

# Koorringal High School

## Annual Report



2016



8483

## Introduction

The Annual Report for **2016** is provided to the community of **Koorringal 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.

Norman Meader

Principal

## School contact details

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## Message from the Principal

It is an honour and a privilege to be a part of the Koorringal High School community. At Koorringal, we are particularly proud of our high academic results as well as our sporting and performing arts achievements. We pride ourselves on creating an inclusive environment that caters to the academic and social needs of all students and we are proud of our cultural diversity. Koorringal High School is closely connected to its partner schools and enjoys strong ties to the Wagga community.

In preparing this report I should like to extend my appreciation to the staff who assisted in the process. I should also like to acknowledge our Deputy Principal, Kingsley Ireland, for his tremendous support, collegiality and help in bringing this information together.

## School background

### School vision statement

The school aims to provide a safe and happy environment which caters for individual differences and provides opportunities for all students to maximise their potential.

### School context

Koorungal High School is one of three government coeducational high schools in the city of Wagga Wagga. The school draws essentially from the suburbs of Koorungal, Lake Albert, Tatton and Springvale.

It is a comprehensive, Partially-selective high school with an equal gender balance.

In recent years the school population has been stable at approximately 910 students.

The student population contains 78 students of Aboriginal descent along with a growing number of students whose first language is not English.

In addition student enrolment includes students drawn from defence force families and, as a Partially Selective High School, approximately 150 students who have gained enrolment having been successful in the State Selective Test.

In addition to the Selective Class, Koorungal High School offers enrichment classes in an upper stream and mainstream classes covering all curriculum options for all other students.

Four core school rules and values underpin our work:

\*Follow Instructions (Cooperation)

\*Be a Responsible Person (Responsibility)

\*Consistently Do Your Best (Excellence)

\*Be Polite and Courteous to All (Respect and Fairness)

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that Koorungal High School is sustaining and growing in the Learning domain. The school uses data to identify areas of opportunities and student need. High expectations for student outcomes are embedded into the school culture and there is a range of programs in response to data on student wellbeing. Mind Matters is the corner stone of these changes and is accompanied by a teacher mentoring program called *Ten Per Cent On Top*.

Koorungal High School was also reported as sustaining and growing in the Teaching domain and delivering in the Leading domain. Our practice has been characterised by program adjustments, student feedback to inform teacher planning and staff collaboration. The continual review of milestones and the school plan has been instrumental in keeping consistent leadership in the overall direction of the school and there has been a strong focus on building leadership capacity within the school's staff.

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

For more information about the School Excellence Framework:

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

## Strategic Direction 1

### STRATEGIC DIRECTION 1 – STUDENT LEARNING AND ENGAGEMENT

#### Purpose

Our shared purpose is to develop engaged, independent, reflective learners exhibiting personal responsibility, resilience and adaptability with their learning.

A culture of excellence and the development of relevant engaging curriculum for 21st century learning underpins this purpose.

#### Overall summary of progress

Enviably progress has been made with improvements to individual learning plans and the way they are stored and referenced. All plans are on a centralised database and are directly connected to those generated in our partner schools, thus providing a strong platform for successful transition.

Student feedback has been used to inform ongoing improvements to the school's approach to teaching and learning, which has linked directly to the action research projects that constituted a strong pedagogical focus last year.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The baseline for school performance will be NSW DEC averages and the focus in all KLA will be achievement of the baseline and improvement measured through student growth in each subject.	Student surveys have been a primary reference in building strategies for student improvement in each subject.  The development of a team structure to address ongoing progress of key initiatives has kept a strong focus on tracking student growth.  An ongoing review of program differentiation, including assessment adjustments, has inspired new approaches to teaching and learning.	\$2,500 in casual relief.
Increase in staff access to Aboriginal PLPs via a centralised database.	This has been supported through the ongoing employment of a student learning support officer, directly dedicated to Aboriginal education.	\$16,000 in SLSO appointment.
Proportion of students with 2+ Band 5–6 results at HSC.	HSC results this year reflect outstanding performance in Band 5 and 6 achievement. Our students achieved 48 Band 6 results and over 90 Band 5s.	\$4,000 in professional development.
Selective stream teaching and learning approaches are informed by additional research and staff development.	Allocation of time to focus on the leadership of the selective stream has begun to make changes to the pedagogical approaches to teaching and learning across the school.	\$20,000 in equity funding.

#### Next Steps

Analysis of NAPLAN and HSC data will be used regularly to identify areas of need in teaching and learning. Linked to this will be the development of team focus to determine specific directions for key initiatives.

A targeted focus on writing will be used in direct connection with plotting students on the *Literacy Continuum*, which we will use to track student growth towards meeting literacy proficiency as a minimum standard.

Our ongoing financial commitment to the Learning Support Team will further enhance support for individual students through the delivery of accurate and strategic information to teaching staff across the school.





## Strategic Direction 2

### STRATEGIC DIRECTION 2 – Wellbeing, culture and values

#### Purpose

Our shared purpose is to create a values rich environment which is caring and safe for students and staff and which caters for individual difference and the development of cooperative, responsible and respectful citizens who are self-confident and tolerant members of a diverse community.

#### Overall summary of progress

The results of the previous review into our *Mind Matters* program has demonstrated a cultural shift towards more pro-social behaviours and has gained widespread public interest. Student leadership continues to be a strong aspect of the school's culture, with students exercising a significant voice in directing positive changes to the school's culture. Changes to the school uniform have brought about an increased sense of school pride and an even stronger public image.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Annual <i>Tell Them From Me</i> surveys show continual improvement in student wellbeing.	Improvement to the <i>Mind Matters</i> program has been indicated via student and staff surveys as well as strong public interest. (The program was a subject of focus in local television news reports).  The development of team structures around wellbeing has demonstrated a strong future focused approach to the development of wellbeing programs across the school.	\$2,000 in casual relief from socio-economic background funding.
Improvements in welfare and student conduct data to demonstrate growth in pro-social behaviours.	Further professional development in student welfare, with a restructure in the development of individualised welfare planning processes, has demonstrated a more rigorous and strategic approach to social support.  Continued employment of the school's Student Support Officer – a qualified social worker – has proven to be an invaluable resource in catering for students with moderate to acute social support needs.	\$24,000 in equity funding.  \$4,000 in professional learning.  \$30,000 for SLSO, in funding for low level adjustment for disability.

#### Next Steps

Ongoing evaluation into welfare processes has proven to be the most effective informant into improvements for student wellbeing, school culture and social values. The school's team structure will be used to target ongoing evaluation and decision-making based on student, staff and community feedback. The continued employment of the Student Support Officer and Student Learning Support Officers in direct connection with this strategic direction will be an imperative.

## Strategic Direction 3

### STRATEGIC DIRECTION 3 – Teacher quality, learning and development

#### Purpose

Our shared purpose is to create a professional environment that is aligned with the Australian Professional Standards for Teachers, where teachers deliver curriculum with a high degree of expertise, where they engage professionally and collaboratively to develop strategies for 21st Century learning, where they demonstrate expertise with their knowledge and with their pedagogy and where they model reflective self-learning to ensure high standards in all aspects of their professional learning.

#### Overall summary of progress

Ongoing developments in peer observation and feedback have contributed directly to elevated standards in teaching practice and have underpinned the school's compliance with professional development process requirements.

The school's focus on program differentiation and gifted & talented education has evidenced improvements to the planning and assessment for individual students as well as for the school's selective stream.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff will have well developed Performance and Development Plans that focus on improving student outcomes.	Peer observation strategies and developments have instigated a thorough and sincere approach to individual professional development plans. Assessment of professional development has genuine links to the national teaching standards and the school's strategic plan.	\$100,000 in equity funding.
A school literacy target of improving the numbers of students achieving in will be supported by specific professional learning.	Professional learning targeted to the <i>Literacy Continuum</i> has brought about a passport system for plotting students' skills. A school-wide focus on writing is contributing to development in student literacy.	\$3,000 casual relief
The professional growth of teachers will be linked peer coaching and observation of practice.	Previous training in peer coaching has contributed to ongoing development in collegial professional development. This initiative began last year and there is strong evidence that coaching skills have grown across the school's staff.	This initiative is linked to the \$100,000 of equity funding in the first item above.

#### Next Steps

Progress in staff development has led the school towards a focus on *Targeted Teaching*, with direct connections to a spotlight on formative assessment. In connection with a focus on gifted & talented education practices, ongoing development in this area of learning is expected to underpin improvements in how our students learn and how their learning is assessed.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Individualised learning plans developed, updated and loaded into centralised database.</p> <p>Tutoring support developed from 2015 initiative.</p> <p>All Aboriginal students are part of the initial introduction of the <i>Literacy Continuum</i> passport.</p>	\$48,551
<b>English language proficiency</b>	<p>EAL/D students are identified for all staff members so that program adjustment is kept in focus.</p> <p>Classroom support for students and staff is available and continuing from last year's initiatives.</p>	\$23,405
<b>Low level adjustment for disability</b>	<p>Staff training has continued to promote and entrench effective collaboration with Student Learning Support officers.</p> <p>Individual student information is regularly reviewed and made available via a centralised database as well as through direct information at staff briefings.</p>	\$74,446
<b>Socio-economic background</b>	<p>Welfare support is provided through a well-established welfare branch of the school's management. The employment of the school's Student Support Officer continues to be an integral component of student wellbeing.</p>	\$73,939
<b>Support for beginning teachers</b>	<p>Senior staff have been given time allowances to provide mentoring opportunities for beginning teachers. This has been complemented by professional learning, peer coaching and staff induction programs.</p>	\$38,253

## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	424	434	439	433
Girls	417	442	453	465

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	90.2	92	93	91.5
8	85.7	88.3	88.2	90.6
9	82.7	83	85.9	86.2
10	82.9	83.8	79.4	82.8
11	81.2	83.5	83.8	82.2
12	85.3	88.2	86.2	85.6
All Years	84.7	86.6	86.2	86.6
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

### Management of non-attendance

Student attendance is a primary focus for Koorngal High School. A thorough follow-up system is in place to create immediate reports to carers and parents in cases of truancy and unexplained partial absences. Direct and regular communication with the Home School Liaison Officer is being developed, with strategies for absentee monitoring being formalised through the school's welfare division.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			10
Employment		10	46
TAFE entry	3	4	8
University Entry			36
Other			
Unknown			

### Year 12 students undertaking vocational or trade training

Koorngal High School continues to offer a broad range of vocational courses within our curriculum offerings. In 2016 the school offered the following VET courses:

- Hospitality
- Business Services
- Construction
- Entertainment
- Information Technology
- Metals and Engineering

Other students access TAFE courses across a broad range of vocational areas. With a total of 91 students enrolled for the HSC 48 students studied a school-based vocational course.

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

The 2016 HSC cohort of 91 students included 49 students who undertook a VET course in their course pattern for the HSC. This represents 54% of our HSC cohort.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	46.8
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
Teacher of ESL	0.4
School Counsellor	1
School Administration & Support Staff	14.97
Other Positions	2.2

\*Full Time Equivalent

Koorringal High School has one teacher and one Learning Support Office who identify as Aboriginal.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	4

### Professional learning and teacher accreditation

Professional learning for all staff is delivered in a variety of ways and is always informed by recognised need. We structure our staff development around the five annual pupil-free days that are common to all Government schools. In addition, individual professional learning is targeted to each staff member's staff development plan, which is cross-referenced to the school's strategic plan as well as the national teaching standards.

Professional learning focuses for 2016 included: gifted & talented education; literacy strategies in accordance with the literacy continuum; peer observation; and peer coaching. Teachers also engaged in a variety of professional learning in relation to the following eight areas of identified need:

1. Beginning teachers (24 teachers)
2. Literacy and numeracy (8 teachers)
3. Syllabus implementation (60 teachers)
4. Welfare and equity (40 teachers)
5. Information and Communication Technology use (18 teachers)
6. Quality Teaching (50 teachers)
7. Career Development (10 teachers)
8. School Identified Areas (84 teachers)

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

### Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>588 535.08</b>
Global funds	817 129.39
Tied funds	728 249.60
School & community sources	316 943.63
Interest	14 819.61
Trust receipts	33 338.65
Canteen	0.00
<b>Total income</b>	<b>2 499 015.96</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	154 204.84
Excursions	80 686.04
Extracurricular dissections	122 850.12
Library	15 088.04
Training & development	0.00
Tied funds	740 923.41
Short term relief	198 185.15
Administration & office	196 254.68
School-operated canteen	0.00
Utilities	161 783.71
Maintenance	103 010.44
Trust accounts	46 011.33
Capital programs	11 573.00
<b>Total expenditure</b>	<b>1 830 570.76</b>
<b>Balance carried forward</b>	<b>668 445.20</b>

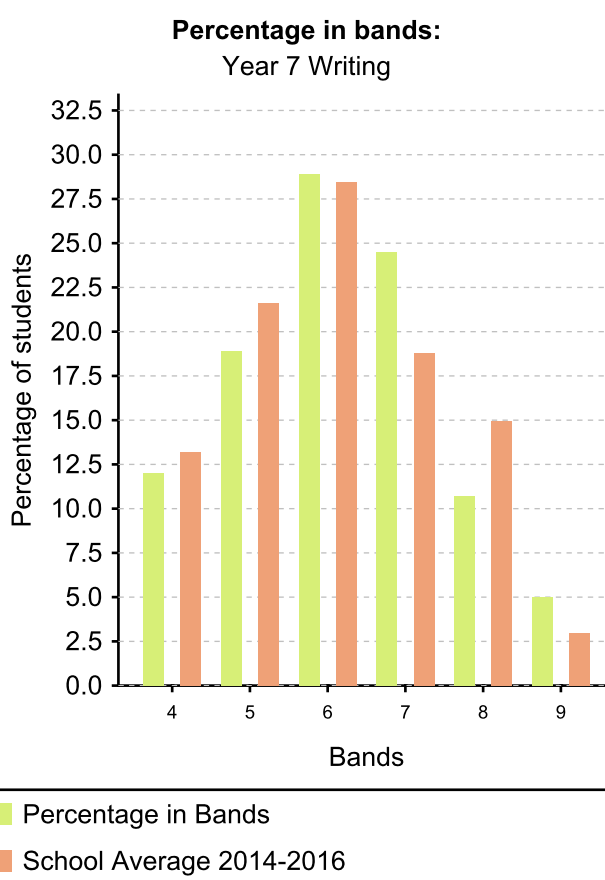
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

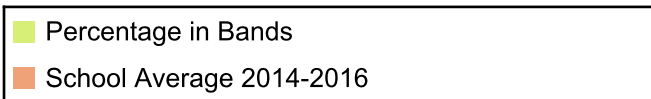
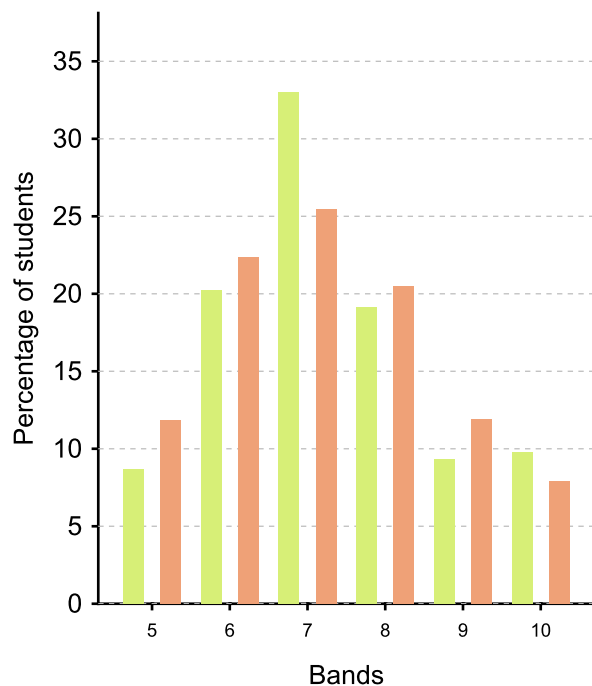
### NAPLAN

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.

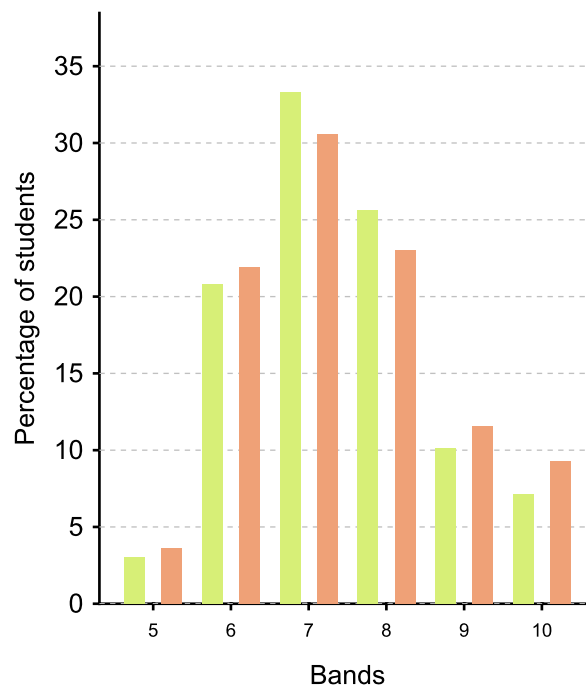
NAPLAN results from 2014 to 2016 show improvement in student outcomes for Year 7 in the aspects of writing, which has been reflected with a mean difference of +4.0. Improvements for Year 9 students have manifested in grammar and punctuation, with a mean difference of +12.4 from 2012 to 2016.



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



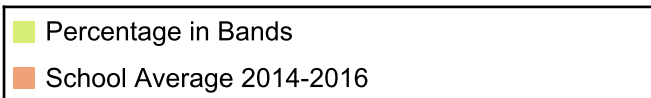
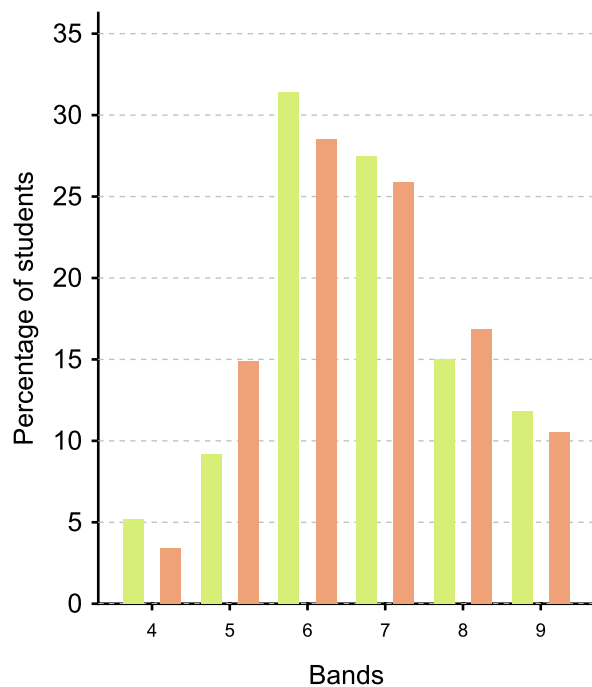
**Percentage in bands:**  
Year 9 Numeracy



Year 7 growth in numeracy is represented by a mean difference of +17.7 since 2012. Results in Year 9 numeracy have also grown since 2012, with a mean difference of +21.4.

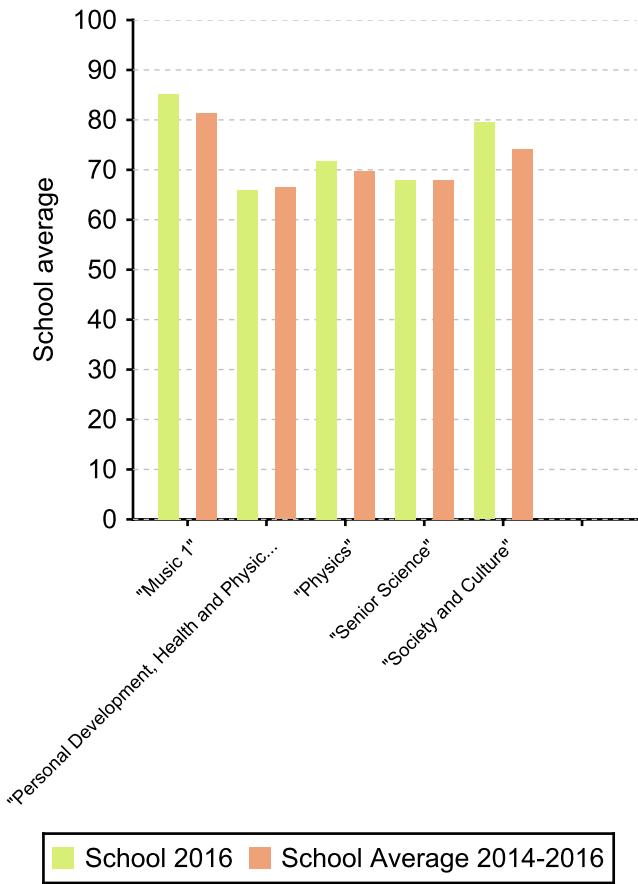
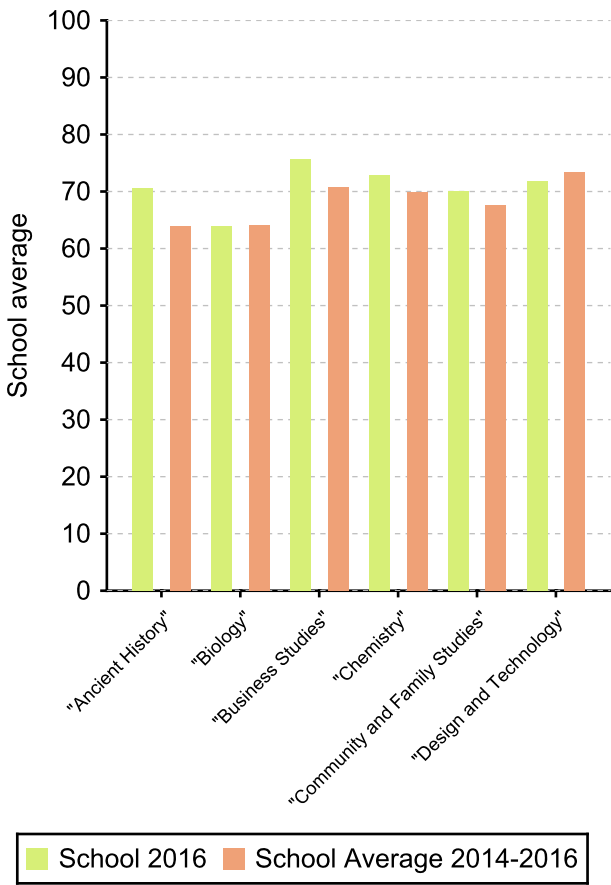
Data analysis demonstrates significant increases in proficiency as a minimum standard from Year 7 to Year 9. Our ongoing focus in this area is to address the underperformance of boys in comparison to girls. Feedback from our Aboriginal Education Snapshot shows that our school's Aboriginal cohort has scored well above the State Aboriginal cohort. We are continuing, however, with strategies to minimise the gap between our Aboriginal and non-Aboriginal students' outcomes by including all Aboriginal students in our initial student plotting on the *Literacy Continuum*. We are using this information to develop ongoing programs in conjunction with the Riverina Environmental Education Centre.

**Percentage in bands:**  
Year 7 Numeracy

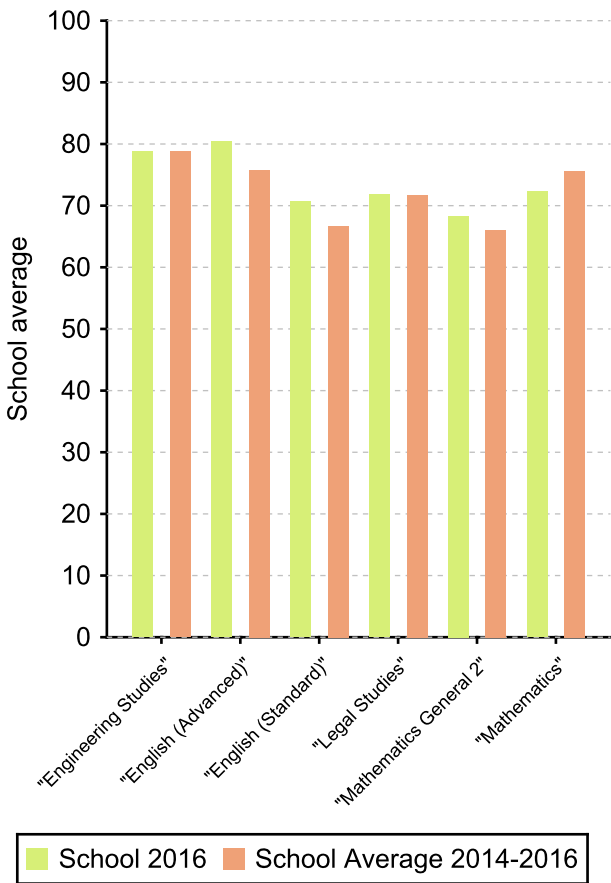


Higher School Certificate (HSC)

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



Our HSC results represent significant growth in student outcomes and competitiveness across the State, particularly in subjects such as Standard English, Business Studies, Society & Culture, Software Design & Development, Drama, Music 1 and Entertainment. Overall, our students achieved 48 Band 6 results and 90 Band 5s.





# Policy requirements

## Aboriginal education

All programs at Koorringal High School include strong elements for teaching Aboriginal perspectives throughout the curriculum. This is accomplished through literature, research and discussion using a range of internet resources, literary and visual resources, guest speakers and cultural visits.

Aboriginal students are supported individually through their subject selections and enjoy a specific focus in the Careers branch of our school education platform.

Targeted assistance is given with the development of literacy and numeracy skills and deep results analysis is being used to focus on the improvement of outcomes specifically for Aboriginal students.

Koorringal High School allocates significant funding to employ a Student Learning Support Office to assist with tutoring students who do not reach targeted benchmarks, which, rather than the national minimum, is targeted at proficiency.

## Multicultural and anti-racism education

Multicultural education relates to the programs and initiatives undertaken to develop a close understanding of the values of harmony and of embracing racial and cultural difference. Programs in all key learning areas include multicultural education outcomes.

The school has an Anti-Racism Officer (ARCO) whose role is to make recommendations and to facilitate outcomes in situations where there may be perceptions of racist behaviour.

Students and staff at Koorringal High School celebrate diversity, all taking part in activities associated with Harmony Day and similar events that turn our focus to the richness of cultural differences.