

# Koorringal High School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 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.

### 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)

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## 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

Koorringal 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 Koorringal, 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. Koorringal 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

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

## Strategic Direction 1

### Excellence in Learning

#### Purpose

To provide high quality learning experiences that foster the development of individual learning needs of the whole student. Students will develop future-focused skills and knowledge through personalised, engaging learning aimed at creating active and informed citizens.

#### Improvement Measures

An increase in the number of students reaching expected growth or beyond in literacy and numeracy.

Differentiated programs with explicit strategies for improving literacy and numeracy are consistent in all faculties across the school.

Improved relationships between students and between staff and students is evident with a decrease to negative interactions with the school welfare and behaviour system.

#### Progress towards achieving improvement measures

**Process 1:** Implementation of literacy and numeracy programs to support all students to value add. Teachers are trained to develop pedagogical practices that enhance a common school language and approach.

Evaluation	Funds Expended (Resources)
Funds were utilised to support an additional Learning and Support Teacher in the school. This included an increased amount of 1 to 1 support for students identified as needing additional learning support.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$53358.00)</li></ul>

**Process 2:** Every faculty implements a consistent, whole school approach to learning that differentiates, challenges and promotes high expectations.

Evaluation	Funds Expended (Resources)
Funds were expended by faculties to resource innovative and challenging programs. Additional professional learning money was expended to release staff to evaluate and improve teaching and learning programs throughout the year.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• (\$203187.00)</li></ul>

**Process 3:** Develop and facilitate whole school professional learning that explores ways to challenge students through expert differentiation so that they become successful and confident learners.

Evaluation	Funds Expended (Resources)
Staff were provided many opportunities to improve their practice through targeted professional learning. This included self-identified learning through the Performance and Development process as well as whole school priorities. This amount declined considerably from 2018 due to us utilising local expertise including forming partnerships with other Wagga Wagga public high schools.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• (\$51424.00)</li></ul>

## Strategic Direction 2

### Excellence in Teaching

#### Purpose

To ensure that teaching practice is high quality, innovative, collaborative and differentiated for all students. All staff contribute to a thriving learning culture that promotes shared responsibility to student achievement.

#### Improvement Measures

Improved use and application of the Positive Behaviour for Learning framework consistently across the school including more positive referrals and less negative referrals.

Every staff member has a high quality professional development plan, underpinned by effective use of data, that evidences the impact of professional learning.

Continued and sustained teacher enthusiasm for and engagement with ongoing developments in pedagogy.

#### Progress towards achieving improvement measures

**Process 1:** Implementation of *Positive Behaviour for Learning (PB4L)* as a system for consistent explicit teaching of expected behaviours and the establishment of a robust process for recognition of student success.

Evaluation	Funds Expended (Resources)
PB4L was relaunched within the school after a review of current practice. This included a launch of the new and successful 'Onya' awards.  Minimal funds were spent within the 2019 school year as it included mostly policy development for this purpose with plans for 2020 expenditure to support the program.	

**Process 2:** Review of teaching programs, Preliminary and HSC monitoring, evidence and data to ensure school-wide consistency in approaches to programming and feedback.

Evaluation	Funds Expended (Resources)
The school executive team implemented a buddy observation process in regards to evaluating and reviewing teaching and learning programs in Term 1. Additionally, the school employs an additional Deputy Principal which assists with more face to face time between executive and senior executive to review and discuss programming within the faculty.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• (\$23429.00)</li></ul>

**Process 3:** Review and development of the *Bring Your Own Device (BYOD)* strategy to promote responsible and effective school-wide use of electronic technology.

Evaluation	Funds Expended (Resources)
BYOD is now in full operation at Koorlingal High School. The school purchases additional devices to support a comprehensive equity program to ensure consistent access for all students. Additional supporting technology is also provided to faculties.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$106327.00)</li></ul>



### Strategic Direction 3

Excellence in Leading

#### Purpose

To build leadership capacity across the learning community to achieve the shared strategic vision of the school.

#### Improvement Measures

An increase in the number of staff who are taking on leadership roles and responsibilities.

Increase in locally developed and delivered professional learning from staff within the school or our local networks.

An increase in staff well being and community satisfaction as measured through the People Matters and the Tell them From Me surveys.

#### Progress towards achieving improvement measures

**Process 1:** Build the capacity of teachers to engage, develop and lead professional learning which is informed by data and research and is underpinned by rigorous evaluation.

Evaluation	Funds Expended (Resources)
Staff were encouraged to develop and lead professional learning in the school. Additionally, a full staff development day between the three local public high schools was held in Term 3. At this meeting, multiple Koorringal High School staff shared their expertise and led professional learning. This not only built the capacity of staff but saved the school a significant amount of professional learning funds.	

**Process 2:** Develop a process that enables staff to assess their practices against the School Excellence Framework with the goal of pursuing excellence and high quality practice across the domains of learning, teaching and leading.

Evaluation	Funds Expended (Resources)
Regular staff meetings were held to enable staff to give feedback on the direction of the school through the School Plan 2018–2020.	

**Process 3:** Improve learning spaces and resources to improve collaboration, facilitate future focused learning and provide students with the skills required in a rapidly evolving world.

Evaluation	Funds Expended (Resources)
Significant funds were spent in the 2019 school year in regards to improving learning spaces and the school overall. An example is the building of our new school cafe which will be used to support our VET classes, due to be built in Term 2, 2020.	<b>Funding Sources:</b> • (\$534249.00)

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$76,277	Funding supports the employment of an Aboriginal Education Officer. They support students with their learning and promote engagement between the school and the community.
<b>English language proficiency</b>	\$172,290	Funding supports staffing for our English as an additional language (EALD) students as well as resourcing.
<b>Low level adjustment for disability</b>	\$260,721	Funding supports the employment of School Learning and Support Officers that provide personalised learning support to our students with a disability. Additional resourcing is also purchased using these funds.
<b>Socio-economic background</b>	\$287,598	Funding supports the equitable provision of technology for all students in the school. It also supports our welfare programs and the employment of a Student Support Officer. Additional funds are used to employ School Learning and Support Officers who can work with students who need additional learning support.
<b>Support for beginning teachers</b>	\$149,838	Funding supports our early career teachers, those being in their first and second year of teaching. This is spent to relieve themselves and a mentor from teaching duties to engage in professional learning as well as the costs associated such as course costs.



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	431	412	403	408
Girls	464	471	457	476

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	91.5	92	89.1	91.6
8	90.6	90.3	88.2	86.7
9	86.2	90	85	86.1
10	82.8	83.8	85.9	83.2
11	82.2	85.9	83.3	80.3
12	85.6	90.1	85.8	82.3
All Years	86.6	88.4	86.3	85.4
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	4	6
Employment	7	3	52
TAFE entry	3	2	8
University Entry	0	0	30
Other	0	0	2
Unknown	0	0	2

### Year 12 students undertaking vocational or trade training

38.81% of Year 12 students at Koorungal High School undertook vocational education and training in 2019.

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

90.9% of all Year 12 students at Koorungal High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	45
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Counsellor	2
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,093,428
<b>Revenue</b>	11,285,156
Appropriation	10,881,466
Sale of Goods and Services	18,268
Grants and contributions	375,265
Investment income	6,414
Other revenue	3,743
<b>Expenses</b>	-11,422,630
Employee related	-9,913,322
Operating expenses	-1,509,309
<b>Surplus / deficit for the year</b>	-137,474

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>	955,474
<b>Equity Total</b>	586,155
Equity - Aboriginal	74,275
Equity - Socio-economic	236,652
Equity - Language	10,897
Equity - Disability	264,331
<b>Base Total</b>	8,061,700
Base - Per Capita	205,660
Base - Location	4,599
Base - Other	7,851,441
<b>Other Total</b>	578,624
<b>Grand Total</b>	10,181,953

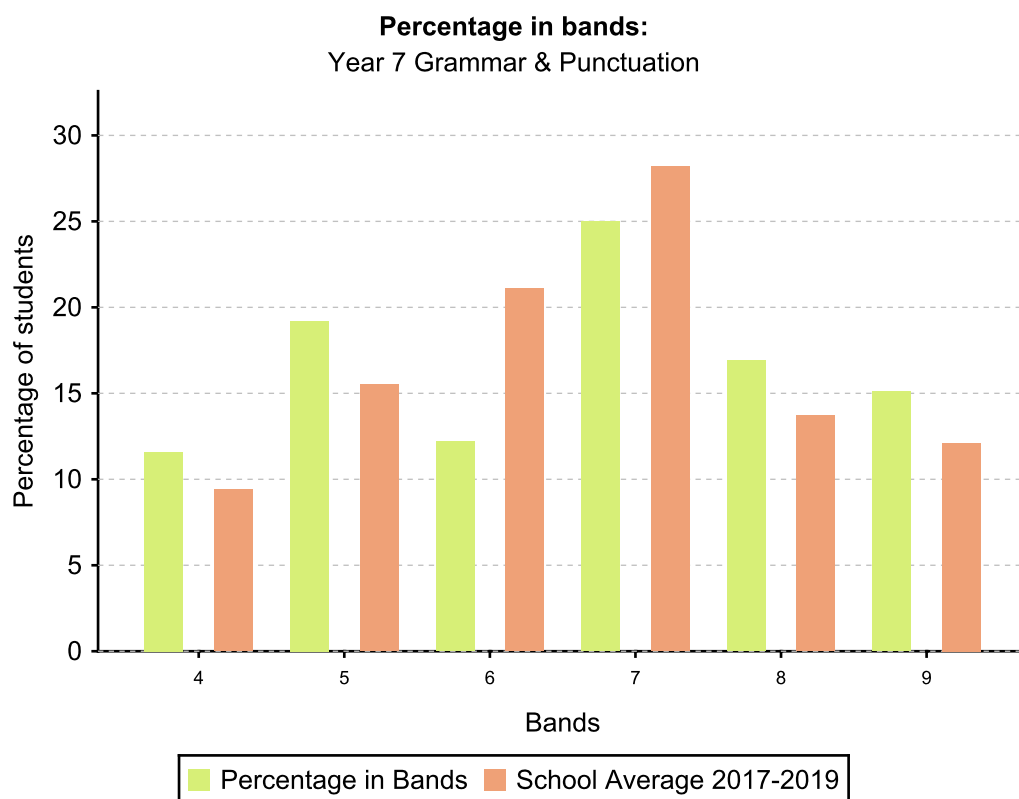
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

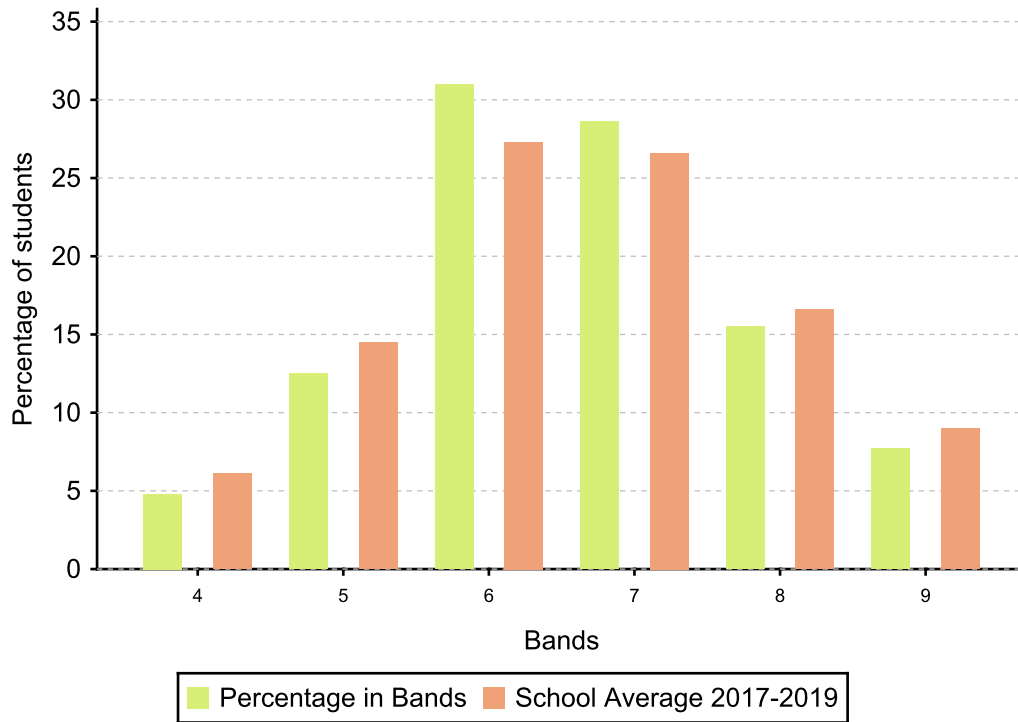
### Literacy and Numeracy Graphs



Band	4	5	6	7	8	9
Percentage of students	11.6	19.2	12.2	25.0	16.9	15.1
School avg 2017-2019	9.4	15.5	21.1	28.2	13.7	12.1

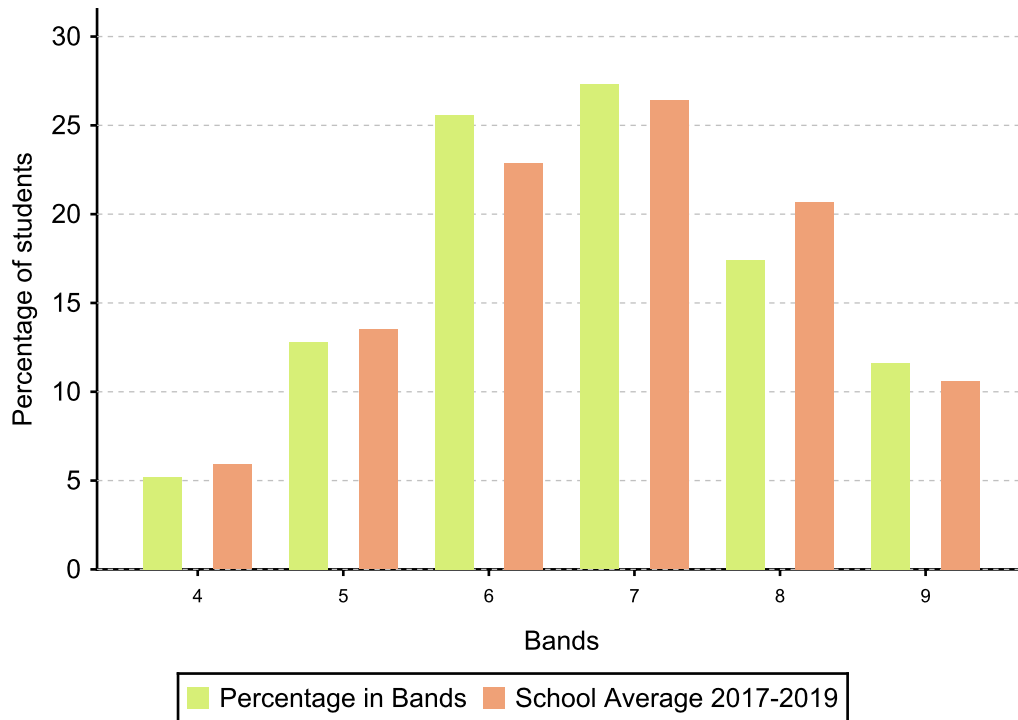


**Percentage in bands:**  
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	4.8	12.5	31.0	28.6	15.5	7.7
School avg 2017-2019	6.1	14.5	27.3	26.6	16.6	9

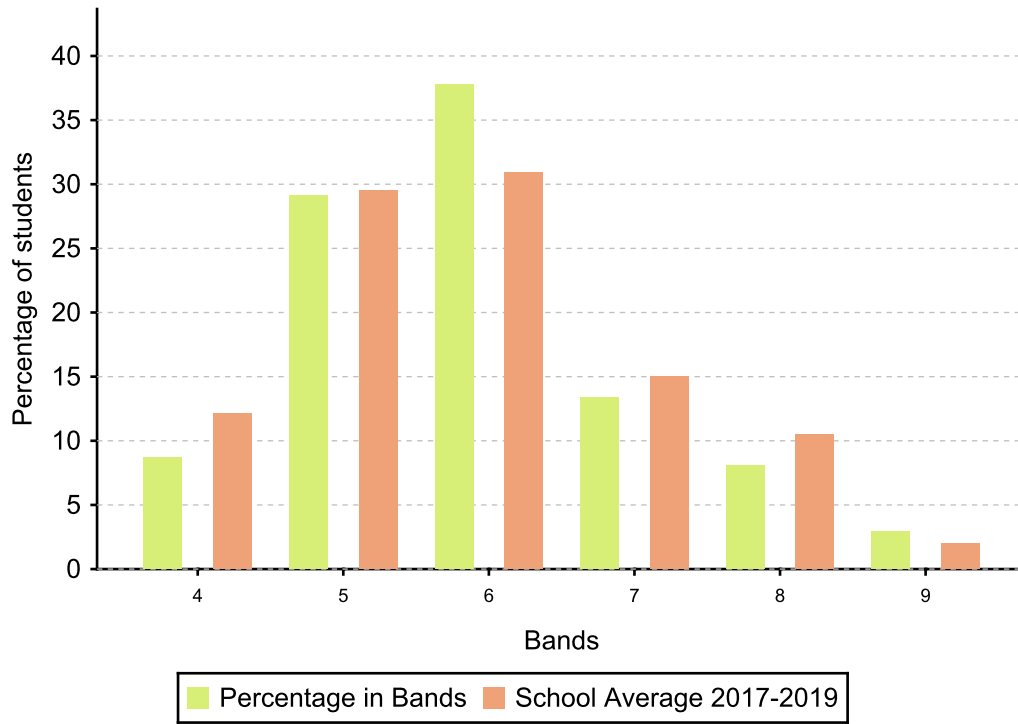
**Percentage in bands:**  
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	5.2	12.8	25.6	27.3	17.4	11.6
School avg 2017-2019	5.9	13.5	22.9	26.4	20.7	10.6

### Percentage in bands:

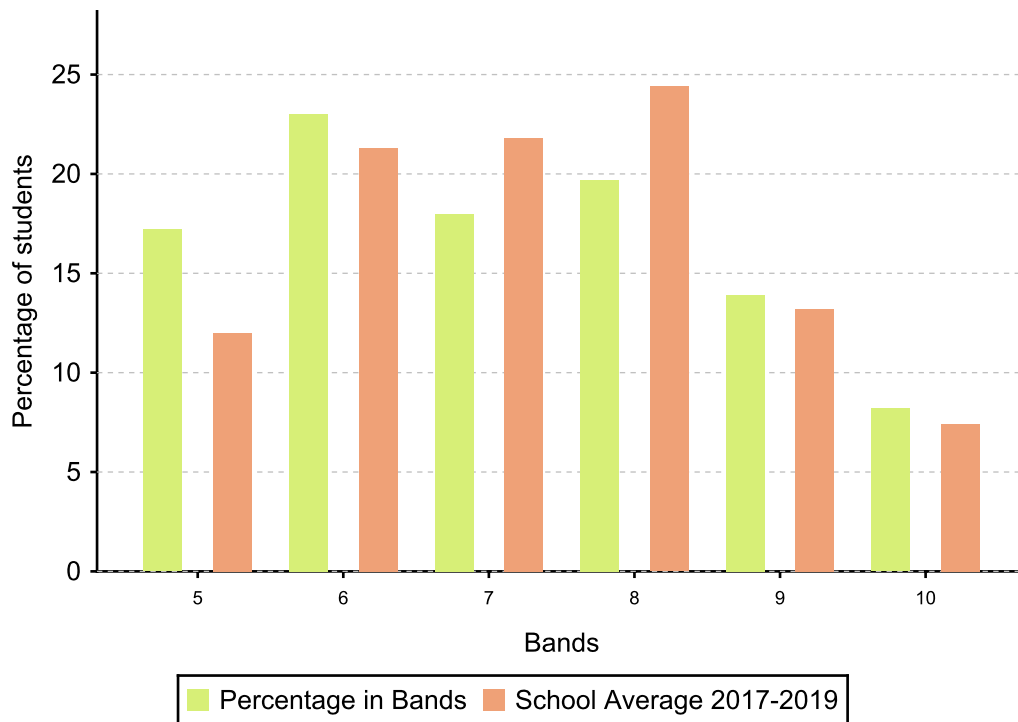
#### Year 7 Writing



Band	4	5	6	7	8	9
Percentage of students	8.7	29.1	37.8	13.4	8.1	2.9
School avg 2017-2019	12.1	29.5	30.9	15	10.5	2

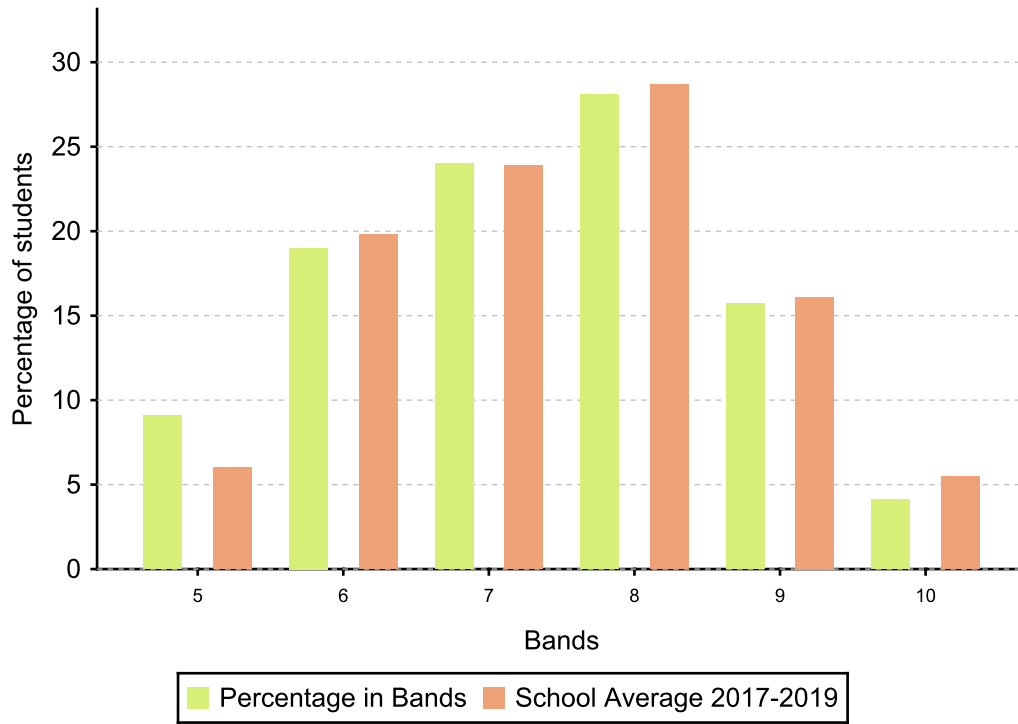
### Percentage in bands:

#### Year 9 Grammar & Punctuation



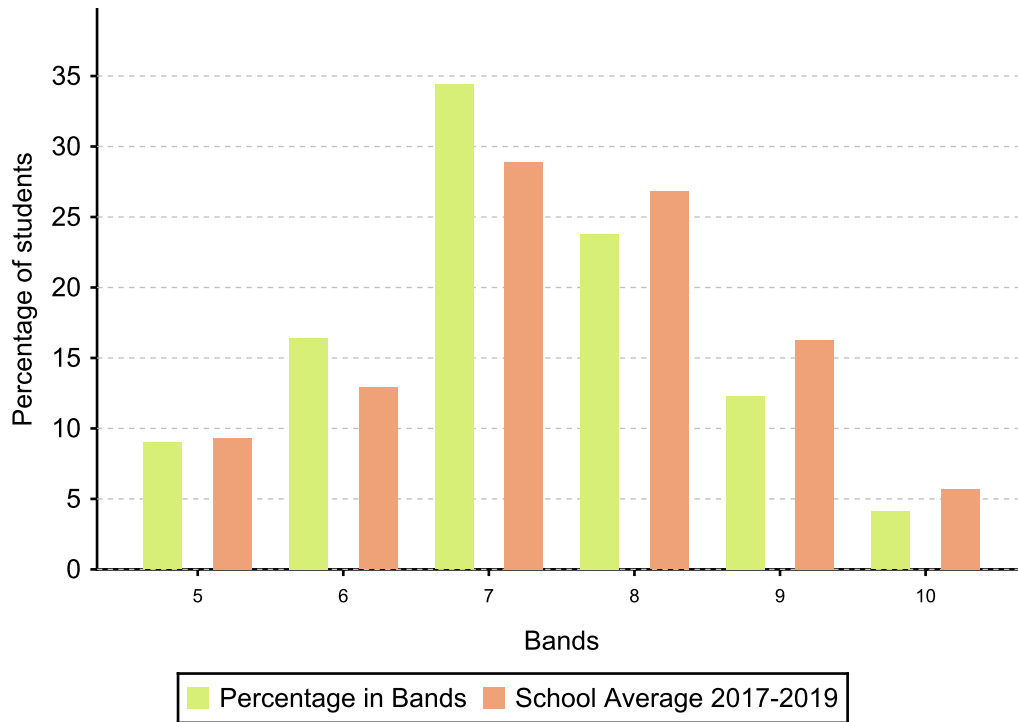
Band	5	6	7	8	9	10
Percentage of students	17.2	23.0	18.0	19.7	13.9	8.2
School avg 2017-2019	12	21.3	21.8	24.4	13.2	7.4

**Percentage in bands:**  
Year 9 Reading



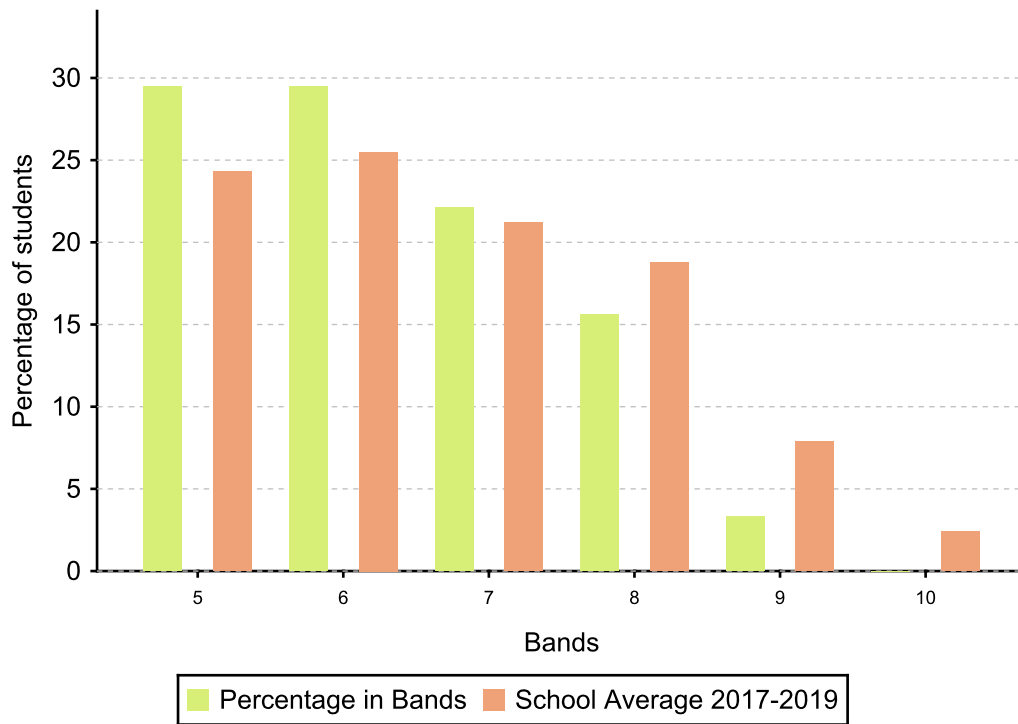
Band	5	6	7	8	9	10
Percentage of students	9.1	19.0	24.0	28.1	15.7	4.1
School avg 2017-2019	6	19.8	23.9	28.7	16.1	5.5

**Percentage in bands:**  
Year 9 Spelling



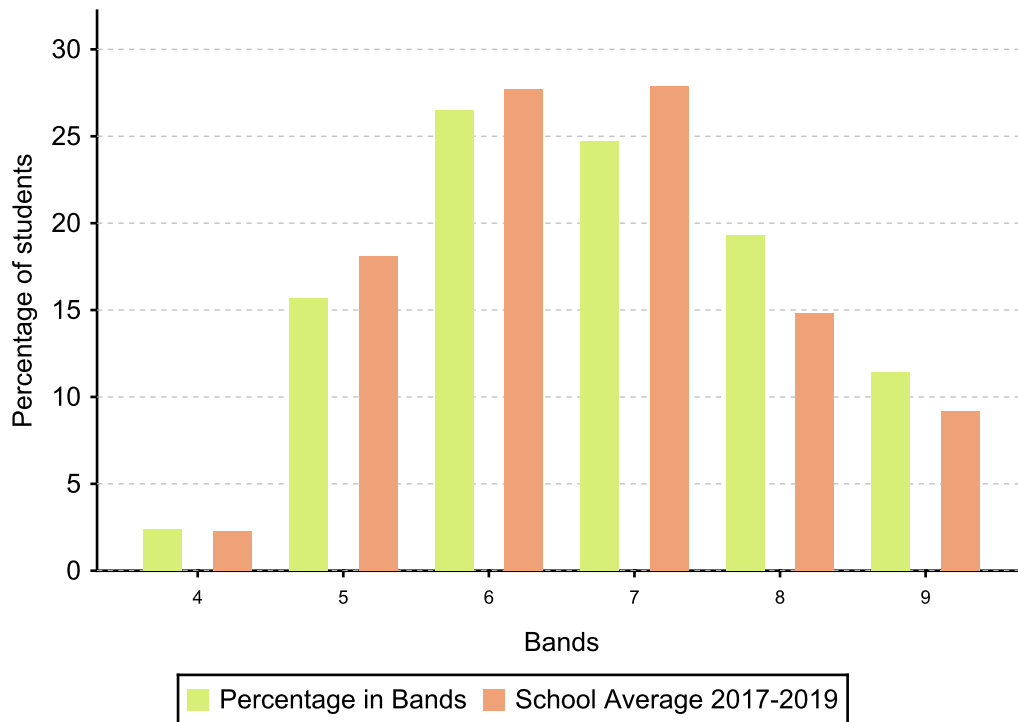
Band	5	6	7	8	9	10
Percentage of students	9.0	16.4	34.4	23.8	12.3	4.1
School avg 2017-2019	9.3	12.9	28.9	26.8	16.3	5.7

**Percentage in bands:**  
Year 9 Writing



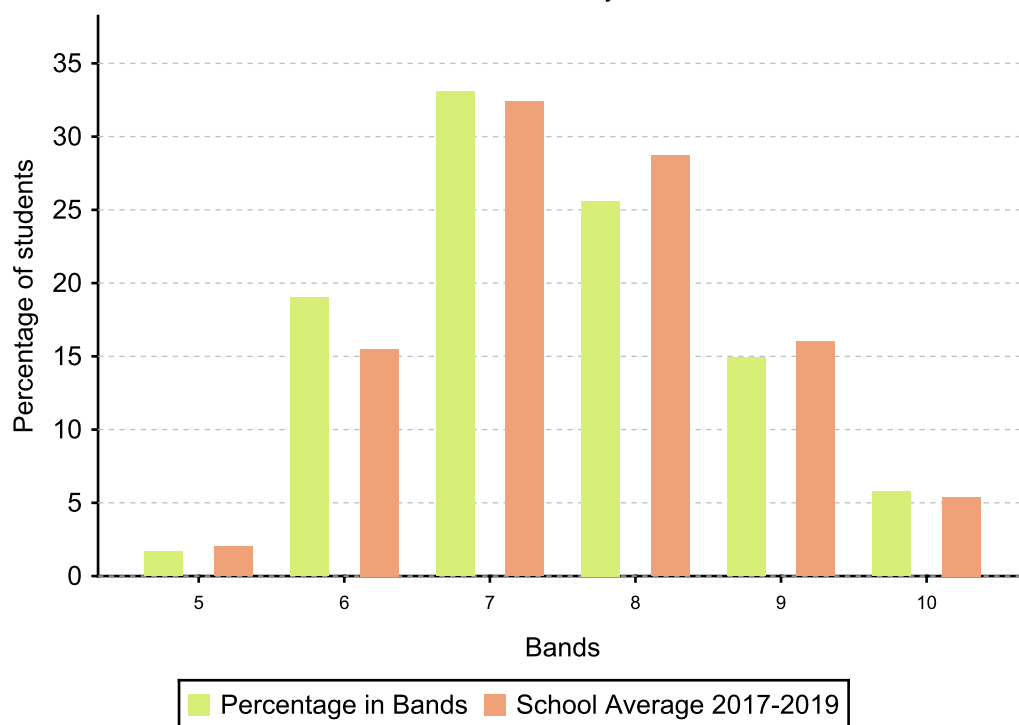
Band	5	6	7	8	9	10
Percentage of students	29.5	29.5	22.1	15.6	3.3	0.0
School avg 2017-2019	24.3	25.5	21.2	18.8	7.9	2.4

**Percentage in bands:**  
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	2.4	15.7	26.5	24.7	19.3	11.4
School avg 2017-2019	2.3	18.1	27.7	27.9	14.8	9.2

**Percentage in bands:**  
Year 9 Numeracy

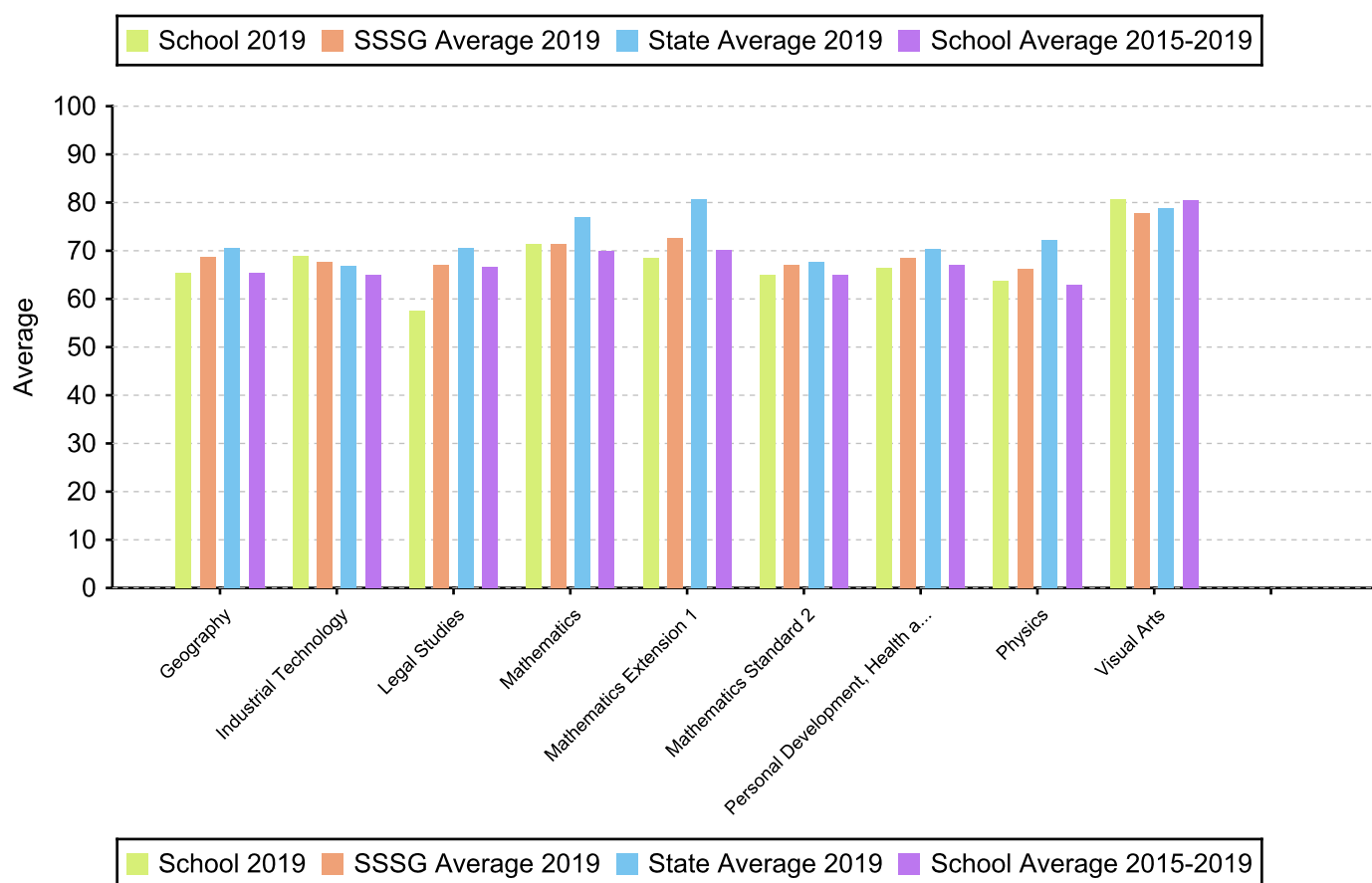
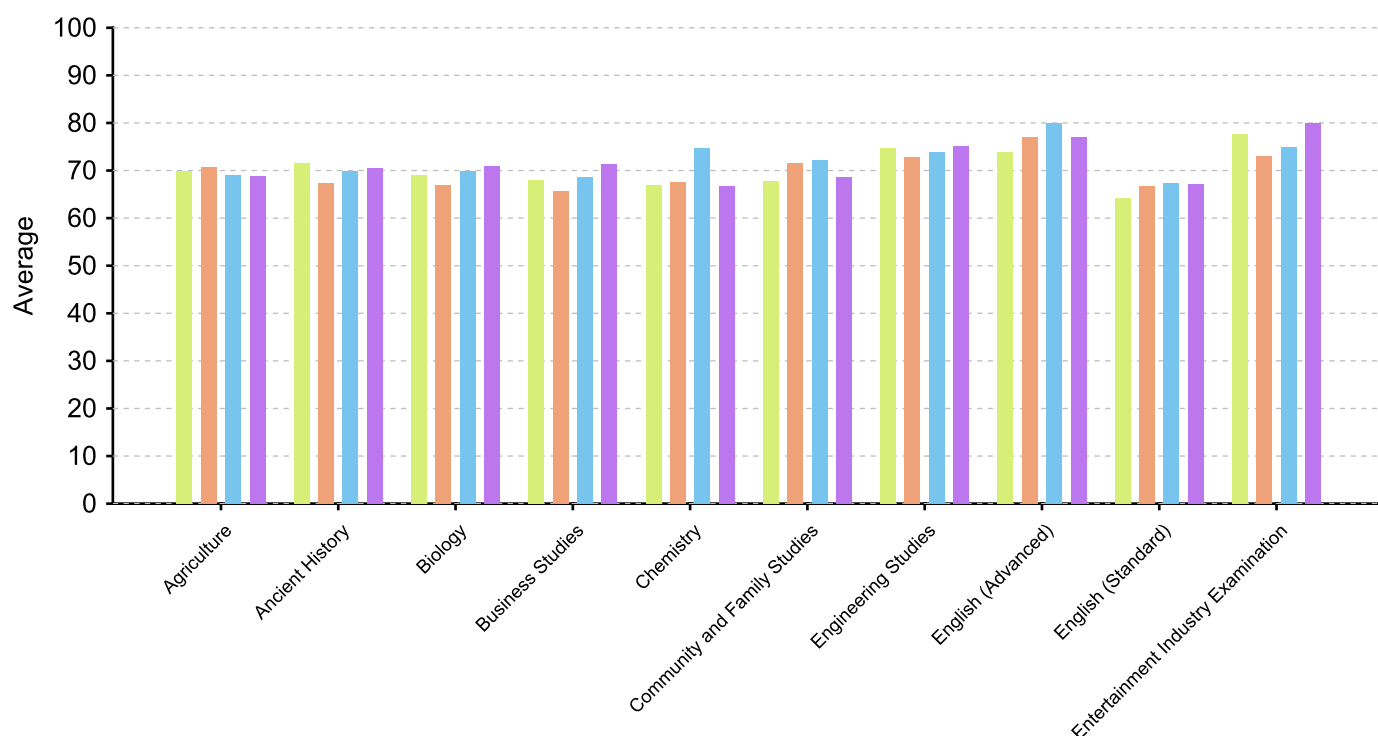


Band	5	6	7	8	9	10
Percentage of students	1.7	19.0	33.1	25.6	14.9	5.8
School avg 2017-2019	2	15.5	32.4	28.7	16	5.4

## 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.





<b>Subject</b>	<b>School 2019</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2015-2019</b>
Agriculture	69.8	70.7	69.0	68.8
Ancient History	71.5	67.4	69.9	70.6
Biology	69.0	66.8	69.9	70.9
Business Studies	68.0	65.6	68.6	71.4
Chemistry	66.9	67.5	74.7	66.7
Community and Family Studies	67.7	71.5	72.2	68.7
Engineering Studies	74.6	72.8	73.9	75.0
English (Advanced)	73.9	77.0	80.0	77.0
English (Standard)	64.3	66.6	67.3	67.2
Entertainment Industry Examination	77.7	73.0	74.9	79.9
Geography	65.4	68.8	70.6	65.4
Industrial Technology	69.0	67.6	66.8	64.9
Legal Studies	57.6	67.1	70.6	66.6
Mathematics	71.5	71.3	76.9	70.1
Mathematics Extension 1	68.6	72.5	80.6	70.1
Mathematics Standard 2	65.0	67.0	67.7	65.0
Personal Development, Health and Physical Education	66.5	68.5	70.5	67.0
Physics	63.8	66.1	72.1	63.0
Visual Arts	80.7	77.8	78.8	80.4

## Parent/caregiver, student, teacher satisfaction

Koorungal High School students complete the 'Tell Them From Me' Survey each year. This survey provides an insight to the school to help us identify and plan school improvement initiatives.

The results of the 2019 survey confirm improvement in some key focus areas. Students feeling that they had positive relationships, valued schooling outcomes and that concepts taught at school were done well and class time was used efficiently were areas of improvement for the school. Positive teacher–student relationships also saw modest improvement from 2018 with students feeling a positive sense of belonging at school seeing the largest improvement of all. There was also a large reduction in students who feel as though they have been victims of bullying. This is a great affirmation for the school in particular with many programs running to reduce instances of bullying and to work through peer conflict.

Some areas of focus for the school moving forward that saw decline from 2018 were students feeling as though they had positive homework behaviours and student's feeling that they have the skills to overcome setbacks and challenges that are typical in life. This is something that will be reviewed by our executive team to assist in informing our 2021 School Plan.

# 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.