

Kotara High School Annual Report



2017



8423

Introduction

The Annual Report for **2017** 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

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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 Century 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

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:

LEARNING DOMAIN:

The results of this self-evaluation process indicated that in the School Excellence Framework domain of Learning, we are rated as Delivering across four learning elements and sustaining and growing in Student Performance Measures.

The staff have recognised that further improvement can be achieved in all learning elements. This can be achieved by strengthening current pedagogical practices, using data to inform teaching and learning and consolidating school based policies and procedures in response to systemic evaluation.

TEACHING DOMAIN:

The results of this self-evaluation process indicated that in the School Excellence Framework domain of Teaching, we

are rated as delivering across four Teaching elements and sustaining and growing in collaborative practice.

The staff recognise that further improvement can be achieved in Learning and Development and Professional Standards. This can be achieved by applying a visionary approach to professional development in which procedures for all layers of school staff are explicit. Furthermore, the development of a whole school policy to meet the standards of accreditation and facilitate the priorities of teachers across various career stages and skill sets is imperative.

LEADING DOMAIN:

The results of this self-evaluation process indicated that in the School Excellence Framework domain of Leading, we are rated as Delivering across all four Leading elements.

The staff recognises that further improvement can be achieved in all elements of Leading. This can be achieved by continuing to build the capacity of junior executive and teaching staff with aspirations of career progression and experience in the associated leadership skills.

OVERALL:

The Kotara High School teaching community has greatly benefited from the engagement with the School Excellence Framework. This process has clarified the areas of strength within our current practice and made explicit areas for further improvement. In addition, this allowed all staff to become aware of the initiatives which may lay beyond the scope of their individual role. The complex and overarching nature of the evaluation itself required a range of skill sets and thus provided valuable professional development for authentic collaboration between all staff.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Our Strategic Direction 1 has delivered some positive outcomes for Kotara High School, however, there is still room for attention within the initiatives and goals for this part of the plan.

PBL was incorporated in stage four and five and the school would benefit from further professional learning and direction in this area. The BYOD rollout was implemented but not consistently across all KLAs. Technology would benefit further from a more streamlined and compact model. With the implementation of CANVAS during the second half of the year we are looking forward to this solving some of the inconsistencies. Differentiation of the curriculum is happening in all stages and the school is positive about the outcomes achieved in this area of the plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
HSC trend data. Increase in students achieving band 6 HSC results	\$24000 Funding was utilised to introduce Elevate Education, a Senior Student Tutor and the establishment of a Mentoring Program for all students.	Kotara High School has remained consistent in the number of student performances in Band Sixes. A number of key initiatives being implemented in 2018 will support this area of the strategic plan and continue to be a priority.
NAPLAN data in reading and numeracy to improve towards the Bump It Up target of 6% in the top two achievement bands by 2019	\$5000 Funding was utilised to support staff relief in developing and implementing a program as part of the state wide Bump It Up initiative.	Kotara High School has exceeded its target for 2017 and has enjoyed the strongest growth of any secondary school across the region.
Student survey trends in TTFM reflect increased positive perceptions of academic success and wellbeing	\$2000 Funding has been utilised to support key staff in analysing the data and sharing with the whole school.	Students have indicated within the data that they have a positive image of our school and education. The data also suggests that further support in the area of anxiety and stress management would support over all student wellbeing.
Improved performance of students on a variety of internal and external performance scales – assessment, NAPLAN, ROSA, HSC	Please see funding as per above	AS mentioned above students in both year seven and nine have improved in their performance within NAPLAN testing. With regard to the ROSA students who have left prior to the completion of the Higher School Certificate are leaving to meaningful employment and have reaped the rewards of positive Rosa Records. Our High School Certificate data, as mentioned above, has remained consistent and so further initiatives are being implemented for the 2018

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved performance of students on a variety of internal and external performance scales – assessment, NAPLAN, ROSA, HSC		academic year to help improve HSC results across the school.

Next Steps

Our next steps in this Strategic Direction will involve the following –

- * A Streamlined approach to technology consistently implemented across all KLAs and communicated to our community.
- * Explicit Teaching and consistency with delivery will be implemented upon the completion of a suite of professional learning including Evidence Based Practice, ALARM Scaffolding and Newman's Prompts.

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

Overall our Strategic Direction 2 has been very positive and most Milestones have been met. Our growth and professional learning within Literacy and Numeracy has been very successful. Quality Teaching has been a positive experience for staff and met the Milestones in question, however, the challenge within this area is to find the resources in order to keep the momentum of the program. Aboriginal Education in 2017 has been re-invigorated within the school and all students and staff have benefitted from this, however, the area of Aboriginal Perspective and its embedding across all KLAs needs to be addressed further.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Aboriginal and Indigenous cultures are explicitly taught by all teachers.	\$18000 Staff professional learning time and presenters were utilised with the funding available	Staff benefitted from a suite of professional learning on Aboriginal Education. faculties were given time and resources to implement Aboriginal history and culture in all KLAs. The school also participated in a number of key cultural activities and events that has supported the promotion of Aboriginal Identity within our school.
All staff are engaged in the Performance and Development Framework and the accreditation processes for teachers.	\$12000 Funding has been utilised to support the PDP implementation and evaluation as well as supporting staff who participated within both the accreditation and maintenance processes	All staff completed a PDP in 2018 within a framework that was mapped across the school in order to provide meaningful and engaging professional learning to support. All staff also received learning around the maintenance process which comes in to effect for all staff from the beginning of 2018.
Performance and Development Plans are created and fulfilled by all staff.	Funding and professional learning as per above	As outlined above all staff created and fulfilled the requirements of the PDP process.
Individual, faculty and school professional development plans are implemented.	Funding as per above	Faculties also created PDP's to steer improvement and support whole school direction. This was the initial phase of this implementation and was successful in all staff addressing and engaging within whole school direction. This process needs some enhancements in the future but has been established as a key professional medium for driving improvement within our school.

Next Steps

Our next steps in this Strategic Direction will involve the following –

- * Develop a more consistent approach to teaching and learning

- * Concentration and delivery around explicit teaching models

- * The Kotara quality teaching model needs to be adapted and more flexible within the school setting and supported further with structured professional learning across all KLAs

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

This Strategic Direction was the most successful across the plan. The Student Welfare Review and the development of the WaTaL booklet was very successful. The utilisation of SENTRAL as the school's third part software is supporting the school to track and meet the needs of all students. However, the area of Reflective Learning had not really been met within this area and it needs to be modified within the future to have a great impact on our students and their ownership of learning. Also with regard to Aboriginal Students and PLP implementation there needs to be a more coordinated approach.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">100% of ATSI students have a PLP developed in consultation with a teacher mentor and family/carers	\$5000 Funds were utilised to support the preparation and implementation.	Coordination of this aspect of the direction was not completely successful. A more consistent approach and a better link to the community is required to support this area.
100% of students with additional support needs have an ILP developed in consultation with LST and family/carers	\$15000 The Head Teacher Welfare utilised these funds for staff professional learning and coordination of the plans	The Learning Support Team and the Support Unit coordinated the meetings and plans to support students where appropriate. Positive outcomes and communication between the school, student and parent was developed and plans were implemented across the school.
90% of staff, students and parents collaborating through online platforms to: <ul style="list-style-type: none">improve learning outcomespromote home/school learning partnershipssupport personalised and flexible modes of teaching	\$24000 Funds were utilised for staff professional learning, the licensing for software and the purchase of specific software to support this area of the plan.	The school has started to streamline the use of online platforms. Infrastructure and staff training has also been implemented to support this area.

Next Steps

Within this direction the welfare training and process implementation has been very successful. As a result the school would like to explore more options for training and development in this area. The school needs to continue its momentum with regard to Aboriginal Education and move some of the priorities in to the PLP process and overall implementation. The process with regard to LaST support across all KLAs also needs to be explored and addressed.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>\$25,261</p> <p>Our Aboriginal Background loading was utilised in 2017 for a number of projects and initiatives that not only supported Indigenous Students but also, the whole student body and staff.</p>	<p>Regular meetings were held with our Indigenous students to ensure a collaborative decision making process. Guest speakers, like David Newham and Doug Archibald presented to both our Aboriginal Students and all staff. David addressed Aboriginal identity describing his own personal experience and Doug presented the students with the possum skin cloak and information relating to its origin.</p> <p>An Acknowledgement of Country, by our indigenous students, has become an integral part of every school assembly and was established during the school year.</p> <p>As a school we commemorated <i>Sorry Day</i> and specifically acknowledging Indigenous Diggers on Anzac Day.</p> <p>Indigenous students participated in programs run by the Wollotuka Institute at the University of Newcastle, including the “iBELiEVE” program for year seven and eight. Year 10 students had the opportunity to attend the <i>University Insight Day Program</i> which gave specific advice on the abundance of opportunities on offer for Aboriginal and Torres Strait Islander University students provided by the Wollotuka Institute.</p> <p>Aboriginal Studies early commencement Course was offered as an elective to Year 10 students. 24 students completed the Preliminary Course last term and are now in their first HSC term in 2018. This class also raised money for the <i>Cathy Freeman Foundation</i> who run programs that supports Indigenous students to experience their full potential in school, and beyond.</p> <p>A variety of Indigenous performers visited the school during 2017, such as Sean Choolburra with his “Live and Deadly’ show and Philip Greenwith “The Aboriginal Technology Program.”</p> <p>Finally we celebrated Kotara High School’s first ever Naidoc Day Celebration. Staff all purchased polo shirts for the occasion and wore them as a collective body during the day. A touch footy game took place staff versus the Aboriginal Students and a special assembly with guest speaker Mr Nathan Towney, Principal Newcastle High School and the Adamstown Primary School Dance Group were items that followed a Principal address by Mr Snedden and a description of the meaning of NAIDOC by a senior Aboriginal Student.</p> <p>After an amazing year in the development of Aboriginal Education and the immersion in Aboriginal Culture at Kotara High School we are already developing initiatives for 2018.</p>

<p>English language proficiency</p>	<p>\$18000</p> <p>Funds from our SBAR were utilised to employ a specialised teacher on a part-time basis and to purchase resources where appropriate</p>	<p>In 2017, 13 students were supported with their EALD learning needs. A permanent/part-time EALD teacher was employed to support these students with curriculum assessment tasks and student organisation/planning. For 5 of these students, that meant providing support when requested by the student. 7 students were given more intensive support, including weekly timetabled lessons. These students were in Year 7 (1 student), Year 8 (1 student), Year 10 (3 students, including 1 exchange student from Japan) and Year 11 (2 students). Excellent resources were again borrowed from Henry Parkes Resource Centre, with only \$120 spent on more specialised resource books. The EALD meetings held at various schools and at the Adamstown Teachers' Centre provided good support for our EALD teacher.</p>
<p>Low level adjustment for disability</p>	<p>\$205656</p> <p>Funding was utilised to develop resources and procedures, staff professional learning and the payment of additional support staff to enable students to engage with the curriculum</p>	<p>Many students have particular learning needs that benefit from targeted individual support. At KHS we endeavour to make sure that students are placed at the centre of all decision making. In our 2015 – 2017 School Plan Strategic Direction 3: Our aim was to be a high performing school that is inclusive, caring, informed and engaged. A number of milestones were reached which has supported the ongoing development of Teaching, learning and wellbeing processes. A KHS a 'Welfare, Teaching and Learning Handbook' was developed and imbedded into the school as well as a handbook outlining the Policy and procedures for Disability Provisions.</p> <p>In 2017, KHS continued to support eligible students with moderate to high support needs by completing student profiles through a collaborative process of the school learning support team, the parent or carer and student, as well as other professionals and support personnel that work with the student. From these meetings an Individual Learning Plan was devised with an objective summary of the student's educational needs.</p> <p>To meet the identified learning and support needs of the targeted students, resources have been used to access school learning support officer time, specific Teacher Professional Learning and staff release time. Teachers worked within faculties and across faculties to review and develop curriculum instruction that is individual in nature to students. Our Itinerant Support Teacher for Vision held small group professional learning for working with vision impaired students as well as whole school awareness at staff meetings. Our Learning and Support Teachers have collected valuable data through testing and observations, modifying curriculum with teachers and supporting students individually. Individual Learning Support Team Meeting are also held once a semester or as deemed necessary to ensure</p>

<p>Low level adjustment for disability</p>	<p>\$205656</p> <p>Funding was utilised to develop resources and procedures, staff professional learning and the payment of additional support staff to enable students to engage with the curriculum</p>	<p>educational objectives are being reviewed and met.</p> <p>Students in Yr 9 participated in the 'Smart Art Inclusion Start with You' competition creating two movies about inclusion at Kotara High. The movies have been used across the state to demonstrate excellent practice in the field of inclusion.</p> <p>Adjustments supported through Integration Funding Support have been documented in SENTRAL and evaluated in conjunction with the summary profiles and Individual Learning Plans each semester.</p>
<p>Socio-economic background</p>	<p>\$81, 623</p>	<p>The allocation of Socio-economic Background was utilised this year at Kotara High School in delivering curriculum, transition/support and whole school infrastructure.</p> <p>This funding source helped to support the key equipment for curriculum delivery in Visual Arts with the purchase of up to date etching presses which have been utilised by students from year seven to twelve. In the TaS Faculty the funding enabled the school to purchase updated Robotic Kits which supported our school in becoming the Regional Champions in 2017. Further in this KLA the school purchased infrastructure in order for staff to fulfil syllabus requirements. The equipment that was replaced was over twenty years old in some cases. This equipment has been utilised by students from year seven to twelve.</p> <p>In the area of transition/support. This funding allocation enabled our year six to seven transition program to be implemented. This funding was utilised to release key staff to meet with the primary schools in order to build capacity to support our new cohort of students. This funding also enabled the high school to have all students transported to the site to take part in the transition program. This funding has also been utilised to support the transition of students from the junior to the senior school. In 2017 we designed a new Senior Study which will be furnished in early 2018. This space will enable our senior students to complete work and study in their own space. Further, this funding under transition, was utilised for the development and implementation of a senior mentoring program that was very successful and valued by both the students and staff.</p> <p>Lastly, this funding supported the upgrade of the our Multi-purpose Centre's audio-visual equipment. This space is utilised for both teaching and assemblies. This new system replaced one that was fifteen years old and donated by the local church.</p>
<p>Support for beginning teachers</p>	<p>\$18,000</p>	<p>During 2017 Kotara High School supported its beginning teachers in a number of key ways.</p>

<p>Support for beginning teachers</p>	<p>\$18,000</p>	<p>All beginning teachers had a mentor colleague who coached in classroom development and implementation. Both parties attended professional learning activities together, spent time writing and editing programs, as well as coding and observing lessons.</p> <p>Key staff supported beginning teachers in preparing reports for Accreditation. This was both in preparing the reports and editing before submitting to the Principal.</p> <p>Specific staff meetings were assigned to the support of our beginning staff, who not only benefited from the experience of colleagues, but also delivered and contributed to the meetings in reporting back to the whole staff about the processes they were undertaking and their specific professional journey. From 2018, when all staff are deemed Proficient, our beginning teachers will support the staff in their initial maintenance journeys.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	517	520	562	541
Girls	501	512	545	538

Kotara High School's enrolment over the course of the last few years has not altered very much. However, due to the demographic of the school, and the fact that housing is on the increase in the area, it is likely that the student numbers within the school will increase over the next few years.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	92.8	93.8	93.2	94
8	90.9	91	92.7	91.1
9	87.3	89.7	91.1	91.9
10	87.7	91.1	92	91.1
11	85.8	92.7	91.3	91
12	88.1	94.3	93	91.5
All Years	89	91.9	92.2	91.8
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Non-attendance of all students is handled through our Welfare Team. Students who have not attended school are minuted within weekly welfare minutes and the Deputy Principals meet with the HSLO on a regular basis each term. Parents are also notified electronically if their child has not attended school, parents are invited to meetings if patterns of non-attendance develop and this is also reinforced within written correspondence

The Kotara High School Community value education and support the school in ensuring that students attend as per DoE policy and a commitment to education.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	2	8
Employment	4	13	14
TAFE entry	2	4	12
University Entry	0	0	56
Other	0	0	10
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

Thirty (18%) of our HSC students completed at least one School-based VET course in 2017, from the Construction, Hospitality and Retail Services frameworks. Nine of the thirty SVET students sat the Higher School Certificate Examination. In addition, nineteen students studied TVET courses off campus. From this cohort, seventeen Students achieved HSC or equivalent vocational qualifications and the remainder received a statement of attainment. From the nineteen TVET students, six sat the Higher School Certificate examination.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	12
Classroom Teacher(s)	57.5
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.2
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	15.97
Other Positions	1

*Full Time Equivalent

At Kotara High School we are fortunate to have one Indigenous staff member, Mrs Russell in the PD/H/PE Faculty.

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

During 2017 the staff of Kotara high School elected to complete four afternoon sessions in-lieu of the last two days of the year as professional learning time. This is the second year in a row that the school has voted for this model and it has been very successful. As a result professional learning took place through the year across two staff development days, every Week B Monday Afternoon and the extended afternoon sessions.

Technology

In technology Kotara High School continued the implementation of CANVAS as both a learning and a communication platform. Staff were delivered workshops in its functionality as well as direction in

setting up the interactive work spaces. Staff from our school delivered the professional learning as well as outside consultants, from CANVAS and other DoE schools. All faculties by the end of the year had mandated pages and structures in place. During the 2018 academic year the school will focus further on the implementation of this platform.

During the year the school invested in forty two new interactive projectors as well as new laptops as the DER infrastructure nears it's used by date. In this field a substantial amount of professional learning has taken place on the use of the new infrastructure both as a medium for education and administration.

Aboriginal Education

During 2017 Kotara High School completed a number of professional learning activities addressing Aboriginal Education. Mr Doug Archibald, a local Aboriginal Artist presented the Possum Skin Cloak, a piece of artwork on display at The Lake Macquarie Art Gallery. Mr Archibald was instrumental in its completion and he engaged the staff in its significance, how the Aboriginal Community put it together and the importance of the Possum Skin Cloak in traditional Aboriginal Society. Mr David Newham from Nutrition Plus worked with staff on the challenge of Aboriginal Identity for young people who are raised in urban centres and have become disconnected with their traditional heritage. This has enabled staff to engage directly and more authentically with our Aboriginal Students and the community. Further to this Professor Kathleen Mcilwraith spoke to our staff and challenged them in our engagement of Aboriginal Students. As an Aboriginal Lady and an Educator she put into perspective the challenges of educating Aboriginal Students in the 21st Century and engaged everyone on the big challenges that we face as well as provide specific strategies to support staff in the class room and when working with the community.

On top of this professional learning the staff were also engaged in developing a plan of action to support our Aboriginal Students and to begin to embed, authentically, Aboriginal Perspective in to our curriculum.

New HSC Syllabuses

During 2017 most KLAs were presented with new Higher School Certificate Syllabuses from NESA. As a school we provided time, resources and consultation (with NESA staff, other school staff and private consultants) on implementing the new syllabuses in 2018. Staff worked in small groups and across campuses in order to develop and write new programs and assessment schedules to address the new syllabuses. All faculties are prepared and ready to implement the new courses in 2018.

School Plan

During 2017 Kotara High School seized the opportunity to authentically evaluate our three year strategic plan that came to the end of its three year cycle. Staff worked in cross faculty groupings to assess the plan against the Milestones and then to utilise this data to

start and engineer the priorities for the next planning cycle.

On completion of this task the staff then engaged with the School Excellence Framework to ascertain where Kotara High School sat within the areas. From here the evaluation of the previous plan, plus the areas of improvement pinpointed from the SEF and the priorities of the staff, formed the initial scaffold of the plan. Obviously from this point the plan was consulted across the whole school community.

Professional Bodies

Across all KLAs the Executive and Teaching Staff engaged with professional bodies where appropriate. This also involved the Executive attending Head Teacher Network days where they engaged with other Executives within the region.

Teacher Accreditation

During 2017 a number of staff were supported with their accreditation process. This was overseen by our Head Teacher Teaching and Learning as well as a Head Teacher we had, above establishment. Further to this support key teaching staff that has recently completed the process supported staff where appropriate.

A number of professional learning opportunities were delivered in this realm also, for the whole staff, in preparation for 2018. Our Head Teacher above establishment, Karen Birrell, presented to staff on the process and tracked all of the schools PDP Goals in order to map and develop professional learning that was appropriate and supportive. This initiative will continue in to 2018.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	621,056
Revenue	11,524,904
Appropriation	10,785,980
Sale of Goods and Services	24,949
Grants and Contributions	704,663
Gain and Loss	0
Other Revenue	900
Investment Income	8,412
Expenses	-11,756,585
Recurrent Expenses	-11,762,202
Employee Related	-10,328,533
Operating Expenses	-1,433,669
Capital Expenses	5,617
Employee Related	5,617
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-231,681
Balance Carried Forward	389,376

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	9,152,751
Base Per Capita	171,731
Base Location	0
Other Base	8,981,020
Equity Total	330,615
Equity Aboriginal	25,261
Equity Socio economic	81,623
Equity Language	18,075
Equity Disability	205,656
Targeted Total	839,115
Other Total	311,246
Grand Total	10,633,727

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.

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.

Kotara High Schools NAPALN data was extremely positive in 2017. Please find data and statistics below

Literacy

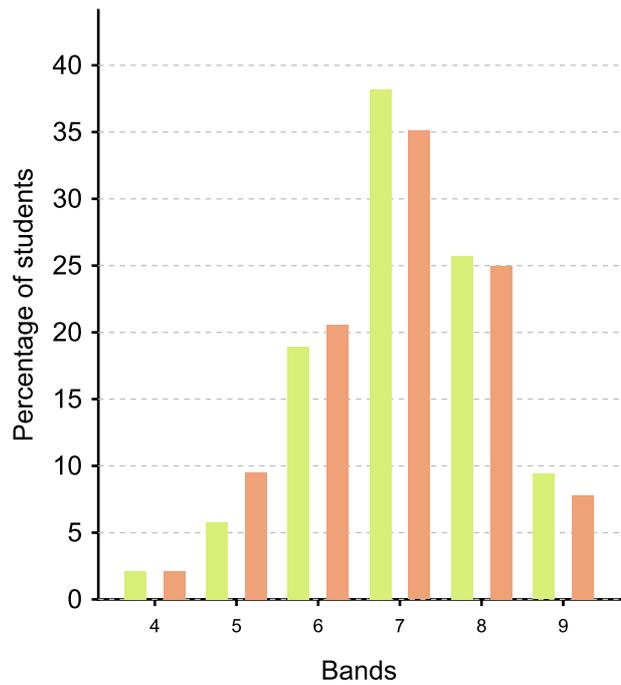
Year 7 females increased from 30% in 2016 to 38% in 2017

Year 7 males increased from 24% in 2016 to 32% in 2017

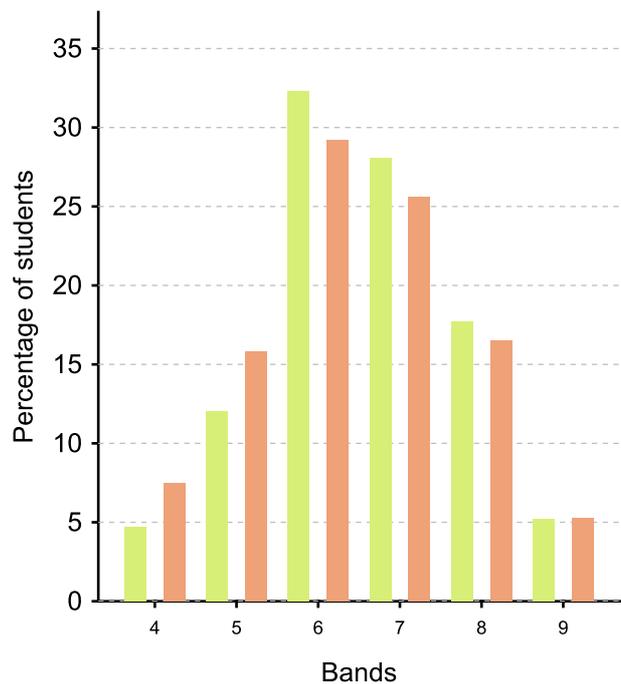
Year 9 male students declined, but this was not significant, from 25 % in 2016 to 24 % in 2017

Year 9 females increased from 25% in 2016 to 31% in 2017.

Percentage in bands:
Year 7 Reading

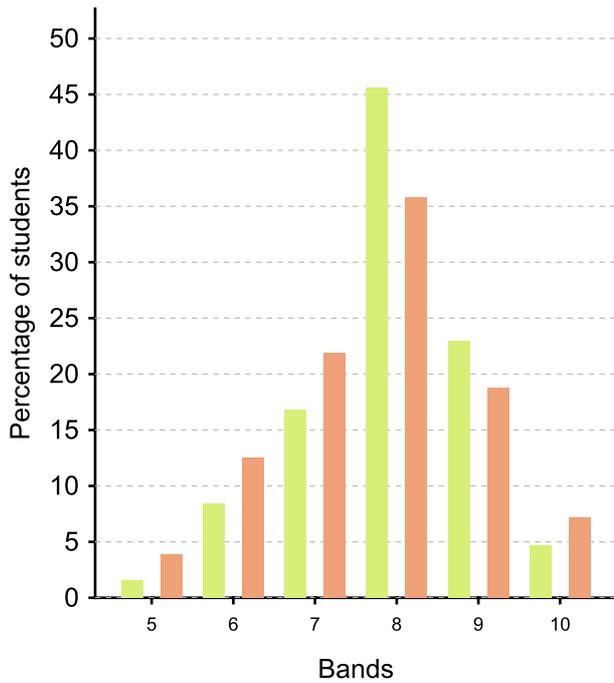


Percentage in bands:
Year 7 Writing



Percentage in bands:

Year 9 Reading



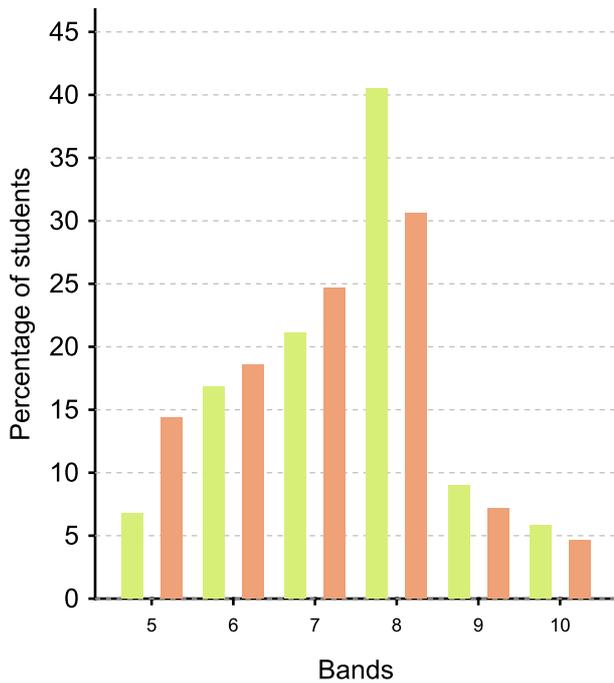
Year 7 males increased from 25% in 2016 to 44% in 2017

Most Significant change was numeracy for Year 9 females 19% in 2016 to 33% in 2017 (males only increased from 32 % to 36%)



Percentage in bands:

Year 9 Writing



Kotara High Schools NAPALN data was extremely positive in 2017. Please find data and statistics below

Numeracy

Year 7 females increased from 21% in 2016 to 29% in 2017

If our community are interested in more detailed data around our NAPLAN results please visit the following link for The My School Website.

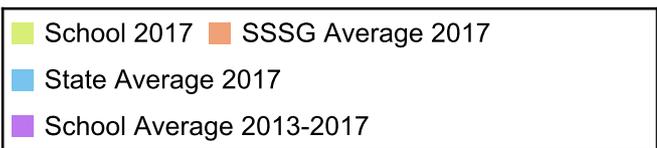
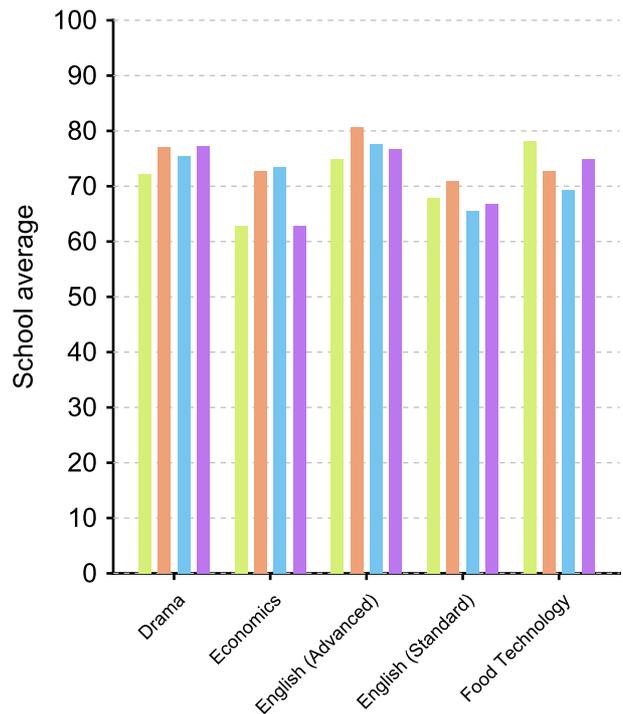
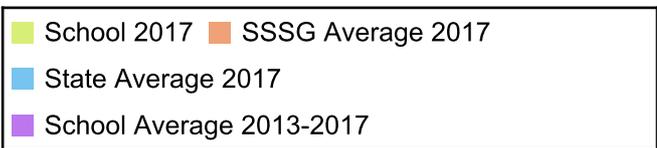
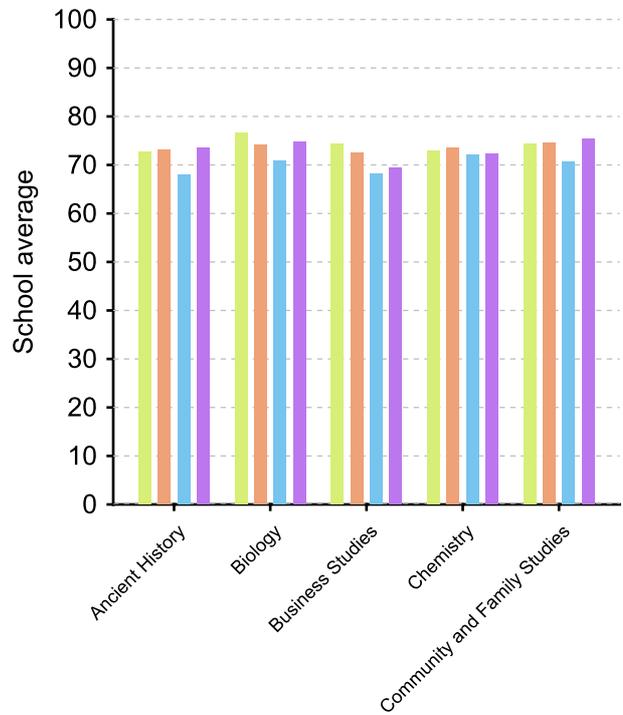
<http://www.myschool.edu.au>

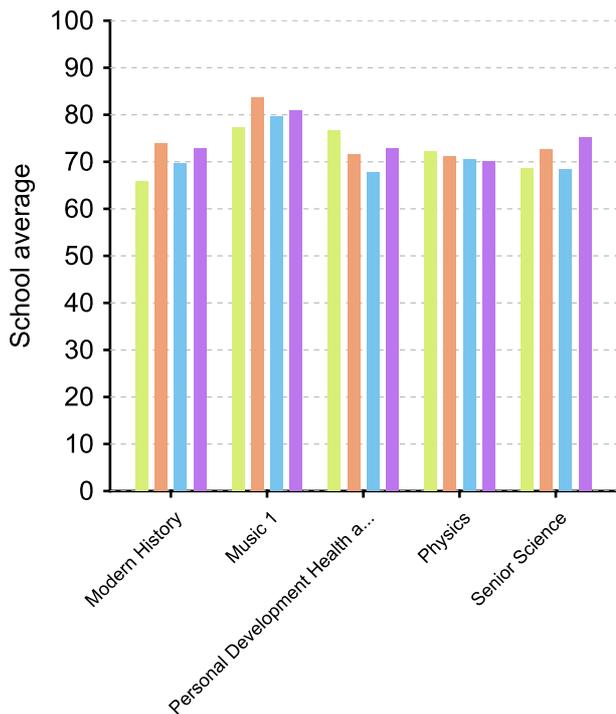
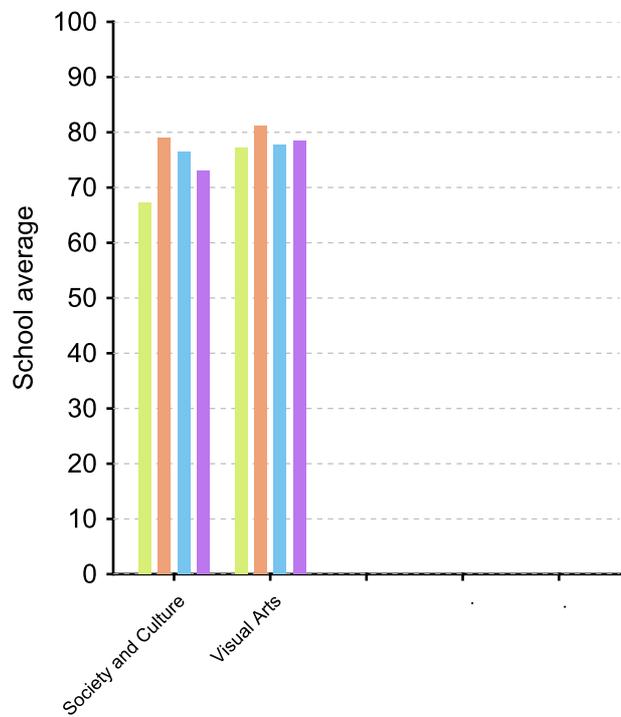
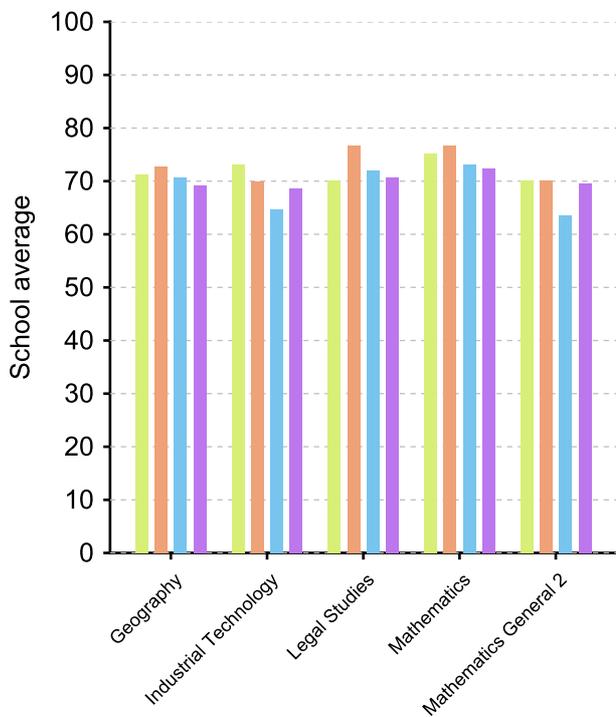
Kotara High School has enjoyed success with our Aboriginal Students in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes*. Graphs and statistics are available in detail on The My Schools Website

<http://www.myschool.edu.au>

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Kotara High School has again, in 2017, been rewarded with positive Higher School Certificate results with a very high number of Band 5 performances and a number of Band 6 performances.





Kotara High School has a rich academic history and has benefited from success within the Higher School Certificate over many years, however, as a school we need to ensure that our top performers are meeting their potential, and in particular within the Band 5 and Band 6 performers. In 2017 the school introduced a number of initiatives targeting our senior students, in order to coach them and support them in meeting their potential. Further, in 2018 we are overhauling our professional learning structure and priorities to challenge and modify our delivery techniques within the classroom to improve upon our Higher School Certificate results. As a school we are looking forward to improved performances for all of our students in the Higher School Certificate.

Parent/caregiver, student, teacher satisfaction

Transition – Year 6 into 7

In 2017 we systemically re-aligned the Year 6 into Year 7 transition processes from partner primary schools to Kotara High School. We innovatively created and effectively communicated a transition plan that streamlines practices to meet the needs of all students attending in 2018. Throughout Term 4 in 2016, our transition team worked closely with Stage 3 staff at all partner schools to develop a detailed analysis and evaluation of previous transition processes and practices. Through consultation and communication at Local Management Group meetings we met our school's strategic direction of being a high performing school that is inclusive, caring, informed and engaged. The newly established links with partner primary schools and regular transition activities throughout the

including the Introduction to Year 7 Parent Information evening ensures students are supported, confident and engaged with their learning regardless of socioeconomic status, health, special needs, family, social, cultural or linguistic factors. The data below along with a Principal from our partner schools making the comment that there is 'strong connections through our transition and leadership pathways,' further indicated positive change in place within the transition from primary school to high school.

37% of parents felt that the level of support during transition was VERY GOOD

55% of parents felt that the level of support during transition was GOOD

8% of parents felt that the level of support during transition was AVERAGE

Senior School Support Structures

Throughout 2017 a number of strategic initiatives were put in place to further support our students within the senior school. In response to best practice models we successfully implemented the HSC Mentoring Program to support students to identify and achieve realistic learning goals and maximise student performance in the HSC within an inclusive environment. This program has been further complemented by well attended and supported Parent Information Evenings to ensure Year 12 parents and carers are provided with up to date and effective information, and ultimately being better informed to support their children at home. There has been significant feedback and data obtained following our first year of the HSC Mentoring Program being in place at our school with 100% of parents, students and staff indicating the program has been an effective initiative to support students in identifying and achieving their potential in the HSC.

Explicit Teaching – Study Principles

As a further initiative to support senior students at Kotara High School, Elevate Education, an organisation who had presented to HSC students on Study Principles, at our Introduction to HSC Study Day in Term 4. HSC students were presented with strategies on how to utilise the syllabus to frame study, effectively structure and review organised notes, focus on conceptual learning to develop deep understanding and the importance of practice exam papers. Data obtained from the seminar indicated that 100% of students would recommend the seminars to their peers and that 100% of students stating the seminars were time well spent. Further comments indicating student satisfaction of the seminar included:

'10/10'

'Informative, enjoyable'

'Great –super engaging'

'Very well structured, huge help'

Policy requirements

Aboriginal education

Aboriginal Education at Kotara High School was a major priority for the school in 2017. Earlier in this Annual Report the specific initiatives and projects have been outlined in detail. However, the overarching success with regard to Aboriginal Education was ensuring that this policy and priority is at the forefront of Kotara High School's curriculum, pedagogy and cultural identity.

Multicultural and anti-racism education

Multicultural and anti-Racism Education took priority at Kotara High School in 2017 across key areas of the curriculum including Health, Music, Drama, HSIE and TAS. Students also immersed themselves within cultural diversity and enrichment through Student Representative Initiatives in both terms two and three. Finally, unfortunately our anti-Racism Officer was transferred to another school toward the end of the year, and therefore the school will fill this position early in 2018