

2022 Annual Report

Koorringal High School



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Introduction

The Annual Report for 2022 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.

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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 stands as the sole partially selective high school in the Riverina region, with its establishment dating back to 1973. As a large co-educational comprehensive high school, we accommodate approximately 900 students. Notably, the school's diverse student body comprises 16% of First Nations students, 10% from a non-English speaking background, 19% who secured selective enrolment via the NSW State Selective Schools test, and 4% from defence families.

Koorungal High School prides itself on its extensive program offerings designed to cater to students' academic, cultural, and sporting pursuits, whilst fostering a safe and supportive learning environment. The school's facilities boast an impressive Trade Training Centre, industry-standard cafe, purpose-built Performing Arts Venue (PAV), farm, recently established Clontarf Academy, and a brand new workout gym titled the 'Crow's Nest,' alongside a gymnasium, multipurpose outdoor courts, two sporting fields, and a newly refurbished library.

To ensure teaching and learning aligns with current pedagogical practices, Koorungal High School's staff have undergone post-university studies through UNSW to obtain a Certificate of Gifted Education. Moreover, the school's learning environment encompasses innovative technologies and flexible learning spaces, thereby promoting a conducive learning experience for all students.

Central to Koorungal High School's ethos are its core values of Respect, Responsibility, and Excellence, which underscores its commitment to supporting students to achieve their personal best. This is achieved with the guidance of a robust well-being team that provides wrap-around support, further cementing the school's status as a leading educational facility.

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. 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	2022 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

Low level adjustment for disability
Refugee Student Support
English language proficiency
Professional learning

Summary of progress

In 2022, our focus was on supporting student growth through various initiatives and investments. We continued to build on our 2021 initiatives to improve student growth by investing heavily with over 85% of our staff completing the Mini Certificate in Gifted Education through the University of New South Wales. This investment was to support staff in the delivery of Selective Education and to support High Performing and Gifted Students. We believe that this will continue to be a major form of commitment for 2023. In addition, we continued to engage in professional learning in the delivery of A Learning and Responding Matrix (ALARM), which has led to a system-wide approach across each Key Learning Area. This investment in professional learning has equipped our staff with effective strategies to support student learning and differentiation. We also dedicated resources to the University of England QuickSmart Literacy and Numeracy Program, which has been delivered through small group intensive intervention. This implementation has resulted in improved outcomes for our students. In further supporting individual student learning, we made significant investments in providing additional Student Learning Support Staff and Learning and Support Teachers to support individual tuition whilst also investing in supporting students with an EAL/D background by supplementing the school's teaching and support entitlement through additional student learning and support staff.

Professional Learning Communities (PLC's) were established to upskill our staff on formative processes and retrieval practices. This investment in professional learning has supported our staff to develop effective strategies to supplement student learning and differentiation. This has been the fundamental underpinning of a large investment in technology and resources to supplement and support student learning. We also invested in Accelerated reader for stage 4 students, targeting reading. We are pleased to report significant growth has been identified and regular reporting of this growth has been provided to students and families. Our school is committed to supporting student individual learning and differentiation and we will continue to build on these investments in 2023.

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 4%.	2022 NAPLAN data indicates 15.13% of students in the top two skill bands for reading which is a 0.56% decrease against baseline data.
Increase the proportion of students in the top 2 bands of NAPLAN Numeracy by 5%.	2022 NAPLAN data indicates 19.63% of students in the top two skill bands for numeracy which is a 2.64% increase against baseline data.
Increase the proportion of student achieving in the top 2 HSC bands by 5%.	28.75% of students attained results in the top two bands demonstrating achievement which is a 6.0% increase against baseline data.

<p>Increase the proportion of student achieving in the top 3 HSC bands by 5%.</p>	<p>59.33% of students attained results in the top three bands which is a 1.98% increase against baseline data.</p>
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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

Summary of progress

In 2022 we had a significant focus on strengthening our collaborative culture and collective effort to support student learning. One of the primary initiatives undertaken by the school to support student learning was the implementation of PIVOT surveys across multiple faculties. The PIVOT surveys enabled teachers to gather evidence-based feedback from students and observers on their teaching practices which are based on the Australian Teaching Standards. The feedback was analysed using powerful analytics, and each teacher received personalised reports with individualised professional learning recommendations. The project has been a major success, with staff receiving timely and effective feedback from students on their teaching practices, which has improved student engagement and outcomes. The school also began the establishment of the 'Data Hub', which aims to upskill staff and students in data analysis and literacy. Staff engaged in professional learning through Sentral/RAP and SCOUT to extract and analyse data and its relationship to learning. In 2023, the school plans to establish a Professional Learning Community focused on data literacy and analysis, which will upskill staff in the effective use of data from a variety of sources. The school re-established its reporting procedures and structures in 2022, which focused on identifying where students' learning is now and how they can move forward. The school used summative and formative data to improve its reporting of student achievement, and as a result, the staff made meaningful connections between learners' various skills. This has led to improved student achievement and engagement. The school participated in various programs and strategies aimed at improving student achievement, such as the Rural South and West Directorate program, which paired schools with a similar status to collaborate, with the aim of achieving growth across multiple areas. The focus areas were High Potential and Gifted Education, increased student engagement, and building professional networks. Additionally, a number of the school's HSC staff participated in the HSC Strategy, which supports teachers in improving student achievement collectively, regardless of their postcode or school's socio-economic status, and increasing the number of students who achieve in top bands in the HSC. The staff plan to embed this learning in their practice in 2023 and beyond.

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%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the proportion of students achieving expected growth in NAPLAN Numeracy by 3%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

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

Aboriginal background
Socio-economic background
Student support officer (SSO)
English language proficiency
Refugee Student Support

Summary of progress

In sustaining collaboration and collective responsibility to know our students and how they learn best we have continued to prioritise student wellbeing and engagement in the local community. One of our major achievements in 2022 was the establishment of partnerships with the First Nations community. We continued to fund an Aboriginal Education Officer to build these relationships, and their efforts have been successful in creating meaningful connections with the community. Another important initiative was the introduction of a Clontarf Academy, which aims to improve the education, through HSC retention, discipline, life skills, self-esteem, and employment prospects of young Aboriginal and Torres Strait Islander men. By doing so, we hope to equip them to participate more meaningfully in society and become role models within the community.

Moreover, we continued our financial commitment to the Wagga Public School Alliance, which has been instrumental in strengthening our beginning and new teacher network. Professional learning opportunities were provided on a fortnightly basis, and staff were given opportunities to engage in professional learning to enhance their teaching skills. Our school continued to prioritise student wellbeing in 2022, and we conducted various programs throughout the year to promote student leadership, cultural awareness, and sporting pursuits. These programs have been highly engaging and have received positive feedback from both students and parents. Professional learning was conducted within key learning areas associated with EAL/D students to enhance teaching practices and provide better support for students with English as an additional language or dialect. We continued to successfully organise and conduct events such as ANZAC Day and Harmony Day. These events provide opportunities for students to learn about cultural diversity and history while also fostering a sense of community within the school. 2022 was a successful year for our school, with a focus on sustaining collaboration and community. We achieved significant progress in various areas such as partnerships with the First Nations community, the establishment of the Clontarf Academy, and our continued commitment to community connections.

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 7%.	The number of students attending greater than 90% of the time or more has decreased by 16.3%, however this figure was significantly affected by the public health orders regarding COVID-19 isolation.
Increase the proportion of students reporting positive wellbeing by 5%.	The proportion of students reporting positive wellbeing remained the same.
Increase the proportion of Aboriginal students attaining the HSC by 3% .	The proportion of Aboriginal students attaining the HSC whilst maintaining their cultural identity has increased from 2021. Due to the small size of the

Increase the proportion of Aboriginal students attaining the HSC by 3% .	cohort accurate/actual percentages cannot be reported.
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Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$27,451.76</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Supporting individual student learning • Community connections <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of additional staff for targeted student support. • Intensive English language and learning support to increase educational outcomes for students. <p>The allocation of this funding has resulted in the following impact: Enhanced support for our refugee students into mainstream education through additional curriculum provisions.</p> <p>After evaluation, the next steps to support our students will be: To support refugee students to achieve meaningful outcomes in mainstream education such as growth in NAPLAN and an increased proportion of HSC attainment.</p>
<p>Integration funding support</p> <p>\$338,617.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional staffing to assist students with additional learning needs. • Staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs). • Staffing release to build teacher capacity around behaviour intervention and curriculum adjustments. <p>The allocation of this funding has resulted in the following impact: Support is 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 demonstrate progress towards their personalised learning goals. Increased reporting of interventions through Sentral to support teacher planning and support. Increased percentage of meaningful learning and adjustment plans.</p> <p>After evaluation, the next steps to support our students will be: To strengthen personalised support for students who may have low to moderate support to achieve meaningful outcomes in mainstream education by regularly reviewing and evaluating learning goals and achievement.</p>
<p>Socio-economic background</p> <p>\$415,943.70</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Sense of belonging <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Socio-economic background</p> <p>\$415,943.70</p>	<p>include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support Student Support Officer program implementation. • Staff release to increase community engagement. • Resourcing to increase equitability of resources and services. • Employment of external providers to support students with additional learning needs. • Providing students without economic support for educational materials, uniform, equipment and other items. <p>The allocation of this funding has resulted in the following impact: Support has been provided through the senior leadership team to guide curriculum planning and develop cross curricular initiatives. This is mainly focused on scope and sequencing and assessment. Redeveloped the BYOD policy with increased focus on equity. The school loans a number of devices on both short and long-term agreements. Provision of extra SLSO's to support small group work. This has resulted in greater support being provided across the school. Engagement of external providers to support personal and social wellbeing. Students have had a number of meaningful interactions which has resulted in positive outcomes. We have a significant increase in community presence and support through both our Wellbeing and Leadership initiatives.</p> <p>After evaluation, the next steps to support our students will be: The next step for our school is to provide professional learning and develop the conditions for a common approach to teaching and learning. This is through an evaluation of our feedback processes, assessment, and current pedagogy.</p>
<p>Aboriginal background</p> <p>\$136,892.05</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Sense of belonging • Community connections <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to deliver personalised support for Aboriginal students. • Staffing release to support development and implementation of Personalised Learning Plans. • Employment of specialist additional staff (LaST) to support Aboriginal students. • Employment of specialist additional staff (AEO) to support Aboriginal students. • Establishment of a Clontarf Academy. <p>The allocation of this funding has resulted in the following impact: Improved support for Aboriginal students through the continued employment of an Aboriginal Education Officer (AEO) and a LaST as the Aboriginal Education Coordinator. Aboriginal Education is also overseen by a specific Deputy Principal to support initiatives and engagement. This has led to 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. Students have also been supporting other schools in their Aboriginal Education programs. Introduced a new Clontarf Academy in Semester 2 2022. This has provided the school an added resource to support Aboriginal students in engagement, participation, and retention.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Aboriginal background</p> <p>\$136,892.05</p>	<p>To build our relationships and engagement with local Elders. In 2023 we plan to redefine the PLP process and introduce community engagement initiatives that will lead to greater optics and build on teacher confidence in the use of the AEO and in embedding Aboriginal culture in teaching and learning.</p>
<p>English language proficiency</p> <p>\$393,891.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Koorungal High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Supporting individual student learning • Community connections <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional bilingual staff to support communication. • Provision of additional EAL/D support in the classroom and as part of differentiation initiatives. • Additional teacher time to provide targeted support for EAL/D students and for development of programs. • Engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms. <p>The allocation of this funding has resulted in the following impact: Improved support for our EAL/D students through the provision of bilingual Student Learning and Support Officers (SLSO's) to improve 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. Increased curriculum offering to support students to gain appropriate skills and qualifications.</p> <p>After evaluation, the next steps to support our students will be: To support our EAL/D students through access to bilingual School Learning and Support Officer's (SLSO's) and to continue to improve staff knowledge and application of differentiation strategies to support all students.</p>
<p>Low level adjustment for disability</p> <p>\$280,239.15</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Supporting individual student learning • Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers. • Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. • Support for students in HSC and Lifeskills. • Purchase of teaching and learning materials to support low level intervention. <p>The allocation of this funding has resulted in the following impact: Improved support for individual student learning through the provision of School Learning and Support Officer (SLSO's), guided by their Individual Learning Plans (ILPS) which are completed in collaboration with 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>Low level adjustment for disability</p> <p>\$280,239.15</p>	<p>After evaluation, the next steps to support our students will be: Implementation of Individual Learning Plans for High Potential and Gifted students and upskilling staff on the use of these in the classroom. This will be partnered with improving data analysis and evaluation through various PLCs.</p>
<p>Location</p> <p>\$3,814.15</p>	<p>The location funding allocation is provided to Koorungal High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Technology resources to increase student engagement. • Provisions for extension course support. <p>The allocation of this funding has resulted in the following impact: Allowed for the resourcing of extension courses and facilitated extra curriculum offerings which give students greater opportunities. Purchase of laptop devices for senior student uses for extension and VET courses.</p> <p>After evaluation, the next steps to support our students will be: Continue to support students through providing additional assistance in the area of curriculum resourcing.</p>
<p>Professional learning</p> <p>\$94,781.76</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 Koorungal High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaboration • Effective use of data • Differentiation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing. • Course fees for professional learning ie: Mini Certificate of Gifted Education etc. • Teacher release for curriculum development and implementation. <p>The allocation of this funding has resulted in the following impact: Staff have undertaken significant professional learning in a number of areas. The major investment has involved staff completing the Mini Certificate of Gifted Education, QuickSmart Literacy and Numeracy Training, HSC Strategy Training, and Beginning Teachers training amongst others. As a result of the various professional learning opportunities provided, staff confidence and student outcomes have been enhanced.</p> <p>After evaluation, the next steps to support our students will be: Continue to establish Professional Learning Communities and continue to fund the above initiatives.</p>
<p>COVID ILSP</p> <p>\$192,209.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>COVID ILSP</p> <p>\$192,209.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition. • Releasing staff to analyse school and student data to identify students for small group tuition groups and to monitor the progress of student groups. • Providing intensive small group tuition for identified students through the engagement of a paraprofessional. <p>The allocation of this funding has resulted in the following impact: Support for students through a paraprofessional, teaching, and other support staff to deliver targeted support. This has resulted in staff delivering the QuickSmart Literacy and Numeracy program to identified students. As a result, we were able to identify areas of potential growth for students and also saw some growth in student achievement from those who participated.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide small group tuition and intervention for students who require additional support</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Koorinal High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Sense of belonging <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of an SSO to support students. • Lunchtime activities facilitated by SSO. • Professional Learning release to support staff and students. <p>The allocation of this funding has resulted in the following impact: Access to the SSO has improved student access to wellbeing support. As a result, the breakfast club has continued to run, lunchtime activities have been established, and small wellbeing intervention groups are being facilitated. The activities have proven to be successful in enhancing students emotional wellbeing.</p> <p>After evaluation, the next steps to support our students will be: Continue to strengthen the commitment to various SSO programs and initiatives.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	408	408	406	373
Girls	476	432	456	449

Student attendance profile

School				
Year	2019	2020	2021	2022
7	91.6	91.2	86.3	84.6
8	86.7	91.5	82.0	80.2
9	86.1	89.5	86.7	75.1
10	83.2	89.1	83.2	78.5
11	80.3	84.2	80.9	76.8
12	82.3	89.8	85.1	84.3
All Years	85.4	89.3	84.2	79.7
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	1	6	1
Employment	9	21	56
TAFE entry	1	5	9
University Entry	0	0	28
Other	11	4	5
Unknown	4	3	1

Year 12 students undertaking vocational or trade training

50.55% of Year 12 students at Koorungal High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

93.8% of all Year 12 students at Koorungal High School expected to complete Year 12 in 2022 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
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
Teacher ESL	3
School Counsellor	2
School Administration and Support Staff	15.48
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	544,465
Revenue	12,430,080
Appropriation	12,063,315
Sale of Goods and Services	3,281
Grants and contributions	342,936
Investment income	6,555
Other revenue	13,994
Expenses	-12,238,333
Employee related	-10,845,401
Operating expenses	-1,392,932
Surplus / deficit for the year	191,747
Closing Balance	736,212

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	352,464
Equity Total	1,226,966
Equity - Aboriginal	136,892
Equity - Socio-economic	415,944
Equity - Language	393,891
Equity - Disability	280,239
Base Total	9,324,228
Base - Per Capita	222,232
Base - Location	3,814
Base - Other	9,098,182
Other Total	746,414
Grand Total	11,650,071

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

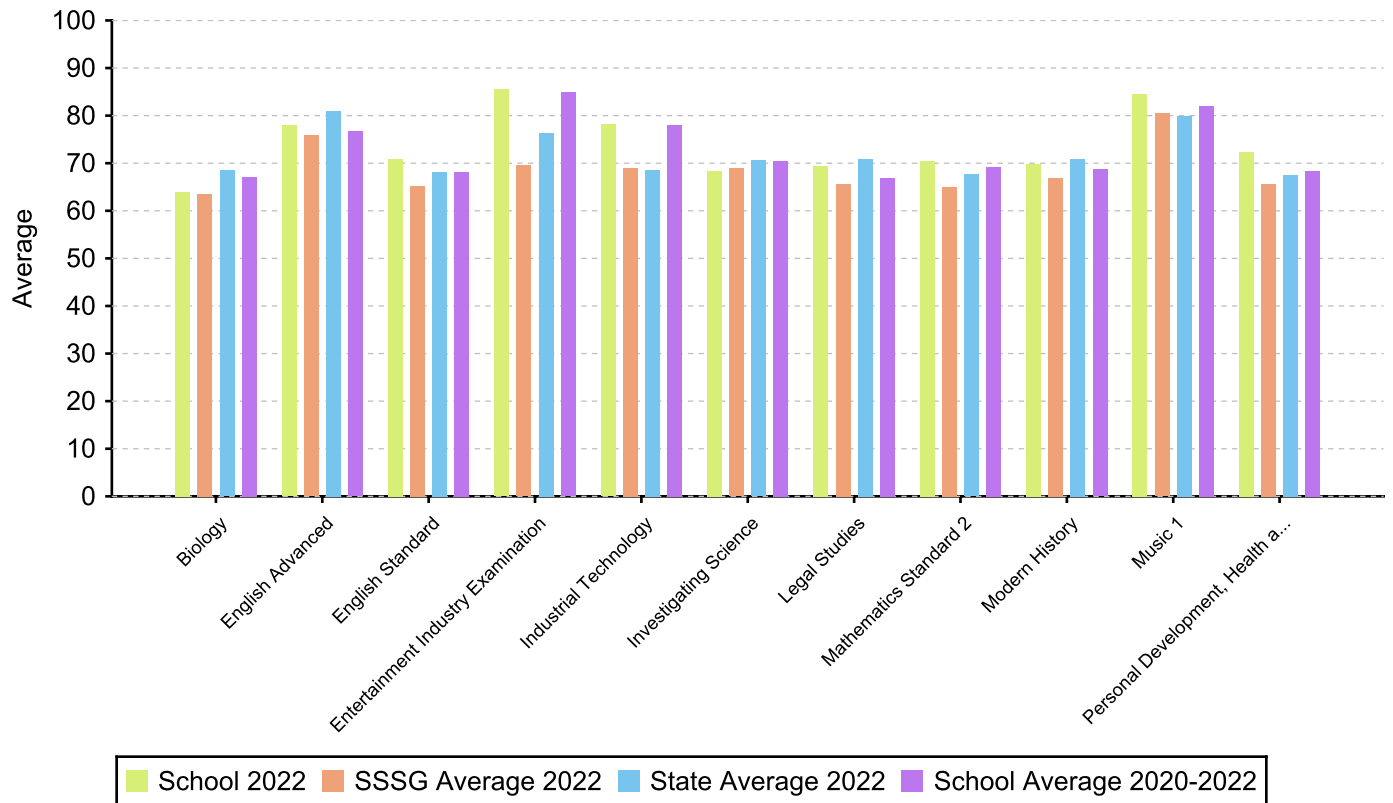
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2022	SSSG	State	School Average 2020-2022
Biology	64.0	63.6	68.5	67.1
English Advanced	77.9	75.9	81.0	76.7
English Standard	70.9	65.2	68.1	68.2
Entertainment Industry Examination	85.5	69.5	76.4	84.9
Industrial Technology	78.1	69.0	68.6	78.1
Investigating Science	68.3	68.9	70.6	70.4
Legal Studies	69.4	65.6	70.8	66.9
Mathematics Standard 2	70.4	65.0	67.6	69.2
Modern History	69.9	66.9	70.9	68.7
Music 1	84.6	80.4	79.9	82.0
Personal Development, Health and Physical Education	72.4	65.6	67.5	68.3

Parent/caregiver, student, teacher satisfaction

Each year Koorungal High School students complete 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.

Parents

In 2022, the high school surveyed parents for the first time through the TTFM survey and received 100 responses. The survey results showed approximately two-thirds of the respondents would recommend the school, while one-quarter remained neutral. In terms of communication, over half of the parents were satisfied, while one quarter had no opinion. The majority of respondents (98%) believed that the school supports students involved in VET/TAFE, and 84% believed that these programs provide good opportunities. In terms of cultural safety, over half of parents agreed that the school is culturally safe, while two-fifths remained neutral. Additionally, the school has over 3,700 followers on social media with an average post engagement of 1,000 views and a post reach of 2,500.

Staff

According to the first TTFM teacher survey since 2014, there have been significant improvements in various areas in our school. The survey indicates an increase in our school's inclusivity and in using data to inform practice, both are above the NSW Govt Norm. Additionally, there has been an increase in quality feedback, and in overcoming obstacles to learning. The survey also showed an increase in technology access and usage, which is well above the NSW Govt Norm. Finally, over half of the staff believe that school leaders are leading improvement and change.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for 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

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.