

Karabar High School

Annual Report



2017

 KARABAR
HIGH SCHOOL

8524

Introduction

The Annual Report for 2017 is provided to the community of Karabar High School and Distance Education Centre 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.

Andrew Turvey

Principal

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School background

School vision statement

Karabar High School & Distance Education Centre is committed to high expectations for their learning outcomes of students in both school modes. We aim to provide a variety of learning opportunities and style learning suitable to individual needs. The school provides an inclusive, responsive and supportive environment that allows each individual to develop to their potential. The school is conscious of its role within the society and works closely with other community agencies to support student development. This environment allows students to leave the secondary education sphere toolled with the skills required to be positive and productive members of the local and wider communities into the future.

Karabar is active in building links with the local community to provide the best opportunities and support for students. It has representation on a number of inter-agency panels and forums.

The face to face side of the school is working on building teacher capacity to promote and develop agreed values, positive behaviours and success in all students. The Distance Education Centre embraces inclusive flexible learning programs.

Karabar High School & Distance Education Centre enjoys strong positive relationships within the community and works with agencies, industry links, professional organisations and members of the community to support student achievement and opportunity ensuring the best outcomes for our students, our school and our community.

School context

Karabar High School & Distance Education Centre is a dual mode school catering for face to face students from the Queanbeyan, Jerrabomberra, Googong zones of New South Wales. The Distance Education Centre caters for the learning needs of students across a distance education mode for the southern area of New South Wales and the Australian Capital Territory.

The school has a steady enrolment around 1350 students, 900 in the face to face school and 450 fulltime equivalent in distance education.

Karabar is located 3 hours drive from Sydney and 20 minutes from Canberra. Despite its location and proximity to Canberra it falls within the rural zoning of the NSW Department of Education due to its' distance from Sydney. Queanbeyan is serviced by two government 7–12 public high schools and a range of both public and private schools within NSW and the ACT.

We have a strong focus on high level academic achievement whilst providing a diverse breadth of curriculum. We are a leading member of the management committee for the Queanbeyan South East Industry Training College. This facility provides an important link between secondary education and the workforce and achieves excellent school to work outcomes for students across the Queanbeyan region. The school offers a selective class which is accessed through the NSW Department of Education Selective Schools testing and admissions process. We also offer a Performing Arts selective stream. The school has a diverse multicultural background with a large number of Aboriginal students and a strong base of students from a European heritage.

The school has 6 support classes catering for a broad range of specialised learning needs.

Karabar has 158 teaching staff and an additional 29 School Administration and Support staff who are enthusiastic, committed and work towards supporting all students to achieve their desired post school destination.

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.

The school has continued the solid progress made in previous years and established a strength based approach to improvement in the upcoming 2018–2020 school planning cycle. The school has undergone a rigorous self assessment process and has been willing to honestly self reflect on progress to date.

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/self-evidence-guide>

Strategic Direction 1

Innovative Leaders and Learners

Purpose

A culture of leadership and learning that embraces collaboration to build the capacity of all to meet and exceed personal goals.

Overall summary of progress

The school completed the school planning process in 2017 focussing on developing a greater sense of independence and innovation in our student body. We crossed over a number of our strategic directions focussing on setting students up for longer term success by providing them the skills in the earlier years to build confidence and success in the later years.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Internal school policy practice ensure that all understand criteria for student success and adjust their practice to ensure improvements in outcomes.	The school maintained the use of a Head Teacher from the distance education side of the school to monitor and improve assessment processes. This came at a cost of \$140,000 per year.	The school is satisfied with the progress made on assessment and is now in the next stage of transitioning the assessment process through to an assessment team to create whole school ownership of assessment.

Next Steps

The school has focussed on the development of strategies from which students could build longer term success. We believe this success will come from early preparation in the beginning years of high school allowing students to focus on content knowledge in Stage 6 study.

The 2018–2020 school plan is focussed on more robust and specific targets to improve student outcomes.

Strategic Direction 2

Future Citizens

Purpose

Developing the capacity and wellbeing of all to be active and positive contributors to the world.

Overall summary of progress

The school continued to focus its' efforts on building student independence and implementing practices which supported students. Students have embraced the changes made over the past three years and are showing independence across all year levels.

In 2017 we focussed on a tighter monitoring of attendance and have developed processes to improve student attendance patterns. We will be working further through the 2018–2020 school planning process to further improve student attendance across all year levels.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased attendance rate. Reductions in referrals to internal processes and outside agencies. Reduction in N awards Increased positive identification between the school and the community	<p>The school continued to work towards improving attendance by focusing SASS time to assist the Head Teacher Wellbeing to follow up and monitor attendance across the whole school. This cost \$20,000.</p> <p>The school also created a partnership with Marymead in the family referral program which cost the school \$20,000.</p>	<p>Attendance is an on-going focus for the school as internal data is showing a slight improvement but there are a number of areas which need further focus to improve whole school attendance data. Not unlike most schools we have a few groups which are having a major affect of the overall data.</p> <p>We will continue the FRS program into the next reporting period to work on improved engagement with the community to improve attendance and engagement.</p>

Next Steps

The school has focussed on the development of strategies from which students could build longer term success. We believe this success will come from early preparation in the beginning years of high school allowing students to focus on content knowledge in Stage 6 study.

The 2018–2020 school plan is focussed on more robust and specific targets to improve student outcomes.

Strategic Direction 3

Engaged and Empowered Communities

Purpose

Awelcoming environment where students, families, staff and community organisations come together to support and enhance student learning.

Overall summary of progress

The school continued to develop its communication strategies during 2017 with the aim of increasing public profile of the school. Work with the DoE schools promotion team has assisted the school to develop a professional image with all external communications which reaped benefits in community feedback being more positive around the image presented. There has been the building and fostering of relationships between the feeder primary and high schools. We have commenced discussions with the towns partner high school building an on-going commitment to continue developing links through the stage 4–6 curriculum areas. The previously reported upon, structural issues around stage 6 and its' delivery have been resolved allowing for a higher level of commitment to work towards developing stronger links across the schools building a united learning community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved and effective communication between the feeder primary schools and Karabar. Improved facilities for the teaching of student performance, particularly Dance, Drama and Entertainment Industries. The school successfully collaborates with key stakeholders in delivering an inclusive and engaging	The main expenditure during 2017 was for the construction of the purpose built dance, drama and entertainment industries facility at a cost of \$1,200,000. This facility was fully funded from school funds carried over.	A closer working relationship with our major feeder primary school was established and as we move in to the next planning cycle we are exploring ways to collaborate with them further. We are presently looking at utilising more of our SBAR funding in a collaborative fashion to address some identified transition focusses.

Next Steps

The school is pleased with its' progress in this area and will continue to work on building relationships within its learning community through the life of the next school plan. However, the focus will not be as heavy on this as it has been through this school planning cycle.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	We have utilised funding from this area to increase the level of support provided to students through school learning support officers in the classroom. We have expended around \$100,000 in this area during the year.	The provision of school learning support officers in the classroom has allowed a focus on assisting students engage with their learning. This has also assisted in general classroom tone being improved as students are available to focus on their learning by having one on one support available as needed.
Socio-economic background	We have provided an after hours homework centre at a cost of \$50,000 with this funding along with assistance to increase exposure and access to HSC study courses and opportunities at a cost of \$20,000.	<p>Students accessing the homework centre have fluctuated throughout the year around assessment task submission times and examinations. This has been as we expected and not a surprise. Of interest though is the number of students who have accessed the learning centre and the community engagement with the provision of the learning centre which has been very pleasing and indicative of a worthwhile initiative.</p> <p>We have also seen an increase in the number of students accessing HSC study excursions throughout the time of this assistance being provided.</p>
Support for beginning teachers	The purchased Head Teacher of teaching and learning has supported beginning teachers settling in to Karabar High School and their teaching roles. This has cost the school \$140,000.	Beginning teachers have felt more supported through the provision of a specific Head Teacher to support them in to their role. Further work is needed in this area and through the 2018 school year there will be a greater focus on induction of new staff to the school.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	594	577	540	531
Girls	577	580	580	577

Student attendance profile

School				
Year	2014	2015	2016	2017
7	92.4	94.9	89.7	90.6
8	89.8	92.8	89.3	87.6
9	85.1	90.9	88.4	86.1
10	86.6	87.9	84.6	84.9
11	85.6	89.1	82.6	83.1
12	89.9	91.7	86.4	88.1
All Years	88.2	91.1	86.9	86.6
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

Karabar has worked with the home school liaison officer to more closely monitor student attendance during 2017. The school has also developed a closer monitoring of its' period by period roll marking processes.

The Head Teacher – Wellbeing has worked closer with the learning support team to monitor student attendance across all year levels. During 2017 there was also an increase in the use of external agencies and DoE resources to improve our monitoring of student attendance. At present this has not been effective in making major shifts in attendance data but this would be due to the fact that we have focused more heavily on the persistent and consistent issues more so than the students who have mid to low range attendance issues.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	16
Employment	0	0	34
TAFE entry	0	0	2
University Entry	0	0	32
Other	14	9	0
Unknown	0	0	15

Year 12 students undertaking vocational or trade training

Karabar High School has a combination of students undertaking vocational or trade training course in the face to face school and the distance education school. In addition to this the school also co-manages the South East Industry Training College (ITC) which is specifically designed for students to undertake school based apprenticeships or school based traineeship courses. Our success rate at the ITC is incredibly high with most student moving on to either full time employment or further training in their chosen field with a few other students returning to mainstream face to face teaching..

Year 12 students attaining HSC or equivalent vocational education qualification

100% of the students at Karabar High School obtained either the NSW HSC, an equivalent vocational educational qualification or a combination of both.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	3
Assistant Principal(s)	0
Head Teacher(s)	23
Classroom Teacher(s)	122.4
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.4
Teacher Librarian	1
Teacher of ESL	0.4
School Counsellor	3
School Administration & Support Staff	29.67
Other Positions	1

*Full Time Equivalent

Karabar High School is proud to have an increasing number of staff identifying as Aboriginal which flows through to positive role modelling for our students cohort. We celebrate our staff cultural heritage and recognise the benefits of having a wide range of heritages within our school environment. With our continued focus on 'closing the gap' it is important to have positive Aboriginal role models within the school environment.

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	15

Professional learning and teacher accreditation

Karabar High School and Distance Education centre have 100% of their teaching staff either accredited and or eligible for accreditation with the New South Wales Standards Authority.

Throughout 2017 professional learning has been focussed on development of staff within their key

learning areas along with key whole school development activities. With the development of the new school plan for 2018–2020 it is envisaged that more professional learning will be focused on whole school direction as distinct from personal development. Throughout the 2017 school year there has been clear communication with all staff that as we move towards a professional accreditation state for all teaching staff there is a reliance on them undertaking professional development during their own time as distinct from it occurring during school teaching hours. This has also been recognised within the teacher federation push for increased recognition of the teaching profession.

Throughout the year there has been a use of Beginning Teacher funding to provide support for new teachers to the profession. During the year the school employed an additional Head Teacher who had mentoring beginning teachers as part of their role. This was seen to be successful with those who were engaged in developing professional practice but not seen relevant for those wishing to gain specific faculty knowledge and development.

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	841,522
Global funds	623,539
Tied funds	518,654
School & community sources	134,023
Interest	17,152
Trust receipts	13,186
Canteen	0
Total Receipts	1,306,555
Payments	
Teaching & learning	
Key Learning Areas	99,463
Excursions	91,749
Extracurricular dissections	33,558
Library	2,410
Training & Development	0
Tied Funds Payments	242,277
Short Term Relief	10,115
Administration & Office	112,633
Canteen Payments	0
Utilities	91,318
Maintenance	25,736
Trust Payments	9,560
Capital Programs	226,318
Total Payments	945,138
Balance carried forward	1,202,939

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	3,478,982
Appropriation	3,305,906
Sale of Goods and Services	5,058
Grants and Contributions	165,485
Gain and Loss	0
Other Revenue	0
Investment Income	2,534
Expenses	-1,228,087
Recurrent Expenses	-1,228,087
Employee Related	-439,758
Operating Expenses	-788,328
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	2,250,895
Balance Carried Forward	2,250,895

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	8,331,047
Base Per Capita	193,716
Base Location	0
Other Base	8,137,331
Equity Total	710,573
Equity Aboriginal	113,345
Equity Socio economic	202,502
Equity Language	58,531
Equity Disability	336,195
Targeted Total	1,316,547
Other Total	10,303,919
Grand Total	20,662,086

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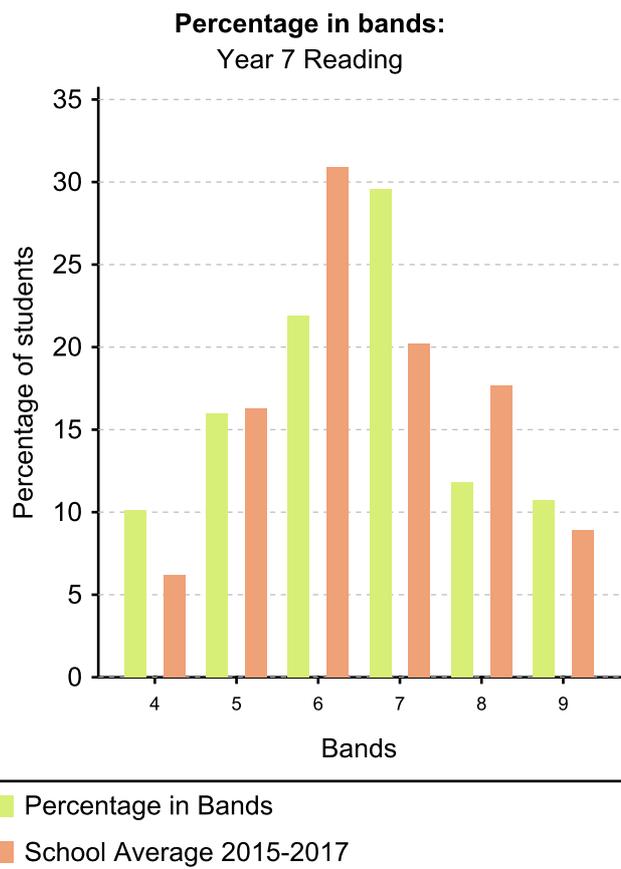
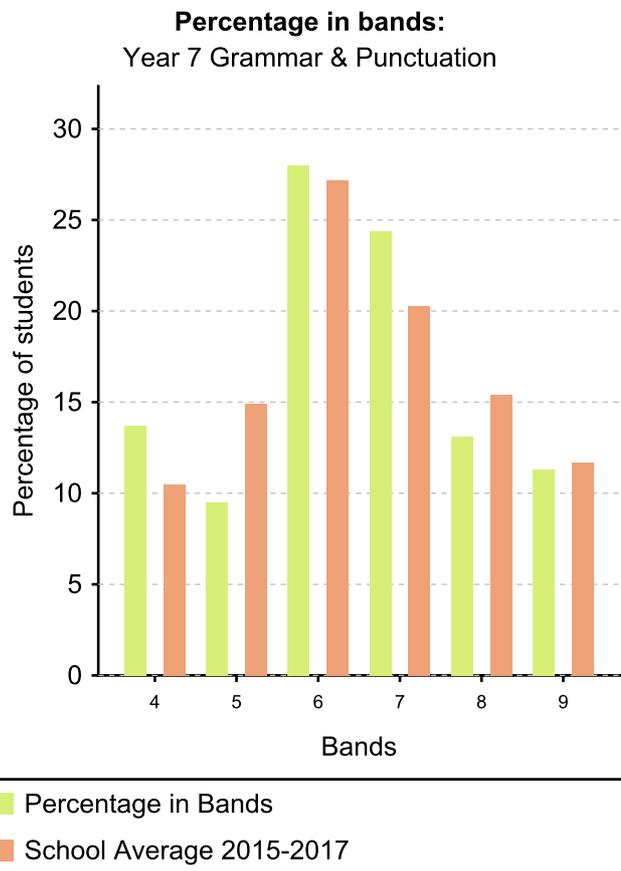
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

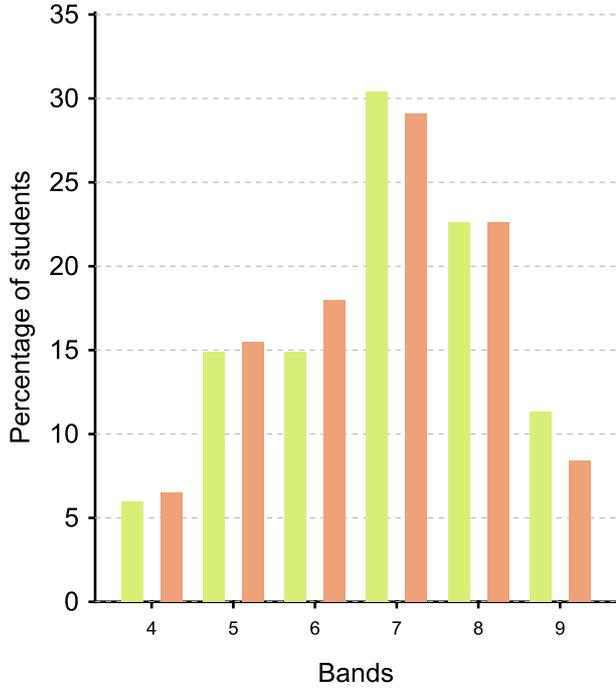
NAPLAN

In the National Assessment Program, the results across the Years 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.

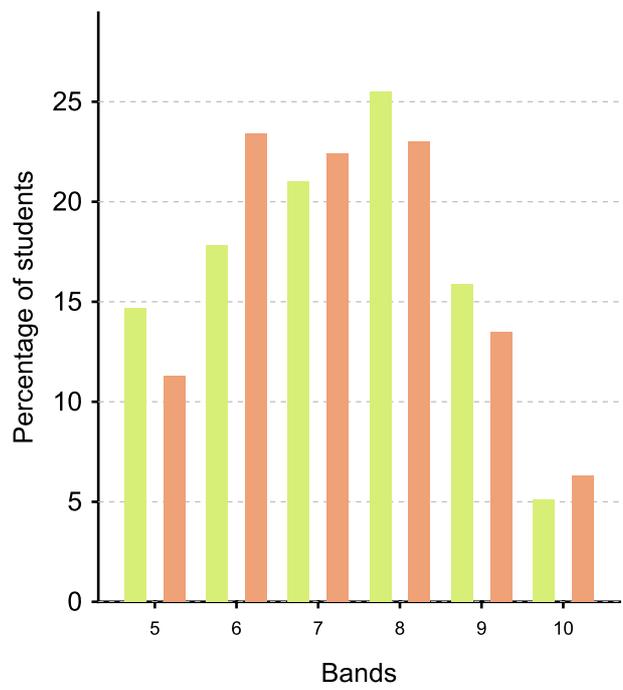
NAPLAN is a snap shot assessment used by the school to work on student understanding on key literacy and numeracy markers. It is a diagnostic test to assist in the tailoring of the educational journey for students and is subject to variation with what each student brings to the test. It is important to look at trends and see where the school is heading rather than one years results. It is also important to recognise the schools student cohort in factoring the information provided on websites that attempt to analyse/present school information with a one off glib statistical presentation rather than a detailed analysis of the information they attempt to provide.



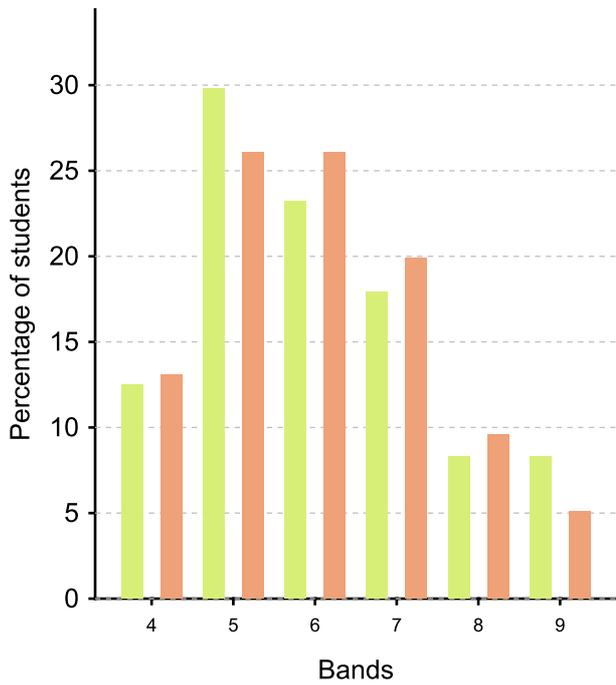
Percentage in bands:
Year 7 Spelling



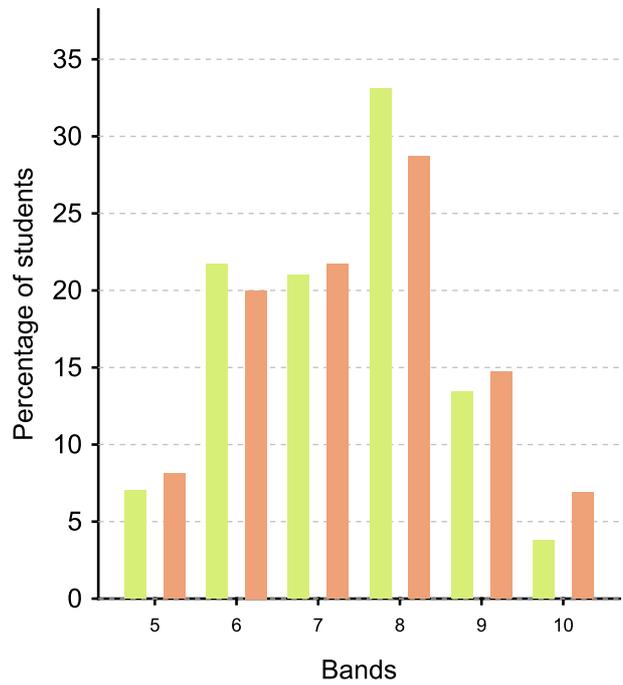
Percentage in bands:
Year 9 Grammar & Punctuation



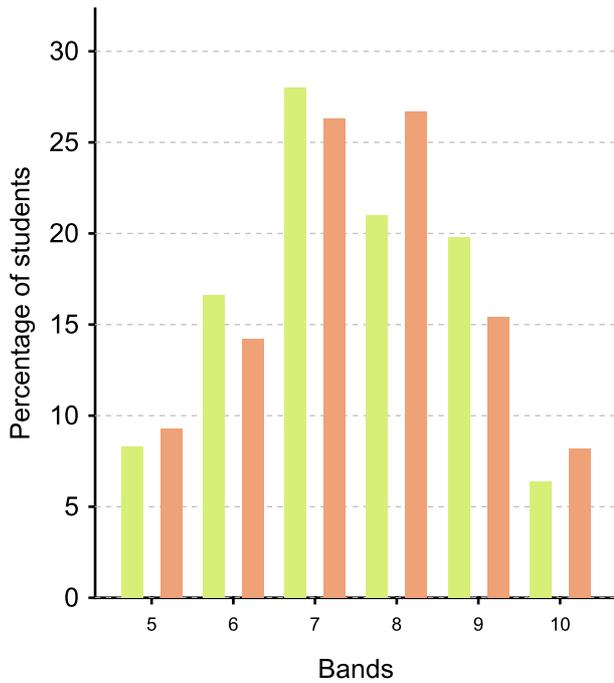
Percentage in bands:
Year 7 Writing



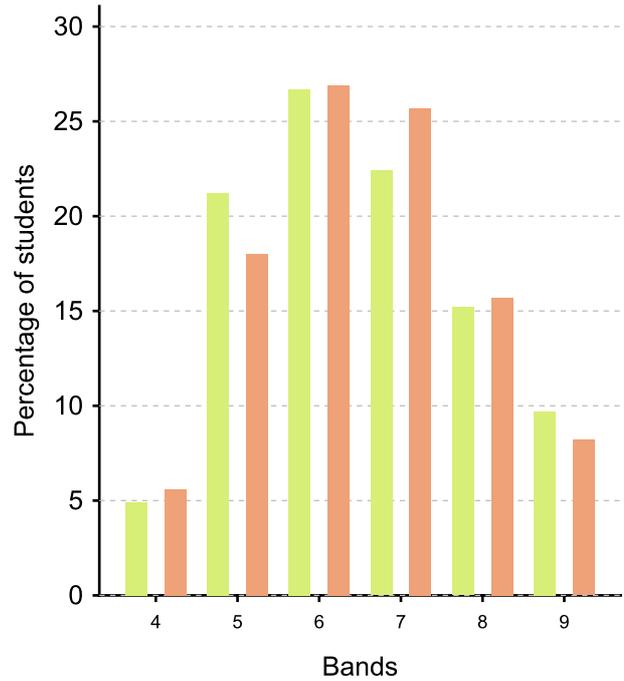
Percentage in bands:
Year 9 Reading



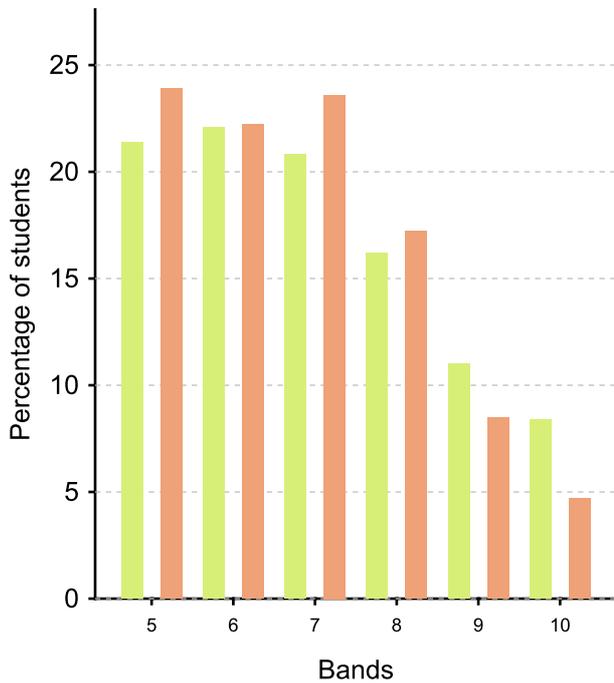
Percentage in bands:
Year 9 Spelling



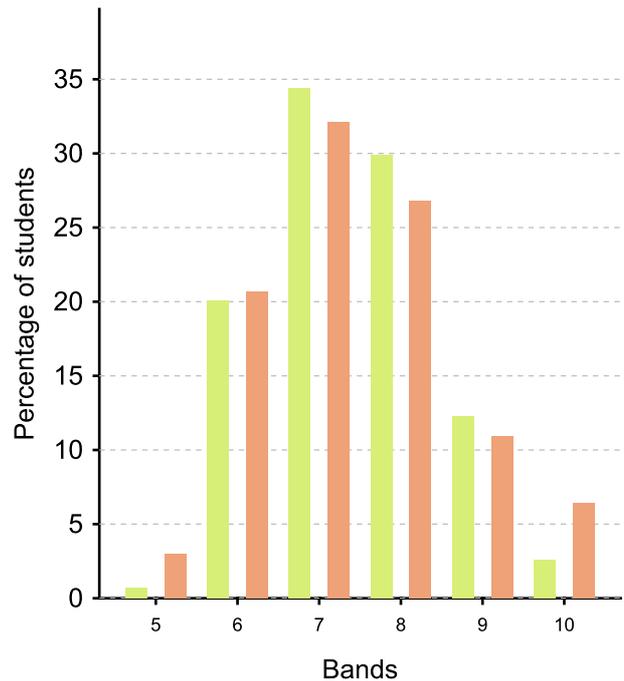
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Numeracy



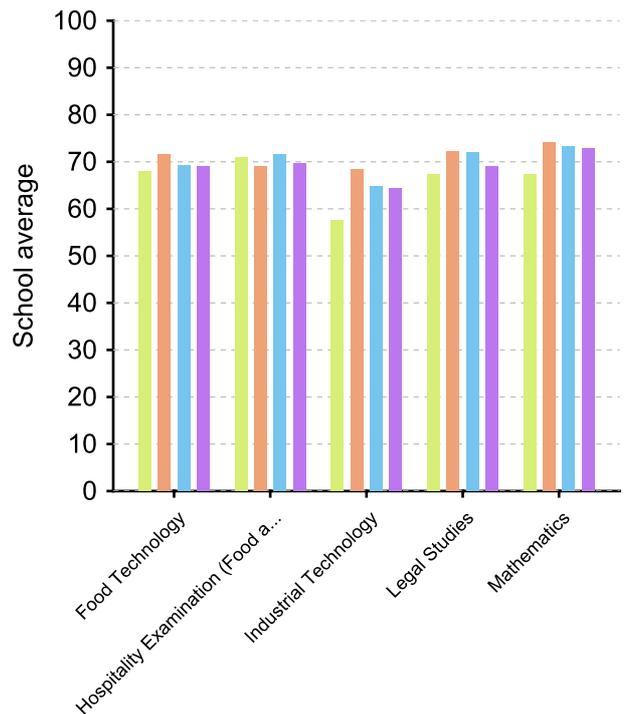
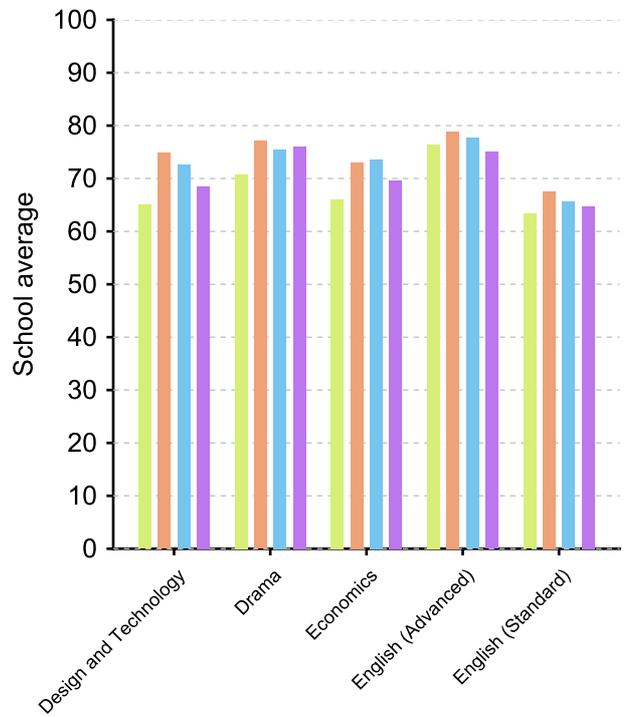
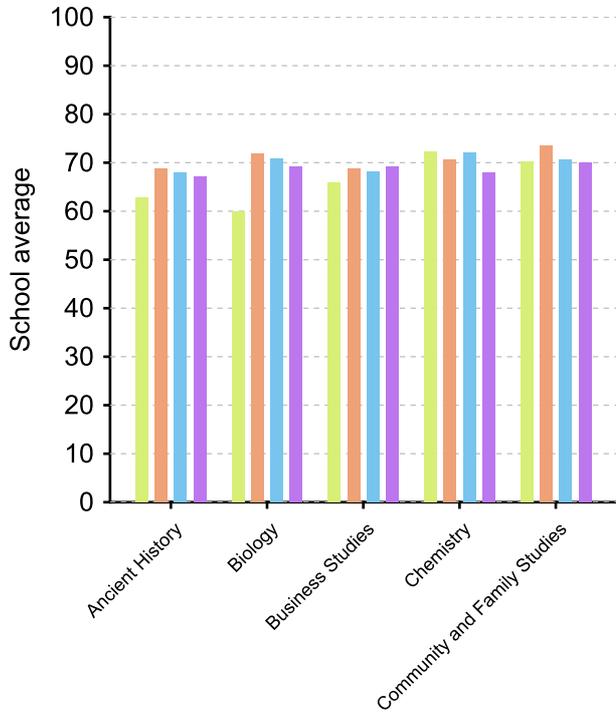
Karabar High School is proud of the work that has been done to improve numeracy standards across the years and to see further improvement in these results. The school is focussed on data use and analyse and will work on this in future years in order to ensure that the results are used in the classroom to further inform practice.

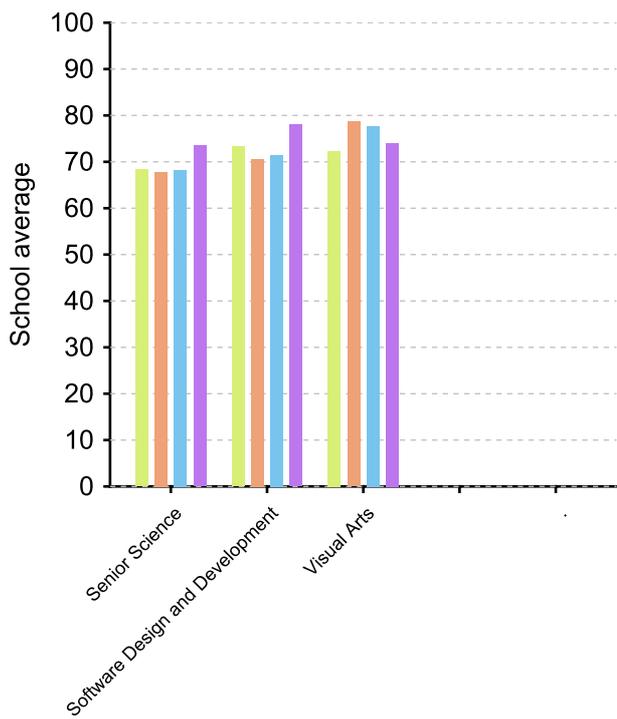
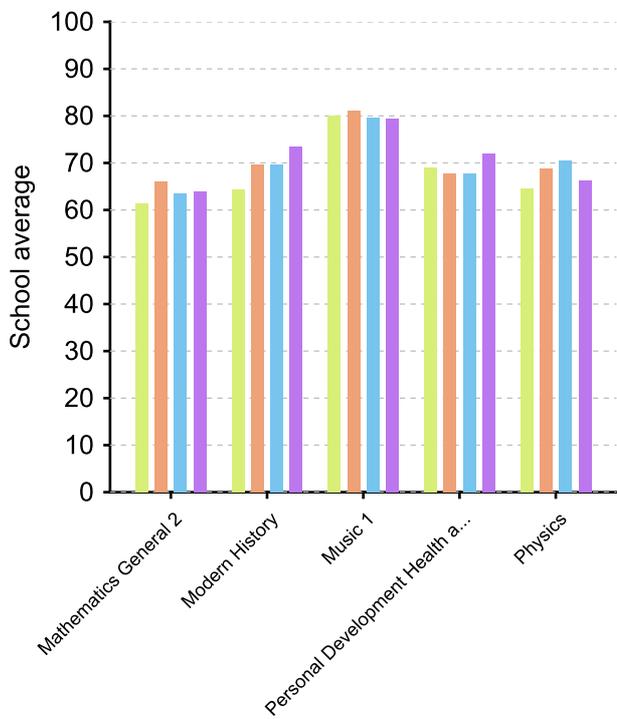
The school has recognised a need to invest in the analyse and use of data in order for us to contribute towards the Premiers Priority target of improving the number of students in the top two bands within the NAPLAN testing regime. The school has committed to working in partnership with CESE (Centre for Education Statistics and Evaluation) to improve practice in this

area. It has been felt that any work in this area prior to such a rigorous examination of data understanding and use is a little haphazard and not effective for constructing long term change.

Higher School Certificate (HSC)

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





Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	62.9	68.7	68.1	67.2
Biology	59.9	71.9	70.9	69.1
Business Studies	65.9	68.8	68.2	69.3
Chemistry	72.2	70.6	72.1	67.9
Community and Family Studies	70.2	73.5	70.7	70.0
Design and Technology	65.0	74.9	72.6	68.6
Drama	70.8	77.1	75.5	76.1
Economics	66.0	73.0	73.6	69.6
English (Advanced)	76.4	78.9	77.6	75.0
English (Standard)	63.3	67.6	65.6	64.8
Food Technology	67.9	71.5	69.3	69.0
Hospitality Examination (Food and Beverage)	70.9	68.9	71.5	69.6
Industrial Technology	57.5	68.4	64.8	64.4
Legal Studies	67.3	72.2	72.1	69.0
Mathematics	67.3	74.2	73.2	72.8
Mathematics General 2	61.4	66.1	63.6	63.8
Modern History	64.4	69.6	69.6	73.5
Music 1	80.1	81.1	79.7	79.3
Personal Development Health and Physical Education	69.1	67.8	67.7	71.9
Physics	64.5	68.9	70.4	66.2
Senior Science	68.3	67.8	68.3	73.6
Software Design and Development	73.3	70.6	71.5	78.0
Visual Arts	72.3	78.7	77.7	74.1

Parent/caregiver, student, teacher satisfaction

The schools on-going work with the parent community is recognised through the parent engagement group which has a good turnout for the sessions run. Parents are expressing increased pleasure with the learning environment being offered to their children and through the parent engagement group they are stating increased satisfaction in their knowledge of school processes and procedures.

Both students and school staff have been actively engaged with the school planning processes in the creation of the 2018–2020 school plan in order to ensure and value ownership and commitment towards the goals identified. Teaching staff have seen an increase in opportunities to take on leadership roles and this will be enshrined in to practice through the new school plan.

Policy requirements

Aboriginal education

Our Aboriginal education officer has been active in running programs specific for our students with a boys and girls group meeting on a regular basis throughout the year. Connecting with Country was the focus for these groups with traditional crafts and activities taught.

Students also continued developing and working through their individual learning plans ensuring future success. This has been highlighted with an increased number of Aboriginal students being retained in to the senior years.

During 2017 we operated an Aboriginal Learning Centre (ALC) through funding provided by the Aboriginal Education Directorate of the NSW Department of Education. This enabled us to employ a teacher specifically for assisting the learning outcomes of Aboriginal students. This teacher has worked at assisting students to scaffold their assessment tasks along with providing remedial work with students bringing them up to pace with their appropriate stages of learning. We have seen increased engagement with this process which has enabled improved student assessment task submission. Our ALC coordinator has also ensured that all Aboriginal students have a completed individual learning plan in place to work from in order to gain further improvements in student outcomes.

Multicultural and anti-racism education

Our school has students whose family background originates in over thirty different countries. 25% of our enrolments are from a non-English speaking background. We celebrate Harmony Day and there is an active anti-racism process in the school. Students are encouraged to access this program to resolve such issues. The school anti-racism contact officer [ARCO]

has been available to lead staff professional learning sessions in anti-racism processes with staff. The ARCO also utilises the Sentral system to alert staff if needed to ensure all students are treated fairly and equally.