

# Kandos High School

## 2019 Annual Report



8318

## Introduction

The Annual Report for 2019 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.

### School contact details

Kandos High School

Fleming St

Kandos, 2848

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

[kandos-h.school@det.nsw.edu.au](mailto:kandos-h.school@det.nsw.edu.au)

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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 is in the picturesque Capertee Valley bordering the Wollemi National Park and relies on local industry centred on agriculture, tourism and mining. Our school has proudly educated students from the local towns of Kandos and Rylstone and the surrounding communities at the Fleming Street site since 1929. The school and students are supported by strong connections to our local community, who actively support our many initiatives throughout the year.

Our experienced and committed staff work extremely hard to provide a safe, caring environment that caters for the needs of all students. We provide learning opportunities and programs to support the development of the whole child and effective engagement in the curriculum. There is a strong focus on literacy and numeracy, effective use of future focused skills and individualised learning supported with innovative teaching and learning strategies.

Our school has a Positive Behaviour for Learning (PBL) foundation based on the values of being respectful, responsible and building positive relationships. This is aligned with strong wellbeing programs and support to ensure our students graduate as positive and educated young citizens. The school has a genuine foundation on which we develop confident and resilient young people equipped with skills and experiences to succeed and positively contribute to the world beyond school.

## Self-assessment and school achievement

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

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

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

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

## Strategic Direction 1

### Learning for Life

#### Purpose

To equip students with the motivation, skillset, knowledge and experience to engage with and thrive in the world beyond school.

#### Improvement Measures

Internal and external data shows student growth as a result of explicit literacy and numeracy teaching methods across all KLAs.

Increased student engagement as indicated through surveys such as 'Tell Them From Me'.

Students demonstrate increased skills in digital literacy, STEM and the use of 21st Century Learning skills.

#### Progress towards achieving improvement measures

**Process 1: Literacy and Numeracy** – Identify and implement the most effective explicit literacy and numeracy whole school teaching methods, with the highest priority given to evidence-based strategies which can be promoted, modelled and supported through Instructional Leadership.

Evaluation	Funds Expended (Resources)
<p>100% of staff participated in professional development and collaborative programming time to competently use data to profile student learning needs. All staff have been trained in how to use SCOUT to evaluate and reflect on their teaching and learning programs. Faculty teams have reviewed program implementation to differentiate literacy and numeracy needs within their KLA. Larger external data sets, such as NAPLAN were analysed and presented to staff in planning for future curriculum offerings.</p> <p>A review of our curriculum structure and programs was completed by the Executive team to ensure a collaborative and negotiated approach to curriculum offerings in all stage levels. Targeted curriculum programs were included in the 2020 timetable to support student need.</p> <p>The Wollemi Community of Practice coordinated professional learning for primary and high school staff throughout the year to support evidence base practice, explicit teaching and the effective use of formative assessment.</p>	<p>Collaborative programming time used during staff meeting and follow up faculty session Term 4.</p> <p>Catering and resources for DEL led collaborative programming time between KHS staff and feeder primary schools through twilight sessions. \$369.</p>

**Process 2: Literacy and Numeracy** – Deliver targeted support with Literacy and Numeracy for students who are identified, through internal and external data, who may not meet growth targets.

Evaluation	Funds Expended (Resources)
<p>A review of targeted learning support program data, planning to evaluate effectiveness of structures for support in 2020 was completed by the Learning Support team. A 10 week intensive learning program was developed to support HSC students reaching the Minimum Standard.</p> <p>Continued implementation of target support for students achieving minimum standards in Literacy and Numeracy. 2020 Learning Support model structures refined as per student need.</p>	<p>0.6 SLSO allocation to support intensive program – \$9,051.</p>

**Process 3: Technology** – Implement whole school systems and structures that support sustainable implementation of Technology that engages students in their learning.

Evaluation	Funds Expended
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**Progress towards achieving improvement measures**

<b>Evaluation</b>	<b>(Resources)</b>
A review and audit of technology infrastructure, software and hardware was completed and a sustainable system put in place to register and maintain digital assets. This allowed the enhancement and consolidation of ICT infrastructure to support Future Focused learning at Kandos High School.	Administration support staff engaged to support the Technology Team to ensure effective technology throughout the school. \$4,374.
A staff survey and skills audit informed the continued practice of the Microsoft Ninja team and professional development directions to support the effective use of ICT in professional practice. The Microsoft Ninja Program was completed, with 100% of staff trained in integrating Microsoft Office tools into professional practice.	Microsoft Ninja team supported staff needs.

**Process 4: English Integrated Program – Staff collaborating across Stage 3/4**

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
Primary and High School teachers collaborated on an integrated unit of work across Stages 3 and 4, supporting the implementation of English Contextual Concepts. The team shared their finding, expertise and future directions across the Community of Practice. An evaluative report was prepared and submitted as part of the program completion.	Catering, staff release and resources for implementing the Community of Practice collaborative programming time between high school and feeder primary schools. \$7, 935.
Principals from the Wollemi Community of Practice decided to continue to support further collaboration on professional learning between the schools throughout the year and into 2020.	

## Strategic Direction 2

### Innovation and Excellence

#### Purpose

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

#### Improvement Measures

Students have shown growth against 21 Century Learning Design (21CLD) skills.

Teaching and Learning improves as a result of teacher reflection and collaboration.

#### Progress towards achieving improvement measures

**Process 1: 21CLD and Digital Technology** – Include 21CLD and digital technology as a timetabled curriculum. The skills from this are then utilised in all subjects.

Evaluation	Funds Expended (Resources)
<p>To support STEM initiatives at Kandos High School, several Stem Share kits were borrowed to support student learning activities in targeted junior STEM classes.</p> <p>Targeted program curriculum evaluations were coordinated by the Head Teacher – Teaching and Learning. Survey questions for students, staff and parents provided feedback on the existing CLIP, JCAP and ICAP structures to inform the development of the 2020 timetable. The CLIP class will continue to be supported in 2020, iCAP will be realigned to the TAS faculty as an ICT class for junior students. Targeted program supporting student use of digital technologies implemented in Year 7 and 8. Survey data indicated that the iCAP model was beneficial in some Key Learning Areas, however practical electives and access to teacher expertise were identified as challenges and the return to full curriculum implementation within key learning area expertise was restored.</p>	<p>Staff allocated periods in timetable for ICT &amp; STEM classes in 2020.</p>

**Process 2: 21CLD and Digital Technology** – Train staff in 21CLD and the implementation of the 21CLD matrix.

Evaluation	Funds Expended (Resources)
<p>A review of the 21CLD (21st Century Learning Design) strategy in the school plan was completed and a dedicated 21CLD and digital technologies focus group was set up to coordinate the continued professional development for staff in the integration of the matrix and digital technologies into their professional practice. All staff completed professional learning and created lesson plans to support the "Collaboration" element of the matrix. Key staff demonstrated and discussed "showcase" activities from different faculties at staff meetings to share expertise and best practice.</p>	<p>Technology Focus Group meeting and planning time within staff meeting roster.</p> <p>Staff facilitator for implementation of training in the 21CLD modules.</p>

**Process 3: Data Skills** – Build whole school collaborative reflective practice that is centred around the use of data in planning, assessment, Teaching and Learning.

Evaluation	Funds Expended (Resources)
<p>All staff participated in professional learning to support their analysis of RAP (Year 12) data. Faculties collaboratively completed an analysis of the 2018 HSC data and created target strategies to implement based on trend and historical data.</p> <p>Student profiling commenced to support the revised 6/7 transition program,</p>	<p>Staff meeting time.</p> <p>7/8 programs for 2020.</p>

## Progress towards achieving improvement measures

the LAST team completed analysis of NAPLAN data to support identification of learning needs and support.

Professional learning to increase staff knowledge of differentiation strategies to support students access of curriculum content was completed. Staff are competent in the effective use of data to support personalised learning and curriculum differentiation.

The Wollemi Community of Practice implemented collaborative professional learning for both primary and high school staff in the use of evidence based practice and formative assessment for monitoring student progress and modifying instruction to support student need. Formative Assessment strategies are being reviewed and integrated into programs.

Staff have completed ongoing point of need professional learning in the effective use and interpretative analysis of student achievement data. The school Data team regularly shows data updates on Scout/NAPLAN/Positive Behaviour for Learning Big 5, Attendance and Tell Them From Me with staff. This is used to guide future school practice.

### Process 4: Data Skills – Train staff in the effective use of data.

Evaluation	Funds Expended (Resources)
Continuation of the Shared Service agreement outcomes with Educational Services supporting Kandos High School was initiated. Due to the unavailability of Shared Service staff, Kandos High School staff took over the implementation of the action plan. Teaching staff were surveyed to identify their professional learning need in sourcing data, data analysis and curriculum differentiation.. Access to professional development in the Effective Use of Data was provided by our Director Educational Leadership and a data expert. Key staff attended a whole day session on using SCOUT program. Staff development day and after school meeting times utilised for professional development and completion of follow up activities.	Access to Professional Development re Effective Use of Data.  Staff development day and after school meeting times.

### Process 5: Leadership development: Supporting whole school strategies to build teacher capacity

Evaluation	Funds Expended (Resources)
A leadership capability survey was developed and implemented with Executive staff to identify areas of strength and development for professional practice in leading effective teaching and learning. All Executive staff participated in and completed individual conferencing and lesson observations to support the growth and development of teaching staff in implementing quality teaching. An ongoing Leadership Development program was developed and will be implemented with the Executive team in 2020, supported by job embedded professional learning strategies.	Principal and Executive planning time to develop a two day planning conference.



## 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.

#### Improvement Measures

Increased percentage of students with plans in place to access post school options.

Implement evidence-based change to whole school well-being practices.

#### Progress towards achieving improvement measures

**Process 1: Transition Pathways and systems** – Consolidate and develop transition pathways to support students' needs.

Evaluation	Funds Expended (Resources)
A transition coordinator role was established within the Head Teacher–Teaching and Learning position to support the review of the existing 6/7 transition program structure, recommendations were tabled and implemented on a trial for 2019. The role of the Year 6 into 7 coordinator was mapped out and a revised schedule to support student engagement and positive transition to High School along with consistency of the future	Welcoming BBQ, student pack and transition to school resources \$499.

**Process 2: Wellbeing** – Develop a planned approach to well-being which focuses on individual learning needs.

Evaluation	Funds Expended (Resources)
The Wellbeing school planning team are currently completing funding applications to extend the range of programs available for students. All staff have been surveyed to identify existing programs, events and activities that support student wellbeing at Kandos HS. These will be integrated into a whole school calendar and will assist to identify any areas where we may need to implement further resources. Staff will have an improved understanding of the school wellbeing framework and the whole school integration approach to better support the students.	Staff attended WISA training to assist in implementing whole school Wellbeing strategies \$670.

**Process 3: Wellbeing** – Implement whole school integrated approach to student wellbeing which supports students to connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
A targeted wellbeing program was developed and will be implemented in 2020, with dedicated "wellbeing" lessons throughout the year for targeted cohorts, supporting positive psychology, growth mindset and content learning activities specific to student developmental need.	Lesson allocation to support well being in 2020 timetable.

**Process 4: Positive Behaviour for Learning** – Explicit teaching and recognition of school values.

Evaluation	Funds Expended (Resources)
The schedule for the implementation of explicit expectations for behaviour through lessons, school leaders, award systems and signage was reviewed in line with student need as identified via Big 5 data. All staff completed refresher training in the PBL philosophy and model of implementation to improve understanding and ensure the use of PBL systems are in place to	Staff attended PBL training to assist in implementing whole school PBL strategies \$440.

## Progress towards achieving improvement measures

support whole school implementation. Recommendations from the annual review SET survey have been integrated into school structures via the PBL team to support all staff demonstrating and fostering PBL expectations consistently.

**Process 5: Aboriginal and Torres Strait Islander Student and Culture –** Connected communities; Relationships, engagement and ongoing learning.

Evaluation	Funds Expended (Resources)
<p>A review of current school strategies aligned with the Aboriginal Education and Training Policy, existing cultural programs and reconciliation activities and development of a school planning group to ensure connections with our community, engagement and ongoing learning.</p> <p>Extensive ground work on the Cultural Garden was completed and this will continue in 2020, with the installation of seats around the performance area, which will be finished with mosaic artworks created by students.</p> <p>A very successful NAIDOC day was held, with student participating in cultural activities to increase their knowledge and understanding of Aboriginal Australia. Our local Elders, Aboriginal Community members and some of our Aboriginal students held a smoking ceremony and provided us with local stories of history and culture.</p> <p>The coordination of professional learning in the 8 Ways program to support quality teaching was unable to secure a date with the implementation team. This has become a priority for completion in as part of the 2020 staff professional learning plan and will be completed as a Community of Practice with our primary colleagues.</p>	\$38,512.

**Process 6: Community Engagement:** Review school processes to support effective communication, engagement and parent satisfaction.

Evaluation	Funds Expended (Resources)
<p>An effective engagement survey was implemented completed by small percentage of parents. The review of administration processes and documentation to support student management and effective communication with the learning community continued. Our dedicated administration staff continued to support effective communication and promotion of school activities and student achievement via social media, our website and newsletter.</p>	0.2 Communications Administration Support, \$12, 071.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$2,063 engaged Aboriginal contractors for program support and whole school NAIDOC activities. \$17,083 creation of Aboriginal cultural garden. \$12,295 0.2 SLISO to support MultiLit program implementation, \$31,441.	<p>Aboriginal education and engagement remains a priority across the school. All of our students had their personalised learning and pathway plans and goals evaluated in line with their abilities and aspirations.</p> <p>Extensive ground work on the Cultural Garden was completed and this will continue in 2020, with the installation of seats around the performance area, which will be finished with mosaic artworks created by students. There is a shade sail to be installed to complement the stage area. The drought did affect the plants and an irrigation system was installed. Further works will continue in 2020, to make the area a functional and aesthetic space.</p> <p>A very successful NAIDOC day was held, with student participating in cultural activities to increase their knowledge and understanding of Aboriginal Australia. Our local Elders, Aboriginal Community members and some of our Aboriginal students held a smoking ceremony and provided us with local stories.</p>
<b>Low level adjustment for disability</b>	\$140, 845.	<p>Our Learning and Support team consisted of 1 Learning and Support Officer (LaST) and 0.6 School Learning Support Officer for the year. Staff attended network meetings and the specialised Redbank Conference, The team continued to support students across the school in need of additional assistance with literacy and numeracy development. School learning and support officers worked both in class and with small groups of students developing and delivering targeted literacy and numeracy programs to ensure that students are able to engage in curriculum content and complete the year achieving stage appropriate outcomes.</p>
<b>Socio-economic background</b>	\$231, 304.	<p>\$12,408 Technology Support Officer.</p> <p>\$659 HR panel reimbursement.</p> <p>\$32,156 Administration Support Officer (inc. 0.2 Communications Administration Support).</p> <p>\$42,037 Library refurbishment.</p> <p>\$22,797 Teaching and learning resources inc. textbooks and subscriptions to Mathspace, EdVal, Enhanced Learning &amp; Ozcaas.</p> <p>\$5,901 Office furniture.</p> <p>\$24,121 Teacher and SLISO relief staff for Wambinya Learning Support Room and English Language Proficiency – Individual reports on progress of all ESL students?.</p> <p>\$60,295 Laptops, projectors and emergency hardware.</p>

<b>Socio-economic background</b>	\$231, 304.	<p>\$19,366 Seats and landscaping in Aboriginal Cultural Garden.</p> <p>\$7,637 Retainer wall for Food Technology storage area.</p> <p>\$3,428 Student Assistance and PBL Rewards Excursion.</p> <p>\$499 6/7 transition resources.</p>
<b>Support for beginning teachers</b>	\$20,150.	<p>In 2019, the school supported Mrs Hudson into her educational career. In line with the Great Teaching, Inspired Learning reforms we created a reduction in face to face teaching load to enable focused time spent on the development of lessons and the development of effective professional practice, supported by experienced mentors and access to additional professional learning. Our Head Teacher – Teaching and Learning and Head Teacher– Maths, focused on supporting an increased knowledge and understanding of the elements of the Australian Professional Standard for Teachers. Mrs Hudson achieved proficiency status in December. We look forward to continuing to strengthen our program with several new teachers in 2020.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	129	115	118	103
Girls	108	105	108	97

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	92.1	91.1	89.4	90.8
8	93	85.1	82.1	85.9
9	90.6	90.5	82	80.4
10	90.2	89.8	86.7	83.3
11	91.3	84.5	86.2	84.3
12	93.2	88.3	83.6	88.4
All Years	91.7	88	85.3	85.4
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

### Management of non-attendance

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

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

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	5.7	8.3
Employment	10.8	11.4	12.5
TAFE entry	0	2.8	0
University Entry	0	0	16.6
Other	0	0	0
Unknown	0	5.7	0

### Year 12 students undertaking vocational or trade training

33.33% of Year 12 students at Kandos High School undertook vocational education and training in 2019.

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

100% of all Year 12 students at Kandos High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	5
Classroom Teacher(s)	16.2
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

### Aboriginal and Torres Strait Islander workforce composition

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

### Workforce ATSI

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

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

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

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

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

## Financial information

### Financial summary

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

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	546,159
<b>Revenue</b>	4,909,551
Appropriation	4,775,175
Sale of Goods and Services	29,784
Grants and contributions	103,148
Investment income	1,443
<b>Expenses</b>	-4,701,778
Employee related	-4,098,742
Operating expenses	-603,036
<b>Surplus / deficit for the year</b>	207,773

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



## Financial summary - Equity loadings

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

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	814,353
<b>Equity Total</b>	435,220
Equity - Aboriginal	34,251
Equity - Socio-economic	238,707
Equity - Language	11,814
Equity - Disability	150,448
<b>Base Total</b>	3,138,976
Base - Per Capita	56,567
Base - Location	36,424
Base - Other	3,045,985
<b>Other Total</b>	416,408
<b>Grand Total</b>	4,804,957

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

## School performance - NAPLAN

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

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

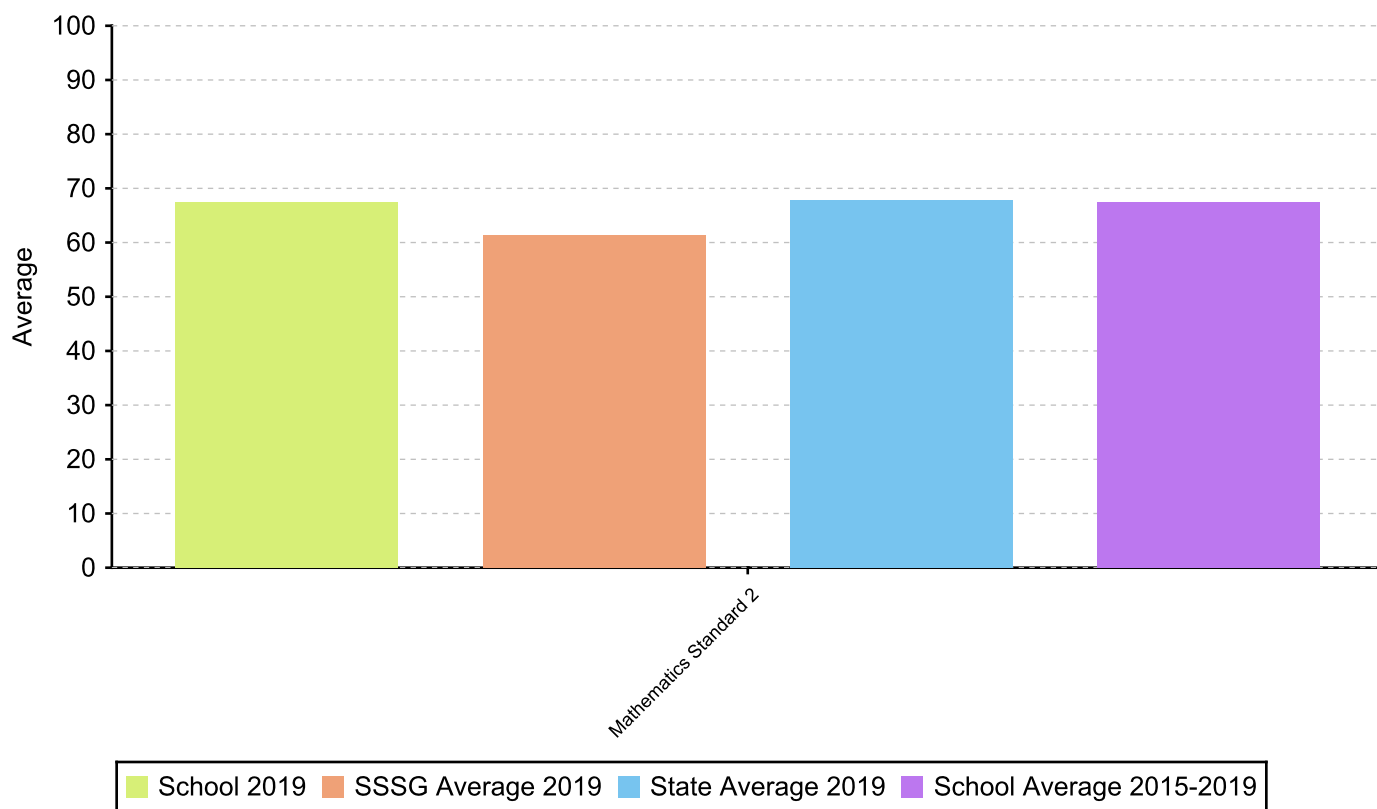
### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

## School performance - HSC

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

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



Subject	School 2019	SSSG	State	School Average 2015-2019
Mathematics Standard 2	67.4	61.3	67.7	67.4

## Parent/caregiver, student, teacher satisfaction

A survey "Connecting To Your Child's School Life" was developed by parents and implemented. Although the survey was sent to all parents there was a limited response, however these did provide some key insights and future directions. Kandos High School currently has a focus group of parents who have advised they are happy to be involved in school planning and decision making.

- 88.9% of parents responded they talk regularly to their children about school and learning.
- 88.9% rely on the school newsletter as the main source of information, 77.8 % check the Facebook page.
- Respondents identified they would like to see more communication regarding – Important reminders, Student work, Classroom learning, Advice on supporting their child's learning and reminders and dates republished.
- 66.7 % felt confident they knew what was going on at school with their child's learning.
- Responder identified they would like to see an information session about working with the school.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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