Coomealla High School
Annual School Report

2011
**Our school at a glance**

**Students**

Coomealla High School is a truly comprehensive high school. The students bring to the school a wide range of backgrounds, interests and potential. Students live in a number of small communities, a range of horticultural and pastoral properties and some students from very isolated and remote areas. Most students willingly and enthusiastically participate in the opportunities made available in the arts, sport, competitions, and other experiences. Students display a positive attitude to the school and their learning.

**Staff**

The teaching and support staff are characterized by maturity, professional commitment and a low annual turnover.

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

**Significant programs and initiatives**

The school received additional annual funding for the Country Area Program (CAP) and Schools in Partnership (SIP) initiative. The school also conducted a range of other programs and initiatives.

**Student achievement in 2011**

**Literacy – NAPLAN Year 7**

Incoming Year 7 students were tested in writing, reading, spelling, grammar and punctuation. This year featured significantly less students in the lower bands. There is no data available in writing.

**Numeracy – NAPLAN Year 7**

There were solid performances in the middle bands which was encouraging and a reduction in the lower bands. Students demonstrated steady growth.

**Literacy – Year 9**

There was an increase in students achieving band 10. There were solid performances in the middle bands and this reflected good student growth.

**Numeracy – Year 9**

It was pleasing to see good growth in bands 8 and 9. This was backed up with solid student growth in general.

**School Certificate**

There were pleasing results in the School Certificate with increased numbers of students achieving higher bands in Literacy, Numeracy and Science.

**Higher School Certificate**

There were solid results in this year’s Higher School Certificate. Students achieved in the higher bands across a range of subjects. ATAR results for our top performing students were very pleasing.

**Messages**

**Principal’s message**

It is always an interesting exercise to look at the preceding year and examine what has been accomplished. Perhaps though, it is more important to see where our school is placed at the end of a hectic year. The school will be ready to take on the challenges of 2012 with a clear knowledge of our priorities and where we are going. We will equip our students for life beyond school with a comprehensive education and armed with the resources, resilience and capacity to take on whatever life throws at them.

Many schools across the state are struggling with young people who are disengaged from their learning. Coomealla High School has taken a leading role in creating programs that cater for our young people and give them real skills. The ‘Where Am I Headin’ program with its close links to TAFE, shows what can be accomplished with teachers who think outside the square and set up positive learning experiences for our students.

Our work with Positive Behaviour for Learning (PBL) this year has seen the school move forward with this excellent initiative. The school uniform is being worn with pride by an increasing number of students. Statistics on student behaviour have shown a steady decline involving issues in the classroom thus ensuring that it is a place where students feel comfortable and able to learn.

I have been very impressed by this year’s student leadership group. They embraced the role of school leader seriously and they have been excellent
ambassadors for our school. This mature group of young people have set a very high standard for our new student leaders who, I am confident, will continue to grow and develop this position in 2012. It is through accepting responsibility that you discover what you are capable of and grow in confidence.

I would like to take this opportunity to thanks the staff of Coomealla High School for their hard work and dedication throughout the year. I don’t know if the school community fully appreciates how lucky we are. For an isolated school to have such a talented and experienced staff is incredibly rare. Our broad curriculum and excellent results is testament to the quality of teachers and ancillary staff who contribute to make Coomealla High School what it is.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Robert Scotton – Principal

P & C message

The P&C members are proud to have been an active part in the life of Coomealla High School. We have been able to give input and feedback on the direction the school has taken in the education of the students and we have been privileged to have shared in the ways in which the school has met its challenges and targets throughout the year. At our meetings we receive reports from the School Council, the Schools in Partnership Committee and from the Principal.

2011 has not been the easiest year to work through. Firstly, our canteen manager of ten years, Ellen Sheard, resigned to take up permanent employment at Fishers. A process of interviews resulted in the employment of Michelle Kelly as manager. Unfortunately her situation changed and she was only able to work from February to March. A second search for a manager resulted in the appointment of Anna Hansen. Happily, Anna has proven to be a marvelous asset to the school canteen and has introduced some welcome changes to the canteen menu as well as enthusiastically working hard to improve the general appearance and the service provided from the canteen.

Uniform sales have again benefited the school community. A very small group of our members do all of the organising for this and they are to be commended for their work. All the uniforms are sold with a modest mark-up to ensure any losses are covered and to provide for a sample of stock for fitting purposes.

The school block, which in the past has been a source of revenue, is currently a financial burden. This is a result of the decline of the vine fruit industry as experienced throughout the rest of the Sunraysia. The P&C is looking to turn this around.

We encourage parents to become involved in the P&C and extend an invitation to our meetings which are held on the third Tuesday of each month.

Tony Zirngast

Student representative’s message

The Student Representative Council this year chose to initiate a ‘community support plan’ to assist local organisations that provide services for our ages citizens as a long term project and focus for our student body.

Our aim was to build a strong link between our students and the wider community, by focusing on our senior citizens in surrounding communities who need special care. This first year we focused on Murray House in Wentworth and Meals on Wheels. The SRC held a pancake lunch day to help kick start our fundraising towards helping Murray House. The money raised went towards making two sensory
boxes and donating helpful items for Murray House residents.

Other activities for 2011 were:

The SRC again supported the school’s Relay For Life team ‘COD Commanders’ and the Big Colour and Head Shave Day.

Thirty two students comprising of SRC members, school leaders, Junior AECG and interested students attended the Impact Leadership Conference held in Mildura on the 5th of May 2011.

We took part in the Broken Hill SEG Planning Day with nineteen of our students attending and participating to select two topics for the district council. It was the first time this sort of gathering was held to help connect our Broken Hill group together.

Maroon Day was an initiative of our State SRC to raise awareness and funds for kids in flood affected areas of Queensland. Our students dressed in Maroon colours and donated a gold coin to the cause.

Many thanks to the school community, without whom our SRC would not be able to continue with their leadership experiences.

Susan Alexander – SRC Coordinator

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Student attendance profile

Management of non-attendance

Throughout 2011 and into 2012 Coomealla High School will be working to improve our attendance. Good attendance is the cornerstone of a successful education. Our attendance figures reflect the attitude of some families to the importance of a good education and the need to attend school regularly.

During 2011 the school rewarded students whose attendance was exemplary. Certificates were presented to reinforce the importance of good attendance.

During the second half of 2011 the school embarked on a serious attempt to correct the attendance of students who fell significantly below state attendance levels. The school worked closely with the Home School Liaison Officer and attendance personnel from Broken Hill District Office. The school contacted DOCS where cases of Educational Neglect were discovered. As a result the attendance patterns of targeted students improved during term 4.
The school also developed alternate attendance strategies for long term absentees. An educational pathway was developed for each student to allow them to re-engage with their learning and participate in significant workplace training.

The school has been using the ‘Sentral’ attendance package for over a year. This has improved roll marking accuracy and the speed at which attendance information is available. In 2012 all teachers will be using ‘Sentral’ to mark their class rolls thus reducing fractional truancy.

**Structure of classes**

With declining numbers it has been necessary to continue having three classes in the core subjects in years 7 and 8. Each year has a streamed top class and two parallel classes.

A similar pattern is employed in Years 9 and 10 for core classes. Students in Years 9 and 10 study elective subjects and these are vertically arranged.

Classes in Years 11 and 12 were largely based on curriculum choice. English is the only compulsory subject. All other classes are based on the course of study a student has selected.

**Retention to Year 12**

![Proportion Staying On (SC to HSC)](image)

**Post-school destinations**

Most students who leave school at the end of Years 11 and 12 are successful in gaining employment or going on to further study.

School leavers are fortunate to live in and around Mildura where there are many employment and continuing educational opportunities. Eleven students have moved to Adelaide to pursue further studies at university.

<table>
<thead>
<tr>
<th>University</th>
<th>15</th>
<th>48%</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAFE</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>Employment</td>
<td>10</td>
<td>32%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>3</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Year 12 students undertaking vocational or trade training**

Vocational Education courses are a significant part of the curriculum at Coomealla High School.

In 2011, 8 VET courses where studied by Year 12 students. The courses with the student numbers listed in brackets are listed below.

- Presented by Coomealla teachers – IT (4), Construction (5), Retail (4), Business Services (2).
- Presented by Sunraysia TAFE – Automotive (1), Electrotechnology (1), Animal Studies (2).
- Presented by TVET – Children’s Services (2)
- Presented by other providers – Beauty (2)

**Year 12 students attaining HSC or equivalent vocational educational qualification**

All 31 students who sat for the Higher School Certificate in 2011 were successful in attaining their HSC.

**Staff information**

Coomealla High School has been fortunate to continue to retain the services of an Aboriginal teacher as an above establishment position. This teacher has been used in several Aboriginal curriculum projects.

There are also four in class tutors employed, a part time community liaison officer and two part-time teachers who support the SiP program.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>30</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1</td>
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</table>
Staff retention

2011 began on a tragic note with the death of Mr Brad Kranz from cancer. He was a great loss to the school.

During first term Mr Duncan Driscoll took up the position of Home School Liaison Officer for the Sunraysia. At the end of the year Glynn and Narelle Furlong both retired.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>70%</td>
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<tr>
<td>Postgraduate</td>
<td>30%</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2011

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>385873.15</td>
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<tr>
<td>Tied funds</td>
<td>493414.01</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>124364.61</td>
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<tr>
<td>Interest</td>
<td>19515.67</td>
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<tr>
<td>Trust receipts</td>
<td>92683.28</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>1384655.53</td>
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Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>64573.49</td>
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<tr>
<td>Key learning areas</td>
<td>34302.97</td>
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<tr>
<td>Extracurricular dissections</td>
<td>56125.85</td>
</tr>
<tr>
<td>Library</td>
<td>5014.05</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>36509.45</td>
</tr>
<tr>
<td>Tied funds</td>
<td>422760.04</td>
</tr>
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<td>Casual relief teachers</td>
<td>54963.82</td>
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<tr>
<td>Administration &amp; office</td>
<td>80906.70</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>104550.36</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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</tr>
<tr>
<td>Total expenditure</td>
<td>952524.32</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>432131.21</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Coomealla High School takes up many opportunities to be involved in the arts, sports and other activities.

Achievements

Arts

Performance Evenings

A regular highlight of the performing arts are the performance evenings held once a term. These allow students to showcase their talents to an appreciative and supportive audience. The evenings feature students from Year 7 – 12 and on one occasion even features past students of the school. They allow the audience to see how the skills of the students develop over their years at high school.
Dance was introduced as a sport this year and it has been encouraging to see dance groups performing for the school. It is hoped that this will continue in 2012.

School On Tour

School On Tour is a travelling concert tour which visited local primary school. The tour featured performances from the Coomealla High School rock band, dance group and solo artists including one of our staff, Mrs Ward.

The show went for thirty minutes and visited four school during a hectic day. All of the performances were well received and it was an excellent method of showcasing the skills of our students and the opportunities that are available at your local high school. The program will be expanded upon in 2012.

Music In The Classroom

Music is delivered as a practical based curriculum throughout Years 8 to 12. As a compulsory part of schooling for the School Certificate, students are given ‘hands on’ opportunities on a range of musical instruments in a variety of different styles.

Elective students in year 9 to 12 build on these skills, providing opportunities for extension studies and talent development.

Sport

All students in Years 7 – 10 made use of a wide range of sporting activities throughout 2011. These ranges from individual sports such as lawn bowls, team sports such as soccer and lifestyle sports such as aerobics and dance.

In 2011 the school began active competition with the Mildura schools in a range of sports. This provided our students the opportunity to play in competitive team sports while representing their school. It is hoped that this will continue and grow in 2012.

Through the SETS program the school was able to offer an extensive cricket coaching program for junior students through their Friday sports program. This proved very popular utilizing the skills of local community members.

A highlight of the 2011 sports program was the reestablishment of rowing as a regular sport during the warmer months. Coomealla High School has established close links with the Wentworth Rowing Club. The link is working to the advantage of the school and the club. Several students have now become members of the rowing club boosting its
junior ranks. It is hoped to establish a Coomealla High School eights team in the future.

Our sports carnivals – swimming in Term 1, cross country in term 2 and athletics in Term 3, were a showcase of the student’s physical talents with school records being broken in a number of areas.

Opportunities were available for our elite athletes to compete at the school district level and a number of our students excelled at this level achieving age champion status.

Coomealla High School enters teams in Combined High School competitions for cricket (Davidson Shield) and Australian Rules Football (under 15 Swan Shield)

Academic
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.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Literacy – NAPLAN Year 7

Reading – The results in reading show strong results in the middle bands. It is a priority to move more students from band 5 into bands 6 and 7.

Writing – These results show solid performances in bands 5, 6 and 7. The number of students in band 4 is too great and will be a priority for teaching.
Spelling – These results show a strong performance in the middle bands.

Grammar and Punctuation – While there are reasonable numbers in bands 7, 8 and 9 it will be a priority to decrease the numbers in bands 4, 5 and 6.

Numeracy – This table demonstrates strong performances in the middle bands and reasonable numbers in bands 7, 8 and 9.

Literacy – There is a pleasing increase in band 10 and solid performances in the middle bands.
Writing – The results in writing are disappointing. This will be a focus area for teaching throughout 2012.

Spelling – Spelling featured good performances in the middle bands 6, 7 and 8. In 2012 we would like to see more students in the higher bands.

Grammar and Punctuation – This area has seen solid performances in bands 6, 7 and 8. It was pleasing to see students gaining a band 10 in this area.

Numeracy – NAPLAN Year 9

Numeracy – There were good performances in the middle bands 6, 7 and 8. It is important that emphasis be given to improving the number of students in the top bands.
School Certificate

English – It is pleasing to see that our performances in bands 4, 5 and 6 are up on the school averages.

Mathematics – Performances in Maths were a little disappointing with a large percentage of students gaining bands 2 and 3. The school was ahead of school average performance in bands 5 and 6.

Science – Performances in Science are pleasing with students gaining higher bands ahead of school averages.

Australian History – This table represents solid performances in the middle to higher bands.
Australian Geography – Students have performed on a level with previous school averages.

Computer Skills – Students have demonstrated good skills in the area of computing.
Higher School Certificate relative performance comparison to School Certificate (value-adding)

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
**Significant programs and initiatives**

**Schools in Partnership (SiP)**

The Sip program commenced at Coomealla High School five years ago and it has driven many changes both in our teaching method and the way in which the school manages Aboriginal students at school.

The key elements of the initiative are:

- To plan and implement strategies to improve student literacy, numeracy and attendance at school each day.
- To form and continue to develop partnerships with individuals, groups, employers and agencies to have an impact on the student’s lives by expanding services in school and to look at possible employment paths through work experience and traineeships.
- To improve the quality of teaching offered at Coomealla High School.
- To increase the engagement in learning by students through flexibility in what they learn. This will be achieved by the development of personal learning plans for students.
- To maximize all aspects of education for Aboriginal students.

We have made substantial gains in these areas. We are now on a par with Western Region in most academic areas. Attendance rates for our Aboriginal students have increased throughout the year.

**Where Am I Headin’**

‘Where Am I Headin’ has continued to develop since its inception in 2010. The program features close links with TAFE NSW Riverina Institute and Coomealla high School. It is an attempt to reengage youth who have drifted away from any form of education, or are at risk of disengagement.

The program aim is to provide an alternative educational environment that is flexible and non-threatening to the students and allows them to have a positive educational experience.

The goals of the program are:

- To engage young people who are disengaged or are at risk of disengaging from their education.
- To provide a holistic educational experience which includes personal development, builds self-esteem, develops employability skills and identifies career opportunities and educational pathways for individuals.
- To develop rapport with students which will develop a positive view of education in the community.
- To assist students to re-engage with their community.

2011 has seen some major developments with the program. TAFE have been able to offer certificate II courses in a range of subjects including Automotive and Retail. Several students completed their Certificate courses and graduated through TAFE.

The attendance patterns of this targeted group has improved greatly through the year. Similarly behaviour patterns have shown significant improvement and suspension rates have declined.

The school was successful in gaining a $20,000 grant from the DET to support this initiative into 2012. These funds will allow the program to keep running and expand in several areas.

The school was also successful in gaining Board Of Studies status as a Stage 5 course for the ‘Where Am I Headin’ program. With the new Record of School Achievement (ROSA) for Year 10 students in 2012, ‘Where Am I Headin’ will now be recognised as a Board Developed Course, will feature on the ROSA and be an acceptable pathway to complete Year 10.

Coomealla High School would like to thank the Coomealla TAFE campus for their excellent support of the program.

**CAP**

CHS continued during 2011 to benefit substantially from the new and ongoing funding of programs to present to isolated students educational and cultural opportunities and achieve school improvement which would otherwise be beyond our reach by the Country Area Program (CAP).
Not Problems, Probletunities allowed teams to continue to participate in the state wide Tournament of the Minds competition. Founded on the principles of higher order thought and multiple intelligences brought to bear on challenging long term problems under the watchful eye of expert adult mentors, TOM this year generated another CHS Regional winning team reaching the State finals, again compelling evidence for the success of the school in extending and engaging our academically talented students.

Get Connected allowed us to provide a further new Smart Board and associated technology resources to the Graphics Room to improve access to new technology and materials for all Technical Drawing, Design and Technology and other trade related subjects as well as improving access to all students generally. It also provided additional interactive whiteboard training to a wider group of staff in a greater number of sessions throughout Term 4 (supporting that provided during Term 1 under a different program) as we were able to partner with Gol Gol school and source local expertise through the generosity and absolute professionalism of Bernadette Levey.

Team Building in a Different Environment again allowed the majority of students in Years 7, 9 and 11 to travel away to places and activities (as diverse as the Grampians, Sydney and Lithgow) which they could not access at school and provide them with opportunities for team building, personal challenge taking and building confidence, self esteem and resilience through problem solving and trust activities in unfamiliar surroundings outside their comfort zones. The importance of these bonding experiences to the fabric of our school culture cannot be overstated. We were again able to support a growing number of students through Certificate courses in Outdoor Recreation to ease their commitments in their HSC year. Among the sporting opportunities supported in 2011 in this area were the Western Golf Championships team and some funds were held over to assist our Davidson Shield cricket side travelling to Albury in early 2012.

COGS (connected outcomes groups) was a newer program in 2011 to support a scoping study established with the 7J class group during 2010. In addition to providing financial and planning assistance in continuing the COGS framework into 8J, class reward system development and a variety of community excursions to connect class work and the wider world, this program supported a workshop for all Yr 7 and selected Yr 8 students with world renowned “Brain Guy” John Joseph. It also allowed us during late term 4 to deliver a much more consistent and inclusive planning framework for an expansion of the COGS concept across a broader range of staff into targeted Yr 7 and 8 classes in 2012.

Elevate funding allowed us to again host Elevate Education Seminars to assist students in Yrs 11 and 12 and their parents to improve their skills in time and project management in the senior years of schooling and perhaps beyond.

Without CAP, CHS simply could not provide the rich, diverse and high quality educational experience our students and community expect and deserve. We have always been, and are now, very grateful!

Paul Celegon - CAP Coordinator

Aboriginal education

All Aboriginal students have a negotiated Personalised Learning Plan (PLP), which includes personal goal setting.

The junior AECG has continued to develop. They collaborated with the SRC to run a highly successful social in third term. Members of the AECG have
participated in leadership programs. Once such program took two students to Uluru.

Aboriginal studies is integrated into a range of curriculum from Years 7 – 12. This includes the English, History and Geography curriculum in Years 7 – 10. Aboriginal studies is taught in Year 9 and 10 elective programs and in Years 11 and 12 as a Content Endorsed Course.

The school continues to engage in-class tutors to work with students in Years 7 – 10 who are achieving below minimum standards.

**Men and Boys Aboriginal Cultural Camp**

In 2011 the school continued its men and boys Aboriginal camp which was developed in 2010. Ron Jackson again took a group of Year 7 and 8 students to the Mungo National Park.

The purpose of the camp is to engage youth with their cultural background and help them to set directions for their future lives.

The camp involves speakers from elders, National Parks and other groups. The boys were able to visit sites of cultural significance in the area. They engaged in traditional cooking, bush tucker collection and many other culturally significant activities.

The response from the boys has been positive. A change in their nature has been evident as a result of the trip.

**Girls Camp**

In 2011 Amanda Johnson took a group of Aboriginal girls away on a camp modeled on the successful boys camp.

The camp involved a range of speakers and activities which the girls took part in.

The importance of camps like this is to immerse the students in their own culture so that they come away feeling more confident about themselves and who they are.

While there were some issues which will need addressing in 2012 we hope that the girls camp will be a regular feature on the school calendar.

**Multicultural education**

The Coomealla High School community consists almost exclusively of people of Anglo-Celtic descent and Aboriginal Australians.

Harmony and tolerance are promoted through a range of programs and events including Positive Behaviour for Learning, excursion programs, and the biennial exchange to Azai in Japan.

**Positive Behaviour for Learning**

PBL is now in its fourth year in 2011. PBL is based on determining school values, identifying desired behaviour in a range of locations and contexts, identifying areas of priority based on careful collection and analysis of behavioural data and the continued reinforcement of the values verbally and through signage.

The four school values are:

- Always do your best.
- Show respect for everyone and everything.
- Be honest in words and actions.
- Work and play safely.

During the second half of 2011 PBL went into the classroom. Rewards were given to students who demonstrated awareness of the behaviours being targeted for that week. The data gathered is promising and demonstrated a reduction in behaviour notifications coming from the classroom.

**Progress on 2011 targets**

**Target 1**

To increase the number of students in Year 7 with equal or greater than expected growth in Reading from 58.85% in 2010 to 63.8% in 2011 and Writing from 44.3% in 2010 to 51% in 2011.

The 2011 Year 7 cohort was unable to match the results of the previous Year 7 in reading. Greater than expected growth was 40.4%. This reflects the different abilities that this year group has brought with them.

With the change in writing assessment no growth figures are available for 2011.

Our achievements include:

- A significant reduction in the number of students gaining band 4.
- Solid results in the middle bands for Reading.
- Effective targeting of students requiring extra assistance in literacy.
Target 2
To increase the number of students in Year 9 with equal or greater than expected growth in Reading from 54.5% in 2010 to 60% in 2011 and Writing from 44.8% in 2010 to 51% in 2011.

It is pleasing to report that the Year 9 cohort were able to increase the number of students with equal or greater than expected growth from 54.5% to 57.4%. This reflects the excellent work done by all staff in this area across the school.

With the change in writing assessment no growth figures are available for 2011.

Our achievements include:
- A significant increase in the number of students attaining band 10.
- Solid performances from students in bands 6, 7 and 8.
- Average growth for Reading is above the state average.

Target 3
To increase the number of students in Year 7 with equal or greater than expected growth in Numeracy from 57.4% in 2010 to 60% in 2011.

Year 7 demonstrated excellent growth in Numeracy exceeding our target. Their growth was 63.4% which demonstrates that Year 7 students have made an excellent transition to high school.

Our achievements include:
- The school was significantly above the state and DEC in average scaled growth.
- Excellent growth in bands 5 and 6.
- Effective use of in class tutors, STLA/SLSC and the Learning Centre for targeted students.

Target 4
To increase the number of students in Year 9 with equal or greater than expected growth in Numeracy from 61.1% in 2010 to 66.1% in 2011.

Year 9 students were not able to increase this figure with 43.5% of students demonstrating equal or greater than expected growth. This demonstrated the difference in the 2011 Year 9 cohort from 2010.

Our achievements include:
- Strong performances in the middle bands 6, 7 and 8.

Target 5
To increase the percentage of Aboriginal students in Year 7 in Reading gaining band 6 or better from 33% in 2010 to 63% in 2011.

The school was unable to reach this level of performance in 2011 with 9% of students achieving this mark. Performances dropped slightly but were still above 2008 and 2009 scores.

Our achievements include:
- Excellent performance in band 5 with 73% of students achieving this benchmark.
- Strong links with the Aboriginal community in regards to student performance.

Target 6
To increase the percentage of Aboriginal students in Year 9 with equal or greater than expected growth in Reading from 21.2% in 2010 to 50% in 2011.

It is pleasing to report that Aboriginal students increased growth from 21.1% in 2010 to 54.5% in 2011. This reflects the excellent work across the school with the use of in-class tutors and the development of effective PLP’s for students.

Our achievements include:
- Students were well over the state average for growth in Reading.
- An increase in students achieving band 10.
- Very strong performances in bands 6 and 8.

Target 7
Decrease the number of discipline entries in RISC from 2023 in 2010 by 10% to 1800 in 2011.

The school has concentrated on discipline referrals for students in Years 7 and 8. Data reflects a decrease of 9% in the discipline referrals for these year groups.
Our achievements include:

- The excellent development of data across all areas of behaviour.
- A significant reduction in the percentage of classroom behaviour issues from 2010 to 2011.

**Target 8**

**Decrease short suspensions in Years 7 – 10 from 85 in 2010 to 76 in 2011.**

The school has been able to reduce the number of short suspensions in years 7 – 10 to 72 in 2011.

Our achievements include:

- An increase in the case management of students who are experiencing difficulties with their education.
- A decrease from 51 to 26 suspensions in the second half of the year.
- Head Teachers leading case management teams.
- The impact of PBL in the classroom.

**Target 9**

**To improve overall attendance from 82.5% in 2010 to 86% in 2011.**

Overall attendance for 2011 has remained constant throughout the year. There are a number of issues which complicate attendance. Being a border community it is often difficult to track students who move interstate and until we gain exact information as to what they are doing they must remain on our rolls. This effects our attendance figures.

Our achievements include:

- Developing and implementing a whole school attendance strategy. All staff understand their role in attendance and a Head Teacher Attendance is in place.
- The school has developed alternate attendance strategies through the ‘Where Am I Headin’ program. This has improved the attendance of many of our poor attenders, reengaging them with their education.
- The school is recognising ‘educational neglect’ as an important factor in attendance. We are working with DOCs to ensure that it is reported and acted upon.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of the length of periods at Coomealla High School and the structure of sport.

**Educational and management practice**

**Period Length**

**Background**

Coomealla High School had been operating with four 75 minute periods for the last ten years. The logic behind this was to cut down on student movement as much as possible.

KLA of a practical nature enjoyed the longer period length. Core classes began to struggle with the longer period length as class sizes became larger.

The school community was surveyed on a range of issues including period length. It became apparent there was a groundswell of feeling against the longer lessons and that it was time to look at other options.

**Findings and conclusions**

Through the survey staff indicated that they would like to examine other period length. The most popular option was for five 60 minute periods.

The school looked at a range of options to break down the day into five lessons. It was decided to retain the Monday assembly and the long roll call on Friday mornings.

Bell times and the structure of the day will monitored throughout first term. Minor changes can be implemented without affecting the timetable.

**Future directions**

The school community will be consulted throughout semester 1. It is anticipated that minor changes to bell times will be made as we find the best system for Coomealla High School.
From the outset the shorter periods have proven to be popular with staff, students and the school community. The extra student movement has not caused any significant issues. It is not anticipated that the school will return to 75 minute lessons.

**Curriculum**

Sport is an important element of the high school curriculum.

**Background**

For a number of years sport had been integrated. This meant that Years 7 and 8 had sport during periods and two in the mornings and Years 9 and 10 had sport during periods three and four in the afternoon.

The concept of integrated sport is to allow for tuition in various sports to develop skills amongst the students. Also with a relatively large school population it shared the load on local venues.

A review on sport at Coomealla High School was conducted in 2011 and it brought forward a number of issues which the school needed to address.

**Findings and conclusions**

A number of issues about sport became apparent as a result of our whole school survey into sport. They were:

- The length of sport. As the sport curriculum was linked to the 75 minute periods a double period of sport was too long. This was especially so for any school based sports which did not have transport to a venue to take up some of the time.

- Having sport in the morning for Years 7 and 8 brought about a range of problems. Students found it difficult to settle back into classes for the afternoon lessons after having sport in the morning.

- Behaviour issues amongst junior students were found to be more prevalent when students had returned from sport to normal classes. This was having an effect on the quality of education being delivered.

- The cost of sport was seen as a problem for many parents. Some sports were quite expensive and there was often no ‘no cost’ option for students to choose.

**Future directions**

All of the above issues have been addressed for 2012. The shorter period length has meant that sport does not run for as long as previously.

With smaller numbers the pressure on venues has eased. Sport can now be delivered to all students during the afternoon. This has alleviated the problems of junior sport in the morning.

A number of school based ‘no cost’ options have been introduced. Students have a broad range of sports from which they can choose.

A review of sport will take place after the first semester.

**Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Coomealla High School sought the opinion of the school community in a range of areas. They were;

- Period length.
- The enrichment line.
- Sport.

**Period length:** The findings here were reasonably conclusive. It was felt that the current 75 minute periods in many cases were too long. Student behaviour often suffered during the last part of the lesson.

Some KLA’s such as Industrial Arts and TAS enjoyed the longer period length as it gave them the maximum time to complete practical activities.

Students and parents felt that the 75 minute lessons were too long.

It was decided that the school would investigate other period lengths.

**The enrichment line:** The Stage 5 Enrichment Line had run for two years on a Friday morning. All members of the school community were highly in favour of the continuation of this line.

It was seen as an opportunity for students to explore different curriculum concepts in line with their abilities and their interests.
The enrichment line will continue in 2012 and will in fact be extended with a similar proposal for Stage 4 being trialed during 2012.

Sport: The school community was universal in that sport was creating problems in a range of areas. There were three main areas of concern.

Firstly, the length of sport as it was tied to two 75 minute periods. Students became disinterested and there were often behaviour issues linked to the long sports sessions.

Secondly, was the impact of integrated sport on behaviour, in particular Stage 4. Stage 4 students took part in sport for the first two periods of the day. It was felt by both staff and parents that this effected the quality of the lessons delivered for Stage 4 students in the afternoon. There were problems with students engaging with their work after a morning of sport.

Lastly the cost of sport was a concern. Too many sports were quite expensive and there were no ‘no cost’ alternatives. Many sports were held in Mildura and this meant bus fare as well as venue costs were imposed on students and their families.

The school response to this curriculum issue is outlined more fully in the ‘key evaluations’ section of this report.

Professional learning

The main focus for professional learning in 2011 has continued to come from staff surveys. The area of technology is still a high priority amongst staff.

Interactive whiteboards.

This has continued to be an area of demand for technology training. The school has developed its capability to train ‘in house’ and this in an excellent cost effective method of delivering training.

Expertise from Broken Hill was also utilised. A range of courses presented after school was well supported by the staff as they develop their skills in this area.

One Note

The use of One Note has continued to grow throughout 2011. Small group professional development has been provided to great success. One Note is being used across a range of classes.

Common Outcome Groups (COGs)

Common Outcomes Groups is a method of delivering Quality Teaching and engaging students in their learning. Coomealla High School began COGs units in 2011 and is looking to expand on them in 2012. Training is essential to the success of COGs and this has been seen as a priority. In 2012 it is hoped that there will be enough local knowledge that the school can provide ‘in house’ training in this area.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

To improve the educational outcomes for all students attending this school in reading.

2012 Targets to achieve this outcome include:

- To increase the number of students in Year 7 with equal or greater than expected growth in NAPLAN Reading from 40.4% in 2011 to 45.4% in 2012.
- To increase the number of students in Year 9 with equal or greater than expected growth in NAPLAN Reading from 57.%4 in 2011 to 63% in 2012.

Strategies to achieve these targets include:

- Use of Primary School data to target specific Year 7 students for immediate intervention.
- Use the Learning Centre to provide extension programs for students in Literacy.
- Implement Connected Outcome Groups (COGs) across Year 7.

School priority 2

Outcome for 2012–2014

To improve the educational outcomes for all students attending this school in Numeracy.

2012 Targets to achieve this outcome include:
• To increase the number of students in Year 7 with equal or greater than expected growth in NAPLAN Numeracy from 63.4% in 2011 to 66.4% in 2012.

• To increase the number of students in Year 9 with equal or greater than expected growth in NAPLAN numeracy from 41.3% in 2011 to 45% in 2012.

• To have 75% of Year 7 students operating at Stage 3 or better in PATMATH by the end of year 7.

**Strategies to achieve these targets include:**

• Use the learning Centre to deliver the Literacy In Numeracy program for targeted students.

• Use primary school data to identify and target specific students for immediate intervention.

• Provide support for teachers to incorporate numeracy strategies in the classroom to support overall numeracy development.

[Add more priorities as required.]

**School priority 3**

**Outcome for 2012–2014**

Increase the proportion of Aboriginal students at Years 7 and 9 achieving at or above the proficient standards in reading and numeracy.

**2012 Targets to achieve this outcome include:**

• To increase the average attendance for Aboriginal students from 70% in 2011 to 73% in 2012.

• Increase the number of Aboriginal students based on school retention data completing Years 10 – 12 from 30% in 2011 to 35% in 2012.

**Strategies to achieve these targets include:**

• Continue to develop PLP’s for all Aboriginal students in consultation with parents, students and teachers.

• Use Norta Norta tutors to identify learning needs and support Aboriginal students.

• Increase leadership opportunities for Aboriginal students.

• Continue to develop closer links with TAFE and other providers to offer greater flexibility of subject choice.

**School priority 4**

**Outcome for 2012–2014**

To provide a classroom environment which allows students and teachers to work and learn effectively in a safe and caring environment.

**2012 Targets to achieve this outcome include:**

• Decrease the number of classroom referrals in Years 7 – 10 on RISC from 620 in 2011 by 10% to 558 in 2012.

**Strategies to achieve these targets include:**

• Strengthen and expand the PBL program as a foundation for reinforcing the schools values.

• Effective case management of students.

• Increase the availability and relevance of alternate educational pathways.

**School priority 5**

**Outcome for 2012–2014**

To develop leadership skills within the school executive and teaching staff to adopt leadership roles across whole school initiatives.

**Strategies to achieve this priority include:**

• Develop effective team leadership throughout the school.

• Effective use of data across the school.

• Build leadership through Head Teachers and Year Advisors.

• Effective systems of case management of students at risk developed and implemented.

• Identify and develop leadership skills across all staff.

• Specific leadership roles attached to each Head Teacher position.

**School priority 6**

**Outcome for 2012–2014**

Implement the effective use of ‘Differentiated Curriculum’ across all KLA’s.

**Strategies to achieve this priority include:**

• Develop teacher capacity in the effective use of technology.
Support teachers in the use of interactive whiteboards through targeted professional learning.

Extend the implementation of Common Outcomes Groups (COGs) in Stage 4.

Identify and support leaders on selected COGs classes.

School priority 7

Outcome for 2012–2014

Providing a classroom environment which allows students and teachers to work and learn effectively in a safe and caring environment.

Strategies to achieve this priority include:

- Conduct ‘Quality of School Life’ Survey to identify current levels of satisfaction with the school environment.
- Use Workplace Coordinator to promote business links.
- Strengthen and continue to develop the PBL program.
- Raise the profile of the school with the local community by developing links with local media, the school website, upgraded school newsletter and school prospectus.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: