

Kotara High School Annual Report



2016



8423

Introduction

The Annual Report for <2016> is provided to the community of <Kotara High School> as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

<Mark Snedden>

Principal

School contact details

Kotara High School

Lexington Pde

Adamstown, 2289

www.kotara-h.schools.nsw.edu.au

kotara-h.School@det.nsw.edu.au

4943 3281

School background

School vision statement

To challenge each student in a safe, caring, comprehensive public school environment that will:

- maximise individual achievement
- realise intellectual potential
- develop moral and ethical values
- develop self-discipline and initiative

In an effective and enjoyable teaching and learning environment that is actively supported by the whole school community.

School context

Kotara High School is a comprehensive co-educational high school located in the city of Newcastle. We have over 1,000 students and 100 staff including teaching and support staff. There is a significant enrolment of Aboriginal students and the school is committed to promoting its cultural and linguistic diversity. The school has an experienced and committed staff with a strong ethos of collaboration, professional learning and continuous school improvement and a strong focus on increased student development of literacy, numeracy, critical thinking and ICT skills. The school offers an extensive curriculum allowing for students to access post-school studies and work.

Our student mentoring, student wellbeing, transition and vocational programs are well supported through our strong partnerships with Newcastle University and industry partners.

Our direction into the future will be on Quality Teaching leading to improved student outcomes in literacy, numeracy and overall achievement through explicit teaching of 21st C mindsets, capabilities, learning habits and skills which will prepare students for life and work as global citizens.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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 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 Executive of Kotara High School, led the whole team in a specific Element from the framework, completing a pro-forma supported by key school documentation/evidence. This process will inform the school of its strategic planning priorities for the next planning cycle.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

For schools participating in external validation processes:

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework and participated in an external validation. The framework 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school’s progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated [insert a narrative of the progress achieved by the school across the domains of Learning, Teaching, and Leading. Schools may choose to use the information from their executive summary and the panel report to inform their narrative.]

Our self–assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about–the–department/our–reforms/school–excellence–framework>

Strategic Direction 1

Future focused learning to maximise student outcomes

Purpose

To maximise learning outcomes for all students through a dynamic and collaborative learning culture.

The delivery of future focused teaching and learning strategies will facilitate and cultivate critical and creative thinking skills for all students in a high expectations environment.

Overall summary of progress

During 2016 Kotara High School has implemented the second year of this strategic direction, focussing on staff professional learning and formulation of programs to support Future Focused Learning to Maximise Student Outcomes. This strategic direction, and initiatives within, will be evaluated at the end of the planning cycle to inform, either the development, or creation, of new directions around this focus area.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
HSC trend data. Increase in students achieving band 6 HSC results	Higher School Certificate students during 2016 achieved 26 band sixes and 84 band fives. The trend of band sixes has not increased to any considerable level over the last three years. However, the amount of band fives has increased considerably. During the 2016 school year an annex within the Executive Team explored a number of models from schools who have had successful HSC results and in particular improvement in band six performance. The outcomes of this initiative are a suite of programs to be implemented in 2017.	\$20,000 Money was expended for a Secondary Schools Conference, attended by four staff members as well as release time for the annex to meet, visit and create processes for the initiative.
NAPLAN data in reading and numeracy to improve towards the Bump It Up target of 6% in the top two achievement bands by 2019	During Term 3 of 2016 Kotara High School was identified as a BIU school. During term three a plan for improving both Reading and Numeracy was written and ratified by Region. This plan began its implementation in Term 4 of 2016 and is continuing into 2017 and 2018	\$15,000 Funds were expended to support staff release time to write the programs, complete data collection and analysis as well as organise professional learning for staff.
Student survey trends in TTFM reflect increased positive perceptions of academic success and wellbeing	Within the "Parent/caregiver, student, teacher satisfaction" of this Annual Report specific data on this measure is evident	\$4,000 Expended to support staff in the analysis of data from the surveys as well as time to prepare the data for presentation back to staff to inform future planning in to 2017.
Improved performance of students on a variety of internal and external performance scales – assessment, NAPLAN, ROSA, HSC	AS outlined above Kotara High School is implementing programs as part of the BIU initiative to improve NAPLAN performance. HSC performance improvement is also outlined above and a suite of programs are being implemented in 2017 as a result	\$20,000 Expended to support program development, assessment policy creation and resources.

Next Steps

Continue implementation of BIU to improve students' numeracy and reading skills.

Implementation of CANVAS as an online platform for learning and communication between school, the student and home.

Improvement of existing PBL Tasks in Stage 4 and 5 to target Fullans 6 Cs.

8 Implementation of Stage 6 strategies to improve HSC outcomes.

Strategic Direction 2

Staff will be high performing, collaborative, supportive and dynamic.

Purpose

To enable teachers to be active, fearless and collaborative facilitators through creating an engaged and collegial community of learners.

Our teachers will demonstrate curriculum innovation, quality teaching and leadership capability that inspire learning.

To ensure the continued alignment of our school's primary purpose with our programs and practices through the expansion and increased development of leadership capability and succession planning using the Australian Standards for Teachers and the Australian Principal Standards.

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Aboriginal and Indigenous cultures are explicitly taught by all teachers.	<p>Program development in faculty teams to ensure Aboriginal content is embedded</p> <p>Discussions and workshops at executive meetings to ensure Aboriginal content built into programs and that content is not overlapped but matches across KLSs</p> <p>Professional development activities with Cherrie Johnson at staff meetings and SDD</p>	<p>\$1,200</p> <p>Expended on Aboriginal education professionals to support staff in their continued delivery of Aboriginal education to Aboriginal and non-Aboriginal students</p>
All staff are engaged in the Performance and Development Framework and the accreditation processes for teachers.	<p>Continue with PDF implementation timeline started in 2015. All staff developed their plans and have implemented them. Staff participate in buddy system to mentor each other in implementing their PDPs. Professional development occurs in school during TPL meetings and via external in service at faculty TPL expense</p> <p>Teacher accreditation support provided to staff including beginning teachers. Beginning teachers that come with funding have been allocated time off teaching per fortnight for mentoring in the school. The supervisor, often a head teacher, also receives a mentoring allocation from this funding. This time is used for the supervisor to provide support, information, lesson observation / feedback and advice. This includes information and mentoring on the teacher accreditation process. More formal support for the beginning teacher includes external professional development for beginning teachers from the NSWTF and other external providers</p>	<p>\$3,200</p> <p>Expended to support staff in finalising teacher accreditation submissions</p>
Performance and Development Plans are created and fulfilled by all staff.	<p>Staff development activities and subsequent executive meetings and faculty meetings where all staff develop their PDPs. At each stage PDPs are designed ensuring the school plan and the faculty plans have been consulted. PDPs align with school and faculty plan with staff selecting professional development from key areas of both plans.</p> <p>Staff at whole school, faculty and other TPL</p>	<p>\$2,000</p> <p>Expended to support staff when meeting after school hours on TPL activities</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Performance and Development Plans are created and fulfilled by all staff.	sessions discuss how the school plan, the faculty plan and the personal PDPs are to be implemented. Staff work in teams to incorporate learning into their programs for the benefit of students.	\$2,000 Expended to support staff when meeting afterschool hours on TPL activities
Individual, faculty and school professional development plans are implemented.		

Next Steps

Strategic Direction 3

A high performing school that is inclusive, caring, informed and engaged.

Purpose

Engender a school community that operates in a collaborative and sustainable manner that embeds a system of positive values and a culture of success.

Ensure that our shared values of inclusivity, celebration of diversity and high expectations continue to expand through the delivery of effective student welfare programs in a caring and tolerant community.

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> 100% of ATSI students have a PLP developed in consultation with a teacher mentor and family/carers 	<p>KHS staff continued to work with ATSI students and their families to meet and develop/update student PLP's.</p> <p>The target of 100% was not achieved in 2016 and is being addressed for 2017.</p> <p>KHS targeted the up-skilling of staff through professional learning and resourcing.</p> <p>A new aboriginal education team will be formed in 2017, including the principal. The first action of the team will be engaging our Aboriginal students in term 1 to explore priorities for 2017 and beyond.</p>	\$8183.00
100% of students with additional support needs have an ILP developed in consultation with LST and family/carers	Staff including learning and support teachers along with school counsellors, deputies, year advisors head teachers and class teachers continued to facilitate and develop/update ILP's with students and their families. Student ILP's continued to be communicated to staff via Sentral, welfare team meetings and staff meetings to ensure that staff are aware of the learning needs and necessary adjustments to support individual students.	0.1 staffing, ILP meeting release. 1.2 LAST staffing. \$4000 casual relief for ILP meetings and planning time.
<p>90% of staff, students and parents collaborating through online platforms to:</p> <ul style="list-style-type: none"> improve learning outcomes promote home/school learning partnerships support personalised and flexible modes of teaching 	<p>KHS continue to resource the school with software and purchase of new furniture in the library to promote collaborative future-focused learning.</p> <p>Continue the implementation of BIU to improve student's numeracy and reading skills.</p> <p>Implementation of Canvas as an online learning platform for learning and communication between school, the students and home.</p> <p>Improvement of existing PBL tasks in stage 4 and 5 to target Fullan's 6C's.</p> <p>Implementation of stage 6 strategies to improve HSC outcomes.</p>	\$54,980.00

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Breakfast was held to discuss the development of an ATSI specific personalised research task and time set aside once a week for students to work on this project.</p> <p>ATSI students and 2 staff participated in the "Walk a Mile Koori Style" March, which was organised by the local Aboriginal community as a White Ribbon activity.</p> <p>ATSI students met and discussed strategies for improved learning opportunities and celebration of Aboriginal Culture and the discussed the proposal of creating a Junior LAECG.</p> <p>The quality of teaching and learning for Aboriginal students was enhanced through a whole school training and development afternoon on Aboriginal Education delivered by Muloombinah AECG president Karen Keers.</p> <p>School NAPLAN data was analysed and ATSI students met with their teacher mentors to further develop their PLPs.</p> <p>ATSI students were given more leadership opportunities within the school with students leading formal assemblies in welcome to country as well as recognition NAIDOC Day and Sorry Day.</p> <p>Elizabeth Brydon in Year 10 was nominated by the school for the Local ATSI student of the Year award which she won for Lake Macquarie region.</p> <p>ATSI students attended University funded camps and workshops during the holidays.</p> <p>14 ATSI students attended Yakka Day, the career expo specifically targeting ATSI students as well as signing up for courses through CareerLinks for qualifications in various vocations.</p> <p>Ngarrama Productions were invited to the school to perform "Inhale, Exhale, Breathe" to all of Year 9 plus all the ATSI students.</p> <p>10 ATSI students attended Kookaburra Calling day on the Central Coast where they participated in traditional Aboriginal sports and activities.</p> <p>The school has signed up to Mgoals.</p> <p>4 teachers were trained in BroSpeak and SistaSpeak.</p>	<p>\$800 for teaching resources</p> <p>\$4000 for Aboriginal Education & Cultural Programs</p> <p>\$4500 for staff release time to complete professional learning and implement programs</p>
English language proficiency	<p>In 2016, 15 students were supported with their EALD learning needs. An EALD teacher was employed to support them with curriculum,</p>	<p>\$18,183 resourced an EALD Teacher and specific student resources.</p>

<p>English language proficiency</p>	<p>assessment tasks and student organisation/planning. Seven students (1 Year 10, 4 Year 8 and 2 Year 7) were given timetabled lessons at least once a week for the first 6 months of 2016. For two of the students this support continued all year. More intensive support was given to two Year 10 students with beginning levels of English (one with limited literacy background). Intensive support was also given to two beginning English students who arrived in September.</p> <p>Excellent resources were borrowed from Henry Parkes Resource Centre for the year with only \$110 being spent on other necessary resource books. The EALD mentor, Jane Dynan has been a constant support.</p> <p>At the end of 2016, three computers were ordered at a cost of \$1835 to meet the needs of the 10 students who have been identified as needing continued support for 2017.</p>	<p>\$18,183 resourced an EALD Teacher and specific student resources.</p>
<p>Low level adjustment for disability</p>	<p>At KHS a School Learning Support Team meeting is held every Monday where the HT Welfare consults with the Welfare Team and other relevant staff to determine the best way to support students with additional learning and support needs in accordance with their needs. This may include using funds for extra teacher time, school learning and support officer time and/or release for teachers to undertake planning, programming and professional learning.</p> <p>Personalised learning and support plans have been developed and implemented in full collaboration with the student and/or their parent and carers, to support students in regular classes who have additional learning and support needs. Accommodations and adjustments to learning are required to enable students to access and participate in learning on the same basis as other students</p> <p>Whole school training in developing, adjusting/updating and evaluating learning plans has taken place in Staff meetings, developing the capability of teachers, the quality of the learning experiences and adjustments' for learning and support.</p> <p>Representatives from faculties have worked with specialised staff to develop flexible and diverse programs that are challenging, interactive and engaging.</p>	<p>\$173,235, funds expended align with the report for SLSO employment, staff release for professional learning and Notetaker support.</p>
<p>Socio-economic background</p>	<p>During 2016 Kotara High School utilised resources within Socio-Economic Background to support direct student program implementation, infrastructure upgrading within the school, TPL for staff and technology upgrades.</p> <p>In 2016 our newly appointed Transition Advisor, implemented programs for disengaged students in stage six through</p>	<p>\$75, 157</p>

<p>Socio-economic background</p>	<p>Jobquest, and in partnership with EVENT Cinemas, WEA Newcastle and Tighes Hill Tafe. Funds within this resource were expended to support students engagement with these courses.</p> <p>Kotara High School expanded its electronic communication platform between staff, students and parents, with the implementation of Canvas software. This software has enabled programming, assessment and guidelines as well as discussion and communication to take place live online. The initial engagement of Canvas was made possible through this funding source. Kotara High School also purchased portable electronic devices for staff to support this program and implementation under Socio-Economic Background.</p> <p>Planning to upgrade Kotara High School's Library has been taking place over the last two years, in consultation with students, staff and our community. In 2016 the initial stage of this planning was implemented with the purchase of furniture to turn our library into a 21st century learning space. This resource was utilised to purchase over half of the needed furniture which was in place at the start of the school year in 2017.</p> <p>In 2016 a joint project between the SRC, the P&C and the school was implemented to upgrade our MPC facility. Our community and student body for some time have raised concerns over the environment of the MPC during summer so in 2016 all funds raised by students during the Big Day Out event was put toward cooling this space. The P&C also put funds into the project with the school putting forward the remainder of the funds for the project to be completed. The final balance of the project came out of this funding source.</p>	<p>\$75, 157</p>
<p>Support for beginning teachers</p>	<p>Beginning teachers that come with funding have been allocated time off teaching per fortnight for mentoring in the school. The supervisor, often a head teacher, also receives a mentoring allocation from this funding. This time is used for the supervisor to provide support, information, lesson observation / feedback and advice. This includes information and mentoring on the teacher accreditation process. More formal support for the beginning teacher includes external professional development for beginning teachers from the NSWTF and other external providers.</p>	<p>\$14,400</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	513	518	520	565
Girls	501	502	514	549

Student attendance profile

School				
Year	2013	2014	2015	2016
7	95	92.8	93.8	93.2
8	91	90.9	91	92.7
9	90.5	87.3	89.7	91.1
10	84.1	87.7	91.1	92
11	86.2	85.8	92.7	91.3
12	89.7	88.1	94.3	93
All Years	89.6	89	91.9	92.2
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

Student attendance at Kotara High School has improved over the last few years. The school has enjoyed attendance data, over the last few years, that is at or above DoE averages.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	2	14.2
Employment	2.3	6.6	16.1
TAFE entry	2	2.6	10.3
University Entry	0	0	43.8
Other	0	0	15.6
Unknown			

Year 12 students undertaking vocational or trade training

Forty Four (30%) of our HSC students completed at least 1school based VET course across the five frameworks of Construction,Hospitality, Metal & Engineering, Retail Services and Sport Coaching during2016. In addition, nineteen students completed qualifications at TAFE across eight courses.

Year 12 students attaining HSC or equivalent vocational education qualification

Of the cohort of students who attempted a VET course in 2016, 84% obtained the full vocational education qualification while the remainder received a statement of attainment toward the qualification. The HSC examination in VET contributes to students' ATAR and is not compulsory. Fifty four students completed the exam across both school based and TAFE VET courses with 1 Band 6, 12 Band 5's and 15 Band 4's achieved.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	57.7
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Counsellor	2
School Administration & Support Staff	15.97
Other Positions	3.2

*Full Time Equivalent

<At Kotara High School in 2016 there was one Aboriginal Staff Member>

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	79
Postgraduate degree	21

Professional learning and teacher accreditation

In 2016 Kotara High School focussed professional learning around our three strategic directions, please see earlier in the report, in meeting the shared priorities of our school. As a staff we completed three Staff Development Days each at the start of Term 1, 2 and 3. The staff also elected to amend the last two Staff Development Days, to have been completed on the last two days of school, for four separate professional learning afternoons spread across the whole school year. As a staff we found this a more productive medium and benefited from the professional learning being delivered under this model. Kotara High School will be implementing this model again in 2017. Throughout the course of 2016 Kotara expended a total of \$76000 on professional learning with separate budgets to support faculties individually and a major budget to support staff across the whole school and priorities within our Strategic Plan. The themes of our professional learning revolved around Technology, Pedagogy and Teacher Accreditation.

1. Technology – During our professional learning this year the school has invested time within the BYOD program. Staff were engaged within opportunities to explore and share staff programs being implemented with each other. Staff had the opportunity to attend specific workshop models that met their specific level of ability in implementing technology and a number of staff delivered key professional learning around BYOD at a conference conducted at the Crown Plaza in Newcastle. Staff within each KLA created an authentic audience website, establishing a program or activity that students could engage with on line and in real time. Further to this, in term three, a suite of intensive options were developed for all staff, engaging with technology as a facilitator of learning and incorporating Project Based Learning. Our technology professional learning aligned with Strategic Direction 1 and 2.
2. Pedagogy – In 2016 the second tier of our schools commitment to the Quality Teaching Round Model

took place. Staff, who had completed the course in 2015 became mentors for staff entering the program. This activity was over a full semester and has been a rich medium for staff to explore excellence in teaching and to support in areas where staff may need support and further development. Project Based Learning (PBL) has been a focus for Kotara throughout the course of our three year plan. In 2016 we established guidelines for implementation and also had the opportunity to share programs and projects within the wider community. At the end of 2016 a PBL booklet was created to support staff across the school in the further implementation of PBL in 2017. Higher School Certificate results were a focus for professional learning in 2016. A group of Executive Staff presented RAP data to the staff, explored models of excellence in HSC teaching and guided the staff through workshops in explicit delivery. This learning is being implemented in 2017 and is to be reviewed ahead of the formation of our next three year plan. In term 3 of 2016 Kotara High School was nominated as a Bump It Up School, to support the shifting of students within the middle performance bands in NPLAN, in to the higher bands. Professional learning led by two BIU coordinators, the principal and the Ed Services Team took place at the end of term 3 and throughout the fourth term. The BIU program is continuing into 2017. Our pedagogy professional learning aligned with Strategic Direction 1 and 3.

3. Teacher Accreditation, Maintenance and TAA – During 2016 the staff at Kotara High School were exposed to a number of professional learning experiences around the Accreditation process. Staff who coordinate accreditation on a school level, the principal and Ed Services personnel, presented and facilitated workshops on this system with the impending roll over of all students to accreditation and maintenance in 2018. This professional learning and engagement will continue in 2017. Our Teacher Accreditation professional learning aligned to Strategic Directions 2 and 3.

At Kotara High School in 2016 the following teachers were engaging with the NESAs Accreditation process –

1. Accreditation – 12 members of staff at various levels of accreditation.
2. Maintenance – 20 members of staff within a maintenance cycle

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from <date> to 31 December 2016.

	2016 Actual (\$)
Opening Balance	196 182.65
Revenue	11 425 588.38
(2a) Appropriation	10 828 425.80
(2b) Sale of Goods and Services	31 310.65
(2c) Grants and Contributions	560 459.67
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	5 392.26
Expenses	-11 000 714.55
Recurrent Expenses	-11 000 714.55
(3a) Employee Related	-10 033 913.72
(3b) Operating Expenses	-966 800.83
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	424 873.83
Balance Carried Forward	621 056.48

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

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Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	9 260 641.63
Base Per Capita	70 200.30
Base Location	0.00
Other Base	9 190 441.33
Equity Total	316 185.53
Equity Aboriginal	40 267.15
Equity Socio economic	54 320.47
Equity Language	21 014.39
Equity Disability	200 583.52
Targeted Total	842 472.40
Other Total	313 254.64
Grand Total	10 732 554.19

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

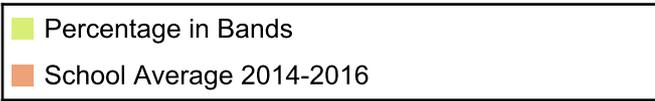
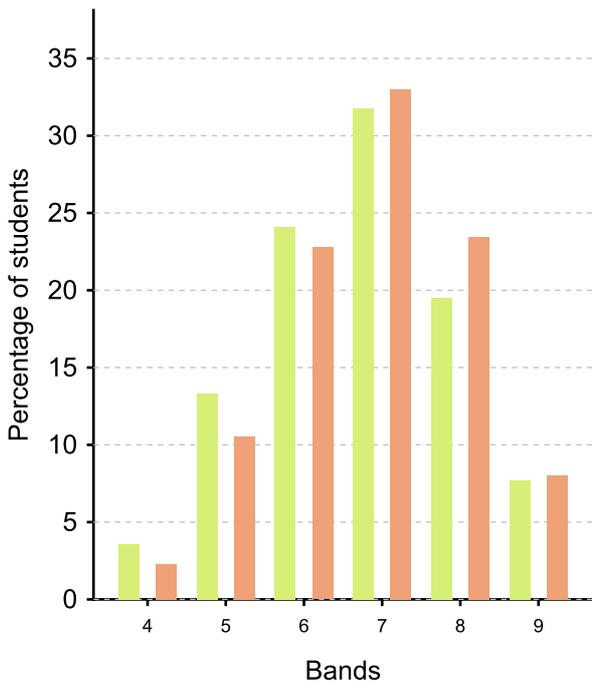
NAPLAN

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.

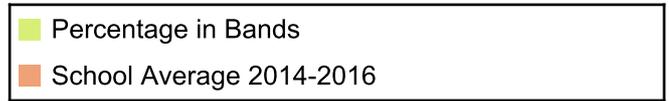
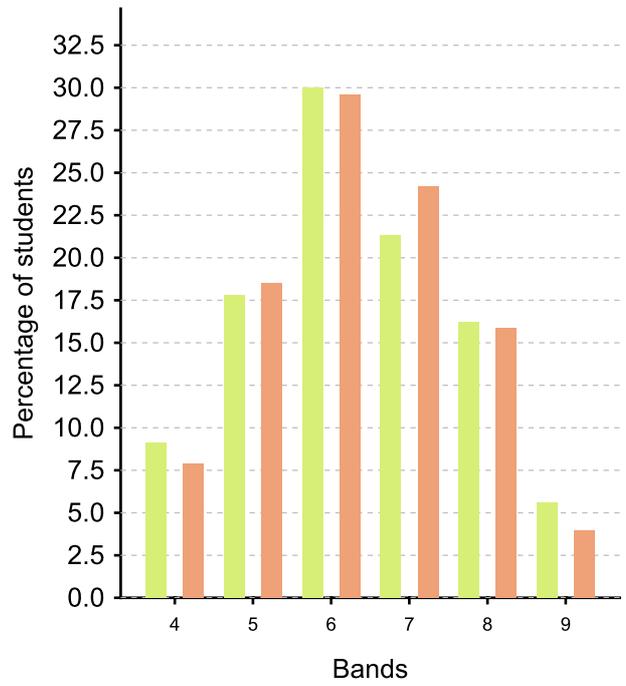
<Use this text box to comment on literacy NAPLAN data>

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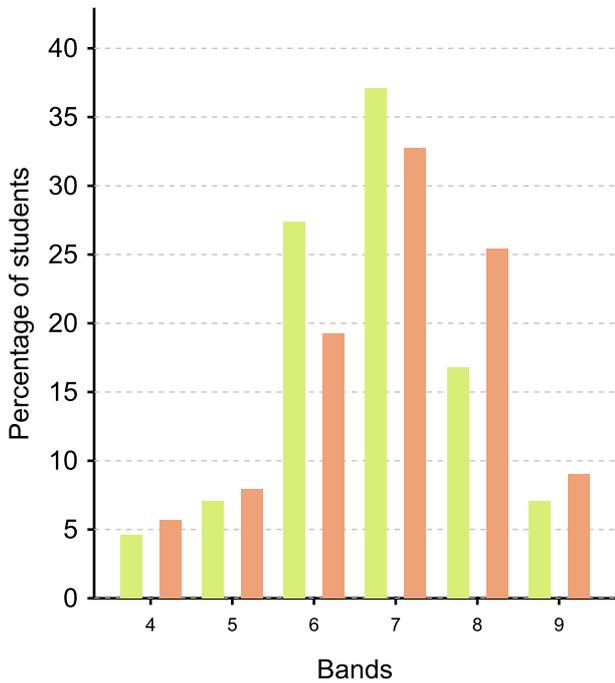
Percentage in bands:
Year 7 Reading



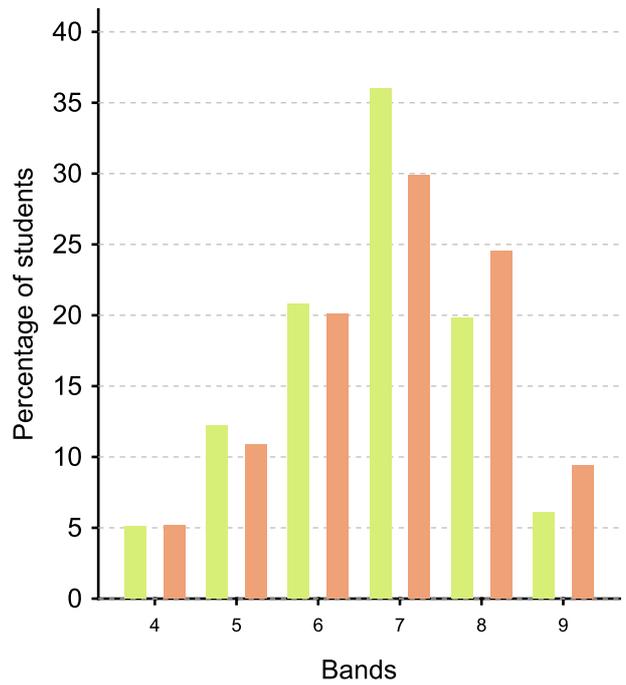
Percentage in bands:
Year 7 Writing



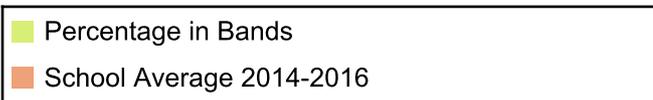
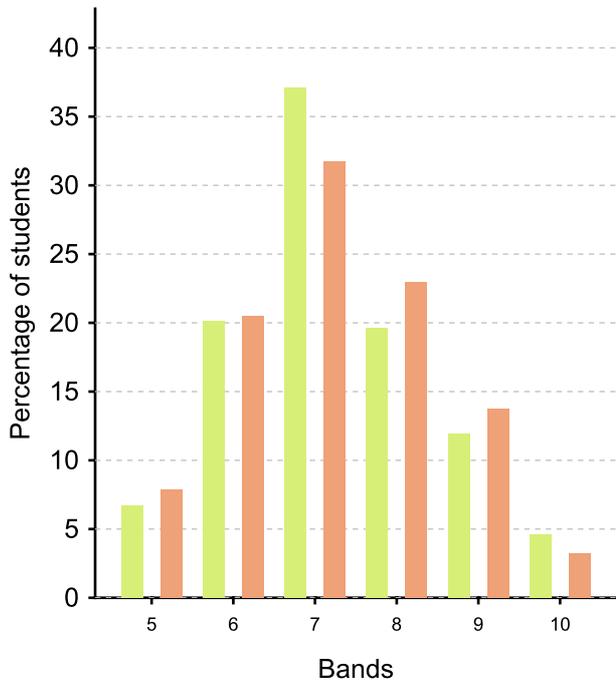
Percentage in bands:
Year 7 Spelling



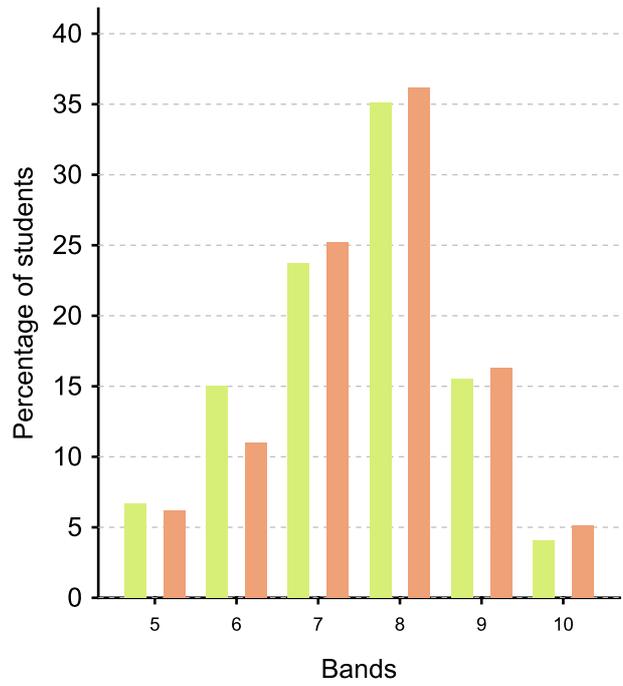
Percentage in bands:
Year 7 Grammar & Punctuation



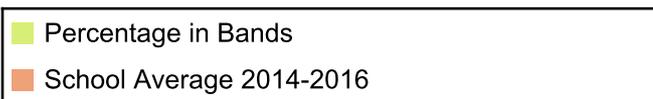
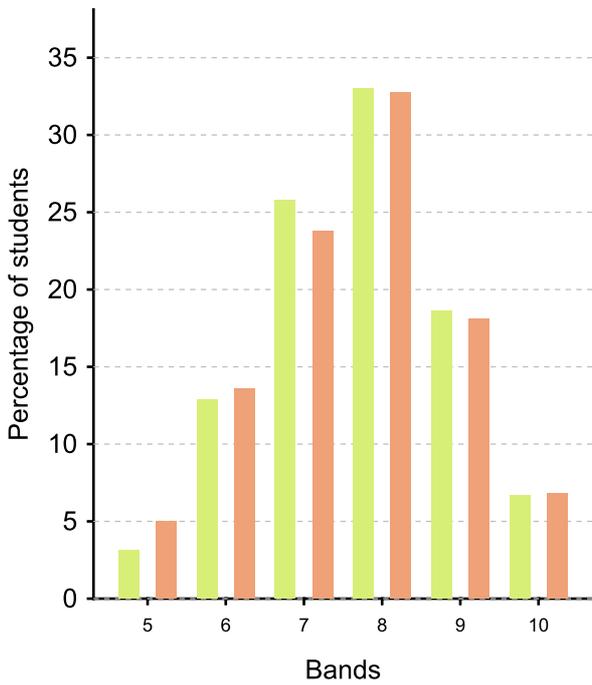
Percentage in bands:
Year 9 Grammar & Punctuation



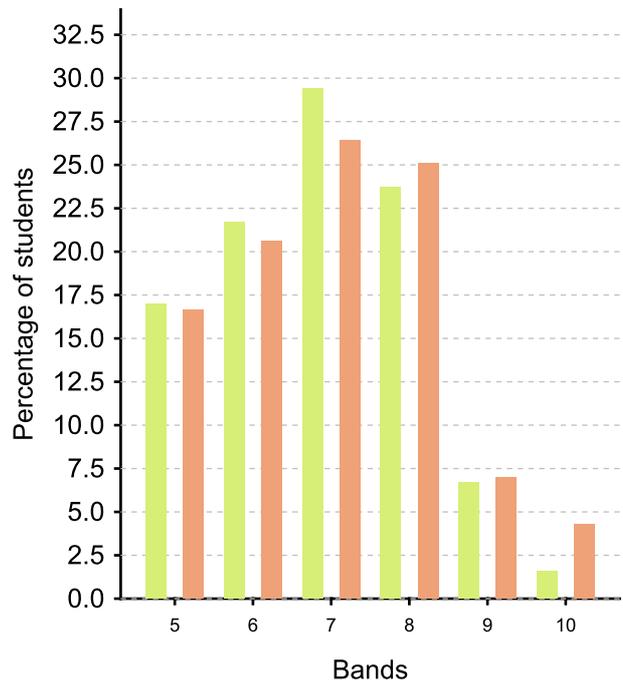
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading



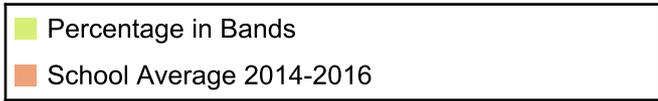
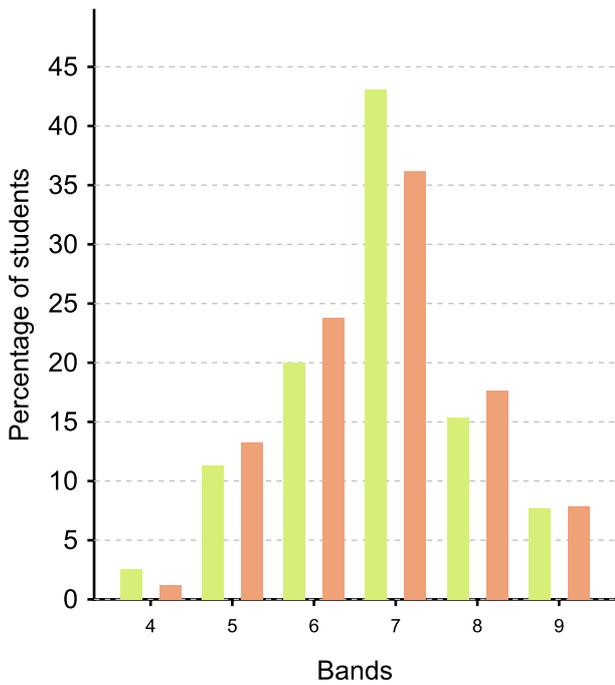
Percentage in bands:
Year 9 Writing



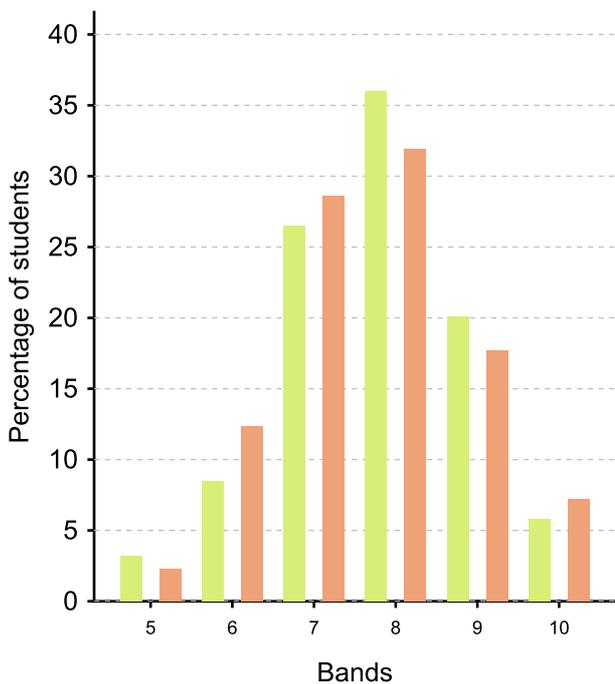
<Use this text box to comment on numeracy NAPLAN data>

Delete text not required.

Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Numeracy



select GO to access the school data.>

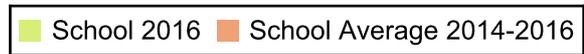
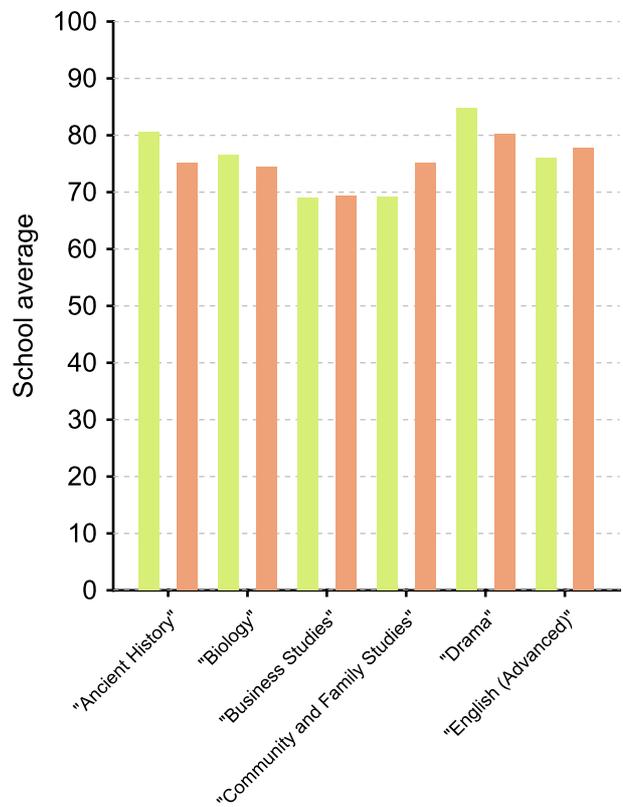
Delete text not required.

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

Delete text not required.

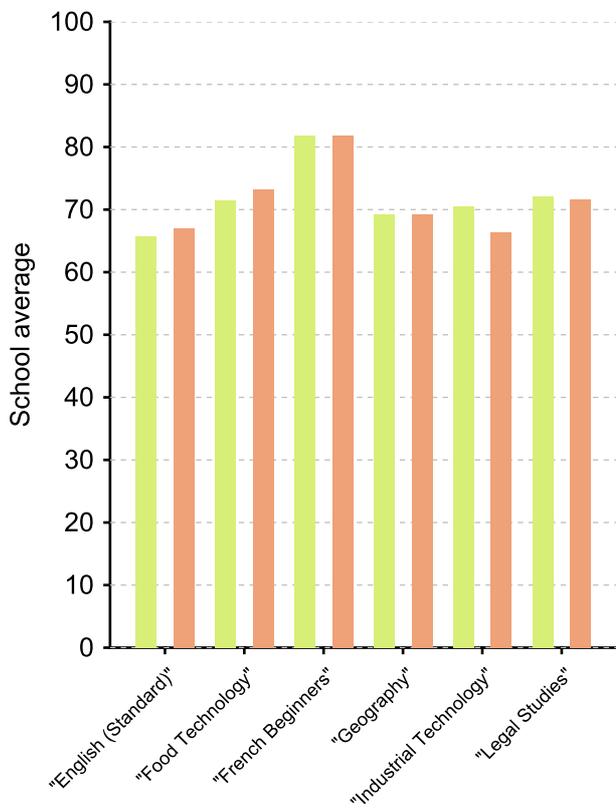
Higher School Certificate (HSC)

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

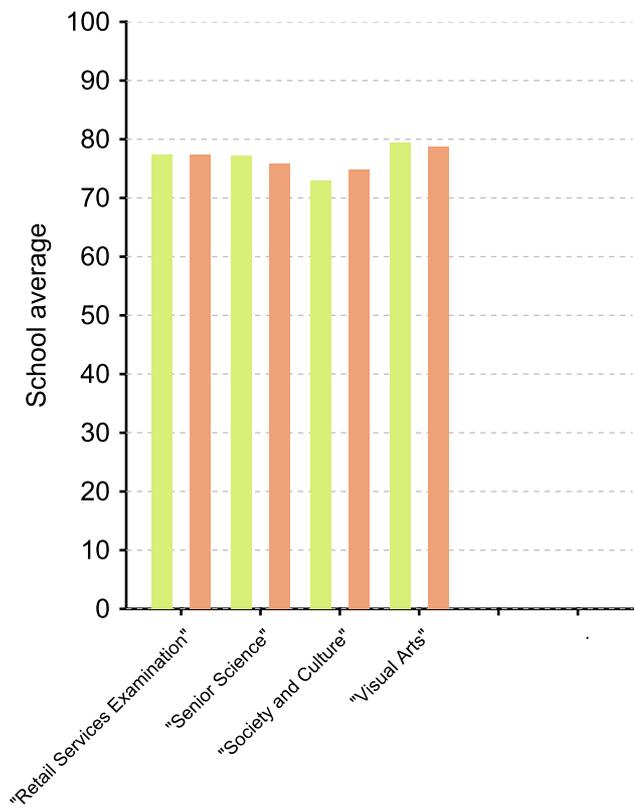


<You may choose to use this text box and statement to refer readers to the My School website:

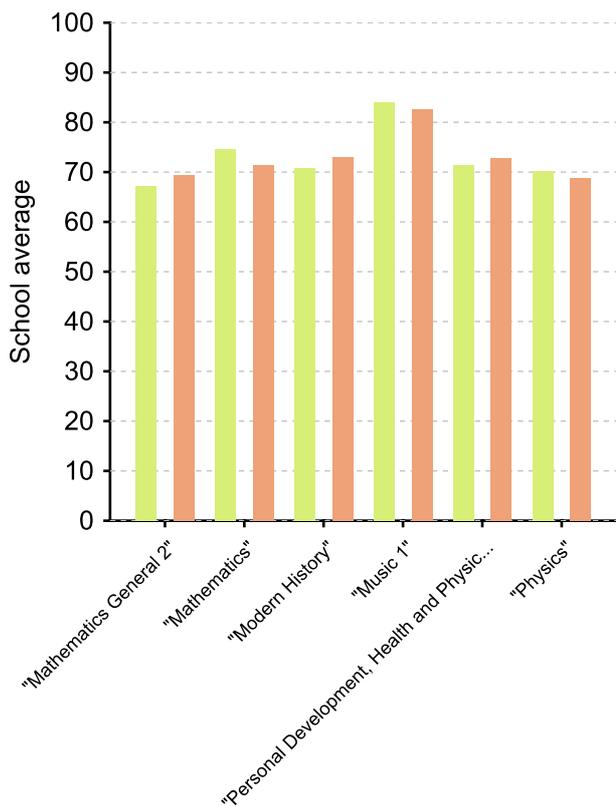
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and



■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016

<You may choose to use this text box to comment on relative performance comparison (average difference) and statistical information from Business Intelligence>

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Parent/caregiver, student, teacher satisfaction

In 2016 Kotara High School students completed a series of surveys relating to specific satisfaction levels in relation to the school, following is some information as analysed within data extracted from the surveys.

When students were exposed to questions around "academic self-concept," or their competence to do their school work, students responded above the state mean. Students in years 8, 9, 11 and 12 displayed a more positive response as the year progressed. Our Year 7 cohort addressed these questions with the most confidence and were way above the state norm.

Students responded to 5–6 Likert questions about whether they had someone at school, teacher or non-teacher, who consistently provided encouragement and who could be turned to for advice. Years 8 and 11 exceeded state norm and replica school in semester one and two in 2016. Kotara High School mean for years 7–12 meet both state norm and replica school. Within this theme, students also responded to 5 Likert questions about whether they had someone at home or in their community who consistently provided encouragement and who they could turn to for advice. Kotara High Schools mean for years 7–12 exceeded both state norm and replica

one and two in 2016 on this data. This data was a very positive indication that our students have specific and consistent support both within and outside of the school with regard to their education.

The survey suite also measured Educational Aspirations of students. Trade or Apprenticeship aspirants were based on students' responses to a statement regarding whether they plan to do an apprenticeship or VET/TAFE course. Students at Kotara High School indicated below the state norm that they were aspiring to a vocation in the trade sector. The survey questions relating to Tertiary Education was based on students' responses to a statement regarding whether they plan to go on to university. Kotara High School was above the state mean for years 7–12.

Students responded to a subset of questions, from a full set of 18 Likert questions, regarding the effective use of classroom time in three subject areas: English, Maths, and Science. The Kotara High School mean for years 7–12 met both state and replica school norms.

The survey measure of Expectations for Success, within the suite, used the following five statements to assess the extent to which school staff value academic achievement and hold high expectations for all students: *In our school ...I must work hard to succeed. My teachers encourage me to do better. My teachers expect homework to be done on time. My teachers expect me to work hard. My teachers expect all students to do their best work. Schools with high academic press place a strong emphasis on academic skills.* Kotara High School students mean, 7–12, met state norm in both semester 1 and 2 in 2016.

Students were engaged with a number of questions around happiness, on a personal level and in relation to being at school. Research shows that students with high levels of wellbeing are more likely to have higher academic achievement and complete Year 12, have better mental health, and lead a more responsible lifestyle. Kotara High School student mean, 7–12, met the state norm but exceeded replica school data in both semester 1 and 2 in 2016. This is a strong indication that generally the students of Kotara High School are happy and they enjoy their experiences at school.

Participation in Sport was explored within a question that asked students: *In the past month, how often have you: Played sports AT SCHOOL, other than in PE class (For example, school sports)?* The on-line report simply indicates the percentage of students that participated at least once a week. Kotara High School student mean, years 7–12, met state norm in the testing.

Students responded to 5 questions asking how often during the past 4 weeks they had been in trouble at school. Kotara High School mean, 7–12, met both state norm and replica school in both semester 1 and semester 2 in 2016. This data reflects the data compiled through our SENTRAL software database when harvesting student behaviour evidence.

A Positive Learning Climate was measured using the following five statements to assess the extent to which

pupils internalise the norms and values of the classroom, and conform to them: *In our school Students are quiet when they should be. Teachers do not let us fool around in class Teachers have control of the class. I know what the class rules are. Students behave in class.* Kotara High School mean, 7–12, in semester 1 met replica school and state norm in 2016. Semester two responses saw a significant improvement from year 10 students.

Students responded to 4 Likert questions about their friendships at school. The results were reported as "the percentage of students with positive relationships". Semester 1 saw years 7 and 8 meet and exceed both replica school and state norm. Semester two saw a significant improvement in responses to this question by year 11 students, exceeding both state norm and replica school.

Teacher–Student Relationships was measured using the following five statements to assess student perceptions about how they are treated by their teachers, and whether they feel supported by them. *In our school My teachers treat me fairly. My teachers tell me when I have done a good job. I get along with my teachers. My teachers care about me. Teachers help students who need extra help.* Kotara High School mean, years 7–12, in both semester 1 and semester 2 met both state norm and replica school. Years 11 and 12 data saw improvements in semester 2, meeting state norm and exceeding replica school data.

Policy requirements

Aboriginal education

In Aboriginal Education at Kotara High School in 2016, the school targeted the up-skilling of staff through professional learning and resourcing as well as a review of Aboriginal Education Programs embedded within the curriculum. The school has also implemented a number of programs for both indigenous and non-indigenous students.

The staff of Kotara High School engaged with Muloombinah, our local AECG during the year. Key executives ran a number of professional learning activities around engaging Aboriginal students, involving the community in events as well as the supportive role that the AECG can take with Aboriginal Education in schools. Staff also engaged in a whole school workshop around priorities for Aboriginal Education and what the school needs to focus upon over the next few years; this survey and data will support the formation of our next strategic plan 2018–2021. The school explored the notion of implementing MGoals as a future direction in developing PLPs, communicating with our community and celebrating Aboriginal Education at Kotara High School; this will be explored during the formation of our next strategic plan also. In term four the principal of Kotara High School completed the Stronger Smarter professional learning and is leading the network principal Learning Circle in this area of Aboriginal Education. Resources for teaching were purchased during 2016, to build our resources bank within the

with relief from class to support students completing key whole school and regional programs such as “Walk a Mile Koori Style” and Speaking in Colour.

Aboriginal Students engaged in a number of programs around Aboriginal Education in 2016 beyond the classroom. The first program implemented in 2016 was an Aboriginal Education Research Task. All Aboriginal students were invited to take part in this program led by a local AECG Representative where they were able to explore their cultural backgrounds and learn in detail about their country. This project lasted for the first semester and was an invaluable opportunity for our students to engage with their culture with specific and individual support away from the constraints of the curriculum. Aboriginal Student leaders developed specific presentations to acknowledge Sorry Day and NAIDOC Week. A group of students planned the activities, presented to the school community and evaluated the collective experiences. Students, both Aboriginal and non-Aboriginal took part in Speaking in Colour, a program that resulted in the design and completion of a mural that is now displayed in the school. Mrs Cherie Johnston, a local Aboriginal teacher and Cultural Leader, facilitated the project and completed it with the students. Further, students took part, along with staff, in “Walk a Mile Koori Style” culture awareness event in term three of 2016. All but five of our Aboriginal Students took part in the event and all students came back to school inspired by the experience.

In 2017 a new Aboriginal Education Team is being formed with staff members, including the principal. The first action of this team will be engaging our Aboriginal Students in Term 1 to explore their priorities in Aboriginal Education for that year and beyond.

Multicultural and anti-racism education

In 2016 Kotara High School made significant achievements in multicultural education. The School appointed a new ARCO in Term Two Mrs Caley Kiker. Mrs Kiker spoke with students on assembly on a number of occasions and has supported a number of students through some concerns with regard to multicultural Australia and racism.

Across the KLAs staff have implemented programs and initiatives in support of the policy. Some of these initiatives are as follows– In the Creative and Performing Arts students have studied Polynesian Music and performed on Merit Assemblies and in Visual Art students, both indigenous and non-indigenous, completed a mural on display in the main school quadrangle depicting Aboriginal Australia. In Languages, we have embraced our connection with Japan and our Sister school Ube High School. Students from Japan came to Kotara High School, spoke on assembly, presented projects to set year groups, and spent time within our community staying with Kotara High School families.

During Kotara High School Staff Term luncheons teachers have prepared themed events in both prepared food and dress, involving international

cultures of India, Mexico and the US. These events, although social and a communication forum, have developed into a culture flavour with staff embracing and exploring the opportunity to celebrate international cultures.

During 2016 a number of students have enrolled at the School after completing the processes for refugee status and citizenship. These families have had support within our EALD Program, as well as a differentiated curriculum with support of our LaST Team. The school has worked closely with community cultural advocates and government departments to ensure these students settled in to their secondary schooling at Kotara High School and become a part of our school body.