

# Koorringal High School

## Annual Report

2018



8483

## Introduction

The Annual Report for **2018** 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.

David Crelley

Principal

### School contact details

Koorringal High School

Ziegler Ave

KOORINGAL, 2650

[www.koorringal-h.schools.nsw.edu.au](http://www.koorringal-h.schools.nsw.edu.au)

[kooringal-h.school@det.nsw.edu.au](mailto:kooringal-h.school@det.nsw.edu.au)

6922 5155

## School background

### School vision statement

The school aims to provide exciting and innovative learning experiences that ensure engagement for our diverse student base. We work to maintain an environment where complacency is challenged, where excellence is the benchmark and where dignity and respect are demonstrated to all.

### School context

Koorungal High School is one of three government co-educational 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, growing to 930 in 2018. Of this, 10% of the student population is 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 NSW State Selective Schools Test. Koorungal High School is a leading school in Vocational Education and Training (VET). Our facilities include a trade training centre where students can pursue training in a range of VET subjects, leading to substantial post-school and transition opportunities. The school has a highly successful creative and performing arts program, which has created pathways to significant learning and career opportunities. We boast a purpose-built performing arts venue and offer courses in VET Entertainment as well as in mainstream Music, Drama and Visual Arts courses. The school follows a Positive Behaviour for Learning wellbeing structure that ensures that students are taught to be Respectful, Responsible, Cooperative Learners.

## 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.

In the domain of Learning we have used an on-balance judgement to determine we are delivering.

In the domain of Teaching we have used an on-balance judgement to determine we are delivering

In the domain of Leading we have used an on-balance judgement to determine we are delivering

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

### Excellence in Learning

#### Purpose

The school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence. There is an integrated approach to curriculum, teaching programs and practices. Students have the essential literacy, numeracy and technology skills needed for life-long learning.

#### Overall summary of progress

Our progress in the areas of Aboriginal Education and Literacy Development is reflected in improved growth in all NAPLAN areas for Aboriginal and non-Aboriginal students. Only limited progress has been made in the area of reporting on student progress.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in the number of students reaching expected growth or beyond in literacy and numeracy.	\$25,000 Professional Learning (Equity)	The proportion of students reaching expected growth in Year 9 NAPLAN (Numeracy) has increased slightly from 56% in 2016 to 59% in 2018. Whilst, the proportion of students reaching expected growth in Year 9 NAPLAN (Reading) has increased significantly from 52% in 2016 to 68% in 2018.
An increase in the number of Aboriginal students who are performing at the same level as or better than non-Aboriginal students.	\$46,000	The proportion of Aboriginal students who have achieved better than expected growth in NAPLAN (Reading) from 2016 was 42% whilst 75% demonstrated better than expected growth in 2018.
An increase in consistency in report writing that targets student achievement, areas of strength and opportunities for improvement.	Nil	Some work has been undertaken in this area, however further professional learning is required in order to gain greater consistency across the school.

#### Next Steps

There is a significant need to restructure our approach to professional learning as a whole school focus which is consistent and focussed on the needs of our students and aligns with school and system priorities. The use of a wide range of data sources, aligned to the teaching standards, must become systematic and a undertaken as a way for teachers to understand the learning needs of their students.

## Strategic Direction 2

### Excellence in Teaching

#### Purpose

Our shared purpose is to create a professional environment that is aligned with the Australian Professional Standards for Teachers. Teachers deliver curriculum with a high degree of expertise, engage professionally and collaboratively and model reflective self-learning to ensure high standards in all aspects of their professional lives.

#### Overall summary of progress

Positive Behaviour for Learning continues to make progress across the school with the language of Respectful, Responsible, Cooperative Learners becoming common language when referring to expected student behaviours. Value added progress from Year 9 to 12 continues to improve, however the 7 – 9 Value Added NAPLAN data in making less progress.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A higher frequency of positive behaviour referrals.	\$3,000 for PB4L awards for students (Equity)	There has been a substantial increase in the number of positive behaviour referrals throughout 2018.
Improved student outcomes in both internal and external assessment including HSC value-add data.	\$75,000 Equity	Value Adding from Year 9 to Year 12 has increased gradually over time to the point where it now sits at Sustaining and Growing against the School Excellence Framework V2.
Continued and sustained teacher enthusiasm for and engagement with ongoing developments in pedagogy.	\$130,000 Professional Learning and Beginning Teachers funding	The majority of professional learning continues to be undertaken externally to the school. The vast majority is provided by the Department of Education and focusses on Individual Professional Development Plan goals or the school's Strategic Directions.

#### Next Steps

There is a significant need to restructure the professional learning approach the school takes and provide greater opportunities through the expertise we have at Koorringal High School. The idea of building the capacity of our leadership team to provide professional learning to their staff is significant and can provide sustainable change in professional growth.

## Strategic Direction 3

### Excellence in Leading

#### Purpose

Our shared purpose is to create an environment that is caring and safe for students and staff. Further to this, we endeavour to cater for individual difference and the development of cooperative, responsible and respectful citizens, who are self-confident and tolerant as members of a diverse community.

#### Overall summary of progress

In 2018, a significant number of staff applied through an EOI process for promotions positions both within Koorungal High School in relieving positions and in permanent positions externally to the school. Shared accountability of all members of staff continues to be a critical factor in building the overall leadership capacity of the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in the number of staff who are taking on leadership roles and responsibilities.	\$60,000 Equity	A significant number of teachers have had the opportunity to lead in faculties and in the Deputy roles throughout 2018.
An increase in shared accountability.	Nil	Increased accountability of all staff is essential if Koorungal High School is to continue on journey of continuous improvement. All staff will need to take responsibility for this area of the school strategic plan.
An increase in staff wellbeing and community satisfaction.	Nil	The 2017 Tell Them From Me Parent Survey indicated a need for the school to improve different aspects of individualised communication, support for their students learning and support for positive behaviour. In 2018, PB4L was introduced to support this finding.

#### Next Steps

The parent body will again be asked to participate in the Tell Them From Me survey to gauge our school's progress in the area of student, parent and staff satisfaction. Teams need to be formed to ensure all teaching staff have a stake in the future of the school and have pivotal roles in developing a professional, supportive, safe workplace for all staff, students and visitors.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$70,676	Support for Aboriginal students in the classroom has seen a reduction in partial attendance and an improvement in overall attendance at school.
<b>English language proficiency</b>	\$18,284	A small number of students required EALD support in 2018. This support was provided by an SLSO who was employed to assist with transition to school and the provision language support.
<b>Low level adjustment for disability</b>	\$90,780 Flexible Funding 156,170 Staffing	The provision of a Learning and Support Teacher has supported teachers in making suitable and targeted adjustments to teacher programs in order to provide differentiated support for teachers and their students. The flexible funding was targeted towards SLSO's supporting students in the classroom and playground. The impact has been improved social and academic outcomes for students requiring further support.
<b>Socio-economic background</b>	\$223,950	This funding is designed to improve outcomes of students from low socio-economic backgrounds. Significant investment was provided to support student achievement.
<b>Support for beginning teachers</b>	\$45,522	Beginning teachers were supported through a targeted and sustained induction program. They were also provided with support through a mentor and a period allowance to enable them to focus on their teaching and learning.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	438	431	412	403
Girls	451	464	471	457

Overall student numbers have remained consistently around the 900 mark for some time. Whilst 2018 saw a slight decline, it is expected that the student population will remain around 900.

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	93	91.5	92	89.1
8	88.2	90.6	90.3	88.2
9	85.9	86.2	90	85
10	79.4	82.8	83.8	85.9
11	83.8	82.2	85.9	83.3
12	86.2	85.6	90.1	85.8
All Years	86.2	86.6	88.4	86.3
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

### Management of non-attendance

Whilst overall attendance in 2018 was historically lower than previous years, Positive behaviour for Learning will continue to impact on students making positive choices about their education. At Koorringal High School, non-attendance is managed using a centralised system where parents and carers are notified of non-attendance and truancy. The department's policy is adhered to and supported by our own procedures. Positive Behaviour for Learning has had some impact on student attendance, with the aim of creating a more positive learning environment to support student wellbeing.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	5
Employment	6	14	48
TAFE entry	8	3	13
University Entry	0	0	19
Other	9	7	8
Unknown	0	0	7

Only a small percentage of students leave Koorringal High School at the completion of Year 10 and 11. Those that have left have moved with their families, found employment – mostly with apprenticeships, and to pursue full-time employment. A small number of students have also moved to other schools.

### Year 12 students undertaking vocational or trade training

In 2018, 37 (36%) students were undertaking at least one Vocational course as part of their pattern of study towards their Higher School Certificate.

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

In 2018, over 98% of students who completed Year 12 qualified for a Higher School Certificate.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	49.3
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	15.37
Other Positions	1



\*Full Time Equivalent

In 2018, Koorungal High School employed two Teachers and four Student Learning Support Officers who identified as being 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	8

### Professional learning and teacher accreditation

Professional Learning is focussed on supporting staff in the achievement of the school's strategic directions. Staff are able to address their individual professional learning requirements as outlined in their Professional Development Plans.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	879,674
<b>Revenue</b>	11,390,764
Appropriation	10,921,638
Sale of Goods and Services	17,303
Grants and Contributions	438,276
Gain and Loss	0
Other Revenue	3,832
Investment Income	9,716
<b>Expenses</b>	-11,177,010
Recurrent Expenses	-11,177,010
Employee Related	-10,028,764
Operating Expenses	-1,148,245
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	213,755
<b>Balance Carried Forward</b>	1,093,428

In 2018, Koorungal High School had a finance committee responsible for providing advice to the principal in the area of financial governance. The significant amount of money carried forward relates to the planned capital items which were not actioned. In 2019, significant items planned include: a fence for the top oval; café; and external sign.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	8,478,364
Base Per Capita	174,346
Base Location	5,109
Other Base	8,298,909
<b>Equity Total</b>	559,859
Equity Aboriginal	70,676
Equity Socio economic	223,950
Equity Language	18,284
Equity Disability	246,949
<b>Targeted Total</b>	961,253
<b>Other Total</b>	296,232
<b>Grand Total</b>	10,295,707

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

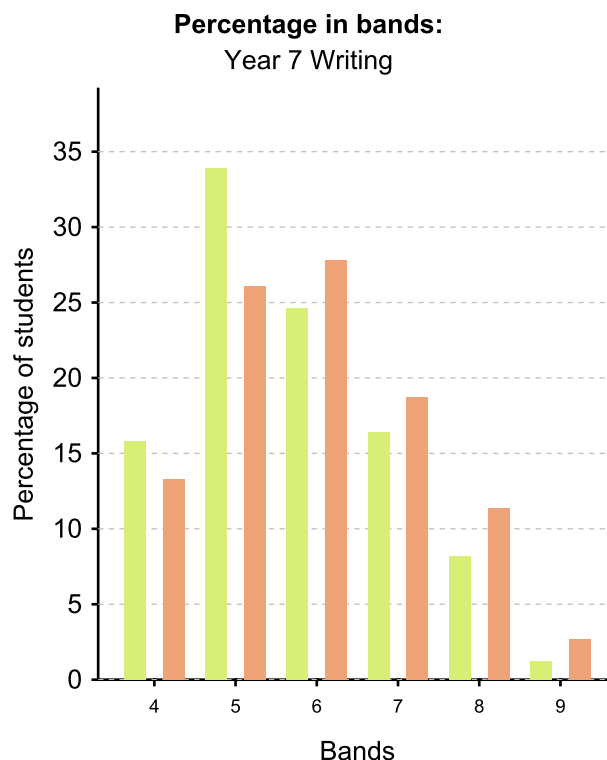
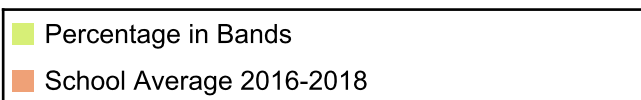
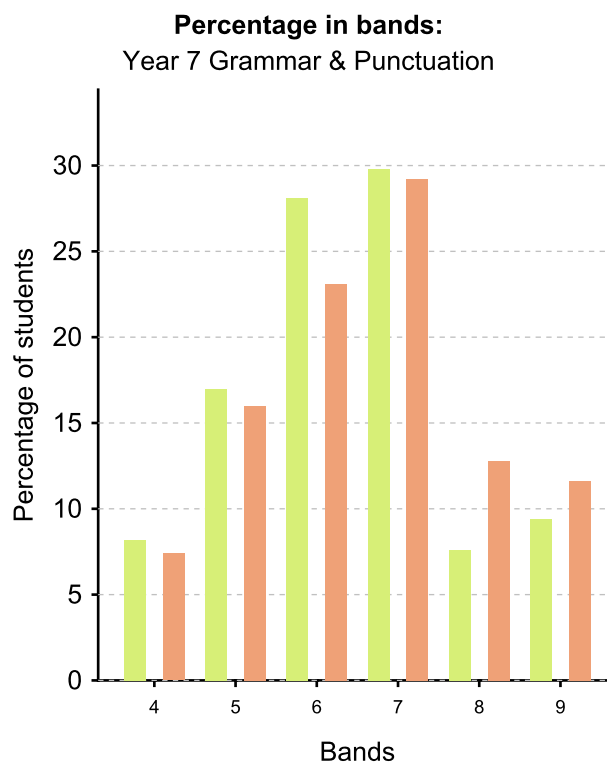
### NAPLAN

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.

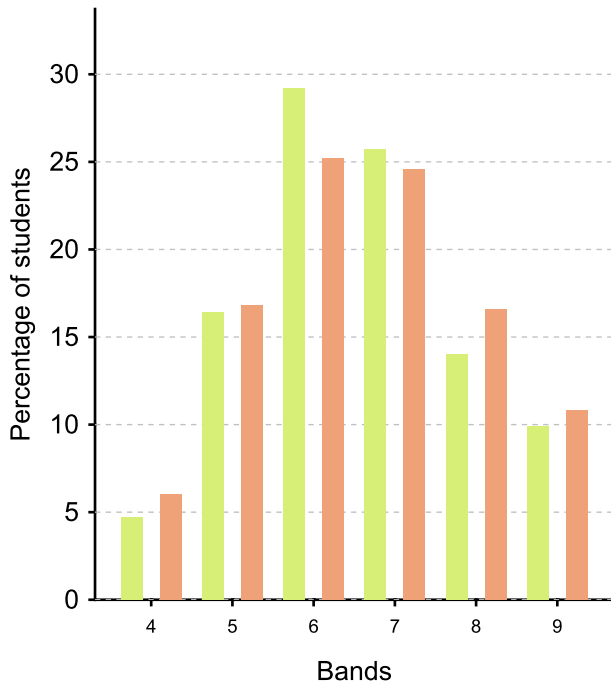
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Overall achievement in Year 7 Literacy was slightly down on the three year average for Koorngal High School. This is in contrast to Year 9 where achievement in the Top 2 Bands for Writing and Reading were slightly above the Three Year average for our school.

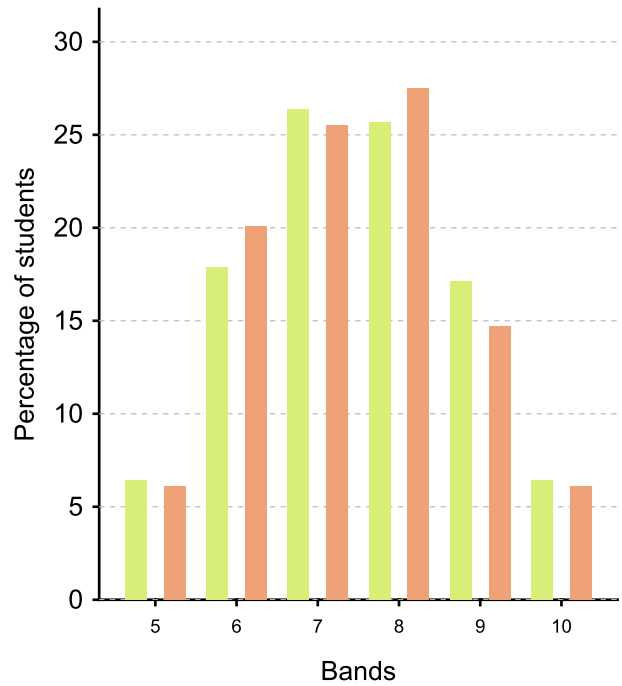


**Percentage in bands:**  
Year 7 Reading



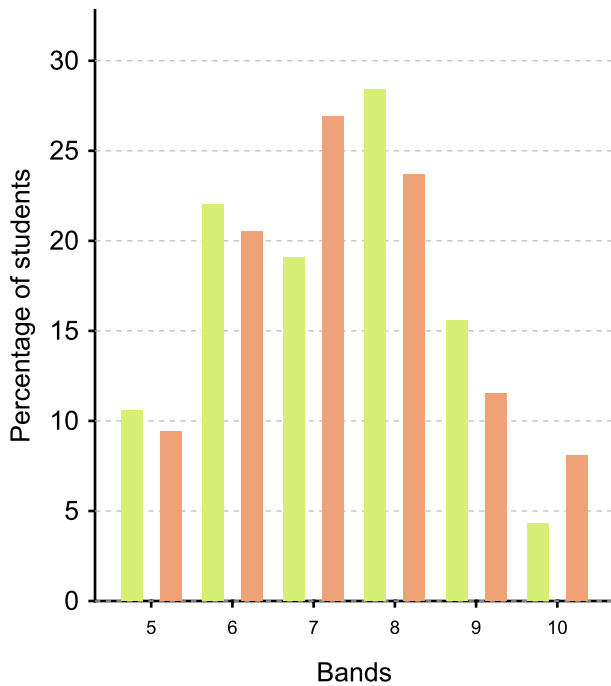
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 9 Reading



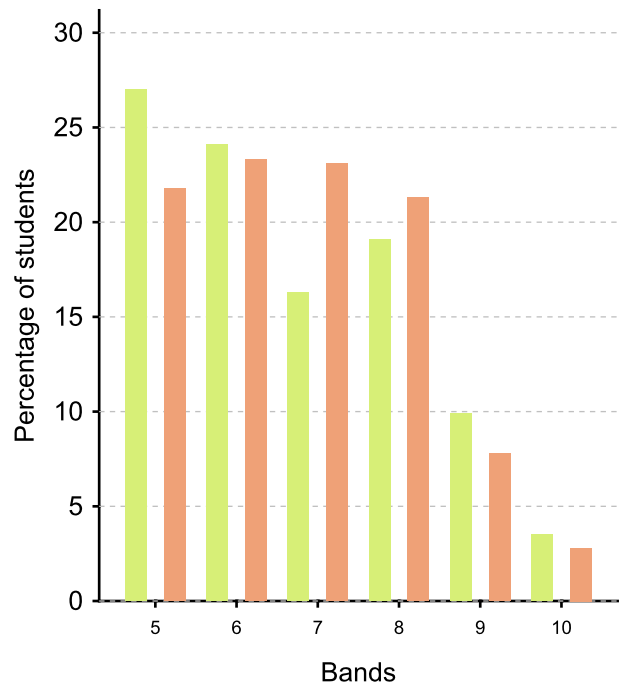
Percentage in Bands  
School Average 2016-2018

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



Percentage in Bands  
School Average 2016-2018

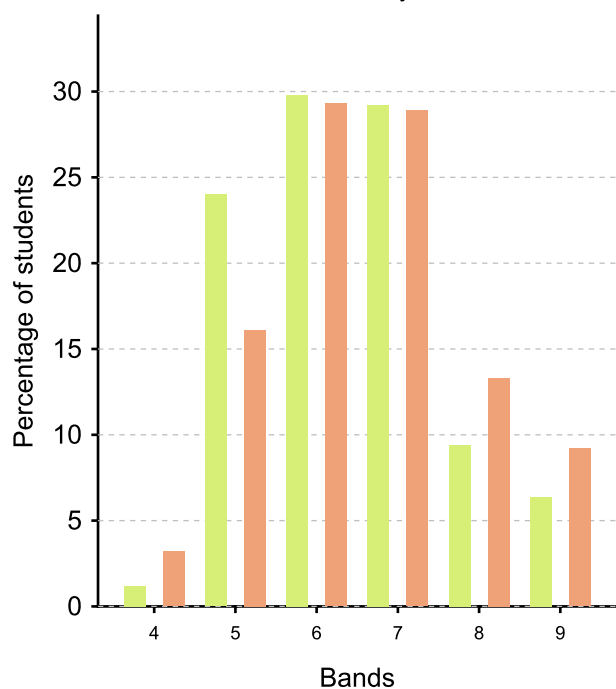
**Percentage in bands:**  
Year 9 Writing



Percentage in Bands  
School Average 2016-2018

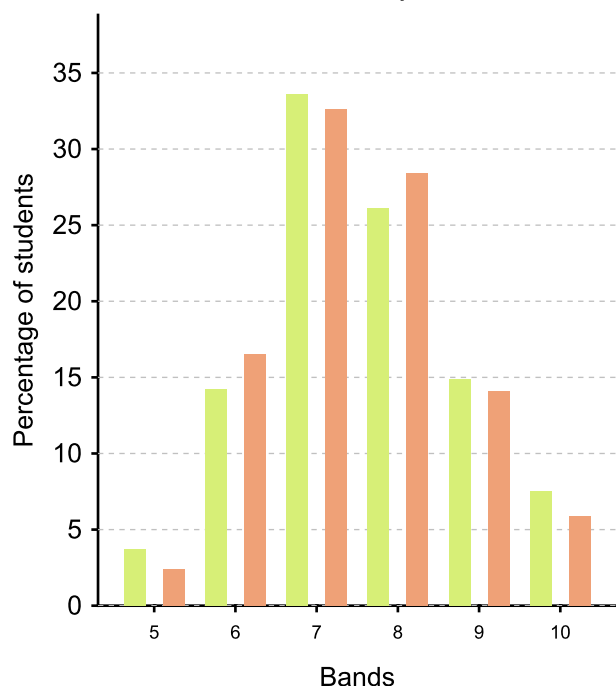
The students in Year 7 in 2018 were slightly below the three year school average for the Top Two Bands in Numeracy, whilst the Year 9 students were slightly above the three year average in the Top Two Bands for numeracy.

**Percentage in bands:**  
Year 7 Numeracy



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 9 Numeracy

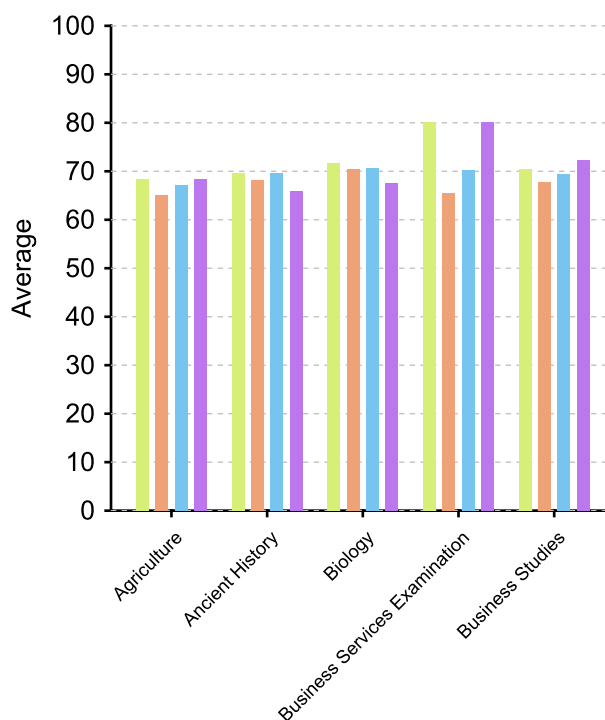


Percentage in Bands  
School Average 2016-2018

Reading and Numeracy by 8%, we have a 5% increase in Year 9 Numeracy over the past two years, whilst we have seen a 6% increase in Year 9 Writing over the same period.

### Higher School Certificate (HSC)

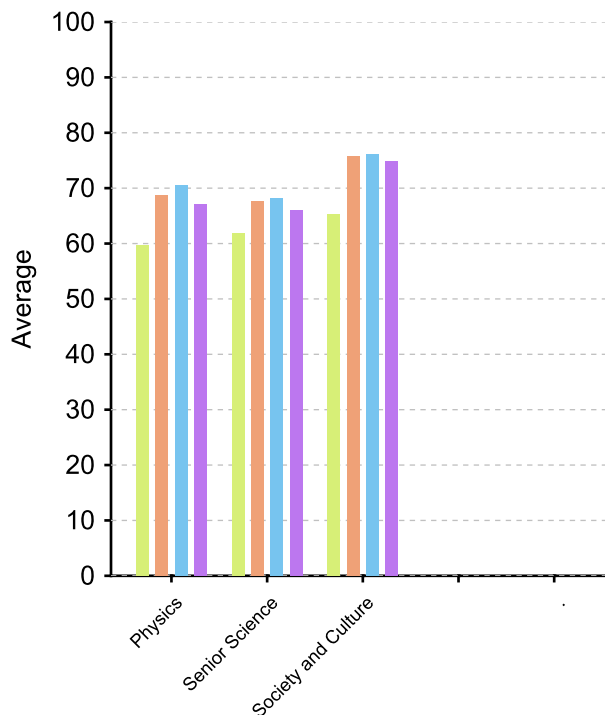
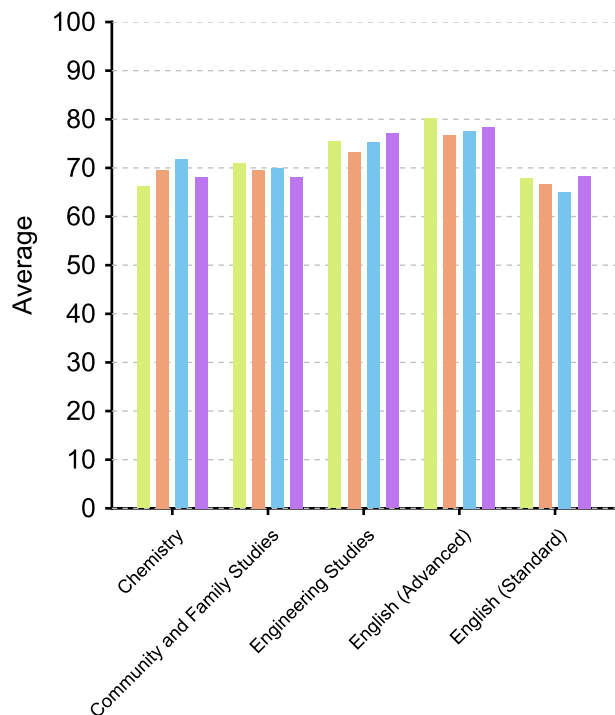
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). 104 students achieved the award of the Higher School Certificate in 2018, with some outstanding individual results.



School 2018 SSSG Average 2018  
State Average 2018  
School Average 2014-2018

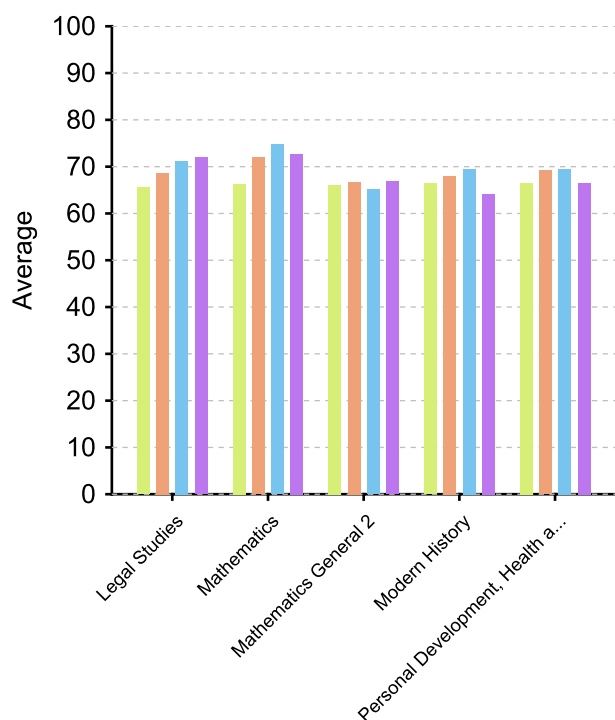
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

With regards to the Premier's Priority of increasing the proportion of students in the Top Two Bands of



■ School 2018 
 ■ SSSG Average 2018  
■ State Average 2018  
■ School Average 2014-2018

■ School 2018 
 ■ SSSG Average 2018  
■ State Average 2018  
■ School Average 2014-2018



■ School 2018 
 ■ SSSG Average 2018  
■ State Average 2018  
■ School Average 2014-2018

Value added performance from Year 9 to Year 12 has gradually and consistently increased since 2013 to a point where Kooringal High School's growth in student performance is comparable to the rest of New South Wales.

## Parent/caregiver, student, teacher satisfaction

In 2018, the school did not include a parent or teacher survey in the Tell Them From Me data collection system. The students were surveyed, with some of the following data collected: There was an upward trend in how students value school and their experience with positive relationships. Interest, motivation and effort all experienced improvement since 2017.

## Policy requirements

### Aboriginal education

At Kooringal High School we seek cultural advice to develop our understanding from the AECG, who have shared their stories with our students to promote engagement within the curriculum. We have a clear focus on building relationships and connections with our Aboriginal community, with the aim of bringing Aboriginal and non-Aboriginal people together. We ensure that Aboriginal perspectives are embedded in our curriculum and have high expectations for the achievement of our Aboriginal students.

### Multicultural and anti-racism education

At Koorringal High School we have a trained Anti-racism officer to assist in the support of staff and students who may face discrimination. The Australian Curriculum has a strong focus on multicultural education, whilst our school community celebrates diversity and makes people from all cultural backgrounds feel welcome.