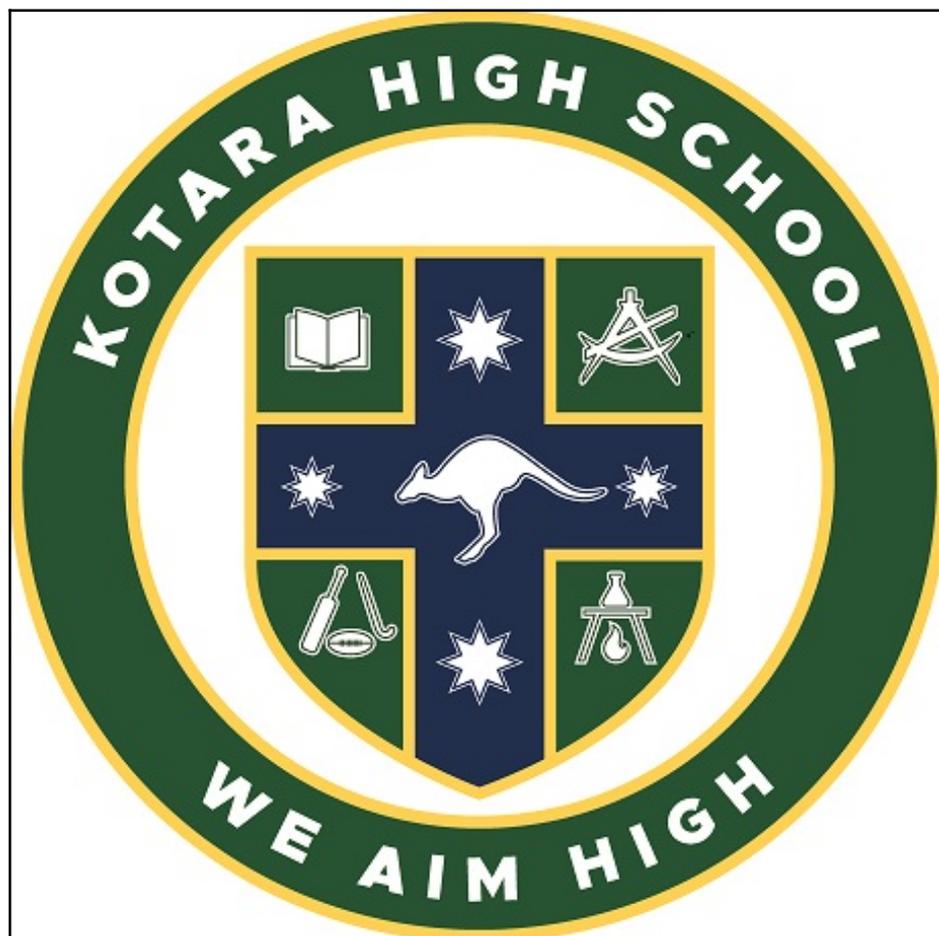


Kotara High School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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School background

School vision statement

Inspire to excel.

School context

Kotara High is a comprehensive co-educational high school located in the city of Newcastle with an enrolment of over 1000 students and over 110 staff. The school offers an extensive curriculum allowing for students to access post-school studies at work.

Our students are highly motivated learners who excel academically across the curriculum. Students have built a strong sporting culture at the school, that historically, has been, and continues to be, competitive on a state and national level. There is a significant enrolment of Aboriginal students at Kotara High School and the whole community is committed to promoting its cultural and linguistic diversity.

The staff at Kotara High School is dynamic with various levels of experience and differing expertise. They are all committed with a strong ethos of collaboration, professional learning and continuous school improvement.

Recent initiatives that have had a positive impact upon our school include – Bump It Up, student mentoring, student wellbeing, transition and vocational programs. Leading in to our next three year plan the school will be focussing on the embedment of a consistent curriculum that balances both explicit teaching and project based learning.

Kotara High School has strong connections with its partner primary schools, The University of Newcastle, Ube High School in Japan and the business community of Newcastle.



Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment 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/school-excellence>

Strategic Direction 1

Learning: Cultivating Aspirational Expectations of Learning.

Purpose

To cultivate aspirational expectations of learning to guide, challenge and inspire all students to become empowered, creative and collaborative learners.

Improvement Measures

Increasing the proportion of HSC students achieving results in Bands 5 & 6 by 10% over the next 3 years

Increase the number of students in the top two achievement bands for NAPLAN by 6% over the next 3 years.

Effective, consistent approach to the use of technology across all KLAS.

Students have an active individual education plan which is reviewed on a regular basis

Progress towards achieving improvement measures

Process 1: Development of a strategic plan of action through TPL to implement evidence-based practice, visible learning, ALARM and numeracy across the school.

Evaluation	Funds Expended (Resources)
ALARM has become an embedded practice in the school across Stage 4–6. Whole school implementation of visible learning and Newman's error analysis was delayed and will be revisited 2020.	The utilisation of staffing, faculty and whole school budgeting has been actioned for this process.

Process 2: Policies and procedures pertaining to the use of technology and systems are established and explicitly communicated across the school community.

Evaluation	Funds Expended (Resources)
Canvas has been embedded across Stage 4. in all KLAS. Stage 5 implementation will be prioritised in 2020.	School has utilised global budgeting, technology resources as well as the appointment of a staff member in a leadership role with this implementation

Process 3: A process of planning, action and evaluation is established across all faculties for all strategic initiatives.

Evaluation	Funds Expended (Resources)
A framework has been developed for all faculty Head Teachers to analyse and evaluate HSC data in their KLAS. A whole school process for all staff to engage in data analysis will be embedded into professional learning structures in 2020.	TPL funding, Executive planning days, DoE consultants.

Process 4: Students develop an individual education plan which is monitored and reviewed on a semester basis.

Evaluation	Funds Expended (Resources)
Moving into 2020, mentoring periods have been embedded into the Stage 4 and Stage 5 curriculum structure. This program will empower students to develop individualised learning goals.	This process has ben actioned through the mentoring Program whole school. We have utilised specific training through the staffing budget as well as professional learning funds to train staff in it implementation..

Strategic Direction 2

Leadership: Building Capacity Through Strategic Learning

Purpose

To cultivate an excellent and responsive school that embeds a high performance culture.

Improvement Measures

Staff leadership capacity and density is built through an authentic, personalised, strategic PDP process and effective, targeted TPL.

100% of school policies and procedures are good practice – effective, supported, consistent in their implementation with a regular review and improvement structure.

Increase staff participation and engagement in whole school initiatives and programs both cultural and educational.

Progress towards achieving improvement measures

Process 1: Implement a professional learning process that develops the educational leadership of the executive team, addresses identified staff development needs, including accreditation at HaT and Lead, and drives continuous school improvement.

Evaluation	Funds Expended (Resources)
A complete and authentic structure is in place and has been followed for two years, as a school. However, we need to refine this structure and ensure that more support is being provided for middle management in their specific areas of development within plans.	Professional Learning Funds and staffing were utilised for this process

Process 2: Implement line management and collaboration to ensure quality, consistency and NESAs compliance across all stages of learning.

Evaluation	Funds Expended (Resources)
Stage 6 monitoring procedures and processes have been implemented and improved to meet NESAs requirements. This milestone has been delayed. Procedures will be in place to achieve this milestone in 2020.	Resourcing requirements have not been exhaustive for this process. We have utilised global budgeting, and in particular, staffing for this process.

Process 3: Enhance educational leadership in the area of cultural immersion and Aboriginal education.

Evaluation	Funds Expended (Resources)
Community engagement has improved and enhanced through partnership with KCoS primary schools. Staff PL in this area has yet to be implemented. A focus for 2020 will be to engage with the Wollotuka institute at the University of Newcastle.	Resources in this area have been utilised through staffing, equity and Aboriginal Education.

Strategic Direction 3

Teaching: Intellectual Potential Through Explicit Teaching

Purpose

To cultivate intellectual potential through explicit teaching underpinned by a commitment to the pursuit of excellence.

Explicit systems optimise the learning progress for all students in an aspirational culture of continuous improvement.

Improvement Measures

Teacher observations and evaluations using cognitive templates that identify that classroom practice is explicit with a focus on critical thinking.

Increased staff notifications and merit levels of academic success and engagement are recorded in SENTRAL.

Improved performance of students on a variety of internal and external performance scales – assessment, BIU targets, NAPLAN, ROSA, HSC.

Progress towards achieving improvement measures

Process 1: High quality collaborative professional learning in literacy and numeracy teaching practice, driven by research and innovation.

Evaluation	Funds Expended (Resources)
Staff engaged in cross faculty group presentations, which focused on the implementation of explicit teaching strategies. Observations of practice were not embedded as part of the cross faculty group structure in 2019, but will be considered for 2020.	Monday B Professional Learning periods

Process 2: Use a range of qualitative and quantitative data to inform practice.

Evaluation	Funds Expended (Resources)
Student data is now informing programming and amendment to teacher deliver, especially on a HSC level.	Professional learning funds, executive meeting time and staffing.

Process 3: Explicit teaching and deep learning through ALARM with improved motivation and authentic engagement.

Evaluation	Funds Expended (Resources)
All students across Stage 4–6 have authentically engaged with ALARM. In particular, ALARM has enhanced students' engagement with extended writing tasks, evidence by...	In order to implement ALARM staff have being provided with release time to develop programs and documents for this process. The resourcing has come from professional learning and staffing.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Education budget and staffing.	The utilisation of this budget to support an Aboriginal Education Coordinator from within the school has been very successful this year. This will continue in to 2020. The cultural immersion activities involving al of our partner primary school students ha also been very successful. This also, will continue in 2020..
English language proficiency	Resources accessed included staffing and the global budget.	The change in support and service to students in 2019 had a direct impact upon student performance, reduction in absentism and curriculum engagement. This structure will continue in to the final year of the plan in 2020
Low level adjustment for disability	The school has accessed staffing and the school global budget.	In 2020 the school will continue to employ a small number of SLSOs, as well as provide staff with release time to develop resources. In particular, the development of the Mentoring Program 7–12 took place in 2019 with its initial implementation in 2020.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	562	541	541	573
Girls	545	538	524	544

Student attendance profile

School				
Year	2016	2017	2018	2019
7	93.2	94	92.6	92.2
8	92.7	91.1	89.2	90.5
9	91.1	91.9	88	87.4
10	92	91.1	88.5	87.4
11	91.3	91	87.6	88.4
12	93	91.5	88.8	90.1
All Years	92.2	91.8	89.2	89.4
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	1	2	15
Employment	4	7	5
TAFE entry	1	2	5
University Entry	0	0	60
Other	0	0	5
Unknown	0	0	10

Year 12 students undertaking vocational or trade training

25.60% of Year 12 students at Kotara High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

95.7% of all Year 12 students at Kotara High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	59
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	15.97
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	415,421
Revenue	12,743,510
Appropriation	12,011,508
Sale of Goods and Services	20,978
Grants and contributions	703,065
Investment income	6,352
Other revenue	1,608
Expenses	-12,387,739
Employee related	-10,821,500
Operating expenses	-1,566,239
Surplus / deficit for the year	355,771

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

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	903,838
Equity Total	336,984
Equity - Aboriginal	26,690
Equity - Socio-economic	76,192
Equity - Language	18,755
Equity - Disability	215,348
Base Total	9,759,324
Base - Per Capita	254,010
Base - Location	0
Base - Other	9,505,315
Other Total	662,947
Grand Total	11,663,093

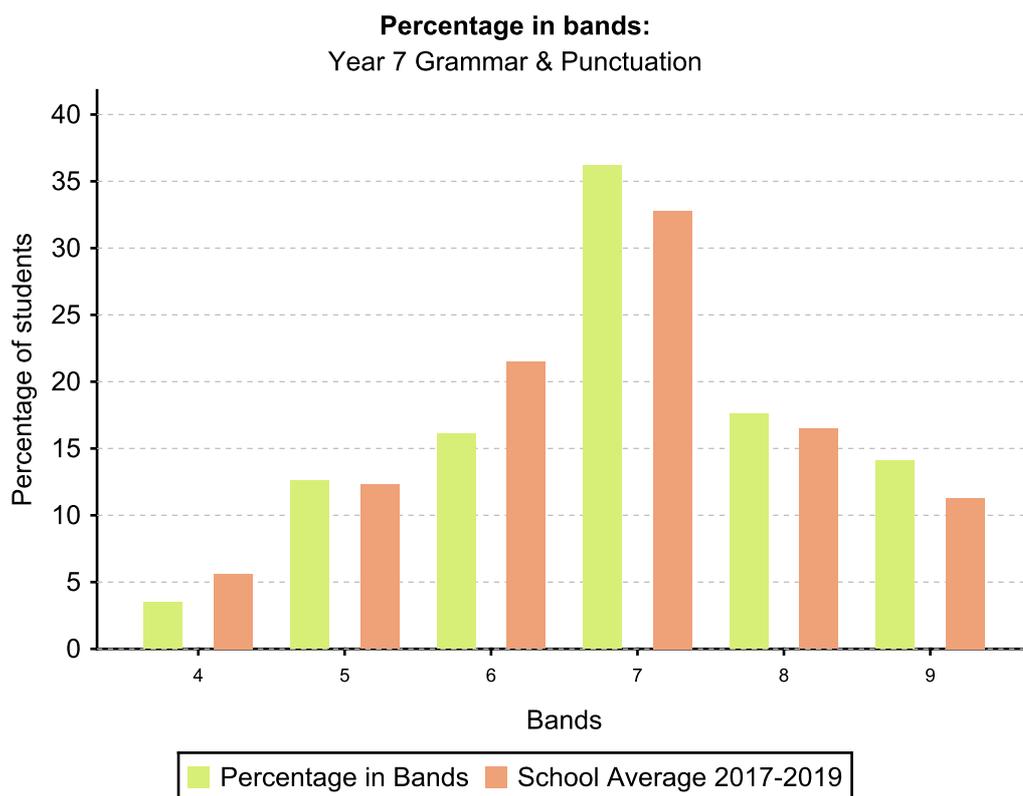
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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

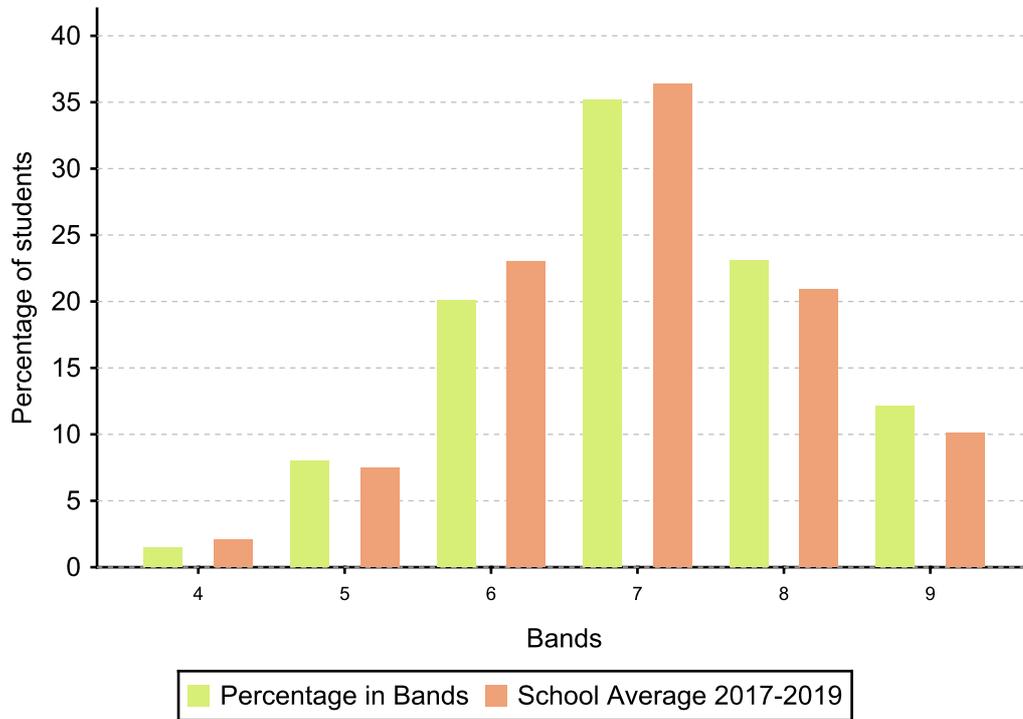
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



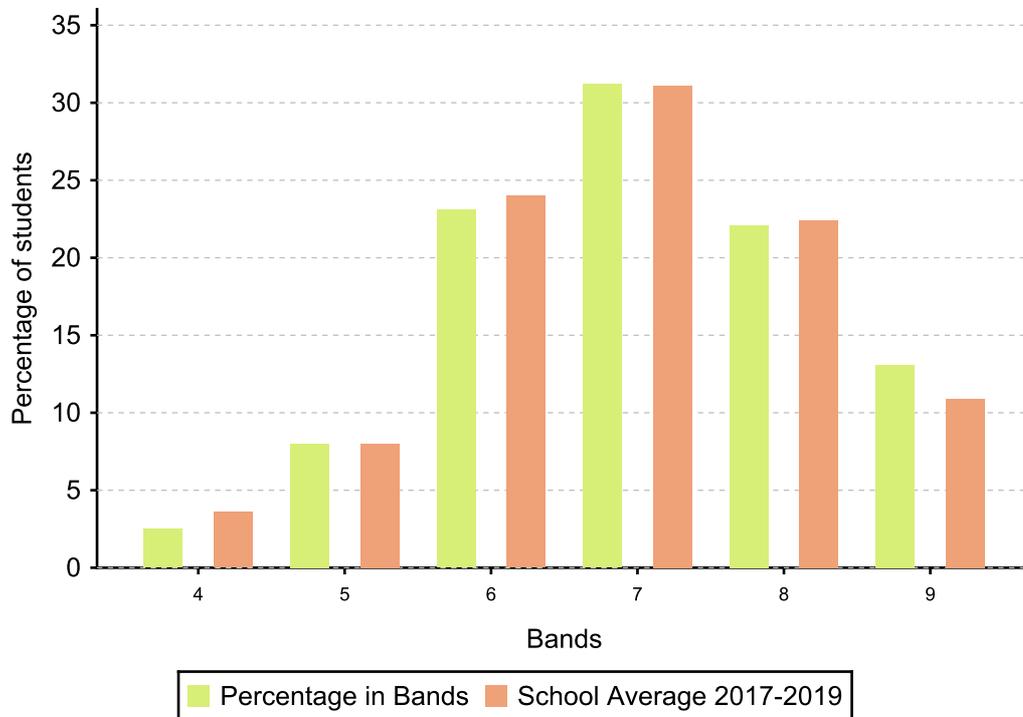
Band	4	5	6	7	8	9
Percentage of students	3.5	12.6	16.1	36.2	17.6	14.1
School avg -2019	5.6	12.3	21.5	32.8	16.5	11.3

**Percentage in bands:
Year 7 Reading**



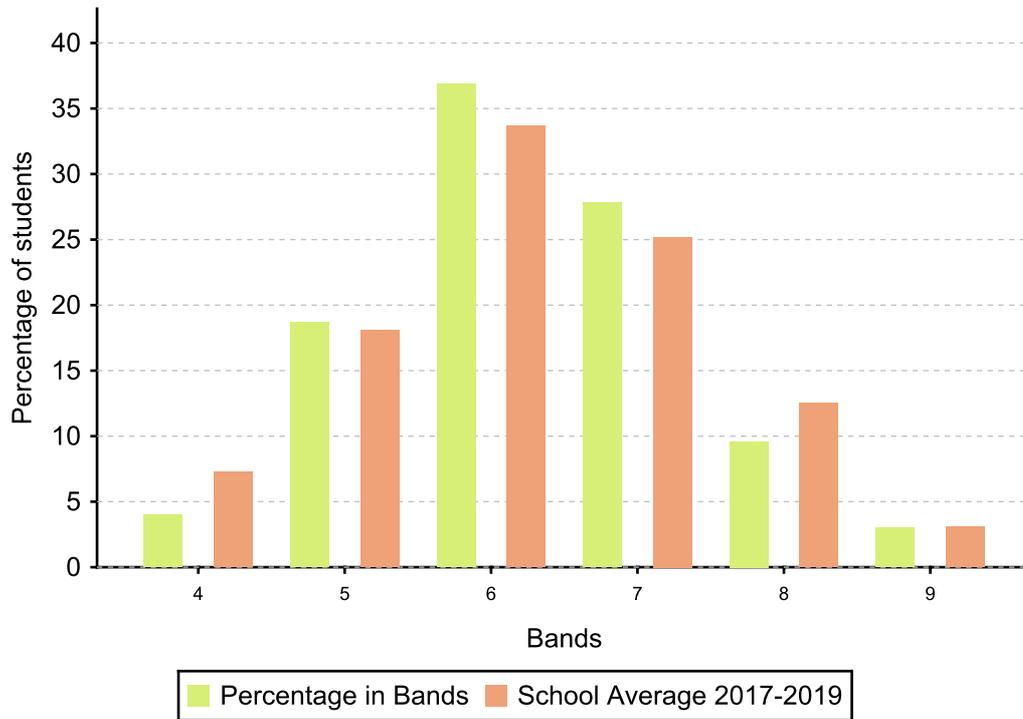
Band	4	5	6	7	8	9
Percentage of students	1.5	8.0	20.1	35.2	23.1	12.1
School avg -2019	2.1	7.5	23	36.4	20.9	10.1

**Percentage in bands:
Year 7 Spelling**



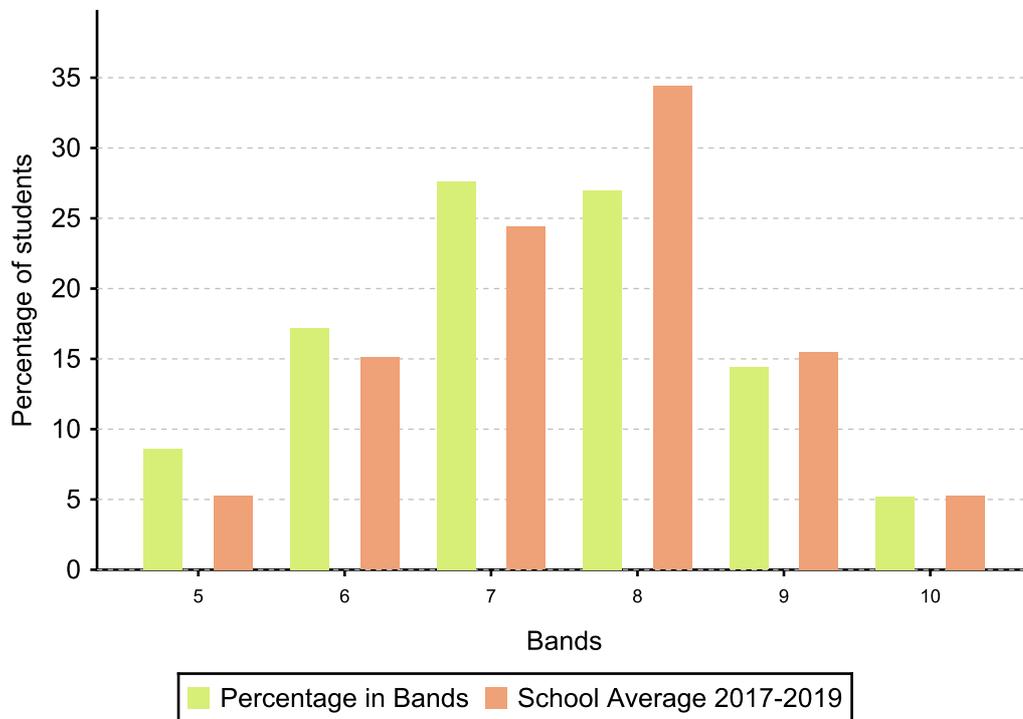
Band	4	5	6	7	8	9
Percentage of students	2.5	8.0	23.1	31.2	22.1	13.1
School avg -2019	3.6	8	24	31.1	22.4	10.9

Percentage in bands:
Year 7 Writing



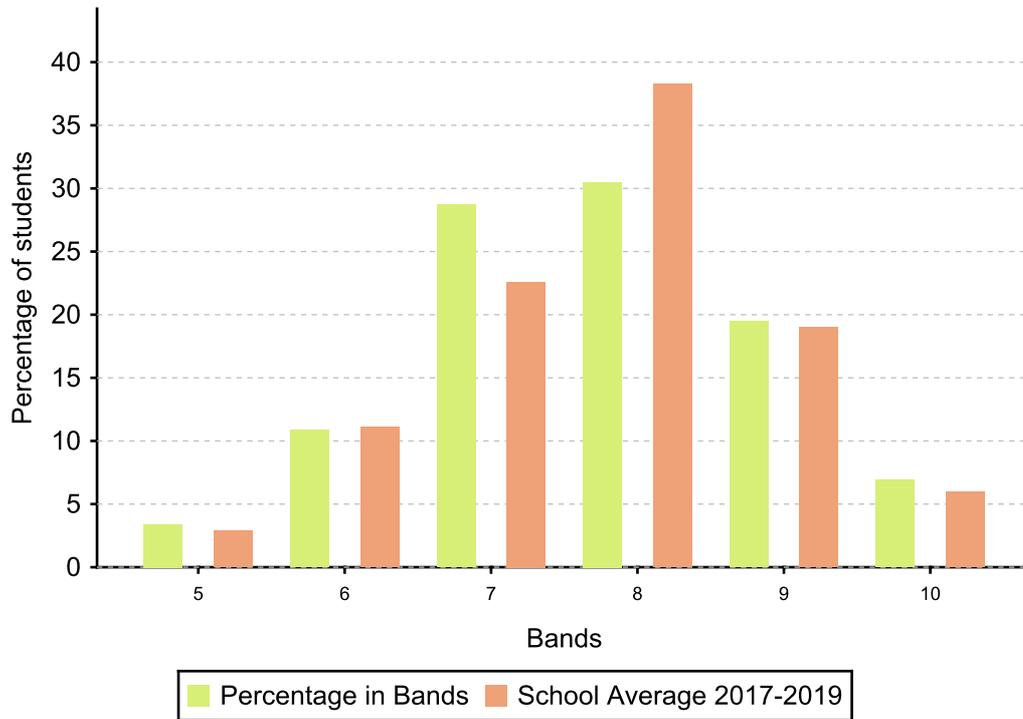
Band	4	5	6	7	8	9
Percentage of students	4.0	18.7	36.9	27.8	9.6	3.0
School avg -2019	7.3	18.1	33.7	25.2	12.5	3.1

Percentage in bands:
Year 9 Grammar & Punctuation



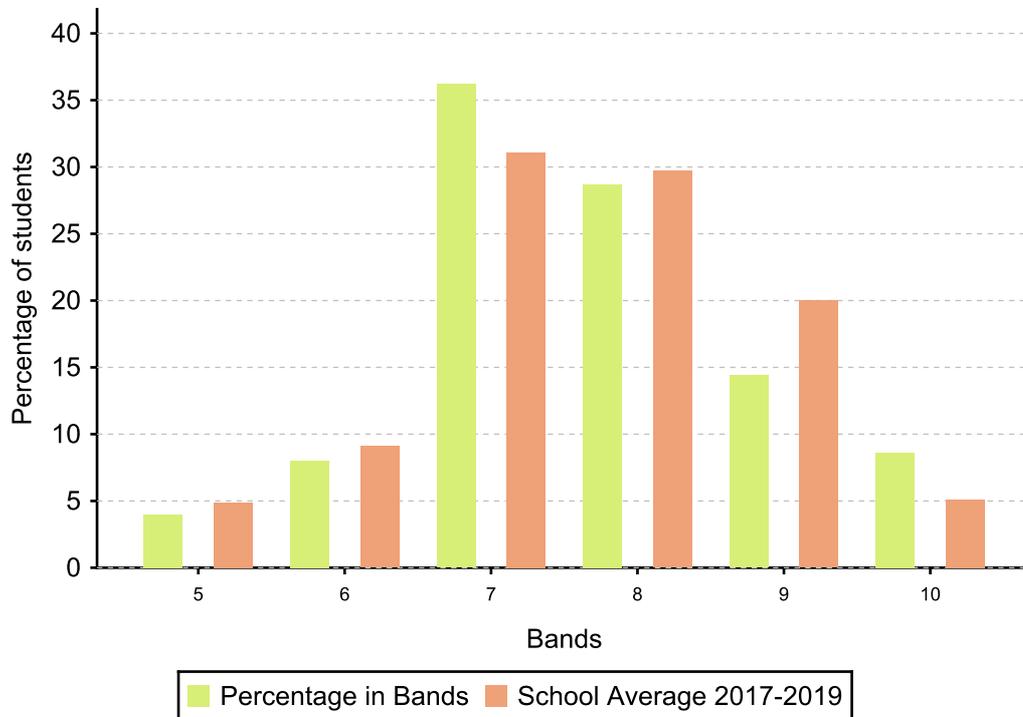
Band	5	6	7	8	9	10
Percentage of students	8.6	17.2	27.6	27.0	14.4	5.2
School avg -2019	5.3	15.1	24.4	34.4	15.5	5.3

Percentage in bands:
Year 9 Reading



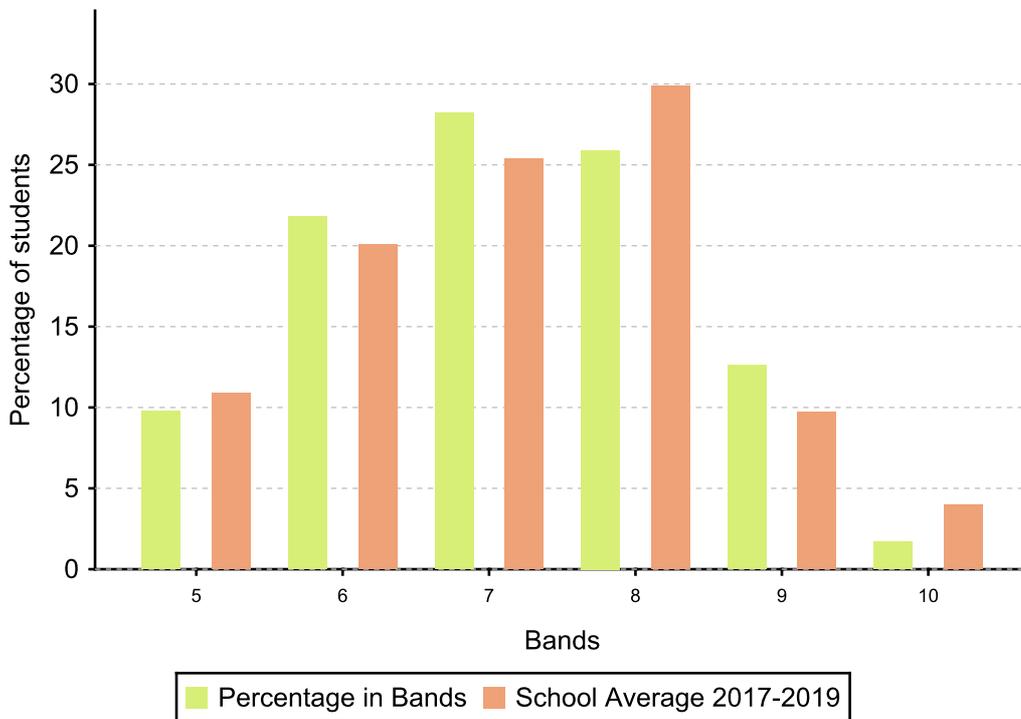
Band	5	6	7	8	9	10
Percentage of students	3.4	10.9	28.7	30.5	19.5	6.9
School avg -2019	2.9	11.1	22.6	38.3	19	6

Percentage in bands:
Year 9 Spelling



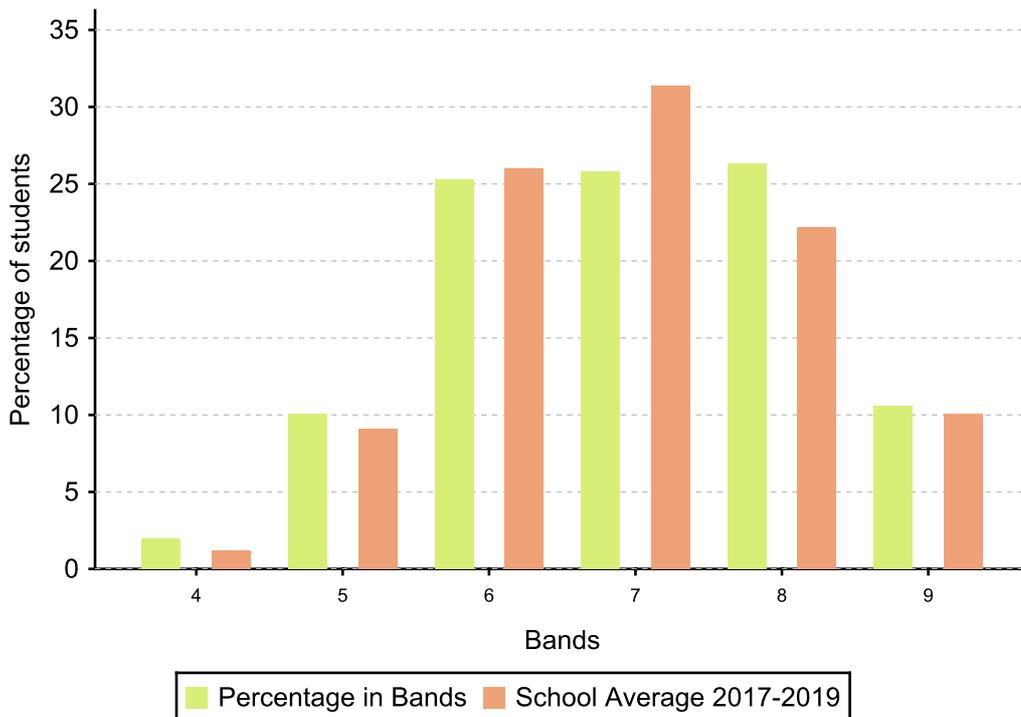
Band	5	6	7	8	9	10
Percentage of students	4.0	8.0	36.2	28.7	14.4	8.6
School avg -2019	4.9	9.1	31.1	29.7	20	5.1

Percentage in bands:
Year 9 Writing



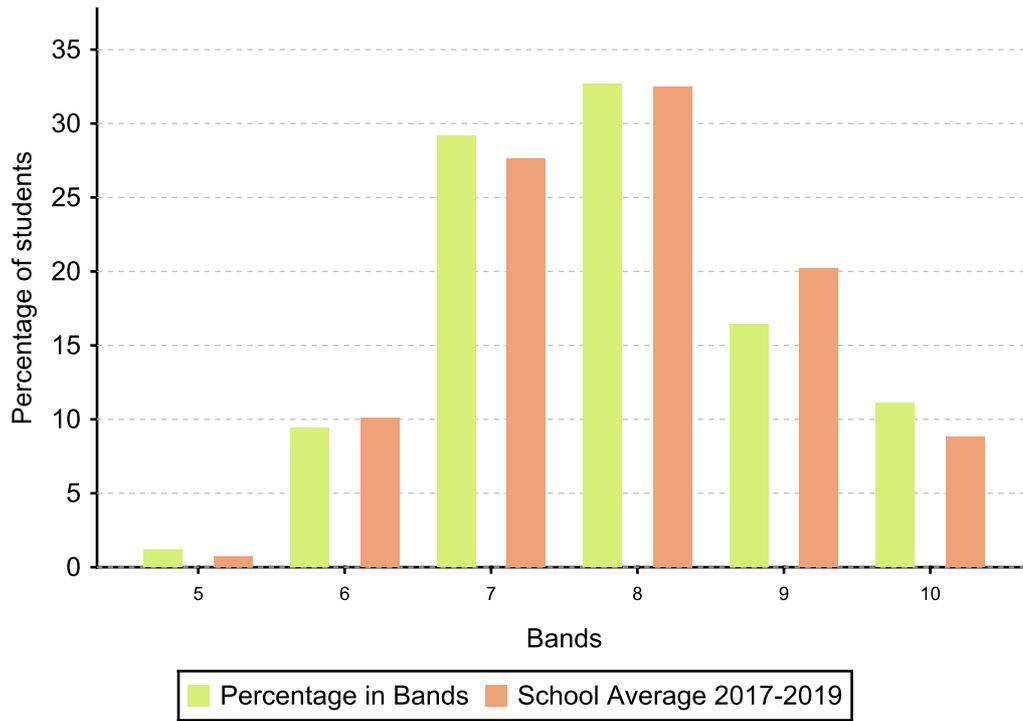
Band	5	6	7	8	9	10
Percentage of students	9.8	21.8	28.2	25.9	12.6	1.7
School avg -2019	10.9	20.1	25.4	29.9	9.7	4

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	2.0	10.1	25.3	25.8	26.3	10.6
School avg -2019	1.2	9.1	26	31.4	22.2	10.1

Percentage in bands:
Year 9 Numeracy

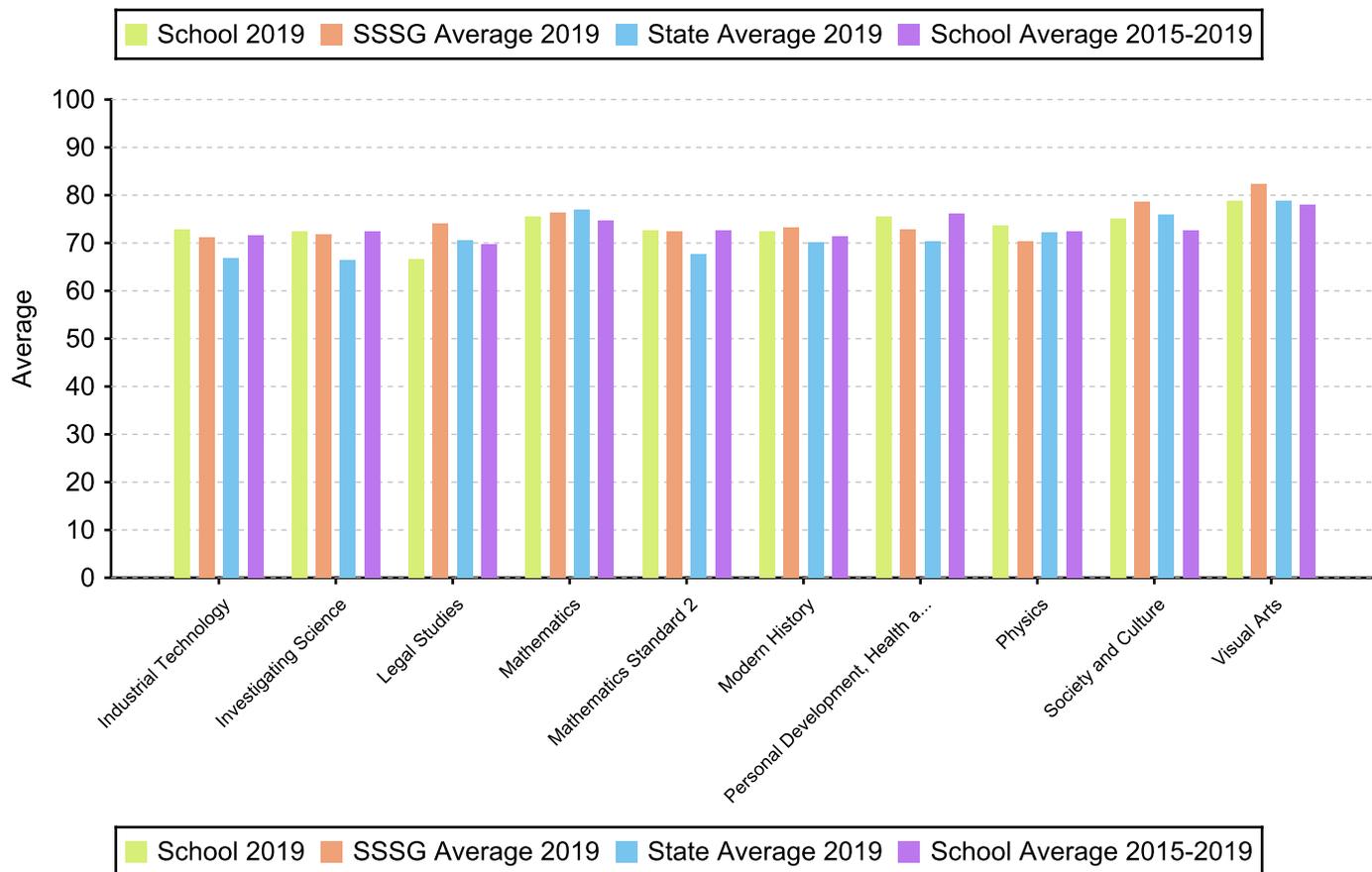
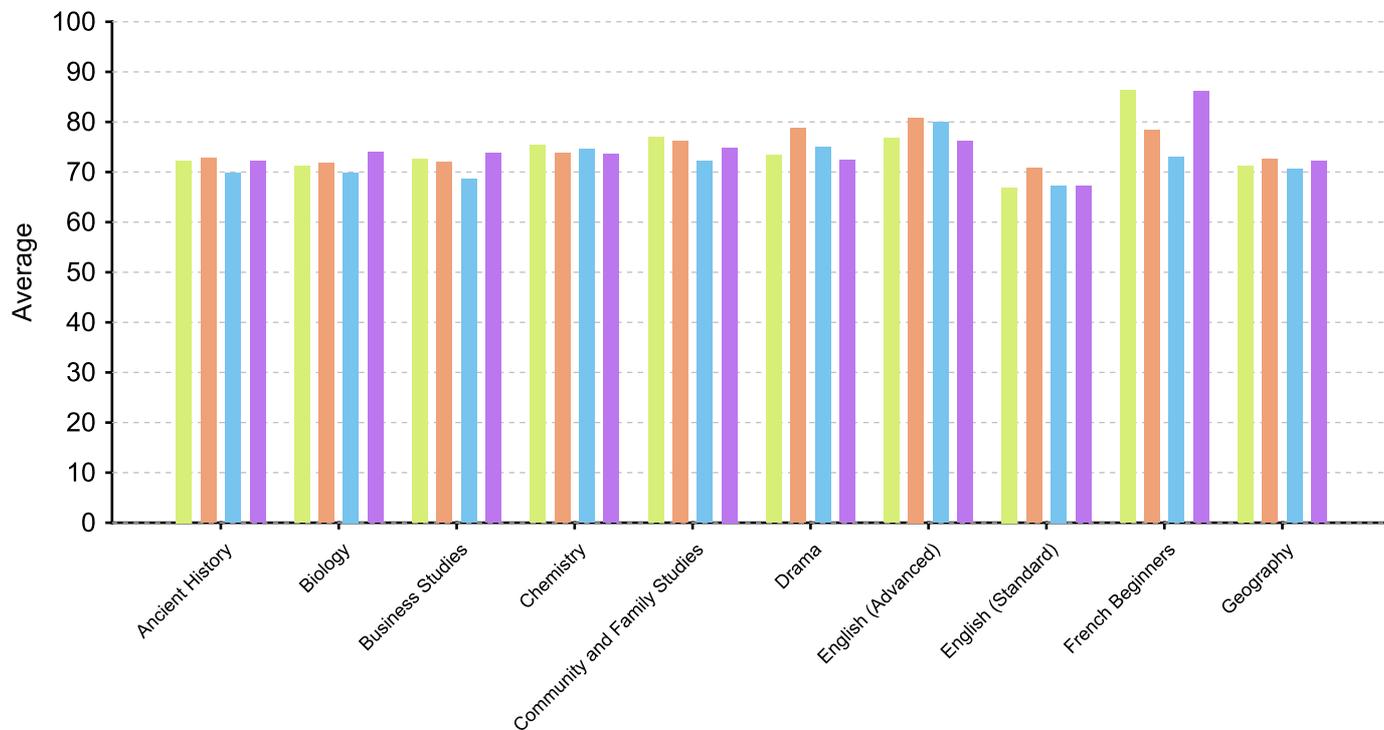


Band	5	6	7	8	9	10
Percentage of students	1.2	9.4	29.2	32.7	16.4	11.1
School avg -2019	0.7	10.1	27.6	32.5	20.2	8.8

School performance - HSC

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

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



Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	72.3	72.9	69.9	72.2
Biology	71.2	71.8	69.9	74.1
Business Studies	72.6	72.0	68.6	73.8
Chemistry	75.3	73.7	74.7	73.6
Community and Family Studies	77.0	76.2	72.2	74.9
Drama	73.3	78.7	75.0	72.4
English (Advanced)	76.8	80.8	80.0	76.2
English (Standard)	66.9	70.8	67.3	67.1
French Beginners	86.3	78.4	72.9	86.1
Geography	71.2	72.5	70.6	72.2
Industrial Technology	72.9	71.2	66.8	71.6
Investigating Science	72.4	71.8	66.5	72.4
Legal Studies	66.6	74.1	70.6	69.7
Mathematics	75.6	76.3	76.9	74.6
Mathematics Standard 2	72.7	72.4	67.7	72.7
Modern History	72.4	73.2	70.2	71.3
Personal Development, Health and Physical Education	75.6	72.9	70.5	76.2
Physics	73.6	70.3	72.1	72.5
Society and Culture	75.1	78.7	75.9	72.6
Visual Arts	78.8	82.4	78.8	77.9

Parent/caregiver, student, teacher satisfaction

Staff Professional Learning Evaluation 2019

In 2018 as a staff we decided to change our delivery medium for professional learning. As of the end of 2019 we had been implementing this model for two academic years. From 2018 we have formed Cross Faculty Groups, where staff from all KLAs are put in groups led by a head teacher. Within this medium the groups explore and engage in professional learning. The priorities for professional learning, over this period of time, inline with our School Plan, has been the implementation of CANVAS as an online learning platform, and ALARM, as a writing scaffold.

During term four of last year we surveyed the groups as well as KLAs to ascertain whether our new model had been successful, as well as to inform further practise.

- 100% of Cross Faculty Groups were in support of our Medium.
- 100% of Cross Faculty Groups believed that this medium had directly supported the implementation of CANVAS and ALARM within the class room.
- Working Well in CANVAS: The use of Speed Grader, uploading course work, student communication with regard to work and students accessing curriculum whilst absent.
- Areas of Development in CANVAS: Further PL with a more faculty focus, the use of CANVAS for student collaboration, integrating ALARM in to the platform and further tie to implement the platform more consistently.
- Working Well with ALARM: Embedding the verbs in assessment tasks, ALARM marking rubrics, ALARAM as an evaluative tool and unpacking driving questions.
- Areas of Development in ALARM: Visits to other schools who are implementing the matrix, the use of ALARM as a reflection tool and further best practice shared in KLA areas other than English.

Senior Learning Hub / Senior Mentoring – Year One Evaluation

In 2019 Kotara High School implemented a Senior Learning Hub. This resource is placed in A Block and is the refurbished Administration Area. This space is overseen by Mr Shephard, as Head Teacher Senior Studies, and supported by a number of volunteer staff week to week. This space is something that our entire community have been requesting for some time.

Year 12 2019 were the first-year group to utilise the Hub and so all of the year group were engaged in completing a survey about its effectiveness. Please see the following findings –

- Senior Learning Hub: 100% of students saw the resource as effective and valued the utilisation. However, area of development included feedback such as more physical learning resources and seating needed, an electronic sign in system would support ease of engaging, kitchen facilities need to be utilised and at times the hub was too full to study effectively.
- Mentoring Program: 80% of the students who participated in the program saw it as supportive. However, areas of development included feedback such as students need to work with their mentors across the whole HSC from year eleven, not all students got their preferred mentor, staff should be provided with some professional learning around mental health and more structured meetings need to take place to support students.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.