

Kandos High School Annual Report



2016



Kandos
HIGH SCHOOL

8318

Introduction

The Annual Report for 2016 is provided to the community of Kandos 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

An inclusive school that embraces innovation and strives for excellence by creating active and informed citizens who lead the community into the future.

School context

Kandos High School (enrolment 249 students) is a coeducational High School catering for the towns of Kandos, Rylstone and several smaller rural communities. Kandos High School is in the picturesque Capertee Valley bordering the Wollemi National Park and relies on industry centred on agriculture, tourism and mining. The demographic of the school has undergone some recent changes due to a growing number of students from a low socioeconomic background and those with increasingly complex support needs. The school is committed to providing opportunities for all students with a focus on retention, individualised learning and the support of innovative teaching, learning and engagement strategies. Our committed staff work extremely hard to provide a safe, caring environment that caters for the needs of all students and their individual chosen path in life.

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. 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.

Progress is evident within a number of areas of the School Excellence Framework including moving to delivering in the learning element of student performance measures and a pleasing move towards excelling in the Leading elements of leadership and school resources.

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>

Strategic Direction 1

Learning for Life

Purpose

To equip students with the skills and motivation to engage with and thrive in the world beyond high school.

Overall summary of progress

2016 saw the completion of a review into our Literacy and Numeracy structures resulting in a decision to pursue Quicksmart into the future. Our focus on STEM has led to the establishment of a STEM class implemented into Yr 8 in 2017. ALARM continues to gather momentum with some very positive feedback from students, staff and parents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased focus on literacy and numeracy achievement levels across the school.	The completion of a major review resulted in the implementation of Quicksmart to increase our focus on continual growth for all students in Literacy and Numeracy.	\$2000
Increased student engagement as indicated through data available eg BI / 'Tell Them From Me'.	Student attendance data indicates that student engagement has improved in 2016. It was decided that the Tell Them From Me survey would not be conducted in 2016. Staff resourcing and Professional Learning in preparation for the roll out of BYOD was a major focus in the area in 2016.	\$22000
Increase in HSC students achieving Bands 4, 5 and 6 by an average of 10%.	As a result of smaller cohorts this improvement measure will be analysed at the end of the 3 year planning cycle. ALARM has been formally implemented into Yr 11 and Yr 12 classes and has become a mandatory focus for all staff teaching HSC classes.	\$2000
All staff are familiar with and engaged in all whole school systematic programs and processes.	Following the implementation of Millennium, staff engagement in procedures, policies and processes has enhanced in 2016.	\$2000

Next Steps

A variety of data sources indicate the need for greater focus on Literacy and Numeracy across the school. 2017 will see significant professional learning and resourcing of an Intensive Learning Centre to support the implementation of Quicksmart. We will also move to enhance the development of minimum expectations of Literacy strategies across all KLAs.

The use of ALARM, with a focus on quality assessment tasks, in stage 4 will be mandatory in 2017. The ALARM team will also focus on supporting staff with the link between learning and responding with ALARM in Stage 6.

Strategic Direction 2

Innovation and Excellence

Purpose

To build a measurable culture of excellence and innovation with clearly defined processes.

Overall summary of progress

In 2016 Kandos High School positively transformed many of our challenges into opportunities for innovation. The work done in this area continues to be a highlight for our school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Every HSC Teacher engages with ALARM and other teacher quality processes implemented with a whole school focus.	This improvement measure has been achieved following formal training of all students in Stage 6. ALARM has been mandated in Stage 6 and many staff are utilising it to develop quality assessment tasks.	\$2000
Finalise Stage 6 curriculum review including a trial of an alternate curriculum option.	An extensive review was concluded in 2016, which included a successful trial of the iCap model with one class. 2017 will see a larger trial of this alternate delivery of Stage 6 curriculum.	\$5000
Formalise access and skills for all staff, who request involvement in the teacher mentoring Program.	The Mentor Program continues to be highly successful in supporting staff early in their career, not just those funded through their first two years.	\$5000

Next Steps

Our focus on the formal use of ALARM across the school will continue in 2017, with the ultimate aim of all year groups receiving formal training and a mandatory focus on using ALARM to construct quality assessment and learning experience in all years. Teacher Professional Learning will focus on linking the learning strategies developed over the last two years with the response element of the Matrix.

The trial of iCap will be expanded in 2017 and will be supported through the introduction of Bring Your Own Device (BYOD), the introduction of a staff team to support technological requirements and Teacher and Student Professional Learning enhanced through partnerships with Microsoft and CSU Bathurst.

The Mentor Program will continue to be supported into the future. The schools focus in 2017 will be developing a succession plan for key staff, with a focus on ensuring sustainability of this successful program.

Strategic Direction 3

Community of Care

Purpose

To provide a safe and caring environment in which all individuals are given equal opportunities to participate in educational, community and welfare activities. Where all feel safe, connected and empowered.

Overall summary of progress

We have made sound progress towards whole school implementation of PBL. The planning and Professional Learning in preparation for a successful roll-out has been the main focus of 2016.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Alignment of formal structures focusing on welfare and well-being needs of students through the implementation of PBL.	A significant amount of Professional Learning, preparation and consultation with PBL was achieved in 2016. Appropriate time has been taken with this to ensure that PBL has the greatest chance of success when implemented.	\$5000
All staff have access to support and systems which encourage students to accept responsibility for their own behaviours.	Achieving this improvement measure is heavily reliant on the implementation of PBL an initiative that we hope to formally launch in 2017.	
All members of the school community are engaged in the promotion of explicit values development at KHS.	The development of our key values has been a critical element of the significant amount of preparation and consultation with PBL in 2016.	
Form a formal school & community group (or P&C) with a commitment to delivering school priorities.	2016 saw the re-establishment of a P&C for the first time in many years.	\$5000

Next Steps

PBL will be formally launched in 2017 with a focus on the delivery of explicit values education in roll call across Yrs 7 – 12.

The school will continue to support the P&C as it finds it feet it the early stages of its reformation.

We also plan to complete the cultural outdoor learning space with support of local elders.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>The 'Stepping Stones' and 'Carved Up' projects created great interest in 2016 with a number of workshops supported by external artists and a number of local elders. These workshops led to the creation of a number of products that will be used in the construction of the Cultural Outdoor Learning space.</p> <p>A number of Cultural speakers attended the school to present to the whole school and to our Indigenous students.</p> <p>Additional staffing was implemented to support Indigenous students in one on one and small group environments – this strategy focused on senior students successfully completing their HSC.</p> <p>The support of homework club continued in 2016.</p> <p>A large number of our Indigenous students engaged in local sporting teams supported by the school with great success.</p> <p>Support of NAIDOC week resources.</p>	\$22 169
Low level adjustment for disability	<p>Supplementation of School Learning and Support Officer time focusing on support of students with significant learning difficulties.</p> <p>Teacher Professional Learning focusing on skills in differentiation for students with learning difficulties.</p> <p>Support of ongoing need to build resources to support the Learning and Support Teacher role and enhance a whole school focus on Literacy and Numeracy.</p>	\$20 084
Socio-economic background	<p>Continued focus on the moderising of learning spaces and resources across the school.</p> <p>Support of Technological resources in preparation for the implementation of BYOD in 2017.</p> <p>Support of the whole school focus on ALARM.</p> <p>Significant Teacher Professional Learning in a variety of areas linked to the school plan.</p> <p>Ongoing support of third party software (Millennium) to assist with school management, reporting and enhancing parental communication. .</p> <p>Continued support of the rewards excursion to support highly effective attendance strategies.</p> <p>Significant financial assistance provided for low SES families to ensure equity of access</p>	\$105 769

<p>Socio-economic background</p>	<p>to resources and opportunities.</p> <p>Enhanced 6 into 7 transition opportunities through subsidised excursions, transport and orientation activities.</p> <p>Support of faculty based resource requirements as many move through new syllabus implementation..</p> <p>Additional admin staff to enhance the schools ongoing engagement with the wider community.</p> <p>Enhanced engagement with the local community through the implementation of regular community engagement Executive meetings.</p> <p>Additional teaching staff to support a broad stage 6 curriculum whilst a review is conducted.</p>	<p>\$105 769</p>
<p>Support for beginning teachers</p>	<p>Supplementation of allocated staffing to support the requirement of the KHS Mentor Program.</p> <p>Support of Beginning Teachers targeted Professional Learning opportunities with a focus on development areas identified through the PDP process.</p>	<p>\$8 161</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	116	118	125	129
Girls	116	105	113	108

Student attendance profile

School				
Year	2013	2014	2015	2016
7	91.2	92.2	92.8	92.1
8	88.8	90.9	91.2	93
9	84.1	90	92.3	90.6
10	89.6	87.2	88.7	90.2
11	85.9	89.4	87.7	91.3
12	89.2	88.6	93.8	93.2
All Years	88.1	89.9	91.1	91.7
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

Kandos High School has been committed to increasing our overall student attendance. These strategies have been highly successful indicated by this data. Our student attendance is above State DoE average and has continued to grow across the 2015 and 2016 school years.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment		3	3
Employment	2	6	53
TAFE entry	2	6	13
University Entry			30
Other			
Unknown			1

Year 12 students undertaking vocational or trade training

Approximately 50% of Year 12 students undertook vocational courses with the school as part of their HSC accreditation. Subjects studied include Metal and Engineering, Hospitality, Furniture Making, Automotive and Construction. Some students completed more than one vocational course.

Year 12 students attaining HSC or equivalent vocational education qualification

97% of Year 12 students attained the HSC or its equivalent vocational qualification.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	5
Classroom Teacher(s)	14.1
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	0
School Administration & Support Staff	8.78
Other Positions	6.5

*Full Time Equivalent

Two members of the 2016 staff identify as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10

Professional learning and teacher accreditation

Kandos High School significantly values the ongoing support of our most valuable asset and has made ongoing substantial contributions, well over and above our Tied Fund contribution, in the areas of Professional Learning across the school. In 2016 we spent \$77 059 on Professional Learning.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	228 319.84
Global funds	341 209.35
Tied funds	375 486.14
School & community sources	95 944.74
Interest	6 329.74
Trust receipts	31 927.67
Canteen	0.00
Total income	1 079 217.48
Expenditure	
Teaching & learning	
Key learning areas	93 387.79
Excursions	28 107.16
Extracurricular dissections	41 393.99
Library	7 239.28
Training & development	81 111.46
Tied funds	298 817.89
Short term relief	100 144.59
Administration & office	91 171.42
School-operated canteen	0.00
Utilities	67 533.82
Maintenance	27 737.11
Trust accounts	30 314.63
Capital programs	-500.00
Total expenditure	866 459.14
Balance carried forward	212 758.34

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.

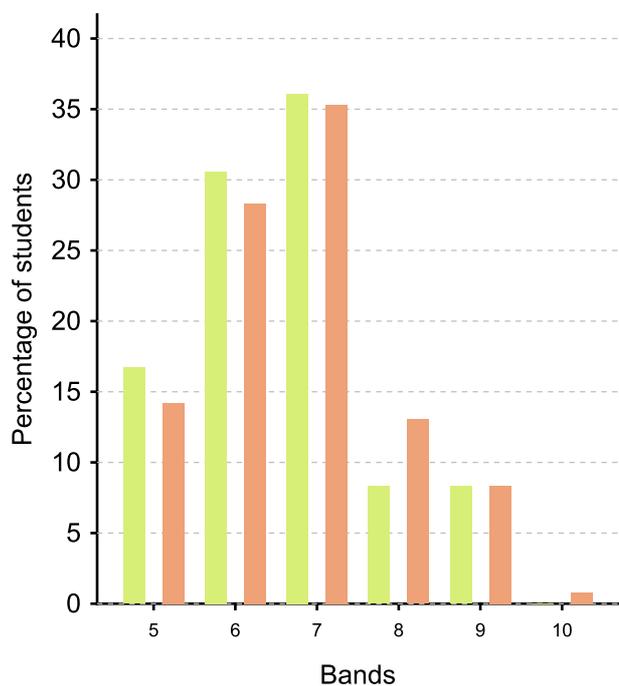
School performance

NAPLAN

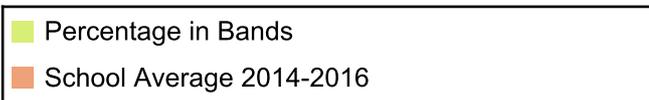
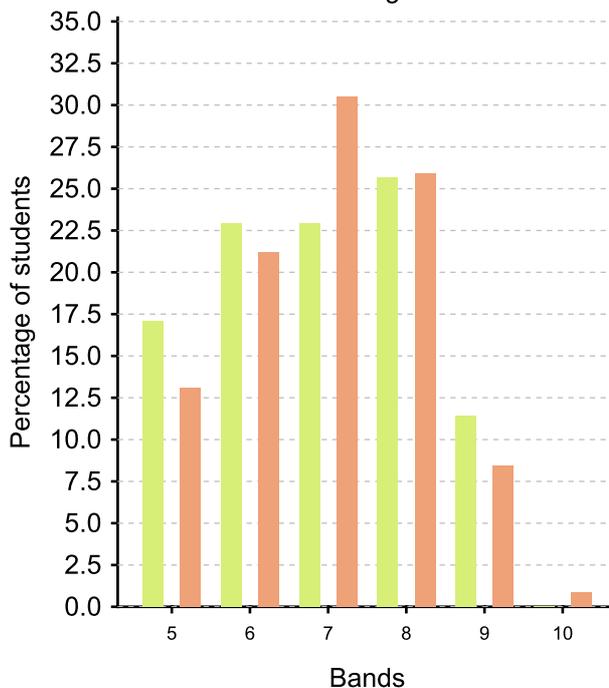
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Literacy and Numeracy is a major focus within our strategic directions and our data continues to emphasize the importance of pursuing sustainable strategies that support our students achieving at a minimum standard.

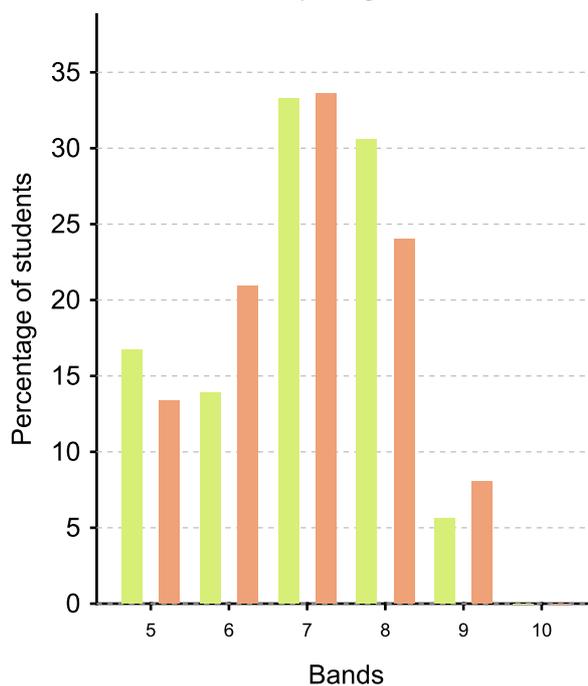
Percentage in bands:
Year 9 Grammar & Punctuation



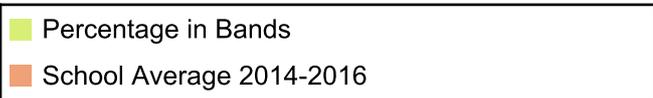
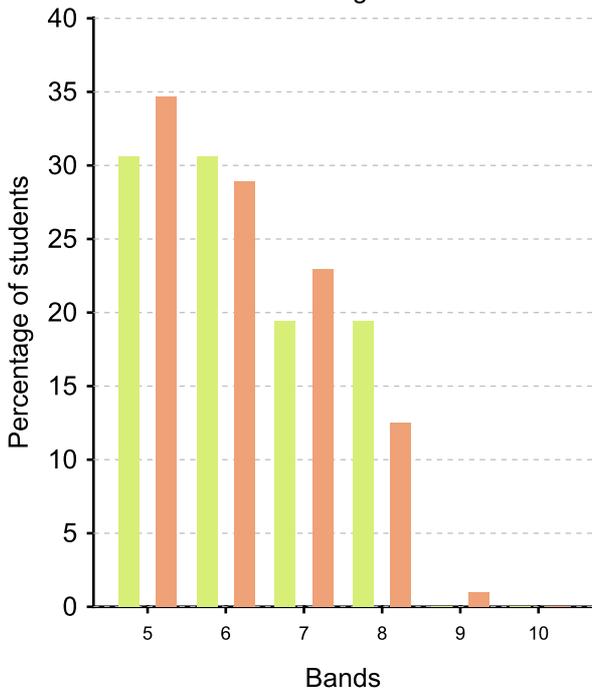
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Spelling

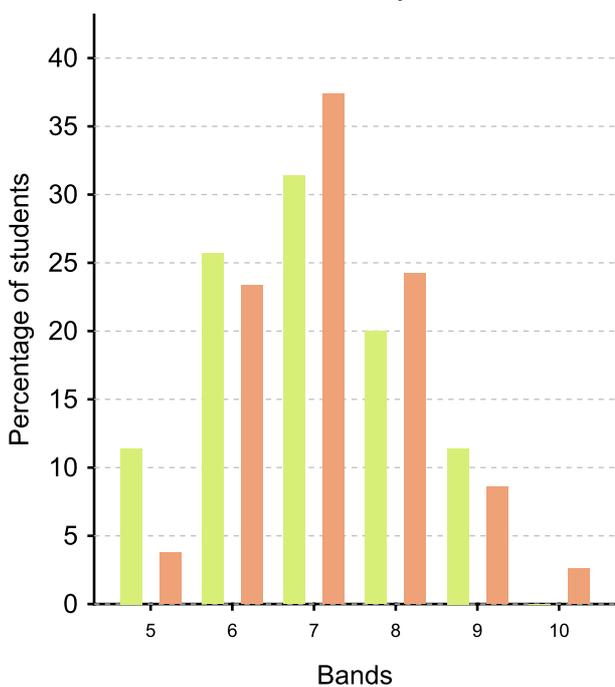


Percentage in bands:
Year 9 Writing



The school has seen considerable growth in numeracy throughout 2015 and 2016. The Mathematics faculty approach towards the engagement of students in numeracy, through increased use of technology and practical tasks, is clearly enhancing many of our students basic skills in this area.

Percentage in bands:
Year 9 Numeracy



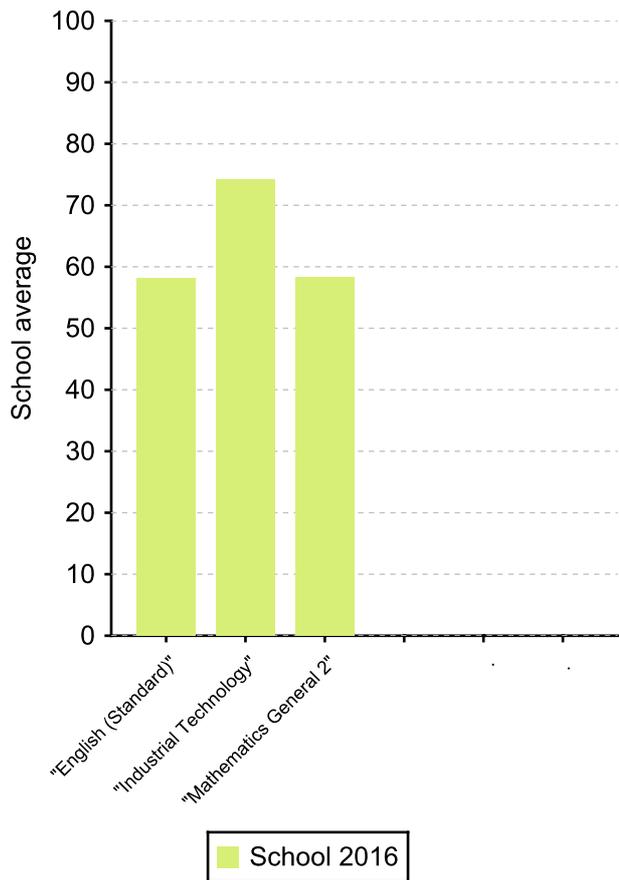
The My School website provides detailed information and data for national literacy and numeracy testing. Navigate to the website: <https://www.myschool.edu.au/> and insert the school name in the Find a school and select GO to access the school data.

Data shows a second year of growth in the percentage of students in the top two bands in Yr 9 in most areas, spelling being the exception. This trend data lifts us above the average of students in the top two bands in like school groups.

Our Aboriginal students in the top two bands are above state and like school group data, although its trend is declining which has led to a focus on the use of Quicksmart with Indigenous students in 2017 and beyond.

Higher School Certificate (HSC)

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



Summary statistics or graphical representation cannot be used, for privacy reasons, for subject cohorts less than 10 of which Kandos High School had a large number in 2016.

Our HSC results were pleasing in many areas in 2016, a highlight was 2 Band 6 results in Textiles. Bridget Baskerville's textiles major work was selected to be showcased in Shape 2016 at the Powerhouse Museum. Other areas reported that many of their

students were not able to make the necessary commitment to their studies to achieve at a high level.

Parent/caregiver, student, teacher satisfaction

Each year school are required to seek the opinions of parents, students and teachers about the school.

Some of the findings from data collected in 2016 indicate:

- parents would like ALARM used more widely across the school.
- parents have seen an improvement in the quality of assessment tasks particularly with how expectations are communicated.
- parents have requested improved communication between school and home, particularly with expectations placed on students with assessment tasks.
- students, staff and parents were highly frustrated with the drawn out capital works and temporary admin area.
- students continue to express their concern regarding shade in the playground areas.
- staff show ongoing concern for workload and stress associated with the change agendas they are experiencing.
- students would like to see enhanced Anti Bullying strategies across the school to assist with their ability to cope with school life.

Policy requirements

Aboriginal education

Aboriginal students total approximately 13% of the student population. All key learning areas, where appropriate, ensure that they have indigenous content incorporated into their teaching programs. This requirement provides both indigenous and non-indigenous students with the opportunity to engage in activities and content designed to enhance the understanding and appreciation of this country's indigenous culture. This is reinforced on a whole school level by Cultural Activities and Awareness days conducted throughout the year. Personalised Learning Plans are created for each aboriginal student in consultation with parents, where possible, and teachers to maximise student outcomes, particularly in the areas of literacy and numeracy and study planning and preparation.

A Homework Centre has been functioning for a number of years and serves to assist, one afternoon a week, both indigenous and non-indigenous students with their homework, assessment tasks and examination preparation. Additional staffing has been allocated to one on one and small group support for Aboriginal students with a focus on retention, literacy and numeracy.

Multicultural and anti-racism education

All school programs contain, where relevant, multi-cultural perspectives designed to enhance student knowledge of, and empathy and tolerance for, the many and varied cultures of the world. Every opportunity is taken to supplement these studies with relevant visits to cultural performances and invitations to touring troupes to perform at our school. A week of planned events resulted in a highly successful Acceptance Week run by the KHS SRC during Term 4,

Other school programs

Sport

Kandos High School had 22 teams compete in a range of Combined High School knockout competitions and gala days throughout the year. 17 students represented the Western Region in various sports and 12 records were broken at our school carnivals.

We had some outstanding individual achievements for 2016, these include: Carly Lomax representing the Western Region in 4 sports, Teleisha Besant placing at the State Athletics Carnival for discus and Javelin, Tyron Pennell being selected in the NSW Lawn Bowls team and Jemma Besant representing at national level in Squash. Jackson Nassis also achieved great success in his personal golfing endeavours in the NSW Golf Pro-AM.

In 2016 we were excited to introduce 2 new major sporting awards. These awards have been designed to independently recognise our exceptional athletes as well as those who demonstrate commitment over a variety of sporting domains.

The Excellence in Sport award is *presented to a student who has excelled in sport/s beyond the school level.*

The Sports All Rounder award is *presented to a student who has demonstrated dedication to participation in sport at a school level, displayed positive sportsmanship and been willing to volunteer with sports-related activities within and outside the school.*

Caragh Mulheron was the Sports All Rounder award winner.

Jemma Besant was the excellence in sport award winner.