

# Kingsgrove North High School

## Annual Report



2017



8221

## Introduction

The Annual Report for **2017** is provided to the community of **Kingsgrove North 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.

Angelo Stasos

Principal

### School contact details

Kingsgrove North High School

2-10 St Albans Road

Kingsgrove, 2208

[www.kingsgrovn-h.schools.nsw.edu.au](http://www.kingsgrovn-h.schools.nsw.edu.au)

[kingsgrovn-h.School@det.nsw.edu.au](mailto:kingsgrovn-h.School@det.nsw.edu.au)

9502 3933

## School background

### School vision statement

Our Kingsgrove North High School community envisions a school that produces life long learners in a safe, supporting, caring, respectful and professional environment. Our school aims to develop 21st century learners who can achieve their personal goals while becoming resilient, compassionate, informed and ethical members of the wider community.

### School context

Kingsgrove North High School is a public comprehensive, coeducational high school in the Canterbury Network of schools. It is a school which offers every student a place to learn, lead and achieve their personal best. Kingsgrove North High School has a current enrolment of 857 students. Our diverse community includes students from 47 different cultural backgrounds. HSC academic achievements have meant that our high achievers pursued sought after courses at universities of their choice and many other students followed promising pathways through TAFE and work.

Kingsgrove North High School is involved in a dynamic Community of Schools which includes Bexley North PS, Clemon Park PS, Earlwood PS and McCallum's Hill PS. Kingsgrove North High School is involved in a wide range of community relationships which aim to broaden student learning experiences. These include Fusion, Belmore PCYC, Campsie LAC, Max Potential, Links to Learning and MTC Solutions and has developed links with a number of local businesses that have contributed towards improving student learning outcomes.

## 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.

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

This year, our staff members at Kingsgrove North High School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Presentation at staff meetings and executive meetings have taken place to examine in detail the elements of the School Excellence Framework that our school plan addressed. Staff reflected on the progress being made across the school as a whole to ensure our alignment with these high level expectations.

In the domain of **Learning**, our effort at Kingsgrove North High School have primarily focused on differentiated teaching and learning. The school performed strongly in the 2017 HSC and this is as a result of a strong culture within the school that has created a positive and productive learning culture amongst staff and students. There has also been more attention given to individual learning needs with specialised input from support staff, a speech pathologist and our LAST staff. This has resulted in all teaching staff having a better understanding of students and catering individually for each. Students who have high learning needs are also being identified much earlier with testing carried out at the start of the year, which assists with the development of individual learning plans

Our major focus in the domain of **Teaching** has been the consolidation of a consistent approach across all faculties. The move to train50 staff in GERRIC (Certificate of Gifted Education) from the UNSW has ensured that staff not only cater for gifted and talented students but also continue to apply a differentiated approach in the classroom. The remaining staff will complete the training in 2017. This will ensure that as a school we cater for the learning needs of all students. The GERRIC training provides an important opportunity for our staff to reflect on their own teaching and classroom practice and continue to ensure students are engaged in their lessons.

In the domain of **Leading**, our school priorities have been to promote leadership and management practices processes. The school executive has established a series of teams for staff to participate in and take a leadership role within the

school. These teams include: welfare; senior review team; literacy; numeracy and promotions.

The new approach to school planning, supported by the new funding model to schools, is making a major difference to our school. The achievements and identification of further directions for our school have been outlined in the following pages of this report. Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan.

The new approach to school planning, supported by the new funding model to schools, is making a major difference to our school. The achievements and identification of further directions for our school have been outlined in the following pages of this report. Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan.

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/sef-evidence-guide>

## Strategic Direction 1

Actively involve students in the learning process in an engaging, safe and respectful environment.

### Purpose

To have students who develop an understanding and ownership of their learning in an inclusive and engaging environment that prepares them as responsible productive citizens.

Deliver programs that are focused on supporting students to develop their literacy, numeracy, technology, creative and social skills.

### Overall summary of progress

1. Team that was established for the implementation of the (LEP) Learning Enrichment Program in 2016 has expanded its role to implement the program across all Year 8 classes. The success of the trial program in 2016 in developing a whole school literacy project has ensured that students now have a literacy program that is easy to use in class and has delivered positive results. These were clearly reflected in the NAPLAN data that the school achieved.
2. The establishment of the learning platform to improve HSC results has continued with phase 2 implemented in 2017. This also involved all staff having completed their training in ALARM and GERRIC training (Certificate of Gifted Education) from the University of New South Wales.
3. Feedback received from the TTFM survey indicates that students continue to be happy with the ongoing changes in the school. The main message that was clearly evident was that they wanted the changes to continue into 2018
4. Upgrade of the school has continued with the outside of the school now fully painted, the Tech room completed and an upgrade to the senior area with a decking and new furniture built.

### 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"><li>• Year 9 NAPLAN data to reflect a 15% increased proficiency in inferential comprehension skills</li></ul>	\$15000	<ul style="list-style-type: none"><li>• Speech Therapist has continued to plan and work with LEP team.</li><li>• Continue analysis of NAPLAN data by Literacy Team with workshops and presentations for staff at SDD.</li><li>• Expansion of LEP program to include all Year 8 classes</li></ul>
<ul style="list-style-type: none"><li>• HSC results improvements to show a 20% reduction in Bands 1&amp;2</li></ul>	\$18000	<ul style="list-style-type: none"><li>• Programs across all KLAs continued to be modified to reflect a differentiated approach in the classroom that cater for all student learning needs.</li><li>• SDD team developed workshop sessions for staff to participate.</li></ul>
<ul style="list-style-type: none"><li>• Students report in the Tell Them From Me (TTFM) Survey an improvement in the level of classroom practice having a clear purpose and reflecting a differentiated approach</li></ul>	\$5000	<ul style="list-style-type: none"><li>• Over 90% of students have reported improved engagement and involvement in the classroom and school activities.</li><li>• Feedback from students and parents indicated a change in teaching practice in the classroom with a greater focus on catering for the needs of all students.</li></ul>
<ul style="list-style-type: none"><li>• Improve and update the learning environment of the school across all KLAs</li></ul>	\$92000	<ul style="list-style-type: none"><li>• Outside of the school upgrade painting completed.</li><li>• Tech room completed</li><li>• Outside learning area 2 completed</li><li>• Planning completed for front office and entrance</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Improve and update the learning environment of the school across all KLAs		renovations.

## Next Steps

1. All Staff that were trained in the delivery of the LEP (Learning Enrichment Program) in 2017 to improve literacy across all KLAs as well as Naplan results, will continue to implement the LEP project to maintain the positive results and data gathered.
2. Programs to be reviewed and evaluated by the Senior Executive to ensure they reflect a differentiated approach across the school, with engaging teaching and learning strategies.
3. Feedback received from TTFM surveys to be again reviewed and used in the planning for future whole school events and projects. Concerns raised from the TTFM surveys to be addressed.
4. Planning and budgeting process conducted with Finance committee to continue to develop and upgrade the sporting facilities in the school as well as changing the appearance and look of teaching classrooms.

## Strategic Direction 2

A professionally developed and resilient staff committed to innovative teaching and leadership.

### Purpose

Continue to develop a teaching culture where staff have access to the professional learning which informs their teaching and learning practices in the classroom. To have a staff that is actively engaged in their knowledge and understanding of pedagogy, assessment and reporting, leadership and classroom management in line with the Australian Professional Teaching Standards

### Overall summary of progress

1. In 2007, all remaining staff completed the GERRIC Training from the University of New South Wales. This has led to staff implementing a change in direction in their classes with a focus on differentiation as well as catering for the needs of gifted and talented students.
2. Staff completed workshops with a greater understanding on Naplan data, how to access online strategies and implement these into their teaching and learning practice.
3. All Staff have completed the GERRIC Training have commenced adjusting their teaching and learning programs to show evidence of a differentiated approach and cater for a variety of learning needs.
4. Initial planning for the implementation of Instructional Rounds completed with the Walk Through program with neighbouring schools completed as a trial to gauge staff response and assist with future planning.

### 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"><li>• 100% of staff to have completed GERRIC training</li></ul>	\$7500	<ul style="list-style-type: none"><li>• All remaining staff 50 have completed the GERRIC Training. This now means that all 100% staff in the school have completed their GERRIC training.</li><li>• Ongoing faculty days to adjust teaching and learning programs that reflect a differentiation focus.</li></ul>
<ul style="list-style-type: none"><li>• 100% of all staff understanding, accessing and using SMART, RAP and NAPLAN data to cater for students learning.</li></ul>	\$3500	<ul style="list-style-type: none"><li>• Professional Learning for staff on accessing, analysing and using NAPLAN data</li><li>• Reports from Head Teachers on trends with feedback and strategies presented on how to implement improvement measures</li></ul>
<ul style="list-style-type: none"><li>• All staff to deliver a differentiated approach in classroom practice that is reflected in teaching and learning programs.</li></ul>	\$12000	<ul style="list-style-type: none"><li>• Staff have updated teaching and learning programs to reflect a differentiated approach in the classroom</li><li>• STLA and LAST support has seen faculties utilise expertise to develop differentiated programs in 2017. This will remain ongoing in 2018</li></ul>
<ul style="list-style-type: none"><li>• Implement the Instructional Rounds program with participating and representation from all KLAs</li></ul>		<ul style="list-style-type: none"><li>• Walk through project completed with neighbouring schools as a trial to implementing instructional rounds project.</li><li>• Planning for Instructional Rounds completed and ready for implementation in 2018</li></ul>

## Next Steps

1. All staff having completed GERRIC Training will now implement both a differentiation focus in their teaching and learning programs as well as ensuring strategies are embedded that reflect a gifted and Talented focus.
2. LEP (Learning Enrichment Program) to continue with a whole school focus. All staff to be training in the implementation of the program with Year 8 across all classes. All staff that have not completed the initial program training will complete this at the Staff Development Day Term 2, 2018.
3. The full implementation of Instructional Rounds to promote collaboration, observation and professional sharing amongst staff.

## Strategic Direction 3

To actively involve the community in developing a collaborative, connected educational culture

### Purpose

Our community working in partnership with the school to provide opportunities and real life experiences to enhance the teaching and learning of staff and students. To become a connected community where all parties –students, staff, parents, businesses, welfare agencies – are highly valued in their contribution to the school's educational outcomes.

### Overall summary of progress

1. Increasing parent and community involvement in the school that commenced in 2016 has continued during the year to be one of the key focus areas of the school. Increasing parent and community interest in what we do at Kingsgrove North High School which has been one of our major goals has shown a dramatic increase during 2017. The feedback that we receive is important as it has allowed the school as a whole to look at what has been implemented and what changes can be made. Parent numbers at key school events such as Parent Teacher Evenings has increased significantly.
2. The upgrading of the school website has continued with more information posted for students. This includes all assessment schedules for each year group as well as assessment tasks posted by each faculty. Weekly data received from the Department of Education has continued to show the increase in the number of people looking at our website from approx. 450 per week in 2015 to over 2200 (average figures in 2017), has been maintained.
3. There has been a pleasing increase in the number of parent responses to the TTFF (Tell Them From Me) surveys. Parents are now placing more emphasis on responding to surveys as they understand the importance of having a voice in the school and providing feedback. There has been a 25% increase in parent responses over the previous year.
4. The number of community partnerships has exceeded expectations and the improvement measures.. The increase promotion of school successes and events has been responsible for more local businesses wanting to become involved in the school.

### 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"><li>• Increase the number of parents attending and interest in school based presentations, Subject Selection/Careers/VET programs and P&amp;C meetings by 80%</li></ul>	Nil	<ul style="list-style-type: none"><li>• Parent and community attendances at school events has continued to increase in 2017.</li><li>• A continued positive vision of the school by the community is clearly evident with increases in whole school events and positive comments.</li></ul>
<ul style="list-style-type: none"><li>• Increase the number of parent and community views on school website by 75%</li></ul>	Nil	<ul style="list-style-type: none"><li>• Data received from the Department of Education has shown consistent weekly views of over 2200.</li><li>• Website information updated on a weekly basis with increase support and information for students.</li></ul>
<ul style="list-style-type: none"><li>• Increased number of parent responses to school based surveys by 75% "Tell them from Me" Parent satisfaction survey</li></ul>	Nil	<ul style="list-style-type: none"><li>• Parent response targets to TTFM have been met for 2017.</li><li>• Feedback from TTFM have continued to be positive and reflect a more harmonious learning environment.</li></ul>
<ul style="list-style-type: none"><li>• Develop and increase by 50% community involvement and partnership with the school and local businesses and community</li></ul>	Nil	<ul style="list-style-type: none"><li>• Local business and community involvement has exceeded expectations for the third year running with four new community partnerships developed.</li><li>• Increases in the number of local businesses who are willing to work with Kingsgrove North High School in the area of Work Experience., Job Sharing, Mentoring and Leadership responsibilities.</li></ul>

## Next Steps

What are the next steps required for 2018 to ensure Strategic Direction 3 is successfully implemented?

1. To continue to build on the number of parents who take a more active role and interest in the school. This will continue be done by way of parent forums, meetings, open days, celebration events and greater communication and advertising.
2. To continue to maximise the use of the new state of the art school electronic board as a means of promoting school successes, promoting school events and promoting local business partnerships, as well as using the previous board as a second communication system at the rear of the school.
3. To maintain the communication process when encouraging parents to participate in TTFE surveys. This will be down using the school website, notices sent home, MSM messages, the school app and the electronic sign.
4. To build on the number of business partnerships there currently are with a view to increase these in 2018 with possible links to work experience and sponsorship of school and academic awards

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$3500 \$2800	<ul style="list-style-type: none"> <li>• Development of Individual learning plans for students</li> <li>• Students provided with the opportunity to attend workshops and activities as part of their learning</li> <li>• Employment of liaison officer to work with students on a one to one format</li> <li>• Students worked on special projects with community liaison officer.</li> <li>• Resources purchased for students.</li> <li>• Recognition of students at Deadly Students Awards</li> </ul>
<b>English language proficiency</b>	\$3600	<ul style="list-style-type: none"> <li>• Development of Individual learning plans for students</li> <li>• Employment of staff to assist in student learning and support in the classroom</li> <li>• Purchase of resources for students</li> </ul>
<b>Low level adjustment for disability</b>	\$82000	<ul style="list-style-type: none"> <li>• Employ SLSO to support students with disability in the mainstream classes</li> <li>• Release time for staff</li> <li>• Use of extra funds provide laptops and associated software for students to use that assist in their learning.</li> </ul>
<b>Socio-economic background</b>	\$50000	<ul style="list-style-type: none"> <li>• Implementation of LEP project (Learning Enrichment Program)</li> <li>• Stage 2 of Learning Platform to cater for the learning needs of all students</li> <li>• Development of Tech room for technology access</li> </ul>
<b>Support for beginning teachers</b>	\$42000	<ul style="list-style-type: none"> <li>• 2 hour release per week for each beginning teacher and 1 hour release for mentor</li> <li>• Hiring of casual teachers for beginning teacher release time</li> <li>• Purchasing of teacher resources</li> </ul>
<b>Targeted student support for refugees and new arrivals</b>	\$12000	<ul style="list-style-type: none"> <li>• Employ staff to provide support and mentoring for students</li> <li>• Withdrawal of students from classes</li> <li>• Resources purchased to support students integration into school</li> </ul>



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	566	559	572	589
Girls	297	284	282	295

School Enrolments continued to rise slightly in 2017. The marketing and promotional strategies that have been put in place in recent years have resulted in a greater profile for the school and increased community engagement. The close links that the school has developed with neighbouring schools has also lifted the school profile and as a result the school is receiving an increase in student enrolments. A number of whole school events with the local community have also resulted positively on the school. The Showcase that was held in August was a huge success and for the second year in a row Year 5 students from our feeder schools experienced a High School day which has also created more interest in the community.

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	92.1	93.6	93.5	94.3
8	91.7	90.1	92.3	90.8
9	89.3	88.5	92.1	89.3
10	87.6	88.5	91.4	90.5
11	87	87.9	92	92.3
12	86.6	89.6	92.9	93.4
All Years	89	89.6	92.3	91.7
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

School attendance has continued to increase and has now exceeded the State average. Once again the new

procedures and attendance policies that were implemented in 2015 have resulted in attendance being over 91%. This is a pleasing result for Kingsgrove North and it indicates the positive environment and learning culture that now exists in the school. Students are happy to attend school and the many physical changes that have been happening over the past few years adding to student attendance increasing. The school has also continued to work closely with the HSLO (Home School Liaison Officer) with the implementation of a new set of procedures to monitor attendance.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0.7	2.3	4
Employment	1.9	0.6	12
TAFE entry	1.3	1.7	20
University Entry	0	0	57
Other	4.5	8.5	5
Unknown	0	0	2

The majority of students from the 2017 cohort (57%) gained entry into University into a variety of courses, these include Business, Commerce, Engineering, Science and Law. The students who gained employment were also successful in gaining apprenticeships in a variety of skill based occupations. The opportunities that the school has provided in VOC education greatly contributed towards this figure. Students who have decided to pursue their careers through TAFE courses has also increased over the past few years. Post school destination surveys have indicated that a number of students have found the financial burden of various university courses have steered them away from university courses and have considered TAFE as their alternate pathway..

### Year 12 students undertaking vocational or trade training

In 2017, 31 students undertook Vocational Education at Kingsgrove North High School in the subject areas of Construction, Hospitality, Metal and Engineering and Retail. Thirteen students undertook Vocational Education at TAFE (TVET) in a range of subjects including: Beauty, Community Services, Tourism, Travel and Events, Salon Assist, Early Childhood Education and Care, Property Services, Human Services– Nursing and Electro technology.

## Year 12 students attaining HSC or equivalent vocational education qualification

In 2017, all 31 students who undertook Vocational Education at Kingsgrove North High School in the subject areas of Construction, Hospitality, Metal and Engineering and Retail. Thirteen students undertook Vocational Education at TAFE (TVET) in a range of subjects including: Beauty, Community Services, Tourism, Travel and Events, Salon Assist, Early Childhood Education and Care, Property Services, Human Services– Nursing and Electro technology, managed to either achieve a full certificate or a statement of attainment.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	10
Classroom Teacher(s)	47.9
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.8
Teacher Librarian	1
Teacher of ESL	3.2
School Counsellor	2
School Administration & Support Staff	15.88
Other Positions	1

\*Full Time Equivalent

The Australian Educational Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. During 2017, the school had one teacher of Aboriginal Background. This staff member was also responsible for overseeing the implementation and development of all aboriginal programs and initiatives.

## 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	12

## Professional learning and teacher accreditation

Professional learning continues to play an important role in the ongoing development of our staff at Kingsgrove North High School. During 2017 all staff successfully completed their PDPs (Personal Development Plans) including areas they would like to further develop.

Professional learning continues to play an important role in the ongoing development of our staff at Kingsgrove North High School. All staff have included as part of their individual PDPs (Personal Development Plans) areas that they would like to further develop. This is on top of the whole year Professional Development Plan that has been developed which also includes mandatory training and development. During 2017 there was a focus on programming and greater engagement in the classroom. Staff also attended various workshops and in-service courses that enriched their teaching practice with the latest pedagogical research. There was also a strong focus on the implementation of technology into teaching and learning programs.

2017 also saw the completion of GERRIC training for the remaining staff who were not trained in 2016. Staff as a result commenced work on providing both a differentiation focus in their teaching and learning programs. The second stage of the three year plan to implement a learning platform was also completed during the year with development days focusing on Technology and its use in the class.

Teacher Accreditation was also addressed during the year. There were a number of new scheme teachers that maintained their accreditation as well new teachers who were appointed to the school. The school has developed a strong and detailed beginning teacher support program that provides valuable information to new scheme teachers. Staff are also supported with the allocation of funding attracted when they are appointed to the school and this is used for release time as well as opportunities to attend workshops and various in-services.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>840,694</b>
Global funds	516,457
Tied funds	442,939
School & community sources	325,644
Interest	13,782
Trust receipts	28,850
Canteen	0
<b>Total Receipts</b>	<b>1,327,672</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	117,836
Excursions	74,536
Extracurricular dissections	79,349
Library	10,078
Training & Development	0
Tied Funds Payments	376,322
Short Term Relief	92,420
Administration & Office	147,153
Canteen Payments	0
Utilities	79,965
Maintenance	104,606
Trust Payments	17,901
Capital Programs	119,660
<b>Total Payments</b>	<b>1,219,826</b>
<b>Balance carried forward</b>	<b>948,540</b>

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.

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

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	1,929,102
Appropriation	1,669,453
Sale of Goods and Services	90,769
Grants and Contributions	167,339
Gain and Loss	0
Other Revenue	0
Investment Income	1,541
<b>Expenses</b>	-821,146
Recurrent Expenses	-821,146
Employee Related	-326,152
Operating Expenses	-494,995
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>1,107,956</b>
<b>Balance Carried Forward</b>	<b>1,107,956</b>

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The school participated in a financial audit in February 2017. The purpose of the audit is to ensure that the school is following and compliant with all Department policies and procedures. The audit report that was generated clearly indicated that the school has done an excellent job in maintaining all financial records and expenditure processes. The school has been very strategic in the way it has managed funds and at the same time ensuring that the upgrading of the school facilities and resources can continue.

## Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	7,555,607
Base Per Capita	138,415
Base Location	0
Other Base	7,417,192
<b>Equity Total</b>	1,061,393
Equity Aboriginal	3,873
Equity Socio economic	452,865
Equity Language	352,106
Equity Disability	252,548
<b>Targeted Total</b>	1,091,006
<b>Other Total</b>	242,405
<b>Grand Total</b>	9,950,410

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.

Literacy has become a whole school focus with several new projects that were implemented in 2016 continuing in 2017. The overall results in 2017 were pleasing with significant gains in all areas of Naplan. A number of factors can be attributed towards this, a change in classroom teaching and strategies, the full implementation of the LEP (Literacy Enrichment Program) and a greater awareness of staff in the classroom in regards to literacy. The school is also working with it's neighbouring schools to address the literacy concerns with students that are coming from primary schools into high school with a number of staff development projects planned

Results in numeracy also showed a very pleasing growth in 2017 from Year 7 to 9. There has a big focus on ensuring that students in the junior years develop a better understanding of their work and alot of this improvement can be attributed to the use if technology in the classroom as well as a variety of teaching strategies that are now being used in the classroom, that has resulted in greater student engagement.. The completion of GERRIC training as well as the staff development days that have focused on the use of technology in the classroom has ensured that our students are now receiving a higher standard of education and this is clearly reflected in these pleasing results. In 2018 a whole school focus on numeracy will continue with a specialised year 7 project to commence.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

The school only has 6 students from an Aboriginal background and has implemented a one on one support and mentoring program to provide assistance to students, similar to what was implemented in 2016. This program which was again implemented during semester 2 provided both positive feedback and results from the four students in the junior years who received the one on one tuition. This program will again be prepared and continued in 2018 to support students in their learning and preparation for their Naplan tests.

### Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). HSC results have remained consistent with the school again achieving a number of outstanding individual results. The majority of courses studies in the 2017 HSC remained on par with the school average with very pleasing results achieved in all English levels. Overall HSC results in 2017 showed Other courses that achieved better than average results included Mathematics which are always consistent, especially with the 4 unit class, Music, Senior Science and Modern History. The implementation of the Learning Platform as well as staff trained in GERRIC (Certificate of Gifted Education) and a more consistent approach across the school has seen improvements in individual results.

## Parent/caregiver, student, teacher satisfaction

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

Their responses are presented below

The school participated in the TTFM (Tell Them From Me) surveys during the year and gathered the following information from staff, parents and students.

**Students'** responses and feedback gathered from the TTFM survey continued to be positive from the information that was gathered in 2017. It is clear that students continued to be satisfied with the direction that the school was taking. Students were happy to come to school and seemed to be pleasantly surprised with the many physical changes that have been occurring at the school, making the school a more inviting learning environment. Students also felt that teachers are responsive to their needs, show care and encourage them in their work.

**Parents' feedback** – this also continued to be very positive and this message also came across in the increase attendance at P&C meetings. Parents also commented on the physical changes that were happening at the school as well as the different whole school projects that were implemented in 2017. There was a strong feeling that teachers are genuinely friendly and warm and show this to students in the classroom. Parental interest in students school work continues to be high with the majority of parents taking a keen interest in what their children are doing at school. This is clearly reflected in the high number of parents who attend parent teacher evenings.

**Staff** – teachers survey indicated that there was over 90% of staff that supported the direction that the school is taking. There was a positive feeling and high satisfaction with the progress that the school has made in the past two years and staff are happy to embrace the changes that are happening in education. Staff also commented on the changes they are making in their teaching practice after having completed the GERRIC training (Gifted and Talented course) and the changes they have made to their programs to reflect a differentiated approach in the classroom. Staff also made comment on how they have been receiving feedback from the community about the positive changes happening at the school and the increase promotion of school events and successes.

## Policy requirements

### Aboriginal education

The school has a small number of students from Aboriginal backgrounds (7) and 1 Aboriginal Teacher. Various and differing mentoring programs are undertaken with Aboriginal students. Students visited various universities listening to many seminars and success stories from people of Aboriginal background. The Aboriginal contact person and senior executive established links with the community, where we had various elders come and talk to our students at events such as Harmony Day. Aboriginal perspectives are taught throughout the mainstream curriculum. Our future aim is to continue to develop links (see below) which give our Aboriginal background students the opportunity to excel.

### Multicultural and anti-racism education

Kingsgrove North High School serves our culturally diverse community with over 89% of our students being LBOTE. The school provides a strong welfare system that promotes a safe and peaceful environment encouraging empathy and understanding. In 2015 our students were able to study Modern Greek and Chinese. In line with the school plan, the school has reviewed its teaching and learning programs to ensure that culturally inclusive classroom and school practices are embedded. Further, to this our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

Our Confucious Classroom continues to strengthen our ties with, and understanding of, Chinese culture. IFTAR night was celebrated with the GWS Giants and will be a common event at the school from 2015. The introduction with the PACFEST team has strengthened our ties with our Pacific Islander community seeing more families and community members getting involved with the school project. Kingsgrove North High School is extremely fortunate to have two involved, passionate Community Liaison Officers (CLOs) in Ghandi Sindyan and Sina Winterstein who work closely with the school with outreach programs and ongoing development of community relations.