

Kandos High School

Annual Report



2017



Kandos
HIGH SCHOOL

8318

Introduction

The Annual Report for 2017 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 in a number of areas of the School Excellence Framework including moving to sustaining and growing in School Planning, implementation and reporting and a pleasing move to excelling in the learning and development element.

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

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

2017 saw the introduction of QuickSmart for Literacy and Numeracy support for targeted students. Investigation took place to determine the best practice model to support whole school Literacy and Numeracy. ALARM continues to gather momentum with some very continued positive feedback from students, staff and parents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased focus on literacy and numeracy achievement levels across the school.	40000	Training for and implementation of QuickSmart to enhance growth for targeted students in Literacy and Numeracy.
Increased student engagement as indicated through data available eg BI / 'Tell Them From Me'.		The Intensive Learning Centre was established to assist student engagement with the demands of assessment across 7–12. Tell Them From Me data indicates a genuine improvement in areas of student engagement.
Increase in HSC students achieving Bands 4, 5 and 6 by an average of 10%.	2000	ALARM extended into Stage 4 and 5 in 2017. As a result of small cohorts it has become clear that as a school we need to look closely at internal data to demonstrate improvement in this area.
All staff are familiar with and engaged in all whole school systematic programs and processes.	4000	Millennium has been embedded in the practice at Kandos High School. Plans are in place to launch the parent portal early in 2018 to enhance communication with parents.

Next Steps

Early successes with QuickSmart clearly indicated the need for an evidence based approach to whole school support of Literacy and Numeracy. Investigation into options regarding best practice whole school support led to the decision to consult regarding implementing an Instructional leader(s) in Literacy and Numeracy in the next school planning cycle.

The ALARM Team continue to support staff with the link between learning and responding with an ongoing focus on 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

Again in 2017 Kandos High School positively transformed many of our challenges into opportunities for innovation. The work done in this area continues to be a real highlight for our school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Every HSC Teacher engages with ALARM and other teacher quality processes implemented with a whole school focus.	4000	Every teacher at Kandos High School has engaged with ALARM as a learning tool – particular focus was around implementing it in widespread assessable items.
Finalise Stage 6 curriculum review including a trial of an alternate curriculum option.	45000	Following the review of Stage 6 delivery options a trial of iCap (Internal Curriculum Access Program) was implemented with success in 2017.
Formalise access and skills for all staff, who request involvement in the teacher mentoring Program.	8000	All staff who expressed interest in being involved in these formal processes were provided with the opportunity to participate in the highly successful teacher mentor program.

Next Steps

ALARM will continue to be an ongoing focus at Kandos High School, next steps with ALARM will involve a formal move to the responding aspects of the principle in all years groups.

The substantial iCap review identified some areas that required improvement but highlighted clearly the fact that it is an option that resources should be applied to support embedding this delivery method into the whole school fabric. As a result another two lines of 4 were implemented into the 2018 Yr 11 lines and jCap in years 7–10 was implemented into the curriculum structure for 2018.

The mentor program will continue to be formally supported through the school into the future, enhanced targeted support may be necessary as the Head Teacher responsible for the program moves towards retirement at the end of 2018.

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

Progress has been made towards the whole school implementation of PBL. The consultation process has been exhaustive and taken some time. Professional learning for staff continues and explicit delivery of expectations to the student body commenced towards the end of 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Alignment of formal structures focusing on welfare and well-being needs of students through the implementation of	5000	PBL was formally launched in 2017 aligning a number of formal structures at KHS that support the wellbeing of students.
All staff have access to support and systems which encourage students to accept responsibility for their own behaviours.	5000	Staff engaged heavily in the consultation process to set up systems of support to encourage students to accept responsibility for their own behaviours.
All members of the school community are engaged in the promotion of explicit values development at KHS.	5000	All members of the school community were heavily engaged in the promotion of the shared values determined through the process of establishing PBL.
Form a formal school & community group (or P&C) with a commitment to delivering school priorities.	2000	A P&C was formed in 2017.

Next Steps

Continue support to embed PBL will be critical in the coming years.

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

Refining the well-being processes at KHS will be of critical importance in future years as we attempt to align current systems and structures with the Welling Framework.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	31983	<p>Additional staffing was implemented to support Indigenous students in one on one and small group mentoring – this focused on student engagement particularly with respect to assessable items. This staffing also provided a number of Aboriginal students with access to QuickSmart.</p> <p>A large number of our Aboriginal students engaged in local sporting teams support by the school with great success.</p> <p>Support of NAIDOC week resources.</p> <p>Through consultation with local elders a commitment was made to building the viability of culture within the school. This included the commencement of project based work that will be showcased through spaces such as the shade hub which commenced during Term 4 2017.</p>
Low level adjustment for disability	24117	<p>Supplementation of School Learning and Support Officer time focusing on support for students with learning difficulties.</p> <p>Teacher Professional Learning focusing on skills in differentiation and exposure to Technology.</p> <p>Support of ongoing need to build resources to support the Learning and Support Teacher role and enhance whole school focus on Literacy, Numeracy and increasingly the need to engage with digital technologies functionally.</p>
Socio-economic background	180 523	<p>Continues focus on modernising of learning spaces and resources across the school.</p> <p>Support of resources for the ongoing implementation of BYOD and the introduction of the iCap trial.</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, for example PBL, QuickSmart, iCap and BYOD.</p> <p>Support of staff and faculty resources as they moved to the implementation of new syllabi in a number of faculty areas.</p> <p>Continued support of the rewards excursion and transport for a variety of excursions.</p> <p>Significant financial assistance provided for low SES families to ensure equity of access to events and resources.</p> <p>Financial support of 6 into 7 transition opportunities.</p>

Socio-economic background	180 523	<p>Additional administration staff to enhance the school ongoing engagement with the wider community.</p> <p>Significant financial support of the move to the implementation of LMBR.</p>
Support for beginning teachers	5000	<p>Supplementation of staffing to support the requirements of the KHS formal Mentor Program.</p> <p>Support of Beginning Teachers targeted Professional Learning opportunities with a focus on development areas identified through the PDP process.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	118	125	129	115
Girls	105	113	108	105

Student attendance profile

School				
Year	2014	2015	2016	2017
7	92.2	92.8	92.1	91.1
8	90.9	91.2	93	85.1
9	90	92.3	90.6	90.5
10	87.2	88.7	90.2	89.8
11	89.4	87.7	91.3	84.5
12	88.6	93.8	93.2	88.3
All Years	89.9	91.1	91.7	88
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

Kandos High School has been committed to increasing our overall student attendance. These strategies have been highly successful in the past, however the dip in the 2017 data has been flagged as a concern and our procedures have been reviewed in light of this data.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	10	7
Employment	100	63	31
TAFE entry	0	0	21
University Entry	0	0	24
Other	0	0	7
Unknown	0	27	10

Year 12 students undertaking vocational or trade training

Approximately 63% of Year 12 students undertook vocational courses with the school as part of their HSC accreditation. Subjects studied include Hospitality, Furniture Making, Automotive and Primary Industries. 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 in 2017.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	5
Classroom Teacher(s)	17.9
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.8
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	8.78
Other Positions	1

*Full Time Equivalent

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

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	8

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 areas of Professional Learning across the school.

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	\$
Balance brought forward	212,758
Global funds	363,712
Tied funds	356,396
School & community sources	65,714
Interest	3,080
Trust receipts	7,061
Canteen	0
Total Receipts	795,963
Payments	
Teaching & learning	
Key Learning Areas	38,164
Excursions	35,379
Extracurricular dissections	18,095
Library	4,607
Training & Development	0
Tied Funds Payments	261,831
Short Term Relief	57,604
Administration & Office	79,209
Canteen Payments	0
Utilities	48,860
Maintenance	25,345
Trust Payments	11,870
Capital Programs	0
Total Payments	580,963
Balance carried forward	427,758

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 (\$)
Opening Balance	0
Revenue	514,591
Appropriation	467,078
Sale of Goods and Services	8,993
Grants and Contributions	38,283
Gain and Loss	0
Other Revenue	0
Investment Income	237
Expenses	-204,928
Recurrent Expenses	-204,928
Employee Related	-77,726
Operating Expenses	-127,202
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	309,663
Balance Carried Forward	309,663

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.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	3,199,547
Base Per Capita	38,323
Base Location	33,750
Other Base	3,127,474
Equity Total	317,941
Equity Aboriginal	31,983
Equity Socio economic	180,583
Equity Language	0
Equity Disability	105,376
Targeted Total	682,558
Other Total	276,119
Grand Total	4,476,164

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.

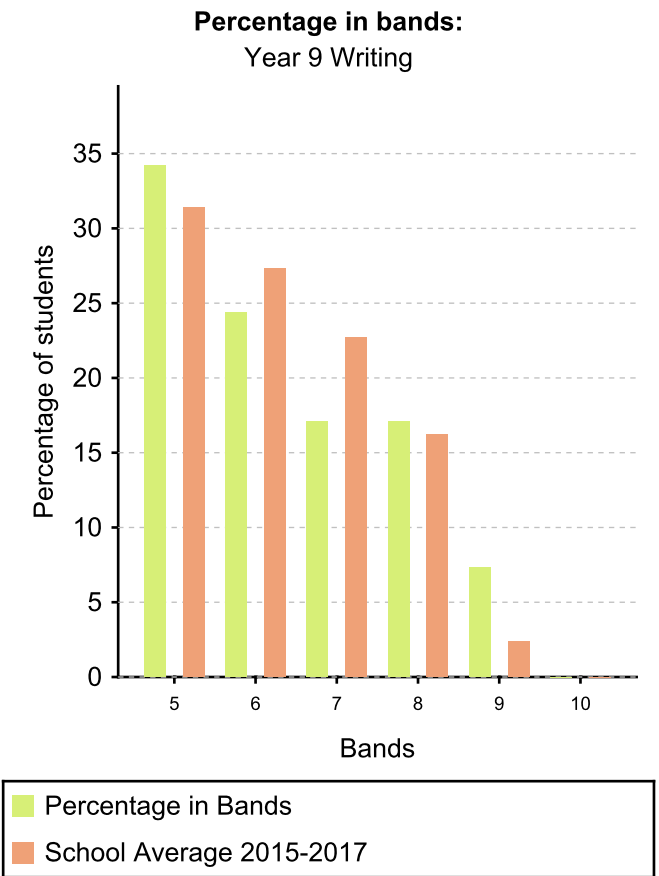
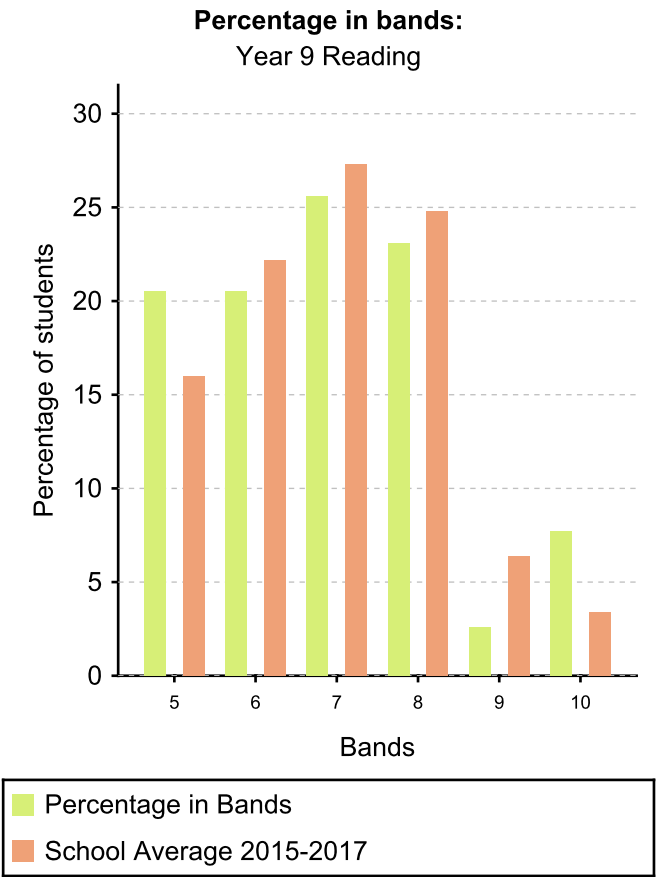
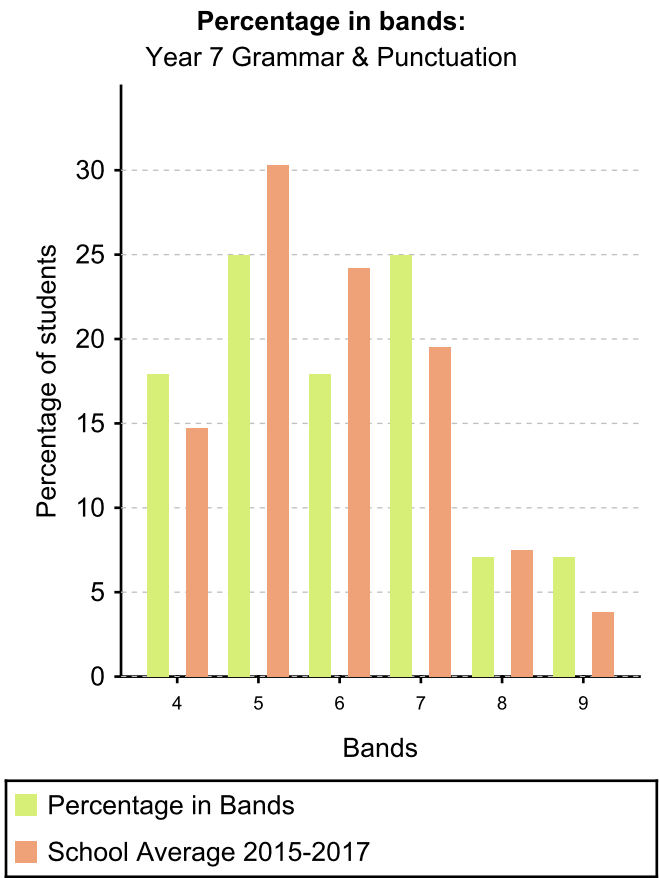
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

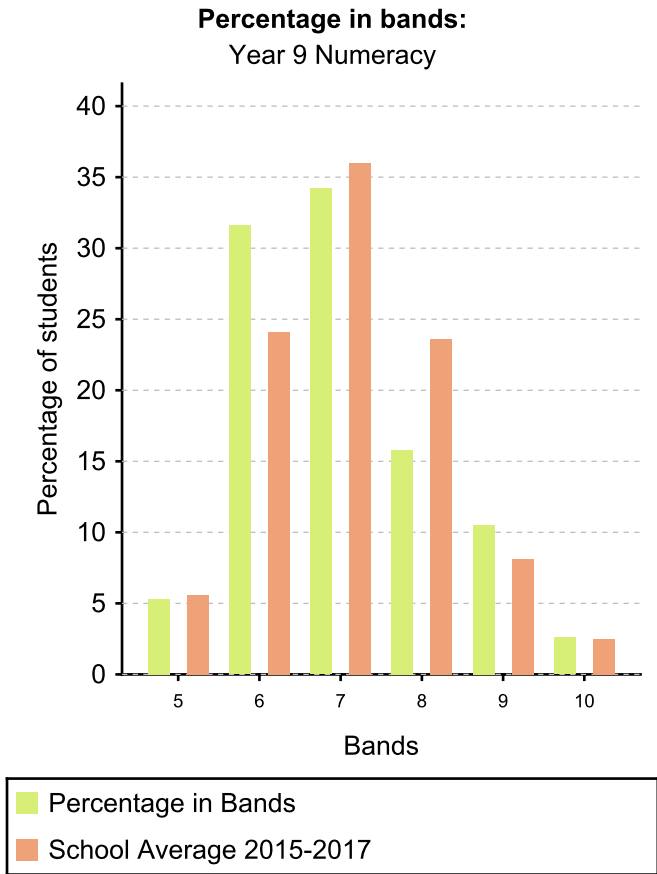
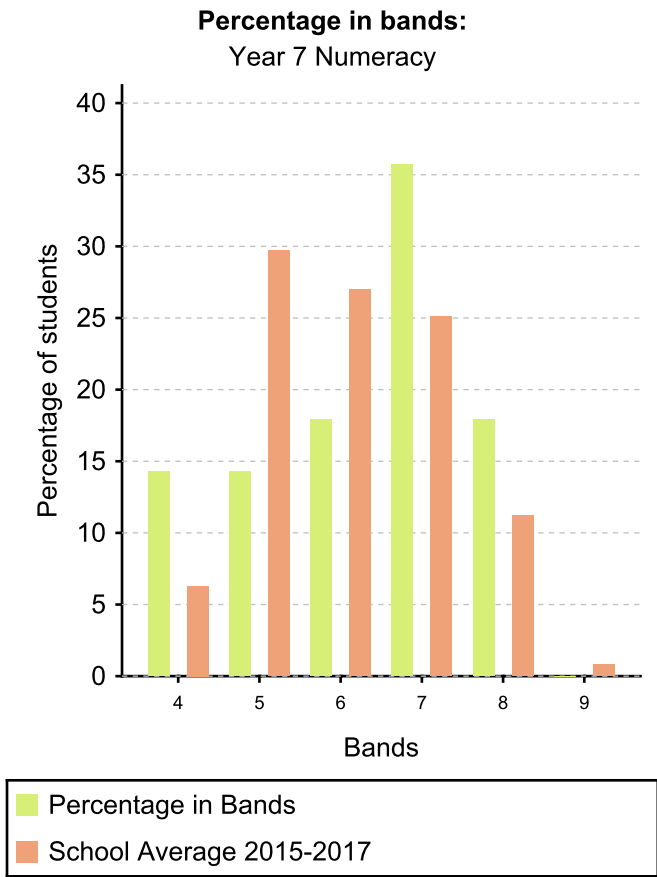
NAPLAN

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 and Numeracy is a major focus with our school plan and our data, although improving, continues to emphasise the importance of pursuing sustainable strategies that support our students achieving at a minimum standard.



The school continues to see pockets of growth in numeracy as a direct result of a focus on engaging students in Mathematics through increased technology and practical tasks.



Our Aboriginal student data continues to be very strong

with data that is above average for SSSGs.

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 statistical data cannot be used, for privacy reasons, for subject cohorts less than 10 of which Kandos High School had a large number in 2017.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of its stakeholders about the school.

- Some of the findings from data collected in 2017 indicate:
- parents felt the school was open-minded and worked hard to cater for students.
 - the school communicates very well with students and parents
 - thought goes into how things work and are structured at Kandos High School
 - the staff care and are attentive to ensure students are not anonymous
 - the school is willing to listen and help solve issues that might arise
 - the school is very flexible and innovative
 - the school has a good sense of community
 - students continue to express concern regarding shade in the playground
 - students would like to see enhanced Anti-Bullying strategies implemented
 - staff continue to show concern for workload and stress associated with the change agendas with the DoE

Policy requirements

Aboriginal education

Aboriginal students total approximately 18% 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

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

English / HSIE Faculty

Stage 5 Drama students embarked on a rigorous and energetic course of study which included Commedia dell Arte, Laban Movement, scripted drama and improvisation. Selected students performed KHS's Showcase of student talent and at assemblies. The collaborative nature of the Drama course engages students in a creative process of creating meaning by interacting actively, creatively and imaginatively.

The English Standard course was rigorous, offering students the opportunity to explore a variety of Australian non-fiction, poetic and fictional texts. Their text selections also built reasonably well on their historical knowledge from previous years of study, giving them some foundation on which to build their own social and cultural awareness as young adults.

Students who completed the English Studies learned work-readiness skills and job interview techniques. Students were encouraged to extend themselves and integrate the skills that they were taught in class into their own, real-world situations and scenarios.

The Ancient History course achieved commendable results. This result comes after a reduced face-to-face allocation in 2016 which allowed the class to run despite so few students. Despite this reduced face-to-face, the results the student's received were comparable to the marks that they achieved in other

courses.

2017 saw two students choose to attempt the Extension History course, the first time in a number of years. Students were enthusiastic and used this course as a way to explore their own personal interests in their studies in History. As a result, the two students performed well.