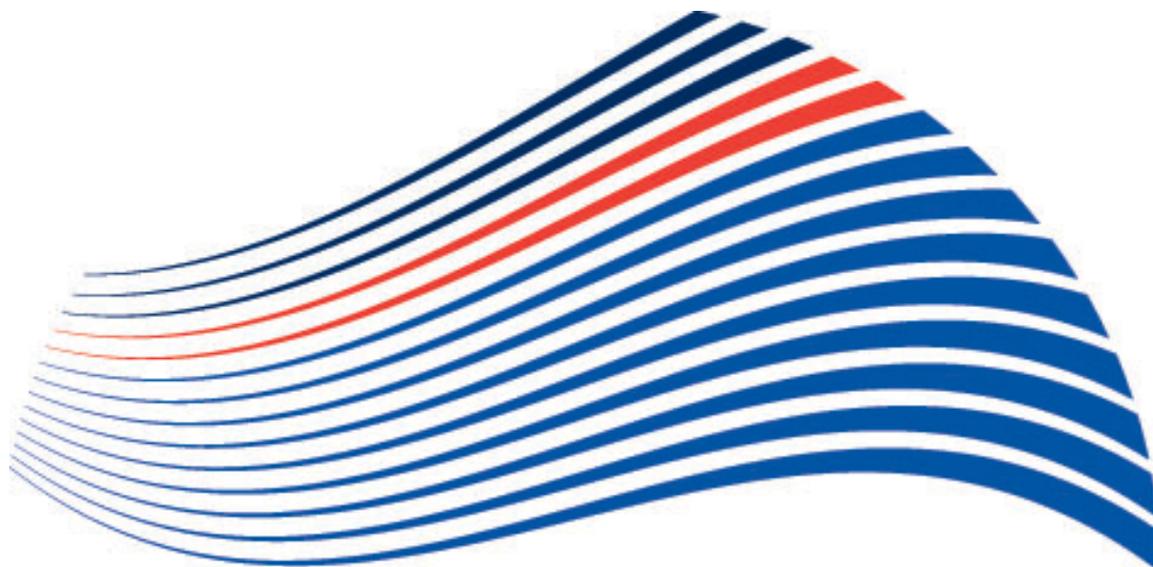


2020 Annual Report

Kincumber High School



KINCUMBER HIGH SCHOOL

8585

Introduction

The Annual Report for 2020 is provided to the community of Kincumber High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

Kincumber High School has had an incredibly challenging, but ultimately very successful year with a range of individual and whole school achievements. The collective efforts of staff, students, parents, carers and the wider community have been instrumental in the success of the year, despite the constant challenges presented by COVID-19. I have been incredibly proud of how the school has risen to every challenge over the past 12 months. The move from traditional school to online learning, and then the gradual return has been a testament to the strength and perseverance of this wonderful community.

In 2020, the school has undertaken an extensive consultation process which has culminated in the creation of a new School Improvement Plan for 2021-2024. This plan has drawn on the features of the existing plan and looked at areas for development to meet the needs of students moving forward. A strong focus on student academic performance, whilst fostering the wellbeing of staff and students will remain a core focus of future directions. Similarly an increased emphasis on increasing career pathways for students and staff, as well as increasing participation within the community have been identified as key focuses.

2020 by any measure was an incredible year for Kincumber High School. In terms of the HSC, the school attained an amazing 45 Band 6 and 105 Band 5 results. The school broke into the Top 200 schools across the state for the first time. In terms of local performance it was the highest performing Comprehensive High School on the Central Coast- and came third across all schools in the region. These impressive results came across a wide variety of subjects areas and is a testament to the hard work of an exceptional group of young people and their dedicated teachers. Further to this, in 2020, the school had a student- Jessica Sanchez, who achieved 1st position in NSW for the Community and Family Studies subject. There were also 8 students who attained an ATAR ranking above 90. These are exceptional results achieved in very challenging circumstances.

Kincumber High School continues to maintain a culture of high achievement, whilst providing an array of opportunities to develop the 'whole child'. As such, the school is highly regarded within the immediate and wider community. Continual school improvement is a key school focus as the school aims to develop the best in each student, and to draw out their talents and interests so that they are well placed to pursue their post school and career options.

Brent Walker

Principal

Kincumber High School

School vision

Kincumber High School is an inclusive school that sets high expectations for all and strives for continuous improvement in learning and teaching. The school recognises the importance of wellbeing and forms strong relationships with the local community and encourages students to be positive and responsible global citizens.

Learning at Kincumber High School is future focused with a goal of preparing students for a successful life beyond school in a rapidly changing world. The school offers a broad curriculum, offers a wide range of co-curricular activities and supports the development of the whole student.

The school recognises the pivotal role that highly trained teaching professional plays in improving student performance and school culture. Kincumber High School values and supports teacher quality and development with a strong focus on early career teachers, quality & accreditation and establishing leadership density.

The school has collaboratively established the following five directions as the school's vision for the future.

1. To deliver learning that is **future focused** and prepares students for life beyond school in a rapidly changing world.
2. To be a school setting **high expectations** that strives for **continuous improvement** in learning and teaching.
3. To be a school with great **facilities, resources** and **teachers** offering a **broad curriculum** and a wide range of co-curricular activities.
4. To be an **inclusive** school that supports the development of the **whole student**.
5. To be a school who forms strong **relationships** with it's community and encourages students to be **positive global citizens**.

School context

Kincumber High School is a coeducational comprehensive high school with a student enrolment of 1021 students. This includes 50 students in the Student Support Unit, consisting of six classes who are integrated across the school and make a considerable contribution to the social fabric of our school community. The school is also proud to have an Aboriginal enrolment of 52 students and is a member of the Tjudibaring Aboriginal Education Consultative Group.

Kincumber High School is a member of the Kincumba Learning Community and together with our partner primary schools, Avoca Beach, Copacabana, Pretty Beach and Kincumber, work collaboratively to provide a community of schools that value public education for all. The student population has increased steadily over the past 5 years and in 2020 sits at 1021 students.

The school has a strong focus on educating the whole child and has a proud academic, sporting and cultural tradition. Students represent the school across the Central Coast area in music and dance ensembles and a wide range of sporting activities, with both state, regional and national representation. Students participate in a wide range of learning experiences focusing on providing opportunities for students and improving student learning outcomes.

Kincumber High School's staffing entitlement in 2021 was 75 teaching staff and 18 non-teaching staff. The school also employs a Principal Support Officer and 4 temporary SLSO positions. The executive and teaching staff are experienced and a significant number are engaged to mark the Higher School Certificate. A comprehensive New and Beginning Teachers program was introduced in 2021 to support an increase in early career teachers at the 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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Improving student outcomes

Purpose

Maximise opportunities for students to be successful at school and beyond

Improvement Measures

Increase the proportion of students in the top 2 NAPLAN bands in reading and writing to 28% by 2020

Increase the proportion of students in the top 2 NAPLAN bands in numeracy to 28% by 2020

Increase in the % of students securing tertiary offers and obtaining full time employment post school from 75% to 80%

Increase in Year 9 proficiency or above in student writing from 9% to 12%

Progress towards achieving improvement measures

Process 1: Provide Professional Learning to analyse data and review and refine existing "Bump it Up" strategies to increase the number of students in the top two bands in Year 7 & 9 NAPLAN Reading and Numeracy

Evaluation	Funds Expended (Resources)
<p>The new school plan will need to have a greater focus on overall student performance in the NAPLAN examination. Students are performing strongly in terms of addressing the Premiers Priority of increasing the number of students in the top 2 bands, however overall value-added student performance has decreased in 2019. This is particularly evident in Numeracy, which has been undertaking Professional Learning as part of the LEED program from 2021. Consistent application of literacy initiatives across the school and targeted programming to address student areas for development in numeracy will be incorporated in the 2021-2024 School Plan. Positively the school is identified in the graph above as performing above the state and our regional levels in terms of improving Student Value Added Data.</p>	<p>Release time for staff to implement LEED program</p> <p>Physical resources</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$3000.00)

Process 2: Establish a whole school approach to note-making to promote depth of understanding and to support TEEL/TEEEL scaffolds

Evaluation	Funds Expended (Resources)
<p>The Literacy committee for 2020 has focused on improving student reading and writing through the continuing of the Bump it Up program, which focuses on comprehension and inference. Strategies for this improvement include the schools purchasing of literacy texts for the entire Year 8 cohort (Skillsworks 2), the implementation of one literacy lesson for Year 7 and 8 English and the continued emphasis on TEEL scaffolding across all KLA's. The Literacy Committee has further introduced a Spelling program in English, which will be extended across all KLA's in 2021. Finally, to develop student writing most KLA's display within their classrooms, sentence starters, relevant vocabulary and writing prompts to facilitate extended written responses</p>	<p>Physical Resources</p> <p>Professional Learning</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$3000.00)

Process 3: Investigate and implement "Future Focus Learning" skills

Evaluation	Funds Expended (Resources)
<p>The school plan also had a strong focus on Future Focused Learning with an</p>	<p>Funding Sources:</p>

Progress towards achieving improvement measures

emphasis in Stage 4 called **Generation Tomorrow** . This future-focused learning program was implemented in the Stage 4 curriculum, comprised two lessons per fortnightly cycle. The four focus components are: ICT Skills, High Resolves, Wellbeing and Project Based Learning.

Based on the success of this initiative, particularly in a COVID affected year there will be a continued focus on developing ICT skills for learning and technology proficiencies. These skills are nurtured to provide students with a solid base of technological competence in order to enhance their learning and future employment prospects.

Furthermore, there will be an extension of the High Resolves program through Professional Learning delivered through the wider school, including professional development at Staff Development Days for the entire teaching staff.

- Professional learning (\$10000.00)

Strategic Direction 2

Enhancing teacher quality

Purpose

Increase the capacity of teachers to provide students with rich, interesting and well structured learning experiences

Improvement Measures

80% of teachers participate in the Reflective Practice model.

100% of teaching and learning programs have been evaluated and include teaching and learning activities.

100% of teachers are pursuing their professional learning responsibilities relevant to their individual PDP and accreditation needs.

The percentage of teachers using engaging technologies in their professional practice has increased by 20% to 70% of all teachers (from a baseline of 50% of teachers in 2017).

Progress towards achieving improvement measures

Process 1: Review and refine the school's reflective practice model.

Evaluation	Funds Expended (Resources)
Attempts to implement reflective practice have not been successful. A combination of COVID, a lack of time and lack of direction in this area has seen only isolated occurrences individual faculties. This area of the school plan will be decommissioned and a more structured whole school approach will be investigated in 2022. In 2021 the school has built into its entitlement one period per cycle for each staff member to undertake online learning to increase knowledge and capacity throughout the teaching staff.	Professional Learning Funding Sources: <ul style="list-style-type: none">Professional learning (\$10000.00)

Process 2: Consolidate established data analysis practices in the school and implement deep analysis using relevant data in targeted faculty areas on a cyclical basis

Evaluation	Funds Expended (Resources)
All staff have undertaken SCOUT training and HSC and NAPLAN analysis have been undertaken at a faculty level. Due to COVID, data analysis targets have been curtailed and are largely being used as a school measure after major external examinations. This is an area that is being re-explored and will be more planned and systematic in 2021 and beyond- particularly as the school prepares for External Validation in 2021.	Professional Learning Funding Sources: <ul style="list-style-type: none">Professional learning (\$2000.00)

Process 3: Implement a systematic approach to meet the accreditation needs of teachers seeking proficiency, maintenance and higher levels of accreditation.

Evaluation	Funds Expended (Resources)
Accreditation has generally run well and all teachers who have undertaken the process have achieved proficiency. A strong program exists to support staff, particularly with the annotation of evidence. Unfortunately, there remains little interest in both Highly Accomplished and Lead levels of Accreditation. This will be an area that staff are encouraged to participate in the School Improvement Plan 2021-2024	Professional Learning Beginning Teachers Monies Release time Funding Sources: <ul style="list-style-type: none">Support for beginning teachers (\$20000.00)

Process 4: Build the capacity of teachers to integrate relevant and engaging technologies in their professional

Progress towards achieving improvement measures

Process 4: practice.

Evaluation	Funds Expended (Resources)
<p>Technology implementation and usage is an area that has really benefitted from COVID and the move to online learning. Staff worked in a Google classroom environment and participated in Professional Learning in Teams. The school has spent approximately \$90,000 per year on technology throughout the school and this remains a focus in the next 4 years. Staff do not have A DoE issued device and this has been cited by some as a limitation to their ability to implement technology within the classroom.</p>	<p>Professional Learning Technology Resources</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$90000.00)

Strategic Direction 3

Strengthening wellbeing

Purpose

All stakeholders connect, succeed, thrive and learn in a safe and secure environment

Improvement Measures

Increase in Tell Them From Me survey 'sense of belonging' from 65% to 68%

Increase in number of students volunteering and being involved in community projects from 10% to 15%

Increase in participation in sports and clubs from 50% to 58%

Progress towards achieving improvement measures

Process 1: Increased support for transition programs through various schooling points with a range of initiatives that build on current programs and develop new ones.

Evaluation	Funds Expended (Resources)
Transition 6-7, the Year Advisors go out the schools when the students are in Years 5 and 6. The 6-7 transitions have resulted in only taking in in-area students (or have siblings currently attending the school). Days are set aside for GATS, ATSI, special needs and at-risk students. The strong transition process has resulted in the school receiving large numbers of out of zone students.	Transition Days LMG Activities Funding Sources: <ul style="list-style-type: none">Integration funding support (\$1000.00)

Process 2: Develop and support community engagement projects to support students development as global citizens with a greater awareness of self and the world around them.

Evaluation	Funds Expended (Resources)
Parent forums, undertaken as part of the school planning cycle showed the community is perceived to have high engagement with KHS and staff believe that the school should continue to extend community engagement and ensure the continued high standing in the community In 2020 KHS has succeeded in furthering efforts to make the school plan highly visible both within the school and the community through ongoing communication and participation of all stakeholders and greater efforts to promote school achievement. The school's engagement with the community is evident through strong links with the Kincumba Learning Community, community organisations and local AECG. 2019/2020 has been spent considering emerging needs and forming foundations for effective and informed improvement in student progress and achievement. Further efforts to make the school plan and the vision statement highly visible in the school, and greater efforts to embed data-evidenced monitoring will be future directions.	1. School Promotions Team 2. Money for guest speakers and cultural performances throughout year (including NAIDOC and World Indigenous Day) Money for celebratory BBQs and Guest Speakers Coordinate with partner schools regarding AECG Awards Funding Sources: <ul style="list-style-type: none">Aboriginal background loading (\$40000.00)

Process 3: Systematic planning and implementation of a range of wellbeing programs to support the whole child to thrive both now and into the future

Evaluation	Funds Expended (Resources)
This Strategic Direction explored supporting students to connect, succeed, thrive and learn in a safe and secure environment. The three areas identified for particular focus were transition, community Engagement and contextual wellbeing programs that support student needs. These features will be	Staff, student and parent forums Funding Sources: <ul style="list-style-type: none">Socio-economic background

Progress towards achieving improvement measures

maintained and further enhanced in the School Improvement Plan 2021-2024. The new strategic direction will also include a focus on staff wellbeing which is a feature of the school- but was not directly addressed in the previous plan.

(\$30000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Education Officer Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$46 109.00) 	PLP were developed for Aboriginal Students and staff nominated to be mentors to support learning. Equity funding for Aboriginal Background has remained comparable at \$40,000 over the past 3 years. The school employed an Aboriginal Education Officer in 2020- however, it was determined that the school's resources could be better utilised beyond this year. ATSI parents and students were interviewed by District Office staff as part of the school planning cycle and this information will be used to provide future directions and milestones in the new school plan.
English language proficiency	0.2 EALD Teacher LaST Teacher Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$14 490.00) 	Equity funding for English Language Proficiency has declined in the past 3 years as the numbers of eligible students has decreased. The school currently provides additional funds to employ a 0.2 temporary EAL/D teacher to support students identified at "Beginning or Emerging" level. Further support to students from a non-English speaking background is provided through the LaST
Low level adjustment for disability	last teachers SLSO's Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$84 330.00) Integration funding support (\$227 143.00) 	Students have been allocated support through the Learning and Support Team. Students identified through NAPLAN results, school assessment and parent feedback received Individual Education Plans and ongoing support with organisation, scaffolding and planning of school assessment tasks. The school also uses Low Level Adjustment for Disability Funding to employ a further 0.6 of a second LAST position in the school. The remainder is used to employ casual SLSO's to support students in the mainstream classrooms.
Socio-economic background	Wellbeing resources Technology resources Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$121 077.00) 	Socio-economic funding has been used to support welfare and wellbeing programs across 7-12. These have included the Generation Tomorrow program and the implementation of the High Resolves Global Citizenship program. These funds are also used to support transition activities, particularly for vulnerable and at risk students moving into secondary school. The school has invested heavily in improving school facilities. To address a technology audit, which revealed that most of the school's technology were outdated and out of warranty- the school has committed to spending \$90,000 per annum over 4 year period to support student learning.
Support for beginning teachers	Professional Learning Release time Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$20 000.00) 	Beginning Teacher Support through ongoing induction, reduced teaching load and increased professional learning opportunities negotiated with their Head Teacher. Each beginning teacher was allocated a mentor teacher within their faculty who supports them with programming, teaching, assessment and

<p>Support for beginning teachers</p>	<p>Professional Learning</p> <p>Release time</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$20 000.00) 	<p>feedback. In 2021 a more centralised approach will be introduced with an ex-Principal employed to provided targeted support and mentorship for inexperienced staff.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	415	435	480	495
Girls	474	494	515	529

Student attendance profile

School				
Year	2017	2018	2019	2020
7	92.6	90.2	91.5	89.3
8	89.4	88.2	87.7	91
9	88.3	87.4	86	88.9
10	87	86.4	86.3	88.6
11	87.3	88.2	86.7	89.4
12	89	87.8	89.2	90.2
All Years	88.9	88.1	88	89.6
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	N/A	0.75	0
Employment	N/A	6.06	18.1
TAFE entry	4.57	9.84	15.9
University Entry	N/A	N/A	48.3
Other	N/A	1.51	7.75
Unknown	N/A	3.03	9.48

Year 12 students undertaking vocational or trade training

34.62% of Year 12 students at Kincumber High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

97.6% of all Year 12 students at Kincumber High School expected to complete Year 12 in 2020 and receive a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	56.9
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	18.77
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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	1,460,919
Revenue	12,001,100
Appropriation	11,962,404
Sale of Goods and Services	40,082
Grants and contributions	-4,419
Investment income	2,832
Other revenue	201
Expenses	-12,349,133
Employee related	-11,288,015
Operating expenses	-1,061,118
Surplus / deficit for the year	-348,033
Closing Balance	1,112,886

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.

	2020 Approved SBA (\$)
Targeted Total	227,143
Equity Total	419,143
Equity - Aboriginal	46,109
Equity - Socio-economic	121,077
Equity - Language	14,490
Equity - Disability	237,467
Base Total	10,509,675
Base - Per Capita	249,326
Base - Location	0
Base - Other	10,260,349
Other Total	667,477
Grand Total	11,823,438

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 to access the school data.

2020 NAPLAN

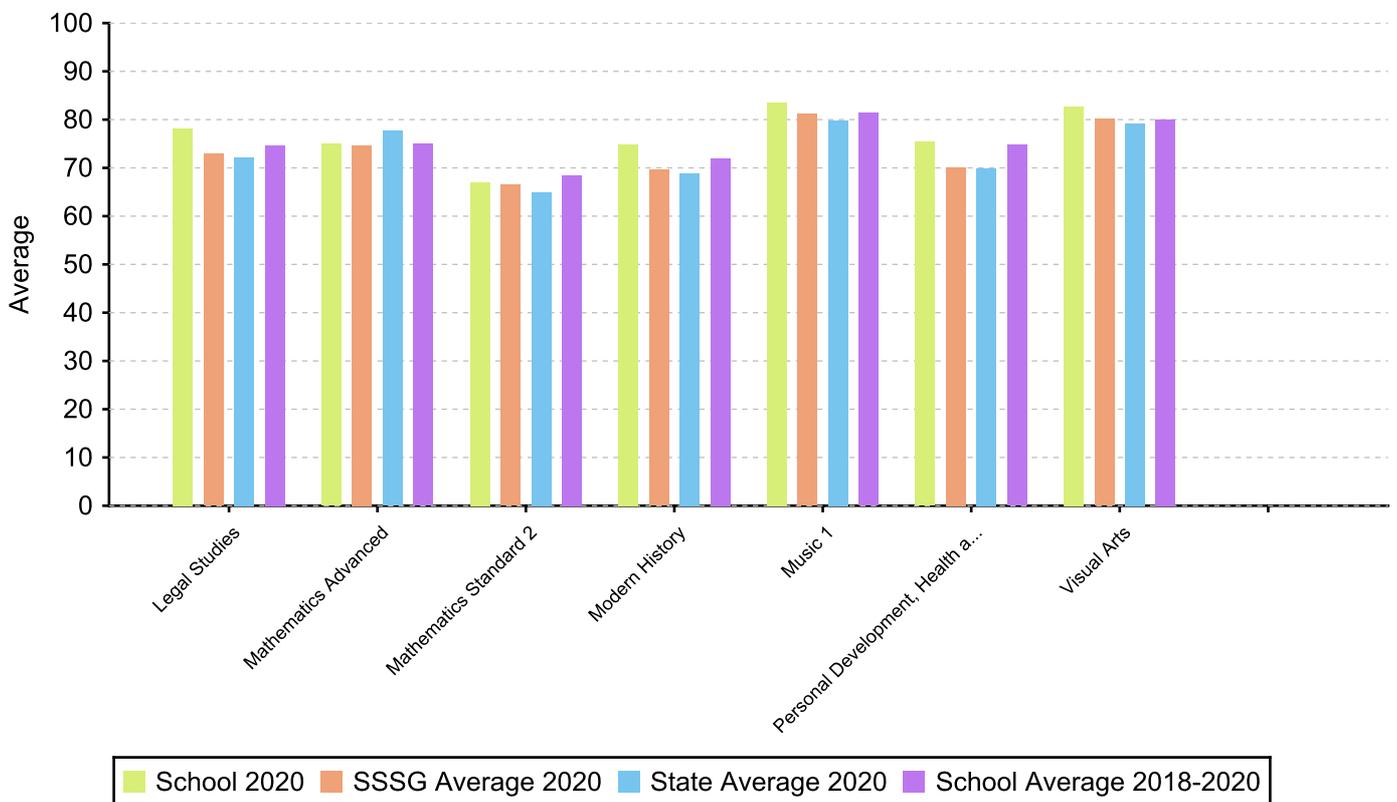
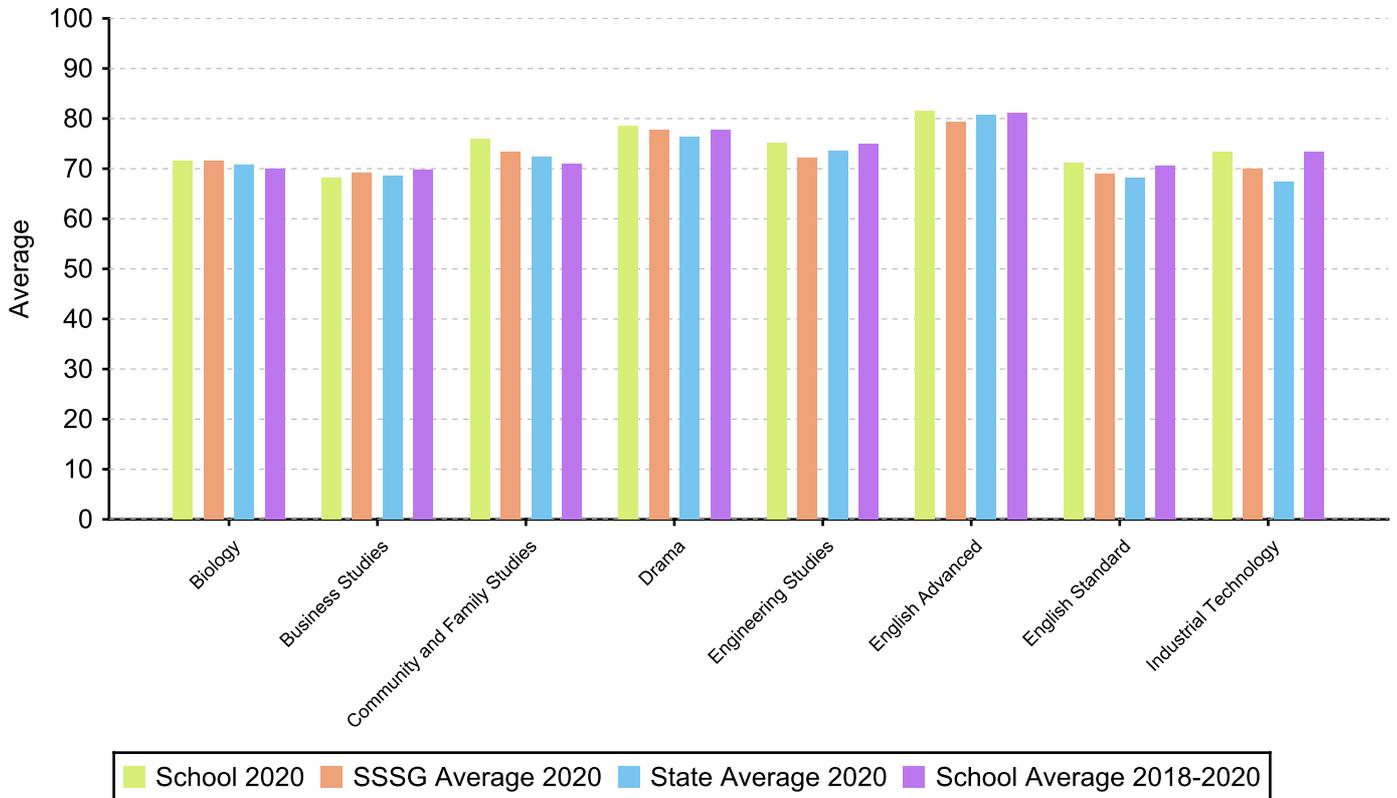
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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
Biology	71.5	71.5	70.8	69.9
Business Studies	68.1	69.2	68.6	69.8
Community and Family Studies	75.9	73.4	72.4	71.0
Drama	78.5	77.7	76.4	77.7
Engineering Studies	75.2	72.2	73.6	74.9
English Advanced	81.6	79.3	80.8	81.1
English Standard	71.2	69.1	68.1	70.5
Industrial Technology	73.4	69.9	67.5	73.4
Legal Studies	78.2	72.9	72.1	74.7
Mathematics Advanced	75.0	74.6	77.7	75.0
Mathematics Standard 2	67.0	66.5	64.9	68.4
Modern History	74.9	69.6	68.9	71.9
Music 1	83.5	81.2	79.8	81.3
Personal Development, Health and Physical Education	75.4	70.1	69.9	74.7
Visual Arts	82.7	80.1	79.2	80.0

Parent/caregiver, student, teacher satisfaction

The Senior Executive of the school surveyed over 60 parents and carers during 2020 as part of the annual school satisfaction survey and to inform the 2021-2024 school planning process. Similarly District Office personnel spoke to 16 parents and carers from an Aboriginal and Torres Strait Islander background. The parents and carers were asked four questions:

1) What does the school do well now?

Common areas of satisfaction included:

- Communication with parents has improved (especially during COVID and working from home).
- Office staff and their willingness to help.
- Wellbeing initiatives and support from Year Advisers, HT Welfare and DPs.
- Positive and engaging school learning environment.
- The overall school environment
- The quality of the teaching staff and executive

2) Areas for improvement:

- The standard of the toilets
- Air conditioning for classrooms.
- The appearance of the current uniform
- Assessment blocking and alignment of tasks across subjects at end of year.
- Communication of events and information from the school

3) How can we work with the parents to make the school even better:

- More avenues for parent involvement in the school (beyond the P and C)
- Utilise the skills of parents and carers to support the curriculum
- More training for teachers, parents and students on management of student use of social media and other relevant adolescent issues

4) What are the areas that need to be addressed over the next four years in the Kincumber High School Strategic Plan?

- Many physical asset projects were identified to improve the school (toilet upgrades, air conditioning, shade, ground beautification, parking, lockers and renovations of learning spaces).
- Continue focus on holistic wellbeing approaches not just academic results.
- Maintain focus on technology education and online learning platforms for both parents and students.
- Provide increased opportunities for students beyond the classroom
- Allow student opportunities to engage with their culture

Staff satisfaction was not measured in the TTFM teacher survey during 2020 due to COVID-19 however a number of staff completed the NSW People Matters survey. Whilst the group of respondents is small the aim is to have increasing number of staff complete the survey for improved reliability and validity when interpreting results:

Areas of strength:

- WHS processes
- Workplace support
- Role clarity and school professional support for professional learning

Students complete the TTFM survey with results indicating that students have demonstrated an upward trend in the following areas:

- Advocacy at school
- Positive Teacher / Student relationships.

The survey also identified that areas for development included

- Students involved in extra-curricular activities
- Students that value schooling outcomes
- Intellectual engagement

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.