

2021 Annual Report

Kandos High School



Kandos

HIGH SCHOOL

8318

Introduction

The Annual Report for 2021 is provided to the community of Kandos High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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

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

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

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

School context

Kandos High School is located in the picturesque Capertee Valley bordering the Wollemi National Park. Our local community relies on industry centred on agriculture, tourism and mining. Our school has proudly educated students from the towns of Kandos, Rylstone and the surrounding communities at the Fleming Street site since 1929. The school and students are supported by strong connections to our local community, who actively support many school initiatives throughout the school year. Our current enrolment is 193 students, including 23 Aboriginal students.

Our experienced and committed staff work extremely hard to provide a safe, caring environment that caters for the needs of all students. We provide learning opportunities and programs to support the development of the whole child and effective engagement in the curriculum. There is a strong focus on literacy and numeracy and individualised learning supported with innovative teaching and learning strategies.

Our school has a Positive Behaviour for Learning (PBL) foundation based on the values of being respectful, responsible and building positive relationships. Academic, cultural, sporting and vocational courses are offered through core and elective options. Kandos High School is developing a number of significant projects that will give greater depth to the learning context of the school, focusing on improving STEM (Science, Technology, Engineering, Mathematics) and a Community Links to Industry Program (CLIP) supporting alternate learning pathways for our students. This is aligned with strong wellbeing programs to ensure all our students are achieving their potential and develop into informed, confident and resilient young people.

As a result of a thorough and comprehensive situational analysis three priority areas were identified by the learning community in planning for the development of the Strategic Improvement Plan 2021-2024. There is a focus on improvement in leading, learning and teaching. These are informed by evidence and supported by research.

1. Student growth and attainment
2. Quality teaching and learning
3. Excellence in educational leadership

These key focus areas continue to build on and enhance the work previously undertaken as we focus on learning for our students, teachers and leaders through data driven practice and instructional strategies in partnership with our parents and community. We will continue to implement the strategies in the What Works Best resources which clearly aligns to research based practice.

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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

At Kandos High School every student is known, valued and cared for. Staff are committed to developing foundational skills in literacy and numeracy, and strong content knowledge, skills and understanding in key learning areas for all our students.

Kandos High School uses information about individual students' strengths and areas for development, to design rich learning experiences that support student progress and achievement at an individual, whole school and system level.

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.

- Learning culture, wellbeing and engagement
- Curriculum implementation, monitoring and reporting of achievement

Resources allocated to this strategic direction

Per capita: \$25,092.83

Phase 2 Schools - Student Support Officer Positions: \$44,444.46

Low level adjustment for disability: \$127,647.41

Integration funding support: \$116,013.00

English language proficiency: \$2,400.00

Aboriginal background: \$25,549.83

Summary of progress

Several teams were involved in the development and implementation of activities to support the achievement of our Learning culture, wellbeing and engagement priorities.

- Collaborative professional development during Term 1 on What Works Best: Evidence Based Practice with a key focus on High Expectations. Each faculty team reviewed the What Works Best in Practice CESE resource and questions to reflect on their beliefs and instructional strategies to further support aspirational expectations of learning progress for all students. Coaching and mentoring provided further capacity building for staff.
- The recruitment of a Student Support Officer (SSO) enhanced the existing wellbeing and learning outcomes of students. The officer worked with the Wellbeing team, counselling service and collaborated with external agencies to support students and families. This allowed a refined focus on student support in the areas of wellbeing, resilience and pro-social behaviours.
- The Data team developed a system to collect and analyse student learning, engagement and exit data to support the continuity of learning across transition points and throughout the year.
- The DoE School Attendance Self-Assessment Tool was used to review the existing policy and procedures to ensure systems were in place that promote and support regular student attendance, as well as ensuring staff understood and were aware of their responsibilities. All students and staff have a clear understanding of the policy and have been able to identify their relevant roles in supporting attendance. The review allowed for more targeted support and discussion of at-risk students during Wellbeing team meetings and was structured to facilitate networking with the Home School Liaison Officer.
- The Student Behaviour and Discipline system was reviewed and redeveloped with the Wellbeing and Positive Behaviour for Learning (PBL) teams and students, to ensure staff and students understood the school's student management and escalation procedures. The PBL team developed a set of universal classroom expectations, in collaboration with staff to support a quality learning environment. These initiatives resulted in an effective continuum for classroom implementation and the timely follow-up of undesired student behaviour with proactive and supportive strategies.
- The Cultural team revised our processes for developing Personalised Learning Pathways with our Indigenous students and families, to ensure authentic consultation with our local knowledge holders, using the 8 Ways of Learning planning tool with reviews scheduled throughout the year to monitor and support student progress.
- A process to case manage support for complex student needs was developed to provide early intervention to focus on enhanced engagement. This workflow uses a collaborative inter-agency approach to monitor and review individual student learning needs and provides support using a whole child approach.
- The Learning and Support team restructure was implemented successfully. The new workflow and the integration of 'student referrals' being automated via the student management system ensures student wellbeing needs and support are planned effectively and integrated across the school to improve communication and learning. This will be reviewed yearly based on student and teacher structure/needs.

Several teams were involved in the implementation of activities to support the achievement of our **Curriculum implementation, monitoring and reporting of achievement priorities**.

- The Executive team developed a plan for the revision and evaluation of the school's curriculum provision in the areas of student assessment, learning and success criteria, lesson sequencing, differentiation, monitoring procedures for Stages 4 and 5 and to provide more opportunities for staff to engage in team teaching and action learning to support student need. Policy and procedures for quality assurance of the 7-10 curriculum were reviewed ensuring quality teaching practice and alignment to DoE and NESA policy guidelines and requirements.
- Student data was triangulated from internal and external sources to identify benchmarks of student progress in literacy and numeracy, leading to instructional groupings considerate of the needs of students when planning for classroom differentiation and setting personalised learning goals.
- The process of reporting on student achievement was reviewed. A reporting timeline for years 7-12 was integrated into the annual school planning calendar and the report writing style guide was refined for best practice and consistency of report writing across key learning areas. These initiatives have resulted in reporting that is clear and provides information to support further progress and achievement across the curriculum for students.

Next year in this strategic direction we will continue to work with staff to enhance their capacity to analyse data (including formative assessment data) and embed effective teaching and learning strategies to support the needs of all learners in achieving their reading and numeracy goals.

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
Top 2 Bands Reading - Proportion of students in the top two bands (or above) in reading.	Data indicates 23% of students are in the top two skill bands for reading which is an increase against baseline data. This indicates achievement of the annual progress measure and that our results are above State and Statistically Significant School Groups.
Aboriginal student HSC attainment - Proportion or number of Aboriginal students attaining the HSC whilst maintaining their cultural identity.	<ul style="list-style-type: none"> • 60% of our Aboriginal students were retained to study the HSC in 2021, with 100% of the remaining cohort attaining the HSC accreditation.
As part of our School Excellence Framework Self-assessment processes the school will move from Delivering to Sustaining and growing in the following domains; <ul style="list-style-type: none"> • <i>Learning</i> • <i>Wellbeing</i> • <i>Curriculum</i> • <i>Assessment</i> • <i>Reporting</i> • <i>Student Performance Measures</i> 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the theme of Learning to be delivering. • Self-assessment against the School Excellence Framework shows the theme of Wellbeing to be delivering. • Self-assessment against the School Excellence Framework shows the theme of Curriculum to be delivering. • Self-assessment against the School Excellence Framework shows the theme of Assessment to be delivering. • Self-assessment against the School Excellence Framework shows the theme of Reporting to be delivering. • Self-assessment against the School Excellence Framework shows the theme of Student Performance Measures to be delivering.
Top 2 Bands Numeracy - Proportion of students in the top two bands (or above) in numeracy.	<ul style="list-style-type: none"> • Data indicates 4.5% of students are in the top two skill bands for numeracy which is a decrease against baseline data, indicating a continued focus on this area for improvement toward the annual progress measure.
Aboriginal student Achievement - Increase % of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy.	<ul style="list-style-type: none"> • 0% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating continued progress and case management to continue in this area. • 0% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating continued progress and case management to continue in this area.
Attendance - Proportion of students attending > 90% of the time.	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more was 85% of the student cohort. This has increased by 2% since 2020.
HSC Achievement - Increase % of HSC course results in top three bands.	<ul style="list-style-type: none"> • 62% of students attained results in the top three bands, demonstrating achievement above our upper bound target.
Wellbeing - Proportion of students	<ul style="list-style-type: none"> • Tell Them From Me data shows 61% of students reported positive

reporting Expectations of Success, Advocacy, and Sense of Belonging at School.	wellbeing. This is similar to other state schools. The data also shows a 7.54% decrease in advocacy, a 5.4% decrease in sense of belonging and a 5.25% increase in expectations of success at school.
Expected Growth - Increase % of students achieving expected growth in reading and numeracy.	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in reading decreased to 47%, which is below the lower bound target. • The percentage of students achieving expected growth in numeracy increased to 59% indicating progress toward the lower bound target.

Strategic Direction 2: Quality teaching and learning

Purpose

Kandos High School staff ensure student learning is underpinned by high quality evidenced based teaching practice.

Staff demonstrate high levels of professionalism and commitment.

Teachers work individually and collaboratively to evaluate the impact of their practice on student achievement and engage in professional learning to improve their expertise to plan for the ongoing learning of each student in their care.

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.

- Quality professional practice
- Effective use of data to inform practice

Resources allocated to this strategic direction

Professional learning: \$23,860.73

Marking Program: \$2,000.00

Beginning teacher support: \$796.30

Per capita: \$17,084.48

Summary of progress

*Several teams were involved in the implementation of activities to support the achievement of our **Quality professional practice** priorities.*

- The school was involved in professional learning and the sharing of expertise with the Lithgow Reading Strategy team to develop a model to support differentiated curriculum content delivery and to support improved reading comprehension. The 'Learning to Read, Reading to Learn' framework was developed to plan for the implementation of contextual professional learning and resources, supporting staff to identify student literacy and numeracy needs and provide targeted teaching for point-of-need instruction.
- The 'Deadly 3' literacy strategy was developed in tandem with the 'Three-Tiered Learning' model of student support, specifically targeting improvement in student vocabulary, reading comprehension and fluency based on the identified literacy and numeracy needs of our students. Staff completed professional learning and implemented instructional groupings in the classroom to support improved learning outcomes across the diversity of learners.
- The online Renaissance Star Reading program was integrated into classroom practice for Years 7, 8 and the 9/10 Curriculum Links to Industry program. Student results identified 72% growth in reading comprehension skills compared to baseline data. The Freckle mathematics program was trialed with our Year 7 cohort to support skills-based mathematics practice, differentiated to students' point-of-need learning and resulted in positive engagement with the learning activities to improve their numeracy development.
- Learning sprints with an inquiry focus on teaching measurement, were completed in the Technology key learning areas to support improved student knowledge, skills and understanding in this area. Instructional strategies to explicitly teach measurement skills using practical application in learning activities were programmed to target this area.
- A combined school Staff Development day with our feeder primary schools, was facilitated by our Curriculum Advisor and continued our professional learning focus on supporting the development of literacy skills in the classroom. The 'Gradual release of responsibility' instructional model was discussed with specific instructional strategies for staff to integrate into their professional practice, supporting student understanding and skill development across our Deadly 3 literacy needs; Vocabulary, Reading Comprehension and Fluency.

*The school Data team collaborated with relevant key stakeholders in the implementation of activities to support the achievement of our **Effective use of data** priorities.*

- Each Term the Data team analysed student incident data in Weeks 5 and 10 to identify individual and whole-school Positive Behaviour for Learning needs. Targeted strategies and resources were utilised to support improved classroom engagement and positive behaviours for learning across the school, which has improved differentiation of class content and increased communications with parents and carers as partners in their children's learning.
- Staff-evaluations of the development day held with secondary colleagues at Mudgee High School were analysed to inform future planning in professional learning. The learning focused on supporting mental health in schools and the sharing of professional practice and resources across key learning areas. Feedback was positive and more time engaging with faculty areas and sharing resources was identified.

- Best Start, Check-In, NAPLAN, PAT, Renaissance and Freckle data was analysed to allow a comparison of growth to be demonstrated for our Year 7 cohort. The data was made available to staff at key times throughout the year to support differentiation in the classroom for point-of-need instruction.
- A staff wellbeing survey was conducted to identify areas for development in school systems and practice. This led to improved structures around communication and student management to be implemented, and an increase in whole staff activities, ensuring staff felt a sense of belonging and celebrated achievements across the school.

Next year we will create a learning and development framework for Executive to reflect on areas of achievement and areas for development in staff professional practice and school improvement. We will continue to review the school performance and development processes and resources, to enhance opportunities for staff professional learning and collaborative reflection of practice.

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
As part of our School Excellence Framework Self-assessment processes, the school will have implemented professional practice to support the move from Delivering to the Sustaining and Growing benchmark in the following domains; <ul style="list-style-type: none"> • <i>Effective classroom practice</i> • <i>Data skills and use</i> 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the theme of Effective classroom practice to be delivering. • Self-assessment against the School Excellence Framework shows the theme of Data skills and use to be delivering.
As part of our School Excellence Framework Self-assessment processes the school will have integrated professional practice to support the move from Sustaining and Growing toward the Excelling benchmark in the following domains; <ul style="list-style-type: none"> • <i>Professional standards</i> • <i>Learning and development</i> 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the theme of Professional standards to be delivering. • Self-assessment against the School Excellence Framework shows the theme of Learning and development practice to be delivering.

Strategic Direction 3: Excellence in Educational Leadership

Purpose

Kandos High School engages in distributed leadership with staff and key stakeholders to support a self-sustaining and self-improving learning community. Our staff will continue to design and support strong strategic and effective leadership to lead high level learning for the Kandos/Rylstone community.

Working in partnership with parents, staff are committed to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

The Leadership team will ensure resource allocation and accountability requirements serve the strategic vision of Kandos High School and its learning community.

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.

- Building educational leadership
- School resourcing, promotion and community engagement

Resources allocated to this strategic direction

Per capita: \$7,522.45

School support allocation (principal support): \$13,604.80

Professional learning: \$1,407.00

Aboriginal background: \$1,358.03

Socio-economic background: \$256,904.26

Location: \$34,073.28

Phase 2 Schools - Student Support Officer Positions: \$4,316.54

Premier's Sporting Challenge Grant: \$873.00

VET Delivery Support: \$400.00

VET Small Equipment Funds: \$400.00

VET Admin and Funding Support: \$1,750.00

School to Work: \$2,261.00

Commonwealth Strategic Assistance Funding: \$1,155.00

HSC Voc Ed (VET) and Disability Support (SVET): \$555.61

School to Work Careers Expo Initiative Grant: \$1,905.16

Low level adjustment for disability: \$24,575.69

Summary of progress

*Several teams were involved in the implementation of activities to support the achievement of our **Building educational leadership** priorities.*

- The Executive planning and development conference was designed and facilitated by the Principal and Director to support the Executive team in building capacity to implement targeted systems and school improvement priorities throughout the year.
- A 'What Works Best' professional learning strategy was developed by the Executive team. This identified key strategies for improvement in professional practice and what professional learning, policy review and resources were needed to effectively implement best practice across the key learning areas.
- The school's performance and development framework, resources and induction program were reviewed to ensure the effective implementation staff performance and development reviews, enhancing collaborative learning and coaching opportunities.
- The Executive team planned to engage in 'Leading collaborative teaching practice' professional learning to ensure a focus on fostering collaborative networks and instructional outcomes.
- A school review of existing staff policy and procedures identified a need for clearer role statements across the school and faculties. A set of statements was developed to support the capacity and sustainability of school management and leadership processes, ensuring continuity of student learning and achievement.

*Several teams were involved in the implementation of activities to support the achievement of our **School resourcing, promotion and community engagement** priorities.*

- The Technology team conducted an audit on our learning spaces to identify the existing capacity of Information Communication Technology (ICT) in the school, along with recommending a solution to a platform for cloud storage of school management of information and resources. Procurement to enhance existing technology

allowed increased access and usage of ICT by staff, resulting in increased student learning opportunities and engagement.

- The first stage of the DoE's 'Schools Digital Strategy' was implemented and this created substantial improvement in the school's connectivity, designated learning spaces, access to digital tools and automated student management systems. Existing student management system functionality was also improved to enhance the tracking of student wellbeing and attendance, improved workflow systems for reporting on student achievement and the creation of a parent portal for streamlined communications.
- The Cultural team continue to strengthen connections while working with Aboriginal Elders and local community. Activities and artifacts supporting further development of the Cultural Garden were planned and welcome signage in Wiradjuri language was placed throughout the school to promote a sense of cultural safety. An improved awareness of school activities and opportunities for collaboration has eventuated with extremely positive connections formed with elders and local community enhancing whole school relationships and cultural support for our Aboriginal students.
- The Term 3 staff development day was held at Ganguddy, a culturally significant local area and focused on improving our knowledge of Aboriginal Culture and perspectives. This was aligned with the focus of the NAIDOC Week theme, Heal Country! Our local Elders and community facilitated workshops on language, story time and connection to country. Teaching and school learning support staff participated in the event and feedback from the staff development survey indicated staff found all the workshops valuable in supporting the integration of Aboriginal culture and histories within their teaching practice and all staff reported their knowledge and connection with the local Aboriginal community improved.
- The Cultural team prepared an audit of community and staff skills and coordinated professional learning for teachers to use the ALARM matrix as a lens to analyse and reflect on their understanding of the Aboriginal education policy. Staff gained a greater understanding of the policy areas and mapped where activities could be incorporated into curricular and extra curricular learning opportunities. These initiatives aimed to enhance learning programs and activities supporting cultural awareness and an understanding of Aboriginal and Torres Strait Islander histories and culture.
- Development of a whole-school program to support student understanding and expand knowledge of local history and culture commenced with the Cultural team and key local Elders and knowledge holders. The program was informed by best practice occurring in other school areas and was contextualised for our local community. The program will be implemented in 2022.
- A combined learning community approach to NAIDOC Day and the week of celebrations was developed to involve primary and high school students engaging in activities to learn about the Heal Country theme and to explore that country is more than a place and is inherent to our cultural identity.
- The school promotions team reviewed the community engagement resource to review systems and practices to support further engagement of the community in student learning and school decision making. Engagement continued during the pandemic with limited access to our normal community events; celebrating our Anzacs, NAIDOC Week smoking ceremony. The team worked with key community stakeholders to develop further strategies to promote and market our school and community.
- Funding was allocated to support the upgrade of projects and resources across classrooms and playground. This led to significant procurement to update resources across the school, ensuring quality teaching in the classroom and a quality learning environment for our students.

Next year we will develop a data map to measure on-going progress against the achievement of school excellence benchmarks. A role description will be developed and recruitment commenced for a Community Engagement Officer to support school promotion and parent communication. We will investigate resources and programs to support positive growth in cultural awareness and cultural identity for our learning community.

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
As part of our School Excellence Framework Self-assessment processes, the school will have implemented professional practice to support the move from Delivering to the Sustaining and Growing benchmark in the following domains; <ul style="list-style-type: none"> • <i>Educational leadership</i> • <i>School planning, implementation and reporting</i> 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the theme of Educational leadership practice to be delivering. • Self-assessment against the School Excellence Framework shows the theme of School planning, implementation and reporting practice to be delivering.
As part of our School Excellence Framework Self-assessment	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the theme of School resources to be delivering.

processes, the school will have integrated professional practice to support the **move from Sustaining and Growing toward the Excelling** benchmark in the following domains;

- *School resources*
- *Management practices and processes*

- Self-assessment against the School Excellence Framework shows the theme of Management practices and processes to be delivering.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$116,013.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kandos 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"> • Learning culture, wellbeing and engagement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of additional staff to provide support to students who have high-level learning needs. • Release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's individual education plans (IEPs) to support personalised learning and career pathways. • Liaising with external providers to implement recommendations supporting individual student needs. <p>The allocation of this funding has resulted in:</p> <p>All eligible students demonstrating progress towards their personalised learning goals. Personalised educational support plans were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. 1.7 x additional School Learning Support Officers were able to be engaged to support the needs of the eligible students. Staff released to engage in professional learning to support their practice in supporting individual student needs.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>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 individual student need. Staff will need release time to ensure that the progress data is updated and analysed. This will ensure that the Integration Funding is used to specifically to target and address each eligible student's support needs.</p>
<p>Socio-economic background</p> <p>\$256,904.26</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kandos 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"> • School resourcing, promotion and community engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Equitable access to specialist key learning area resources. • Resourcing to increase equity of school classroom and playground infrastructure and teaching and learning resources. • Providing students with financial support to access educational materials, uniform, equipment and subsidise other extra-curricular activities. <p>The allocation of this funding has resulted in:</p> <p>The school being able to update the resources to support the learning infrastructure across key learning areas. Funding has been used towards purchasing resources to increase student engagement, opportunities for learning and sense of belonging and pride in our school community and themselves. Support staff were able to be employed to support learning programs, through our established funds, as we were under allocation in 2021.</p>

<p>Socio-economic background</p> <p>\$256,904.26</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To engage in additional support staff for literacy and numeracy mentoring, supporting our students trajectory towards achieving targets, using funded programs like Mac Lit, Renaissance and Freckle. Next year, the school continue to will diversify the roles of additional support staff engaged by focusing on improving our attendance rates, student well-being and assisting classroom teachers with engagement and targeted learning. A 0.4 Community Liaison Officer will be engaged to increase community involvement and promote interaction of the school learning community within our local community.</p>
<p>Aboriginal background</p> <p>\$26,907.86</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kandos 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"> • Learning culture, wellbeing and engagement • Curriculum implementation, monitoring and reporting of achievement • School resourcing, promotion and community engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of an additional School Learning Support Officer (SLSO) to provide in-class support of Aboriginal students; and monitoring and tracking of their progress data. • Engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. <p>The allocation of this funding has resulted in:</p> <p>Aboriginal families engaging in the PLP process, ensuring authentic community consultation and engagement enabling the inclusive development of school activities and targeted programs. The Tell Them From Me data indicated; 75% of Aboriginal students felt good about their cultural identity, however that only 43% of students felt teachers understand their culture.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To engage a literacy and numeracy focused Aboriginal SLSO in 2022 to deliver differentiated and personalised support to Aboriginal students; and to implement a whole-school cultural program, developing cultural competency in students and staff by understanding Aboriginal histories and culture across the curriculum.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kandos 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"> • Learning culture, wellbeing and engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging additional staff to implement co-teaching programs that provide support for students from EAL/D backgrounds. <p>The allocation of this funding has resulted in:</p> <p>Student progress in classroom participation and growth in EAL/D student outcomes.</p>

<p>English language proficiency</p> <p>\$2,400.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: Ongoing professional learning will identify language and cultural demands across the curriculum; mentoring, co-teaching and co-planning support will be implemented where necessary.</p>
<p>Low level adjustment for disability</p> <p>\$152,223.10</p>	<p>Low level adjustment for disability equity loading provides support for students at Kandos 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"> • Learning culture, wellbeing and engagement • School resourcing, promotion and community engagement <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. • Employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. • 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. <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN results for numeracy. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions through the development of a three tiered learning model to profile student needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further expand the impact of the Learning and Support team, the school will provide additional support for identified students through the employment of trained SLSOs. These staff will assist in the monitoring of students progress data to enable: differentiated classroom activities and support for effective point-of-need interaction.</p>
<p>Location</p> <p>\$34,073.28</p>	<p>The location funding allocation is provided to Kandos High School to address school needs associated with remoteness and/or isolation.</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"> • School resourcing, promotion and community engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Supplementing the procurement of a school bus. <p>The allocation of this funding has resulted in: Increased curriculum and extra-curriculum opportunities for our students.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue supplement funding reduce the impact of isolation and increase student attendance on school activities. It will provide release for staff, increase collaboration with other schools and support our students education opportunities in 2022.</p>
<p>COVID ILSP</p>	<p>The purpose of the COVID intensive learning support program is to deliver</p>

<p>\$122,526.71</p>	<p>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> <ul style="list-style-type: none"> • Funding provided for a Head Teacher to co-ordinate the COVID intensive learning support program through the Learning and Support team. • Funding provided for additional SLSOs to be employed to assist in the delivery of the program. • Funding allocated to support in-class minimum standards support to students. <p>The allocation of this funding has resulted in: The school implementing targeted support to students whose learning had been most affected by COVID disruption; support included in-class and targeted programs, such as; an intensive learning program to achieve the Minimum Standards and the implementation of the QuickSmart program to Year 7 and 8 students. This resulted in relevant students achieving the HSC Minimum Standard. All students who were provided extra support, showed positive growth in the Check-In assessment data.</p> <p>After evaluation, the next steps to support our students with this funding will be: To engage further in-class student support relevant to personalised learning needs of identified students; and to further investigate supporting programs that can be utilised in this area.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	118	103	91	85
Girls	108	97	100	98

Student attendance profile

School				
Year	2018	2019	2020	2021
7	89.4	90.8	83	84.5
8	82.1	85.9	82.8	89.1
9	82	80.4	81.1	79.7
10	86.7	83.3	70.1	79.8
11	86.2	84.3	84.4	82.2
12	83.6	88.4	86.8	85.8
All Years	85.3	85.4	81.4	83.3
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	0
Employment	1	4	18
TAFE entry	0	0	3
University Entry	0	0	6
Other	0	0	1
Unknown	1	2	4

Year 12 students undertaking vocational or trade training

46.88% of Year 12 students at Kandos High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

92% of all Year 12 students at Kandos 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)	1
Head Teacher(s)	5
Classroom Teacher(s)	14.4
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	8.38
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	847,383
Revenue	4,950,823
Appropriation	4,870,632
Sale of Goods and Services	26,347
Grants and contributions	53,014
Investment income	309
Other revenue	521
Expenses	-5,040,784
Employee related	-4,185,146
Operating expenses	-855,638
Surplus / deficit for the year	-89,961
Closing Balance	757,422

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	116,013
Equity Total	438,435
Equity - Aboriginal	26,908
Equity - Socio-economic	256,904
Equity - Language	2,400
Equity - Disability	152,223
Base Total	3,760,160
Base - Per Capita	49,700
Base - Location	34,073
Base - Other	3,676,387
Other Total	290,224
Grand Total	4,604,832

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.

Parent/caregiver, student, teacher satisfaction

Due to the unprecedented circumstances of 2021, including the impact of drought, fires and COVID on our community and the significant upheaval of school operations, the school made the decision not to survey the learning community. The school maintained close contact with students and their families via several channels of communication on a daily basis to ensure the continuity of learning and wellbeing. Anecdotal feedback from students and parents throughout this period was positive.

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.