

# 2020 Annual Report

## Kempsey High School



8123

## Introduction

The Annual Report for 2020 is provided to the community of Kempsey 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

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## School vision

At Kempsey High School all students will be successful learners and will learn in an environment of respect, cooperation and fairness. Students will be safe, trusted, valued and supported by staff. Teachers will provide meaningful learning tasks that cater to students' developing needs. The school will provide quality learning resources and professional learning for the staff. It will enable parents, carers and community agencies to support student learning. The school will recognise the efforts and achievements of its students, parents and staff.

## School context

Kempsey High School enrolled 461 students in 2019 which included 149 (32%) Aboriginal students. 99 students (21%) were enrolled in Years 11 and 12.

The school serves public education students from across the Macleay Valley, principally those that live north and west of the Macleay River including those that reside in and around West Kempsey, Frederickton, Willawarrin and Bellbrook.

In 2019 the school had an ICSEA (Index of Community Socio-Economic Advantage) of 852 and a FOEI (Family Occupation and Education Index) of 151. These indices reflect the financial pressures impacting on many of the school's families. In 2019, 74% of families were in the bottom income quartile and 93% of families were in the bottom half of the four income quartiles.

Kempsey High School is one of two public high schools that make up the 17 member Macleay Public Schools.

## 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>

## Strategic Direction 1

Enhancing student reading, numeracy and HSC performance.

### Purpose

Enhancing the reading and numeracy performance of students enables them to be interested, motivated and confident learners who have a strong academic self concept and high expectations for success.

### Improvement Measures

In reading ability, students meet or exceed one Lexia level per year.

Lift per student assessable task completions by 2% annually.

2% growth from previous year's mean score on the Intellectual Engagement composite score from the Tell Them From Me student survey.

In numeracy ability, students meet or exceed one Lexia level per year.

### Progress towards achieving improvement measures

#### Process 1: Teacher Professional Learning:

Implement high quality professional learning focused on raising student reading and academic performance.

| Evaluation   | Funds Expended (Resources)   |
|--|--|
| LAP teachers struggled when the LANSAs changed roles in Regional Office. Due to a lack of expertise, the continuation of this program was put on hold for the remainder of the year. This area is a focus area in our new Strategic Improvement Plan for 2021-24. Data collected about the impact of a range of subject specific teaching strategies for future teacher professional learning. | Initially utilising Regional support from the LANSAs, however this was put on hold when the key person moved on. |

#### Process 2: Learning and Assessment Support program:

Implement academic interventions for identified students at point of need.

| Evaluation  | Funds Expended (Resources) |
|---|----------------------------|
| Lexia was beneficial for Supported Learning students & our selective Comprehensive Classes as it provided differentiated support to their point of need. The resource focused on Tier 2 & was also utilised in small intensive group work through English faculty (Yr 7-9)<br><br>Administration of Lexia program was difficult to implement across mainstream classes as a whole due to the negative impact of students being withdrawn from their normal classes. | Lexia online program       |

## Strategic Direction 2

Enhancing students' learning engagement.

### Purpose

Elevating students' attendance, wellness and positive behaviour contributes significantly to achieving strong learning outcomes. Access to modern infrastructure, teaching resources and technologies is important to achieving meaningful and safe student engagement.

### Improvement Measures

#### Attendance:

Increase second semester student attendance to 84% by 2020.

#### Behaviour:

Growth in per student appropriate behaviour reports by 2% per year.

#### Engagement:

2% growth from previous year's mean score in the Tell Them From Me Student Survey measures of Intellectual Engagement (positive learning climate, relevance, rigour, intellectual engagement, interest and motivation) and Social Engagement (advocacy at school, advocacy outside of school, bullying, positive relationships, positive teacher - student relations and sense of belonging).

### Progress towards achieving improvement measures

#### Process 1: Attendance and Behaviour:

Implement initiatives to lift student attendance and positive behaviour.

| Evaluation  | Funds Expended (Resources)  |
|---|---|
| <p>PBL has been successfully implemented across the school with initial rollouts of Wellbeing student monitoring cards &amp; embedded the culture of expected behaviours across all learning environments.</p> <p>Positive feedback from parents / carers regarding improved communication regarding student attendance. Consistent processes built into school student attendance systems.</p> | <p>Commitment of SASS staff to monitor attendance. Proportion of HT Wellbeing being committed to monitoring student attendance support. Cost of SMS parent notification.</p> <p>Initial investment in student barcode scanners.</p> |

#### Process 2: Engagement:

Raise students' intellectual and social engagement through upgraded infrastructure, technology, learning resources and by programs that strengthen positive social relationships.

| Evaluation  | Funds Expended (Resources)  |
|---|---|
| <p>A dramatic, rapid &amp; sustained improvement in teacher &amp; student adoption of new ITC skills such as Google classroom / Zoom &amp; cloud based applications.</p> <p>Supported Learning has experienced a dramatic decline in behaviour referrals / suspension through a more engaging learning environment.</p> <p>Emotional assertiveness training is continuing through HT Wellbeing &amp; SSO in 2021.</p> | <p>Emotional Assertiveness - \$6000.</p> <p>SL Furniture resourcing / rooming (\$30000)</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$6000.00)</li><li>• Low level adjustment for disability (\$30000.00)</li></ul> |

### Strategic Direction 3

Enhancing communication with parents and carers.

#### Purpose

Facilitating parent / carer feedback about school performance, providing regular information about school events and their child's behaviour, development and progress builds a strong partnership with parents and carers that strengthens student learning.

#### Improvement Measures

Increased contact and feedback from parents /carers and community from 2017 baselines.

Increased number of student reports meeting Reporting Policy benchmark.

Increased parent attendance at Parent-Teacher evenings and Personalised Learning Pathways meetings.

#### Progress towards achieving improvement measures

**Process 1:** Solicitation and addressing of feedback received about school performance from parent / carers.

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| <p>Student feedback - TTFM snapshot was analysed through the Situational Analysis process &amp; is embedded in our new Strategic Improvement Plan. Planned presentation for staff in early 2021.</p> <p>Ongoing COVID restrictions significantly impacted on parents/community feedback/collaboration processes.</p> <p>Wellbeing/learning COVID checks - well received by most parents &amp; support interventions were acted upon.</p> |                            |

**Process 2:** Provision of information to parents / carers about school events, their child's behaviour, social / emotional development, academic progress and how to support their child's learning.

| Evaluation  | Funds Expended (Resources)   |
|---|--|
| <p>Continues to be an effective two-way form of communication with our school community. Need to look at syncing Instagram with facebook to increase the speed of information.</p> <p>School digital sign has been an effective &amp; impressive form of communication with both the school &amp; the wider Kempsey community.</p> <p>Parents have positively engaged in the text messaging form of communication. The speed &amp; reliability of this form of communication has proven to be very successful.</p> <p>Digital newsletter has increased engagement and decreased the cost from previous years.</p> | <p>Millenium text charges</p> <p>Increased SASS time</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$2000.00)</li><li>• Socio-economic background (\$10000.00)</li></ul> |

| Key Initiatives                            | Resources (annual)   | Impact achieved this year  |
|--|--|--|
| <b>Aboriginal background loading</b>       | <p>Clontarf Academy (.. boys x \$1250) \$</p> <p>Girls Academy ( girls x \$1250) \$</p> <p>AEO \$68,718</p> <p>0.85 SLSO \$52,264</p> <p>Total Aboriginal background loading \$259,013</p>   | <p>Only PLPs completed in 2020 counted here. ... Aboriginal students with new or revised PLPs (..) in addition to the 82 (2017), 45 (2018) and &amp;hellip; (2019) PLPs.</p> <p>Second Semester Aboriginal Student attendance:</p> <p>Year 12 Aboriginal students: Average N Awards ... per student.</p> |
| <b>Low level adjustment for disability</b> | <p>1.8 LAST Teachers \$284,213</p> <p>Flexible Funding \$92,124</p> <p>Total LLAD Funding \$284,213</p>  | <p>LaSt teacher utilised Lexia platform and targeted work with students. This is an area that need further development and will be a target for 2021 plan.</p>   |
| <b>Socio-economic background</b>           | <p>Comprehensive Classes:</p> <p>3.3 teachers @ 109,383 = \$360,964</p> <p>Enterprise Centre 1.3 teachers = \$142, 198</p> <p>Enterprise Centre SLSO \$59,858</p> <p>E.C Support program (1.3 teachers) \$142,198</p> <p>E.C Support SLSO \$59,858</p> <p>Homework Centre (0.13) \$14,220</p> <p>Student Assistance: \$32,443</p> <p>Total: \$811,739.</p> | <p>This is an area that need further development and will be a target for 2021 plan.</p>   |



## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2017       | 2018 | 2019 | 2020 |
| Boys     | 250        | 245  | 237  | 232  |
| Girls    | 216        | 244  | 224  | 224  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2017 | 2018 | 2019 | 2020 |
| 7         | 86.4 | 87.1 | 83.6 | 90.9 |
| 8         | 79.6 | 83   | 81.8 | 87.6 |
| 9         | 79.5 | 80.3 | 77.3 | 85.9 |
| 10        | 71.4 | 77.1 | 77.6 | 78.9 |
| 11        | 73.1 | 82.1 | 70.6 | 75.4 |
| 12        | 85.1 | 86.1 | 87.5 | 86.6 |
| All Years | 78.8 | 82.7 | 80.1 | 84.8 |
| State DoE |      |      |      |      |
| Year      | 2017 | 2018 | 2019 | 2020 |
| 7         | 92.7 | 91.8 | 91.2 | 92.1 |
| 8         | 90.5 | 89.3 | 88.6 | 90.1 |
| 9         | 89.1 | 87.7 | 87.2 | 89   |
| 10        | 87.3 | 86.1 | 85.5 | 87.7 |
| 11        | 88.2 | 86.6 | 86.6 | 88.2 |
| 12        | 90.1 | 89   | 88.6 | 90.4 |
| All Years | 89.6 | 88.4 | 88   | 89.6 |

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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         | 0         | 14        |
| Employment   | 4         | 14        | 49        |
| TAFE entry   | 3         | 5         | 11        |
| University Entry   | 0         | 0         | 11        |
| Other  | 3         | 3         | 6         |
| Unknown  | 0         | 0         | 9         |

### Year 12 students undertaking vocational or trade training

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87.50% of Year 12 students at Kempsey High School undertook vocational education and training in 2020.

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

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91.2% of all Year 12 students at Kempsey High School expected to complete Year 12 in 2020 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)                         | 7     |
| Classroom Teacher(s)                    | 29.8  |
| Learning and Support Teacher(s)         | 1.8   |
| Teacher Librarian                       | 1     |
| School Counsellor                       | 2     |
| School Administration and Support Staff | 11.38 |
| 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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

| Staff type     | Benchmark <sup>1</sup> | 2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| School Support | 3.30%                  | 6.30%   |
| Teachers       | 3.30%                  | 2.80%   |

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|                                       | 2020 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 1,923,938               |
| <b>Revenue</b>                        | 8,476,518               |
| Appropriation                         | 8,373,174               |
| Sale of Goods and Services            | 8,537                   |
| Grants and contributions              | 51,491                  |
| Investment income                     | 754                     |
| Other revenue                         | 42,561                  |
| <b>Expenses</b>                       | -8,568,391              |
| Employee related                      | -7,406,305              |
| Operating expenses                    | -1,162,086              |
| <b>Surplus / deficit for the year</b> | -91,873                 |
| <b>Closing Balance</b>                | 1,832,065               |

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

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

|                         | 2020 <b>Approved SBA</b> (\$) |
|-------------------------|-------------------------------|
| <b>Targeted Total</b>   | 181,619                       |
| <b>Equity Total</b>     | 1,373,158                     |
| Equity - Aboriginal     | 266,572                       |
| Equity - Socio-economic | 811,739                       |
| Equity - Language       | 0                             |
| Equity - Disability     | 294,847                       |
| <b>Base Total</b>       | 5,862,777                     |
| Base - Per Capita       | 115,630                       |
| Base - Location         | 4,219                         |
| Base - Other            | 5,742,928                     |
| <b>Other Total</b>      | 456,634                       |
| <b>Grand Total</b>      | 7,874,187                     |

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.

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.

### 2020 NAPLAN

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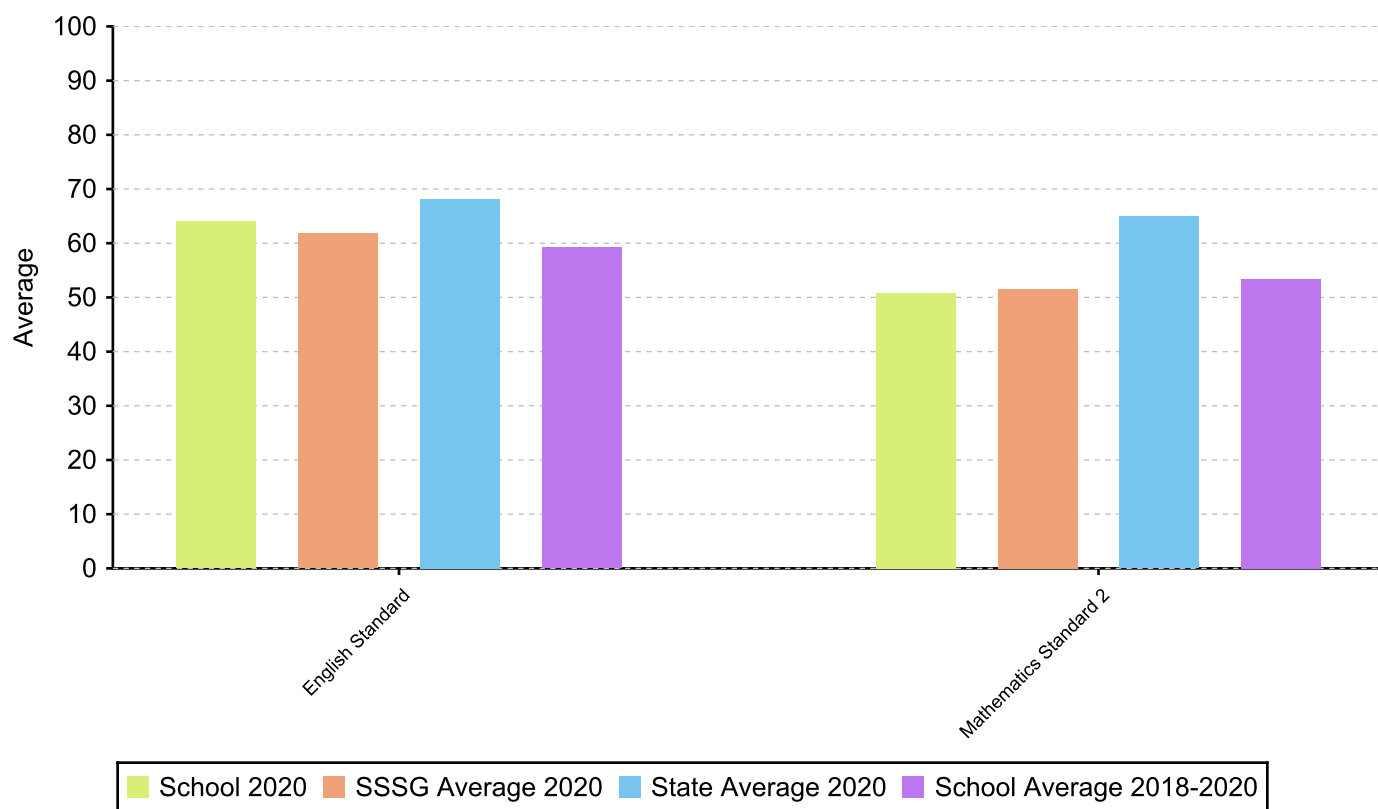
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## 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 2020 | SSSG | State | School Average 2018-2020 |
|------------------------|-------------|------|-------|--------------------------|
| English Standard       | 64.0        | 61.8 | 68.1  | 59.2                     |
| Mathematics Standard 2 | 50.8        | 51.6 | 64.9  | 53.4                     |

## Parent/caregiver, student, teacher satisfaction

Due to COVID-19 the annual Teacher, Student, Parent and Community feedback surveys through **Tell Them From Me** did not occur.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.