student in 2015, to 2.3 per student in 2016. Though evidence indicates students participated in similar numbers of extra curricular and community events in 2015. indicating a need to re focus on the recognition of service.
<ul style="list-style-type: none"><li>Establishment of a School App that has a greater than 50% take up across the school community</li></ul>	\$600	The School App has proven to be highly successful with 1079 individuals accessing it across the school community. This is almost a 100% in 12 months and indicates that it is being utilised not only by the direct school community, but also by the wider Cowra community.

### Next Steps

The PBL team is still developing processes to streamline the awarding of Service Eagles, continuing to educate staff on the importance of recognising student involvement in extra curricular activities and developing a means to recognise those students who represent the school at a level above expectations.

The use of the Cowra High App will continue to be embedded into the daily organisation of the school.



## Strategic Direction 3

Development and delivery of a broad, flexible and inclusive curriculum

### Purpose

To deliver an innovative curriculum that meets the needs and expectations of our school community

### Overall summary of progress

Even though there was a fall in overall enrollments in 2017, Cowra High was able to maintain its broad Stage 6 curriculum. As a result retention has improved by 11% in the transition from 2017 to 2018 by 11% when compared to the transition of 2015 to 2016. The Academic Excellence Stream has seen a greater takeup of academic Stage 6 courses in 2018.

The Stage 6 syllabuses was a focus area for the school in 2017, with a particular focus on the new syllabuses to be introduced in 2018.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>100% of Stage 6 teachers engage in a minimum of 10 hours of TPL directly related to Quality Teaching</li></ul>	\$12000	In 2017 – 100% of Stage 6 teachers engaged in 10 hrs or more of Professional learning directly related to Stage 6 teaching and learning. The majority of the professional learning was subject specific included and focusing on lifting HSC results and the implementation of the 2018 Stage 6 syllabus. These included: English, Design & Technology, Drama, Economics, History, Physics, and Chemistry.
<ul style="list-style-type: none"><li>An increase in retention from Stage 5 to Stage 6.</li></ul>	\$180000	Retention into Stage 6 has seen a slight decrease from 2016, though subject selection in 2017 has shown greater confidence in selecting more demanding subjects. Careful manipulation of the school timetable and employment of teaching staff above established numbers has provided the opportunity to maintain subject choice in Stage 6 and Stage 5.

### Next Steps

Professional learning in 2018 will continue to focus on the introduction of new Stage 6 syllabuses with particular reference to the HSC courses. Four faculties will also undertake professional learning based on the Curiosity & powerful Learning model throughout 2018 and 2019..



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Funds reported here represent only those attributed to Aboriginal background loading.  \$64000  \$48000	Employment of an Aboriginal Education Officer, and an Aboriginal Liaison Officer has been employed to increase the school presence in the local community and support Aboriginal students and families in engaging with the school, resulting in culturally appropriate approaches towards improving attendance, retention of Aboriginal students to Stage 6 and coordinated Aboriginal educational support.
<b>Low level adjustment for disability</b>	\$204600  \$66800	Employment of two Learning and Support Teachers to assess and facilitate adjustments required for students to access the curriculum in mainstream classes. The employment of Student Learning Support Officers to aid students requiring low level adjustments to access the curriculum in mainstream classrooms.
<b>Socio-economic background</b>	a. \$202900 b. \$19000 c. \$17000 d. \$20000 e. \$45000 f. \$30000 g. \$20000 h. \$47000 i. \$8400 j. \$13000 k. \$300000	Socio-economic background funding was utilised through a wide variety of strategies. These included:  a. A Literacy and Numeracy program targeting identified students with deficits in these areas and providing intensive remediation.  b. Creation of Head Teacher Wellbeing and Second Deputy Principal. Both facilitate coordination of student based wellbeing programs, staff professional learning and curriculum development.  c. Bring Your Own Device professional learning facilitator shared across a consortium of seven schools. This position provides direct assistance to teachers in the implementation of technology based learning.  d. Subsidisation of school bus use for excursions.  e. Employment of Technical Support Officer to maintain the school's computer network.  f. Creation of second Deputy Principal Curriculum to coordinate all professional learning, coordinate curriculum development and aid in the daily functioning of the school.  g. Purchase of information technology hardware such as interactive projectors and laptops.  h. Clerical support for attendance procedures to aid in support of students with attendance issues.  i. Student financial assistance to aid in the covering of excursion costs, uniform, subject fees and stationery.  j. Grounds maintenance & enhancement.

<p><b>Socio-economic background</b></p>	<p>a. \$202900  b. \$19000  c. \$17000  d. \$20000  e. \$45000  f. \$30000  g. \$20000  h. \$47000  i. \$8400  j. \$13000  k. \$300000</p>	<p>k. Additional teaching staff to maintain an enhanced curriculum.</p>
<p><b>Support for beginning teachers</b></p>	<p>All allocated funds were expended in 2017.  \$70000</p>	<p>During 2017 there were 7 teachers who attracted beginning teacher support. All new teachers underwent an intensive school induction process led by the Deputy Principal Curriculum. All teachers were provided with release time in accordance with Departmental requirements. This time was utilised to aid areas of development, programming and general lesson preparation. Beginning teachers utilised internal and external professional learning opportunities and were supported with either general mentoring by the Deputy Principal Curriculum on a regular basis or subject specific mentoring as required.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	309	305	267	257
Girls	365	338	311	290

Overall enrollments have declined due to smaller cohorts of students progressing through the school in line with demographic trends in the community as a whole.

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	93.4	91.4	92.2	89.5
8	90.4	87.9	86.6	91.1
9	90.6	83.5	87.1	85.3
10	88	85.7	82.2	87.7
11	88.9	82.2	84.9	85.1
12	90.6	87	88.6	88.3
All Years	90.2	86.1	86.9	88
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

### Management of non-attendance

Although below state averages by 1.6%, there is an increase of 1.9% from 2015 to 2017. The Cowra High attendance team consists of the Head Teacher Wellbeing, Aboriginal Liaison Officer and School Administrative Support Officer. The attendance team regularly works with parents/carers and the Home Schools Liaison Officer to address attendance issues with individual students.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	8
Employment	7	8	44
TAFE entry	1	8	8
University Entry	0	0	28
Other	1	13	2
Unknown	1	10	10

### Year 12 students undertaking vocational or trade training

Cowra High delivered vocational education in Hospitality, Construction, Metals & Engineering and Sports Coaching plus students had access to TAFE delivered vocational courses.

In 2017, 50% of Year 12 studied at least one vocational course.

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

100% of Year 12 students completing their studies in 2017 gained the HSC, with many gaining vocational qualification via school or TAFE delivered vocational studies

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	8
Classroom Teacher(s)	34.4
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	14.08
Other Positions	1

\*Full Time Equivalent

Approximately 6% of school staff identified as Aboriginal. Throughout the year these members of staff occupied a range of positions including; School Learning and Support Officers, Aboriginal Educational Officer and Aboriginal Community Liaison Officer.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	98
Postgraduate degree	2

### Professional learning and teacher accreditation

Term 1 – Professional Learning was focused on mandatory training.

Term 2 –Professional Learning was focused on ICT

Term 3 –Professional Learning was focused on preparation for the new Stage 6 syllabus implementation and maintaining existing Stage 6 improvement practices such as ALARM. Term 4 – Professional Learning was focused on preparation for the introduction of a new electronic record keeping

system (Sentral) and the new Stage 6 syllabuses.

School Development Days in 2017 were tied to the school focus for that Term.

Term 1 : Professional Development Plans, Adjustments for students with an identified disability, Literacy & numeracy strategies, Positive Behaviour for Learning, Department of Education Code of Conduct and Child Protection updates.

Term 2: Technology conference for all classroom staff in Orange.

Term 3: Stage 6 improvement strategies such as ALARM, new Stage 6 syllabus planning and initial consultation for the 2018–2010 School Plan

Term 4: Resuscitation & Anaphylaxis training updates, new Stage 6 syllabus planning and Academic Excellence Stream planning for 2018.

Teacher Accreditation: In 2017 three teachers achieved their Proficient Teacher Accreditation with a further twenty one maintaining accreditation of professional competence with ongoing professional learning of a minimum of 100 hours in the preceding 5 years. Eight teachers are maintaining accreditation in their 2nd five years.

Average expenditure per teacher for professional learning was \$1580.00. with total expenditure for professional learning of \$71251.10

Beginning Teacher Professional Learning: opportunities for beginning teachers included classroom management , behaviour management, Stage 6 syllabus programming, Stage 4 & 5 programming days, ICT in the classroom, Academic Excellence Stream programming and all mandatory training.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>526,336</b>
Global funds	680,128
Tied funds	907,858
School & community sources	229,010
Interest	8,055
Trust receipts	144,679
Canteen	0
<b>Total Receipts</b>	<b>1,969,730</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	58,207
Excursions	67,162
Extracurricular dissections	142,259
Library	4,646
Training & Development	0
Tied Funds Payments	633,172
Short Term Relief	112,407
Administration & Office	82,295
Canteen Payments	0
Utilities	94,194
Maintenance	71,261
Trust Payments	105,623
Capital Programs	0
<b>Total Payments</b>	<b>1,371,225</b>
<b>Balance carried forward</b>	<b>1,124,841</b>

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	1,215,698
Appropriation	1,133,578
Sale of Goods and Services	4,208
Grants and Contributions	76,594
Gain and Loss	0
Other Revenue	810
Investment Income	509
<b>Expenses</b>	-601,494
Recurrent Expenses	-601,494
Employee Related	-362,488
Operating Expenses	-239,006
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	614,204
<b>Balance Carried Forward</b>	614,204

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Cowra High monitors all financial decisions through a school Finance Team consisting of representatives from the School Executive, Teaching staff and Support staff. All subsequent decisions are made within the parameters of the Department policy and appropriate financial delegation.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
<b>Base Total</b>	5,773,541
Base Per Capita	92,307
Base Location	12,771
Other Base	5,668,463
<b>Equity Total</b>	908,034
Equity Aboriginal	140,511
Equity Socio economic	496,660
Equity Language	0
Equity Disability	270,863
<b>Targeted Total</b>	977,107
<b>Other Total</b>	186,936
<b>Grand Total</b>	7,845,619

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.

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.

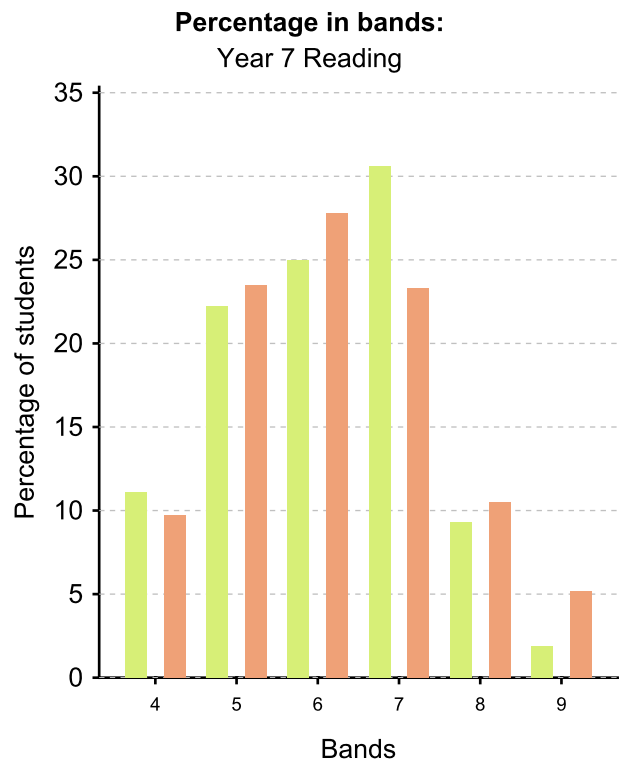
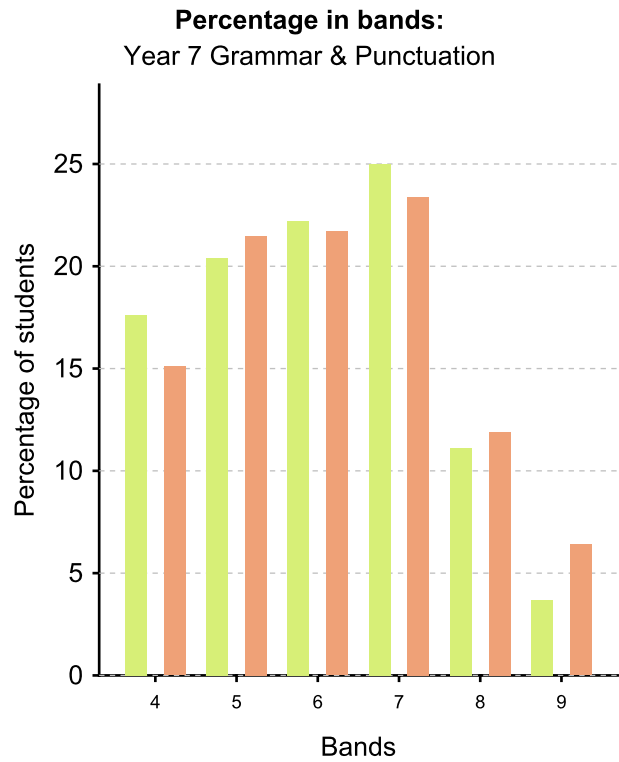
## School performance

### NAPLAN

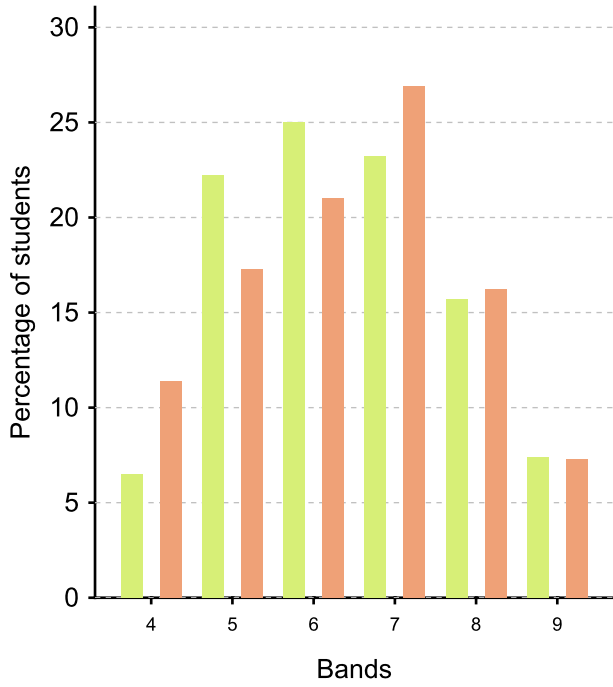
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

NAPLAN 2017 literacy graphs demonstrate a fall in the number of Year 9 students in the bottom band while an increase in the top bands when compared to the average performance over the last three years. Year 7 results reflected a slight decrease in the top bands compared to the average of the last three years.

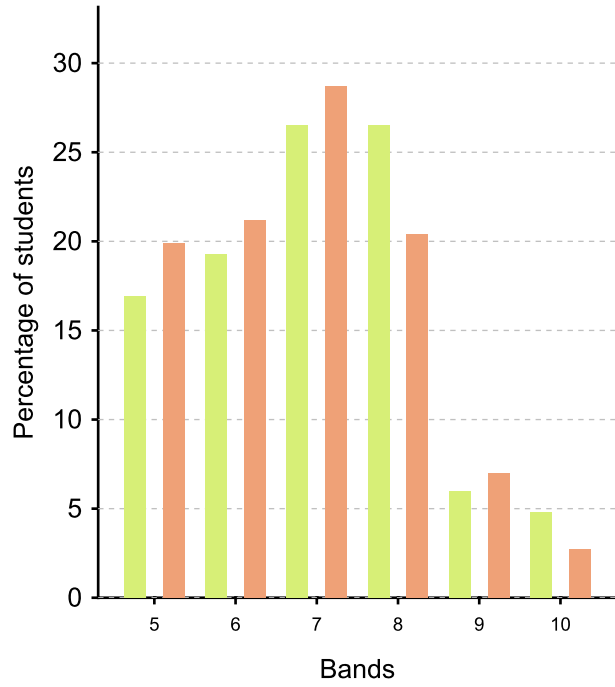
Average literacy results for Aboriginal students in Year 9 are above State averages for all literacy elements tested. Average literacy results for Aboriginal students in Year 7 are just below State averages for all literacy elements tested.



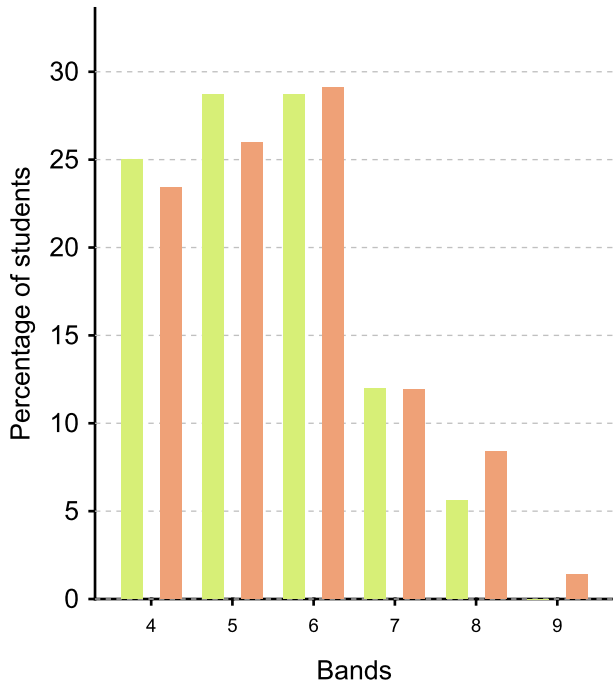
**Percentage in bands:**  
Year 7 Spelling



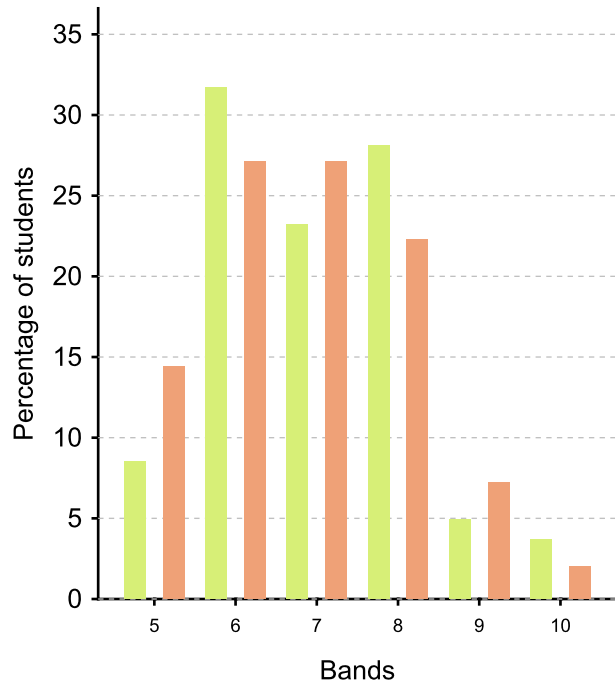
**Percentage in bands:**  
Year 9 Grammar & Punctuation



**Percentage in bands:**  
Year 7 Writing

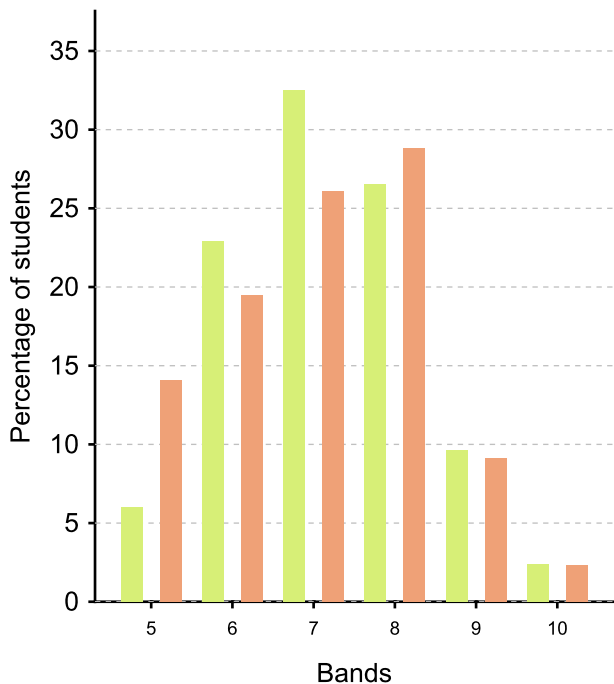


**Percentage in bands:**  
Year 9 Reading



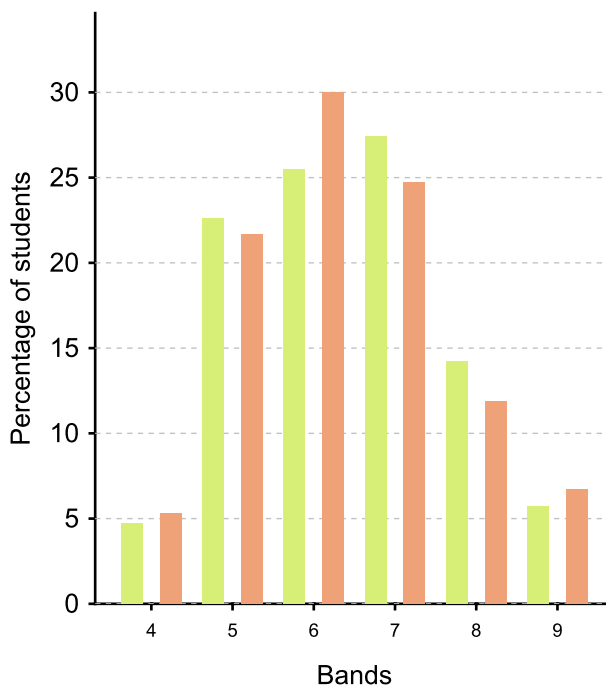


**Percentage in bands:**  
Year 9 Spelling

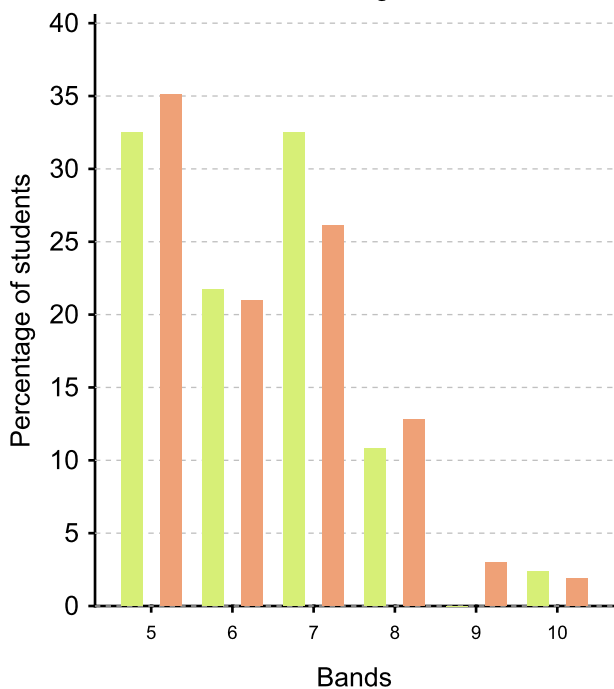


Average numeracy results for Aboriginal students in Year 9 are below State averages, yet male Aboriginal students performed above State average. Numeracy results for Aboriginal students in Year 7 are just below the State average, with male students significantly higher than the State average.

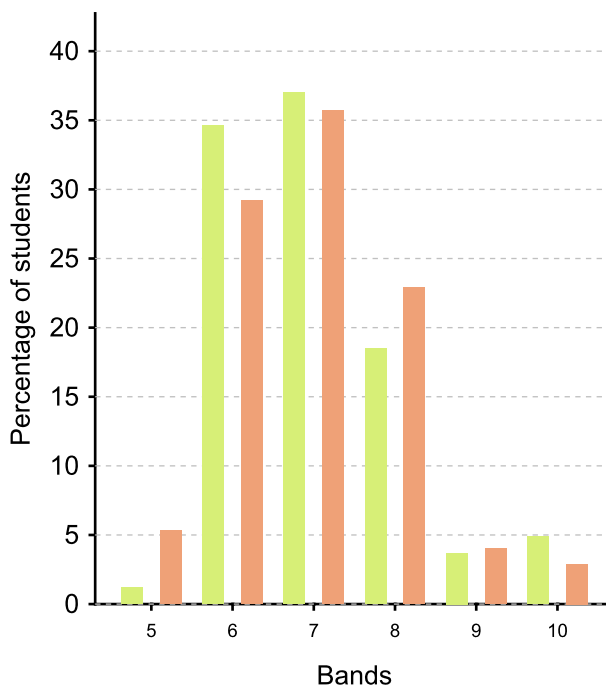
**Percentage in bands:**  
Year 7 Numeracy



**Percentage in bands:**  
Year 9 Writing



**Percentage in bands:**  
Year 9 Numeracy



NAPLAN 2017 numeracy graphs demonstrate a fall in the number of Year 9 students in the bottom band while an increase in the top band when compared to the average performance over the last three years. Year 7 results reflected a slight decrease in the top band, with an increase in the second highest compared to the average of the last three years.

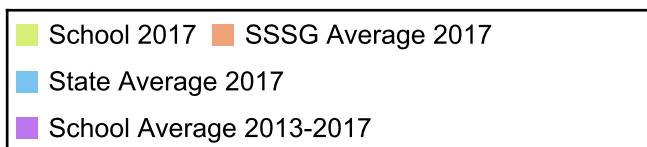
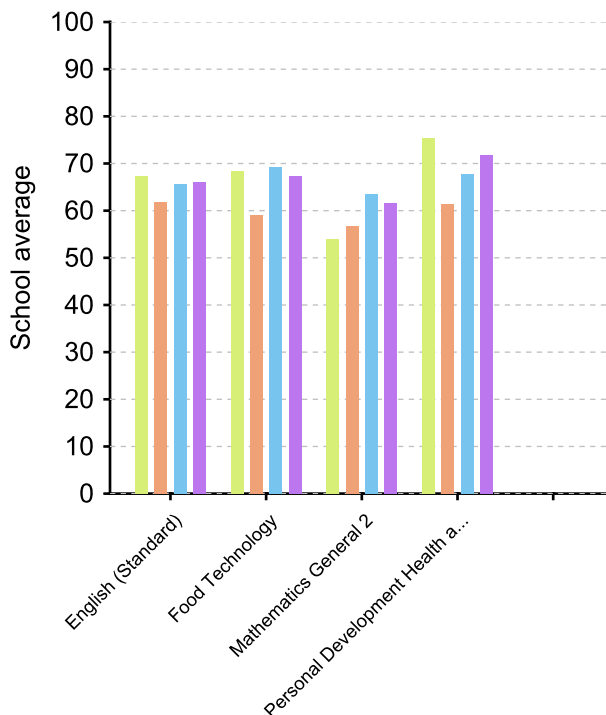
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Cowra High Aboriginal students' average growth in NAPLAN

Year 7: Numeracy 55.1 (State 49.9), Grammar & Punctuation 47.5 (State 46.2), Spelling 48.1 (State 47.1), Reading 47.8 (State 46.2), Writing 16.6 (State 16.2).

Year 9: Numeracy 50.7 (State 51.2), Grammar & Punctuation 39.2 (State 32.8), Spelling 27.5 (State 42.4), Reading 34.2 (State 31.8), Writing 50.2 (State 25.2).

This indicates Cowra High's Aboriginal students have demonstrated significant growth in almost all areas. Identified students will receive addition support in literacy and numeracy in 2018.

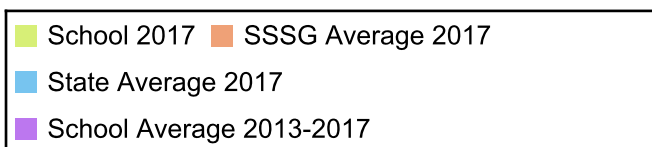
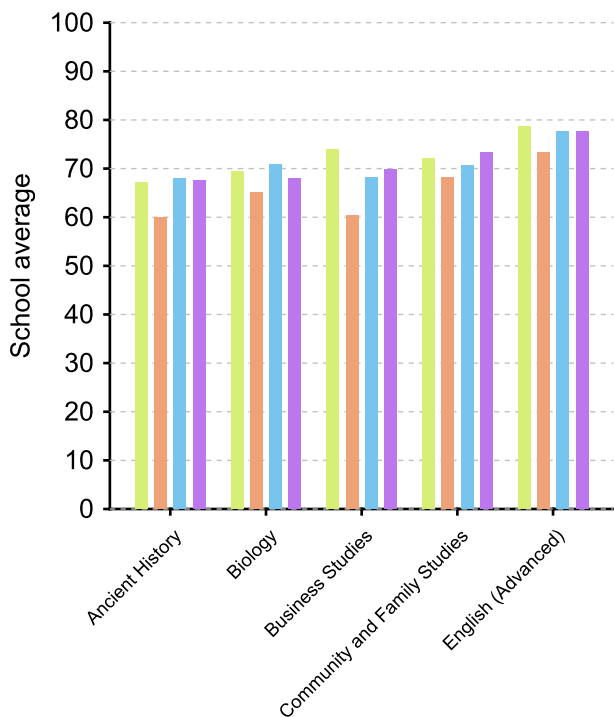


### Higher School Certificate (HSC)

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

In 2017 students sat HSC examinations in 35 courses.

Cowra High students achieved in the top two HSC Bands on 59 occasions, including all Extension courses studied through the school.



## Parent/caregiver, student, teacher satisfaction

In 2017 Cowra High students, parents and staff provided feedback via the Department's 'Tell Them From Me' survey.

Students in Years 7,8, 9,10, 11 and 12 took part in the survey.

Overall 49% of students in this school had a positive sense of belonging, with 47% of girls and 53% of boys reporting a positive sense of belonging.

Overall 69% of students in this school had positive relationships, with 70% of girls and 69% of boys reporting positive relationships.

Overall 65% of students in this school value School Outcomes with 64% of girls and 67% of boys valuing School Outcomes.

Overall 79% of students in this school reported positive student behaviour, with 88% of girls and 70% of boys in this school reporting positive student behaviour.

Teacher's were surveyed against a number of factors that impact on student learning. Teacher feedback is reported as an average of responses on a scale of 0 to 10 where 0 indicates strong disagreement and 10 indicates strong agreement.

School leaders have helped me improve my teaching. Feedback at 6.3 indicates agreement.

My assessments help me understand where students are having difficulty. Feedback at 8.0 indicates solid agreement.

Students find class lessons relevant to their own experiences. Feedback at 7.3 indicates solid agreement.

Parent feedback was accessed via a number of focus groups held in 2017.

Parents were satisfied with:

The wide curriculum the school offers students.

The quality and experience levels of the teachers as a whole.

The access to extra-curricula activities for students.

## Policy requirements

### Aboriginal education

Academically

Cowra High School had 15 students (9 girls, 6 boys) who identified as Indigenous, complete their HSC in 2017. This is more than a 100% increase from 2016. Several Indigenous students were recipients of

academic awards at the end of year presentation and received their awards from local Elders. Three students completed school based traineeships in retail and business services and two are continuing into their second year in local banks.

Culturally

Wagambirra Dance Group continued to produce excellent performers under the guidance of Beatrice Murray. Fourteen Aboriginal dancers performed at the School Spectacular. Nineteen students attended workshops with Bangarra, where 6 students were shortlisted for the NSW Aboriginal Company. From there two students (Jesse Murray and Imajen James) were selected to perform in the feature dance at School Spectacular, the Western Dance Festival, and Australia Day concert at the Sydney Opera House. Students attended a cultural immersion excursion to Katoomba with former Cowra High student and now Indigenous National Parks ranger, Yamandirra Newton, which they found very beneficial. Year 12 students were also involved in a reading program in conjunction with Yalbillinga Boori Day Care Centre. Students would attend Yalbillinga to engage with pre-schoolers, establishing connections within our community, with an emphasis on the importance of literacy.

NAIDOC Celebrations

This year, the school was fortunate enough to secure well known Indigenous comedian Sean Choolburra to share storytelling, dancing and didgeridoo playing as part of our NAIDOC celebrations. Students were also involved in showcasing their culture by organising a BBQ with traditional meats and running face painting, dance, traditional games and art activities. We were also privileged to have Auntie Di and Auntie Iris from Dubbo come to talk about why "Our Language Matters". These esteemed ladies deliver Wiradjuri language to TAFE and school students and are integral to language reclamation across the Nation. Whole school and community involvement has enhanced students understanding and appreciation of local Aboriginal culture and history.

Programs

This year saw the Breakaway Program replaced with the Sistaspeak Program. Whilst there are some elements of Breakaway that remain in Sistaspeak, an increase of culturally rich content has been well received by the Year 8 girls, whom the program was targeted at. Brospeak was once again delivered successfully to our Year 7 boys. Girri Girri Sports Academy again targeted Year 9 and 10 students, with more of a focus on post-school options. These programs all enhanced student engagement, attendance and hence educational outcomes. The Youth Engagement Strategy program was run at TAFE for the first time this year with 5 Indigenous students involved, offering an opportunity to experience some of the courses offered by TAFE such as Hospitality, Beauty, Construction and Early Childhood.

Individuals

A number of Cowra High Aboriginal students were recognised in 2017 for their outstanding achievements. With one student (Nyassa Wright) receiving a scholarship to attend the Nura Gila Indigenous winter school at the University of New South Wales. Year 9 student (Maegan Carroll) was also a recipient of a Harding Miller Foundation Scholarship to assist her in her studies. Jesse Murray was successful in gaining representation in the Western touch football team and Brahe Reid qualified to compete at state level for athletics. Two students (Jesse Murray and Imajen James) were successful in securing positions at NAISDA Dance College for 2018.

#### Student. Leadership

The Cowra High School Junior Aboriginal Education Consultative Group continued into its second year in 2017. Meetings were held each term and provided a platform for students to voice any concerns raised and share their experiences regarding issues that impacted their education. The continuation of the Junior AECG is seen as a positive step forward towards increasing leadership opportunities for Aboriginal students and collaborative decision making within the school regarding Aboriginal Programs. Last year saw three Indigenous representatives (Lara George, Anna James and Lowanna Murray) elected to serve on the school Student Representative Council. Seven Indigenous students were also elected by their peers as house captains and vice captains. Two of these students also undertook roles as peer support leaders.

#### Multicultural and anti-racism education

A number of events occurred during the year that facilitated multicultural education in the school. Firstly, Cowra's guest nation for the 2017 Festival of International Understanding was Belarus. Students participated in various activities, including acting as Youth Ambassadors for the Festival, involvement in Belarus cultural events culminating in Cowra High School participation in the festival parade.

In 2017 Cowra High hosted students from our sister school Seikei High. While in Cowra the visiting students shared culture and tradition with Cowra High students. The link with Seikei High (Japan) continues to grow, with one student from each school spending one year on exchange.

2017 also saw Cowra High students travel to France, Belgium and Italy for a history and cultural experience over the Term One holiday period. The experience was not only an extremely valuable academic experience, it exposed students to authentic European culture at a first hand level. Cowra High continues its commitment to the values and benefits of a multicultural society.

Cowra High has a trained Anti Racism Officer, who investigates allegations of racist behaviour and mediates solutions. In 2017 there was one report made to the Anti Racism Officer to investigate.