

Kandos High School

Annual Report



2018



Kandos
HIGH SCHOOL

8318

Introduction

The Annual Report for 2018 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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Principal

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School background

School vision statement

Kandos High School: A community of active and informed citizens, striving for excellence and a positive future.

School context

Kandos High School (enrolment 230 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 demographics 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 technology, 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.

Learning

- High expectations: Progress in learning and achievement is identified and acknowledged. The aspirations and expectations of students and parents are known and inform planning for learning.
- Transitions and continuity of learning: The school actively plans for student transitions (e.g. Y6 to Y7; Y10 to Y11). The school clearly communicates its transition activities to the school community.
- Attendance: Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.
- Caring for students: Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.
- A planned approach to wellbeing: Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning. The school plans for and monitors a whole school approach to student wellbeing and engagement.
- Behaviour : The school's wellbeing approach focuses on creating an effective environment for learning. Teachers and other school staff explicitly communicate expectations of behaviour across school settings.
- Curriculum provision: The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students.
- Summative assessment: Assessment is planned and undertaken regularly in all classes and data is systematically collected.
- Whole school monitoring of student learning: There is a whole school assessment strategy in place that is designed to ensure that the learning of all students is systematically monitored.
- Whole school reporting: The school analyses internal and external assessment data to monitor and report on student and school performance.
- Student reports: Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals.
- Parent engagement: Schools provide parents/carers with information on the learning progress of their children, including reports and parent/teacher interviews as well as opportunities to discuss this progress.
- Value-add: The school's value-add is not significantly lower than the value added by the average school
- Internal and external measures against syllabus standards: The school uses internal as well as external assessments (such as NAPLAN and HSC) to assess student progress and achievement against syllabus outcomes.

Teaching

- Lesson planning: Teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective. Teachers regularly use student progress and achievement data to inform lesson planning.
- Explicit teaching: Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.
- Feedback: Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve.
- Classroom management: A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.
- Improvement of practice: Teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance.
- Accreditation: The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.
- Professional learning: Teachers engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals.
- Instructional leadership: The leadership team ensures that implementation of syllabuses and associated assessment and reporting processes meet NESA and Department of Education requirements, forming a sound basis for student learning.
- Performance management and development: The leadership team undertakes annual staff performance and development reviews for teaching and non-teaching staff. Poor performance is identified and managed promptly and effectively.
- Community engagement: Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community.

Leading

- Continuous improvement: The leadership team engages in a process of planning, implementation, monitoring and self-assessment, and leads the collaborative development of evidence-based school plans.
- School plan: The school plan aligns to student and system priorities and ensures responsiveness to emerging needs. Staff, students, parents and the broader school community are welcomed and engaged, where possible, in the development of the vision, values and priorities of the school.
- Staff deployment: The leadership team allocates non-educational administrative tasks to appropriate non-teaching staff. All staff use technology available to streamline the administrative practices of the school.
- Facilities: Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs.
- Technology: Technology is effectively used to enhance learning and service delivery.
- Community use of facilities: The school plans for community use of school facilities.
- Financial management: The priorities in the school plan drive financial decisions.
- Administrative systems and processes: Administrative practices and systems effectively support school operations and teaching.
- Service delivery: All school staff are supported to develop skills for the successful operation of administrative systems and a positive customer service ethic is evident.

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 school.

Overall summary of progress

Kandos High School implemented a whole school Positive Behaviour for Learning approach that is evidence-based, focuses on student wellbeing and behaviour, leading to a positive environment where all students are encouraged to learn and achieve at their best. Kandos High School have adopted three core values after an extensive process involving students, teachers and the wider community. Our core values include: Positive Relationships, Respectful and Responsible.

Positive Relationships: We value positive relationships because they support us in seeing what another person is feeling or experiencing and support us to achieve our personal best.

Respectful: We value respect because it supports us to develop and maintain positive relationships with each other.

Responsible: We value responsibility because we need to be accountable for our own actions and it is the basis for trust and honesty.

Students are taught these core values which are broken down into expectations through the implementation of PBL lessons during roll call on a Tuesday and Wednesday. Students participate in various activities that increases their awareness and knowledge of how to create and maintain positive relationships, become respectful and responsible citizens of the 21st Century. We encourage our students to demonstrate positive behaviour through the use of positive language and rewards, leading to an environment that is enjoyable by all.

The integration of the "A Learning and Assessment Response Matrix" (ALARM) has continued and is a focus to support Higher Order Thinking skills of student across Years 7–12. The system provides a scaffold for their learning or assessments tasks. It enable students to break down tasks and then set about constructing quality responses with a greater emphasis on higher order thinking skills. ALARM is being integrated into curriculum across all relevant key learning areas.

Our targeted learning support program continued to utilise Quicksmart and MultiLit to enhance the learning of Literacy skills for targeted students. Students who are not meeting national minimum standards in this area are supported through a targeted in class and 1:1 withdrawal program developing their literacy and numeracy competence targeted at meeting national bench marks. Students are recognised for improvement in achievements and the program has been resourced for 3 years to allow triangulation of data to evaluate long-term effectiveness.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Internal and external data shows student growth as a result of explicit literacy and numeracy teaching methods across all KLAs.	Socio-economic background funds allocated and expended.	The Alarm Team continued to support staff with the learning and responding framework being implemented 7–12. A Head Teacher Teaching and Learning Position was created to provide structure for professional learning opportunities and the sustained focus on student achievement.
Increased student engagement as indicated through surveys such as 'Tell Them From Me'.	Socio-economic background funds allocated and expended.	Students engaged in the <i>Tell Them From Me</i> survey, providing the school with a baseline year of data to track future trends. The school was above NSW government norms for the majority of Socio-Emotional Outcomes. Positive homework behaviours, student motivation and intellectual engagement were areas for improvement. The school was above or near NSW government norms for the Academic Outcomes. 70% of students plan to finish Year 12 and 48% plan to go to University.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students demonstrate increased skills in digital literacy, STEM and the use of 21st Century Learning skills.	Socio-economic background funds allocated and expended.	The implementation of the jCAP trial for Years 7–10 supported digital technology as a timetabled curriculum at KHS. Skills from this program will be utilised in all key learning areas.

Next Steps

The collation and analysis of data to identify student need and the development of whole school and classroom strategies to support students is a continuing priority area.

The implementation of the jCAP trial will be reviewed and evaluated in 2019.

Strategic Direction 2

Innovation and Excellence

Purpose

A measurable culture of excellence and innovation with clearly defined processes to support this culture.

Overall summary of progress

21st Century Learning Design and Digital Technology were a key focus in this area. Students around the world need advanced skills to succeed in the globalised, knowledge-based world of today. 21st Century Learning Design (21CLD), professional development helps teachers redesign their existing lessons and learning activities to build students' 21st century skills. Staff were provided with professional development on the 21st Century Learning Design matrix and focused on developing a learning activity encapsulating the Collaboration element. This supports students having shared responsibility for learning, making substantive decisions together about content, process and product of their work to support interdependent learning in the classroom.

A scope and sequence for the jCAP program was completed to support curriculum delivery and digital technology as a timetabled curriculum. A review of the jCAP and iCAP programs will take place in 2019, to identify areas of need and the strengths of the program in supporting growth in student knowledge, skills and understanding that can be used across the key learning areas.

Kandos High School nominated to be included in the School Services Support trial around the use of data. The leadership team worked with Educational Services team to support KHS in using data as a tool to enhance Teaching and Learning. All executive staff attended a 'Using Data with Confidence' training session in March, provided by the Centre for Educational Statistics and Evaluation. All staff completed this training in Term 3, with the program continuing into 2019.

Key primary and high school staff came together as a community of practice project. They have collaborated on developing an integrated planning unit using the English Contextual Concepts. The units of work are being implemented across Stages 3 and 4 to support shared literacy outcomes and the English key learning area.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students have shown growth against 21 Century Learning Design (21CLD) skills.	Socio-economic background funds allocated and expended.	The iCap review recommendation resourced another two lines of 4 subjects were included into their 11 lines and jCAP was implemented into the 7–10 curriculum structure
Teaching and Learning improves as a result of teacher reflection and collaboration.	Socio-economic background funds allocated and expended.	The teacher mentor program continued to support staff professional practice throughout the year and ensure new staff were provided with mentoring and opportunities to reflect on growth in professional practice

Next Steps

The Microsoft Ninja team are to develop a scope and sequence to deliver all modules of Microsoft 21CLD training to all staff across the remainder of the planning cycle.

The school executive team will continue working with Shared Services staff to support staff in the effective use of data as a tool to enhance Teaching and Learning.

Planning for whole school professional learning in the use of data specifically focusing on Writing strategies to support the COPs English Contextual Concepts initiative.

Strategic Direction 3

Community of Care

Purpose

To provide a safe and caring environment in which all individuals are given opportunities to participate in educational, community and well-being activities. All feel safe, connected and empowered.

Overall summary of progress

Kandos High School had a large amount of capital works during the beginning of 2018 to assist with maintaining a quality and safe learning environment for our community. A new bell, emergency communication and public address system were installed as the old system became increasingly problematic and dangerous when it came to clear notifications in emergency situations. Our active shade hub was completed in the quad, this hub includes an outdoor table tennis for students to access throughout recess and lunch. A number of our roofs will undergo refurbishment works to alleviate some water damage that has occurred in some recent storms. A successful Cooler Climates submission will see many of our classrooms and library being installed with air-conditioning at the beginning of Term 1 2019.

Term 1 saw the roll out of the Millennium Parent Portal, this allows parents/carers to be able to see their child's: subjects they are enrolled in and who the teacher is, their individual timetable and access to their child's progress results and upcoming assessment tasks as well as accessing their attendance data and the record of positive and negative incidents that have occurred at school. This will assist to maintain strong home-school communications and support student engagement in learning by parents/carers.

A group of our students participated in a native tree planting excursion to the Capertee Valley, this was to support the Central Tablelands Local Land Services. All students worked very hard to plant 60 trees in a number of sites along Glen Alice Road. The trees are planted to re-establish the habitat for the endangered Regent Honey Eater.

A series of ground works began to enhance the learning environment of our school. Our amazing new sculpture 'Time' by Luka Radojovic is located at the front of the school in the garden near the double gates. The artwork focuses on Human consciousness and imagination and considers how a split second decision can lead to a life course. It asks us to pause in such moments and synchronise our thoughts to put people and events into context. Work began on our "Cultural Garden" near the school library, which has been planned with the local Aboriginal community and will provide both a showcase of culture and a learning space to be used throughout the year. We look forward to enjoying this feature in 2019.

For acceptance week in term 4, the students of Kandos High School were encouraged to think about what acceptance means to them and what acceptance means to others. There was plenty of activities around the theme of "There is only one you!" based on the book by Linda Kranz. One of the activities was to engage the entire school of students and teachers to paint river pebbles, this campaign was led by Mrs Brown of the Visual Arts. The painted river pebbles were placed in the school quad around the shade cloth planter boxes, to remind us all the necessity to accept everybody equally regardless of race, culture, gender or disability.

Consultation with the community about creating a class to support student pathways began and the development of the CLIC (Creating Links to Industry Class) evolved. This curriculum structure will support students who may not intend to pursue a University pathway. Industry providers have consulted to provide a program of support for these students which connects them with potential employers and opportunities. Programming of the course and interviews with parents of potential students have been completed and a trial will commence in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased percentage of students with plans in place to access post school options.	Socio-economic background funds allocated and expended.	Creating Links to Industry Class was established and staffed for trial implementation in 2019.
Implement evidence-based change to whole school well-being practices.	Socio-economic background funds allocated and expended.	A review of wellbeing programs was completed with initial improvements made to processes. The Learning Support and Wellbeing teams were integrated to streamline the process of student support. A dedicated school planning team is to be

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Implement evidence-based change to whole school well-being practices.		coordinated to further support this area.

Next Steps

The continuation of the implementation of PBL into school practice and its alignment with Wellbeing processes.

Review of 6/7 transition procedures to support students entering secondary education and to plan for consistency of implementation across each year.

Develop a strategy to support the DoE Wellbeing Framework and its implementation across the High School setting.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$33,786	<p>Personalised Learning Plans are created for each aboriginal student in consultation with parents and teachers to maximise student outcomes, particularly in the areas of literacy and numeracy and study planning and preparation.</p> <p>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.</p> <p>Additional staffing has been allocated to one on one and small group support for Aboriginal students with a focus on retention, literacy and numeracy.</p>
Low level adjustment for disability	\$140,797	<p>The School Learning and Support teacher position coordinator programs for student with targeted learning needs.</p> <p>Teacher professional development programs targeted skills in supporting curriculum differentiation using ICT.</p> <p>SLSO support to teaching and learning programs.</p>
Socio-economic background	\$197,637	<p>Modernisation of technology infrastructure throughout school.</p> <p>Resourcing of JCAP ICAP curriculum implementation.</p> <p>Professional learning of staff to support school planning projects – Quicksmart, Literacy/Numeracy, Use of Data, 21CLD and the Microsoft Office Ninjas program.</p> <p>Financial Assistance provided to low SES families to ensure equity of access to events and resources.</p> <p>Community Liaison position to enhance school promotion and community engagement.</p> <p>Community of Practice Integrated stage 3/4 English Programming Unit supporting Literacy outcomes across transition set points.</p>
Support for beginning teachers	\$5,000	<p>Continuation of the Teacher Mentor program and support of targeted professional learning opportunities for beginning teachers.</p> <p>Reduced teaching load allocation for mentoring and reflection programming.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	125	129	115	118
Girls	113	108	105	108

Student attendance profile

School				
Year	2015	2016	2017	2018
7	92.8	92.1	91.1	89.4
8	91.2	93	85.1	82.1
9	92.3	90.6	90.5	82
10	88.7	90.2	89.8	86.7
11	87.7	91.3	84.5	86.2
12	93.8	93.2	88.3	83.6
All Years	91.1	91.7	88	85.3
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Attendance at school and class is critical for student development and achievement. Students need to be in class learning to ensure continuity of concepts and access to teacher modes of learning and support. To support student attendance and respond to concerns Kandos HS implements the following: Unexplained absence letters, monitoring of student attendance by wellbeing staff, coordinated support for students and where necessary referral to the Home School Liaison program.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	28.5	3.3
Employment	2.9	0	46.6
TAFE entry	2.9	4.1	0
University Entry	0	0	20
Other	0	0	0
Unknown	0	0	23.4

Year 12 students undertaking vocational or trade training

10 students engaged in VET and EVET courses whilst studying. 2 students are working in apprenticeships related to their study area. 2 students are working in the industry aligned to their study area..

Year 12 students attaining HSC or equivalent vocational education qualification

27 students received the award of a Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	5
Classroom Teacher(s)	17.7
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	2
School Administration and 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

All permanent staff have attained a proficient level of accreditation. We did not have any staff actively working towards higher levels of accreditation. The majority of professional learning funds were allocated to support the new HSC requirements and a number of syllabus changes as well as supporting the strategic directions as outlined in the school plan. The year also encompassed a number of departmental reforms that impacted essential school systems. Professional learning for this was ongoing and included both teaching and non-teaching staff.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	309,663
Revenue	5,119,287
Appropriation	5,016,054
Sale of Goods and Services	27,438
Grants and Contributions	74,117
Gain and Loss	0
Other Revenue	-90
Investment Income	1,768
Expenses	-4,882,791
Recurrent Expenses	-4,882,791
Employee Related	-4,296,658
Operating Expenses	-586,132
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	236,496
Balance Carried Forward	546,159

The financial year was consistent with previous years. Income from state sources was consistent with previous years as was our community based income surrounding fees and contributions. The school balanced carried forward was higher than previous years, a consequence of cautious expenditure with a year of flux due to financial reforms. Staffing costs are now managed by the school as a whole therefore ensuring costs associated with permanent staff as well as casuals must be considered.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	3,270,109
Base Per Capita	45,701
Base Location	33,569
Other Base	3,190,839
Equity Total	372,220
Equity Aboriginal	33,786
Equity Socio economic	197,637
Equity Language	0
Equity Disability	140,797
Targeted Total	737,025
Other Total	283,278
Grand Total	4,662,633

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.

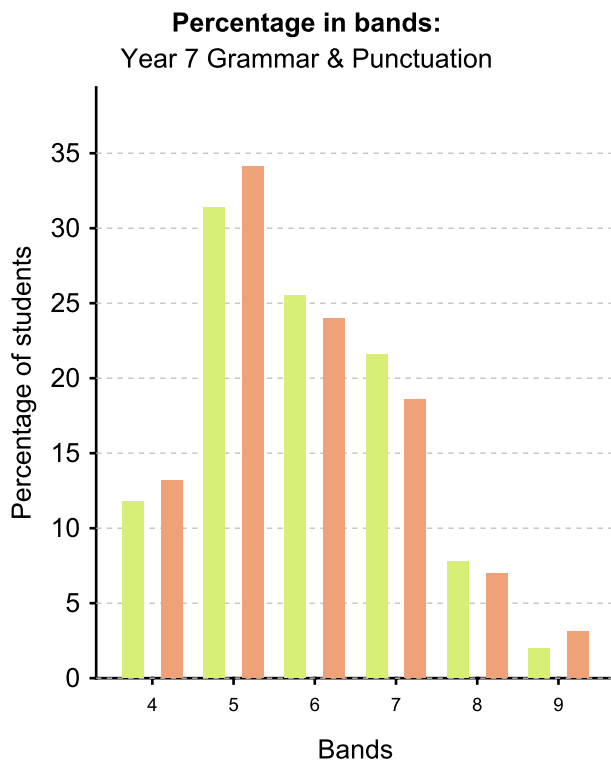
Kandos High School had 54 Year 7 students and 46 Year 9 students complete the 2018 NAPLAN testing. On average our performance was comparable to similarly grouped schools. Targeted whole school Literacy and Numeracy strategies and withdrawal of students for additional learning is being resourced to increase our performance against DoE averages.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting 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 take into consideration the different test formats and are discouraged during these transition years.

LITERACY

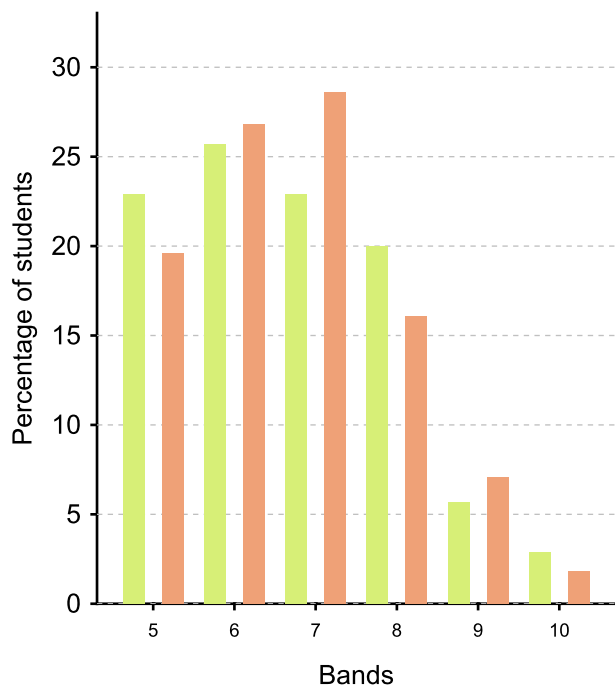
- Areas of strength: Processes, Text structure, basic punctuation.
- Areas of concern: Comprehension, vocabulary, inferring meaning from texts.



■ Percentage in Bands
■ School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	11.8	31.4	25.5	21.6	7.8	2.0
School avg 2016-2018	13.2	34.1	24	18.6	7	3.1

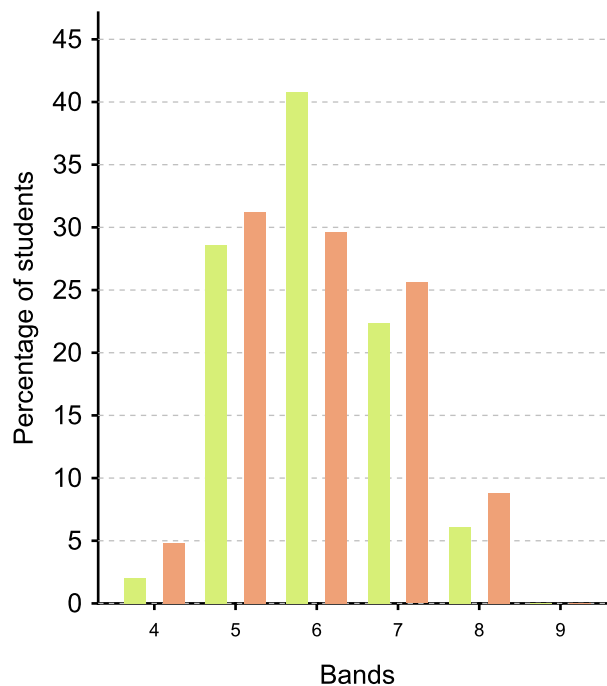
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	22.9	25.7	22.9	20.0	5.7	2.9
School avg 2016-2018	19.6	26.8	28.6	16.1	7.1	1.8

Percentage in bands:
Year 7 Numeracy



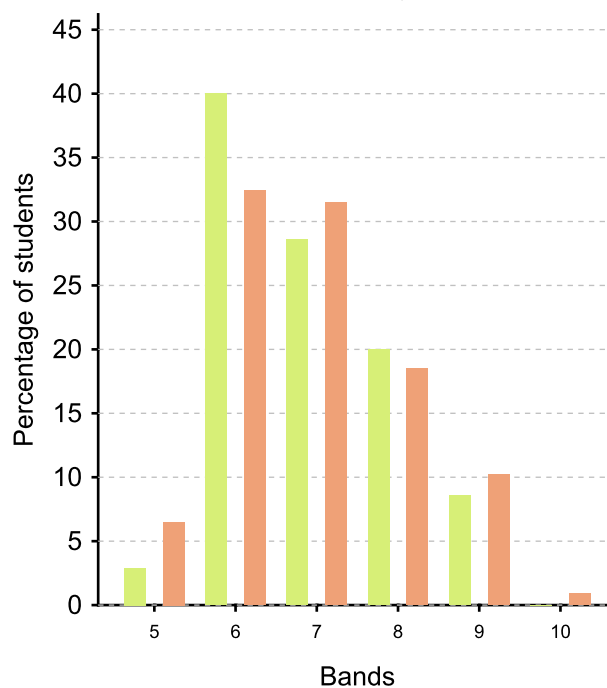
Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	2.0	28.6	40.8	22.4	6.1	0.0
School avg 2016-2018	4.8	31.2	29.6	25.6	8.8	0

NUMERACY

- Areas of strength: Statistics and probability was our strongest performing key area.
- Areas of concern: Measurement and Geometry was our lowest performing key area. Particularly finding area, perimeter and Circumference. Percentages were also a concern.

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2016-2018

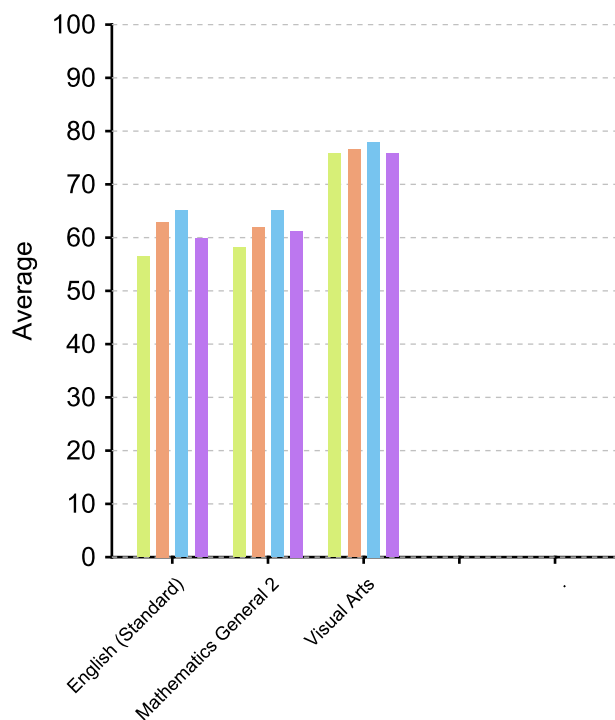
Band	5	6	7	8	9	10
Percentage of students	2.9	40.0	28.6	20.0	8.6	0.0
School avg 2016-2018	6.5	32.4	31.5	18.5	10.2	0.9

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.

Higher School Certificate (HSC)

In 2018 we had a total of 30 students in total study HSC subjects. The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Subject numbers were less than 10 for the majority of subjects. Student performance can, therefore, alter course overall results quite significantly.



■ School 2018
 ■ SSSG Average 2018
■ State Average 2018
■ School Average 2014-2018

Subject	School 2018	SSSG	State	School Average 2014-2018
English (Standard)	56.4	62.9	65.0	59.8
Mathematics General 2	58.1	61.9	65.1	61.3

Visual Arts	75.8	76.5	78.0	75.8
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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 2018.

Parent/caregiver, student, teacher satisfaction

Kandos HS participated in the Department of Education initiative: the Tell Them From Me student feedback survey. The survey measures factors that are known to affect academic achievement and other student outcomes. The focus of the NSW-wide survey is on student wellbeing, engagement and effective teaching practices.

The survey is a great opportunity for our students to provide us with valuable and quick feedback on what they think about school life, how engaged they are with school and the different ways that teachers interact with them. More than 6,300 schools in Australia and around the world have used Tell Them From Me to survey 5.4 million students. Capturing the voices of our students will help improve how we do things at our school.

Policy requirements

Aboriginal education

In 2018 our school had 30 students who identified as either being Aboriginal or Torres Strait Islander.

Curriculum

Indigenous programs were integrated and taught in the following curriculum areas:–

Food Technology– Food In Australia with a focus on indigenous foods and practical lessons based on some of these.

HSIE– Year 10 History

English– Year 10 unit based on an Indigenous authors book 'Crow Country'.

Textiles and Design– Indigenous designers studied

Music– Year 8 unit on Australian Indigenous music; 9/10 music unit

Aboriginal Survival Technology

Kandos High School students in Years 7 – 10 were privileged to be able to see a presentation by naturalist, Philip Green. The presentation was a visual and tactile experience of traditional technologies used by Aboriginal and Torres Strait Islander peoples across Australia. Mr Green demonstrated a variety of traditional Aboriginal bush survival techniques, such as digging for frogs to be able to stay hydrated. The presentation also incorporated the 2018 NAIDOC Week

theme, "Because of Her, We Can!".

Shade Hub Artwork

On the last week of Term 2, students across the school participated in designing and painting the new shade cloth area in the quad. Selected students worked with our local artist Di Pirota to create artworks based around Aboriginal culture. The designs represented our local area as well as Australian icons. Students now can learn about Indigenous language and culture through these artworks and they have certainly brightened the playground up.

Students were also asked to "Funk up" the Australian, Aboriginal and Torres Strait Islander flags, this allowed students to become creative with their work. Students worked in groups to cover the 4 poles that surround the table tennis table in the quadrangle, as well as the bricks that join the High School to the Primary School. Each side is painted so that you can walk past and see something different on each panel. Students worked extremely hard to complete the artworks and produced quality work. The artworks were sealed with anti-graffiti paint which will ensure they stay on for a long time. Well done to the students involved, your work has made a significant difference to our playground.

Indigenous Infusion

Students in years 7–10 participated in a 50 minute Cultural Infusion program which gave them an opportunity to learn about Aboriginal and Torres Strait Islander peoples, and to share their pride in the strong, rich and diverse cultures and deep knowledge traditions that exist in and pre-existed our nation. This program is designed to support the cross curriculum priority of Aboriginal and Torres Strait Islander Histories and Cultures.

Acknowledgement and Celebrations

Our Indigenous students deliver Acknowledgement of Country during student assemblies and school events and our staff regularly acknowledge Indigenous Culture and Histories. Our school celebrated NAIDOC Week with our special assembly and events throughout week.

Academic Opportunities

Students were invited to the University of NSW National Indigenous Business Summer School, which is an exciting program for Indigenous high school students in Years 11 and 12. The purpose of the program is to provide a fully immersive experience for students thinking of entering the world of business or becoming an entrepreneur. Camp Aspire was offered to students via Macquarie University. This was a 3 day all-inclusive residential camp for Indigenous students that are in years 11 and 12 (in 2019). Aimed to give students a taste of the campus and meet other talented students from across NSW. Walanga Muru— Macquarie University provided Aboriginal and/or Torres Strait Islander year 11 students the opportunity to enrol in a university unit while still in high school. The Faculty of Engineering and Information Technologies at the University of Sydney hosts the Indigenous Australian

Engineering School (IAES), funded by Engineering Aid Australia. The IAES Program gives 20 Indigenous high school students from across Australia, who are entering years 10, 11 and 12 in 2019, the opportunity to come to Sydney and explore the possibilities of studying and working within various fields of engineering. The KRUKI Indigenous Summer School was available to give prospective Aboriginal and Torres Strait Islander students an insight into studying medicine in Armidale at the University of New England, through the Joint Medical Program. The Newcastle Law School at the University of Newcastle offered Year 12 Indigenous students the opportunity to gain early entry to our Law degree.

Community Involvement

Mr James Armitage actively engaged with elders in the community on projects such as the Yarning Circle, Shade Hub artwork. As part of our work towards the strategic directions of the school plan, the school was able to secure local indigenous knowledge holder, Mr Peter Swain. Mr Swain was able to guide Rod San Martin, Anthony McDonald and Julie Parsons on a walking tour through part of Gangaddy, looking at landscape features and evidence of Aboriginal habitation, as a means of empowering staff with knowledge of the importance of connections with country for Aboriginal and Torres Strait Islander (ATSI) people.

This professional learning was identified and targeted for Mr San Martin and Mr McDonald to inform innovative program development for the new Preliminary Ancient History, Ancient Australia Case Study. The ultimate aim of such programming is to be able provide all Ancient History students with the opportunity to engage in meaningful ancient historical study that connects and localises their experience of History through actual field work. It is anticipated that this field work will be built in as assessment for learning. Further, this professional learning was extremely valuable in terms of developing the teaching capacity of ATSI history and culture within the English/HSIE faculty, as well as the Mrs Parsons' capacity in her role as the school's Aboriginal Liaison Officer.

Multicultural and anti-racism education

At Kandos HS we celebrate diversity and acceptance of all people and this is led through by our staff, Wellbeing programs and student leaders. The school invested many opportunities to explore tolerance of culture, ethics and difference and Harmony Day celebrations provided an opportunity to showcase multicultural perspectives. Our school has an anti-racism officer who works with both students and staff to ensure our school is inclusive and respects all backgrounds. The school does not tolerate racist behaviour nor accept racist language.

Kandos High School celebrated the National Day of Action against Bullying and Violence. Students participated in a range of activities that included: writing positive messages that promote anti-bullying actions, a

cake stall, anti-bullying photo booth and the creation of a giant NO in the playground. In addition students participated in mini lessons during their timetabled classes where students developed their knowledge and understanding of bullying. Parents and carers were encouraged to reinforce these concepts from home.

Positive Behaviour for Learning (PBL) is a key to school culture especially the element of respect. We regularly talk about respecting people's background and culture through this medium. Respect is a value that is included at each assembly, whilst a cultural aspect is added regularly throughout the year. This was reinforced by external speakers or performers coming into the school and community members from different cultural backgrounds.