

# 2020 Annual Report

## Koorringal High School



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## Introduction

The Annual Report for 2020 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

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Koorringal High School

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## School vision

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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
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	Sustaining and Growing
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

### 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)
Through analysis of both internal and external data, writing was identified as an area of literacy that required focus, particularly towards the senior years of study. As a result, the school identified programs such as ALARM that would support students in their writing. Additionally, the school engages with the Accelerated Reader program which is reported on to parents/carers and additional learning and support teachers are employed to support students with their literacy and numeracy.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$52257.00)</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)
Due to the COVID-19 guidelines, whole school staff development was hindered. As technology and continuity of learning became a focus, faculties were given autonomy over the tools and modes of learning they were using. This area will become a focus for 2021 as we redevelop a consistent approach in the areas of differentiation, technology, feedback and assessment.	

**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)
Professional Learning was hindered greatly due to the impact of COVID-19. However, staff were trained in areas of technology such as OneNote and Google Classroom in order to support continuity of learning throughout the year, no matter the challenges that were faced. This created an opportunity for students to be independent and confident learners and will be expanded on with the implementation of Canvas in 2021.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$24515.00)</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)
Positive Behaviour for Learning continues to be a large focus for the school and in 2019, the student body and our community were consulted on our values moving forward. In 2020, the team continued to consolidate and improve our framework, promote PBL further within the school community to ensure a consistent approach and develop new ways of rewarding and acknowledging our students.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• (\$15550.00)</li></ul>

**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)
Reviews of teaching programs occur regularly through the Performance and Development process. All staff meet with their supervisor at least once per term to discuss their goals and receive feedback on their teaching practice. Additionally for Head Teachers, this time with their Deputy Principal is also used to review teaching programs and HSC monitoring.	

**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)
The school has adopted a BYOD framework to support student learning. This framework is reviewed each year through the use of surveys and was a valuable aspect of our continuity of learning during this difficult year. We have found that whilst uptake in the lower years is strong, it declines in Stage 5. Moving forward to 2021, we will be looking at engagement of software such as Canvas which should strengthen uptake in all stages.	

### 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)
As a school we are always looking for leadership opportunities for all of our staff, particularly in the area of leading professional development. This was particularly important this year due to our staff inability to travel to professional learning and has been strengthened by the Wagga Wagga Alliance.	

**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)
The school has a planned and structured approach to performance and development in which they have an opportunity to create goals which develop their practice. They utilise the Strategic Improvement Plan, Australian Teaching Standards and Schools Excellence Framework to guide their development and are observed on different elements by their peers. 1 to 1 meetings with their supervisors provide an opportunity for feedback to further aid their development.	

**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)
The school has had a strong focus on developing learning spaces to provide students with the best opportunities to engage in new learning opportunities. An example of this would be our new industry standard cafe which provides our hospitality students with the real world experience of working in a cafe setting.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• (\$240000.00)</li></ul>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Aboriginal Education Officer</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$89 883.00)</li> </ul>	The Aboriginal Education Officer supports our indigenous students in their learning through small group tuition in literacy and numeracy to providing connections to culture and country through wellbeing initiatives. The Aboriginal Education Officer also connects with community to provide opportunities for engagement with the school.
<b>English language proficiency</b>	<p>Staffing - Teaching Staff</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$194 167.00)</li> </ul>	English language proficiency funding provides teaching support to our EALD students in our Intensive English Classroom. Additionally the teacher supports transition of students from our Intensive English class into our mainstream classes by providing learning support in the classroom setting.
<b>Low level adjustment for disability</b>	<p>Staffing - School Learning and Support Officers</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$260 721.00)</li> </ul>	The school allocation for low level adjustment for disability supports the employment of School Learning and Support Officers to provide in class assistance to our students with a disability who may not meet the thresholds for individual funding.
<b>Socio-economic background</b>	<p>Student Assistance - \$24,150</p> <p>Technology - \$121,245</p> <p>Staffing - Student Learning and Support Officers and Student Support Officers - \$151,552</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Socio-economic background (\$287 598.00)</li> </ul>	The school supports students through a student assistance fund which covers the costs of school where there is a genuine need of support. This can include uniform, excursions and subject fees. Additionally the school supplements our BYOD program with technology to support learning. School Learning and Support Officers are also employed utilising socio-economic funding to assist students who may not meet the threshold of individual funding or may be unable to afford the testing required for a diagnosis. We additionally employ an extra Student Support Officer to support the wellbeing of our students.
<b>Support for beginning teachers</b>	Staffing	<p>Our beginning teachers are all supported through additional release time for their first year of teaching. This provides them more time for lesson planning and preparation, working with mentors which are provided to all of our first year teachers and attending professional learning.</p> <p>Additionally in 2020, the school released three experienced teachers for part of Term 1 to act as mentors for our beginning teachers with the support of the Deputy Principal.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	412	403	408	408
Girls	471	457	476	432

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	92	89.1	91.6	91.2
8	90.3	88.2	86.7	91.5
9	90	85	86.1	89.5
10	83.8	85.9	83.2	89.1
11	85.9	83.3	80.3	84.2
12	90.1	85.8	82.3	89.8
All Years	88.4	86.3	85.4	89.3
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	0	6
Employment	7	6	52
TAFE entry	1	6	8
University Entry	0	0	32
Other	11	6	0
Unknown	1	12	2

## Year 12 students undertaking vocational or trade training

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47.32% of Year 12 students at Koorungal High School undertook vocational education and training in 2020.

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

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93.2% of all Year 12 students at Koorungal 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)	11
Classroom Teacher(s)	45.9
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
Teacher ESL	1.4
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, 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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	955,954
<b>Revenue</b>	11,634,266
Appropriation	11,396,064
Sale of Goods and Services	923
Grants and contributions	235,600
Investment income	1,279
Other revenue	400
<b>Expenses</b>	-11,623,303
Employee related	-10,558,507
Operating expenses	-1,064,796
<b>Surplus / deficit for the year</b>	10,963
<b>Closing Balance</b>	966,917

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	363,250
<b>Equity Total</b>	832,370
Equity - Aboriginal	89,883
Equity - Socio-economic	287,598
Equity - Language	194,167
Equity - Disability	260,721
<b>Base Total</b>	9,098,075
Base - Per Capita	216,574
Base - Location	4,139
Base - Other	8,877,362
<b>Other Total</b>	546,740
<b>Grand Total</b>	10,840,434

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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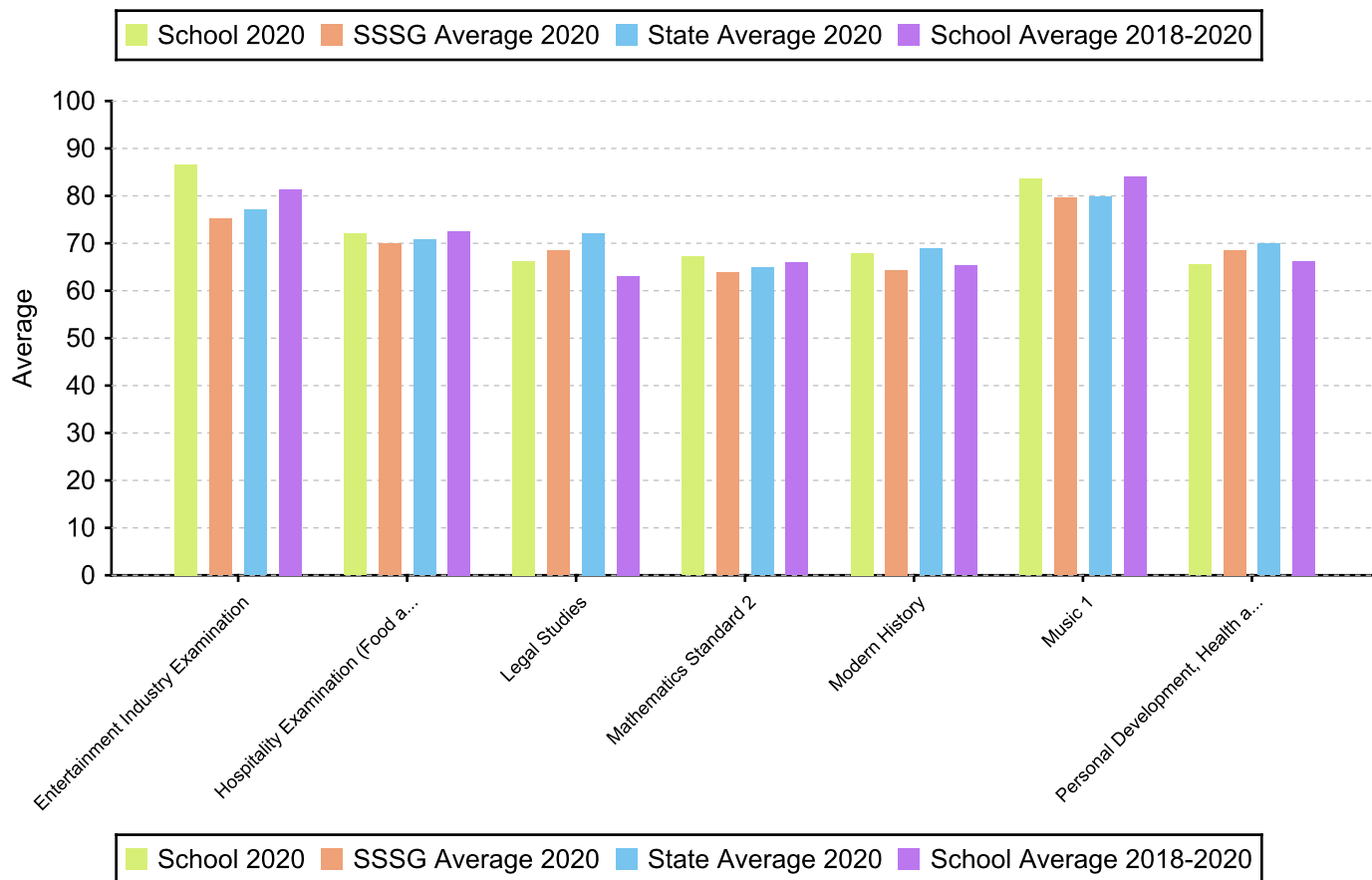
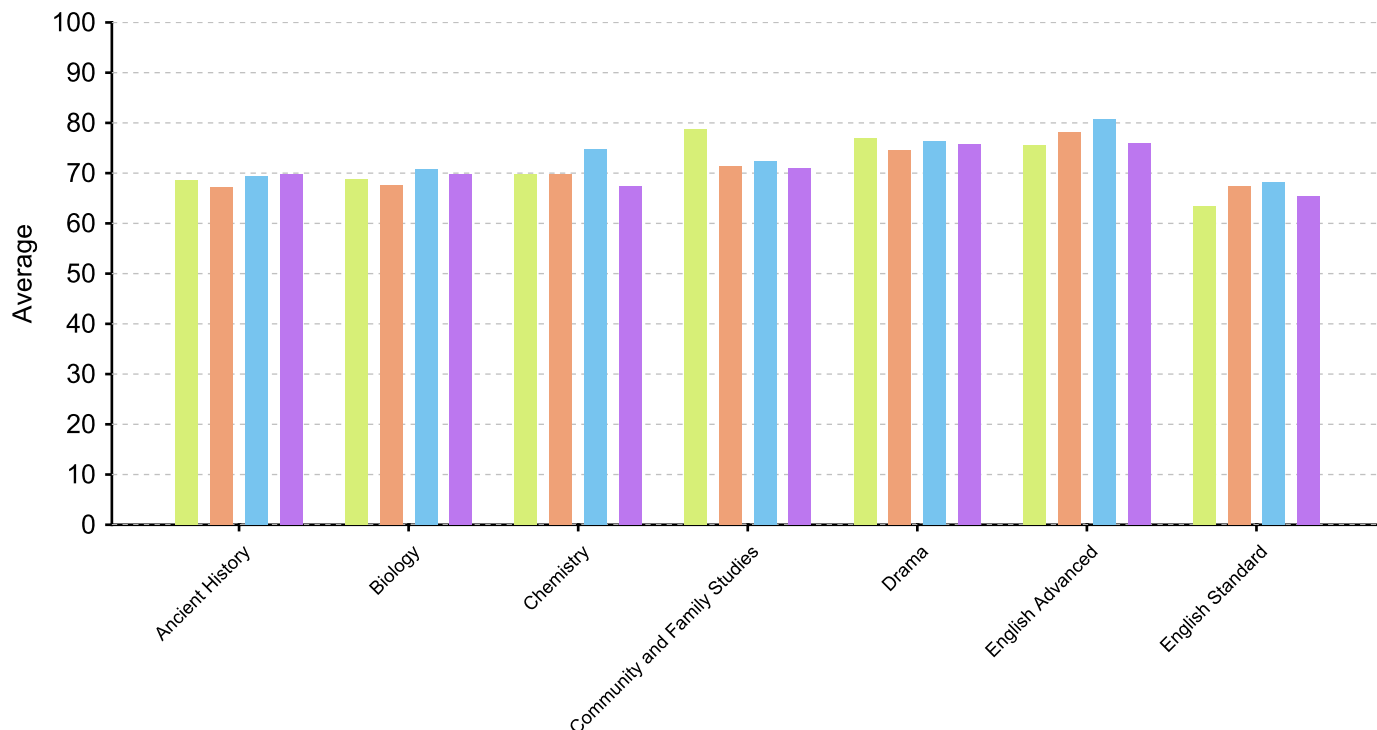
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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.



<b>Subject</b>	<b>School 2020</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2018-2020</b>
Ancient History	68.6	67.2	69.4	69.8
Biology	68.7	67.6	70.8	69.8
Chemistry	69.7	69.8	74.8	67.4
Community and Family Studies	78.7	71.4	72.4	71.1
Drama	76.9	74.6	76.4	75.8
English Advanced	75.6	78.1	80.8	76.0
English Standard	63.5	67.4	68.1	65.4
Entertainment Industry Examination	86.6	75.2	77.0	81.4
Hospitality Examination (Food and Beverage)	72.0	70.0	70.8	72.5
Legal Studies	66.2	68.5	72.1	63.1
Mathematics Standard 2	67.2	63.9	64.9	66.0
Modern History	67.9	64.4	68.9	65.3
Music 1	83.6	79.6	79.8	84.1
Personal Development, Health and Physical Education	65.5	68.5	69.9	66.2

## Parent/caregiver, student, teacher satisfaction

Each year students at Koorringal High School complete the *Tell Them From Me* Survey which allows them to give feedback about various aspects of school life. Pleasingly, the students reported growth in academic outcomes, particularly in Mathematics and Science and both were above the state average. Improvement was also reported in students feeling as though class time was used efficiently and coupled with home learning, supported their objectives. Area of further development were identified in the wellbeing sector which was anticipated due to the significant disruption to school and learning that occurred in 2020. This will be an area of particular focus for 2021.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.