

# 2020 Annual Report

## Kandos High School



**Kandos**  
HIGH SCHOOL

8318

# Introduction

The Annual Report for 2020 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

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## School vision

**Kandos High School is committed to working in partnership with our community to develop the potential of our students to enable them to become active and informed citizens, striving for excellence and a positive future.**

We provide this opportunity through sharing the following aspirations for our students and school;

- All of our students are known, valued and cared for in our learning community.
- Our students are provided every opportunity to develop a strong foundation in literacy and numeracy and deep content knowledge across key learning areas.
- We prepare our students to make a strong start in life and assist them to make successful transitions to school and their future pathways in higher education, training or the workplace.
- We aim to provide a learning environment where every student, every teacher and every leader strives to improve each year.
- All our students' are engaged and challenged to be lifelong learners and critical thinkers.
- We share and implement the values of the Department of Education in our roles as educators: Service; Integrity; Trust; Accountability; Equity and Excellence.
- We support our students in developing the school values of; Respect; Responsibility and Positive Relationships.

## 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
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	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## 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>The Literacy and Numeracy school planning team developed an action plan to look at strategies to support vocabulary acquisition across key learning areas; the development of a data wall or system to triangulate student progress data to allow for differentiated learning and the investigation of further strategies to develop and foster a whole school focus on improving literacy and numeracy.</p> <p>The team targeted Vocabulary as a key strategy for improvement across key learning areas to support literacy and numeracy skill development and student reading comprehension. All teaching staff completed a survey to identify essential vocabulary specific to their learning area in order to develop a common language to support students' improved understanding of key terms used. A literacy and numeracy glossary was developed by staff and HSC glossary posters were developed for classroom distribution and used as learning scaffolds in the classroom.</p> <p>Kandos High School engaged in the Lithgow Network "Learning to Read, Reading to Learn" professional learning collaboration as a secondary school representative to support improvement in reading comprehension. In collaboration with the Literacy team and the English faculty a professional learning strategy was developed to be implemented on staff development day 2021 to assist staff in supporting reading comprehension skill improvement in their classrooms focusing on a three tiered model of literacy and numeracy support identifying current levels of student achievement and training in the 6 components that form the prerequisite skillset for competency in reading comprehension.</p>	<p>Rod San Martin, Nikki O'Brien, Zoe Hudson</p> <p>Strategies guided by the following documents:</p> <p>CESE: How schools can improve literacy and numeracy,</p> <p>CESE: What works best and What works best reflection guide</p> <p>CESE: Six effective practices in high growth schools.</p> <p>Staff meeting and release time</p> <p>Collaborative expertise of staff</p> <p>Professional Learning networks</p> <p>Agile Leadership program</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>Student profiles were created for all new students indicating literacy and numeracy teaching strategies that can be used to assist student who need further literacy and numeracy skill development. Best Start Year 7 and Quick Smart testing were completed and students identified as requiring intervention were incorporated into the targeted program for further</p>	<p>H Fuller (Librarian and Renaissance coordinator)</p> <p>D Johnston (HT Learning and Support)</p>

## Progress towards achieving improvement measures

development of knowledge, skills and understanding. School literacy results showed growth when we compared student PAT test results from previous years to 2020. Due to remote learning, external testing via NAPLAN was not completed in 2020 to provide further analysis.

The Literacy and Numeracy team continued coordinating the implementation of the Renaissance Reading program which had been trialed with Years 7 and 8 in 2019. Initial analysis of student progress showed an improvement, however the move to remote learning impeded the use of the program in Semester 1. The team commenced planning for the Freckle Mathematics program which was purchased for use in 2021 as an in-class resource for the Mathematics faculty.

Staff were provided with professional development on the Renaissance Data and Literacy and Numeracy Progression and use of sentence structure during our term 3 staff development day. Further PL was planned for staff with Literacy and Numeracy but this did not happen due to health and safety restrictions. Further development of the numeracy glossaries and the Freckle Mathematics program implementation will occur in 2021.

M Dunn (Quick Smart Trainer)

N O'Brien (LaST)

Staff casual release time, and meeting time, money,

Staff professional learning completed by team members

Poster development stationery

Renaissance Reading and Freckle Mathematics online program subscription

### Funding Sources:

- Socio-economic background (\$16293.00)

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

Evaluation	Funds Expended (Resources)
<p>The lock-down of the school for remote learning in Semester 1 necessitated the acceleration of staff training in relation to online learning platforms e.g. Teams, Google, Zoom, OneNote etc. Staff completed online learning to facilitate remote learning and support students with the online delivery of curriculum. Due to the limited time restraint in putting an on-line system in place, some students found it difficult to self-regulate and use the on-line learning platforms successfully. The DOE stipulation that all content for on-line and off-line students be the same was initially restrictive, as the school identified that approximately 50% of our students did not have access to reliable Wi-Fi connections to use the online options. These students were provided with hard copy curriculum learning packages. There was extensive use of ICT to support face-to-face learning, focusing on consolidating student learning, academic progress and wellbeing check ins, including mental health. More use of ICT in the classroom has occurred because of the online platforms and learning tools that were set up during the remote learning period.</p> <p>The Technology team continued with ongoing teacher training in One Note, facilitating the purchase of the iPad server service for updating iPad software and the provision of ongoing technical maintenance with our TSO and our IT coordinator. Considerable procurement of hardware and updates of software ensured the school is being kept current with its Information Communication Technology infrastructure to support learning.</p>	<p>Technology School Planning Team</p> <p>SASS Technical Support</p> <p>Videography Equipment</p> <p>Mackie dedicated speakers for the Hall.</p> <p>6 printer replacements.</p> <p>12 new staff laptops.</p> <p>New projector in Lab 2.</p> <p>Set up of a PC in the interview room for Video Conferencing (with dedicated microphone and camera).</p> <p>2 x 16-pod laptop trolleys for English, HSIE, TAS and Science faculties.</p> <p>Updated software for MEET Manager (swimming carnival software).</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$25569.00)</li> </ul>

**Process 4:** Wollemi Community of Practice- Staff collaborating across Primary and High School settings to support student need as a professional learning network.

Evaluation	Funds Expended (Resources)
<p>The Wollemi Community of practice Principals' met throughout the year to look at professional learning needs of staff and identify collegial professional development opportunities throughout the year. Due to Health and Safety</p>	<p>Director Educational Leadership</p> <p>High School and Primary School</p>

## Progress towards achieving improvement measures

restrictions most professional development was facilitated online and selected by participants. The annual Twilight professional development afternoon focused on the Aboriginal pedagogy framework "8 Ways of Learning", which is expressed as eight interconnected pedagogies involving different approaches to learning. The network began planning for the 2021 year with a focus on the system negotiated target of improving Literacy skills and achievement and will continue to plan for a joint professional development activity in 2021.

Principals

COPS meeting catering and casual relief

**Funding Sources:**

- Socio-economic background (\$1235.00)



## 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>The Technology school planning team continued to support the integration of ICT into classroom practice with professional development and one to one support throughout the year. The Executive team resourced the continuation of the timetabled ICT class program for Stage 4 to further develop student knowledge, skills and understanding of digital tools and familiarity with online platforms.</p> <p>The technology team continues to support staff and students in the continued implementation of the "Bring Your Own Device" strategy. The hardware and software in the school is kept up-to-date and reliable with problems being quickly resolved and minimal down-time of ICT due to the team expertise and availability to support staff in problem-solving subject specific activities or equipment. The school engaged the part time employment of a Technology Support Officer to assist with hardware and software issues.</p>	<p>Timetabled ICT class supported in Years 7 and 8</p> <p>Teacher allocation</p> <p>Technology Team support</p> <p>Terry Conroy, Technology Support Officer (3 hours per week)</p>

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

Evaluation	Funds Expended (Resources)
<p>The Technology team continued to facilitate professional development in 21st Century Learning Design to classroom teachers, in order to promote the increased use of technology in classroom activities to support the philosophy of 21CLD. Staff were able to make a smooth transition to a digital platform throughout the remote learning period and each key learning area developed learning activities incorporating the components of the 21CLD framework. All staff completed the training on the final components of: Collaboration, Skilled Communication, Self-Regulation, Real World Problems, Knowledge Construction and ICT.</p>	<ul style="list-style-type: none"><li>• Staff prizes - KHS Logo on Bluetooth speakers and 16 Gb USB pen.</li></ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$1072.00)</li></ul>

**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>Remote learning and restrictions impacted the implementation of many of the whole school activities set for Semester 1. Big 5 Data and end of term Big 10 data (a summary of student incidents) were collected and shared with Executive, PBL Team and all staff when possible. Big 10 Data was presented to teaching staff for comparison purposes with changes in trends communicated to staff to enable a focused reinforcement of positive</p>	<p>Data Skills planning Team</p> <p>Time/release</p> <p>Renaissance Program</p>



## Progress towards achieving improvement measures

behaviour for learning. Best Start Data testing with Year 7 was completed, analysed and interpreted with findings shared with staff to inform classroom practice.

Renaissance data analysis was completed to inform classroom practice and support differentiation of content for all ability groups across Stage 4, Support Classes and CLIP class. The Renaissance program has been viewed by the Data Skills Team and the use of the program to extend student reading comprehension ability was demonstrated by the Literacy and Numeracy Team at the Term 3 Staff Development Day.

Collaborative planning time across the school using analysis of Scout to inform best practice strategies was completed at relevant times throughout the year. The Tell Them From Me survey was abandoned due to restrictions hence no data was available to analyse. Due to the notification that there will be a late release of HSC results, RAP data will not be available for analysis before the close of the schooling year. As a result, this will be integrated into the Staff Development Day in Term 1.

### Funding Sources:

- Socio-economic background (\$467.00)

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

Evaluation	Funds Expended (Resources)
<p>The Data Skills school planning team developed an action plan to be implemented throughout the year at scheduled professional development opportunities. This strategy was impacted by remote learning and Health and Safety restrictions which provided limited opportunities for professional development, in particular during Semester 1.</p> <p>The team was able to implement the identification and training of staff as "knowledgeable others", to support colleagues with improving knowledge in the use of Scout/RAP programs. SCOUT training for team members to be provided as an opportunity to up skill and be used as knowledgeable others in the future. All beginning teachers have been shown how to access RAP data and how to use it to inform programming. The Executive continued to resource time in faculty or staff meetings for analysis of formal and informal assessment tasks to inform future tasks and best practice. Professional learning in using a case management approach to support individual learning needs was implemented for trial in 2020.</p>	<p>Data Skills planning team</p> <p>Access to SCOUT/RAP</p> <p>Mentoring time</p> <p>Meeting time</p>

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

Evaluation	Funds Expended (Resources)
<p>The School Principal developed an agenda and resources for a planned professional development conference for Executive staff focused on supporting the performance and development of staff in providing quality teaching and learning experiences. Due to the Executive planning and adaptation to remote learning and restrictions implemented this event was rescheduled to term 3 initially then moved to Term 1, 2021.</p> <p>Key members of the the executive team participated in the Leading Evaluation, Evidence and Data (LEED) program to support improved knowledge and expertise in driving continuous school improvement. Staff worked on developing a school situational analysis, which was presented to staff for feedback in Term 3 for future school planning needs.</p> <p>External Validation of Kandos High School was completed by an external panel of Principals and leaders, with key members of the staff who assisted in gathering, annotating evidence and preparing a rigorous report on school progress toward meeting Excellence benchmarks within the School Excellence Framework.</p>	<p>Meeting Catering</p> <p>Teacher Resources</p> <p>6 days Teacher Casual Relief</p> <p>External Validation team - Dyanna Thommeny, Cathy Heap, Rod San Martin, Marion Crossman.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$6875.00)</li> </ul>

## 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

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

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

#### Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
<p>A focus on school transition and pathways was completed successfully in 2019, 2020 saw the implementation of review recommendation implemented but within a restricted context. Our 6/7 school Transition Program was reviewed in 2019 and came under the coordination of the Head Teacher Learning position, so there is consistency in its implementation. This has been highly successful, students come from partnering primary schools to attend Kandos High School throughout Terms 2 and 3. Positive, respectful relationships are established early between staff and prospective students, promoting wellbeing and ensuring good conditions for student learning.</p> <p>Year 6 students participated in literacy and numeracy classes as well as elective subjects to ensure a smooth transition from Primary to Secondary School. The program has led to a better understanding of our students' academic ability and behaviour when they enter Year 7 and by mirroring a typical high school day, students can easily adapt to routines such as Positive Education and different schedules and teachers. Teachers work together, and in collaboration with primary school and collegiate partners, support learning and the school's transition programs. The school's financial resources are used to maximise resources available to support the transition process. Kandos High School continues to support students at key transition points throughout the year.</p>	<p>Deb Johnston (HT-Teaching and Learning)</p> <p>6/7 Transition team</p> <p>Year Advisors</p> <p>Careers Advisor</p> <p>Concierge Facilitator</p> <p>Job Jump Annual Subscription</p> <p>Ongoing access to Careers and Pathways Programs</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$1862.00)</li></ul>

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

Evaluation	Funds Expended (Resources)
<p>The Wellbeing team operations were continually being revised following the move to remote learning. The team re-established processes to streamline referrals for students of concern so their needs are addressed promptly and by relevant staff during this challenging time. The team established offline processes for communicating individual learning needs of students during remote learning, due to its success this procedure was continued when face to face schooling resumed. This has reduced the need for weekly wellbeing meetings with all members of the team. The new meeting format with Whole School planning fortnightly and Individual Student planning on the alternate week has allowed greater opportunities for a wider variety of programs and interventions to be implemented.</p> <p>The revision of school behaviour management procedures to align with Wellbeing and Positive Behaviour for Learning to allow greater consistency in the management of problem behaviour was a key focus area. Revising</p>	<p>Wellbeing School planning team</p> <p>Student Wellbeing team</p> <p>Wellbeing Student Journals</p> <p>PBL training and collaboration with local schools in regards to their use of Sentral.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$209.00)</li></ul>

## Progress towards achieving improvement measures

processes for staff reporting of student data through the use of Sentral was a completed with the Wellbeing team and all staff. Staff were provided with professional learning surrounding the process of entering incidents in order accurately and using the system to gather data about student behaviour and wellbeing concerns. Staff feedback was positive and initial trends have shown an improved processes of data gathering. The finalisation of revised behaviour management procedures to allow consistent practices will be reinforced with staff from the beginning of 2021. The Executive proposal for a Head Teacher- Learning and Engagement to oversee wellbeing, Positive Behaviour for Learning and CLIP programs, will allow greater consistency in Welfare processes, the consolidation of programs and analysis of data.

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

Evaluation	Funds Expended (Resources)
<p>2020 saw the continued implementation of timetabled Wellbeing lessons to allow issues to be addressed with various student cohorts on a consistent basis. During term 4 the team hosted the "8 Days of Wellness" program to celebrate and review the aspects of wellbeing. Potential sources of funding were investigated by the team and additional areas of need for specific student groups within the school. Schools Plus Funding of \$28,500 was granted for 2021, which will improve the ability of the Wellbeing team to offer increased opportunities and financial assistance for: Curriculum Embedded Activities/Excursions; Life Transitions Excursions; Guest Speakers; Health Care and other visiting organisations. Final organisation for the Year 7/9/11 Wellbeing Camps was interrupted and unfortunately these had to be postponed until 2020.</p> <p>The Wellbeing team has mapped existing school wellbeing activities to the domains from the Department of Education Wellbeing Framework, in order to identify areas of need and begin investigating activities and programs to address these. Feedback provided by staff was collated to produce a draft school Wellbeing Program Calendar aligned to the School Plan. This has been distributed to the team and Executive for further feedback. The team now needs to develop professional learning for staff to understand the relationships between programs and the Schools Wellbeing framework. In 2021 development will continue with the Wellbeing team to establish where particular programs fit with the framework domains. The finalised calendar will be communicated to the school community.</p>	<p>Wellbeing school planning team</p> <p>Timetabled Wellbeing class in Stage 4</p> <p>Classroom Consumables</p> <p>Mental Health Presenter</p> <p>Elevate Education</p> <p>Live Brighter Virtual Presenter</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$3127.00)</li> </ul>

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

Evaluation	Funds Expended (Resources)
<p>A focus on our school core values was implemented with the PBL team establishing time within timetabled Wellbeing lessons to give explicit instruction on our schools core values. During the move to remote learning this endeavour was continued by integrating the core values into students' online learning. A digital etiquette matrix was established to allow PBL to be reinforced throughout remote learning period. Updates were provided via the school Facebook page. The timing of the distribution of the matrix towards the end of remote learning did not allow students to become fully familiar with the expectations, hence this was continued in the return to face-to-face learning.</p> <p>New staff unfamiliar with the PBL framework were provided with an opportunity to undertake Foundations Training and positive feedback was received. Staff from all faculties were invited to participate in morning PBL meetings. Further professional development with staff was provided regarding incident entry procedures on Sentral. Staff were provided with examples of Functional Behaviour Analysis and examples of using A-B-C</p>	<p>Positive Behaviour for Learning Team</p> <p>Timetabled lessons for Core Value instruction</p> <p>PBL Foundations Training</p> <p>Staff meeting time</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$3149.00)</li> </ul>

## Progress towards achieving improvement measures

(antecedent, behaviour, consequence) process to assist in improving data collection and to allow the accurate identification of problem behaviours. Staff were responsive to the processes discussed and this has been used for individual intervention to look for patterns of behaviour.

Big 5 data continued to be extracted and presented to the whole staff. A school PBL mascot was purchased and introduced to staff and student body. A successful competition undertaken to name the mascot, with the new recruit who is a Kookaburra being called "Rocky", after the local climbing spot which overlooks the town. This will appear at relevant activities and be used to reinforce our school values.

The team coordinated a PBL Amazing Race to familiarise students further with our behaviour expectations matrix and the locations throughout the school in which particular values should be displayed. Students challenged to identify PBL messages and align them to the matrix. Students were able to recognise the behaviour expectations and how they apply in various locations around the school. Allowed students to apply their knowledge practically.

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

Evaluation	Funds Expended (Resources)
<p>Despite the interruptions of the year many activities that the team planned were able to be completed albeit delayed, these activities continue to support engagement and increase involvement with our Aboriginal community and the sharing of cultural knowledge and connections with County. Works continued on the Cultural Garden with a contractor employed to set the purchased seating in place ready for the design of mosaics for the top of the seating with Aboriginal Elders and students. A gardener was hired to clean the area up of weeds with a volunteer student maintenance team recruited. 2 of the 3 seats in the cultural garden have had the mosaics completed.</p> <p>Planning for NAIDOC week activities commenced with the annual theme of "Always was Always will be", recognising that First Nations people have occupied and cared for this continent for over 65,000 years. The collaborative event was intended to include feeder schools and community members but was limited to High School students attending the smoking ceremony and presentation, due to health and safety restrictions. The natural amphitheatre in the garden provided a wonderful learning space.</p> <p>The team met with local community members and discussed several projects for the future; creating signage in Aboriginal language around the school, artworks in the foyer that could change each year (Naidoc Theme) and an art workshop to develop a mural for the Cultural garden. 8 ways training was completed by all staff via Zoom or face to face at the combined school development Twilight session in August. The 8 Ways of learning teaching framework allows staff to include Aboriginal perspectives by using Aboriginal learning techniques and protocols, which enhances the learning of all students.</p>	<p>Aboriginal Students and Culture School planning team</p> <p>8 Days of Casual Teaching Release</p> <p>Installation and Consumable Materials</p> <p>Promotional Materials</p> <p>Aboriginal Facilitator</p> <p>Course Materials</p> <p>Rose Sarkany</p> <p>Peter Swain</p> <p>Emma Syme</p> <p>Shannon Pennell</p> <p>Indigenous Cultural Work Ready Classes</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$7795.00)</li> </ul>

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

Evaluation	Funds Expended (Resources)
<p>The school changed from Millennium to Sentral student management systems, as the Department of Education preferred provider. This has entailed administration staff working in collaboration with technical staff to integrate our systems to meet the needs of the school.</p> <p>School administration staff played a significant role during 2020 in supporting</p>	<p>Online access to Year 12 Final Assembly</p> <p>Online access to Merit Assemblies</p> <p>Online access to Annual Presentation</p>

## Progress towards achieving improvement measures

teaching staff with the roll out of remote learning and the implementation of COVID 19 guidelines supporting a safe workplace and learning environment. All administration staff engaged in relevant professional development to improve excellence in communication to support school management, resourcing and community engagement.

A School Audit was initiated, which assisted the school in identifying areas to improve systems for compliance and monitoring. Key areas that were focused on included: staff training records; external visitor verification; attendance data back up on a weekly basis; receipting; cash advances; procurement and supporting documentation.

Administration designed a Community Satisfaction survey to identify areas of strength and areas for improvement in supporting: student and parent engagement; school environment; school values; staff interaction and communication; teaching and learning; school facilities and parent satisfaction.

Videographer

Sentral SMS service for attendance

### **Funding Sources:**

- Socio-economic background (\$3160.00)

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Local Community</p> <p>School Planning team</p> <p>Contractors for seat installation</p> <p>Mosaic material</p> <p>Student volunteers</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$19 495.00)</li> </ul>	<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>Work on the Cultural Garden continued in 2020, with the installation of seats around the performance area, which will be finished with mosaic artworks created by students in 2021. There remains a shade sail to be installed to complement the stage area. Further works will continue to make the area a functional and aesthetic space.</p> <p>A very successful NAIDOC day was held, with student participating in a ceremony with Peter Swain to reflect on the themes of past and present to increase their knowledge and understanding of Aboriginal Australia.</p> <p>Due to COVID restrictions we were unable to run the additional programs we had budgeted for using external Aboriginal facilitators.</p>
<b>Low level adjustment for disability</b>	<p>1.0 Learning and Support Teacher</p> <p>0.6 SLSO</p> <p>Computer Expenses</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$149 489.00)</li> </ul>	<p>Our Learning and Support team consisted of 1 Learning and Support Officer (LaST) and 0.6 School Learning Support Officer for the year. The team continued to support students across the school in need of additional assistance with literacy and numeracy development.</p> <p>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. The purchase and trial of the Renaissance reading program was implemented with Years 7 and 8.</p>
<b>Socio-economic background</b>	<p>0.4 SLSO</p> <p>0.2 SAO</p> <p>0.4 SAO</p> <p>Faculty budgets</p> <p>Technology Equipment</p> <p>Classroom Equipment</p> <p>Defibrillator</p> <p>Water Filtration</p> <p>Playground settings</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Socio-economic background (\$180 529.00)</li> </ul>	<p>In 2020, the school received funding to implement strategies, initiatives and programs as part of the socio-economic background equity loading. This funding resourced many initiatives across the school with the focus on ensuring every student, teacher, leader and school improve every year.</p>

<b>Support for beginning teachers</b>	<p>Meeting Expenses</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$481.82)</li> </ul>	<p>The Beginner Teacher Induction and Support processes continued throughout 2020 and run by Head Teacher Teaching and Learning . External training was delivered via digital technology. As a result there were minimum costs as external opportunities were unavailable due to health and safety restrictions.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	115	118	103	91
Girls	105	108	97	100

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	91.1	89.4	90.8	83
8	85.1	82.1	85.9	82.8
9	90.5	82	80.4	81.1
10	89.8	86.7	83.3	70.1
11	84.5	86.2	84.3	84.4
12	88.3	83.6	88.4	86.8
All Years	88	85.3	85.4	81.4
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	0
Employment	0	4	48
TAFE entry	0	0	11
University Entry	0	0	33
Other	0	0	4
Unknown	14	13	15

## Year 12 students undertaking vocational or trade training

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21.21% of Year 12 students at Kandos High School undertook vocational education and training in 2020.

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

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96.3% of all Year 12 students at Kandos 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)	5
Classroom Teacher(s)	15.3
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	8.38
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>	753,931
<b>Revenue</b>	4,874,577
Appropriation	4,731,760
Sale of Goods and Services	25,167
Grants and contributions	116,367
Investment income	597
Other revenue	686
<b>Expenses</b>	-4,781,125
Employee related	-4,329,041
Operating expenses	-452,083
<b>Surplus / deficit for the year</b>	93,452
<b>Closing Balance</b>	847,383

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>	126,950
<b>Equity Total</b>	426,473
Equity - Aboriginal	27,290
Equity - Socio-economic	243,547
Equity - Language	6,147
Equity - Disability	149,489
<b>Base Total</b>	3,842,908
Base - Per Capita	51,203
Base - Location	34,660
Base - Other	3,757,044
<b>Other Total</b>	256,114
<b>Grand Total</b>	4,652,445

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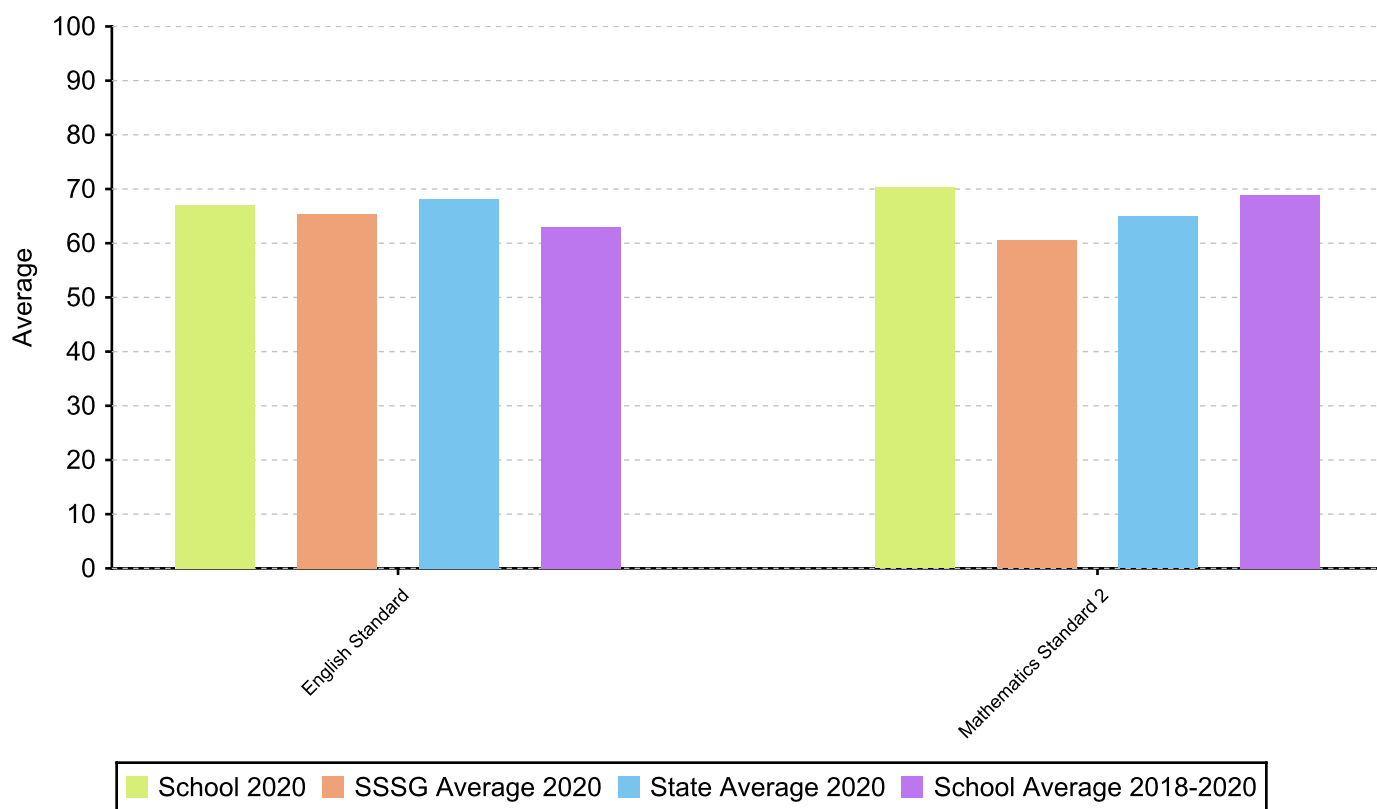
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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	67.1	65.4	68.1	63.0
Mathematics Standard 2	70.3	60.5	64.9	68.9



## Parent/caregiver, student, teacher satisfaction

As the *"Tell Them From Me"* centralised survey for staff, parent and students was not available school administration staff designed a survey for parents and carers that included: student engagement and attendance; parent satisfaction; educational values; staff interactions; quality of teaching and school facilities. The survey tool was sent to parents with a response from 11% of parents and carers. Responses were polarised from highly satisfied with the services provided to those that felt there were concerns that needed to be tabled. The results of the survey will be presented to the Executive team to identify areas of development and those for celebration. Due to the limited response the need for more face to face evaluation of school practice was considered by the Executive team and opportunities for parent feedback will be integrated into relevant events.

# 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.