



# 2021 Annual Report

Karabar High School



# KARABAR HIGH SCHOOL

8524

# Introduction

The Annual Report for 2021 is provided to the community of Karabar 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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## School vision

Karabar High School is committed to high expectations for all. We aim to provide a variety of learning opportunities and stylise learning suitable to individual needs. The school provides an inclusive, responsive and supportive environment that allows each individual to develop to their potential. The school is conscious of its role within the local community and in the society in which it operates, working closely with other community agencies to support student academic, emotional and social development. This allows all students to leave the secondary education sphere tooled with the skills required to be positive and productive members of the local and wider communities.

Karabar seeks out opportunities to build links with the local community, whilst also providing them the necessary supports to maximise outcomes. The school has representation on a number of inter-agency panels and forums advocating youth interests.

The school works on building teacher capacity to promote and develop agreed values, positive behaviours and success in all students.

## School context

Karabar High School caters for students from the Queanbeyan, Jerrabomberra and Googong zones of New South Wales with an increasing enrolment - 2021 enrolment being 991 students.

The school is located 3 hours drive from Sydney and 20 minutes from Canberra. Despite its location and proximity to Canberra it falls within the rural zoning of the NSW Department of Education due to its' distance from the Sydney metropolitan area. Also important to note is that Canberra has its own jurisdiction making it impractical to share resources or teaching practice.

The Queanbeyan region is serviced by two government 7-12 public high schools with a further two in the planning stage - these schools will impact on the enrolment of Karabar High School in to the future.

Karabar High School remains committed to a strong focus on high level academic achievement whilst providing a diverse breadth of curriculum. The school is a Department of Education recognised partially selective high school and entry is accessed through the NSW Department of Education Selective Schools testing and admissions process. We are also proud to offer a Performing Arts selective stream. which students access through a rigorous audition/trial process.

The school has a diverse multicultural background with a significant percentage of students identifying as having an Aboriginal or European heritage. Over the recent past the school has had a further diversity of cultural backgrounds accessing the school.

Karabar High School has the equivalent of 75 teaching staff and an additional 20 School Administration and Support staff who are enthusiastic, committed and work towards supporting all students to achieve their desired post school destination.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

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The Karabar High School community is aspirational and has high expectations for and of both students and staff. To continue the growth achieved over the past three-year school plan the school will focus on basic skills required for long-term success. After a situational analysis was conducted into school performance it has been determined that the explicit teaching of these skills will lead to improved student growth and higher attainment in the HSC and other externally based assessments.

Throughout the 2021-2024 school plan, the school will also focus on consistency of teaching across the school. This will be driven by a teaching staff that are professionally developed, supported, and resourced to work collaboratively. Staff will also be supported to adopt a reflective approach to their teaching practice both individually, across faculty, and across the school.

### Initiatives

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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.

- Back to basics - Effective Classroom Practice
- Stage 6 learning

### Resources allocated to this strategic direction

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**Socio-economic background:** \$165,294.67

**Low level adjustment for disability:** \$60,168.50

**Per capita:** \$158,599.21

**Beginning teacher support:** \$78,346.00

**Professional learning:** \$98,987.36

### Summary of progress

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#### Back to basics - Effective Classroom Practice

Karabar High School has implemented a number of strategies to develop strong foundations for staff in the area of Effective Classroom Practice in line with the Centre for Education Statistics and Evaluation (CESE), What Works Best (2020). We employed an Instructional Leader at a Head Teacher level to facilitate the delivery of whole-school strategies addressing literacy skills, including facilitating a Strategic Schools Support Project (SSSP) in reading comprehension. Feedback from staff surveys at the conclusion of this project was positive and indicated that the majority of staff now feel more confident to implement a range of literacy strategies to support students' skill development. There has also been considerable support provided for early career teachers, with all beginning teachers attending fortnightly meetings as part of our Great Start, Strong Teachers Program. Topics covered included a range of school processes and systems, behaviour management, and wellbeing. Attendance at these meetings has been strong and exit surveys indicate that participants are now more confident in strategies that promote effective classroom practice creating greater consistency of behaviour management and high-impact learning activities across the school for students.

The next steps in this initiative are to continue to support early career teachers at Karabar via the Great Start, Strong Teachers Program and to engage casual teachers specifically dedicated to the release of early career teachers so that they can meet with their mentors, as this was an area we found difficult, due to staffing shortages as a result of COVID-19, at times. We will not continue to the Instructional Leader position as the executive staff were all upskilled in being able to provide this support in the future through their participation in the SSSP where they were trained as facilitators.

#### Stage 6 learning

Karabar High School supported staff to build their capacity to teach Stage 6 HSC courses by participating in professional learning opportunities focused on curriculum and assessment requirements. In particular, the High Impact Professional Learning (HIPL) courses offered through Department of Education personnel, with their emphasis on improving student achievement and increasing the number of students achieving in the top bands, were prioritised. This professional learning provided teachers with an opportunity to learn about current evidence-based pedagogy, particularly 'high leverage strategies', to implement in their classrooms and to participate in interactive workshops focused on developing high quality assessment tasks. Through engagement in these activities, teachers enhanced their ability to embed

formative assessment practices and build collegial networks. Feedback from staff highlighted that these were valuable learning experiences, especially the opportunity to discuss assessment tasks and work samples with colleagues, allowing them to develop greater confidence in creating effective assessments and teaching and learning strategies for students.

While much of this professional learning was online, staffing shortages due to COVID-19 impacted the number of staff we could release to participate in professional learning. As such, a significant proportion of the Professional Learning Funding was not able to be spent and some of this money was carried forward in the 2022 rollover. The next steps in this initiative is to continue to provide opportunities for Stage 6 teachers to participate in these professional learning experiences in 2022, especially for those staff who have not taught HSC courses before.

### Progress towards achieving improvement measures

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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
% of students achieving top 3 bands for the HSC increases by 4.5% from baseline data	The proportion of students achieving in the top 3 bands for the HSC has decreased by 2.6% from baseline data. Progress is yet to be seen towards the lower bound system-negotiated target.
% of students achieving expected growth in reading increases by 3% from baseline data	The proportion of students achieving expected growth in reading has decreased by 5.68%. Progress is yet to be seen towards the lower bound system-negotiated target.
% of students achieving expected growth in numeracy increases by 4.5% from baseline data	The proportion of students achieving expected growth in numeracy has decreased by 9.79%. Progress is yet to be seen towards the lower bound system-negotiated target.
% of students achieving top 2 bands for NAPLAN reading increases by 3% from baseline data	The proportion of students achieving top 2 bands for NAPLAN reading has decreased by 0.31%. Progress is yet to be seen towards the lower bound system-negotiated target.
% of students achieving top 2 bands for NAPLAN numeracy increases by 3.5% from baseline data	The proportion of students achieving top 2 bands for NAPLAN numeracy has decreased by 0.58%. Progress is yet to be seen towards the lower bound system-negotiated target.

## Strategic Direction 2: Connection

### Purpose

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Karabar High School is committed to developing an inclusive culture where every student is known, valued and cared for. It will achieve these values by developing and maintaining a positive learning culture where all students aspire to do well and achievement is celebrated regularly across the school year and hard work is valued.

Students will develop a Karabar connection for their six years of schooling and beyond with a strong recognition that they are part of the Karabar family for life.

The school will also work within its local and broader community to build stronger connections and develop a connected approach to ensuring that all students can achieve their best and become lifelong contributors to the society which they will move in to.

### Initiatives

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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.

- Attendance
- Caring for students

### Resources allocated to this strategic direction

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**Socio-economic background:** \$65,807.66

**Professional learning:** \$1,800.00

**Per capita:** \$9,846.48

### Summary of progress

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#### Attendance

In 2021 we created an Attendance Team which reviewed our existing school processes regarding attendance and examined attendance data in SCOUT. The team used Departmental documents, such as Every Day Counts - Student Attendance Guide and the School Attendance in Government School Policy to ensure evidence-based strategies were implemented. The Attendance Team also participated in professional learning initiated by the Queanbeyan Network Learning and Wellbeing Unit which reinforced the clear correlation between student attendance and the achievement of quality academic, socio-economic and health outcomes. During the Learning from Home periods, staff focused on attendance as one indicator of student engagement, regularly contacting parents of students who were not attending compulsory sessions and supporting them and their children to re-engage with their learning. These initiatives assisted the school to ensure that it has effective measures in place to monitor and follow up on student absences.

The next steps in this initiative are to continue to engage with professional learning provided by the Queanbeyan Network Learning and Wellbeing Unit and the Home School Liaison Officer in 2022 to ensure that we are aware of, and implement, current attendance practices in order to lift attendance rates and achieve the school's lower bound target. We will also continue to regularly analyse attendance data in SCOUT to identify developing trends and devise strategies to address these.

#### Caring for students

In 2021, Karabar continued to provide access to nutritious breakfast foods for all students via our Breakfast Club. This ongoing initiative allows all students, regardless of their socio-economic background to start the day with the 'fuel' necessary for learning. Establishing effective procedures to support the successful transition to High School remained a priority for the school with the establishment of a Transition Team, made up of staff from Karabar and the Regional Learning and Wellbeing Team. The team analysed trends in suspension data from across the Queanbeyan Network and implemented additional transition strategies to support students as needed in line with their individualised plan. The school also focused on creating a greater sense of belonging and equity for students through the provision of student financial support to subsidise things like attendance at excursions, classroom resources, and participation in HSC student lectures. Year group and whole school assemblies were identified as an additional way to foster an improved sense of student belonging, but COVID-19 Public Health Orders limited our ability to consistently implement these.

The next steps in this initiative is to continue to implement opportunities that foster students' sense of belonging. The Breakfast Club will be a priority in 2022 with volunteers from students across all year groups and staff ensuring that the initiative is sustainable. The Transition Team will continue to work closely with staff from the Regional Learning and Wellbeing Team to implment further strategies to support Year 6 into Year 7 transition, including release time for the Student Support Officer to work closely with students identified by the primary school as 'At Risk'. Karabar HS will also continue to provide extensive student financial assistance, as necessary, to ensure that all students are able to access the curriculum and learning experiences to ensure equity, a sense of belonging and high levels of engagement.

### Progress towards achieving improvement measures

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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
% of students achieving at or above 90% in attendance increases by 3% from baseline data	The percentage of students achieving at or above 90% in attendance decreased by 16.09% indicating progress is yet to be seen towards the lower-bound system-negotiated target.
% of students reporting positive wellbeing in the themes advocacy, sense of belonging and high expectations increases by 2% from baseline data	Incomplete data sets due to non-participation of Tell Them for Me in Terms 3 and 4 means this progress measure has not been captured. A progress measure shall be determined for 2022. The school has an active Student Leaders group, consisting of representatives from every year group, who provide regular feedback to the executive on issues relating to wellbeing and curriculum engagement.

## Strategic Direction 3: Opportunity

### Purpose

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Karabar High School is committed to developing well rounded students who are provided every opportunity to explore differing contexts and experiences that will lead to a broader understanding of the world in which they live. Such understanding leading to improved educational outcomes.

In order to do this the school is committed to providing a range of experiences both curriculum and non-curriculum or extra curricular based.

Staff are also provided increased opportunity to undertake leadership roles to empower student learning and to contribute to attainment of the 2021-2024 school plan.

### Initiatives

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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.

- Transitions and continuity of learning
- Equal outcomes

### Resources allocated to this strategic direction

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**School support allocation (principal support):** \$48,738.54

**Kirk Foundation:** \$60,744.00

**Low level adjustment for disability:** \$329,251.51

**Integration funding support:** \$116,053.00

**Per capita:** \$67,781.87

**Professional learning:** \$1,009.09

**English language proficiency:** \$39,007.36

**Socio-economic background:** \$3,824.10

**Aboriginal background:** \$103,760.97

**Queanbeyan Leagues Club Grant:** \$20,000.00

**Baker Deane and Nutt:** \$3,000.00

### Summary of progress

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#### Transitions and continuity of learning

In 2021, Karabar High School was successful in securing a number of grants to support the provision of quality learning experiences for all students. These grants included funding from the Kirk Foundation, Baker Deanne and Nutt and a Clubs Community Grant. This funding was used to implement a range of wellbeing, cultural and educational initiatives within the school. An example of one initiative funded by a grant was 'The Tradies Program' which provided targeted support for students identified through the analysis of SCOUT and internal school data, as being at-risk of not satisfactorily completing the requirements of Year 10. Participants had access to free 'Work Ready' courses, attended industry-based excursions and many students were supported to complete work experience. Funding secured also allowed Karabar to employ a second Student Support Officer to coordinate the program and provide small group assistance with assessment tasks. Student survey results at the conclusion of the program indicated that all participants felt their application and academic focus was more positive and that they were more confident to transition to further training in the future. Additionally, teacher feedback highlighted an increased level of engagement in learning activities by participants.

The next steps in this initiative are to continue to secure funding from external agencies to enable the school to implement initiatives which benefit equity groups and promote continuity of learning for all students. This will involve regular analysis of all available data sources (such as post school exit data and attendance trends) to ensure that areas of need are identified and have strategic targets. The Clubs Community Grant was secured late in 2021 and has been committed for use in 2022 to supplement the provision of the Step Up Sisters program. This program is designed to support Aboriginal girls at Karabar HS by providing increased access to cultural learning experiences and supporting the development of stronger academic aspirations for participants.

### Equal outcomes

In 2021 Karabar High School focused on unpacking what the concept of 'high expectations' means for our school community. Staff undertook whole-school professional learning in behaviour management, assessment practices, quality feedback and strategies to build appropriately challenging learning experiences for all students. A shared understanding was also developed with parents and students through their participation in school initiatives such as assemblies, parent focus groups and the creation of Individualised Learning Plans for identified students. This culture of high expectations was further reinforced through communication from the school, including Assessment Booklets for each year group which explicitly outline the school's assessment procedures and expectations, ensuring consistency for all students. Staff also analysed a range of data sources, including SCOUT and internal school data, to identify equity groups who would benefit from additional targeted support. School funding sources and external grants were then used to strategically deliver a range of programs to support improvements in student outcomes. Examples of these initiatives include: Step Up Sisters and the Clontarf Academy, programs which support the cultural and academic needs of Aboriginal students, continuation of the Karabar High School Breakfast Club to provide a nutritious start to the day for all students, especially those from low socio-economic backgrounds and The Tradies Program supporting students in Year 10. A particular focus in 2021 was the continued allocation of extensive funds in Learning and Support, ensuring all identified students were able to access the curriculum and engage successfully with their learning.

The next steps in this initiative are to continue to look for opportunities to identify areas of need within the school and implement initiatives which address these so that all students have access to appropriate wellbeing programs and academic support. Teachers will continue to work with the Learning and Support Team to ensure Learning and Support assistance is implemented strategically in order to support improved outcomes for students.

### **Progress towards achieving improvement measures**

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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.

<b>Annual progress measure</b>	<b>Progress towards achievement</b>
Connection with outside agencies made to gain grant funding to support improvements in student outcomes.	The school has successfully secured a number of grants from outside agencies which have been used to facilitate the delivery of a range of programs to support improvements in student outcomes, particularly in the area of wellbeing.
The school actively maintains a high expectations culture for all equity groups without bias of background.	The school actively maintains a high expectations culture and has unpacked what this looks like for staff, students and parents and how this applies to key equity groups within the school.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$116,053.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Karabar 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>• Equal outcomes</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>• Staffing release for targeted professional learning around MultiLit</li> <li>• Intensive learning and behaviour support for funded students</li> <li>• Implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All identified students have Individualised Learning Plans and progress has been made towards achieving set goals. Teachers allocated to the Literacy and Numeracy classes in Years 7-10 identified improved levels of engagement and completion of assessment tasks for students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to utilise the funding to employ Student Learning Support Officers to ensure identified students are able to fully access the curriculum. Intensive remedial programs, Multilit will continue to be implemented.</p>
<p>Socio-economic background</p> <p>\$234,926.43</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Karabar 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>• Back to basics - Effective Classroom Practice</li> <li>• Stage 6 learning</li> <li>• Attendance</li> <li>• Equal outcomes</li> <li>• Caring for students</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 implement literacy programs to support identified students with additional needs</li> <li>• Supplementation of extra-curricular activities</li> <li>• Supplementation of targeted school programs</li> <li>• Staff release to increase community engagement through additional visits to feeder primary schools</li> <li>• Resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The delivery of a number of programs aimed at improving student attendance, wellbeing and educational outcomes. Initiatives have focused on developing students' literacy skills, providing access to targeted online learning platforms and enhancing the school's transition program. Students have also been provided with free equipment and subsidised excursions and HSC workshops to ensure all students are able to access appropriate curriculum opportunities. This has resulted in improved students outcomes in literacy in internal school data and equity for students across all year groups due to subsidised programs.</p> <p><b>After evaluation, the next steps to support our students with this</b></p>

<p>Socio-economic background</p> <p>\$234,926.43</p>	<p><b>funding will be:</b> The school will continue to develop the support provided for all students to ensure they have everything necessary to access a diverse curriculum, are able to participate in a range of extracurricular activities, and have their welfare needs addressed effectively.</p>
<p>Aboriginal background</p> <p>\$103,760.97</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Karabar 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>• Equal outcomes</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>• Community consultation and engagement to support the development of cultural competency</li> <li>• Staffing release to support the development and implementation of the Scope and Sequence for the Step Up Sisters program</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> Stronger relationships between the school and our Aboriginal community. Students have been supported to participate in culturally sensitive activities, allowing them to develop a deeper understanding of Aboriginal culture, heritage and traditions. This has allowed Aboriginal students to feel supported and to develop a deeper sense of belonging to their culture and the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to look for opportunities to strengthen our links with the Aboriginal community and to provide ongoing cultural experiences for students, both Aboriginal and non-Aboriginal students.</p>
<p>English language proficiency</p> <p>\$39,007.36</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Karabar 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>• Equal outcomes</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> </ul> <p><b>The allocation of this funding has resulted in:</b> The employment of additional bi-lingual staff which allows EAL/D students to be supported in the classroom and to access the curriculum more effectively. This has assisted students to settle into the school more quickly and supported communication between students and teachers.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to support EAL/D students to access the curriculum through SLSO support in the classroom and to provide professional learning for staff so that they are able to implement targeted strategies that assist all EAL/D students to perform to their full potential.</p>

<p>Low level adjustment for disability</p> <p>\$389,420.01</p>	<p>Low level adjustment for disability equity loading provides support for students at Karabar 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>• Equal outcomes</li> <li>• Back to basics - Effective Classroom Practice</li> <li>• Stage 6 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 specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <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> <li>• Support for identified students through the creation and implementation of Individual Learning Plans and HSC Special Provisions</li> <li>• Employment of LaST and Student Learning Support Officers</li> <li>• Development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Intensive support for identified students through the development of Individualised Learning Plans and assistance from Student Learning Support Officers in class. Learning and Support Teachers have also helped staff to modify learning and assessment tasks, ensuring all students can access the curriculum. The school's involvement in the Strategic Schools Support Project, allowed staff to develop their awareness of reading comprehension strategies, which increased students' development of important literacy skills in internal school data.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To support teaching staff to develop their knowledge of differentiation strategies and literacy skills, so they can continue to make adjustments to the curriculum, ensuring improved educational outcomes for all students.</p>
<p>Professional learning</p> <p>\$101,796.45</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Karabar 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>• Stage 6 learning</li> <li>• Attendance</li> <li>• Equal outcomes</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Engaging a specialist teacher to unpack evidence-based approaches to teaching reading comprehension and literacy skills</li> <li>• Development of teachers' skills and content knowledge to effectively implement Stage 6 curriculum requirements</li> <li>• Engaging in a regional program to develop attendance strategies and enhance awareness of the Department's attendance policies and procedures</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Staff developing a deeper understanding of pedagogy and assessment practices underpinning quality learning experiences for students undertaking</p>

<p>Professional learning</p> <p>\$101,796.45</p>	<p>Stage 6 (HSC) courses. Staff also participated in evidence-based professional learning about effective reading comprehension strategies, supporting students to have greater success in their learning. Participation in workshops focused on unpacking the Department's attendance procedures and related strategies, was also effective in supporting a renewed focus on student engagement and resulted in improved student outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to provide all staff with access to quality professional learning which deepens their understanding of current, evidence-based best practice. Staff will also strategically evaluate professional learning to ensure it addresses areas of need effectively and to determine the impact on student outcomes.</p>
<p>Beginning teacher support</p> <p>\$78,346.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Karabar High School during their induction period.</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>• Back to basics - Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Release of beginning teachers and their mentors to facilitate classroom observations and feedback about pedagogy and classroom practice</li> <li>• Professional learning focused on school and Department processes</li> <li>• Additional release time and reduction of responsibilities</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Several beginning teachers achieving proficient status. Beginning teachers have also been inducted into school and Department processes, reporting that they feel supported to effectively transition into the teaching profession and to develop their knowledge of pedagogy and classroom management skills.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to facilitate release time for beginning teachers and their mentors to ensure that beginning teachers feel supported and can develop their skills appropriately.</p>
<p>School support allocation (principal support)</p> <p>\$48,738.54</p>	<p>School support allocation funding is provided to support the principal at Karabar High School with administrative duties and reduce the administrative workload.</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>• Transitions and continuity of learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of a Business Manager to assist with administrative tasks and develop relationships with external agencies</li> </ul> <p><b>The allocation of this funding has resulted in:</b> More streamlined administrative processes reducing administrative burden and ensuring administrative tasks are completed efficiently and in a timely manner. This has allowed the Principal to focus more on instructional leadership. The Business Manager has also focused on developing relationships with external agencies to secure funding specifically to be used with equity groups at need.</p> <p><b>After evaluation, the next steps to support our students with this</b></p>

<p>School support allocation (principal support)</p> <p>\$48,738.54</p>	<p><b>funding will be:</b> To maintain the role of the Business Manager as a source of support for the Principal and senior executive. To continue to broaden the role of the Business Manager to focus on acquiring funding supports from outside the Department of Education.</p>
<p>COVID ILSP</p> <p>\$139,387.23</p>	<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>• 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>• Releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups</li> <li>• Providing targeted, explicit instruction for student groups in literacy</li> <li>• Employing staff to provide additional support and monitor progress of identified students when 'learning from home'</li> <li>• Development of resources and planning of small group tuition</li> <li>• Releasing staff to participate in professional learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Intensive support being provided for students identified as working below stage expected outcomes. Identified students participated in either the MultiLit program (individual tuition) or MacqLit program (small group tuition) and were also assisted in class with assessment tasks to build their functional literacy skills and support them to have greater access to the curriculum. Increase in student outcomes was evident through tracking in PLAN 2.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to implement COVID ISLP support in 2022 in a similar format to the delivery of the program in 2021., while expanding the number of participants. We will also need to look for more opportunities to celebrate students' achievements to support their ongoing engagement with the program.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	540	465	474	506
Girls	590	455	474	472

## Student attendance profile

School				
Year	2018	2019	2020	2021
7	91.4	89.7	91	86.5
8	89.2	88.4	88.5	85.9
9	87.3	86	90.2	83
10	85	85.4	86.8	79.7
11	89.5	85.5	92.2	85.2
12	91.8	88.3	92.5	85.5
All Years	89	87.4	89.9	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	0
Employment	3	8	45
TAFE entry	6	5	12
University Entry	0	0	32
Other	33	24	4
Unknown	0	2	7

### Year 12 students undertaking vocational or trade training

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42.11% of Year 12 students at Karabar High School undertook vocational education and training in 2021.

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

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92.3% of all Year 12 students at Karabar 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)	10
Classroom Teacher(s)	57.7
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	19.37
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 Actual (\$)
<b>Opening Balance</b>	803,432
<b>Revenue</b>	13,100,191
Appropriation	12,784,715
Sale of Goods and Services	72,483
Grants and contributions	242,146
Investment income	346
Other revenue	500
<b>Expenses</b>	-12,900,116
Employee related	-11,438,894
Operating expenses	-1,461,222
<b>Surplus / deficit for the year</b>	200,075
<b>Closing Balance</b>	1,003,507

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>	157,229
<b>Equity Total</b>	767,115
Equity - Aboriginal	103,761
Equity - Socio-economic	234,926
Equity - Language	39,007
Equity - Disability	389,420
<b>Base Total</b>	10,660,063
Base - Per Capita	243,564
Base - Location	0
Base - Other	10,416,499
<b>Other Total</b>	787,316
<b>Grand Total</b>	12,371,722

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

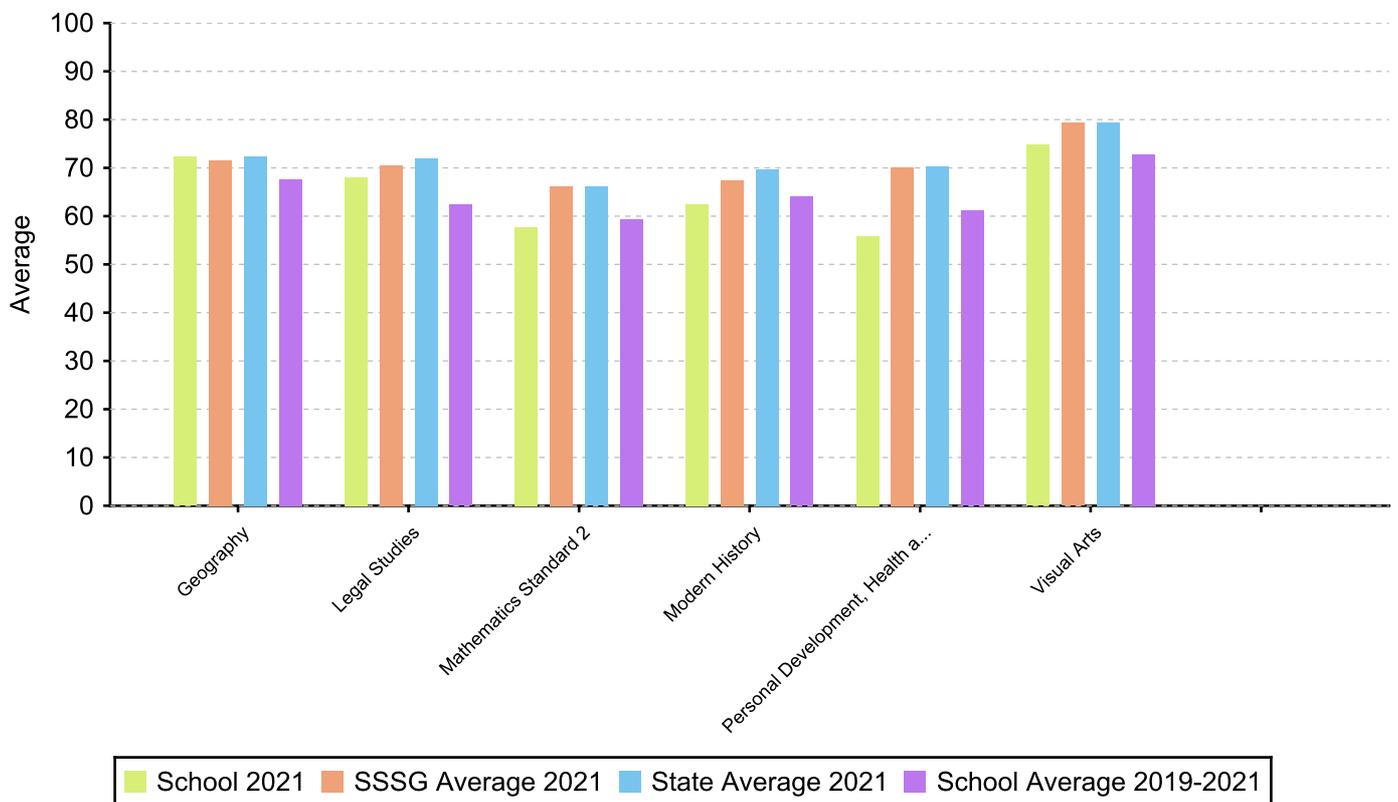
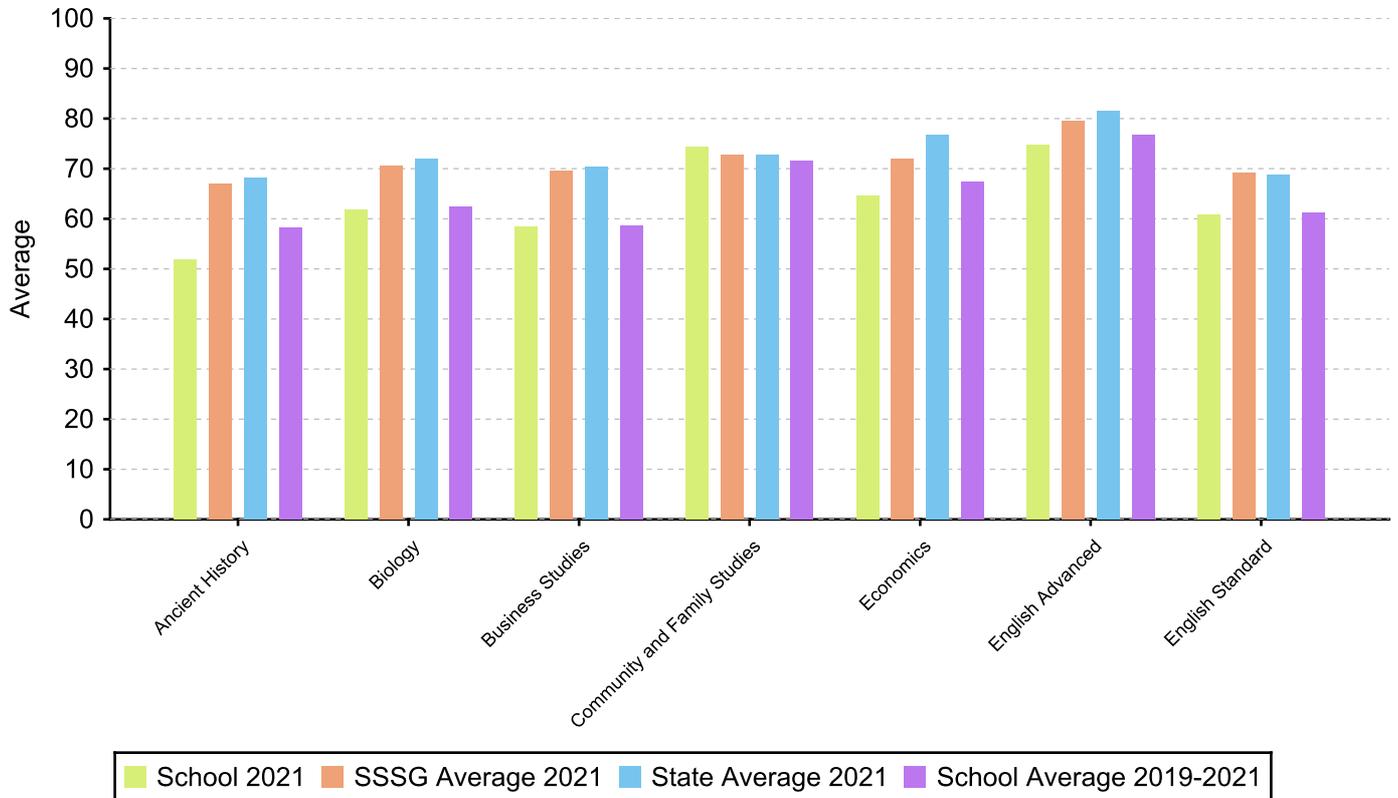
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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>
Ancient History	51.8	66.9	68.1	58.3
Biology	61.8	70.5	71.9	62.3
Business Studies	58.5	69.6	70.4	58.7
Community and Family Studies	74.3	72.8	72.7	71.6
Economics	64.6	72.0	76.7	67.3
English Advanced	74.8	79.4	81.4	76.7
English Standard	60.9	69.1	68.8	61.1
Geography	72.3	71.5	72.4	67.6
Legal Studies	68.1	70.6	72.0	62.3
Mathematics Standard 2	57.7	66.2	66.1	59.4
Modern History	62.5	67.5	69.7	64.0
Personal Development, Health and Physical Education	55.8	70.2	70.3	61.1
Visual Arts	74.8	79.3	79.4	72.8

## Parent/caregiver, student, teacher satisfaction

The school has engaged with parents and the wider community to communicate areas of progress and seek feedback on key issues. A focus group was established in Term 4 to begin the process of re-establishing the school's Parent & Community Association (previously disbanded in 2017). While progress on this initiative was hindered by COVID-19 restrictions, the number of participants at the initial meetings indicates a high level of support and we will continue to work with the community in 2022 on this initiative. The school's Facebook account continues to be the major platform used to celebrate student success and promote areas of achievement with a significant audience range of over 2200 members. The format of Parent/Teacher night, as well as Year 10 into Year 11 Transition interviews with parents and students, were changed to accommodate COVID-19 restrictions moving to interviews conducted over the phone. While parents, teachers and students all expressed disappointment that the interviews could not be conducted in person, the response from parents and students was overwhelmingly positive with high levels of attendance and engagement. Regular feedback about the progress of Aboriginal education at Karabar High School has been provided to the community via the Aboriginal Education Consultative Group.

In 2021, student feedback and satisfaction rates were captured through a variety of sources including: surveys, exit slips and individual conversations with students. During the period of Learning from Home, student submission of class work and attendance at mandatory tutorials was also used to monitor student engagement levels. From this, students identified as being 'at risk' were contacted by teachers to determine appropriate strategies to help them re-engage with their learning. Informal feedback from Aboriginal students who participated in the Clontarf Academy and Step Up Sisters programs, indicated that they felt a greater sense of belonging, and that they value the additional support provided by program staff and in particular, the Aboriginal Education Officer. The Student Leaders group, with representatives from each year group, continued to provide students with a voice. They have been proactive in raising issues with the school's executive team and in advocating for others in the community through their charity work, developing opportunities for students to develop a greater sense of belonging.

2021 was a challenging year for staff with significant changes in leadership, multiple sessions of learning from home and the introduction of COVID Safe measures which required extensive restrictions on activities to be implemented. Staff participated in the People Matters Employee Survey which highlighted that 89% of staff felt their manager listens to what they have to say (an increase of 29 ppts), and 85% of staff expressed that they felt that their manager encouraged people in their work group to keep improving the work they do (an increase of 28 ppts). Staff consultation on areas for further development was captured via internal surveys and exit slips, with professional learning, particularly aligned to the High Performance and Gifted Education Policy, identified as a priority 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.