

2020 Annual Report

Kurri Kurri High School



KURRI KURRI HIGH SCHOOL

Creating Futures

8177

Introduction

The Annual Report for 2020 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 vision

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 with resourcing, particularly for technology, sport, student recognition and awards and the creative and performing arts.

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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Sustaining and Growing
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	Excelling
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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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>Is quality pedagogy in place? What has worked this year and what needs further attention? What do the staff need to help them meet the 2021 goals?</p> <p>Data Sources: Programs, submission rates, Grade distribution analysis, Assessment submission rates</p> <p>Implications: Teaching of school priorities such as focus on reading focus on writing and the numeracy think board are in place to support student achievement. Currently 8 students achieved the top two bands for Reading (5.7%) while 6 students achieved this standard for numeracy (4.6%). Due to the cancellation of the 2020 NAPLAN testing updated data is not available. Currently, KKHS has 10.7% of Aboriginal students in the top 2 bands for NAPLAN Reading which is significantly stronger than SSSG's 3.4% and the DoE's 5.3%. Similarly, in the middle two bands KKHS has 57.1% compared to the SSSG's 40.5% and the DoE's 44.7% indicating that the students are responding well to the Focus on Reading strategies that are in place across the school</p>	HT's/DP's

Process 2: Quality Processes Student wellbeing is evident in a planned and structured program and supported through

Progress towards achieving improvement measures

Process 2: 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>Data Sources: Attendance data</p> <p>Findings: Stage 4 average attendance was 87.03% and despite being below the target of 90% this is a slight increase upon attendance data for 2018. Term 1 attendance is the peak for both year groups with Year 7 attendance at 89.5% and 86.4% for Year 8.</p> <p>Implications: Attendance continues to be a focus area for stage 4 to ensure that attendance is not impacting upon student learning. While data is significantly impacted due to the learning from home period in 2020, In line with school data, a significant amount of unexplained absences may have impacted over all data along with the learning from home period.</p>	<p>HT Engagement & 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>What knowledge has been increased as a result of staff involvement in training and how will this inform future planning?</p> <p>Data Sources: PLC evidence, SEF Evaluation, program & lesson evaluation.</p> <p>Findings: Professional development, is seen in classroom lessons and teaching programs, however the explicit teaching of these skills is an area for further development moving forward, through a change of focus for lesson planning and formalising these planning processes.</p> <p>Implications: To support ongoing professional development and continuous improvement, a program of whole school PL which is embedded into the timetable will also support our movement forward to support teacher's use of explicit teaching strategies through developing consistent teacher language and embedding specific NAPLAN skills into Do Now and classroom activities in order to gain proficiency and understanding of concepts and skills.</p>	<p>Teachers/</p> <p>HT's/DP's</p>

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)

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>Can we see that consistency in pedagogy is in place and is of a high quality? Is further professional learning needed?</p> <p>Data Sources: Staff survey, PL activity and feedback</p> <p>Findings: Staff and data have indicated that what we have done in the Stage 5 space has been a foundation on which further planning and implementation is required and should be considered as common practice in moving forward. Staff have also indicated that they would like further support in using data to inform their practice. A need to continue to develop pedagogy will also be a focus as we have a high turnover of staff and need to ensure that everyone is confident in the teaching and learning levels required for Stage 5. Literacy and Numeracy will also be a continued focus in the school.</p> <p>Implications: In moving forward for the next school plan, we are going to focus on developing staff skills in using data to shape their teaching as well as the reasoning behind their assessment. There also needs to be further collaboration between staff to ensure that quality pedagogy is in place across the school rather than in certain areas. With the increase of HSC markers in the school, an increase in understanding of NESA standards has been a result which should also flow onto the teaching and learning in Stage 5 as the foundational platform for Stage 6.</p>	CRTs/HTs/DPs

Process 2: Quality Processes Student wellbeing is evident in a planned and structured program and supported

Progress towards achieving improvement measures

Process 2: 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>Data Sources: Attendance data for 2020.</p> <p>Findings: Average attendance for Stage 5 in 2020 was 83%.</p> <p>Implications:</p> <p>Average attendance is significantly lower than the 90% target that was set. The impact of the learning from home period during 2020 has significantly impacted upon attendance data, however, target interventions must be a focus in moving forward. Student attendance in Stage 5 decreases throughout the year so it is imperative that interventions are sustained throughout the year to both promote and encourage positive attendance. The school has employed the services of two CRTs as Circle Coaches to focus on proactive interventions for positive behaviour using The Learning Disposition Wheel and Pivotal practices.</p>	<p>HT Engagement & 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>What knowledge has been increased as a result of staff involvement in training and how will this inform future planning?</p> <p>Data Sources: Staff evaluation of SEF</p> <p>Findings: Data informed practice is an area identified for staff professional development.</p> <p>Implications: Supporting staff in accessing and utilising student data is a priority identified through a SEF evaluation and therefore will align with future strategic directions. It is also important that staff have the ability to then utilise this data to inform a change in practice. Focusing on Assessment data in stage 5 will also be a major initiative in moving forward.</p>	<p>CRTs</p> <p>DPs</p> <p>HTs</p>

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.

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>Can we see that consistency in pedagogy is in place and is of a high quality? Is further professional learning needed?</p> <p>Data Sources: staff survey</p> <p>Findings: Staff and data have indicated that what we have done in the Stage 6 space has been of benefit and should be considered as common practice in moving forward. Staff have also indicated that they would like further support in using data to inform their practice. A need to continue to develop pedagogy will also be a focus as we have a high turn over of staff and need to ensure that everyone is confident in the teaching and learning levels required for Stage 6. Literacy and Numeracy will also be a focus in the school.</p> <p>Implications: In moving forward for the next school plan, we are going to focus on developing staff skills in using data to shape their teaching as well as the reasoning behind their assessment. There also needs to be a lot more collaboration between staff to ensure that quality pedagogy is in place across the school rather than in certain areas. With the increase of HSC markers in the school, an increase in understanding of NESA standards has been a result which should also flow onto the teaching and learning in Stage 6.</p>	HTs/DPs

Progress towards achieving improvement measures

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>Are quality processes in place? What has worked this year and what needs further attention? What do the staff need to help them meet the 2021 goals?</p> <p>Data Sources: Retention data from 10-11, Attendance at HSC / ATAR BBQ</p> <p>Findings: This year we have very few Year 10 students who are indicating they are going elsewhere for their senior study. Numbers of students who attended the HSC / ATAR BBQ had increased.</p> <p>Implications: Processes surrounding some Stage 6 initiatives are becoming common practice which is pleasing to see. Staff and Student numbers at the HSC BBQ continue to grow each year which indicates that this celebration is valued by the whole school community. This is also an excellent way for us to gain ATAR information and for students to have access to the Career's advisor at the same time to clarify questions. Processes surrounding retention still need to be in place. While there are fewer students indicating that they are leaving KKHS for senior path ways, this is more a reflection of the apathy of the year group rather than a result of school systems and processes. Attendance - truancy and days with unexplained absence- needs to have a stronger approach in moving forward into 2021 school plan</p>	<p>HT Engagement & 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 in delivering Stage 6 course content and assessment 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? How productive have our practices been? What further actions need to occur as a response? What further support needs to be given to ensure quality is in place across the school for 2021? What should be the goals for the next school plan?</p> <p>Data Sources: SEF feedback, WWB PL responses,</p> <p>Findings: Observational rounds were put on hold, Staff responses on SEF for SiA resulted in a need to focus on ensuring we have excellence in process and pedagogy</p> <p>Implications: Staff responses indicated a strong desire to use data more effectively to inform their practices which will be a driving force of the 2021 plan. While our existing practices are sound, the evaluation indicated that there needs to be more collaborative sharing of skills across the school and development of a culture that allows teachers to ask for help in developing their skills further. Cross KLA sharing must be a focus to ensure equity across the school and help students develop their skills further. PLCs should also continue to be a driving force to ensure that all facilities are following the same information which will allow us to achieve our goal of turning strong processes into everyday practice..</p>	<p>Teachers/</p> <p>HT's/DP's</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Student Support Officer</p> <p>Aboriginal Cultural Coach</p> <p>Links to Learning Mentor</p> <p>Connecting to Country training</p> <p>AECG Junior leadership days</p> <p>Equity Devices</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$176 000.00) 	<p>The culmination of work to achieve equity for students has resulted in 100% of A&TSI students with access to either term loans or day loans, depending on their circumstance.s.</p> <p>100% of PLPS have been reviewed and goals have been refined ready for 2021.</p> <p>The student study centre has exceptional attendance and the SSO makes connections with families daily to offer extra support. The data shows a decrease in N Awards and non submissions in the senior school. Many students are attending until 4pm for help on tasks.</p> <p>Junior AECg grows in strength with many Junior students engaged in meetings.</p> <p>Young Mob has had 100% success and in the student survey, they have learnt more about culture, connection and kinship. This will continue into 2021.</p> <p>Our Cultural coach and offering of junior LOTE in Aboriginal Languages to mainstream and Kuta Kaya has been very successful.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	427	412	409	430
Girls	403	388	374	392

Student attendance profile

School				
Year	2017	2018	2019	2020
7	87.2	85.9	87.5	88.7
8	87.4	85	82.8	86.6
9	84.1	83.9	81.1	82.9
10	82.6	80.3	81.7	85.8
11	87.8	82.1	76	80.5
12	90	83.1	87.5	84.3
All Years	86.4	83.5	82.7	85.3
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	3.7	15.2	3.2
Employment	25.9	52.5	44.2
TAFE entry	25.9	24.2	21.1
University Entry	0	0	25.2
Other	23	9.1	6.2
Unknown	0	0	0

In February 2021, all Kurri Kurri High School Yr12 graduates from 2020, totalling 71 were contacted for the purpose of the Post School Destination report. Of the 2020 Yr12 cohort 39 (55%) students were undertaking a pattern of study that gained them an Australian Tertiary Admission Rank (ATAR). Students also in the Yr12 Cohort enrolled for all 2020 undertook multiple different study patterns including Big Picture 9 (12.6%) students and accelerated students 16 (22.5%) although accelerated students are not factored in the graduate numbers.

Research has indicated that the 2020 Yr12 student HSC Graduates had 24.2% of students accept a place into University courses and of that group 5 were offered a place into Newstep program at Newcastle University.

Approximately 29 separate early entry applications were lodged by about 25 students through the SRS system and various universities private program. 100% of which were successful. Many students accepted these early offers in December where only 40-50% enrolled in these courses, while the remainder took up main round offers after the release of their ATAR. The majority of students have enrolled at Newcastle University while 1 student has moved to UNE in Armidale, 1 student to Sydney and 2 students to Charles Sturt Uni.

3(4.2%) student has chosen to defer their university offer and will hopefully attend in 2022. Research has indicated that from the students that left during or at the end of their respective school year, there were 44.2% (Yr12), 52.5% (Yr11) and 25.9%(Yr10) of them who were gainfully employed whether it be part time, casual or an apprenticeship. It is known that 21.1%(Yr12), 24.2%(Yr11) and 25.9% (Yr10) of 2020 have continued with their education at TAFE or private providers while an average of 7.4% of school leavers from all of the three-year groups are currently seeking employment.

Year 12 students undertaking vocational or trade training

41.30% of Year 12 students at Kurri Kurri High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

Year 12 students undertaking vocational or trade training

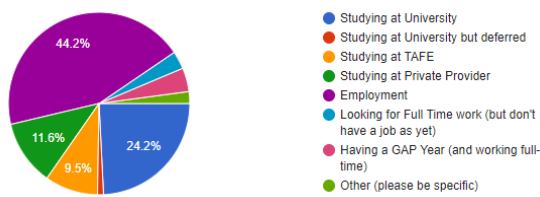
During 2020 at Kurri Kurri High School in the Vocational Education Department approximately 25 students (35.2%) studied a school VET subject as part of their HSC year. It must be noted that 3 students had undertaken one or more VET subjects during the final year of their HSC. Meanwhile the Preliminary year of 2020 there were 31 students (29%) who undertook a School VET subject while 5 of those students had chosen one or more VET subjects.

During 2020 students from Kurri Kurri High School also availed themselves of EVET courses offered by outside providers. We had approximately 45 students studying courses such as Animal Studies, Human Services, Electrotechnology and Childcare to name a few. The majority of these courses were conducted at TAFE NSW. These courses provided students with the opportunity to access and complete additional modules of work and attain higher levels of qualifications prior to leaving school.

2020 also saw students completing School-Based Part-Time Traineeships in Retail, Hospitality and Early Childhood. School-Based Apprenticeships and Traineeships see students provided with paid work in their chosen area of study whilst they attain vocational qualifications and the HSC.

During 2020 there were 51 (76%) students who attained their HSC while at Kurri Kurri High School. From those students who gained the HSC there were 30 (45%) students who undertook one or more VET subjects and successfully gained a qualification. These courses were conducted at either Kurri Kurri High School or NSW TAFE institutions and included

Construction, Hospitality, Human Services, Tourism, Screen and media, Animal Studies, Music Industry and Childcare to name a few. These students may have received a full Certificate II or a Statement of Attainment towards Cert II in addition to their HSC achievement.



Graph of post destination data

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	52.5
Learning and Support Teacher(s)	2.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	16.88
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	244,562
Revenue	13,103,853
Appropriation	12,865,382
Sale of Goods and Services	56,440
Grants and contributions	181,808
Investment income	223
Expenses	-13,055,162
Employee related	-11,621,113
Operating expenses	-1,434,049
Surplus / deficit for the year	48,691
Closing Balance	293,254

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.

	2020 Approved SBA (\$)
Targeted Total	343,446
Equity Total	1,914,341
Equity - Aboriginal	177,697
Equity - Socio-economic	1,279,346
Equity - Language	2,121
Equity - Disability	455,176
Base Total	9,504,306
Base - Per Capita	196,237
Base - Location	0
Base - Other	9,308,070
Other Total	561,981
Grand Total	12,324,074

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

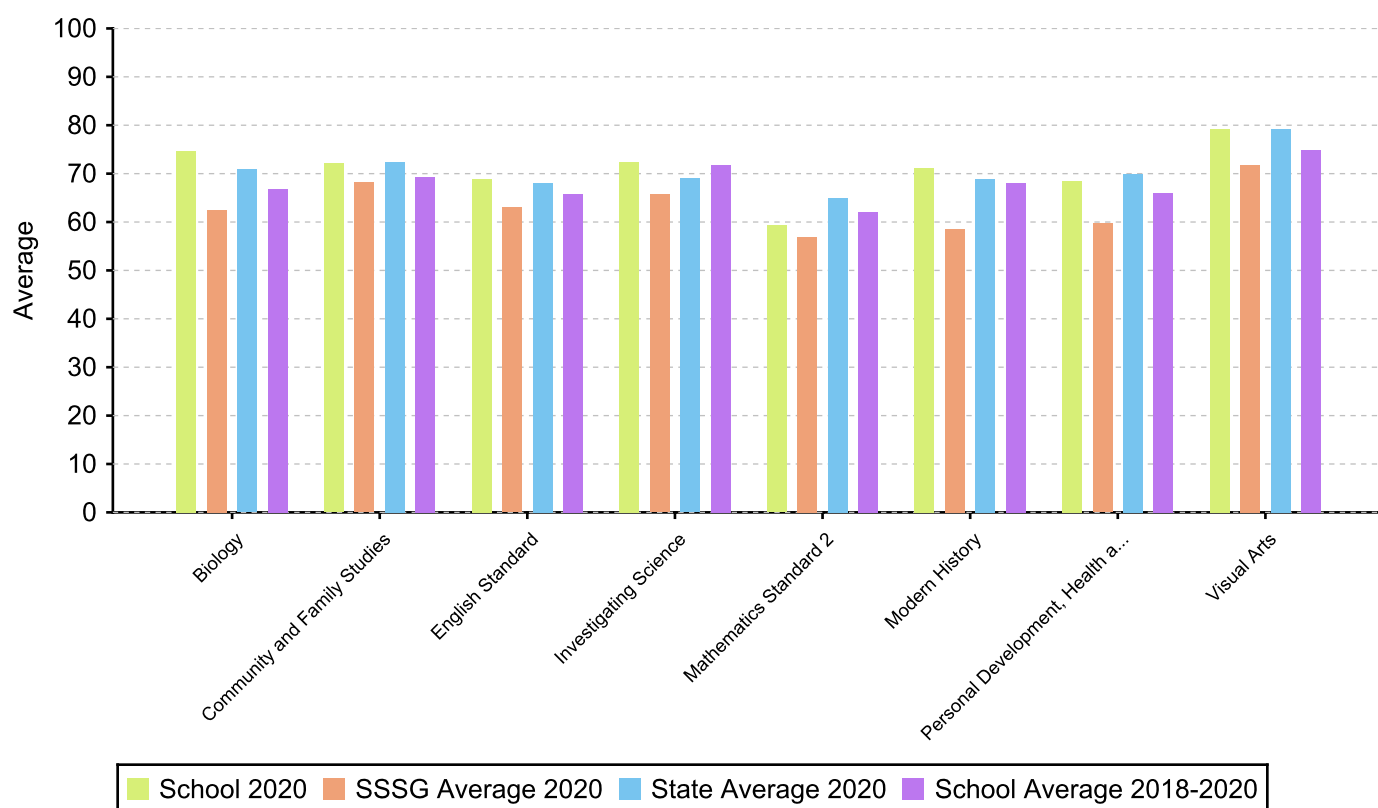
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020	SSSG	State	School Average 2018-2020
Biology	74.7	62.4	70.8	66.9
Community and Family Studies	72.1	68.2	72.4	69.4
English Standard	68.9	63.0	68.1	65.9
Investigating Science	72.4	65.7	69.0	71.8
Mathematics Standard 2	59.3	56.9	64.9	62.1
Modern History	71.1	58.6	68.9	68.1
Personal Development, Health and Physical Education	68.5	59.7	69.9	66.0
Visual Arts	79.2	71.8	79.2	74.9

Parent/caregiver, student, teacher satisfaction

Parents and community voice is valued by the school. In the Year of COVID, we had to be extremely responsive and pivot at a moments notice. This was extremely challenging for our community. We had a few iterations of what was going to work and settled on a survey with parents to get their feedback on at home learning.

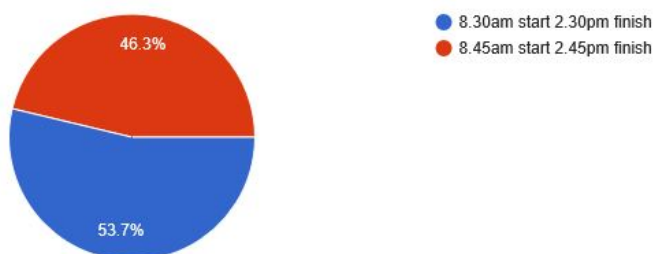
Most of the responses were very positive to a very challenging time in history. We were able to mobilize over 300 computers to homes for children. Teachers moved to get work onto CANVAS in a way that was consistent to ensure success. Our engagement with parents in this time was weekly. This new way of learning led to a deep conversation around the significance of longer lessons and the amount of work that was achieved in this time. In the survey, parents wanted more consistency across the CANVAS platform, and so the two weekly design for learning was born.

From this the work around a 3 session day and a change to school times was born. This involved a survey of the whole school community for feedback. It was a 6 month process that yielded an overwhelming agreement to shift to deeper learning experiences across the school.

Our situational analysis was hindered by COVID restrictions for the focus groups that we had wanted to run in 2020. We hope that 2021 will allow for more opportunities.

Would you prefer:

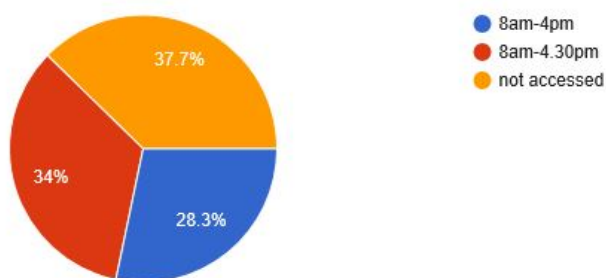
188 responses



Parent responses to Bell Time changes.

Study Centre hours for 2021. Would you support:

191 responses



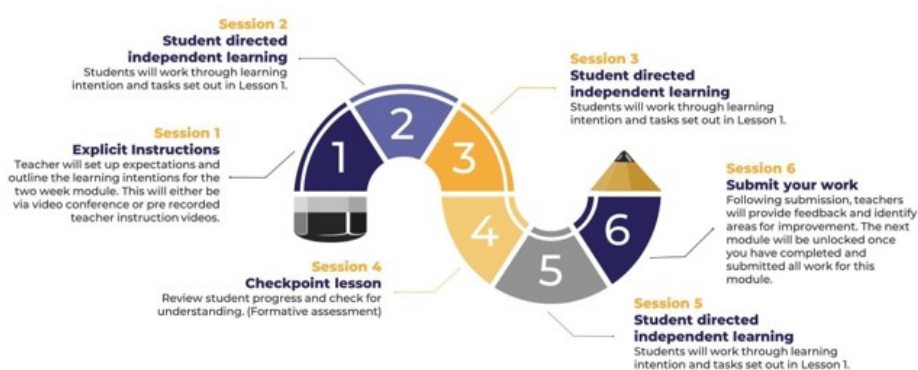
Study Centre opening time survey

Learning From Home @ KKHS

A daily schedule for students of Kurri Kurri High School



Kurrie. Learning Fortnightly Learning 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.