

Cobar High School Annual School Report 2014



School context statement

Cobar High School is situated in Cobar, a well-facilitated, isolated mining community, and has an enrolment of 276 students, including 22% Aboriginal students and 6% of students from a language background other than English. All staff are committed to PBL (Positive Behaviour for Learning).

Principal's message

Cobar High is a great school full of great people. Our major focus areas are Student Learning, School and Community Learning and Building Leadership Capacity. The involvement of our students and the dedication of our staff in these areas mean our school is held in high esteem across the entire state.

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.

Student representative's message

The 2014 Student Representative Council has worked efficiently and effectively to develop and promote Positive Behaviour for Learning within the school environment. A sub-committee has been selected to work as part of the school's PBL team and always encourages the student body to follow the PBL expectations of Respect, Excellence and Safety. They are also responsible for developing a variety of end of term rewards days. These included mini golf, laser tag, pool visits and of course the amazing 'CHS Commando Course'. All these activities were designed and constructed by the SRC and coordinator Mr. Chris Marshall.

To further promote the elements of PBL, 'colour days' were held before every mid-term break. This involves the students wearing the designated colour of the day – red for respect, purple for excellence, green for safety, mixed colours for rainbow - as well as a BBQ and music at lunch.

The SRC also organized a number of discos with themes such as superheroes and a trip to Hawaii. These events constitute how the SRC fundraises.

Overall it was a rewarding year with many goals being achieved, such as the purchase of a new pie warmer, and having lots of fun along the way.

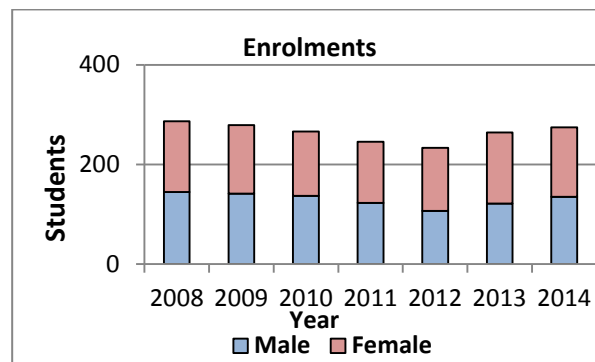
Callum Sinclair School Vice-Captain

Student information

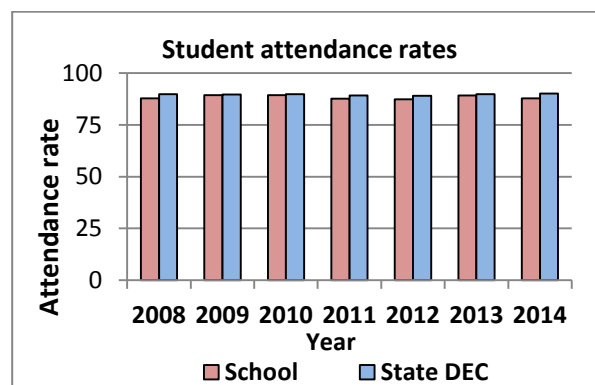
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Gender	2008	2009	2010	2011	2012	2013	2014
Male	145	142	137	123	107	122	135
Female	142	137	129	123	126	142	139



Student attendance profile



	Year	2008	2009	2010	2011	2012	2013	2014
School	7		91.5	92.6	92.2	91.1	94.9	93.4
	8		92.0	89.4	88.5	88.4	90.3	88.9
	9		88.0	88.4	86.7	85.5	90.0	86.4
	10		88.4	87.6	86.9	85.2	86.6	88.1
	11		87.5	89.9	80.4	84.2	82.3	79.4
	12		87.4	88.5	90.9	88.4	84.9	84.9
	Total	87.8	89.4	89.4	87.7	87.3	89.3	87.8
State DEC	7		92.3	92.6	92.5	92.4	93.2	93.3
	8		90.0	90.5	90.1	90.1	90.9	91.1
	9		88.8	89.1	88.8	88.7	89.4	89.7
	10		88.7	88.3	87.1	87.0	87.7	88.1
	11		89.4	89.1	87.6	87.6	88.3	88.8
	12		89.4	89.8	89.2	89.3	90.1	90.3
	Total	89.9	89.7	89.9	89.2	89.1	89.9	90.2

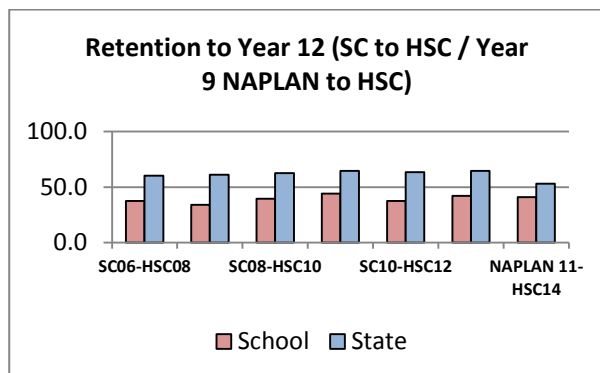
Management of non-attendance

Student attendance is monitored daily and each period. Clerical staff ring parents of students who are absent without leave and a member of the executive team is responsible for following up missing students. Year Advisers investigate students with low attendance rates, and those showing no improvement are referred to the Home School Liaison Officer.

Retention to Year 12

Retention to Year 12

	SC06- HSC08	SC07- HSC09	SC08- HSC10	SC09- HSC11	SC10- HSC12	SC11- HSC13	NAPLAN 11-HSC14
School	37.5	34.0	39.7	44.2	37.5	42.0	40.9
State	60.3	61.0	62.7	64.7	63.4	64.5	53.2
Previous Methodology (SC to HSC apparent retention)							



Post-school destinations

In 2014, three Year 12 students applied for and received university placement via the new UAC Schools Recommendation Scheme (SRS). One student from Year 11 and one student from Year 12 obtained an apprenticeship and one student from Year 12 obtained a traineeship, all within the Cobar Community. The majority of other school leavers have entered full or part-time work also in the Cobar Community.

Year 12 students undertaking vocational or trade training

74% of students in Year 12 were enrolled in one or more of the following Board Developed Vocational Education Training (VET) courses: Hospitality, Metal & Engineering, Construction and Business Services.

Year 12 students attaining HSC or equivalent Vocational educational qualification

87% of the Year 12 students of 2014 obtained their Higher School Certificate. All students enrolled in VET courses earned a Certificate I or Certificate II in their course.

Workforce information

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

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	1
Head Teachers	4
Classroom Teacher(s)	20.7
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	0.2
School Counsellor	1
School Administrative & Support Staff	8.182
Total	38.082

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

One staff member identifies as Aboriginal.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	91
Postgraduate	9

Professional learning and teacher accreditation

In 2014 the school was allocated \$33174.90 in Teacher Professional Learning funding. The funds were allocated to the following priority areas:

Priority Area	Number of staff who participated
Beginning Teachers	4
Information Communication Technology	2
Literacy and Numeracy	29
Quality Teaching	30
Syllabus Implementation	57
Career Development	48
Welfare and Equity	43

All staff participated in Professional Learning. Teaching staff were scheduled one period per fortnight where they met as a team with a member of the executive to develop skills in a number of areas such as teaching practice, pedagogy and differentiation.

Seven new scheme teachers are working towards Board of Studies Teaching and Educational Standards (BoSTES) accreditation.

Twelve new scheme teachers are maintaining accreditation at Proficient. There are currently no teachers seeking voluntary accreditation at Highly Accomplished or Lead, nor are there any teachers maintaining accreditation at these levels.

Beginning Teachers

During 2014, three experienced teachers were each given a period allowance to fulfill the role of mentors to our newly appointed (NATs), new scheme teachers.

Each mentor worked with each staff member to ensure that they were up-to-date with school policies and procedures. Lesson observations were conducted on a regular basis with the NATs also observing the mentors teaching to help develop their teaching practice.

Time was assigned after each observation to reflect and engage in collegial discussion and receive formal feedback.

In order to ensure that the NATs met their accreditation requirements, as set out by BoSTES, time was also set aside to show examples and the process to develop the required documentation.

After each piece of evidence was annotated, the mentor reviewed the progress to ensure that the high standards were met.

In consultation with Faculty Head Teachers, Professional Learning Plans were developed by all NATs.

Sessions were also conducted by members of the School Executive where departmental policy and school expectations/requirements were discussed. The PBL internal coach also inducted the NATs in the School's PBL Framework.

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	30/11/2014
Income	\$
Balance brought forward	386096.53
Global funds	332506.50
Tied funds	392482.92
School & community sources	109405.98
Interest	14563.32
Trust receipts	43342.03
Canteen	0.00
Total income	1278397.28
Expenditure	
Teaching & learning	
Key learning areas	78214.98
Excursions	24833.10
Extracurricular dissections	36345.21
Library	1694.66
Training & development	31407.27
Tied funds	309091.28
Casual relief teachers	4173.82
Administration & office	62991.91
School-operated canteen	0.00
Utilities	111872.26
Maintenance	40578.25
Trust accounts	27891.94
Capital programs	42890.92
Total expenditure	771985.60
Balance carried forward	506411.68

A full copy of the school's 2014 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 2014

Schools Spectacular

In March 2014 students prepared an audition piece for 'Combined Dance' for the 31st *Schools Spectacular 2014*. Unfortunately our 'Combined Dance' audition was unsuccessful; however we were granted special consideration for Year 11 student Callum Sinclair, who is studying Stage 6 Dance through Distance Education, and was able to participate in the *Schools Spectacular 2014* as an extra student with Nyngan High School. They performed in 'Australia at the Movies' section of the production which was aired on Channel 9. They also featured in the Finale with all 3600 *School Spectacular* performers.

Ms Stafford and Ms Hunt from Nyngan High School were responsible for organising this excursion to Sydney for Callum to perform at the Sydney Entertainment Centre. We thank them for their support.

Musical Production

Cobar High School began preparation for the 2014 production of *High School Musical Jr™* late in 2013. The school purchased the licence from Hal Leonard Australia Pty Ltd and began auditions for the lead roles. Brianna Watson and Jacob Ryan scored the parts of Gabriella Montez and Troy Bolton, while Mykaila Fleming and Laine Ellicott played Sharpay and Ryan Evans. 30 students from Cobar High School shone on stage during the performances on September 12th, 14th, 15th and 16th, 2014.

The MPC was transformed into a professional theatre with the use of the Cobar Arts Council and the Cobar Bowling and Golf Club stages. Professional sound and lighting equipment was hired from Dubbo and local performer Mr Shane Josephson assisted Mr Marshall coordinating the sound and lighting during the shows. A number of staff and community members assisted back stage during the performances, as well as 8 students. Students from the SRC ran a canteen to provide supplies for the audience. Both St Johns and Cobar Primary Schools attended the matinée performance and many returned, bringing their families back, for another show.

High School Musical was a huge success thanks to the support of Cobar High School staff and students and the local community. Particular thanks to the SASS staff from organisation of print media and Ms Locke, Ms Rook, Ms Jacobson, Ms Elliott, Mr Marshall and Ms Jacklin.

The students choose the *High School Musical Jr™* for the catchy tunes and Disney ideals and they certainly performed it with passion.

Academic achievements

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.

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

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

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

NAPLAN Year 7 - Literacy

Year 7 NAPLAN Reading

Year 7 NARCAN Reading		School	SSG	State DEC		
Average score, 2014		523.2	513.3	538.9		
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	5	12	14	18	5	6
Percentage in Bands	8.3	20.0	23.3	30.0	8.3	10.0
School Average 2010-2014	8.3	25.3	29.4	21.9	8.7	6.4
SSG % in Band 2014	7.3	22.5	32.5	23.3	10.1	4.3
State DEC % in Band 2014	5.0	16.3	26.8	24.8	15.7	11.4

Year 7 NAPLAN Writing

Year 7 PAR ELP Writing						
Average score, 2014	School		SSG		State DEC	
	482.6		473.3		499.0	
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	7	23	20	8	3	0
Percentage in Bands	11.5	37.7	32.8	13.1	4.9	0.0
School Average 2011-2014	20.6	33.8	28.8	12.3	4.1	0.5
SSG % in Band 2014	17.7	35.4	26.4	13.3	6.2	1.0
State DEC % in Band 2014	12.1	26.8	27.9	17.9	11.3	4.0

Year 7 NAPLAN Spelling

Year 7 Math End of Spring						
Average score, 2014	School		SSG		State DEC	
	519.3		521.6		545.1	
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	6	8	18	21	4	4
Percentage in Bands	9.8	13.1	29.5	34.4	6.6	6.6
School Average 2010-2014	16.5	15.0	27.7	24.7	10.5	5.6
SSG % in Band 2014	10.7	16.9	23.8	25.2	17.4	6.1
State DEC % in Band 2014	7.4	13.1	19.8	25.0	20.7	14.1

Year 7 NAPLAN Grammar and Punctuation

Year 7 NAEPAN Grammar and Punctuation						
Average score, 2014	School	SSG		State DEC		
	514.2	510.1		538.5		
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	5	19	9	16	7	5
Percentage in Bands	8.2	31.2	14.8	26.2	11.5	8.2
School Average 2010-2014	18.4	21.7	27.0	19.1	8.6	5.2
SSG % in Band 2014	12.8	24.0	21.9	24.8	11.5	5.1
State DEC % in Band 2014	8.5	18.7	18.3	25.3	16.0	13.2

NAPLAN Year 7 - Numeracy

Average score, 2014	School	SSG		State DEC		
	514.8	511.6		542.9		
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	3	19	13	17	4	4
Percentage in Bands	5.0	31.7	21.7	28.3	6.7	6.7
School Average 2010-2014	8.7	32.8	27.6	21.9	6.4	2.6
SSG % in Band 2014	5.8	26.7	33.7	20.5	8.9	4.4
State DEC % in Band 2014	4.0	19.2	28.1	21.7	13.1	13.9

NAPLAN Year 9 - Literacy

Year 9 NAPLAN Reading

		School	SSG	State DEC		
Average score, 2014		544.1	547.3	575.0		
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	7	13	12	6	3	2
Percentage in Bands	16.3	30.2	27.9	14.0	7.0	4.7
School Average 2010-2014	13.2	32.4	31.9	16.0	4.7	1.9
SSG % in Band 2014	16.0	25.9	26.6	20.5	9.2	1.8
State DEC % in Band 2014	10.6	19.0	23.8	23.3	16.4	6.9

Year 9 NAPLAN Writing

Year 5 NAEP Writing						
Average score, 2014	School		SSG		State DEC	
	496.3		498.0		530.2	
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	15	7	8	6	0	1
Percentage in Bands	40.5	18.9	21.6	16.2	0.0	2.7
School Average 2011-2014	41.8	24.2	17.0	14.4	1.3	1.3
SSG % in Band 2014	37.2	24.9	18.4	14.3	3.6	1.5
State DEC % in Band 2014	26.1	22.1	20.1	18.6	7.7	5.3

Year 9 NAPLAN Spelling

Year 5 NAEP Math Spelling						
Average score, 2014	School		SSG		State DEC	
	541.1		557.1		582.1	
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	10	6	11	9	0	3
Percentage in Bands	25.6	15.4	28.2	23.1	0.0	7.7
School Average 2010-2014	20.9	16.6	32.7	22.3	5.7	1.9
SSG % in Band 2014	14.7	18.0	28.7	23.7	9.4	5.6
State DEC % in Band 2014	10.2	13.5	26.1	25.4	12.6	12.2

Year 9 NAPLAN Grammar and Punctuation

Year 5 NAEP 4th Grammar and 7 Education						
Average score, 2014	School	SSG		State DEC		
	530.0	537.1		566.5		
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	11	10	10	6	2	0
Percentage in Bands	28.2	25.6	25.6	15.4	5.1	0.0
School Average 2010-2014	25.6	25.6	33.2	10.0	3.8	1.9
SSG % in Band 2014	21.5	28.7	26.4	14.2	7.2	1.9
State DEC % in Band 2014	14.4	22.3	25.4	17.2	14.0	6.8

NAPLAN Year 9 - Numeracy

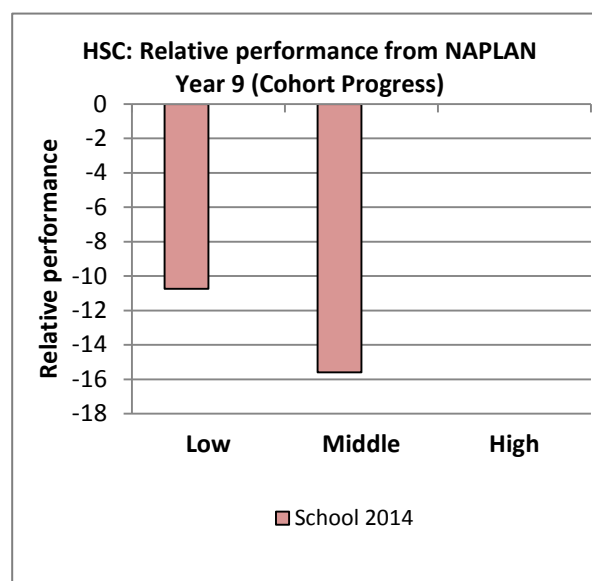
Year 9 NAPLAN Numeracy

Year 5 and 6 Literacy						
Average score, 2014	School		SSG		State DEC	
	551.7		557.6		587.8	
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	4	11	13	11	2	1
Percentage in Bands	9.5	26.2	31.0	26.2	4.8	2.4
School Average 2010-2014	11.4	33.7	28.9	20.4	3.3	2.4
SSG % in Band 2014	6.1	30.7	32.5	18.2	7.8	4.7
State DEC % in Band 2014	4.3	21.9	27.5	21.1	11.9	13.3

Higher School Certificate (HSC)

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

Due to our small student cohort, achievements in specific HSC courses cannot be presented. The table below indicates our students HSC performance in comparison to their Year 9 NAPLAN performance.



Other achievements

External Competitions

This year has seen the largest number of students participating in the New South Wales International Competitions since the introduction of the Self Select Classes.

Ninety students entered the Mathematics Competition, with students achieving 2 Distinctions, 6 Credits and 78 Participation awards.

One hundred and one students entered the Science Competition, with students achieving 2

Distinctions, 4 Credits and 89 Participation awards.

Ninety eight students entered the English Competition, with students achieving 2 High Distinctions, 4 Distinctions, 4 Credits and 84 Participation awards.

Fifty six students entered the Writing Competitions, with students achieving 1 High Distinction, 1 Distinction, 4 Credits and 46 Participation awards.

Sixteen students entered the optional Year 7 Spelling Competition, with students achieving 2 credits and 14 Participation awards.

Forty students entered the Year 8 and 10 History Competition, with students achieving 2 High Distinctions, 1 credit and 34 Participation awards.

One hundred and fifteen students entered the Geography Competition, with students achieving 5 High Distinctions, 3 Distinctions, 9 Credits and 98 Participation awards.

Overall 507 external examinations were sat by our students.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

NAIDOC

NAIDOC celebrations were held in Term 3 this year. The 2014 national theme is “Serving Country: Centenary & Beyond”.

The theme highlights Aboriginal and Torres Strait Islander peoples’ strong spiritual and cultural connection to land and sea. The theme is an opportunity to pay respects to country; honour those who work tirelessly on preserving land, sea and culture and to share the stories of many sites of significance or sacred places with the nation.

The Aboriginal Education Team has worked across all faculties to ensure that Indigenous perspectives are embedded into all teaching programs.

Our flag raising day was a celebration of Aboriginal and Torres Strait Islander cultures. Aboriginal Education Officer Ms. Brenda Harvey delivered the acknowledgement to country and Chloe McMurray read the poem, ‘Black Rat’ which is about Aboriginal people who fought in the battle of Tobruk. Year 7 students, Sharissa

Johnson and Casey Davis-Banks, raised the flags with respect and dignity.

The NAIDOC Activity Day was held in September. The day was planned by the Aboriginal Education Team to provide a variety of activities, including defending country, circle of sight, Ngiyampaa language, traditional toys and bush tukka cooking, and snake handling.

Everyone who attended was feted by a musical concert featuring students and staff members playing music at lunchtime.

Multicultural education and anti-racism

The English as a Second Language program successfully moved to English as Another Language/Dialect program with teaching staff being informed of new terminology, definitions and requirements. The EAL/D program worked with students through a flexible combination of in-class support and small group withdrawal. This flexibility in the delivery of support allowed a rapid response to changing student needs. In addition to direct support of students, on-going discussion with and support for teachers was provided. This focused on adjusting class teaching programs to allow for the requirements of individual EAL/D students and also incorporated new ways of noting student improvement. In addition, students in senior years received instruction and support in specific study techniques, particularly in relation to fulfilling assessment tasks and examination requirements.

Equity funding

ILNNP – Improving Literacy and Numeracy National Partnership

Cobar High worked within the scope of this program and used the funding to undertake a number of measures that raised the fundamental literacy and numeracy skills of junior high school students, improved student engagement, and promoted independent learning.

These measures included:

Partial funding of a Head Teacher Learning Support who oversaw the establishment of Literacy and Numeracy lessons to every student in Years 7 and 8 as part of the school plan. Over 80% of students with regular attendance improved their spelling and comprehension skills. All students made advances in the accuracy and speed of their addition, and most performed

similarly in subtraction, and many also in division and multiplication;

A team of staff worked to develop test materials that would support the placement of all students along the numeracy continuum;

Professional Learning was provided to all staff to assist them to create learning profiles of students in Years 7 and 8 with regard to numeracy. This provides specific and individual information so teachers use strategies that are matched to student's abilities and directed towards achieving the next benchmark.

A requirement of the initiative was to collect data at both the start of the year and in Term 4. The data indicates that students in Year 7 and 8 who were enrolled from Term 1 and had greater than 80% attendance improved in identifying sight words, spelling, comprehension and numeracy.

Aboriginal background, Socio-economic background, and Learning and Support

Funding from the above sources, which also included Norta Norta funding were utilized to implement a literacy and numeracy program for students in Years 7 and 8. Cobar High employed 3 tutors to work with all Year 7 and 8 students in the Literacy and Numeracy classes that were established. The tutors worked with small groups which built positive relationships and improved students' perceptions of their ability.

Tutors worked with small groups to deliver the QuickSmart Numeracy program. This allowed for positive relationships to be built, and with that familiarity and trust, came increased confidence. Tutors were given training to record individual student's weekly progress, which was shared with students. Individual progress was measured each lesson and student groups adjusted accordingly. There was also training on specific strategies to improve numeracy skills. No student progressed until they showed repeated mastery at a specific level.

The tutorial groups split the class in half so that the class teacher could work with the remaining, smaller, number of students to develop reading comprehension and text analysis skills. Staff across the whole school, were provided with opportunities to observe these lessons and are participating in ongoing professional learning that aims to integrate the metalanguage and method into KLA teaching programs. This all occurred in a

dedicated workspace (library) three times a week with same tutors and teaching staff.

Other significant initiatives Positive Behaviour for Learning

PBL has continued to be successfully implemented at Cobar High. The staff has commenced their Effective Classroom Practices training, completing units on Active Supervision and Task Difficulty. The Classroom Expectations unit has been commenced. The schools SET and BoQ results have led to us being invited to commence the stage 2 training.

The SRC were again vital in the success of PBL, organising fantastic reward days including; Commando course, pool activities and putt-putt golf.

Homework Centre

The Homework Centre, which was established in Term 4 2011, continued this year operating on Wednesday and Thursday afternoons. These tutorial sessions were again well patronised by students who took the opportunity to gain further understanding of their studies with the help of the staff on hand. The support of CSA Mine Glencore is greatly appreciated and paramount to the success of this program. Also a huge thank you to our staff for their dedication to our students, many of whom attended when not rostered.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

Background

The required implementation of the new Australian Curriculum across Key Learning Areas has necessitated a review and subsequent reprogramming of the targeted subjects at Cobar High School to ensure that the school is aligned with national standards. Anecdotal evidence suggests that the new programs and assessments have been appropriately completed, implemented and undergoing regular review via class feedback from students to ensure engagement and relevance.

Findings and Conclusions

Staff and students were surveyed in order to ascertain their views. It became evident that staff felt that they had been supported appropriately by the school to ensure the best possible implementation of the new syllabi, in their subject areas, for the students. It became clear that staff wanted greater support through resources from outside agencies. Student feedback indicated positive engagement with the new curriculum in terms of content, skills, knowledge and the backward mapping of assessment tasks to ensure greater support.

Future Directions

The implementation of the New Curriculum will continue to be a process that evolves to ensure improvement. Student outcomes will improve as staff become better acquainted with the new syllabi, course outcomes, objectives and assessment. The inclusion of 'Learning Across the Curriculum' and 'General Capabilities' content allows for professional dialogue and continuity of learning across all subject areas between staff and students. Staff will continue to network with other schools, faculties and professional agencies to ensure best practice.

School planning 2012-2014:

School priority 1 Student Learning

Outcomes from 2012–2014

Student achievement in literacy and numeracy will be increased through teacher knowledge and understanding of students' current achievement and areas identified for improvement.

Evidence of achievement of outcomes in 2014:

80% of students participating in the Reading Program at least 80% of the time showed growth in their literacy skills from pretest to post test.

80% of students participating in QuickSmart Numeracy, at least 80% of the time, achieved 80% mastery in decreased time from pretest to post test.

Strategies to achieve these outcomes in 2014

Staff participated in training for Smartdata, literacy and numeracy continuums, literacy and numeracy strategies and record keeping.

School priority 2 School & Community Learning

Outcomes from 2012–2014

All staff has the capacity to provide curriculum that is sufficiently flexible to meet the diverse

needs of our students. Teachers engage in individualized, team and shared professional learning for the 21st century. All staff has the capacity to implement PBL.

Evidence of progress towards outcomes in 2014:

40% of Aboriginal students have Personalised Learning Plans developed with student and parent input.

100% of Year 7 programs demonstrated implementation of differentiated learning

PBL has started to be implemented into the classrooms following the school scope and sequence.

Strategies to achieve these outcomes in 2014:

PBL training in all settings and classrooms; training for differentiating the curriculum provided by Every School Every Student; and responsibility of PLP development being assigned to the Learning and Support Team.

School priority 3 Building Leadership Capacity

Outcomes from 2012–2014

A school community that is working in a planned and sustainable manner that enables staff and students to build their leadership capacity to enable everyone to reach their full potential.

Evidence of progress towards outcomes in 2014:

134 lesson observations were formally documented focusing on Quality Teaching, Student Learning and PBL.

Six school policies were reviewed and published.

Creation of a document linking all Cobar High School Procedures.

Strategies to achieve these outcomes in 2014:

Timetabled and planned school based professional learning once per fortnight, lesson study protocols developed and the development of a new staff orientation package.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Through surveys and discussions it was found that parents value the self-select classes, the Homework Centre, the Careers Expo, PBL and both our Work Experience and Work Placement Programs. Students have indicated that they are

happy with the quality of instruction they receive as well as the high expectations of their teachers, however, many do not find learning fun. Staff advocated they are encouraged to constructively challenge their educational practice and are also encouraged to take leadership roles at the school.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

School Planning Process

The school has undertaken an extensive evaluation planning process involving consultation with all staff (Executive, teaching, SASS, SLSOs), students and parents through the SRC, P&C and the AECG. Review of the school vision statement, which was created through our Positive Behaviour for Learning implementation, has indicated that it is still appropriate and reflects the views of students, staff and parents. The consultation included analysis of NAPLAN and Higher School Certificate results as well as school based data. Surveys were completed by staff, students and parents. The analysis of data and surveys occurred in faculty, staff and executive meetings.

The school executive further refined these results to develop the plan after further consultation with the relevant stakeholders.

The following strategic directions were developed.

Strategic Direction 1 - Curriculum Engagement

Purpose – The development and implementation of high quality curriculum, assessment, and reporting, designed to engage students, has high expectations and adds value to literacy, numeracy and general capability levels. Students will be productive and ethical users of technology and equipped with the skills required for the 21st century.

Strategic Direction 2 – Student Voice

Purpose – The development and implementation of systems to enable students to identify and set the direction of their learning in general capabilities (literacy, numeracy, information and communication technology, critical and creative

thinking, personal and social capability, ethical understanding, intercultural understanding) and careers.

Strategic Direction 3 – Community and World Connection

Purpose - To engender a school community that operates in a collaborative and sustainable manner that embeds a system of values, a wider world perspective, and a culture of success.

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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>