

Koorringal High School

Annual Report



2017



8483

Introduction

The Annual Report for **2017** 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

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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. 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.

Our progress in the Learning domain was measured by the school's developments in: Aboriginal education initiatives; assessment; STEM initiatives; and the school's *Mind Matters* program. Our data overall indicated that the school is between delivering and sustaining and growing in student performance measures, delivering in assessment, between delivering and sustaining and growing in wellbeing and sustaining and growing in curriculum.

The evaluation for the Teaching domain was informed by the school's progress in: literacy initiatives; the selective stream; and technology. Data evaluation in these areas determined that the school is delivering in data skills and use, delivering in professional standards; and between delivering and sustaining and growing in learning and development.

In the Leading domain our self evaluation was based on initiatives in student leadership and the school's environment. The evaluation found that the school was between delivering and sustaining and growing in school planning, implementation and reporting and the same for school resources.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Our progress in Aboriginal education and literacy has been supported by an improvement in NAPLAN data, particularly in terms of writing. Our student leadership team continues to have a strong voice, making valuable contributions to school-wide plans for future directions in education delivery and student welfare. Targeted approaches to writing have had a direct impact on student outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$3,500 in casual relief	The continuation of the school's team structure has supported the ongoing tracking of student growth. Professional development in Gifted & Talented education has augmented staff capacity for differentiation and has inspired new approaches to teaching and learning.
Increase in staff access to Aboriginal PLPs via a centralised database.	\$16,000 in SLSO appointment	The school has maintained the employment of a student learning support officer dedicated to Aboriginal education. All PLPs are accessible by a centralised database.
Proportion of students with 2+ Band 5–6 results at HSC.	\$5,000 in professional development	HSC performance this year reflects 19 Band 6 and 75 Band 5 achievements.
Selective stream teaching and learning approaches are informed by additional research and staff development.	\$20,000 in equity funding	Allocation of time dedicated to leadership of the selective stream has continued, leading to formalised professional development for all staff in this specialised area of teaching and learning.

Next Steps

Moving into a new cycle of planning our Strategic Directions will be aligned with the School Excellence Framework. Strategic Direction 1 will be Excellence in Teaching and will focus on formalised writing skills, student reporting and assessment and deeper integration of Aboriginal perspectives into school-wide teaching and learning.

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

Changes to the school environment has fostered growing pride in the school and its surrounds. Our overall student welfare program has led to the development of goals that are linked with Positive Behaviour for Learning strategies. Changes to the school uniform have been entrenched, fostering growing pride in school identity.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Annual <i>Tell Them From Me</i> surveys show continual improvement in student wellbeing.	\$2,000 in casual relief from socio-economic background funding	Ongoing support of the <i>Mind Matters</i> program has shown the need for the explicit teaching of preferred behaviours.
Improvements in welfare and student conduct data to demonstrate growth in pro-social behaviours.	\$30,000 for SLSO from low level adjustment for disability \$24,000 for salary contribution to SSO	Continued employment of the Student Support Officer has underpinned the school's approach to encouraging pro-social behaviours and has augmented the student support base.

Next Steps

The school's welfare system will be greatly informed by the development of PB4L at Koorringal High School. Strategic Direction 2 will focus on Excellence in Teaching, in line with the School Excellence Framework. Strategic Direction 2 will also focus on program reviews, differentiation, feedback and technology.

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

Peer observation has continued to be a valuable aspect of teacher development. The school's focus on Gifted & Talented education has formed a common point of reference across the school not only for gifted student but for all students who require differentiated programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100%of staff will have well developed Performance and Development Plans that focus on improving student outcomes.	\$50,000 in equity funding	All staff are engaged in maintaining well developed performance & development plans, with direct links to the teaching standards and the school plan.
A school literacy target of improving the numbers of students achieving in will be supported by specific professional learning.	\$3,000 in casual relief	The school-wide focus on writing has been entrenched as a common aspect across all faculties. The literacy passport system is continuing in its development.
The professional growth of teachers will be linked peer coaching and observation of practice.	\$50,000 in equity funding	Staff continue to demonstrate capacity for collegial professional development.

Next Steps

Strategic Direction 3 in our next school plan will be centred around Excellence in Leading, linked directly to the third domain in the School Excellence Framework. This will encompass growth in distributed leadership, shared accountability, staff wellbeing and community satisfaction.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$67,442	<p>Ongoing development of individualised learning pathways with all plans being maintained on centralised database.</p> <p>Continued tutoring support developed from previous years' initiatives.</p> <p>Aboriginal students' literacy progressions have been plotted and recorded.</p>
English language proficiency	\$20,228	<p>Initiatives from previous years have continued with classroom support being made available to specific students.</p> <p>EAL/D students are identified and program adjustments are made.</p>
Low level adjustment for disability	\$71,840	<p>LST continues to take carriage of individual plans.</p> <p>Individual student information is regularly reviewed and meetings held to determine specific changes to established plans.</p>
Socio-economic background	<p>The ongoing employment of the Student Support Officer has been an integral component in providing strong welfare support.</p> <p>The school's welfare team remains in tact as a well established branch of school management.</p>	\$212,168
Support for beginning teachers	Professional learning has been targeted to individual teachers' needs. This has been supported by time allowances given to senior teachers and mentors.	\$91,628

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	434	438	431	412
Girls	439	451	464	471

Student attendance profile

School				
Year	2014	2015	2016	2017
7	92	93	91.5	92
8	88.3	88.2	90.6	90.3
9	83	85.9	86.2	90
10	83.8	79.4	82.8	83.8
11	83.5	83.8	82.2	85.9
12	88.2	86.2	85.6	90.1
All Years	86.6	86.2	86.6	88.4
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Immediate reports are made to parents and carers in matters involving truancy and unexplained absences. Policy is strictly followed when making referrals to the Home School Liaison Officer. Adjustments to the school entrance and exit points are being planned to formalise the practice of exiting the school. The overall welfare system change to Positive Behaviour for Learning is also expected to have a positive impact on attendance.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	9
Employment	0	12	37
TAFE entry	3	6	15
University Entry	0	0	39
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

Koorinal High School is well known for its VET programs. In 2017 the school offered courses in:

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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	11
Classroom Teacher(s)	46.6
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.8
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	14.97
Other Positions	1

*Full Time Equivalent

Koorinal High School has two teachers and one student learning support officer 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

Staff development at Koorimal High School is structured around the five annual School Development Days that are common to all Public Schools. Staff professional learning is targeted on an individual basis in accordance with professional development plans, which are linked directly to the school plan and the *National Standards for Teachers*.

Professional learning focuses for 2017 have included: Child Protection; Code of Conduct; whole school welfare and behaviour management; use of the *Literacy Continuum*; evaluation and the *School Excellence Framework* and accreditation.

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

Financial information

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

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

Receipts	\$
Balance brought forward	668,445
Global funds	415,111
Tied funds	465,868
School & community sources	159,487
Interest	5,552
Trust receipts	9,906
Canteen	0
Total Receipts	1,055,925
Payments	
Teaching & learning	
Key Learning Areas	47,149
Excursions	61,476
Extracurricular dissections	37,696
Library	13,289
Training & Development	0
Tied Funds Payments	311,809
Short Term Relief	74,408
Administration & Office	69,413
Canteen Payments	0
Utilities	80,838
Maintenance	48,179
Trust Payments	20,641
Capital Programs	0
Total Payments	764,899
Balance carried forward	959,471

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

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

	2017 Actual (\$)
Opening Balance	0
Revenue	2,064,268
Appropriation	1,830,442
Sale of Goods and Services	11,344
Grants and Contributions	219,772
Gain and Loss	0
Other Revenue	0
Investment Income	2,709
Expenses	-1,184,594
Recurrent Expenses	-1,184,594
Employee Related	-595,610
Operating Expenses	-588,984
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	879,674
Balance Carried Forward	879,674

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

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

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	7,952,558
Base Per Capita	139,323
Base Location	5,677
Other Base	7,807,558
Equity Total	554,517
Equity Aboriginal	67,443
Equity Socio economic	212,170
Equity Language	20,229
Equity Disability	254,675
Targeted Total	849,893
Other Total	288,249
Grand Total	9,645,217

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

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

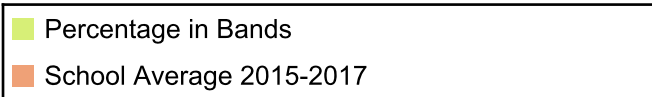
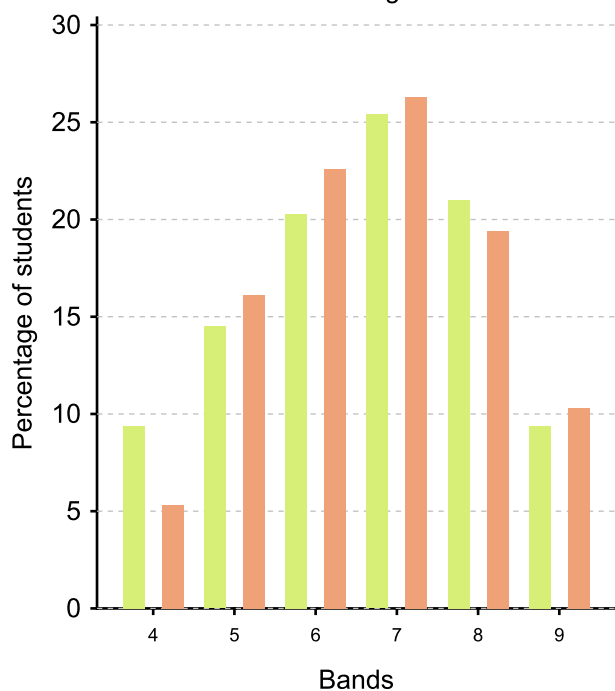
School performance

NAPLAN

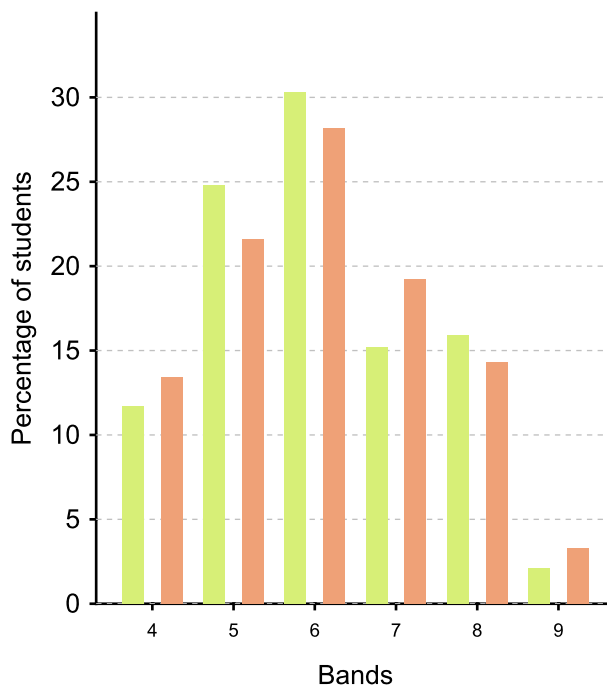
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

KHS Year 9 NAPLAN results for 2017 are as high or higher than they've been in the last 5 years and our percentage of students at proficiency reflects global improvement in Years 9 and 7. Our percentage of students at proficiency for writing in Year 9 has increased by more than 100% from last year, where the State's improvement is 50%. The anticipated long-term impact is increased improvements with continued focus on teaching strategies for literacy and

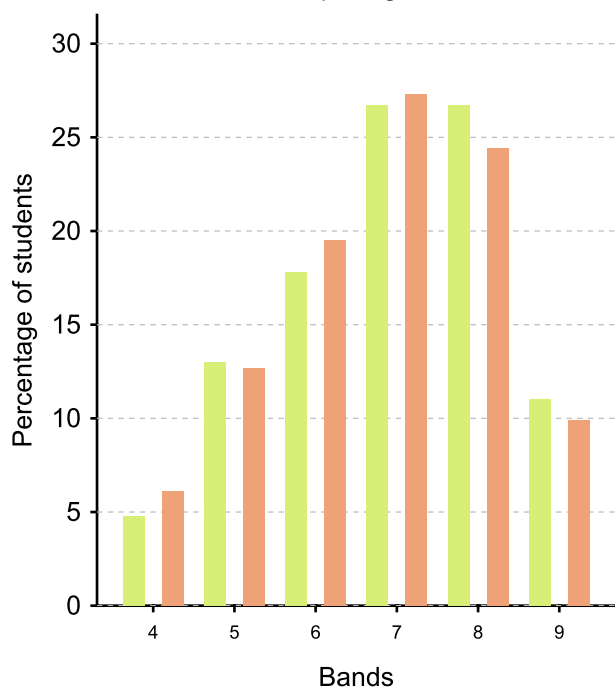
Percentage in bands:
Year 7 Reading



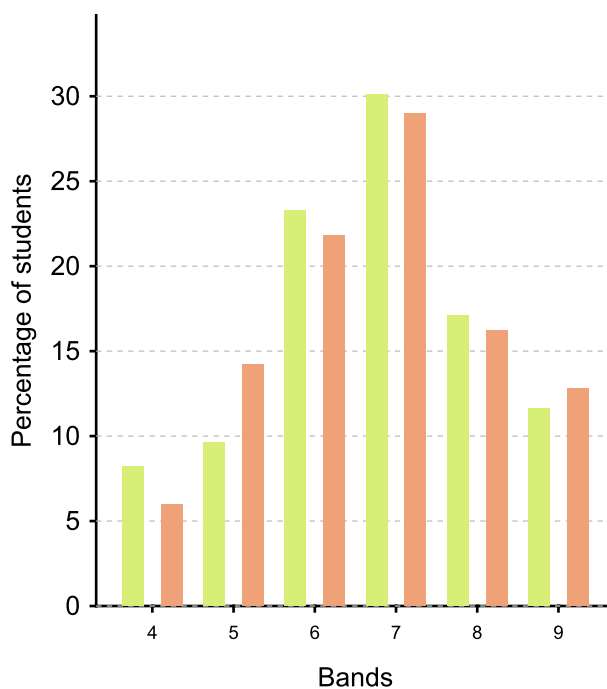
Percentage in bands:
Year 7 Writing



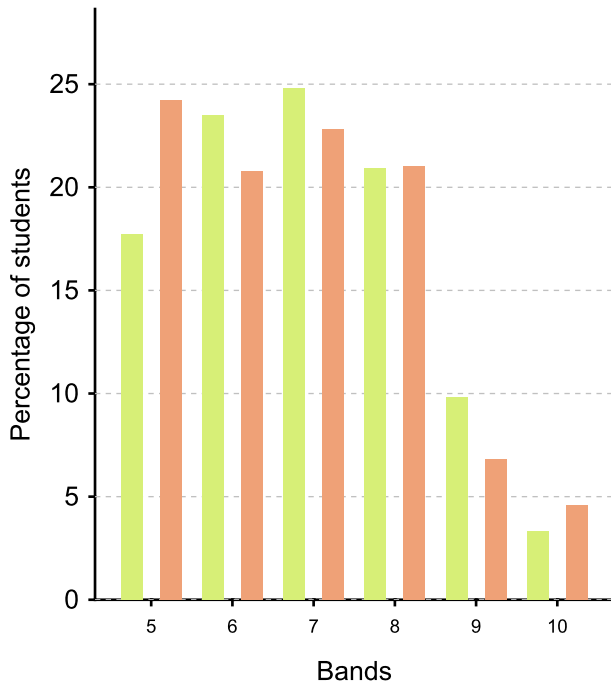
Percentage in bands:
Year 7 Spelling



Percentage in bands:
Year 7 Grammar & Punctuation

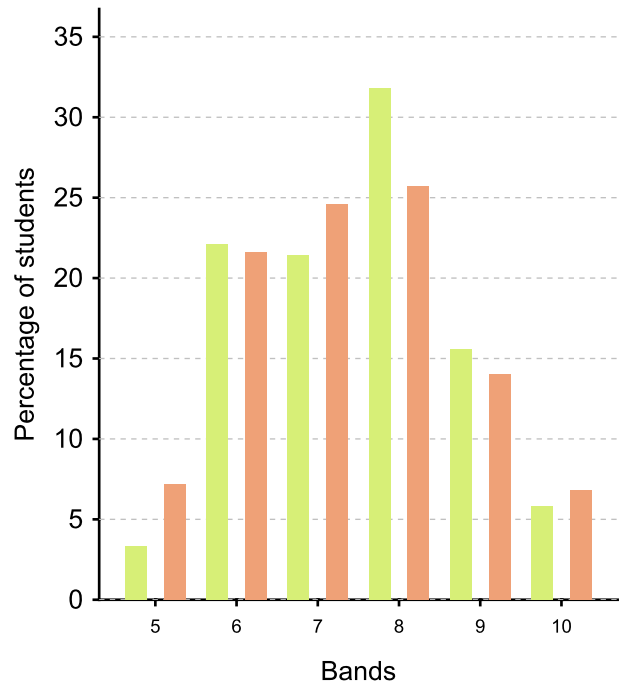


Percentage in bands:
Year 9 Writing



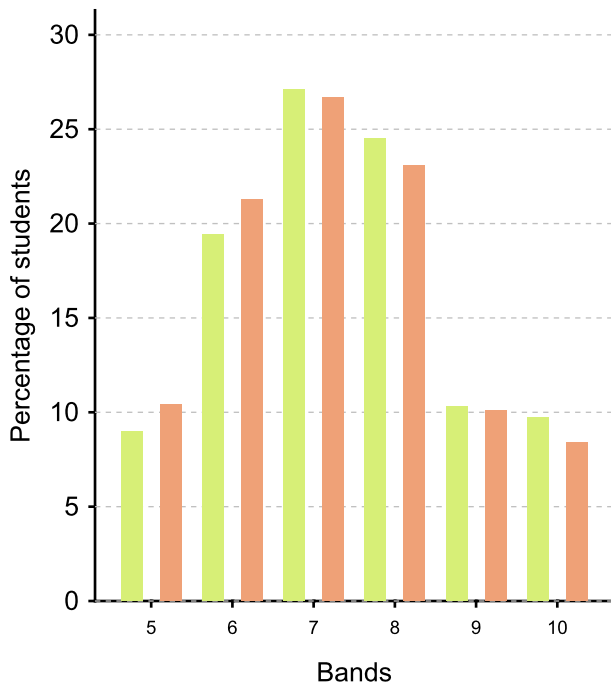
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Reading



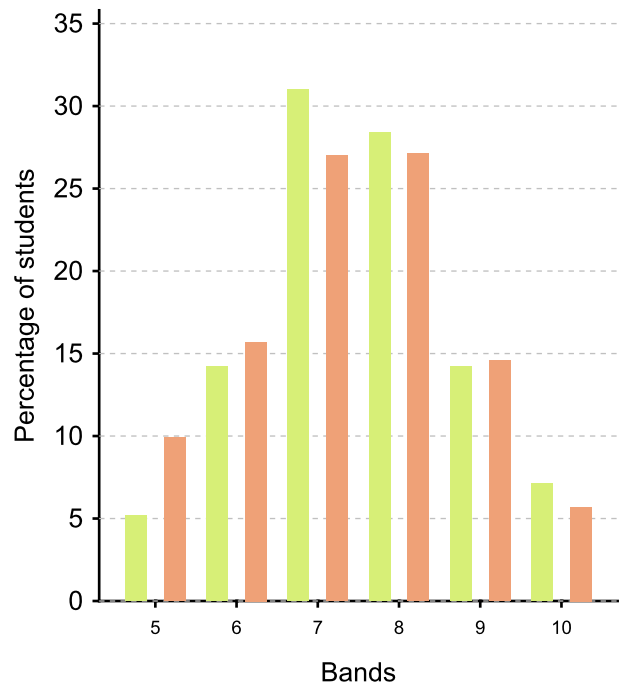
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2015-2017

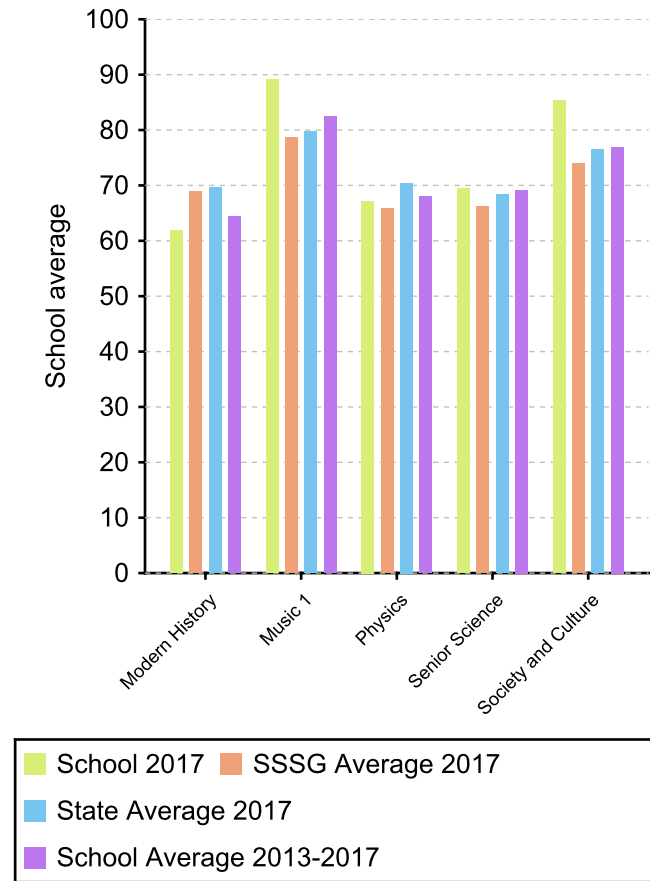
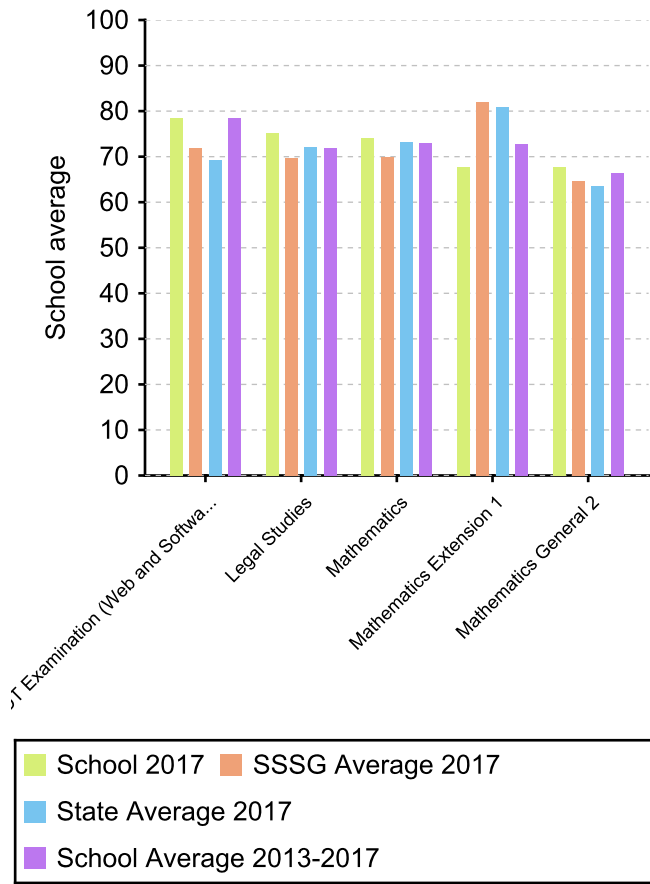
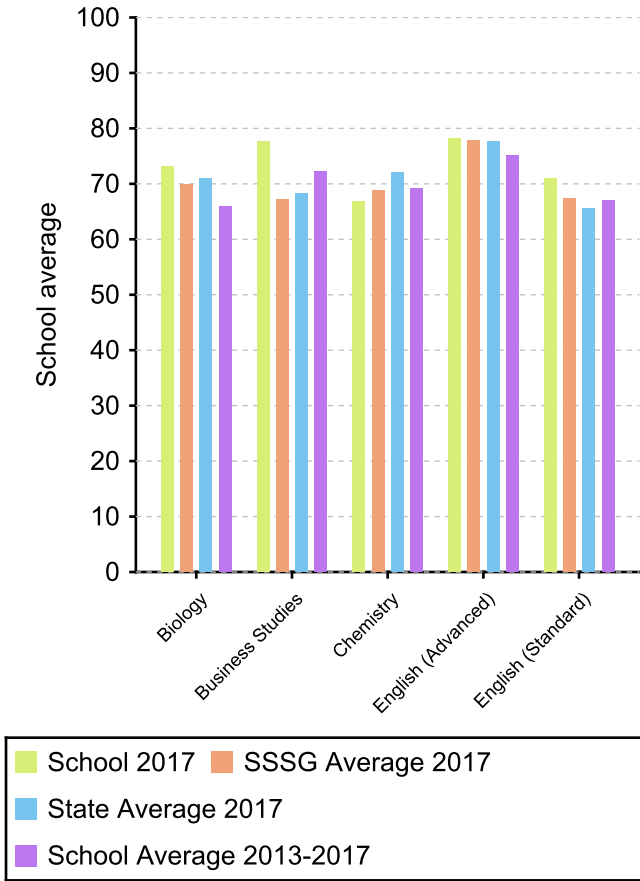
Students achieving proficiency in Year 9 has demonstrated an increase from the previous year and has brought the school closer to state-wide results.

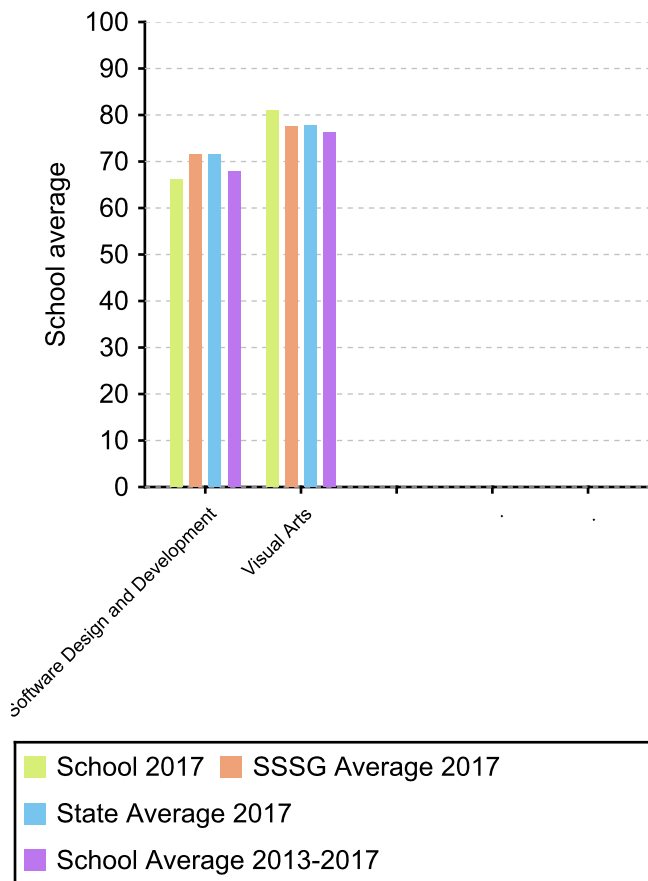
Our capacity to increase students' proficiency has been demonstrated in all aspects of literacy and also with

considerable increases in Year 9 numeracy. Outcomes for our Aboriginal students represented three times the improvement made by Aboriginal students across the state.

Higher School Certificate (HSC)

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





Policy requirements

Aboriginal education

Our teaching programs include Aboriginal perspectives across all areas of the curriculum. Our Aboriginal students benefit from individualised support and the school is consistently seeking opportunities for our Aboriginal students to travel to extra curricular and cultural events.

Koorungal High School is also very proud of its connection to the local Aboriginal community and we have hosted guest speakers and performers to the school on numerous occasions.

Improvements in results for Aboriginal students has been rewarding and we are continuing to maintain this for future years.

Multicultural and anti-racism education

Koorungal High School is proud of its student, staff and community diversity. We join together to take part in celebratory activities such as *Harmony Day*, turning our focus to the richness of cultural differences. We have an Anti-Racism Officer who works from within our school environment to ensure that any matters of perceived racism can be identified and addressed should they occur. All learning areas include outcomes that build a close understanding of the values of harmony and embracing racial and cultural difference.