

2021 Annual Report

Kirrawee High School



KIRRAWEE HIGH



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Introduction

The Annual Report for 2021 is provided to the community of Kirrawee 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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Message from the principal

2021 was another year dominated by COVID-19. From the outset, we like most schools across the state were adjusting to and supporting one another through lockdowns, restrictions, and learning from home scenarios. Mask wearing mandates, vaccinations, visitor restrictions, 5km from home boundaries, and essential item shortages in supermarkets still dominated our conversations and lives. From Term 4 our focus moved to a staged return to school. Navigating the restrictions in place to keep everyone safe became the new normal in schools.

Year 12 especially became a priority in Term 3. Ensuring our students were able to safely sit for their HSC and maintain some of their rites of passage were a key focus of our work. Words like cohorting, ventilation audits, mask-wearing, hand sanitizer, and social distancing were commonplace in our vernacular.

While many of our important co-curricular and sporting activities did not run for most of the year, KHS was able to stage our bi-annual musical, *On With The Show*, right at the end of Term 2, before the second wave of lockdowns came into effect. The musical is a highlight of the KHS calendar and the 2021 show was no exception.

Sustaining the work done during COVID also became a key focus in 2021. A renewed focus on what was happening in our classrooms and a back-to-basics approach helped to ensure that none of our students were left behind. This approach will continue into 2022 as we work together as a school to ensure that all our students are connected, thrive, and succeed during their time at KHS.

Ms. Christine Campbell

Principal

Message from the school community

Firstly, a big welcome to our new Principal, Christine Campbell. To start a new role leading a school of this size without students or even being allowed on school grounds must have been daunting!

Fortunately for all, school has slowly returned to normal and we were able to welcome students back to school. Following a fabulous effort by our volunteers we were able to support the introduction of our current Year 7 cohort with minimal disruption. A huge thankyou to all the volunteers with the uniform shop who with their effort, make the uniform shop viable. The P&C through the efforts of the uniform shop, are now able to explore funding future projects around the school and will be seeking project ideas from the school soon.

In the last 12 months several projects were completed across the school which were funded by the P&C. A huge thank-you to the school community for this achievement. Some of these projects are listed below

- Upgrading the school bubblers

- Solar air-conditioning in the E Block maths rooms
- Picnic tables for the students

The P&C executive has been focusing on the governance of the P&C and the long-term viability of the uniform shop. This will be an ongoing activity to ensure future P&C Committees have up to date policy and practices in place.

I wish to thank all the volunteers and P&C members who over the years have supported the activities of the P&C in our efforts. I also wish to thank the Principal and the school leadership team for their support as we have navigated the impact of COVID-19.

Simon Locke President Kirrawee High School P&C

Message from the students

While 2021 will always be remembered as one of the most difficult years faced by our school, and to a broader extent, greater society, the Kirrawee High School community still had some fantastic successes and certainly made the most of the difficult hand we were dealt throughout the year. After the struggles of 2020, everyone was eager to get back to school and take part in the activities and events that make high-school life so engaging. One major example was our school musical *On with the Show*. It was performed just before the first lockdown and was a huge success on a number of levels, especially as it was not only brought to life but also written and created by our incredibly talented staff and students.

As we descended into the first of many lockdowns, we were forced to find alternative and sometimes creative methods to stay connected and maintain our essential learning. With content being taught over Zoom, instructions for Science experiments distributed online, the endless technological challenges of online learning, as well as the daily intermission for Gladys' 11:00 am press conferences, many of us struggled with the adjustment. Despite this, we also inadvertently gained a number of skills and immense resilience that will ensure our entire student body is equipped and capable of aching life in our modern and rapidly changing world.

Year 12 may have been the most heavily affected year group in 2021, with trial exams being pushed back 8 weeks. With the postponement of the HSC, we officially became the longest-serving Year 12 cohort in KHS history, yet still managed to achieve 59 Band 6s in total. Furthermore, Kirrawee High had some amazing successes that must not be shrouded by the impacts of Covid-19. We had the privilege of watching some inspiring alumni compete at the Tokyo Olympic Games, had 35 Distinguished Achievers ride the storm of the 2021 HSC and achieve exceptional academic results, and our leadership groups and wellbeing staff all worked tirelessly to support mental health and maintain a sense of unity while we were stuck at home.

As a recent graduate, I am incredibly grateful for the work that was put in to lessen the struggles that Covid brought to school life and our education, and have no doubts that 2022 will be the year to reignite all that makes KHS such a special, supportive and dynamic place to learn.

Thomas Duff

School Captain 2021



Year 12 2021

School vision

Kirrawee High School strives to develop young people within an inclusive world community who are self-reliant, compassionate, engaged and measure their achievement by personal best academic excellence and high ethical standards.

The Kirrawee High School community endeavours to uphold our three Signature Strengths:

- * Resilient learners who work towards their personal best
- * Respectful global citizens who embrace a common humanity
- * Responsible and engaged students who are proud of themselves and their school

To achieve academic excellence and prepare students for the future, we use inquiry-based learning and explicit teaching strategies to build strong foundations in literacy, numeracy and deep content knowledge, underpinned by confidence in each student's ability to learn, adapt and reflect our 'Signature Strengths'.

School context

School context

Kirrawee High School is a comprehensive high school with a strong and proud tradition of excellence in academic attainment, the performing and creative arts, sport, student leadership, vocational education and training, student wellbeing and supporting students with additional needs.

Located in Sydney's south, adjacent to the Royal National Park, the school develops resilient and active global citizens committed to social justice. Kirrawee High School, for more than 50 years, has offered broad curricula and co-curricular opportunities encouraging participation and involvement for all students. In particular the school's music program including, widely acclaimed biannual musical productions, representative sporting teams that have won 44 NSW Combined High School state championships, student leadership and social justice initiatives, the school's languages program that includes immersive overseas cultural experiences, and public speaking/debating successes have significantly contributed to the school's reputation and standing in the community as a truly comprehensive high school.

In 2021 enrolments were around 1174 with 79 teaching staff and 32 non-teaching staff. The School has 4% of teaching staff in their early career as 'Beginning Teachers'. The student population comes from 29 different nationalities, with 3% of KHS students speaking a language other than English at home (EAL/D). 24 students (approximately 2%) identify as Aboriginal/Torres Strait Islander. Approximately 67% of Kirrawee High School students are from the local catchment area, with Grays Point Primary School and Gymea Bay Public School the two predominant feeder schools.

A comprehensive situational analysis has been conducted, which led to the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff and parents. We have identified a need to use the majority of the school's equity funding to support a range of initiatives through our situational analysis.

There is a trust that people are working for something greater than themselves and that a thriving school community will continue to bring benefits for all. The school enjoys excellent support from the broader community, especially from parents/carers in a formal sense (through the school's Parents & Citizens Association) and everyday interactions.

Kirrawee High School develops students to actively engage in their learning, think critically and independently, and develop the necessary skillset to positively contribute to humanity as active global citizens. The school develops ethical, resilient, and emotionally intelligent young people who define personal accomplishment and continual improvement to measure their character and achievement.

The school is committed to continually improving effective and innovative classroom practices, with staff professional learning and critical reflection essential to this end. Such a commitment ensures that the curriculum is differentiated for all learners and can achieve literacy and numeracy targets through improved data collection, analysis, and use, underpinning our belief in individualised and differentiated learning.

The majority of the school's equity funding will support initiatives developed in the 2021-2024 Strategic Improvement Plan. Some funds will support other activities not embedded in this plan.

This plan will maximise student learning outcomes, develop staff pedagogical skills in student learning, and build social

and emotional intelligence that nurtures student wellbeing.

There will also be a focus on Higher School Certificate performance, including staff professional learning around the deeper analysis and use of data to develop individual and group support programs. Each faculty will develop ways of deepening the knowledge base of their students.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

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

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in literacy and numeracy, building strong foundations for academic success, we will develop and refine data-driven teaching practices responsive to individual students' learning needs.

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.

- Consistently challenge and set high expectations for all students
- Use formative and summative assessment to inform teaching.

Resources allocated to this strategic direction

Professional learning: \$14,660.00

Per Capita Allocation: \$15,000.00

Aboriginal background: \$21,687.00

: \$1,000.00

Low level adjustment for disability: \$166,665.40

Socio-economic background: \$46,898.41

Community and School Funds: \$5,400.00

Integration funding support: \$161,390.00

Summary of progress

- **Consistently challenge and set high expectations for all students.**

The 'goal setting' professional learning that was planned for term 3 was postponed due to COVID. Teachers were still individually setting high expectations however the aim to have students setting and tracking KLA goals was not met in 2021. This activity will be moved into the 2022-2025 school plan with DP 8/10/12 running goal setting PL with staff and students receiving lecture style PL on how to set SMART goals. Students will use pages of the diary to set and track goals with parent involved in the process.

- **Use formative and summative assessment to inform teaching.**

Formative assessment PL was presented to staff Term 2 2021, this professional learning focused on the overarching principles of formative assessment with a specific focus on Learning Intentions and Success Criteria (LISC). Teachers were asked to focus on LISC with one academic class for a month period, coming to an end with cross faculty sharing between colleagues. Teachers shared experiences, challenges and successes with their peers and requested support to continue to implement LISC in their classes e.g. whiteboard with LISC labels at the front of the room. In 2022-2025, LISC will continue to be built into KLA programs and resources, it should be common practice in all classes and built into lesson observations. The remaining focus areas of formative assessment will be implemented over the 2022-2025 school plan.

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
NAPLAN Top 2 Bands Numeracy increase by an uplift of 3%.	Year 9 NAPLAN results 43.84% in 2019 dropped to 28.5% in 2021. Year 7 NAPLAN results remained steady at 47.69% in 2019 and 47.64% in 2021. Overall NAPLAN top 2 bands in numeracy dropped from 43.64% to 28.50%. 28.50% of students are in the top two NAPLAN bands for numeracy indicating progress yet to be achieved toward the annual progress measure.
NAPLAN Top 2 Bands Reading	Year 9 NAPLAN reading results dropped from 31.67% to 26.60% from 2019

increase by an uplift of 3%.	<p>to 2021.</p> <p>Year 7 NAPLAN results in reading improved from 33.5% to 42.49% from 2019 to 2021.</p> <p>Overall NAPLAN top 2 bands in reading dropped from 31.53% to 26.60%.</p> <p>26.60% of students are in the top two NAPLAN bands for reading indicating progress yet to be achieved toward the annual progress measure.</p>
HSC Top 2 Bands increase by an uplift of 2.5%.	Actual % in top two bounds is 34.9%, this is considerably lower than the agreed lower bound of 48.90%.
HSC Top 3 Bands increase by an uplift of 2.2%.	Actual % in top three bands is 70%, this is considerably lower than the agreed lower bound of 82.50%.
Expected Growth in Reading with an expected uplift of 1%	<p>Expected growth in reading dropped from 60.39% to 52%.</p> <p>The percentage of students achieving expected growth in numeracy decreased to 52% indicating progress yet to be seen toward the lower bound system negotiated target.</p>
Expected Growth in Numeracy with an expected uplift of 1.2%	<p>Expected growth in numeracy dropped from 66.5% to 42.61%.</p> <p>The percentage of students achieving expected growth in numeracy decreased to 42.61% indicating progress yet to be seen toward the lower bound system negotiated target.</p>
Expected growth in the proportion or number of Aboriginal students attaining the HSC whilst maintaining their cultural identity 4%	<p>2020 to 2021 total number of Aboriginal students decreased from 27 to 23 with 6 Aboriginal students in year 12, all of whom successfully attained their HSC</p> <p>The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity remains stable.</p>

Strategic Direction 2: A planned approach to wellbeing

Purpose

Kirrawee High School will include a strong focus on enabling students to build social and emotional intelligence and nurture student wellbeing through the curriculum. Students will be supported through programs and activities that support their wellbeing.

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.

- Teach healthy coping strategies, resilience and self-regulation
- Build a positive learning environment characterised by supportive relationships and regular contact with each student
- Planned approach to improve student attendance

Resources allocated to this strategic direction

Community and School Funds: \$128,568.00

Per Capita Allocation: \$15,350.00

Professional learning: \$8,950.00

Summary of progress

• Teach healthy coping strategies, resilience and self-regulation

A wellbeing scope and sequence was created by Welfare staff to embed explicit teaching of healthy coping strategies, resilience and self-regulation into fortnightly Year meetings. The scope and sequence was created using survey data and student feedback to address common school and cohort issues such as relationship building, resilience and positive online behaviours. While the thematic focuses were outlined for the year, consolidated planning was limited and implementation was interrupted by the LFH period. Structured planning of year meetings and programs based on the scope and sequence is planned for the 2022-2025 cycle to ensure effective implementation and outcomes based measures collected.

• Build a positive learning environment characterised by supportive relationships and regular contact with each student

Provisional implementation of explicit teaching of social and emotional learning competencies, was implemented through the introduction of the Pulse App. Evaluation of implementation measures of the App indicated a need for renewed planning associated with the analysis and implementation of data collected. This activity will be moved to the 2022-2025 plan with increased ownership of data analysis by HTs, Year Advisors and Senior Executive staff enacted through the initiation of regular review workshops and meetings.

• Planned approach to improve student attendance

Renewed attendance processes which centralised Year Adviser's roles in the analysis of attendance data, intervention for students identified as attendance concerns and collaboration with parents and carers to support student wellbeing through engagement were implemented to enhance staff understanding of the importance of monitoring attendance. Welfare staff engaged with students and initiated reflective discussions with students and the parent community to assist in improving attendance. The LFH period of Term 3 led to a revision of these processes for the online environment and longer term implementation is needed to determine validity of progress measures.

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
Percentage of students reporting positive wellbeing across the areas of sense of belonging, advocacy at school and expectations for success increase by 1% from baseline Tell Them From	<ul style="list-style-type: none">• TTFM survey data indicated that 62% of students reporting positive sense of belonging and advocacy at school. This reflects a drop of 9%.• Pulse data was limited by student participation, inconsistent check-ins over time and the impact of LFH. Consistent and triangulated analysis of this data has been implemented in the next cycle of planning.

<p>Me survey data</p> <p>Trial of App to regularly checks in with all students evaluated.</p>	<ul style="list-style-type: none"> • 72% of students, on average for 2021, reported feeling 'great' or 'positive' through the app. Average growth will be supported by planning for the 2022-2025 cycle.
<p>Percentage of students attending school 90% increase by 2% from baseline (Scout Data, 2022 Lower Bound)</p> <p>A good understanding of the issues that students are experiencing to prevent them from attending school regularly.</p>	<ul style="list-style-type: none"> • Growth in rate of students attending school $\geq 90\%$ of the time from 71.8% for the 2020 school year to 83.6% for 2021. • Accuracy and validity of data is limited by percentage incompleteness and incorporation of Term 3 data for 'flexible learning' while LFH.
<p>Social and emotional learning explicitly mapped against the curriculum through the development of integrated units of work for a minimum of 2 KLAs.</p> <p>Scope and sequence developed by Year Advisers to follow in Year Meetings.</p>	<ul style="list-style-type: none"> • The LFH period of Term 3, 2021 significantly impacted ability to implement social and emotional learning (SEL) capabilities across the curriculum. A pilot program for 2 integrated units of work in 2 KLAs has been planned for and included in the next cycle of planning. SEL competencies, however, have been more explicitly utilised in wellbeing initiatives including the Pulse App and consolidated programming for wellbeing workshops. • Scope and Sequence for Wellbeing was developed, consulted on and partially implemented prior to learning from home (LFH) in Term 3. Planning for holistic implementation across 4 terms in 2022 and beyond has been included in the next cycle of planning for 2022-2025.

Strategic Direction 3: Excellence in teaching and learning

Purpose

To improve student learning through high-quality, evidence-based teaching strategies. Teachers develop and use engaging learning opportunities, taking shared responsibility for student improvement and contributing to a transparent learning culture that is underpinned by high expectations.

Through professional learning, all staff will develop a practical understanding of the structures to improve teaching practice by working collaboratively within and across faculties.

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.

- Explicit Teaching and Effective Feedback
- High Expectations

Resources allocated to this strategic direction

Per Capita Allocation: \$38,500.00

Beginning teacher support: \$28,000.00

Summary of progress

Explicit Teaching and Effective Feedback

Kirrawee High School has worked towards this initiative through activities and programs that develop staff in highly effective, evidence-based pedagogy. In addition, the school has set and achieved targets to increase teacher engagement in individual professional learning aligned to personal goals, and ongoing development of teachers in 4Cs professional learning focusing on building students communicative, creative, collaborative, and critical reflection skills. Staff have engaged with Dylan Willam's research into formative assessment to ensure strategies utilised and content taught is affected by student prior knowledge and ability.

High Expectations

Kirrawee High School has worked towards this initiative through activities and programs that utilise data sources to determine how concepts need to be taught and embedding formative assessment strategies in teaching and learning. Formative assessment allows lessons to be tailored in a challenging and engaging manner for each class enabling high expectations to be set. The inclusion of explicit learning intentions and success criteria in each class allow clear communication of expectations of students.

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
>30% of teachers applying for PL based on PDP goals.	All staff have produced performance and development plans in consultation with their supervisor to identify goals for professional growth and associated resources and professional development to support this. As staff engage in professional learning during a weekly 90 minute development time and there is a focus on whole-school identified development, there has been a reduction in teachers applying for individually identified professional development. 2021 resulted in 43% of staff successfully applying for receiving professional learning to progress towards their own development.
All beginning teachers have structured mentoring.	Beginning teachers have been allocated supporting finance in order to support induction and professional development. Formal support plans for each beginning teacher were produced in consultation meetings with their mentor and supervisor. These plans calendared the provision of resourcing over the course of the year including release time for structured support

All beginning teachers have structured mentoring.	from their mentor. This resulted in improvement and progression in line with the Australian Professional Teaching standards and the three domains of teaching - professional knowledge, professional practice, and professional engagement. Evaluation of plans will see 2022 include a greater emphasis on regular meetings with mentors and associated executives for support.
Teachers are familiar with data sources and use data to inform teaching.	During 2021 teachers have analysed cohort and individual data to determine how concepts need to be taught for each class. This analysis has occurred utilising NAPLAN data, Check-in assessments, HSC Minimum Standards results and HSC results. From analysis of this data teachers have determined cohort and individual strengths and weaknesses, and developed a plan to produce specific resources and utilise evidenced-based strategies to improve and strengthen literacy and numeracy skills and Band 5/6 HSC achievement.
>20% of teachers trained in 4C pedagogy	<p>In 2021, 9 staff commenced training in 4C pedagogy. Public Health Orders and instruction by the NSW Department of Education have prevented group training from occurring. Having trialled an online version in 2020 it was decided it was best to wait until face to face Professional learning could recommence. Currently, 20 Teachers have completed the training out of 79 staff = 25%.</p> <p>9/20 staff surveyed have been able to collaborate with other teachers using 4C pedagogy this year. All 20 trained staff indicated that students positively engage with the learning taking place.</p>
Teaching programs and lesson sequences are developed with clear and identifiable learning intentions and success criteria.	In Term 2, all teachers received Professional Learning on the research basis and evidence supporting the need to clearly explain learning intentions at the outset of lessons, and listing success criteria for students to work towards. This was followed by learning how to appropriately construct and communicate learning intentions and success criteria to students. Teachers worked in faculty and cross-faculty groups to develop and share initiatives that focused on clarifying and understanding learning intentions and success criteria for students. Exemplars from within the school were presented to staff with students surveyed on their understanding and belief about the impact on their learning. 88% of students reported using this strategy in their classes with 72% of students reporting an impact on their achievement.

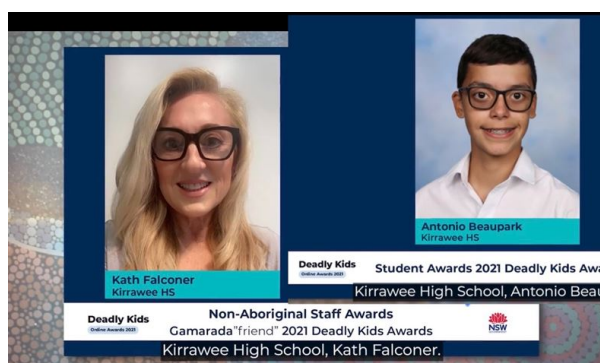
Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$161,390.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kirrawee High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Consistently challenge and set high expectations for all students <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • In class support <p>Additional SLSO support to increase student engagement and participation, specifically to support students with PLASPs. Support focused in areas students identified as areas for improvement or strengths to be further developed. Training and support offered to SLSO's to upskill to best support students at KHS. Head Teacher Teaching and Learning to send appropriate training and professional learning opportunities to the team.</p> <p>The allocation of this funding has resulted in: All students with IFS students having needs based in class support across all KLA's. Students received transition support through the CIVIC program with on site SLSO support. IFS students received daily support during COVID over the phone, online platforms and on site. IFS students received targeted withdrawal support focused on building skills for daily living e.g. cooking and cleaning skills as well as personal hygiene maintenance. Attendance at specialised support days were staffed by SLSO's.</p> <p>After evaluation, the next steps to support our students with this funding will be: IFS funded support will continue as we receive support for those identified students. The learning support team will continue to complete access requests to ensure newly diagnosed students receive the support they need.</p>
<p>Socio-economic background</p> <p>\$48,098.41</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kirrawee 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"> • Consistently challenge and set high expectations for all students • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs <p>The allocation of this funding has resulted in: 1-1 support for students identified in literacy and numeracy testing to be significantly below stage level. Additional in class support for those students who do not qualify for IFS funding but require significant differentiation in class to access mainstream course work. Significant improvements in student reading and mathematics for targeted students.</p>

<p>Socio-economic background</p> <p>\$48,098.41</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Students who require support will be placed in a learning support class which will have access to a RAM funded SLSO and LaST to assist with targeted strategies for literacy and numeracy.</p>
<p>Aboriginal background</p> <p>\$21,887.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kirrawee 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"> • Consistently challenge and set high expectations for all students • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in:</p> <p>The vast majority of Aboriginal students are engaged in their learning and meeting their learning goals.. 6 out of 6 Aboriginal students completed HSC in 2021. Sentral data shows 22 out of 23 students have an active PLP. Student and Family interviews were completed for all students. ASO conducted interviews to ensure a balance between cultural and learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Service provision is dependent on funding, in 2022-2025 plan the ASO position will move to a casual basis where a strategically employed staff member will write and review PLP's with students and families.</p>
<p>Low level adjustment for disability</p> <p>\$166,665.40</p>	<p>Low level adjustment for disability equity loading provides support for students at Kirrawee 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"> • Consistently challenge and set high expectations for all students • Use formative and summative assessment to inform teaching. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • support for students engaging in Life Skills course <p>The allocation of this funding has resulted in:</p> <p>1-1 support for students identified in literacy and numeracy testing to be significantly below stage level.</p> <p>Additional in class support for those students who do not qualify for IFS funding but require significant differentiation in class to access mainstream course work.</p> <p>Significant improvements in student reading and mathematics for targeted students.</p>

<p>Low level adjustment for disability</p> <p>\$166,665.40</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Students who require support will be placed in a learning support class which will have access to a RAM funded SLSO and LaST to assist with targeted strategies for literacy and numeracy.</p> <p>Additional withdrawal and in class LaST and SLSO support will continue.</p>
<p>Professional learning</p> <p>\$28,610.00</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 Kirrawee 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"> • Consistently challenge and set high expectations for all students • Use formative and summative assessment to inform teaching. • Build a positive learning environment characterised by supportive relationships and regular contact with each student • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging an expert/specialist trainers to assist with up-skilling staff in targeted areas of the SIP or mandatory training. • teachers taking part in professional learning offsite in targeted areas of the SIP or to meet their PDP goals or for mandatory training. <p>The allocation of this funding has resulted in:</p> <p>Effective teachers and support staff ensure the best possible outcomes for every student, specifically focused in target areas such as literacy, numeracy and improving stage 6 results.</p> <p>Teachers and support staff meet the educational needs of the diverse range of learners in their classes including HPaGE students and those with learning and support needs.</p> <p>Teachers are more confident in understanding and using data to assist with targeted well being and learning support for students.</p> <p>Teachers are compliant with mandatory training to be working onsite, with sporting and representative teams and on overnight excursions</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Teachers will continue to be support in making applications for professional learning in targeted areas from the SIP and to meet their PDP and faculty goals.</p> <p>Head Teachers are encouraged to support faculty members in applying for professional learning through the PDP process.</p> <p>Staff will engage in targeted PL presented by members of the KHS team to highlight the profession expertise of the staff and work collaboratively to improve student outcomes.</p>
<p>Beginning teacher support</p> <p>\$28,000.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Kirrawee High School during their induction period.</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"> • High Expectations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • BT engaging in targeted professional learning, mentoring and increased RFF to allow for developing skills in report writing, assessment writing, marking and providing students with feedback. • BT meetings with mentor and DP curriculum to plan for spending of BT funds.

<p>Beginning teacher support</p> <p>\$28,000.00</p>	<p>The allocation of this funding has resulted in: BT's all have mentor teachers to work collaboratively with on targeted goals including behaviour management, assessment and reporting. BT's are provided with ongoing feedback and support that is embedded in the collaborative practices at KHS. BT's have access to professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and care givers.</p> <p>After evaluation, the next steps to support our students with this funding will be: Focus on ensuring that teachers follow through with planned activities written in their chronological plans and engage with the bi annual meeting to assess progress with DP curriculum.</p>
<p>COVID ILSP</p> <p>\$34,665.00</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>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"> • employment of teachers/educators to deliver small group and individual tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy/numeracy - targeted growth in junior literacy and numeracy and passing minimum standards. • employing/releasing teaching staff to support the administration of the program to support senior students with assessment support <p>The allocation of this funding has resulted in: 1-1 support for senior students with significant absence from school during or post COVID OR those with N warning letters OR those who have no met minimum standards. 1-1 and small group support for students identified in literacy and numeracy testing to be significantly below stage level or with significant absence from school during or post COVID. Additional in class support for those students identified in literacy and numeracy testing to be significantly below stage level or with significant absence from school during or post COVID and require significant differentiation in class to access mainstream course work.</p> <p>Significant improvements in student reading and mathematics for targeted students. All students who engaged with COVID LaST completed minimum standards and outstanding N warning letters before cut off dates.</p> <p>After evaluation, the next steps to support our students with this funding will be: 1-1 and small group support for students identified in literacy and numeracy testing to be significantly below stage level or with significant absence from school during or post COVID will continue. Targeted Growth Groups for students identified as High Potential with gaps in numeracy and literacy due to COVID, specifically targeted to year groups completing NAPLAN in 2022.</p>
<p>English language proficiency</p> <p>\$15,393.56</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kirrawee High School.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>English language proficiency</p> <p>\$15,393.56</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support • establish a core practice for supporting students learning English as an Additional Language or Dialect <p>The allocation of this funding has resulted in:</p> <p>1-1 support for senior students with a background of language at home other than English that impacts on their ability to access the curriculum in English and those who have not met minimum standards.</p> <p>Purchase of resources in students first language to assist with schooling in English.</p> <p>Identified student received HSC and has moved onto full time employment post school.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to provide specialized support to students on a needs basis.</p>
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Our Deadly Award REcipients - Ms. Kath Falconer and Antonio Beupark.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	583	587	563	559
Girls	627	617	620	598

Student attendance profile

School				
Year	2018	2019	2020	2021
7	94.6	94.4	95.7	94
8	92.8	91.6	94.5	91.2
9	92.1	92.5	93.8	89.6
10	89.3	91.4	93.7	88
11	92.7	91.9	94.3	91.3
12	92.6	92.2	95.6	91.4
All Years	92.3	92.4	94.6	90.9
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	3
Employment	1.4	0	0
TAFE entry	9.6	16.4	10
University Entry	0	0	74
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

26.56% of Year 12 students at Kirrawee High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

98.9% of all Year 12 students at Kirrawee High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.



Year 7 and 8 Award Recipients 2021.



Year 12 participate in Careers Expo 2021



2021 Debating Champions

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	57.8
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	13.37
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 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	2,155,621
Revenue	12,739,932
Appropriation	12,268,036
Sale of Goods and Services	97,787
Grants and contributions	361,526
Investment income	2,582
Other revenue	10,000
Expenses	-13,466,538
Employee related	-11,332,216
Operating expenses	-2,134,321
Surplus / deficit for the year	-726,606
Closing Balance	1,429,015

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	113,924
Equity Total	250,880
Equity - Aboriginal	20,713
Equity - Socio-economic	48,098
Equity - Language	15,394
Equity - Disability	166,675
Base Total	10,796,550
Base - Per Capita	291,555
Base - Location	0
Base - Other	10,504,995
Other Total	638,294
Grand Total	11,799,649

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

School performance - NAPLAN

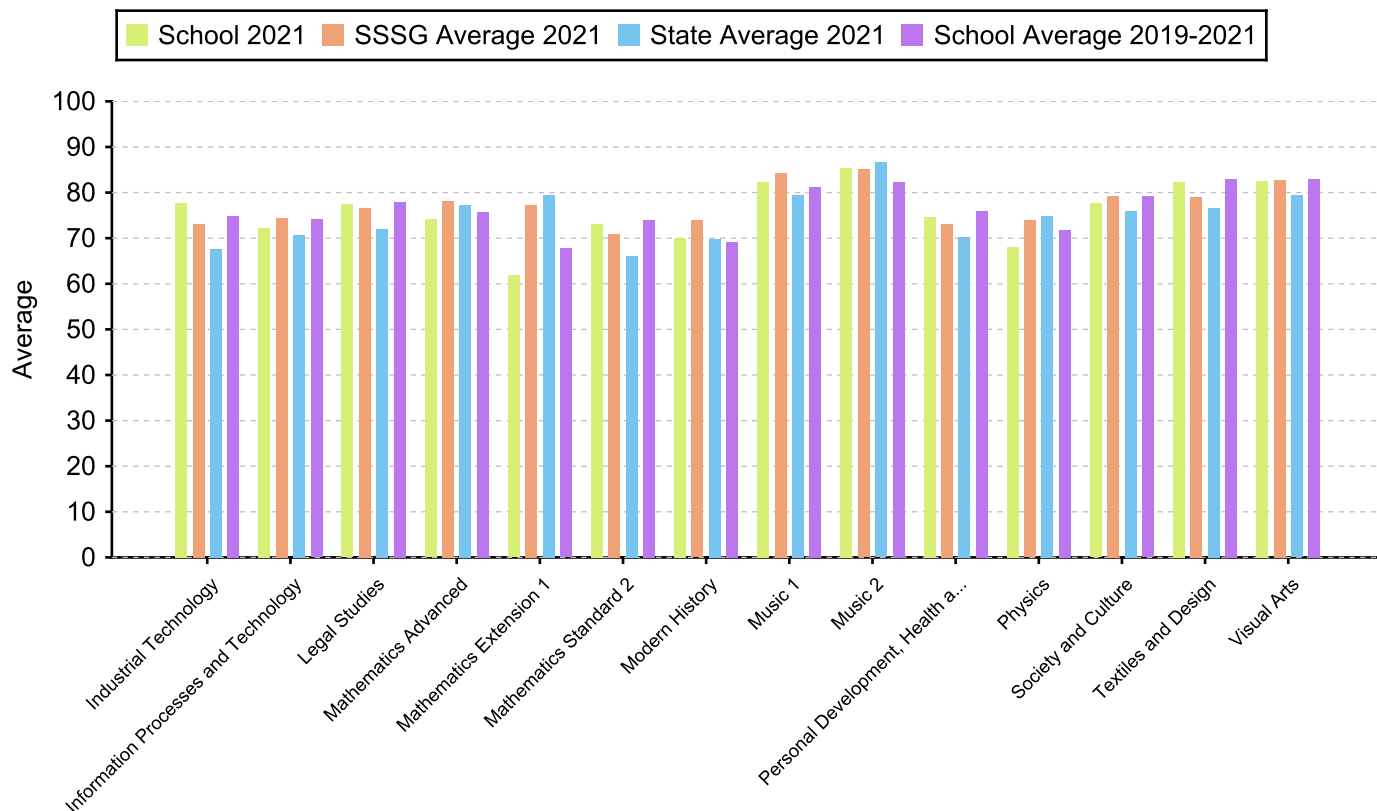
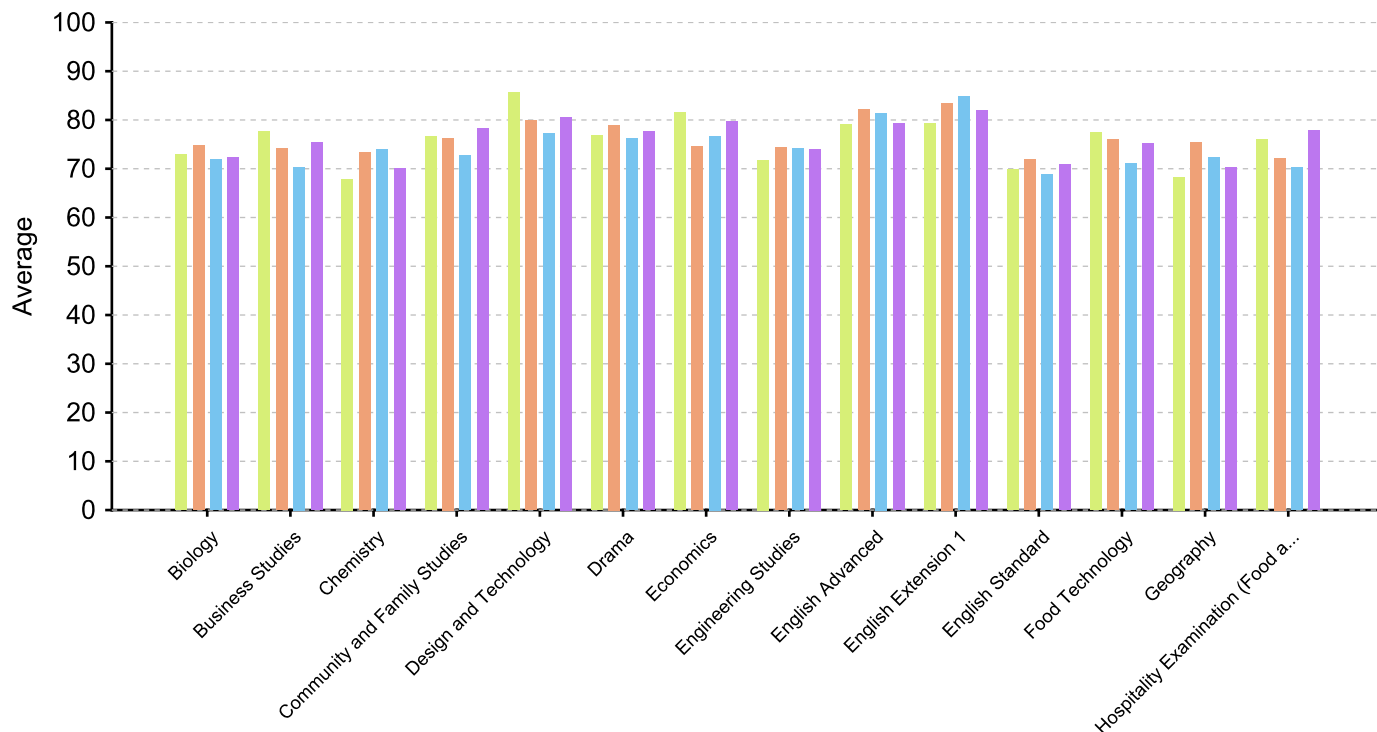
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2021	SSSG	State	School Average 2019-2021
Biology	72.9	74.7	71.9	72.4
Business Studies	77.7	74.1	70.4	75.4
Chemistry	67.9	73.4	74.1	70.1
Community and Family Studies	76.6	76.3	72.7	78.2
Design and Technology	85.7	79.9	77.2	80.6
Drama	76.8	79.0	76.1	77.6
Economics	81.5	74.6	76.7	79.7
Engineering Studies	71.8	74.3	74.1	74.1
English Advanced	79.0	82.1	81.4	79.4
English Extension 1	79.2	83.5	84.8	81.9
English Standard	69.9	71.9	68.8	70.8
Food Technology	77.4	76.0	71.0	75.1
Geography	68.3	75.5	72.4	70.2
Hospitality Examination (Food and Beverage)	76.0	72.2	70.3	77.8
Industrial Technology	77.7	73.1	67.7	74.9
Information Processes and Technology	72.2	74.4	70.8	74.1
Legal Studies	77.4	76.6	72.0	78.0
Mathematics Advanced	74.1	78.1	77.4	75.8
Mathematics Extension 1	61.8	77.4	79.5	67.7
Mathematics Standard 2	73.1	71.0	66.1	74.0
Modern History	70.0	73.9	69.7	69.2
Music 1	82.4	84.2	79.4	81.3
Music 2	85.3	85.1	86.6	82.4
Personal Development, Health and Physical Education	74.6	73.1	70.3	75.9
Physics	68.1	73.9	74.8	71.7
Society and Culture	77.6	79.2	76.0	79.1
Textiles and Design	82.3	79.0	76.6	82.9
Visual Arts	82.5	82.7	79.4	82.9

Parent/caregiver, student, teacher satisfaction

In a year dictated by the experience of COVID lockdown and learning from home, Kirrawee High School sought the perspectives and perceptions of parents, students, and staff as a means of tailoring effective and supportive learning opportunities to student need.

- 66% of parents rated their child's experience of school as positive, despite the challenges posed by lockdown
- 59% of parents reported Wellbeing and Catch Up Days as having a positive impact on their child's learning and wellbeing
- 35% of parents said that opportunities for students to collaborate with teachers online enhanced learning and wellbeing

At the end of Term 3, parents were asked about the positive experiences of remote learning facilitated by KHS. Some responses include:

- Zoom classes created engagement and showed that teachers cared about their students and strengthening connections
- It was a challenging time, but the teaching staff were supportive and accessible
- Appreciation for the responsive and detailed feedback provided by teachers

Students at Kirrawee High School completed a learning and wellbeing survey to gauge the nature of their experiences in 2021.

- 75% of students said that they feel happy and supported at school
- 78% of students felt a sense of belonging at school
- 81% felt that staff cared about them and provided effective support for their learning and wellbeing

Focus groups were also conducted to gain a more holistic understanding of this experience. Some key findings from these Focus Groups, conducted with students in Years 7 to 12 included:

- Students value the opportunity to check-in and reflect on their wellbeing through the Pulse App, citing 'giving gratitude' as the most positive feature of the initiative
- Teachers are genuinely interested in student wellbeing, and this is a source of motivation for students in the classroom
- Effective learning opportunities are provided, especially through opportunities to collaborate with peers



On with the Show" the KHS 2021 bi-annual production. Ella Fakes - I Won't Say I'm in Love from Hercules



"On with the Show" the KHS 2021 bi-annual production. PJ Lennon and Cast - From Now On from The Greatest Showman



"On with the Show" the KHS 2021 bi-annual production.
Ewan Heardman - Not the Boy Next Door from the Greatest Showman..



On with the Show" the KHS 2021 bi-annual production. Lara Sullivan - You Can't Stop the Beat from Hairspray



On with the Show" the KHS 2021 Bi-Annual production. Ewan Heardman Ella Fakes and Mikaela Binns-Rorke -Time Warp from Rocky Horror

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.