

# 2021 Annual Report

## Koorringal High School



8483

# Introduction

The Annual Report for 2021 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 Strategic Improvement 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

Koorungal High 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

Koorungal 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 Koorungal, 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 900 students. 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. Koorungal 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 as well as a fully operational, industry standard cafe. 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-build 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 with the values of Respect, Responsibility and Excellence.

Through our consultation process and consideration of important partnerships such as the one outlined in the Partnership Agreement between the NSW Aboriginal Education Consultative Group Inc and the NSW Department of Education, our high level areas of improvement for further development were identified as:

- Student Growth and Attainment
- Teaching and Leading
- School and Community.

## 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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	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: Student growth and attainment

### Purpose

To develop students that are self-directed and critical learners who understand where their learning is currently and how they can continue to move their learning forward.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Supporting individual student learning
- Differentiation

### Resources allocated to this strategic direction

**Professional learning:** \$35,000.00

**Socio-economic background:** \$291,312.00

**English language proficiency:** \$382,031.00

**Low level adjustment for disability:** \$263,520.00

**COVID ILSP:** \$395,498.00

### Summary of progress

Our focus for 2021 was to support student individual learning and differentiation. This occurred through the initiation of systems and processes which improve the identification and implementation of effective pedagogy to better student outcomes in literacy and numeracy. To support this, we have engaged in professional learning in the delivery of A Learning and Responding Matrix (ALARM) which will be delivered across all Key Learning Areas, addressing consistent use of verbs and language through structured scaffolds with a focus on Bloom's Taxonomy. This has led to increased confidence of staff in developing scaffolds, consistent delivery of language, and students drawing connections between courses. The take-up of the initiative has been positive and is being delivered in most faculties. As a result of COVID 19, the school has dedicated significant resources to the training and resourcing of the QuickSmart Literacy and Numeracy Program which has been delivered through small group intensive intervention, which has resulted in improved outcomes. The Learning Support Team is building a culture of information sharing, with staff having increased access to student literacy and numeracy levels, reinforced by the introduction of an online Management System. Moreover, we have used school funding to support student learning and have strategically identified areas of need through continued evaluation of school external and internal data to target individual and group supports/interventions. In 2022, we plan to initiate whole school practices on improving student growth through the development of Individual Education Plans for Selective Education and High Performing and Gifted Students, whilst also facilitating professional learning on using data through a purpose-built data and information hub. It is important that as a school we continue to invest in sustaining the above-mentioned initiatives as COVID hampered regular and consistent evaluation in 2021.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of students in the top 2 bands of NAPLAN Reading by 2%	Data indicates 15.69% of students are in the top two skill bands for reading which is a 6.67% decrease against baseline data.
Increase the proportion of students in the top 2 bands of NAPLAN Numeracy by 3%	Data indicates 16.99% of students are in the top two skill bands for numeracy which is a 4.59% decrease against baseline data.
Increase the proportion of student achieving in the top 2 HSC bands by 3%.	24.68% of students attained results in the top two bands demonstrating an increase of 0.53% against baseline data.
Increase the proportion of student achieving in the top 3 HSC bands by	57.07% of students attained results in the top three bands is stable against baseline data.

5%.

## Strategic Direction 2: Teaching and Leading

### Purpose

To develop a cohesive and high quality learning community that delivers best practice teaching and learning to every student.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaboration
- Effective use of data

### Resources allocated to this strategic direction

Professional learning: \$54,579.86

### Summary of progress

Our focus for 2021 was on building a collaborative culture and collective effort to support student learning. To support this we have evaluated, through considerable analysis, our current systems and processes around professional learning communities, quality teaching, and building a culture of collaborative practice. In doing this, all Head Teachers across the school engaged in professional learning, facilitated by the Director, Educational School Leadership around managing and supporting effective Professional Development Plans. In these sessions, staff worked with other Head Teachers across four networks to discuss processes and structures. As a result, the PDP process has been enhanced and there are improved structures and provisions have been implemented. We now offer alternative methods of observation and the use of PIVOT surveys across multiple faculties. The school executive has undergone extensive analysis of School HSC, NAPLAN, Enrolment, Human Resource, and TTFM data to develop a broad picture of where the school is operating and has identified areas of focus and need. Increasing confidence in the use and analysis of data has also been a priority for 2021 with professional learning around tracking student growth and achievement. 2021 saw the build of a dedicated Professional Learning Hub with conferencing capabilities. Next year, we will work with staff to establish processes to use the professional learning space and the dedicated student data wall to address data literacy and provide increased opportunities to identify growth and progress.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of students achieving expected growth in NAPLAN Reading by 3%.	The proportion of students in Year 7 and 9 achieving expected growth in NAPLAN reading is 49.64% indicating that progress is yet to be seen toward the lower-bound target..
Increase the proportion of students achieving expected growth in NAPLAN Numeracy by 3%.	The proportion of students in Years 7 and 9 achieving expected growth in NAPLAN numeracy is 45.93% indicating that progress is yet to be seen toward the lower-bound target.

## Strategic Direction 3: School and community

### Purpose

To develop and sustain a positive school culture that permeates all aspects of student life, as well as within our broader school community

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Sense of belonging
- Community connections

### Resources allocated to this strategic direction

**Socio-economic background:** \$87,627.00

**Location:** \$3,724.81

**Aboriginal background:** \$94,148.00

### Summary of progress

Our focus for 2021 was on developing a foundation for collaboration and collective responsibility to know our students and how they learn best. As a school, we have continued to focus on student wellbeing. The Wellbeing Team have created a 'Stepped Care Model' which has been developed in consultation with school services and school executive. This process was initiated to case manage and better address student concerns. In supporting all students, we have an agenda of an improved process for planning for learning. In 2021, Koorringal High undertook the external validation process where we identified that students with high potential and giftedness and those within our selective stream were to be of greater focus for 2022 and beyond. Currently, we have strong partnerships and connections with remedial students however, our future focus will be on sustaining this commitment and working towards developing practices for our HPGE and Selective students. Over the 2021 and 2022 school year, all teaching staff will complete the University of New South Wales Mini Certificate in Gifted Education. Next year in this initiative we will work with staff to develop Individual Education Plans for students in selective education and with those students who have been identified as being high potential and gifted. We will also initiate and deliver the step Care model with continual reflection, evaluation and refinement.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of students attending greater than 90% of the time by 4%.	The number of students attending greater than 90% of the time or more has decreased by 4.98%.
Increase the proportion of students reporting positive wellbeing by 3%.	64.90% of students reporting positive wellbeing outcomes has increased by 5.2% across the positive wellbeing measures which is trending towards the upper bound.
Increase the proportion of Aboriginal students attaining the HSC by 3% .	The proportion of Aboriginal students attaining the HSC has remained the same.



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$18,922.38</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff for targeted student support</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Enhanced transition for our refugee students from the Intensive English Program into mainstream education.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to support refugee students to achieve meaningful outcomes in mainstream education such as HSC attainment.</p>
<p>Integration funding support</p> <p>\$293,786.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Koorimal High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Support being provided through the provision of School Learning and Support Officers (SLSO's) to students who require low to moderate support in mainstream schooling. all eligible students demonstrating progress towards their personalised learning goals.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to strengthen personalised support for students who may have low to moderate support to achieve meaningful outcomes in mainstream education by regularly reviewing learning goals and achievement.</p>
<p>Socio-economic background</p> <p>\$378,939.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Koorimal High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Sense of belonging</li> <li>• Supporting individual student learning</li> <li>• Differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support identified students with additional needs</li> <li>• resourcing to increase equitability of resources and services</li> <li>• additional staffing to implement Quicksmart to support identified students</li> </ul>

<p>Socio-economic background</p> <p>\$378,939.00</p>	<p>with additional needs</p> <p><b>The allocation of this funding has resulted in:</b> Assessment practices and tools have been established to support ongoing monitoring of student progress and providing effective feedback at key points in their learning to support differentiation. Formative feedback practices, assessment as, of and for learning are becoming evident across the school. Improved access to technology to supplement our school 'Bring your own device' (BYOD) policy and improve access to specialist technological resources for all students. Support for students to improve attendance at access to activities throughout the year. Support provided through the provision of School Learning and Support Officers (SLSO's) to students who require support to meet their educational needs. This also includes intervention programs such as Quicksmart Literacy and Numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to develop a school wide consistent approach to how students receive feedback. To support equitable access to technology and other equipment necessary for school as well as supporting students who may have other needs in order to meet their educational goals at school.</p>
<p>Aboriginal background</p> <p>\$94,148.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Koorringal High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Community connections</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved support for Aboriginal students through the employment of an Aboriginal Education Officer (AEO) as well as a School Learning and Support Officer (SLSO). This has also resulted in improved relationships and consultation with our community on a number of school-based projects such as the Yarning Circle, Belonging Book and cultural competency of staff and students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to deepen community consultation on a number of outstanding projects. To improve access to Wiradjuri language facilitated by Aboriginal Education Officer (AEO)</p>
<p>English language proficiency</p> <p>\$382,031.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Koorringal High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Supporting individual student learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional bilingual staff to support communication</li> <li>• provision of additional EAL/D support in the classroom and as part of</li> </ul>

<p>English language proficiency</p> <p>\$382,031.00</p>	<p>differentiation initiatives</p> <p><b>The allocation of this funding has resulted in:</b> Improved support for our EAL/D students through the provision of bilingual Student Learning and Support Officers (SLSO's) to support transition from an Intensive English Program to mainstream education, to settle students into new learning environments and improve their English language skills through translation. Improved support for our EAL/D students through the provision of additional teaching staff who support our EAL/D students in the classroom.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to support our EAL/D students through access to bilingual School Learning and Support Officer's (SLSO's) and to continue to improve all staff's knowledge and application of differentiation strategies to support all students.</p>
<p>Low level adjustment for disability</p> <p>\$263,520.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Koorungal High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Supporting individual student learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved support for individual student learning through the provision of School Learning and Support Officer's (SLSO's), guided by their Individual Learning Plans (ILPS) that are completed in collaboration with their families. Improved support for teaching staff in providing adjustments in their classrooms. This has been in the form of teacher support in the classroom as well as professional learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> further professional learning to improve staff knowledge and application of adjustments for students with learning needs across the school. To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$3,724.81</p>	<p>The location funding allocation is provided to Koorungal High School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Sense of belonging</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional welfare support through the partial provision of an additional Student Support Officer (SSO).</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved access to students to a Student Support Officer (SSO) who can support their welfare both during term time as well as holiday breaks where access to services can be limited.</p>

Location \$3,724.81	<p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to support students through providing additional assistance in the area of welfare.</p>
COVID ILSP \$539,031.87	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Supporting individual student learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - Quicksmart</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Support for students through the provision of additional teaching staff who have been identified as needing additional and targeted support . Additional support in the form of small group tuition for EAL/D students requiring additional literacy support. The majority of the students in the program achieving significant progress towards their personal learning goals</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to provide small group tuition and intervention for students who require additional support.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	403	408	408	406
Girls	457	476	432	456

### Student attendance profile

School				
Year	2018	2019	2020	2021
7	89.1	91.6	91.2	86.3
8	88.2	86.7	91.5	82
9	85	86.1	89.5	86.7
10	85.9	83.2	89.1	83.2
11	83.3	80.3	84.2	80.9
12	85.8	82.3	89.8	85.1
All Years	86.3	85.4	89.3	84.2
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

### Management of non-attendance

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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	7
Employment	4	12	54
TAFE entry	0	1	3
University Entry	0	0	30
Other	0	0	0
Unknown	0	0	6

### Year 12 students undertaking vocational or trade training

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49.56% of Year 12 students at Koorringal High School undertook vocational education and training in 2021.

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

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85.3% of all Year 12 students at Koorringal High School expected to complete Year 12 in 2021 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)	45.8
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
Teacher ESL	2.8
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	966,917
<b>Revenue</b>	12,191,804
Appropriation	11,951,093
Sale of Goods and Services	9,713
Grants and contributions	226,397
Investment income	607
Other revenue	3,994
<b>Expenses</b>	-12,614,256
Employee related	-10,912,825
Operating expenses	-1,701,430
<b>Surplus / deficit for the year</b>	-422,452
<b>Closing Balance</b>	544,465

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	455,454
<b>Equity Total</b>	1,063,750
Equity - Aboriginal	95,169
Equity - Socio-economic	327,893
Equity - Language	375,866
Equity - Disability	264,822
<b>Base Total</b>	9,202,639
Base - Per Capita	210,905
Base - Location	3,725
Base - Other	8,988,009
<b>Other Total</b>	620,388
<b>Grand Total</b>	11,342,231

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

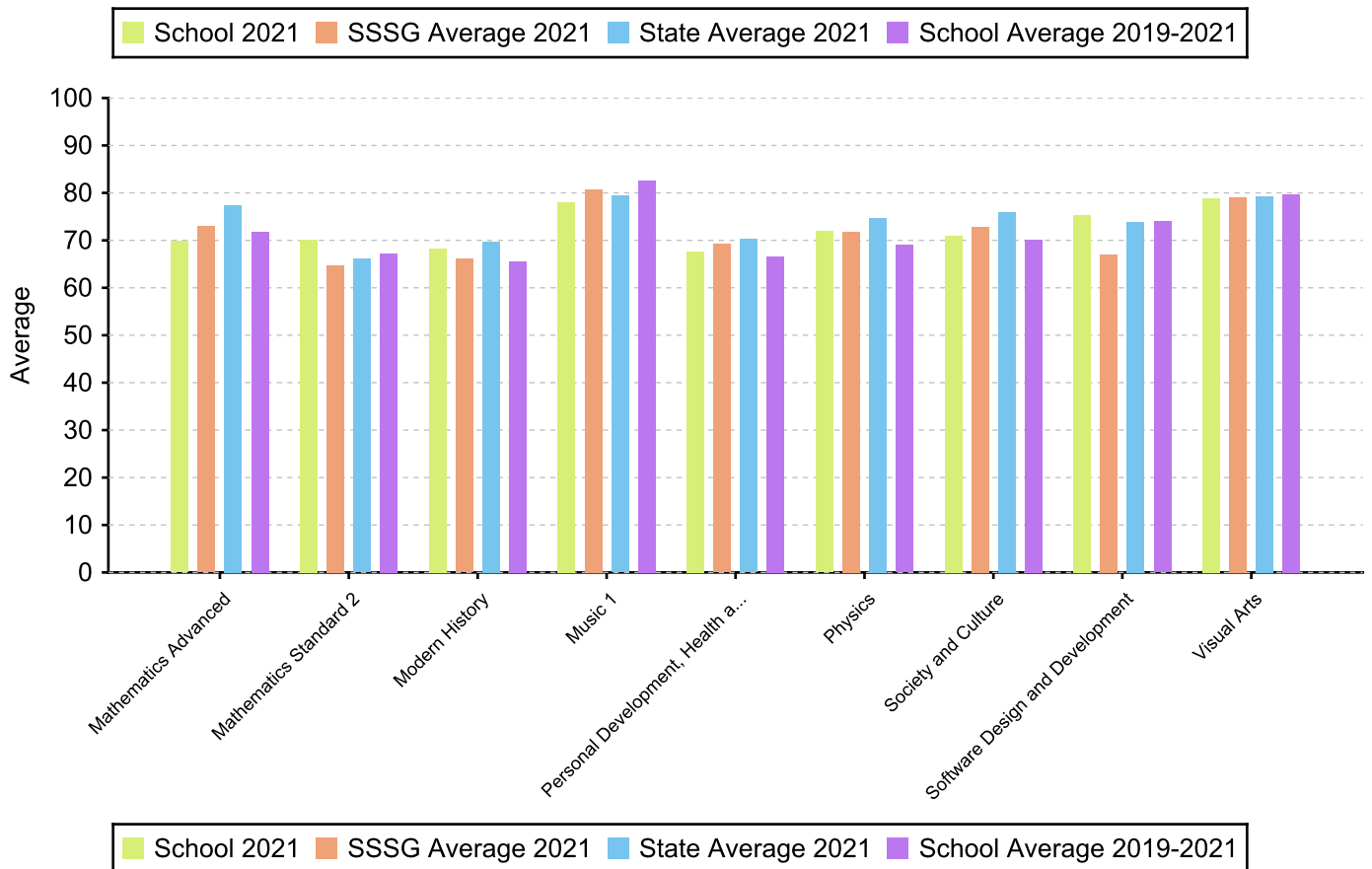
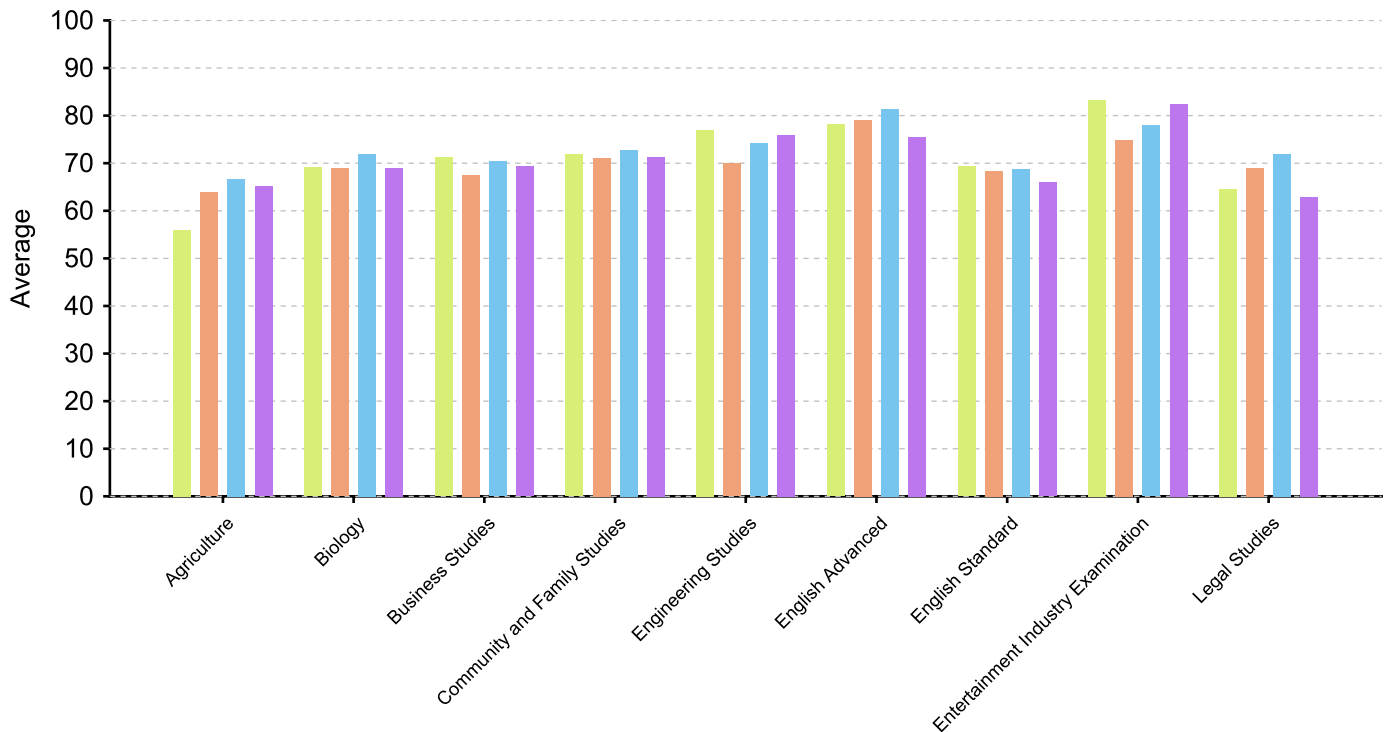
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

## 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 2021</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2019-2021</b>
Agriculture	55.9	63.8	66.7	65.1
Biology	69.1	68.9	71.9	68.9
Business Studies	71.2	67.5	70.4	69.3
Community and Family Studies	71.8	71.0	72.7	71.3
Engineering Studies	77.0	70.0	74.1	75.9
English Advanced	78.1	79.0	81.4	75.5
English Standard	69.3	68.4	68.8	66.0
Entertainment Industry Examination	83.3	74.9	77.9	82.5
Legal Studies	64.6	69.0	72.0	62.8
Mathematics Advanced	69.8	72.9	77.4	71.8
Mathematics Standard 2	70.1	64.7	66.1	67.3
Modern History	68.2	66.1	69.7	65.6
Music 1	78.1	80.8	79.4	82.7
Personal Development, Health and Physical Education	67.6	69.2	70.3	66.5
Physics	71.9	71.8	74.8	69.0
Society and Culture	70.9	72.8	76.0	70.1
Software Design and Development	75.4	67.0	74.0	74.0
Visual Arts	78.8	79.1	79.4	79.6

## Parent/caregiver, student, teacher satisfaction

Each year Koorungal High School students completed the 'Tell Them From Me' survey. This survey is designed to provide the school with insight into the school climate from the perspective of the students and parents to guide school planning and help identify school improvement initiatives.

There were a number of areas that had improved on previous years with students feeling a '*positive sense of belonging*' increasing by 4% on 2020., students with '*positive behaviour at school*' increasing by 4% on 2020 and students find school intellectually engaging, interest and enjoyable increasing by 10% on 2020. Additionally the school saw a noticeable increase in areas such as students being '*proud of my school*' and Aboriginal students feeling good about their culture which increased by 10% in the 'strongly agree' category as well as a 8% decrease for students who have been victims of bullying.

Areas for improvement were mainly in respect to improving facilities such as the toilets and the playground which will be a focus for 2022.

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.