

# Kurri Kurri High School

## 2019 Annual Report



8177

## Introduction

The Annual Report for 2019 is provided to the community of Kurri Kurri 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.

### School contact details

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## School background

### School vision statement

Kurri Kurri High School is a community of life-long learners who are productive global citizens, inspired to excel in a complex changing world. Excellence is promoted through high expectations with a focus on individual needs. Our broad curriculum, supported by an extensive range of extra-curricular activities provides all students with the opportunity to live up to the school motto, "Making the best of ourselves".

### School context

Kurri Kurri High School was established in 1956 and serves Kurri Kurri and surrounding areas within a low socio-economic context. The school is an active member of the Kurri Kurri Learning Community which involves five partner schools – Kurri Kurri Public, Weston Public, Pelaw Main Public, Mulbring Public and Stanford Merthyr Infants Schools. These schools work together to promote a comprehensive education from Kindergarten to Year 12 in the Kurri Kurri area. Our values of **respect, excellence and safety** are consistent with our partner schools in the Learning Community.

Kurri Kurri High School has over 860 students from Years 7–12 and 65 teaching staff. There are 150 students who have identified as Aboriginal and in 2010 a Junior Aboriginal Education Consultative Group (AECG) was established in partnership with the Korreil Wonnai Aboriginal Education Consultative Group (AECG). We have a strong Junior AECG who are active in the school and local area. Our Learning Centre supports our students with academic and social outcomes, offering all day support for students across all stages of learning.

A strong link exists with the University of Newcastle. Students are provided with significant opportunities through extracurricular activities. Examples include the Manufacturing and Education (ME) program with robotics projects in Year 8 Science and robotics competitions, creative and performing arts and sport.

The P&C Association has provided strong financial support to the school, operating two minibuses for excursions and

## Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

Students in Stage 4 are successful learners

### Purpose

Students in Stage 4 are successful learners who are actively engaged in a rigorous and academic curriculum incorporating REAL projects, while embedding a culture of consistency and achievement in Literacy and Numeracy.

### Improvement Measures

Literacy  
& Numeracy:

Increased number of  
students achieving above expected growth

Premier's  
Priorities: Increase of students in top two bands (8%)

Aboriginal  
Priorities: Increase of students in top two bands (30%)

Attendance: 90% attendance rate up from 86% in 2018 for Stage 4

Student  
wellbeing is evident in improvement in positive learning climate and student  
engagement as evident in TTFM survey results.

Professional Learning is evident in school practices and pedagogy.

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### Overall summary of progress

Throughout this year there have been many major advancements in establishing quality processes to improve pedagogy which has been reflected in teacher practice. The implementation of Best Start in Year 7 saw an increased importance placed on student's basic skills. Utilisation of in school experts has seen an increase in academic rigour in Year 7 embedding these skills in a rigorous academic curriculum. Processes including program audits and enhanced processes around curriculum planning have seen an increase in the teaching of basic skills but also student engagement into REAL Projects and an increase in assignment submission rates. New processes developed within the school, such as Peer Critique, has seen a development in teacher planning for success but also in student achievement as indicated by grade distribution analysis across the school. Enhancing and extending these processes will be priorities in moving forward to ensure that the use of data such as Best Start, and new processes such as Peer Critique are utilised to fully embed in teacher and student practice. As indicated as a weakness, in many teacher surveys and evaluations, consistently embedding whole school professional learning into planning and classroom practice will be an on going focus in moving forward. The findings from the 2019 School Plan have demonstrated that many processes are enhancements in pedagogy have taken place, however, In the final year of this plan ensuring that these enhancements are of a high quality and are consistently embedded in all teacher's practice will be a priority. Evaluation in moving forward will be focused on the quality of new pedagogy and processes with a specific emphasis on the impact upon student achievement. Despite this, 2019 has seen many advancement and success in teacher quality, classroom practice, student achievement and student engagement and this will continue to occur moving into the final year of the current school plan.

## Progress towards achieving improvement measures

**Process 1:** Quality Pedagogy: students are engaged and progressing in their basic skills in a rigorous academic curriculum, designed to inform future pathways, where learning matters.

Evaluation	Funds Expended (Resources)
<p>Has the explicit teaching of school priorities had a positive impact on student achievement?</p> <p><b>Data Sources:</b> Programs, Observational Rounds data</p> <p><b>Findings:</b> Clear consistency can be seen throughout evaluation activities</p> <p><b>Implications:</b> It is clear that school priorities are in place throughout the school, however, the quality and the impact of these much be priorities for 2020</p>	HT's/DP's

**Process 2:** Quality Processes Student wellbeing is evident in a planned and structured program and supported through whole school processes.

Evaluation	Funds Expended (Resources)
<p>Has the role of Head Teacher Engagement and the attendance team improved attendance?</p> <p>What has been the impact on community?</p> <p>Is there an increase in student retention into stage 6?</p> <p>Do whole school programs improve student wellbeing?</p> <p><b>Data Sources:</b> Scout attendance</p> <p><b>Findings:</b> Increase in number of students reaching 85% and 90% attendance</p> <p><b>Implications:</b> Processes must be embedded in 2020 to ensure this positive trend continues.</p>	<p>HT Engagement &amp; Attendance team</p> <p>DP's</p>

**Process 3:** Quality Practices: Staff demonstrate their engagement in a structured and meaningful program of professional learning to inform and improve practice utilising and implementing evidence based teaching strategies

Evaluation	Funds Expended (Resources)
<p>How productive have our practices been? What further actions need to occur as a response?</p> <p><b>Data Sources:</b></p> <p><b>Findings:</b></p> <p><b>Implications:</b></p>	Principal/DP's

## Next Steps

To move forward with continued success in Stage 4, the implementation of enhanced pedagogical practices but be a focus. Building upon the work already in place for planning REAL projects, staff are ensuring NESAs compliance through scope and sequences and assessment. Aligning the curriculum between Year 7 and 8 is an essential element for future planning. Similarly, creating enrichment opportunities for students in the Blue Hub will be a major focus for 2020. Cross year planning for Year 7 and Year 8 Blue Hub will take place to differentiate projects and assessments for students identified as high potential.

Establishing and maintaining effective processes around student wellbeing and positive behaviour will be another focus for Stage 4 students and teachers. Utilisation of the professional learning opportunities and pedagogical strategies, identified by Transforming Schools professional learning and the learning disposition wheel will be another focus moving forward. Teachers will be focusing on embedding these activities into their teaching and learning programs to ensure the development of '4C' (creativity, collaboration, critical thinking, communication) skills for students.

Continuing the utilisation of Best Start Year 7 testing will be an ongoing focus for Stage 4 teachers. Professional learning in Scout and the analysis of Best Start results will be a major focus for informing teaching practice. Creating the link between the literacy and numeracy progressions, identified within Best Start results, to school literacy and numeracy strategies will be essential in ensuring that teachers are using data to inform their practice. Assessing and ongoing monitoring of student development using the literacy and numeracy progressions will assist in ensuring students are progressing in their basic skill development.

## Strategic Direction 2

### Stage 5: Global Citizens

#### Purpose

To develop students who are self-directed problem solvers who have an active voice and impact in their community.

#### Improvement Measures

Evidence of real projects through authentic audiences.

Increase in the number of students meeting assessment requirements, including national minimum standards

Attendance: increased attendance in Stage 5.

Tell them from me survey shows an improvement in engagement

Professional Learning is evident in school practices and pedagogy.

##### Teaching

- An increase in Staff confidence in providing engaging problem based learning.
- Published report outlining the findings of the Action Research Projects
- 15% reduction in negative wellbeing entries and suspensions over Stage 5.
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Leading: Instructional leadership and shared practice.

- Increase in staff presenting at professional development opportunities.
- Increased diversity of assessment tasks ("for", "of" and "as"learning)

#### Overall summary of progress

The strong development in staff and students around the global goals and active learning have been key areas of strong growth in 2019. The work of the staff on the 'Sustainable Development Goals' has been extremely effective in shaping authenticity in the work delivered to students. Students in the TTFM survey indicated that they work was relevant and they could make clear link s to the learning they were doing. The increase in submission rates was testament to this fact.

Having students clear 'voice and choice' in the development of courses through the 5 P's process was a clear indication that the 'buy in' experienced by students led to greater commitment to the learning. The design and development of the AMZAC garden this year and the community response was outstanding.

Student submission rates further increased this year all on tasks.

The accelerated program was a resounding success with 2 students coming first in their HSC exams from the Year 10 program.

#### Progress towards achieving improvement measures

**Process 1:** Quality Pedagogy: students are engaged and progressing in their basic skills in a rigorous academic curriculum, designed to inform future pathways, where learning matters.

Evaluation	Funds Expended (Resources)
Has the role of Head Teacher Engagement and the attendance team improved attendance?	HT Engagement & Attendance team
What has been the impact on community?	DP's
<b>Data Sources:</b> Sentral	HT's/DP's

## Progress towards achieving improvement measures

**Findings:** The attendance team has had positive impact on non attenders and the community is more aware of processes in place to ensure students attend school. Truancy continues to be an issue.

**Implications:** Continued work on truancy.

Have changes to student assessment had an impact on submission rate and student achievement?

**Data Sources:** Assessment submission rates

**Findings:** All stage 5 teachers have seen a significant improvement in submission rates. A decrease in the number of N awards. An increase in students achieving sound outcomes.

**Implications:** Staff require continued support to write quality, engaging assessment tasks.

Students

**Process 2:** Quality Processes Student wellbeing is evident in a planned and structured program and supported through whole school processes.

Evaluation	Funds Expended (Resources)
<p>Has the role of Head Teacher Engagement and the attendance team improved attendance?</p> <p>What has been the impact on community?</p> <p><b>Data Sources:</b> Attendance data, suspension data, PBL data</p> <p><b>Findings:</b> There has been significant improvement in attendance, particularly non attenders.</p> <p><b>Implications:</b> Continued work with non attender ensuring they are engaged in the appropriate educational pathway – accessing community programs eg – Alesco, Tafe, apprenticeships.</p> <p>Is there an increase in student retention into stage 6?</p> <p>Do whole school programs improve student wellbeing?</p> <p><b>Data Sources:</b> Year 10 into year 11 data,</p> <p><b>Findings:</b> Year 10 into 11 – a number of year 10 students leaving to attend other schools, apprenticeship, Tafe and work. More students Studio School</p> <p><b>Implications:</b> Evaluate/review the curriculum being offered and the needs of students. Setting high expectations for students to continue studying and finding the appropriate pathway for all students.</p>	<p>HT Engagement &amp; Attendance team</p> <p>DP's</p> <p>HT Wellbeing</p>

**Process 3:** Quality Practices: Staff demonstrate their engagement in a structured and meaningful program of professional learning to inform and improve practice utilising and implementing evidence based teaching strategies

Evaluation	Funds Expended (Resources)
<p>What knowledge has been increased as a result of staff involvement in training and how will this inform future planning?</p> <p><b>Data Sources:</b> 5 p's process pages. Stage 5 assessment tasks and completion rates for assessment. Authenticity of Tasks</p> <p><b>Findings:</b> overall the completion rates in 2019 improved significantly with the tasks development that involved student voice and choice.</p> <p><b>Implications:</b> How productive have our practices been? What further actions need to occur</p>	<p>Teachers/</p> <p>HT's/DP's</p> <p>Principal/DP's</p>

## Progress towards achieving improvement measures

as a response?

**Data Sources:** completion rates. student focus groups.

**Findings:**

**Implications:**

## Next Steps

In 2020, to support the progress already made in ensuring that Quality Pedagogy in Stage 5 is evident, we must continue to ensure teachers are fully prepared to deliver with the backward mapping of Stage 6 requirements into Stage 5 to ensure quality outcomes for future success. We also need to plan the support our academic and accelerated students to enable them to access higher bands as well as continue to support lower achieving students to attain their HSC . This has been a particular focus as we move into the new policy work around High Potential and Gifted students. This will be a focus in 2020.

While many Quality Processes are in place in Stage 5, as we move forward it is important we encourage more students to engage in quality assessments where they give their best to each task to ensure continued success. .

In order to develop the Quality Practices in 2020, we need to consolidate and share successes across the school to be able to support others who are finding it difficult to implement changes. HTs have expressed the desires to work more closely on integrated projects for continued authenticity and together to share skills sets and discuss what works best when supporting faculties and this is a focus for 2020 ensuring that Quality Practices are having the desired influence on our learners



## Strategic Direction 3

### Successful and Productive Citizens

#### Purpose

##### Purpose

To create a Stage 6 learning culture in which students are lifelong and innovative learners equipped to thrive in their chosen post school pathway and who are productive and healthy citizens in the community.

#### Improvement Measures

Student success in achieving future pathways is measured by:

- All Studio School students meeting Stage 6 requirements or gaining employment through SBATs, full time work or apprenticeships
- Academic students demonstrate a 10% increase each year in accessing entry to University through early entry application and UAC offers starting from 30% in 2017

All Student wellbeing is supported by:

- Increased engagement of students, carers and teachers in assessment practices leading to a reduced number of N-award warnings by 20% each term from previous year.
- Increased student attendance at HSC celebration by 10% of cohort each year with 30% of cohort attending in the first year (2018)

Success of staff professional learning and improved practice is evidenced by:

- Improved HSC achievement by reducing numbers of Band 1 and 2 across the school each year by 10% starting from 36% in 2017.

#### Overall summary of progress

This year, Strategic Direction 3 has focused on embedding Quality Pedagogy, Quality Practices and Quality Processes in order to achieve our aim of creating lifelong and innovative learners equipped to thrive in their chosen post school pathway and who are productive and healthy citizens in the community. To ensure that students are developing their skills in a rigorous academic curriculum we have worked on utilising quality pedagogy to reduce the number of Band 1 and 2 results in the HSC. This focus included ensuring NESA compliance was in place of all teachers and supporting them in their efforts to deliver high quality teaching and learning opportunities. Through a focus on the explicit teaching of school priorities (FOW, FOR) syllabus specific skills as well including the implementation of the Peer Critique Process, students have been supported to achieve academic success. Furthermore, Masterclasses prior to exams as well as the availability of support through the Study Centre continues to be a source of strength in the number of students attending and the number of teachers running them. In moving forward we need to strategize how to support our academic students further as well as continuing to provide opportunities for all to succeed. The focus on establishing quality practice has allowed staff to engage in a structured and meaningful program of professional learning such as RAP analysis, discussions with HSC markers, and utilising Past Papers and Examiner Comments to inform and improve delivery of the Stage 6 course content. Staff are becoming more confident in using a range of data sources such as N-award numbers, assessment submissions and grade distributions to identify areas of concern and to address them more effectively in their teaching and learning within the classroom. Our commitment to supporting students using the Early Entry Scheme and Staff Recommendation Scheme to access university is on track to achieve the improvement measure, however, we need to consolidate practice by ensuring that all teachers are enhancing and extending their teaching strategies to ensure that quality practice is embedded across the school. This will be established as we focus on sharing quality through lesson observations. However, the biggest impact on achievement in Stage 6 so far has been a result of the quality processes that have been implemented to support student engagement and achievement. The regular communication meeting with parents regarding student progress is having the desired effect with students placed in the correct pathways which allows them to be more focused on their learning as well as allowing interventions to be in place earlier to support student achievement in courses. Additionally the inclusion of the LST in the assessment dissemination has proved to streamline the support measures and reduced the number of n-warning letters for senior students. This is something we will continue to build upon as we move into the last stage of the current school plan.

#### Progress towards achieving improvement measures

## Progress towards achieving improvement measures

### Process 1: Quality Pedagogy:

Students are engaged and progressing in their skills in a rigorous academic curriculum, designed to inform future pathways, where learning matters.

Evaluation	Funds Expended (Resources)
<p>Has the explicit teaching of school priorities had a positive impact on student achievement in Stage 6?</p> <p><b>Data Sources:</b> HSC data, N–determinations for courses, grade distributions, Year 11 results</p> <p><b>Findings:</b> Year 12 continued to have fewer N–determinations, Year 11 were better supported to achieve syllabus outcomes and staff were more confident in their delivery of course content</p> <p><b>Implications:</b> A positive impact has been seen in Stage 6 through explicit teaching but must continue to ensure teachers are fully prepared and up to date with syllabus changes and that the knowledge and understanding of Stage 6 is aligned with NESA requirements. Will need to strategize how to support top students as well as lower achieving students in the future.</p>	

### Process 2: Quality Processes:

Student wellbeing is evident in a planned and structured program and supported through whole school processes and events.

Evaluation	Funds Expended (Resources)
<p>Is what we are doing having the desired effect on student results?</p> <p><b>Data Source:</b> number of positive letters sent home, attendance at BBQ celebration, number of students accessing SRS, Survey results to determine post school options , number of applicants for the P&amp;C scholarship, HSC results</p> <p><b>Findings:</b> Increased number of positive letters going home for Year 11, Attendance at the ATAR BBQ increased to half of the cohort in attendance, all students to applied for early entry to university were accepted. Students still have until end of term 1 to complete the P&amp;C scholarship but were given applications in their graduation portfolio this year.</p> <p><b>Implications:</b> Students are well supported through many processes. We need to encourage more students to apply for early entry based on the SRS especially top performing students and stress the importance of the applications. Students results in the HSC were steady however, we still need to focus on moving more into band 4 and 5</p>	Executive staff

### Process 3: Quality Practices:

Staff demonstrate their engagement in a structured and meaningful program of professional learning to inform and improve practice in delivering Stage 6 course content and assessment utilising and implementing evidence based teaching strategies

Evaluation	Funds Expended (Resources)
<p>How productive have our practice been? What further actions need to occur as a response?</p> <p><b>Data Source:</b> PDPs, HT feedback</p>	Teachers / HT

## Progress towards achieving improvement measures

**Findings:** Varying success, mre consistency needed

**Implications:** While the observational rounds were put on hold due to time constraints, the Instructional Leadership role had varying impacts. We need to consolidate next year and share successes across the school in order to support others who are finding it difficult to implement changes. HTs have expressed the desires to work more closely together to share skills sets and discuss what works best when supporting faculties. and this is something we need to build upon next year.

## Next Steps

In 2020, to support the progress already made in ensuring that Quality Pedagogy in Stage 6 is evident, we must continue to ensure teachers are fully prepared and up to date with syllabus changes and that the knowledge and understanding of Stage 6 is aligned with NESA requirements. We also need to strategize the support our academic and accelerated students to enable them to access higher bands as well as continue to support lower achieving students to attain their HSC .

While many

Quality Processes are in place in Stage 6, as we move forward it is important that we need to encourage more students to apply for early entry based on the SRS especially top performing students and stress the importance of the applications to all students pursuing tertiary education. Students results in the HSC were steady, however, we still need to focus on moving more students into band 4 and 5 across all KLAs within the school.

In order to

continue to develop the Quality Practices in 2020, we need to consolidate and share successes across the school to be able to support others who are finding it difficult to implement changes. HTs have expressed the desires to work more closely together to share skills sets and discuss what works best when supporting faculties and this is a focus for 2020 ensuring that Quality Practices are having the desire impact.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Socio-economic background</b>	Deputy Principal Stage 5 CLO for whole school and parent engagement Business Manager Student support officer TSO Grade 7/8 Tech support HT Technology HT engagement <b>Funding Sources:</b> • Socio-economic background (\$912 640.00)	<p>The significant gains in learning have all been bolstered by the additional support mechanisms that have been deployed over 2019.</p> <p>Our Year 9 NAPLAN results remain pleasing with student growth well above state average.</p> <p>The creation of smaller classes had led to stronger support for students. Additional LAST support has aided the work of students as they strive to better their achievements.</p> <p>Our increased submission rates across all tasks is indicative of this strong work.</p> <p>BYOD and tech uptake has increased along with staff capacity to deliver on CANVAS. current analytics support this development.</p> <p>We will continue to work with the structures in place into 2020.</p>
<b>Support for beginning teachers</b>	PL coaching staff mentors lesson study PL events allocation of lesson release <b>Funding Sources:</b> • GTIL (\$79 188.00)	<p>Staff were well supported and were able to work with HTs to design the release and courses they wanted to attend. The work around Transforming Schools was a large component of the spend in 2019. This was well rated by staff as the most significant game changer to the way that they work. We will continue this partnership into 2020.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	397	427	412	409
Girls	437	403	388	374

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	90.7	87.2	85.9	87.5
8	84.4	87.4	85	82.8
9	81.8	84.1	83.9	81.1
10	86.2	82.6	80.3	81.7
11	85.7	87.8	82.1	76
12	85.5	90	83.1	87.5
All Years	85.7	86.4	83.5	82.7
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-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	20.8
Employment	28	24	20.8
TAFE entry	24	38	7.5
University Entry	0	0	49.1
Other	24	38	1.8
Unknown	0	0	0

## Postschool destinations

In March 2020, all Kurri Kurri High School HSC graduates from 2019 were contacted for the purpose of the Post School Destination report. Of the 2019 HSC cohort 33 students were undertaking a pattern of study that gained them an Australian Tertiary Admission Rank (ATAR). Research has indicated that the Yr 12 student cohort of 2019 had 26.4.6% of students' offered a place into University courses while 18.8% were offered a place into Newstep program at University. Over 22 separate early entry applications were lodged by about 15 students to various universities, some of which were successful. Many students took up these early offers in December. The majority of students have enrolled at Newcastle Uni while 1 students have moved to UNE and 1 student to UNSW. 2 (3.77%) students have chosen to defer their university offer and will attend in 2021. Research has indicated that 20.8% (Yr12), 24% (Yr11) and 24%(Yr10) of the 2019 cohorts are gainfully employed whether it be part time, casual or an apprenticeship. It is known that 7.5%(Yr12), 38%(Yr 11) and 24% (Yr10) of 2019 have continued with their education at TAFE or private providers while an average of 20.8% of school leavers from all three Year groups are currently seeking employment.

## Year 12 students undertaking vocational or trade training

20.25% of Year 12 students at Kurri Kurri High School undertook vocational education and training in 2019.

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

### Year 12 students attaining HSC or equivalent Vocational educational qualification

During 2019 there were 59 (86.4%) students who attained their HSC while at Kurri Kurri High School. From those students who gained the HSC there were 22 (32.5%) students who undertook one or more VET subjects and successfully gained a qualification. These courses were conducted at either Kurri Kurri High School or TAFE institutions included Construction, Hospitality, Metals and Engineering, Aviation (Drones), Human Services, Tourism, Design, Animal Studies, Music Industry and Childcare. These students received a full Certificate II or a Statement of Attainment towards Cert II in additions of their HSC qualification.

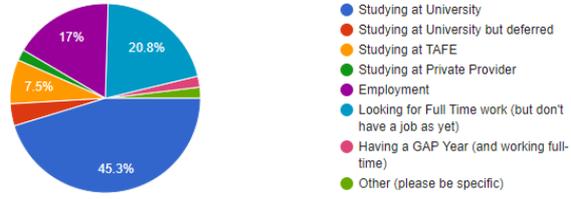
## Year 12 students undertaking vocational or trade training

During 2019 at Kurri Kurri High School in the Vocational Education Department approximately 22 of students (32%) studied a VET subject as part of their HSC year. It must be noted that 2 students had undertaken one or more VET subjects during the final year of their HSC. Within the Preliminary year of 2019 research has indicated that 63 students (56%) had undertaken a VET subject while 7 of those students had chosen one or more VET subjects.

During 2019 students also availed themselves of EVET courses offered by outside providers. We had students studying Animal Studies, Aviation (Drones), Human Services, Design, Music Industry and Childcare. These courses provide students the opportunity to access and complete additional modules of work and attain higher levels of certification prior to leaving school.

2019 also saw students completing School-Based Part-Time Traineeships (SBPTT) in Aged Care Nursing, Retail, Hospitality and Business Services. School-Based Apprenticeships and Part-Time Traineeships see students provided with paid work in their chosen area of study whilst they attain vocational qualifications and a HSC. Teaching staff from Construction, Hospitality and Metals have all undertaken additional training to ensure that they all have the latest qualifications, ensuring that Kurri Kurri High students receive the best possible instruction.

### Yr 12 Post School Destination



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	47.5
Learning and Support Teacher(s)	2.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	14.48
Other Positions	1

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	646,089
<b>Revenue</b>	12,000,286
Appropriation	11,753,247
Sale of Goods and Services	57,599
Grants and contributions	189,200
Investment income	240
<b>Expenses</b>	-12,401,812
Employee related	-10,968,719
Operating expenses	-1,433,093
<b>Surplus / deficit for the year</b>	-401,526

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	1,208,433
<b>Equity Total</b>	1,756,895
Equity - Aboriginal	145,845
Equity - Socio-economic	1,168,758
Equity - Language	2,760
Equity - Disability	439,532
<b>Base Total</b>	7,591,186
Base - Per Capita	195,890
Base - Location	0
Base - Other	7,395,296
<b>Other Total</b>	558,063
<b>Grand Total</b>	11,114,578

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

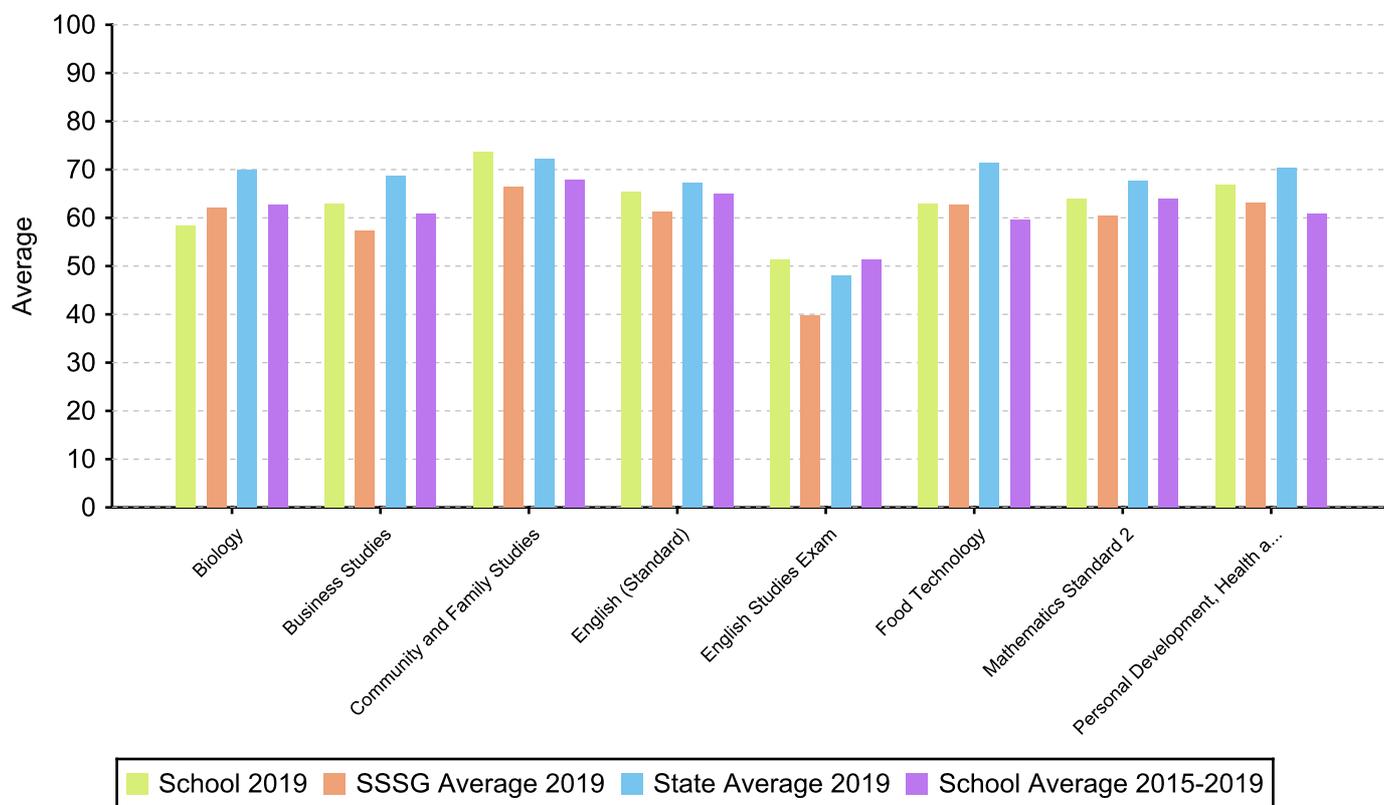
### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

## School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	58.3	62.1	69.9	62.8
Business Studies	62.9	57.3	68.6	60.9
Community and Family Studies	73.6	66.4	72.2	67.8
English (Standard)	65.5	61.3	67.3	65.0
English Studies Exam	51.4	39.7	48.1	51.4
Food Technology	63.0	62.7	71.4	59.6
Mathematics Standard 2	64.0	60.4	67.7	64.0
Personal Development, Health and Physical Education	66.8	63.2	70.5	60.9

## Parent/caregiver, student, teacher satisfaction

The level of student, parent and staff satisfaction has been tracked using the Tell Them From Me survey and participation data. During 2019, the following data sets show the student level of engagement is rising to almost meet the state averages.

Our data reveals we have made significant and above state average gains in:

positive student/teacher relationships

high expectations

advocacy in school

we are tracking closer to meeting the averages for the State in all key areas. This is a key area for next year, to hit state average.

In 2019 parents and community:

- were included in school evaluation processes during regular Parents and Citizens meetings. Each meeting in 2019 had a presentation on a school innovation.
- participated in school activities such as: The Nostalgia Festival, Business Breakfast, MADD nights, Parent teacher evenings, Fun Run and sporting events.
- 100% participated in the senior subject selection process. Each student was interviewed by a senior staff member and their parent/carer to plan senior school goals and subjects and post school aspirations.
- Participated in the 7/360 and 8/360 interview for Stage 4 with over 87% of parents attending Year 7 and 68% of Year 8 parents. In 2019 these interviews count towards assessment outcomes to encourage more authenticity in the process and give more credibility to the interviews.
- Attended Parent Learning groups conducted for Senior and junior student on Study Skills, accessing the Sentral Parent Portal, BYOD information evening and Year 8 HUB design evenings.
- A 58% increase in parents accessing the parent portal.
- 78% of parents attending Stage 5 & Stage 6 parent teacher evenings and booking online.
- Participated in Year 10 into 11 transition interviews. 94% parent and student commitment of those going on the HSC study.
- Studio School– 98% of students had parents attend their exhibitions
- 100% attendance at IEP meetings in Special Education
- 83% attendance at Aboriginal PLP meetings.
- Participated in the Authentic Assessment program which had 100% of students complete.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.