

2021 Annual Report

Katoomba High School



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Introduction

The Annual Report for 2021 is provided to the community of Katoomba 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 Strategic Improvement 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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School vision

Katoomba High School strives for excellence in teaching, learning and wellbeing and, working in partnership with students, parents, carers and the local community, aims to develop students who are responsible, responsive, respectful and resilient.

The school culture is focused on high expectations, explicitly teaching the attributes needed for students to reach their full potential, to be advocates for social justice, to be life-long learners and to grow in critical and creative thinking.

The school is committed to understanding the stories of each student so that every student is known, valued, cared for, and has a strong sense of purpose. The school's foundation is built on its close relationships with parents, carers and community, its genuine consultation with students as agents of change and its relentless focus on ongoing improvement so that every student, every member of staff and every leader grows.

The school is dedicated to increasing the educational and wellbeing outcomes for all students, so they are equipped to leave the school with the knowledge, skills, courage, and positive mindset to navigate their future and succeed in a complex world.

School context

Katoomba High School rests on the lands of the Darug and Gundungurra people whose elders provide a strong connection between the school and the original owners.

Katoomba High School is a large centre for secondary education located in the Upper Blue Mountains. The student body has almost doubled in number over the last eight years, reaffirming the comprehensive nature of the school. The Upper Blue Mountains community falls largely into the upper or middle socio-educational advantage range. More than 64% of student carers completed school at Year 12 (or equivalent) and 84% have gained post-school qualifications. The school's FOEI (Family Occupation and Education Index - an index of educational disadvantage related to socio-economic background. FOEI values range from 0-300, the higher the number the higher the levels of need) for 2021 is 70 which attracted equity funding of \$499,927 of which \$168,177 was tied to funding staff.

Alliances and partnerships that supplement and complement the work of the school include: local Blue Mountains Aboriginal Education Consultative Group (AECG), Mountains Youth Services Team (MYST), Headspace, Women's Health Centre, Blue Mountains TAFE, the Upper Blue Mountains Learning Community (a coalition of public schools working together to benefit the work of all members) and various cultural and artistic organisations. In 2021, Katoomba High School was selected to be part of a pilot school project - *Tomorrow Man, Tomorrow Woman*, addressing issues around challenging gender stereotypes.

The student population comprises 6.5% Aboriginal or Torres Strait Islander and 4% from a language background other than English. The school hosts a large special needs unit with eight classes catering for students with learning and behavioural disabilities, as well as autism and anxiety. Most students are drawn from six local primary schools with which the high school has developed strong partnerships.

Each year between 76%-80% of students successfully transition from Year 10 to Year 11; most stay at school to gain a Higher School Certificate. Those who leave do so primarily to take up an apprenticeship or other area of continuing education or employment. A small number moves to another secondary school. While this trend is viewed positively by the community, as part of its 2021 Strategic Improvement Plan (SIP) the school collaboratively examined every student's educational journey through analysis of internal and external wellbeing and student progress and achievement data and evaluated current practices to best support continuity of learning at all transition points.

At Katoomba High School, every student matters, every lesson, every day. The school's positive wellbeing indicator sits at 57.27%. which is calculated by the Department of Education by aggregation of data from the annual Tell Them From Me survey of students. This figure has fallen in each of the pandemic years as a result of the periods of time students have spent learning from home. In both 2020 and 2021 students reported considerable disconnection from the school. Internal deconstruction of this data indicates student 'expectations of success' and 'advocacy at school' are above State average but 'sense of belonging' is below State average.

The building and maintaining of positive relationships within the school community is at the heart of Katoomba High School. Through strong social connections, students are best positioned to progress in their learning, parents develop a strong partnership with teachers and staff feel supported, valued and empowered to do their job effectively. The school approaches all issues from a Choice Theory perspective. This is a philosophical framework based on the belief that the only person we can ever change is ourselves. This approach encourages personal responsibility, a clear understanding

of the consequences of our behaviour and seeks to comprehend why the behaviour occurred in the first place. From this transparent, compassionate and nurturing position, Katoomba High School staff are well equipped to manage the many complex challenges young people may face during their high school years. Each year, funds are set aside for professional learning to ensure more staff are skilled in this program and the competencies that underpin it.

The current and recent pattern of student attendance (52.7% of students attending school 90% of the time or more) falls below Department of Education targets (66.7%) and the school has initiated strategies to directly impact this. The school employs a specialist attendance administrator, Community Liaison Officers and Youth Workers to work with students and executive staff to implement creative initiatives to improve student attendance.

The school offers a wide range of extracurricular activities and has a strong culture of student volunteering both in school and external to the school. The school has a long tradition of cultural engagements within the broader Blue Mountains community, environmental programs and sporting opportunities, both competitive and recreational. We continue to explore new approaches to extend our inclusive strategies to engage and support all students in their learning.

At Katoomba High School there is a focus on establishing learning goals, balanced with a focus on caring. The teaching practices that support this focus are based on trust and respect and are: student-centred; built on positive communication; implemented to emphasise continuous feedback between teacher and students; active, requiring students to work collaboratively; and engaging, providing students with purposeful activities to stimulate thinking, enquiry and enjoyment in learning.

Student classroom experiences are enhanced by access to Birriban, an Aboriginal Bush Learning Space located on school grounds that is central to many student learning activities. In addition, students can be involved in mentoring, work placement, enrichment programs, independent learning, and study skills programs. The school offers innovative information and communication technology (ICT) and science, technology, engineering and mathematics (STEM) initiatives and has a sophisticated computer network, commercial grade hospitality facilities, a well-resourced library and strong connections with local businesses and community agencies. Through vocational education courses available on site, the school enables senior students to gain advanced standing in all vocational training institutions. The school encourages all VET (Vocational Education and Training) students to take the opportunity to extend their qualification to an HSC result which can have a positive effect on their ATAR (Australian Tertiary Admissions Rank).

Learning goals for students are informed by analysis of internal and external student progress and achievement data. Building on the school's achievements and the Department of Education goal that every student, every teacher, every leader and every school improves every year, Katoomba High School has intensified its focus on strategies for learning success. The 2021 school situational analysis identified a need to implement more rigorous approaches to student learning in reading, writing and numeracy founded on research and supported by teacher professional learning. Each year the school works tirelessly to have every student engaged and challenged to continue to learn. School internal data analysis of NAPLAN shows growth in the three key areas of reading, writing and numeracy. In the 2021 SIP the school continued to work towards most students achieving in the top two bands for each NAPLAN area.

Since 2017, the school HSC results in the top 3 bands have remained consistently around 50%, which is 9% lower than the Department of Education lower bound target for 2022. In 2021 the school gained 223 HSC results in the top 3 bands - 56.74% - which is better than the DoE trajectory to attain the 2022 target. The school recognises there needs to be a decrease in the number of Band 1 and Band 2 results which is being addressed through exemplary teaching practices. Supplementing this, the school is working to improve student study and learning management practices to target those results that fall at the 'borderline'. As part of the 2021 SIP, the school evaluated school assessment and reporting procedures and strategies to support colleagues in using assessment data to diagnose, respond to and report on student learning needs. Ongoing school-wide improvement in teaching practice and student results is enhanced each year through embedded and explicit professional learning based around dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback.

For teachers to see themselves as leaders for and of learning and enablers of the conditions for effective learning to take place, they need to develop and enact self-efficacy. In the 2021 SIP, strategies to highlight and expand strengths-based leadership amongst all school staff and to embed evidence and informed practices into school operations and classroom practices were introduced along with moves to broaden and deepen connections with the community.

To support the work of the staff, student learning and broader community goals, the school employs an additional Deputy Principal, an Attendance Officer, a Finance Officer and Assets Manager, a Community Liaison Officer, a teacher to work with Aboriginal students to support their learning and an Executive Mentor. To support staff in their work towards meeting Departmentally imposed Improvement Measures or school-developed targets, the school has initiated Activity Teams with members meeting regularly to make plans, implement actions and report on progress to date.

The school is resourced by Department of Education funding for operations and equity. Funding supports students with additional needs and provides resourcing to ensure all students are catered for. Additionally, funds are allocated to the school to ensure teaching and non-teaching staff are provided with relevant professional learning.

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 Strategic Improvement Plan and annual report. Every four 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 Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

On 11th November 2021, Katoomba High School participated in external validation. In preparation for this meeting an extensive body of evidence was prepared, reviewed and annotated. Katoomba High School values continuous improvement through the synthesis of data and feedback derived from a variety of sources. The school is in the early stages of benchmarking internal data. A Data Team was formed in 2021 to begin this work. The Katoomba High School community recognised external validation as an opportunity to reflect and refine our practices using the School Excellence Framework (SEF).

Katoomba High School staff, comprises full-time, part-time, temporary and casual staff with a mixture of experienced and early career teachers who have diverse skills, both related to education and other fields of endeavour. In 2020 an invitation was extended to all staff to join the External Validation Team; while the driving team was small, behind it sat sub-groups that were involved in the gathering and contributing of evidence. The school used its strengths-based philosophy to decide on and create seven evidence sets. These were confirmed by the school executive and reaffirmed

with staff at a whole school meeting.

The External Validation Team met each fortnight throughout all of 2021; in person in Terms 1 and 2, and via Microsoft Teams in Terms 3 and 4. Although the working from home period hindered the progress of the team it was decided when an option to postpone was mooted, to maintain the schedule and work towards the scheduled date.

The External Validation Team annotated the body of evidence, analysed it and made on-balance judgements of the school's progress in relation to the School Excellence Framework. This step largely took place during the period of working from home during COVID. Under normal circumstances this step would have involved full staff collaboration at whole school meetings as occurred during the preparation of the situational analysis and the 2021-24 SIP, however, it was felt that adding more online meetings and an additional layer of work for all staff would be inappropriate at this time. Following the combining of all evidence, annotations and analysis including the impact on our school, the team met with the executive to discuss future directions.

LEARNING

The evidence for the Learning domain led to ready agreement on the recommendations. The evidence indicated a school culture focused on learning and aspiration supported by strong and strategic whole school wellbeing processes. There was some debate about attendance based on the SCOUT data but after a detailed review the determination was made that on progress, processes and high-level school and community collaboration, the school could recommend excelling on that theme. There was discussion about raising our self-assessment of the Curriculum element. It was agreed that while there are pockets of the school where differentiation is strong, the evidence was not broad enough to say it was 'school-wide'; the determination of Sustaining and Growing was affirmed. So too with the Assessment element. The external validators disagreed with the school's self-assessment believing that the evidence presented indicated the school is operating at the Excelling stage. The team accepted the recommendation. The decision to maintain a determination of delivering on Student Performance Measures was hotly contested but based on external data a more conservative finding was accepted. Our value-added data is stronger from Year 7-9 than from Year 9-12 and we continue to fall short of NAPLAN top 2 bands targets.

TEACHING

Evidence is inadequate to show improvement in two of the elements in the Teaching Domain (Effective Classroom Practice and Data Skills and Use) even though there has been observable improvements in teacher capacity in feedback and data literacy and greater staff involvement in data analysis on whole school initiatives. The evidence indicates there has been significant growth in each of the themes in Professional Standards. Learning and Development is an element where many of the evidence sets show significant progress deserving the determination of excelling. Both of these determinations are in direct response to the appointment of a new executive position with responsibility for these areas of significant impact.

LEADING

Several of the evidence sets for this domain are very strong in both Educational Leadership and Management Practices and Processes recommending a determination of excelling. When analysing the evidence, the interrelationship between the two became clear. As excellent management practices and processes became embedded as part of the culture of continuous improvement, attention could be diverted to the core business of instructional leadership and high expectations. Evidence shows the school is responsive to the Katoomba High School community and genuinely respectful of its Aboriginal community. While the school has strong processes around planning for continuous improvement the procedures for evidence-gathering on its impact on learning progress requires further development.

NEXT STEPS

The core values of the school, respect, responsibility and resilience remain fundamental to the future as do the school's dispositions towards quality and creativity as described in each Evidence Set. The first year of the 2021-2024 Strategic Improvement Plan which followed on from the achievements of the previous school plan provides the basis of a review and development of our next steps which will be more thoroughly outlined in the 2022-2025 School Improvement Plan.

In that context, the broad parameters of the next steps for consultation and collaboration include:

- Determining what to keep, what to adopt, what to adapt and what to create based on the self-assessment processes used in the external validation.
- Growing towards the next-level practices of purposeful planning and evidence informed culture.
- Growing the work practices that will continue to shift the culture of the school.

Purpose

At Katoomba High School we aim for improved student growth and attainment by engaging students as responsible learners showing measurable improvement in literacy, numeracy and academic skills. Improved student performance will result from the implementation of researched impactful teaching strategies based on data rich practices in tracking and measuring student progress. The school culture of high expectations, innovative curriculum delivery, excellence in assessment procedures and teacher feedback will be deepened by building student learning management skills.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Improving Student Performance Using External Measures
- Improving Student Performance Using Internal Measures

Resources allocated to this strategic direction

Summary of progress

EVIDENCE OF ACTIVITY

2021 was a year of thinking, researching, discussing and collaboratively planning for some quick wins on each of the activities initiated to make progress towards the schools mandatory targets in NAPLAN and HSC. The school created activity teams to address the various aspects of this strategic direction, namely - writing; reading; numeracy; assessment and reporting; high impact teaching strategies; student learning management and studying skills. The teams met initially to develop action plans and create milestones. Most teams were able to make considerable headway on their activities but progress was stalled with the Term 3 COVID lockdown which saw the teachers move into full-time teaching from home.

It was also the year of the school's cyclical external validation that called on a considerable number of staff to develop evidence sets to support the school's progress in relation to the School Excellence Framework.

Additionally, the Department of Education COVID ILSP initiative which allowed for the hiring of additional learning support staff (both teaching and non-teaching) proved to be critical in benchmarking students in literacy and numeracy and tracking their progress through small group tuition and providing targeted and intensive support at the point of need.

EVIDENCE OF PROCESS QUALITY

The various programs and procedures that were initiated to address the school's targeted progress measures through the School Improvement Plan activities were sound but disjointed due to the extended period of closure of the school due to COVID. Teacher professional learning continued but many staff were reviewing and re-energising their skills for online teaching. However, a considerable amount of data was gathered and analysed to benchmark future progress.

EVIDENCE OF IMPACT

Impact was tangible but less than expected. During the long period of lockdown when teaching and learning was conducted online, many of the additional tasks shouldered by staff were put aside. However the following evidence of impact was noted:

- Tell Them From Me student data for 'teachers expectations of success' increased by .2 from the 2020 benchmark.
- 70% of students completed the TTFM survey and 126 parents also responded, slightly below last year's return rate.
- Based on evaluations, feedback and research the Curriculum, Assessment and Reporting Team (CART) led professional learning and introduced best practice initiatives to improve assessment practices.
- Less than 10% of students did not meet National Minimum Standards by the end of Year 12, 2021. The specific data for each area is: Numeracy = 6.73%; Reading = 3.85%; Writing = 8.66%.
- Professional Learning was delivered to all teaching staff providing strategies to build teacher capacity in the explicit teaching of literacy. This included workshops on Writing for the HSC, use of explicit quality criteria, worked examples, scaffolding responses and targeted feedback to improve writing. This led to the implementation of specific targeted strategies to improve writing which faculties incorporated into teaching programs and plans. Professional Learning has continued through weekly meetings focusing on literacy. A professional development library was established with a focus on academic literature about the teaching of reading strategies.

- All Stage 4 students were benchmarked using Best Start results in reading.
- Year 7 numeracy performance data was analysed resulting in the creation of the '5 areas for action' for 2022. Students were identified for interventions based on anticipated progress measures.
- Stage 4 numeracy plan was developed using staged targets.
- All Stage 4 teaching programs incorporate strategies for the explicit teaching of numeracy where appropriate.
- High Impact Teaching Strategies (HITS) were introduced as a whole-school professional learning initiative. This initiative focused on specific pedagogical practices to improve student outcomes and move towards embedding explicit teaching based on high expectations and employing effective evidence-based methods to support student excellence in learning. Cross-faculty teams met each fortnight for three terms engaging in collaborative and rich discussion, reading widely and sharing articles on the latest evidence-based research about the strategies. Lesson observations show products and practices developed from HITS professional learning have been incorporated into learning and teaching practices school-wide.
- Analysis of retention and attainment data for Aboriginal students was undertaken and a plan for action was developed.

OVERALL IMPACT OF THE INITIATIVES TOWARDS ACHIEVING PROGRESS MEASURES

Under the circumstances the school made substantial progress on performance on both internal and external measures.

- 29.48% of NAPLAN reading results were placed in the top 2 bands, making sound progress towards the 2022 target of 33.1%.
- With only 21.65% of NAPLAN numeracy results placed in the top 2 bands considerable progress needs to be made to reach the 32.4% target.
- 56.74% of HSC results (excluding any extension courses where most results were either E3 or E4) were placed in the top 3 bands (4, 5, or 6) which indicates the school is already progressing beyond its mandatory 2022 target.

NEXT STEPS:

The school has laid plans for:

1. curriculum restructure for intensive literacy and numeracy support for Stage 4 students;
2. close analysis of NAPLAN data on a question by question basis to deconstruct gaps in student understanding and to plan for intensive targeted remedial teaching;
3. tracking students against the literacy and numeracy learning progressions through PLAN 2;
4. intensive data analysis of 2021 HSC performance to examine: where students made no attempt (NA) to answer a question or where a zero was awarded; the mark value of those questions most poorly answered, the language of multiple choice questions that proved problematic for students; and the writing skills required of students to gain Band 4, 5 or 6 in HSC performance.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • Tell Them from Me student data indicates an annual 2% increase in 'intellectual engagement composite' based on 2020 benchmark • Tell Them from Me student data indicates an annual 2% increase in 'students who are interested and motivated in their learning' based on 2020 benchmark • Tell Them from Me student data indicates an annual increase of .5 in 'teachers' expectations of success' based on 2020 benchmark • Staff and parent evaluations and student feedback on school assessment practices, along with research into best practices, informs further directions including professional learning for 2022 	<p>Progress measures 1 -2 not met</p> <p>Progress measure 3 partially met</p> <p>Progress measure 4 met</p>
<ul style="list-style-type: none"> • 90% of students achieve National Minimum Standards 	<p>All progress measures met</p>

<ul style="list-style-type: none"> • Teaching programs incorporate strategies for the explicit teaching of writing skills • Implement findings from analysis of data and research by incorporating into 2022 plan 	
<ul style="list-style-type: none"> • All Stage 4 students benchmarked against Best Start results in reading • 100% of teaching staff appropriately skilled to implement teaching strategies that will enhance student reading competency • Interim end of term testing indicates 100% of Stage 4 students have shown growth in reading 	<p>Progress measures 1 and 2 were met</p> <p>Progress measure 3 partially met</p>
<ul style="list-style-type: none"> • Year 7 Best start analysed and recommendations developed • Year 8 'Check In' assessment (SCOUT) analysed and recommendations prepared. • Progress measures identified for groups of students from mid Semester reporting and testing • 100% of Year 8 targeted students show growth in numeracy on internal data • 80% of all Year 8 students show growth in numeracy on internal data • 100% of Year 7 targeted students show growth in numeracy on internal data • 80% of all Year 7 students show growth in numeracy on internal data 	<p>Progress measures 1-4 and 6 met</p> <p>Progress measures 5 and 7 partially met</p>
<ul style="list-style-type: none"> • Stage 4 numeracy plan developed with staged targets • • Teaching programs incorporate strategies for the explicit teaching of numeracy where appropriate 	<p>All progress measures were met</p>
<ul style="list-style-type: none"> • Staff surveys (semesters 1 and 2) indicate consistent growth in teacher confidence and development of expertise in implementation of High Impact Teaching Strategies (HITS) • Effectiveness of learning and teaching programs reviewed and revised to incorporate expansion of teaching strategies reflective of collaborative HITS professional learning • Lesson observations show products and practices developed from HITS professional learning incorporated into learning and teaching practices school-wide • 2022 professional learning in assessment and reporting planned, budgeted and described in the light of findings from data analysis and high-leverage research • PLPs completed, uploaded to SENTRAL and communicated to all HTs and teaching staff • All faculties represented in the Year 9 Individual Learning Goals initiative 	<p>Progress measures 1-5 were met</p> <p>Progress measures 6-9 were not met</p>

- Evaluation of student satisfaction with AVID and other mentoring programs
- Evaluation of Year 9 Individual Learning Goals - process, product and practices informs future direction in student goal setting
- All data collections on student study and learning management skills analysed and recommendations developed for 2022 in the light of cutting edge research

Analyse trend and pattern data related to the retention of Aboriginal students from Year 7 to completion of HSC and develop plan to address issues that emerge.

This progress measure was met.

Strategic Direction 2: Strategies for Learning Success

Purpose

At Katoomba High School student learning success will be achieved by students setting and reaching individual goals at a level commensurate with their ability, becoming resilient, empowered learners skilled to meet post-school challenges as engaged citizens. Improvements in learning will result from quality relationships, a focus on the development of grit, the adoption of a growth mindset and greater involvement in school governance resulting in perceivable value placed on academic success and clearer delineation of post-school options.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Every Student's Journey
- Every Student Matters

Resources allocated to this strategic direction

Summary of progress

EVIDENCE OF ACTIVITY

Transition from Stage 3 to Stage 4

- Transition visits for mainstream and support students were conducted. An activity booklet and a social stories booklet of key people and places was created by class teacher and current support student.
- Enrichment class test placement introduced. 49 students sat test supervised by NESAs trained invigilators (supervisors).
- Modified COVID safe orientation planned and implemented.
- Year 6 parent ZOOM meeting held providing information on the school in general, its philosophy and culture; the curriculum and teachers; the school executive group.

Transition from Stage 5 to Stage 6

- Stage 6 ILPs for students with additional needs are still being developed and some Year 10 PLPs processed.
- Stage 5 teaching programs continue to be developed and improved for senior success and to incorporate student voice activities.

Student Wellbeing

- Many wellbeing programs were implemented, reviewed and evaluated. Additionally, strong partnerships have been formed with external agencies. A Katoomba High School Wellbeing scope and sequence was successfully trialled. The Learning and Wellbeing staffing structure was enhanced and case management more defined, allowing for individualised focused support. Targeted professional learning has been accessed by staff, including the Positive Psychology workshop that all staff attended.
- Establishment, ongoing evaluation and continuous refinement to the MH1 ED class has occurred. Recommendations developed for the newly adopted 2nd MH1 class to be enacted.
- The Delivery Support and Student Specialist Programs personnel are utilised frequently. Katoomba High School has formed a strong and purposeful relationship to support our highly at-risk students. While it may be difficult to define 'highly at-risk', all students are known and have been supported by specialist staff.
- A student survey conducted post-lockdown return to school indicated the challenges faced by many students whilst learning from home which included lack of motivation, not seeing friends, along with lack of routine and isolation. The concerns they expressed about returning to school included the fear of having missed or not completed some class or assigned work and being tired at school.

Student Agency

- COVID severely interrupted student participation in culturally diverse activities in Terms 3/4 and no events ran in this time.
- Post-lockdown student groups such as ROAR (Reaching Out for Animal Rights) and the Environmental Collective resumed to reflect on goals for 2021 including threatened species bake sale, earn and return, pop-up op-shop (waste reduction initiative), applications for the DoE, Department of Student Voices in Education and Schools (DOVES) program, and providing feedback and review on the new study skills program (ESSK). Student leaders resumed reading daily notices including important community announcements in Term 4.
- Students identified more areas for involvement in leadership of culturally diverse activities such as a Birriban Caring For Country program and a student AECG, to create more leadership opportunities for ATSI students.

Attendance And Engagement

Due to COVID, focus groups were not conducted.

- Regular, ongoing forensic analysis of attendance and truancy data was conducted resulting in the preparation of fortnightly itemised student trend data that is interrogated at Attendance Team meetings and Learning and Wellbeing Team meetings.
- The Aboriginal Education Team developed and implemented engagement programs with the community.
- Development of Personalised Learning Pathways for Aboriginal students.
- Greater parent engagement and parent involvement with the development of individualised learning plans.
- Increased parent and carer communication through social media, Parent Portal, email and Principal's Newsletter.
- The school allocated increased staffing resources for learning and behaviour support.
- Attendance procedures were communicated to staff and families and announced and reiterated at year meetings.
- Staff were introduced to the PLAAST (Personalised Learning and Signposting Tool).
- Student participation numbers in co-curricular events were benchmarked for future reference and growth.
- In 2021 the school employed a teacher to specifically support Aboriginal students to improve academic and social outcomes including attainment of the HSC.
- The employment of specialist Community Youth Workers and the Aboriginal student support teacher to work with students on goal-setting and building student confidence. Teachers and support staff involve students and parents in planning to support learning and share expected outcomes.

EVIDENCE OF PROCESS QUALITY

The evidence to support the work in this Strategic Direction comes from a program audit, surveys, quantitative data collected at various points throughout the year, document analysis and student and community verbal feedback at various stages. The school's decision to focus on significant structural changes to address specific issues resulted from close analysis of quantitative trend data.

EVIDENCE OF IMPACT

- Over 80 parents attended the Year 6 parent ZOOM meeting.
- Transition visits organised and conducted for 71 identified mainstream students with LAST and Year 7 coordinators.
- The appointment of a Deputy Principal (Transition) led to greater consistency in transition to high school processes and a more settled and supported cohort.
- The creation of the MH1 ED class for students with high levels of anxiety proved to be very successful and will be expanded in 2022.
- 7% increase in perceived positive behaviour (TTFM 2021 Student Survey).
- 3% increase in perceived positive climate for learning (TTFM 2021 Student Survey).
- 3% decrease in perceived bullying (TTFM 2021 Student Survey). Additionally there was a decrease in bullying incidents recorded via SENTRAL.
- There was a decrease in negative behaviour incidents from 278 in 2020 (from 1/1/20 - 1/6/20) to 241 in 2021 over the same period of time.
- Initiatives to support student efficacy and community involvement in student educational opportunities continued to grow; students actively look for more ways to have a voice in the school.
- The Welfare Team analysed the post-lockdown student survey data and developed initiatives to address specific student wellbeing concerns at both a universal and targeted level.
- Staff trained in Youth Mental Health First Aid (YMHFA) exceeded 40%, well above the school target.
- 70% of students completed the TTFM survey and 126 parents also responded, slightly below last year's return rate.
- TTFM data showed sense of belonging, advocacy and expectations for success had an average score of 58% - better than expected following COVID lockdown of 2020
- 4% decrease in perceived truancy (TTFM 2021 Student Survey)
- The 2021 attendance rate is 86% which is higher than the previous 2 years.
- 5% increase in overall student attendance data
- Increase in referrals to the HSLP (Home School Liaison Program) and students on attendance case management.
- Increase in attendance for students with diagnosed complex mental health issues from 2020 data.
- Continuing trend of closing the gap between Katoomba High School and other similar school groups - now a 3% difference.
- Case management documentation shows some students have increased attendance, reduced suspensions and negative behaviour incidents in comparison with the previous calendar year.
- 55% of teachers reported one or more positive incidents on SENTRAL, well exceeding the target of 20%.
- Total number of suspensions slightly increased (+7), however the total number of suspension days decreased (-34 days).
- Close to 100% of Year 7 students and more than 40% of Year 10 students participated in Peer Support Program.
- The school created a permanent designated Aboriginal cultural space where resources could be housed, and people could come together in a welcoming environment where Aboriginal students, their families or other members of the community could 'drop in'. This ensured ongoing continuity of personnel with the cultural sensitivity and community connections to effectively support our young Aboriginal people at the point of need.
- Qualitative data on the work of the Community Youth Workers and the Aboriginal Education Team showed

significant impact for many Aboriginal and Torres Strait Islander or Pasifika students and others known to the school as disengaged or at risk of disengagement.

- ATSI students worked with teaching staff and community artist to design and complete the wall mural that welcomes visitors inside the school.
- Data shows students involved in specific targeted support initiatives have improved attendance by up to 18% and in most cases a reduction in behavioural incidents, in one case by more than 50%.

OVERALL IMPACT OF THE INITIATIVES TOWARDS ACHIEVING PROGRESS MEASURES

The school is showing a positive trajectory in student attendance even though some families communicated their hesitancy to allow their children to resume face to face learning following the Term 3 COVID lockdown.

- 52.7% of students attended school in 2021 for more than 90% of available time. The school's agreed target is 66.7% and its annual trajectory is 62.4%.
- The school's Semester 1 attendance rate was 82.6% and Semester 2 attendance rate was 92.1%
- The school's wellbeing rate is 57.27%

NEXT STEPS

- Ongoing growth in effective partnerships between the school and the students to enhance student efficacy and to draw on student expertise and views to improve student learning.
- Student Wellbeing Programs will be further refined and the Scope and Sequence will be fully implemented along with a further external programs audit to ensure alignment with our community needs.
- Increase student agency in key learning areas such as reflecting on, self-assessing and reporting on their own performance as well as developing ideas to improve student data around attendance, engagement and sense of belonging.
- Implementing a pilot program whereby students and teachers collaborate using internal data to improve expected growth.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • Analysis of all data and research, including parent and student evaluations of various stages of transition process informs planning and use of specific strategies for 2022 transition group • Learning profiles developed and ready for distribution for Year 7 2022 • 100% ILPs for Stage 6 students with additional needs completed • 100% of Year 10 students have PLP • Stage 5 teaching programs reflect knowledge and skill development required for student success in the senior school, including involvement in student voice activities • Evaluation of MH1 ED class - structure and program - to inform future operation of class • Over 10% of staff trained in Youth Mental Health First Aid • 80% completion rate on the TTFM student survey and increased trend of parent participation rate • TTFM survey data to increase to 65% on student sense of belonging, expectations for success and engagement in learning and improvement in student advocacy data • 20% of staff post positive behavioural reports on SENTRAL • Reduction in number of students 	<p>Progress measures 1,2,3,6,7,10,11,12,13, 14 met.</p> <p>Progress measures 4-5, 8, 15 partially met</p> <p>Progress measure 9 not met.</p>

<p>reporting anxiety over the school year</p> <ul style="list-style-type: none"> • 10% reduction in suspensions based on 2020 data • 100% of Year 7 and 40% of Year 10 students engaged in Peer Support Program • Increased opportunities for students to be engaged in student voice activities, such as: school governance issues, consultation in the development of school programs and procedures, analysis of Tell Them from Me data and development of recommendations for school improvement as well as involvement in leadership of culturally diverse activities • 10% of students take responsibility for delivery of the daily bulletin announcements 	
<ul style="list-style-type: none"> • 80% of Year 10 students complete work experience survey • 80% return rate on Post-School Readiness survey • Katoomba High School Career Education Plan and implementation plan developed • Reduction in truancy overall and throughout the year compared with same term in 2020/2019 • Student and parent focus groups conducted to gauge knowledge of and satisfaction with measures designed to improve student attendance and engagement • Students with additional needs show pattern of improved attendance, reduced suspensions and behaviour notifications based on data from comparable 2020/2019 term throughout the year • Attendance guidelines and procedures document published • 90% of parents with at-risk students work productively with the school to improve student attendance • 50% of teachers utilise PLAAST tool to develop and monitor Individual Learning Plans • 65% of students attend school more than 90% of available school time • Student involvement with co-curricular and extra-curricular activities benchmarked 2022 	<p>Progress measures 4 and 7 were met.</p> <p>Progress measures 6, 8, 9 partially met.</p> <p>Progress measures 1-3, 5, 10-11 not met.</p>
<ul style="list-style-type: none"> • % students attending school increases in comparison to Term 1 2019-2020 data • 80% of highly at-risk students are supported by specialised DoE staff, including ASO, school services, IST's and Network Specialist Facilitator • 100% of PLPs completed for Stage 6 Aboriginal students • 10% increase in student participation in culturally diverse activities such as harmony day, NAIDOC ceremonies, Sorry Day and IDAHOT, International 	<p>Progress measures 1-2 met.</p> <p>Progress measure 3 partially met.</p> <p>Progress measure 4 not met.</p>

Strategic Direction 3: Enabling Conditions for Effective Learning

Purpose

At Katoomba High School we recognise excellence requires the development of self-efficacy in individuals enabling them to take risks, reflect on their impact, work alongside colleagues and the community to continue to grow the conditions enabling all students to thrive in an environment created for effective learning to take place. Through this strategic improvement plan we aim for teachers to see themselves as leaders for / of learning, providing the enabling conditions for effective learning. Our staff will be role models for students in responsible risk-taking while building the skills needed to be leaders in faculty, classroom or administration.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Use Evidence-Based Leadership to Inform and Operationalise School Improvement
- Building and Utilising Staff Strengths and Community Partnerships for Improved Student Performance

Resources allocated to this strategic direction

Summary of progress

EVIDENCE OF ACTIVITY

- **Observe and Share** was introduced as collegial professional learning to facilitate professional dialogue and collaboration based on agreed and planned classroom observation. It allowed teachers to share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning which supports the school's direction for high expectations. Teachers modeled effective practice and provided the opportunity for the provision of specific and timely feedback between teachers. Throughout 2021 increasing numbers of teachers became involved.
- The school introduced an **aspiring leaders program** with workshops taking place after school each fortnight when the school was in normal operation.
- One of the positive outcomes of the 2021 COVID lockdown and learning from home period was the take-up of **Google Classroom as a school-wide learning tool**.
- The **Parent Portal** became an effective platform for communication about student learning and assessment between teachers and the parents or carers. Providing ongoing feedback, from the user-end, P&C members played a significant role in highlighting issues and discussing best-practice outcomes in relation to an effective Parent Portal. The school responded to parent concerns and during 2021 launched on the Parent Portal the assessment alert system and resources for parents to utilise as part of their learning alliance with the school and their student.
- Whenever possible, **learning alliances** with the parent or business community were specifically targeted to meet critical curriculum needs. One specific example comes from Year 9 Geography students who worked with Blue Mountains Council to plan for the redevelopment of the Katoomba Town Centre and Civic Centre. In 2021 the Council took the opportunity to call upon student ideas for the planned redevelopment which resulted in the students putting together a presentation including constructing models to share their ideas. Councillors were so impressed that they asked the students to take their ideas to the next level, attending a conference and speaking to the lead architect. The Blue Mountains Council redevelopment curriculum project continues but already has had significant impact on student learning.

EVIDENCE OF PROCESS QUALITY

The various activities in Strategic Direction 3 - Operationalising Plans, Evidence Informed Planning, Strengths-Based Leadership and Community Partnerships - were undertaken to support the activities in the other strategic directions. Processes were established to:

- regularly track and evaluate the progress of each SIP Activity Team in meeting the targets for each activity including calling for evidence to support progress;
- build the capacity of middle level leaders to harvest and capture internal data, analyse and make recommendations based on the data and shape plans in response to the data;
- build the capacity of all staff in the recognition of their own strengths and those of colleagues, and in efficient ways of working collegially to share and build strengths;
- expand community connections.

The quality of this work can be measured by:

- documentation of processes and practices,

- document analysis to identify alignment between data and plans and nominated improvement measures,
- lesson observations and professional conversations that led to raising expectations,
- survey responses.

EVIDENCE OF IMPACT

- The Observe and Share initiative was highly evaluated by all participants and has driven ongoing, school-wide improvement in teaching practice and student engagement. Overwhelmingly, staff consider the collegial nature of the program beneficial. Teachers involved in the 'observation teams' have demonstrated and shared their expertise with colleagues from various faculties throughout the school and participate in the reflective discussions that follow. This has generated great collegiality and cohesiveness in professional practice with many staff providing and receiving constructive and positive peer feedback on their teaching practices. Some faculty teaching and learning programs show evidence of revisions based on feedback on teaching practices.
- 100% of participants in the aspiring leaders program evaluated it positively and undertook initiatives to implement the learning. Two teachers who attended the program were successful in gaining higher duty positions.
- The expansion of Google Classroom as a teaching tool has led to an increase in parent involvement in student learning as parents too had access to support their young people.
- The impact of the school's involvement in programs such as the various **school-based volunteering initiatives** and the DV West Pilot Tutoring Program is that students at Katoomba High School have a strong understanding of the benefits of citizenship and service. This is evidenced at its peak by school captain Lotte Weber receiving the Order of Australia Award for Community Service for 2021 and the Marie Bashir Peace Award.
- There has been an increase in overall staff confidence as measured by the Collective Teacher Efficacy survey from the October 2020 baseline to July 2021.
- A small number of Year 9 students took up the opportunity to analyse their cohort's TTFM data developing recommendations for future improvements.
- Parent surveys were held via Tell Them from Me and in relation to parent-teacher meetings. The returns indicated some growth in feedback and engagement but not at the anticipated rate of the progress measure.

OVERALL IMPACT OF THE INITIATIVES TOWARDS ACHIEVING PROGRESS MEASURES

Each of the progress measures for Strategic Direction 3 is due to be achieved by 2024. Under the circumstances of yet another period of time lost to COVID lockdown the school has made significant overall impact.

- 40% of staff were involved in the Observe and Share professional learning initiative with all faculties represented in both the delivery of lessons and observation of lessons.
- There has been a decrease in staff addressing the Australian Professional Standards for Teachers (APST) at higher levels, with 12% of PDP goals placed at Highly Accomplished or Lead level, down from 17% in 2020.
- 100% of teachers and classes now utilise Google Classroom.
- 50% of faculties were involved with school community partnerships and community groups.

NEXT STEPS:

Expansion of a Katoomba High School Data Team to lead the capacity-building of all staff and the actioning of processes in the:

- gathering, harvesting, selecting, and storing of data
- annotating of evidence to tell the story that sits behind the data
- analysis of evidence to answer the question - what has been the impact?

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • Increase in overall staff confidence as measured by Collective Teacher efficacy survey from 2020 Term 4 baseline. 	Progress measure met.
<ul style="list-style-type: none"> • 5% of student population trained in analysis of school planning data 	Progress measure partially met.
<ul style="list-style-type: none"> • All faculties represented in both the delivery of lessons and observation of lessons in Observe and Share • Observe and Share evaluated highly by all staff involved 	All progress measures were met.

<ul style="list-style-type: none"> • 20% of staff involved in Observe and Share 	
<ul style="list-style-type: none"> • 100% of staff involved in SIP • Increase in proportion of staff PDP goals at Highly Accomplished or Lead level • 100% of aspiring leaders evaluate program positively and implement learning • 30% of staff trained in Choice Theory 	<p>Progress measures 1, 3 and 4 were met.</p> <p>Progress measure 2 was not met.</p>
<p>Annual parent and student focus groups and surveys indicate 10% growth in feedback and engagement.</p>	<p>Focus groups were not held due to COVID lockdown.</p>
<ul style="list-style-type: none"> • 20% increase in parent portal use from 2020 baseline 	<p>Progress measure was met.</p>
<ul style="list-style-type: none"> • Number & range of community partnerships increased • 50% of faculties involved in community projects or events 	<p>Progress measures were met.</p>

Funding sources	Impact achieved this year
Refugee Student Support \$338.00	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • teacher resources <p>The allocation of this funding has resulted in: purchasing of specific resources</p> <p>After evaluation, the next steps to support our students with this funding will be: N/A</p>
Integration funding support \$356,323.00	<p>Integration funding support (IFS) allocations support eligible students at Katoomba High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around Youth Mental First Aid • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in:</p> <ol style="list-style-type: none"> 1. 100% of students were enabled to access mainstream classes 2. 100% of eligible students reached HSC minimum standards 3. 100% of students have met syllabus outcomes at their level of ability 4. a perceptible increase in confidence among students with their learning 5. greater student engagement in their learning as well as improved attendance, according to teachers 6. continuity of learning during the period of learning from home for those students receiving integration funding who were able to continue being well-supported by staff <p>After evaluation, the next steps to support our students with this funding will be: * gaining feedback from students which will inform any adjustments to support to ensure learning and engagement is enhanced</p>
Socio-economic background \$121,278.00	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Katoomba High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>Socio-economic background</p> <p>\$121,278.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement literacy / numeracy classes in Year 8 to support identified students with additional needs • supplementation of extra-curricular activities • equitable access to specialist resources • engage with external providers to support student engagement and retention • employment of Attendance Officer to monitor the attendance of at-risk students • employment of additional staff to support the Tomorrow Man / Tomorrow Woman program implementation. • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in:</p> <ol style="list-style-type: none"> 1. ensuring students meet the curriculum requirements of all courses 2. Stage 6 students being provided with specific programs to support demands of learning towards an HSC 3. the enhancement of student wellbeing with support of external counsellors and additional DP thereby improving student retention 4. student learning needs being met through expanded curriculum provision 5. providing Year 7 students with a transition program focused on a more settled introduction to high school which has led to reduced levels of inappropriate behaviour referrals and suspensions <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>* gaining feedback from students which will inform any adjustments to support to ensure learning and engagement is enhanced</p>
<p>Aboriginal background</p> <p>\$58,613.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Katoomba High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in:</p> <p>Increased participation of Aboriginal students engaging in cultural programs. Increased confidence of staff to embed Aboriginal perspectives in lessons.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ol style="list-style-type: none"> 1. Stage 6 students provided with specific programs to support attainment of HSC 2. Enhancement of student wellbeing to improve student attendance and retention
<p>English language proficiency</p> <p>\$73,029.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Katoomba High School.</p>

<p>English language proficiency</p> <p>\$73,029.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in: Targeted support within the classroom to allow students full access to the curriculum. Additional intensive support for students to meet course requirements .</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ol style="list-style-type: none"> 1. Ensuring students meet the curriculum requirements of all courses 2. Stage 6 students provided with specific targeted support to meet the assessment demands of learning for an HSC
<p>Low level adjustment for disability</p> <p>\$247,008.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Katoomba High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: Targeted support within the classroom to allow students full access of the curriculum. Additional intensive support for students to meet course requirements .</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ol style="list-style-type: none"> 1. Ensuring students gain whatever support is needed to meet the curriculum requirements of all courses 2. Stage 6 students provided with specific supports to meet the learning demands to enable the award of an HSC 3. Student wellbeing is enhanced (with support of external counsellors and additional DP) thereby improving student retention 4. Student learning needs are met through expanded curriculum provision 5. Specific Year 7 Transition initiatives tailored to the needs of individual students to ensure students are gradually introduced to high school enabling success from the outset
<p>Professional learning</p> <p>\$84,399.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Katoomba High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Professional learning</p> <p>\$84,399.00</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Subscription to TTA, a commercial provider of online professional learning courses for teaching and non-teaching staff • Met technology requirements of teachers during period of working from home • Payment for casual staff required to relieve teachers involved in professional learning. • Executive planning and leadership conference • Costs involved in Choice Theory training for staff <p>The allocation of this funding has resulted in: Improved understanding of the High Impact Teaching Practices Capacity building of staff in the areas of use of technology to enhance online learning, academic writing and improving student performance in the HSC</p> <p>After evaluation, the next steps to support our students with this funding will be: Employment of greater efforts for teachers to collaborate with staff from other schools to share and embed good practice Lay the foundations to embed whole school and inter-school relationships to provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers Embedding systems to facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.</p>
<p>School support allocation (principal support)</p> <p>\$47,851.00</p>	<p>School support allocation funding is provided to support the principal at Katoomba High School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of retired principal as executive mentor to support school planning, monitoring and evaluation <p>The allocation of this funding has resulted in: support for all staff - teaching and non-teaching - in meeting the demands of their position, fulfilling their responsibilities and addressing school targets as outlined in the School Improvement Plan.</p> <p>After evaluation, the next steps to support our students with this funding will be: the systematic and regular monitoring of a range of indicators that gauge the impact of the School Improvement Plan at the learning, teaching and leading levels and inform changes in the implementation that supports success.</p>
<p>COVID ILSP</p> <p>\$127,815.16</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p>

COVID ILSP

\$127,815.16

- targeted in-class support for specific individual or small groups in both literacy and numeracy
- employment of teachers/educators to deliver small group tuition
- releasing staff to analyse school and student data to support all students appropriately
- employing staff to provide online tuition to student groups in literacy/numeracy
- providing targeted, explicit instruction for student groups in literacy/numeracy
- employing staff to supervise and monitor progress of student groups engaging in online tuition
- development of resources and planning of small group tuition

The allocation of this funding has resulted in:

1. FOR STUDENTS:

Most of the students supported by the COVID ILSP funding were in Year 7. In reading, students maintained levels across 4 indicators from the Learning Progressions as seen by the comparison of results from Best Start and CYR7.

- UnT6 identifies connectives that develop coherence between ideas or events
- UnT7 uses common signposting devices such as headings and subheadings etc...
- UnT8 reads and views moderately Complex Text
- UnT8 poses and answers inferential questions

No student regressed.

In writing - paragraph writing and extended response - students showed improved writing and spelling between Terms 1 and 4 progressing from D's to C and B.

Students who received support with numeracy showed strong improvement except for one whose performance was impacted by ongoing behavioural issues throughout the year and lack of engagement in the recent Check-in test.

Overall, students engaged more positively in class and were more confident in class activities that involved reading, writing and numeracy.

Year 8 students were provided with in-class support. They engaged more fully in task completion, were able to complete written assessments, and were more positively engaged in sustained classroom learning.

One student who was largely non-verbal by choice because of an impediment, has grown enormously in confidence and skills through the project. He is now using his voice, asking questions and is more actively engaged in classroom learning. His teachers have noted the significant change in his engagement.

Those students for whom resources were prepared by the ILSP team for specific classes had an increase in engagement and progress. Most effective mode of face-to-face learning for students was very small group tuition. However, there was considerable increase in dignity through online learning where teachers working with students 1:1 saw students acknowledge their shortcomings or gaps and specifically ask for assistance.

2. FOR STAFF:

The resources and research made available through the COVID ILSP website and TEAMS was invaluable in improving knowledge and skills of best practice in literacy and numeracy teaching.

The ILSP team improved expertise in data literacy, PLAN2 and the Learning Progressions.

Many teachers worked closely with the ILSP team to incorporate intensive learning strategies into classroom teaching. Parents too, took greater accountability for supporting student learning during the learning from home period.

The resources prepared for teachers by the ILSP team were acknowledged as being very useful. Teachers also valued highly the use of small-group intensive support within their classes. Teachers noted the increased

<p>COVID ILSP \$127,815.16</p>	<p>engagement and confidence of many students and associated task completion.</p> <p>3. FOR SCHOOL: The additional human resourcing made available by COVID ILSP funding meant that more students could be accessed for intensive, targeted supported and more teachers were able to work alongside specialist support staff to improve student learning.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ol style="list-style-type: none"> 1. Targeted PL on pedagogical practices and the resources made available through the COVID ILSP TEAMS site and meetings. 2. What we have learned about students and funding processes in 2021 will allow for an immediate start in 2022 in direct support of students. 3. This will further upskill more teachers working with students particularly Years 7 and 8. 4. Many resources have been prepared and will be used again, revised or improved to meet specific needs of groups of students. 5. Provision of relief from face to face teaching so that classroom teachers can plan with the COVID ILSP team to better meet the needs of specific students 6. Greater access to classes for integrated small group tuition for targeted students.
<p>Per capita \$230,666.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Katoomba High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Employment of teachers • Property maintenance and resource purchases • Employment of additional Deputy Principal (Transition) <p>The allocation of this funding has resulted in: provision of expansive curriculum and wellbeing programs that all students can access. implementation of early intervention strategies for Year 7 transitioning students. ongoing development and enhancement of a strong partnership with families in the support of student success. a well maintained and well resourced school that provides students with the requirements for full and deep access to the curriculum.</p> <p>After evaluation, the next steps to support our students with this funding will be: gaining feedback from students which will inform future use of this funding.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	424	455	468	486
Girls	378	423	429	468

Student attendance profile

School				
Year	2018	2019	2020	2021
7	90.3	90.7	93	90.4
8	89.5	88.4	91.1	87.3
9	86.3	87.6	88.2	85
10	84.3	86	88.6	82.3
11	84.5	82.9	91.3	82.8
12	82.8	82.1	88.7	84.9
All Years	86.9	86.9	90.3	85.7
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	2
Employment	46	50	33
TAFE entry	54	31	19
University Entry	0	0	40
Other	0	0	4
Unknown	0	0	3

Year 12 students undertaking vocational or trade training

27.83% of Year 12 students at Katoomba High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

92.2% of all Year 12 students at Katoomba High School expected to complete Year 12 in 2021 received 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)	10
Classroom Teacher(s)	57.5
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	20.77
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	598,251
Revenue	13,043,953
Appropriation	12,550,243
Sale of Goods and Services	245,948
Grants and contributions	247,123
Investment income	638
Expenses	-13,093,046
Employee related	-11,951,631
Operating expenses	-1,141,415
Surplus / deficit for the year	-49,092
Closing Balance	549,159

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.

	2021 SBAR Adjustments (\$)
Targeted Total	319,454
Equity Total	499,927
Equity - Aboriginal	58,613
Equity - Socio-economic	121,278
Equity - Language	73,029
Equity - Disability	247,008
Base Total	10,864,247
Base - Per Capita	230,666
Base - Location	0
Base - Other	10,633,581
Other Total	510,294
Grand Total	12,193,922

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

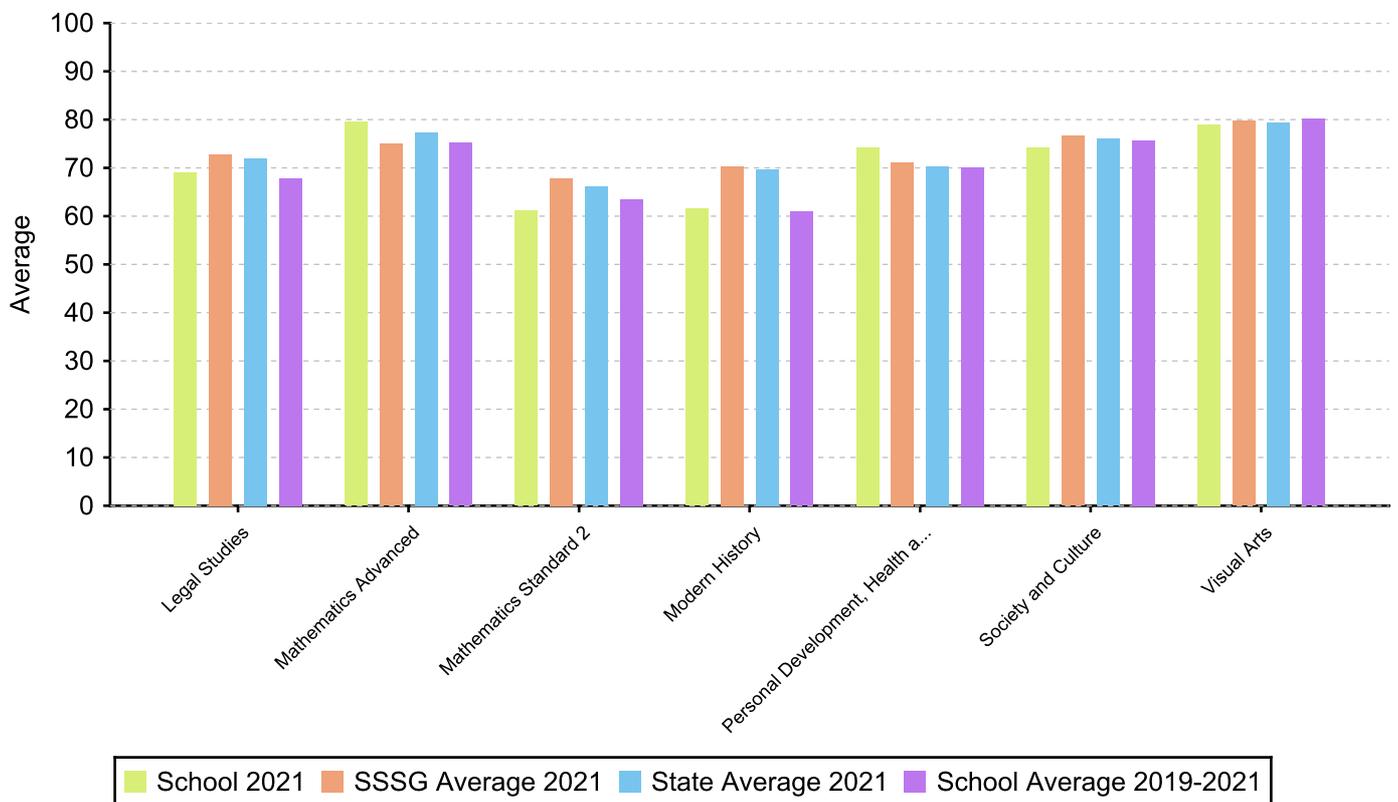
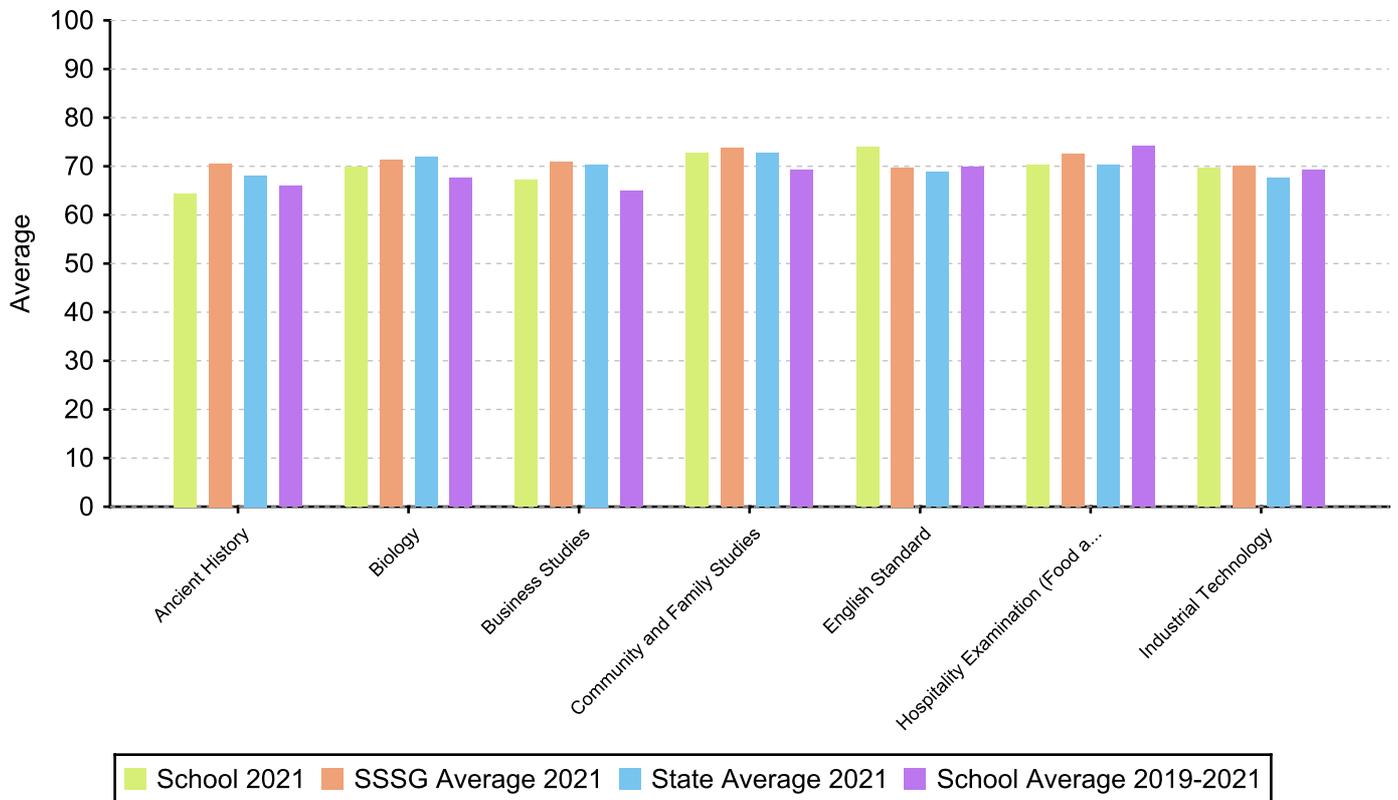
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2021	SSSG	State	School Average 2019-2021
Ancient History	64.4	70.6	68.1	66.0
Biology	69.8	71.3	71.9	67.6
Business Studies	67.1	70.8	70.4	64.8
Community and Family Studies	72.8	73.7	72.7	69.2
English Standard	74.0	69.7	68.8	69.9
Hospitality Examination (Food and Beverage)	70.3	72.5	70.3	74.2
Industrial Technology	69.7	70.2	67.7	69.3
Legal Studies	69.1	72.8	72.0	67.9
Mathematics Advanced	79.5	75.0	77.4	75.2
Mathematics Standard 2	61.1	67.9	66.1	63.5
Modern History	61.5	70.3	69.7	60.9
Personal Development, Health and Physical Education	74.2	71.2	70.3	70.1
Society and Culture	74.3	76.6	76.0	75.7
Visual Arts	79.0	79.7	79.4	80.2

The trend in HSC performance from 2019 has been very positive. Bands 1 and 2 results have shown steady reduction from 24.19% (2019), 23.60% (2020) to 16.79% (2021). Bands 4, 5 and 6 have similarly increased, from 49.38% (2019), 49.37% (2020) to 56.74% in 2021. This positions the school strongly to reach the Department of Education HSC target of 58.7% by 2022.

Of special note:

- English results were outstanding - with 87.5% of Advanced results in the top 3 bands and 73% of Standard results in the top 3 bands.
- Those courses with very small candidature (Dance, Drama, Music 1 and Music 2) had 100% results in the top 3 bands
- The school offered 6 extension courses from which 16 out of 18 results were at either E4 or E3 level.

The school is mindful of the Band 3 results that fall 3 or fewer marks below Band 4 (that is, 67, 68 or 69) and has implemented an initiative targeting student study and learning management skills to address this. In addition the school will intensify its data analysis to incorporate a forensic examination into student performance on questions with specific mark values and specific directive verbs and develop strategies to address any findings.

Parent/caregiver, student, teacher satisfaction

There is a high level of of general satisfaction with the school. Evidence for this is drawn from Tell Them from Me survey data which generated 699 responses from students, 126 parent respondents and 13 teacher respondents. In addition, data is also drawn from a student survey of school assessment, feedback and reporting practices; student post-lockdown survey; a parent survey in relation to parent-teacher meetings; teacher self-efficacy survey.

There was minimal change in the **student** trend data from 2020 to 2021. It was pleasing to see a small rise in the degree to which students value school outcomes and have improved behaviours towards homework. Not surprising, students report a drop in their academic performance in 3 mandatory areas - English, Mathematics and Science. So too, student sense of belonging fell by 1% which is equally unsurprising following 2 years of uncertainty because of COVID. Some individual student feedback to the school included:

- The daily emails updating us on everything we need to know has been really helpful. I personally have had Zoom meetings with my support teachers, which has been a good extra connection. Also what was really nice was when the teachers mentioned how good everyone was going with the work, positive quotes and hints for getting through this hard time etc. As a senior, I feel it might be good to have some adjustment time (when we return), in line with the HSC timeline. As we were met with the new pressures of the HSC course without real time or ideal circumstances to fully understand the change in learning that we would have. Thanks for supporting us in these hard times". (YEAR 11 student responding to post-lockdown survey.)
- Year advisers have organised things to do and a well-being classroom. The teachers have done lots of zooms to check up on us". (Year 8 student responding to post-lockdown survey).

On the internal data gathered in relation to assessment, students expressed strong support for the scheduling of tasks throughout the year. Students felt they were well informed of school procedures around applying for an extension of time to complete an assessment task or missing an assessment task. Students told us they received feedback from their teachers on draft assessment tasks which they read and responded to.

Teachers, in their Tell Them from Me responses, indicated increased support for the school leadership and the collaborative culture of the school both of which rose by .8 to 6.7 and 7.8 respectively. There has been a steady rise in affirmation for the learning culture (from 7.7 to 7.8), the use of data to inform teaching practice (from 7.3 to 7.7) and the use of high impact teaching strategies (from 7.3 to 7.6).

By being authentic with the **community** and showing the value the school places on feedback and strong connections, the school is recognised as excellent and responsive by its community as it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school. The school has taken the time to learn about the most effective means of communication with **parents and carers** and has shaped current practices accordingly. The school has increased the frequency of text messaging to parents, particularly for issues of high importance. The school utilises a mix of communication platforms all the time. Many families do not access Facebook, for example, but do use email. The principal's weekly emails to families has proved to be very popular. To increase the use made of the school website we regularly look to ways to improve its appeal; considerable thought and effort has gone into improving the parent portal.

At Katoomba High School, management practices and processes are responsive to school community feedback. There is a whole school approach and commitment to improving service delivery and parent and student experience. The school is appreciative of the regular feedback provided by parents, community members, students and staff and is responsive to it. The leadership team monitors and measures school community satisfaction and shares its analysis and actions in response to the findings with its community.

In 2021 the school piloted an electronic booking system for parents/carers to make appointments to see teachers at the Semester 1 parent-teacher evening. It was important to get immediate feedback on this new procedure and not to lose the chance to gain community response to other school issues. A pen and paper survey was put together and given to parents/carers while they waited to see a teacher thus guaranteeing a large response. The data-collection in relation to parent-teacher evenings provided useful information about problems with the booking system. This matter was resolved and is but one example of the school's ongoing endeavours to evaluate its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and preparedness to make changes when required to ensure their effectiveness.

It is fortunate that members of the community of Katoomba High School are very willing to make contact usually with the Principal and to express their satisfaction with the school in relation to specific issues. Each week the Principal receives at least three written communications expressing satisfaction with some aspect of the school. Very often these are in response to the Principal's weekly Letter to Katoomba High which often draws positive affirmations to the Principal. At other times members of the community make contact by telephone or email and sometimes even tweet about the school - all positive, all expressing support for the school.

In the Tell Them from Me survey, parents indicated they feel welcomed when they come to the school (rating of 7.5);

they are informed (rating 6.2) about their child's progress and any issues that arise; they express satisfaction with the general communication from the school (71%) and would recommend the high school to parents of primary school students (64%).

Finally, parents specifically commented on the support the school provides young people in managing life issues:

- I think the school has managed life issues for young people and supported their needs exceedingly well this past year, given the pandemic challenges.
- the school proactively looks out for students who need assistance on managing life issues and has resources and procedures in place to deliver this support.
- I am confident we could reach out to the school if need be and feel supported in this area. The Principal and staff are excellent.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.