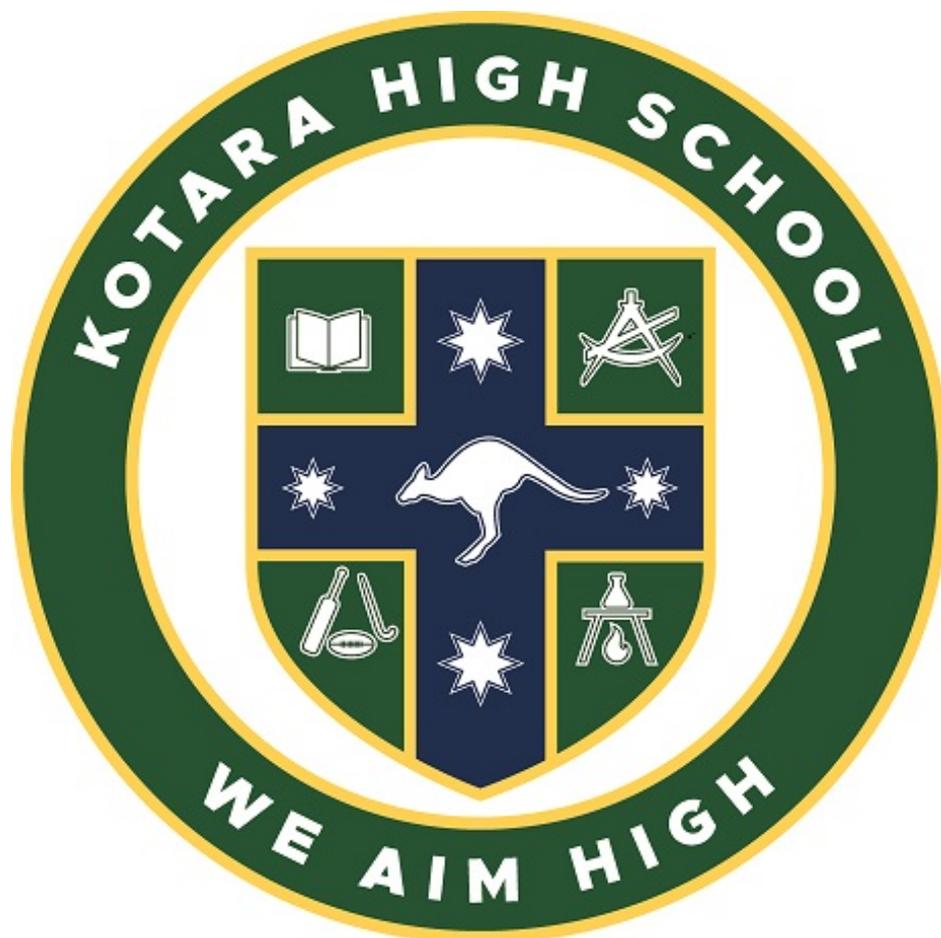


2020 Annual Report

Kotara High School



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Introduction

The Annual Report for 2020 is provided to the community of Kotara 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.

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School vision

Inspire to excel.

School context

Kotara High is a comprehensive co-educational high school located in the city of Newcastle with an enrolment of over 1000 students and over 110 staff. The school offers an extensive curriculum. Our students are highly motivated learners who excel academically across the curriculum. Students have built a strong sporting culture at the school, that historically, has been, and continues to be, competitive on a state and national level. There is a significant enrolment of Aboriginal students at Kotara High School and the whole community is committed to promoting its cultural and linguistic diversity.

The staff at Kotara High School is dynamic with various levels of experience and differing expertise. They are all committed with a strong ethos of collaboration, professional learning and continuous school improvement.

Recent initiatives that have had a positive impact upon our school include - Bump It Up, student mentoring, student wellbeing, transition and vocational programs. Leading in to our next three year plan the school will be focussing on the embedment of a consistent curriculum that balances both explicit teaching and project based learning.

Kotara High School has strong connections with its partner primary schools, The University of Newcastle, Ube High School in Japan and the business community of Newcastle.

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

Strategic Direction 1

Learning: Cultivating Aspirational Expectations of Learning.

Purpose

To cultivate aspirational expectations of learning to guide, challenge and inspire all students to become empowered, creative and collaborative learners.

Improvement Measures

Increasing the proportion of HSC students achieving results in Bands 5 & 6 by 10% over the next 3 years

Increase the number of students in the top two achievement bands for NAPLAN by 6% over the next 3 years.

Effective, consistent approach to the use of technology across all KLAs.

Students have an active individual education plan which is reviewed on a regular basis

Progress towards achieving improvement measures

Process 1: Development of a strategic plan of action through TPL to implement evidence-based practice, visible learning, ALARM and numeracy across the school.

Evaluation	Funds Expended (Resources)
ALARM has become embedded across all KLAs. For our new strategic improvement plan external data will continue to underpin the whole school approach towards ALARM. An emphasis on paragraph writing has been identified as a priority.	PL funds

Process 2: Policies and procedures pertaining to the use of technology and systems are established and explicitly communicated across the school community.

Evaluation	Funds Expended (Resources)
The implementation of Canvas as a teaching and learning platform has been authentically embedded into all aspects of curriculum. Staff confidence and expertise in the use of the platform has been greatly enhanced by the professional learning provided by the technology team and other experts across the school. Moving forward, Canvas will continue to be a focus area.	Monday B Technology budget PL budget

Process 3: A process of planning, action and evaluation is established across all faculties for all strategic initiatives.

Evaluation	Funds Expended (Resources)
All faculties, to some extent, have implemented a faculty planning model that is aligned to whole school directions. These plans have been integral to faculty feedback around new school priorities and focus areas.	Monday B planning time PL funds

Process 4: Students develop an individual education plan which is monitored and reviewed on a semester basis.

Evaluation	Funds Expended (Resources)
The Mentoring program has been successful in supporting students to develop their own authentic and intrinsic learning goals. This program will be further implemented from 2021.	PL funds Equity funds

Strategic Direction 2

Leadership: Building Capacity Through Strategic Learning

Purpose

To cultivate an excellent and responsive school that embeds a high performance culture.

Improvement Measures

Staff leadership capacity and density is built through an authentic, personalised, strategic PDP process and effective, targeted TPL.

100% of school policies and procedures are good practice - effective, supported, consistent in their implementation with a regular review and improvement structure.

Increase staff participation and engagement in whole school initiatives and programs both cultural and educational.

Progress towards achieving improvement measures

Process 1: Implement a professional learning process that develops the educational leadership of the executive team, addresses identified staff development needs, including accreditation at HaT and Lead, and drives continuous school improvement.

Evaluation	Funds Expended (Resources)
Due to the CoVID restrictions, the cross faculty group model was unable to be facilitated as originally intended. To some extent student data was used to drive decision making around teaching and learning strategies for individual students, but this was not done at a class group level. Educational leadership opportunities were provided to staff but were impacted due to the nature of remote learning. This remains a priority area for 2021.	Monday B time PL funds

Process 2: Implement line management and collaboration to ensure quality, consistency and NESAs compliance across all stages of learning.

Evaluation	Funds Expended (Resources)
Even though a model was established, it was not possible to effectively evaluate and analyse under a remote learning model. This will continue to be a priority in 2021.	

Process 3: Enhance educational leadership in the area of cultural immersion and Aboriginal education.

Evaluation	Funds Expended (Resources)
A number of cultural immersion activities took place for students and staff in 2020, despite the remote learning environment. The school continued to engage with local AECG reps to provide authentic and inclusive learning. This will continue to be a priority in 2021.	Aboriginal Education funds PL funds

Strategic Direction 3

Teaching: Intellectual Potential Through Explicit Teaching

Purpose

To cultivate intellectual potential through explicit teaching underpinned by a commitment to the pursuit of excellence.

Explicit systems optimise the learning progress for all students in an aspirational culture of continuous improvement.

Improvement Measures

Teacher observations and evaluations using cognitive templates that identify that classroom practice is explicit with a focus on critical thinking.

Increased staff notifications and merit levels of academic success and engagement are recorded in SENTRAL.

Improved performance of students on a variety of internal and external performance scales - assessment, BIU targets, NAPLAN, ROSA, HSC.

Progress towards achieving improvement measures

Process 1: High quality collaborative professional learning in literacy and numeracy teaching practice, driven by research and innovation.

Evaluation	Funds Expended (Resources)
There was an initial engagement around collaborative professional learning. This was significantly impacted by the remote learning environment, as staff were unable to meet regularly.	PL funds

Process 2: Use a range of qualitative and quantitative data to inform practice.

Evaluation	Funds Expended (Resources)
This initiative struggled to maintain momentum and ultimately inform teaching and learning on a deep level due to remote learning restrictions. This model has been prioritised for 2021.	

Process 3: Explicit teaching and deep learning through ALARM with improved motivation and authentic engagement.

Evaluation	Funds Expended (Resources)
ALARM has become embedded practice across the school. A future priority area will be developing staff understanding of the scope of the matrix in 2021.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Education Funding eFTP 0.2 Staffing	A number of initiatives took place in Aboriginal Education in 2020. The number, and breadth of initiatives, was impacted upon during the extensive time that students were in remote learning.
English language proficiency	EALD Funding 0.6 eFTP Staffing	The extended period of time that students were working remotely impacted upon this program. Students did touch base and have staff support whilst working from home, but the momentum of the program in 2020 was affected. In 2021, to support a number of EALD students who have been at KHS for a number of years, will be completing HSC EALD English.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	541	541	573	581
Girls	538	524	544	543

Student attendance profile

School				
Year	2017	2018	2019	2020
7	94	92.6	92.2	94
8	91.1	89.2	90.5	90.7
9	91.9	88	87.4	90.9
10	91.1	88.5	87.4	89.2
11	91	87.6	88.4	90.7
12	91.5	88.8	90.1	92.5
All Years	91.8	89.2	89.4	91.3
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	0	4	21
Employment	3	6	27
TAFE entry	1	1	10
University Entry	0	0	40
Other	4	1	1
Unknown	0	0	1

Year 12 students undertaking vocational or trade training

39.06% of Year 12 students at Kotara High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

90.3% of all Year 12 students at Kotara High School expected to complete Year 12 in 2020 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)	12
Classroom Teacher(s)	60.5
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	16.97
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	771,193
Revenue	12,628,385
Appropriation	12,345,275
Sale of Goods and Services	17,185
Grants and contributions	264,275
Investment income	1,650
Expenses	-12,809,542
Employee related	-11,638,055
Operating expenses	-1,171,487
Surplus / deficit for the year	-194,320
Gain / Loss on Disposal	-13,163
Closing Balance	576,872

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	203,479
Equity Total	342,537
Equity - Aboriginal	27,182
Equity - Socio-economic	83,630
Equity - Language	11,520
Equity - Disability	220,205
Base Total	11,025,958
Base - Per Capita	272,804
Base - Location	0
Base - Other	10,753,154
Other Total	633,628
Grand Total	12,205,602

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

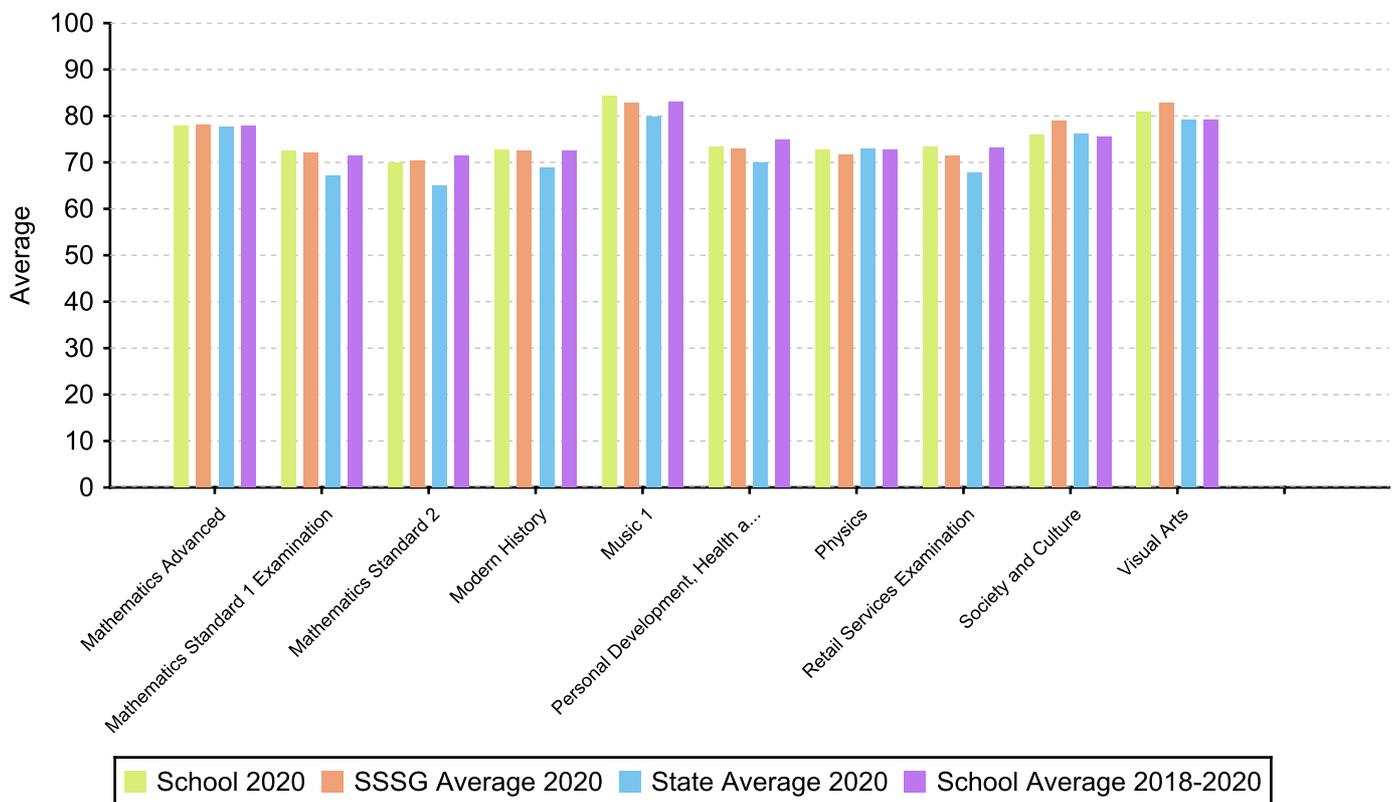
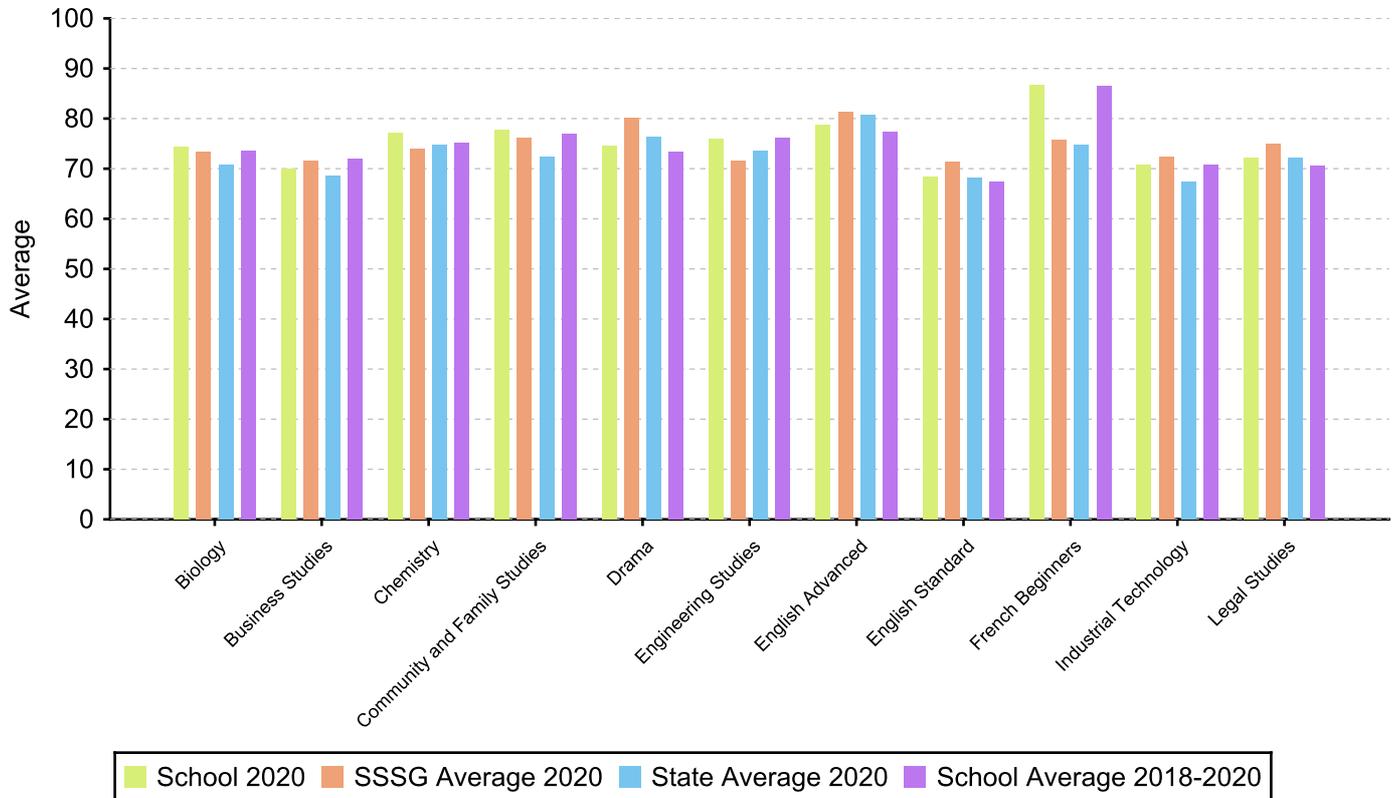
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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	74.4	73.3	70.8	73.5
Business Studies	69.9	71.6	68.6	72.0
Chemistry	77.1	74.0	74.8	75.1
Community and Family Studies	77.8	76.1	72.4	76.9
Drama	74.6	80.1	76.4	73.3
Engineering Studies	76.0	71.7	73.6	76.1
English Advanced	78.7	81.3	80.8	77.4
English Standard	68.4	71.4	68.1	67.4
French Beginners	86.8	75.9	74.7	86.6
Industrial Technology	70.7	72.3	67.5	70.7
Legal Studies	72.2	75.0	72.1	70.5
Mathematics Advanced	77.9	78.1	77.7	77.9
Mathematics Standard 1 Examination	72.4	72.0	67.2	71.4
Mathematics Standard 2	70.0	70.3	64.9	71.4
Modern History	72.7	72.6	68.9	72.5
Music 1	84.4	82.8	79.8	83.1
Personal Development, Health and Physical Education	73.3	73.0	69.9	74.9
Physics	72.7	71.5	73.0	72.7
Retail Services Examination	73.4	71.4	67.9	73.0
Society and Culture	75.9	79.0	76.2	75.5
Visual Arts	80.8	82.7	79.2	79.1

Parent/caregiver, student, teacher satisfaction

The information below is reflective of data obtained by Year 12 students at Kotara High School in 2020. All students were provided the opportunity to give feedback and support the evaluation of resources such as the Senior Learning Hub, initiatives such as the Year 12 Mentoring Program and processes within the school to support students with post-school pathways.

Over 90% of Year 12 students indicated that the Senior Learning Hub was either a very or extremely valuable resource to support their academic achievement. Students indicated that the Senior Learning Hub was a 'welcoming space that promoted learning for Year 12 students', 'a calm and comfortable environment to study', and many comments were made on how the environment supported both independent and collaborative study.

Over 82% of Year 12 students indicated their learning and wellbeing was effectively supported during remote learning and that assessment scheduling was equitably distributed throughout the year. The majority of students commented on the positive learning culture and high level of support they received with individual goal setting provided throughout the Year 12 Mentoring Program.

Over 95% of Year 12 students communicated that they were very well supported throughout the process of seeking post-school options with over 85% of students indicating their post-school plan was to attend university.

Due to restrictions it was complex to obtain parent/carer feedback throughout the year, however there was positive feedback received from parents and partner primary schools relating to the responsive and flexible transition plan that was adapted to support Year 6 into 7 transition and other major transition points such as Year 10 into 11 Subject Selection.

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.