

# 2021 Annual Report

## Kiama High School



8171

# Introduction

The Annual Report for 2021 is provided to the community of Kiama 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.

## School contact details

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Kiama High School

Saddleback Mountain Rd

Kiama, 2533

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

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

4232 1911

## Message from the principal

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The 2021 school year was a very disrupted one as a result of the ongoing global COVID pandemic. All aspects of school life were impacted. Academic timelines were adjusted to support student learning. Sporting opportunities were limited if they went ahead at all. The school was very responsive in maintaining parent, community and transition communication through embracing technologies. One shining light in the school calendar was the staging of Mary Poppins as our first school musical in 25 years. Curtains closed on the show as restrictions came into full force. Thanks must be given to school staff who gave their all to ensure smooth daily operations.

## School vision

Kiama High School is an inclusive school, dedicated to ensuring every student is known, valued and cared for by a committed and experienced staff who continually challenge and engage themselves and their students. We maintain strong connections with our community to create and develop links that demonstrate and promote a sense of belonging within the local identity.

Academic excellence is achieved through a culture of high expectations and a strong focus on explicit teaching strategies for literacy and numeracy. We promote a sense of belonging through active and ongoing programs in wellbeing, cultural and sporting opportunities.

## School context

Kiama High School is a comprehensive co-educational high school located beneath Saddleback Mountain on the beautiful south coast of NSW. We acknowledge our school is located on Dharawal Country and its traditional custodians are the Wadi Wadi people. Our school provides a broad and rich curriculum offering a wide range of opportunities for its 938 students to achieve success. Kiama High School has over 90 staff members committed to excellence with a focus on equipping young people to face the challenges of the world by embracing technology and the resources provided by both the school and the local community. Our school is a proud, proactive member of the Kiama Community of Schools (KCoS).

The school is recognised in the region as a high performing academic school. We offer a broad curriculum which caters to student needs as they develop their potential and set goals for their transition beyond school. Every student is also supported and encouraged to pursue their interests in the academic, sporting or cultural arena to further enrich their capabilities.

The school is a Positive Behaviour for Learning (PBL) school where the core values of Respect, Responsibility and Excellence are reflected in the outstanding Wellbeing Framework that underpins all we do to ensure that our students Connect, Thrive and Succeed.

Our facilities effectively support Key Learning Areas (KLAs). With a focus on improving technology resources and skills and the focus on STEAM we proudly deliver a 21st Century curriculum with high expectations. This commitment continues as a strong focus for improved school achievement into this next four year planning cycle.

The Creative and performing arts (CAPA) program is comprehensive comprising the Junior Band, the Senior Band, the Stage Band and the Rock Band as well as a highly accomplished and respected Vocal Group. The Vocal Group has achieved outstanding success with performances in Schools Spectacular and Southern Stars. The Stage Band regularly tours regional centres, performing in primary schools and local venues. The accomplished dance group regularly performs in Southern Stars. Students excel in Visual Arts with nominations for Art Express and selection for the Shoalhaven New Horizons Art Exhibition. In 2021, Kiama High School has performed its first musical, *Mary Poppins*, in 25 years and there is a commitment from the school to continue every two years.

Kiama High School has a proud sporting history and enters teams in a wide variety of Combined High School State Knockout sporting competitions achieving success at regional and state levels.

Cultural activities are offered to celebrate diversity and to recognise our Indigenous students. The Student Representative Council (SRC) introduced the highly successful KHS Fest in 2017 as a way to recognise this diversity. The school participates in NAIDOC Week in a way that actively engages our wider community. We offer Italian, French and Japanese language courses and strengthen cultural ties with an annual exchange program (currently on hold) with a sister school in Udine, Italy.

## Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

The ongoing growth and attainment of students in all areas of school culture remains the core focus of Kiama High School.

### 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.

- Assessment Practices and Data Analysis
- Effective Classroom Practice and High Expectations and Explicit Teaching
- Effective management of attendance procedures
- Effective processes for HSC, NAPLAN and TTFM data monitoring

### Resources allocated to this strategic direction

**Socio-economic background:** \$52,518.00

**Aboriginal background:** \$33,635.00

**English language proficiency:** \$21,021.00

**Low level adjustment for disability:** \$268,384.00

**Integration funding support:** \$126,822.00

**Per capita:** \$215,000.00

**School support allocation (principal support):** \$46,874.00

### Summary of progress

Staff identified need for improved use and analysis of data was introduced in 2021 via targeted and self directed Professional Learning. This has been a focus for early 2022 and will continue throughout this year. Staff response has been positive and led by Executive members. The focus of the data explicitly unpacks reading and numeracy results and future directions to address areas of concern. The expansion of the Accelerated Reader program in 2022 to Years 7-9 as well as the R&R program conducted by the library support explicit reading improvement. The implementation of classes with specific purpose such as 9MatTech promote explicit teaching of numeracy skills. This is supported by smaller class sizes in 2022, Year 9 to accommodate explicit teaching of skills in literacy and numeracy and the structure of Science classes aims to extend and challenge students appropriately. High expectations continue to be shared within classes and in 2022, faculty developed homework procedures support and consolidate classroom learning. A focus on engagement and retention of Aboriginal students to attain the HSC will be addressed with students from arrival in Year 7. This will be managed through the SRC, School leadership team as well Aboriginal Education team. Year Advisers and the HT Wellbeing have unpacked and shared the TTFM data with entire cohorts in 2021 and the focus for this in 2022 will be to identify implications for the classroom and wider school community.

In 2022, we will continue to up skill staff with data analysis and focus more on addressing the implications of the data. A rigorous assessment procedure will be completed and implemented. Action Research Teams in the areas of Explicit Teaching, Literacy and Numeracy, Data Analysis and High Expectations will be implemented and further explored in 2023.

### 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
Increase the percentage of students achieving in the HSC top 2 bands to be at or above the system negotiated baseline target of 25.67%.	The proportion of students achieving HSC top 2 bands is 17.10%, indicating progress yet to be seen toward the system negotiated baseline target.
NAPLAN Top 2 bands <ul style="list-style-type: none"><li>• Improvement in the percentage of students in Year 9 achieving in the top 2 bands for Reading to increase by</li></ul>	<b>Reading</b> In 2021, 17.90% of students achieved in the top 2 bands in Reading. This was an increase of 3.37% on 2019, however, we still sit below the lower

<p>6.86%</p> <ul style="list-style-type: none"> <li>• 8.32% uplift in the percentage of students achieving in the top 2 bands in NAPLAN Numeracy.</li> </ul>	<p>annual trajectory.</p> <p><b>Numeracy</b></p> <p>In 2021, 22.29% of students achieved in the top 2 bands in Numeracy. This was an increase of 1.84% on 2019, however, we still sit below the lower annual trajectory.</p>
<p>Increase the percentage of students attending school 90% or more of the time trending towards the lower bound system-negotiated target of 69.20%.</p>	<p>The number of students attending greater than 90% or more of the time is 51.93% indicating progress yet to be seen toward the system negotiated baseline target.</p>
<p>Increase the percentage of Aboriginal students attaining the HSC.</p>	<p>The proportion of Aboriginal students attaining the HSC in 2021 who were enrolled in Year 9 NAPLAN is 100%.indicating, a successful transition from Stage 5 to Stage 6 for this cohort.</p> <p>The information provided must be consistent with privacy and personal information policies, where there are fewer than 10 students in a cohort it is not appropriate to discuss the results. However, based on analysis of school data that have been tracked using SCOUT data we are confident we are progressing toward reaching our expected achievement targets for Aboriginal students in 2022.</p>
<p>Increase the percentage of Aboriginal students achieving NAPLAN top 3 bands.</p>	<p>The proportion of Aboriginal students achieving NAPLAN top 3 bands in Numeracy is 67%, indicating improvement from the previous score of 40% in 2019.</p> <p>The proportion of Aboriginal students achieving NAPLAN top 3 bands in Reading is 14%, indicating a decline from the previous score of 20% in 2019.</p>
<p>Increase the percentage of students achieving NAPLAN top 2 bands in Year 9 Writing.</p> <p>Increase the percentage of students achieving NAPLAN expected growth in Year 9 Reading to be at or above the system negotiated baseline target of 59.52%.</p> <p>Increase the percentage of students achieving NAPLAN expected growth in Year 9 Numeracy to be at or above the system negotiated baseline target of 61.59%</p>	<p>The percentage of students achieving NAPLAN top 2 bands in Year 9 Writing has decreased from 20% in 2019 to 0% in 2021.</p> <p>The percentage of students achieving expected growth in NAPLAN Reading is 45.33% indicating progress yet to be seen toward the system negotiated baseline target.</p> <p>The percentage of students achieving expected growth in NAPLAN Numeracy is 40.56% indicating progress yet to be seen toward the system negotiated baseline target.</p>
<p>Increase the percentage of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school to be trending towards the system negotiated baseline target of 64.7%.</p>	<p>Tell Them From Me data shows 59.67% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating progress yet to be seen toward the system negotiated baseline target.</p>

## Strategic Direction 2: Staff engagement and professional development

### Purpose

An engaged and professionally developed staff actively participates in relevant and regular professional learning, and demonstrates reflective practice to continually improve.

### 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.

- Improved Collaboration
- Understanding and Analysing Meaningful Data
- Effective Classroom Practice in High Expectations and Explicit Teaching
- Lesson Observations

### Resources allocated to this strategic direction

**Per capita:** \$40,000.00

**Professional learning:** \$94,857.00

### Summary of progress

Professional Learning in 2021 was focused on the improved practice of Explicit Teaching and High Expectations. Executive members were supported to be upskilled in these domains so that in 2022 this can be extended to faculty groups. Through the use of clear and supportive frameworks staff Professional Learning addressed skill development in data analysis as identified through whole staff and self directed learning. Templates have been adjusted to reflect new expectations in 2021 and implemented from Term 2 in 2022. Faculties have collaborated on homework policies and procedures. Head teacher and senior executive conversations specifically address faculty PL needs and future directions for 2022. The employment of an additional Head Teacher Teaching and Learning for the specific purpose of upskilling staff in data analysis, its implications and implementation of effective strategies through collaboration. Improvements Measures for Strategic Direction 2, in 2022, will be adjusted to extend beyond achievements already attained.

By Term 3, 2022 lesson observations that are focused on High Expectations and Explicit Teaching will be implemented across all Key Learning Areas. Professional Learning and processes for High Expectations will be developed and communicated to the whole school. Whole school Professional Learning with a focus on Explicit Teaching.

### 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
All Executive to be trained in Cultures of Thinking protocols.	In 2021, executive led and or participated in protocols that identified demands of students in assessments and evidence of students thinking through completed tasks.
Tell Them from Me data indicates 20% of staff improve from the baseline in the areas of collaboration and effective use of data to inform practice.	<p>Cultures of Thinking has been provided to all executive members with protocols delivered by each Executive member to the team. The entire Executive Team actively participated in numerous short sessions - Targeted Teacher Training focusing on the Explicit Teaching of Literacy and Numeracy, led by Cass Napier and Alex McDonald (HTs lead faculties). Strategies and pedagogy were presented to upskill Executive members to lead and deliver PL confidently. This was extended to the whole staff training in Explicit Teaching of Literacy and Numeracy. Strategies and pedagogy for the classroom and planning are developing.</p> <p>Faculty meetings - programming and assessment development P4U guidance to guide and develop regular HT/DP meetings to develop clear line of sight of programming/assessment/High expectations/Explicit Teaching. Faculty Evaluations and Recommendations continued for TAS and PDHPE. Changed and improved PDP and Lesson Observation process</p>

<p>Tell Them from Me data indicates 20% of staff improve from the baseline in the areas of collaboration and effective use of data to inform practice.</p>	<p>have developed with an effective and consistent template and expectations determined and embraced by all staff.</p> <p>Time allocated to upskill staff and build leadership capacity of others in data analysis, online PL and face to face.</p>
<p>All teachers are using lesson observation template as verified by head teachers.</p> <p>Staff surveyed to consider school context for any changes to lesson observation template.</p>	<p>NESA lesson template introduced to all staff in 2021 for use in the PDP process.</p> <p>HT Teaching and Learning will negotiate the parameters for evaluation and refinement of the template with executive staff. This will be completed in 2022.</p>
<p>60% of staff demonstrate participation in lesson observations with a focus on high expectations and explicit teaching strategies</p>	<p>Current processes do not effectively provide data to confirm lesson observation focus on high expectations and explicit teaching strategies. Head Teacher Teaching and Learning will update the current template.</p>
<p>20% of Stage 4 to 6 programs contain identified literacy and numeracy strategies</p>	<p>The identified target is too low and will be updated in 2022 to 80%. Consultancy support ensured all faculties have developed current programs and in 2022 an additional check and balance to provide evidence of literacy and numeracy strategies with head teacher sign off will be developed.</p>

## Strategic Direction 3: Leading a Learning Community

### Purpose

The school executive team demonstrate and lead a culture of high expectations which results in ongoing school improvement from embedded self-authorized learning communities.

### 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.

- Parent and Community Engagement:
- Staff Development

### Resources allocated to this strategic direction

**Aboriginal background:** \$9,206.00

**Socio-economic background:** \$53,000.00

**Location:** \$13,336.00

### Summary of progress

Executive leadership training continues into 2022 with continued but reduced support from P4U consultancy. The implementation of faculty plans as a dynamic document developed with targeted support has ensured the focus of executive leadership moves from compliance to practice for continued school improvement. Faculty plan implementation will address the areas of positive correspondence and relationship building with the whole school community as well as student reported sense of belonging to Kiama High School. Executive members will continue to lead a whole school initiative into and beyond 2022. The decision to also include a staff mentor program was to accommodate any aspiring staff as well as support beginning and early career teachers. Offsite PL for executive continues to build positive executive relationships as well as staff capacity and should continue into 2022 in order to maintain focus on team building. Restrictions placed upon schools from COVID in 2021 have disabled adequate progress for building stronger relationships with community but as these lift in 2022 and school procedures return to normal a strong focus on Open nights, Education week, Information evenings and P&C events will continue to strengthen staff and community relationships. A stronger 6-7 Transition program should be a focus for Kiama High School that extends beyond the HPGE class.

In 2022, a formal transition program will be introduced to help build connections with partner schools as well as promote higher enrolments in to Year 7. A mentoring of staff program will be introduced in 2022 to coach and support all staff members but especially beginning teachers. Processes for Executive to effectively monitor and develop school initiatives will be fully implemented.

### 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
Tell Them from Me data indicates improved scores in the 'Partners in Learning' Parent Survey Report.	Faculty plans have ensured dialogue in staff rooms is moving away from one of school administration towards one of targeted professional learning aligned to the School Plan. support from P4U and leadership consultant such as Holly Parr in 2021 have encouraged an environment of professional dialogue around school processes and systems that are beneficial to the KHS school community.
Executive team members identified to lead whole school projects towards school improvement informed by school priorities.	Presentation of leadership focus on VUCA model presented by Holly Parry Executive members P4U - leadership presentations and targeted support for each member of the executive team. Executive members leading staff meeting PL in 2022 which focuses on leadership

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$126,822.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kiama High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice and High Expectations and Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release for targeted professional learning around supporting students with specific needs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in:</b> students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$105,518.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kiama High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice and High Expectations and Explicit Teaching</li> <li>• Parent and Community Engagement:</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement Teaching &amp; Learning - Data and Analysis to support identified students with additional needs</li> <li>• equitable access to specialist resources</li> <li>• engage with external providers to support student engagement and retention</li> <li>• supplementation of extra-curricular activities</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 66.4% of students in Year 7 at or above expected growth in NAPLAN numeracy results achieving above state and statistically similar school groups (SSSG). 40.8% of students in Year 9 at or above expected growth in NAPLAN numeracy results. 56.9% of students in Year 7 were at or above expected growth in Grammar and Punctuation and above the state. 53.2% of students in Year 9 were at or above expected growth in Grammar and Punctuation and is consistent with 2019 data.</p>

<p>Socio-economic background</p> <p>\$105,518.00</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b>  continue to engage the learning support team to develop staff capacity in meeting identified targets. The school's reading program will expand to include all Stage 4 students and data will be gathered more effectively and shared with all faculties.</p>
<p>Aboriginal background</p> <p>\$42,841.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kiama 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice and High Expectations and Explicit Teaching</li> <li>• Parent and Community Engagement:</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  100% of students in Aboriginal families engaging in the PLP process and students were able to clearly articulate their interests to support engaging them in their learning. Tell Them From Me data snapshot 2, indicated 80% of Aboriginal students agree or strongly agree that they feel good about their culture when at school. 80% of Aboriginal students agree or strongly agree that teachers have a good understanding of their culture.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  More focus on identifying learning targets with Aboriginal students and this will be reflected in the updated PLPs. Professional learning will continue to be provided to staff to address the perception that 20% of Aboriginal students are unsure that teachers have a good understanding of their culture.</p>
<p>English language proficiency</p> <p>\$21,021.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kiama High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice and High Expectations and Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• establish a core practice for supporting students learning English as an Additional Language or Dialect</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  improved recording of adjustments provided to identified EAL/D students in teacher programming.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for students at Kiama High School in mainstream classes who have a disability</p>

<p>\$268,384.00</p>	<p>or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice and High Expectations and Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of LaST and interventionist teacher</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all eligible students achieving NMS. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to support the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$13,336.00</p>	<p>The location funding allocation is provided to Kiama High School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Parent and Community Engagement:</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• technology resources to increase student engagement</li> <li>• incursion expenses</li> <li>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in:</b> increased awareness of opportunities and subsequently improved subject selection.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> participate in bespoke courses to support identified student need.</p>
<p>Professional learning</p> <p>\$94,857.00</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 Kiama High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improved Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Building a Culture of Thinking to build staff capacity and embed critical thinking activities in teaching programs.</li> <li>• Support and mentor executive staff through engaging specialists to refine faculty management plans</li> <li>• engaging a specialist teacher to unpack evidence-based approaches to</li> </ul>

<p>Professional learning</p> <p>\$94,857.00</p>	<p>teaching reading and a focus on unpacking and explicitly teaching more sophisticated vocabulary.</p> <ul style="list-style-type: none"> <li>• Use data to support improved student writing using the teaching and learning cycle.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> increased capacity of all teachers to embed effective practices in the explicit teaching of reading and writing, resulting in improved internal student results.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> personalised and targeted professional learning to improve teacher capacity in collaborating to deliver explicit teaching through identified strategies.</p>
<p>COVID ILSP</p> <p>\$100,300.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the majority of the students in the program achieving progress towards their personal learning goals.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms.</p>
<p>Per capita</p> <p>\$255,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Kiama High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice and High Expectations and Explicit Teaching</li> <li>• Improved Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Funding of faculty evaluations to improve classroom practice by identifying areas of need.</li> <li>• Student software platforms as a tool to support learning across all subject areas.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> recommendations to support faculty improvement for teaching and learning. Increased student engagement with online learning support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> monitor the implementation of faculty recommendations. Analyse data of staff and student usage of online technology support.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	503	529	524	468
Girls	537	515	498	445

## Student attendance profile

School				
Year	2018	2019	2020	2021
7	90.7	91.4	94.5	88
8	90	88.9	91.9	87.8
9	89.2	88.5	92	84
10	88.6	89.6	91.2	84.5
11	89.6	90.4	92.5	85.8
12	95.8	91.3	93.9	86.9
All Years	90.3	89.9	92.6	86.1
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

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

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

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	89	63	38
TAFE entry	11	28	3
University Entry	0	0	54
Other	0	0	2
Unknown	0	9	3

The high percentage of leavers in Years 10, 11 & 12 who moved into employment in 2021 reflects motivated students taking the initiative to tap into a buoyant apprenticeship and traineeship entry level market.

## Year 12 students undertaking vocational or trade training

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25.74% of Year 12 students at Kiama High School undertook vocational education and training in 2021.

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

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99.1% of all Year 12 students at Kiama 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)	13
Classroom Teacher(s)	48.7
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	14.37
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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	1,409,383
<b>Revenue</b>	12,007,170
Appropriation	11,552,325
Sale of Goods and Services	9,723
Grants and contributions	441,838
Investment income	668
Other revenue	2,615
<b>Expenses</b>	-12,109,454
Employee related	-10,840,688
Operating expenses	-1,268,766
<b>Surplus / deficit for the year</b>	-102,285
<b>Closing Balance</b>	1,307,098

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

## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	171,805
<b>Equity Total</b>	437,765
Equity - Aboriginal	42,841
Equity - Socio-economic	105,518
Equity - Language	21,021
Equity - Disability	268,384
<b>Base Total</b>	9,681,888
Base - Per Capita	255,756
Base - Location	13,336
Base - Other	9,412,796
<b>Other Total</b>	698,738
<b>Grand Total</b>	10,990,196

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

## School performance - NAPLAN

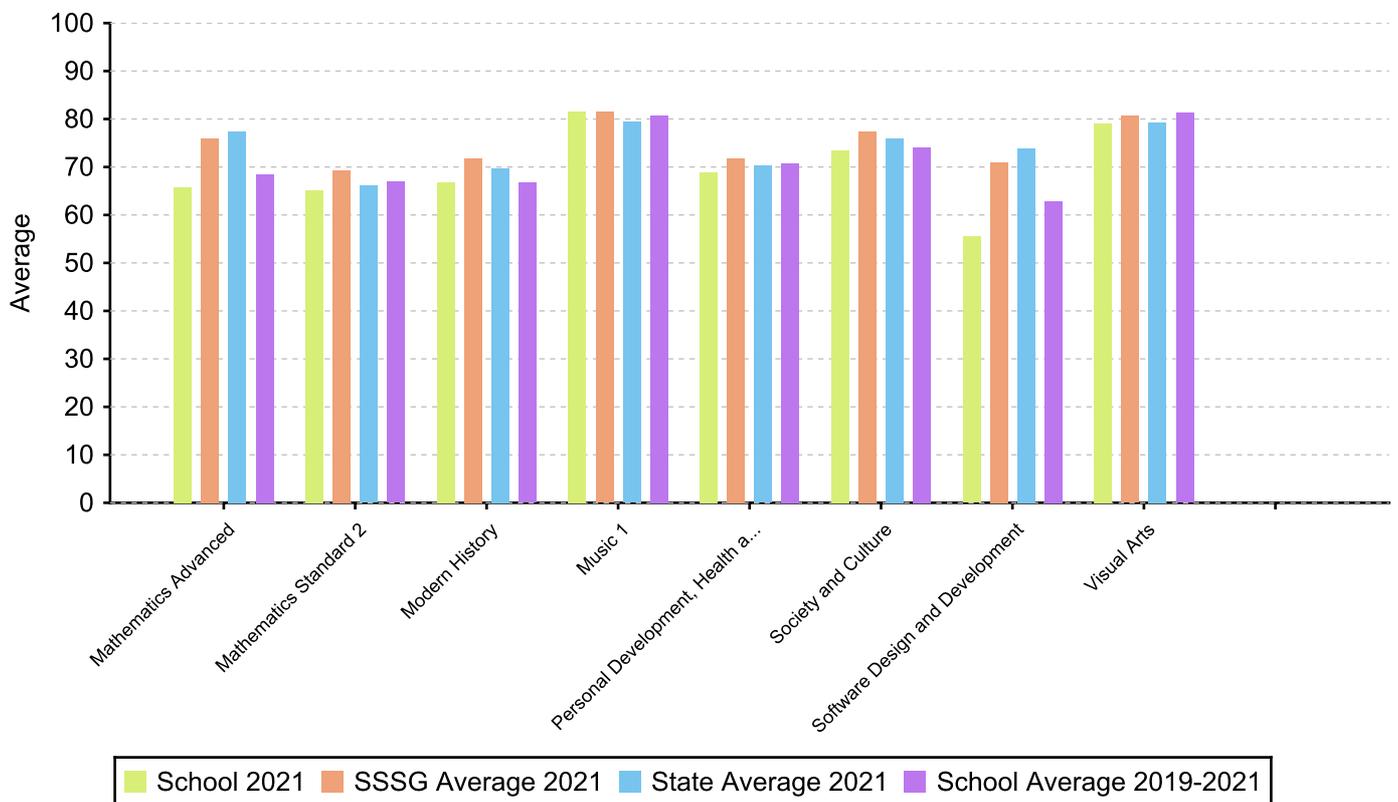
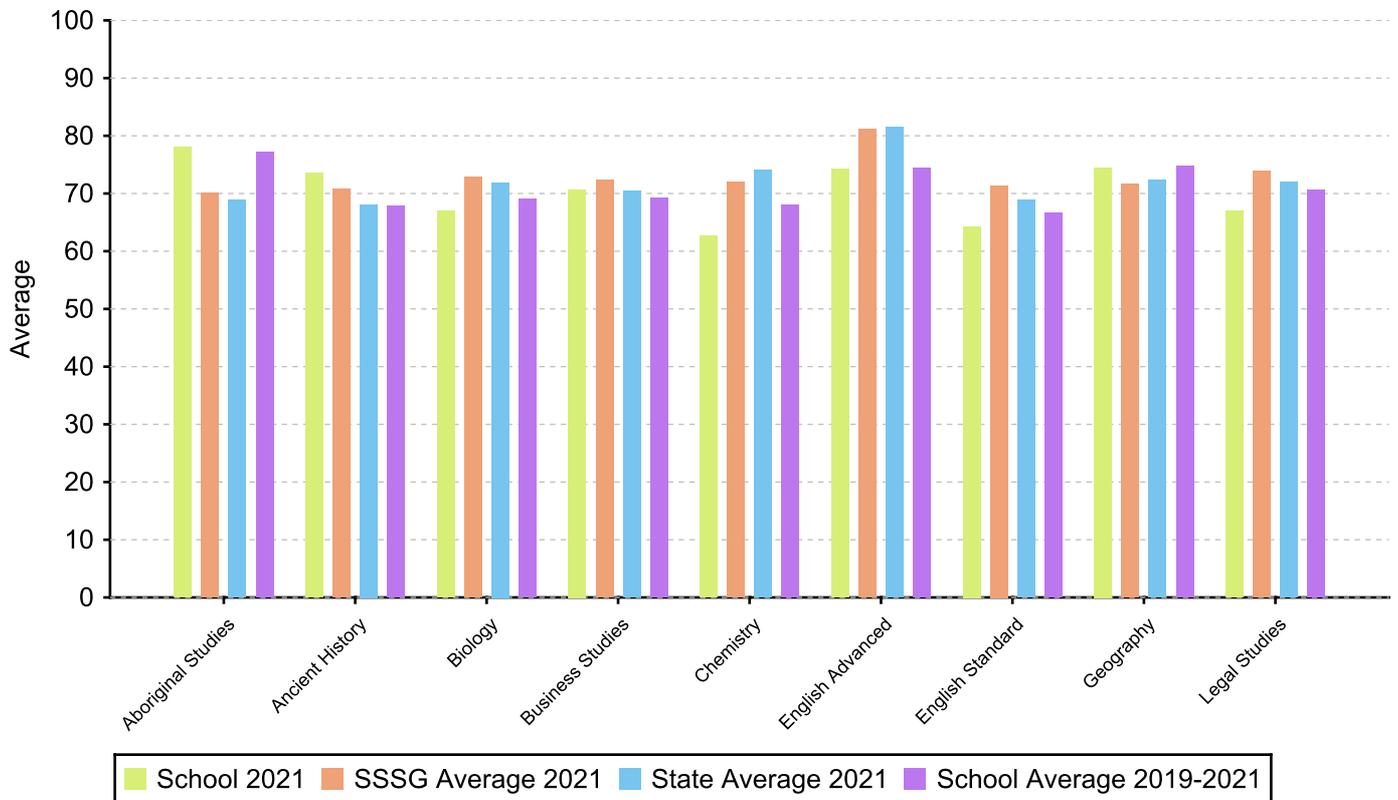
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

# 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.



<b>Subject</b>	<b>School 2021</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2019-2021</b>
Aboriginal Studies	78.0	70.1	68.8	77.2
Ancient History	73.6	70.8	68.1	67.9
Biology	67.0	72.9	71.9	69.1
Business Studies	70.7	72.4	70.4	69.2
Chemistry	62.6	72.1	74.1	68.0
English Advanced	74.2	81.2	81.4	74.4
English Standard	64.3	71.4	68.8	66.6
Geography	74.5	71.7	72.4	74.7
Legal Studies	67.0	73.8	72.0	70.7
Mathematics Advanced	65.7	76.0	77.4	68.4
Mathematics Standard 2	65.1	69.3	66.1	66.9
Modern History	66.8	71.8	69.7	66.7
Music 1	81.5	81.5	79.4	80.8
Personal Development, Health and Physical Education	68.9	71.7	70.3	70.8
Society and Culture	73.4	77.4	76.0	74.1
Software Design and Development	55.5	71.0	74.0	62.8
Visual Arts	79.1	80.6	79.4	81.3

## Parent/caregiver, student, teacher satisfaction

There were 55 respondents to the parent survey in Tell Them From Me completed between 11 - 29 October 2021. Of the parents who responded only 4% indicated that they are involved in the P&C. This will be a focus for the committee in 2022. Parents have reported that they have been asked to provide input for school planning, development or review of school procedures, teaching practices and curriculum delivery. 74% of respondents agree or highly agree that they are satisfied with the general communication from the high school. In 2021 when learning from home occurred 76% of parents agreed or strongly agreed that resources were effective for their child's learning. 62% agreed or strongly agreed school contact was effective and 58% for school support. Interestingly 45% parents agreed or strongly agreed that students were learning from home. A school based survey to identify student need during remote learning received 137 responses demonstrating the high level of parent engagement at this time.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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All teachers are responsible for 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

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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.