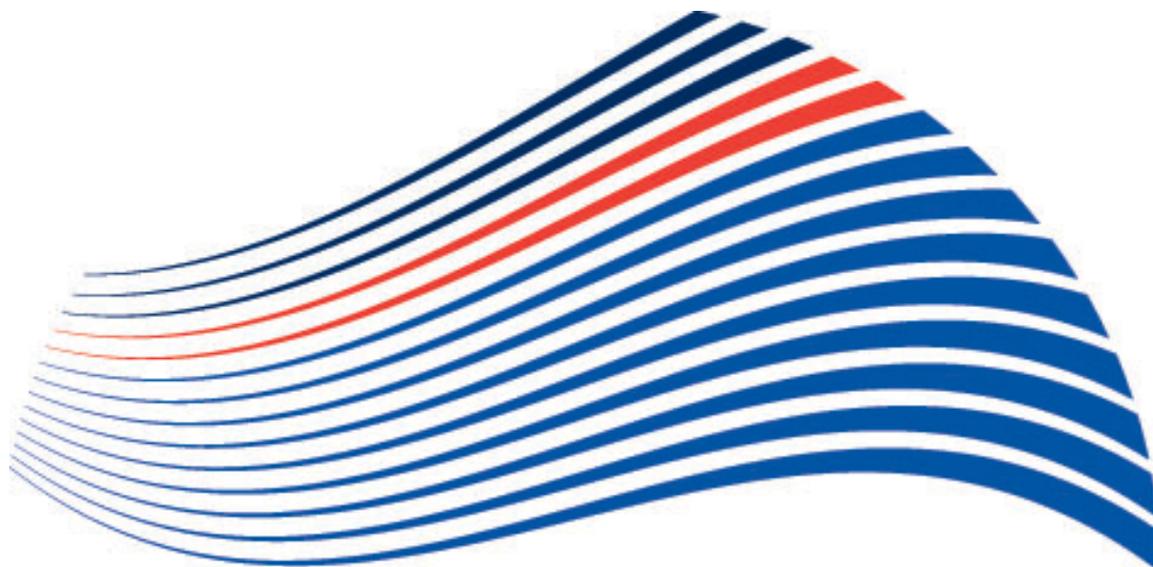


2021 Annual Report

Kincumber High School



KINCUMBER HIGH SCHOOL

8585

Introduction

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

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

School contact details

Kincumber High School

Bungoona Rd

Kincumber, 2251

<https://kincumber-h.schools.nsw.gov.au>

kincumber-h.school@det.nsw.edu.au

4369 1555

School vision

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

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

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

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

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

School context

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

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

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

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

Self-assessment and school achievement

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

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
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

Kincumber High School aspires to be a high performing school where every student improves every year. Student growth and attainment improvement measures will allow us to determine the success of the school in teaching and learning.

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.

- NAPLAN Reading and Numeracy
- Targeted Professional Learning
- Effective use of data to drive student improvement
- HSC Achievement
- Aboriginal Student Achievement

Resources allocated to this strategic direction

COVID ILSP: \$96,612.31

Professional learning: \$23,000.00

Socio-economic background: \$5,000.00

Integration funding support: \$180,326.00

English language proficiency: \$10,090.20

Low level adjustment for disability: \$204,136.90

Aboriginal background: \$40,797.09

Summary of progress

This strategic direction focused upon improving literacy and numeracy. We engaged in the establishment of a small group literacy program of Multi Lit to meet the needs of identified students- specifically in reading. We used COVID Intensive Learning Support to employ staff to work with identified students in a withdrawal program to provide enhanced literacy skills. Students were withdrawn at least twice a week and worked with a specialist teacher to develop their skills. This resulted in improved performance in testing and greater confidence in the classroom. This assisted students in accessing the curriculum at their point of challenge. We also participated in the LEED program to support and improve the number of students achieve at or above stage based expectations. This included targeted professional learning with the Capability Lead analyst. The Mathematics staff created a website to support student learning and regular testing was introduced to monitor progress. Staff have a better understanding of how to analyse student result to improve future teaching and learning opportunities. A whole school extended program which was undertaken by all faculties. Students have a clear expectation of the requirements of a written tasks. This has enabled connections to be made beyond the English faculty and informal observations and NAPLAN results have been significantly enhanced. Year 7 2018 the average NAPLAN score for writing was 505 and in 2021 530. Year 9 2018 the average NAPLAN score was 517 and in 2021 rose to 558. These results exceeded the state and same school groups and demonstrates the effectiveness of the program in improving all students writing ability and not dependent on cohort or subject. Due to COVID the school did not commence the LMG initiative to implement a cross school collaborations in literacy and numeracy due to the inability to meet for Professional Learning in 2021.

The above initiatives have shown that all teachers are implementing a whole school approaches to literacy and numeracy. The school engages in deep analysis of student progress and achievement and other contextual information to drive teaching and learning across the school . Where teachers are responding to trends in student achievement, at individual, group and whole school levels.

After External Validation provided a deep analysis and evaluation of the school its system and priorities- 2022 will demonstrate a strategic change to the school plan. A refinement of the initiative and activities is required to more specifically the needs of students and the targets outlined for the school. After the schools most successful year in 2020 in HSC performance- the school was disappointed to see the impact that COVID had on student learning and results. HSC performance will be a strategic focus in the new Strategic Improvement 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
<p>NAPLAN Top 2 Bands Reading</p> <p>Maintain the % of students achieving in the top 2 bands of reading to exceed the lower bound system negotiated target of 20.7%. (2019- 21.1%)</p>	<p>We have had a 5.26% increase from the baseline of 13.49% in the Top 2 Bands in Reading. Our Actual measure is 18.75%</p>
<p>NAPLAN Top 2 Bands Numeracy</p> <p>Increase the % of students achieving in the top 2 bands of numeracy to exceed 21.5%. (2019- 19.02%)</p>	<p>We have had a 8.24% increase from the baseline of 12.81% in the Top 2 Bands in Numeracy. Our Actual measure is 21.05%</p>
<p>NAPLAN Expected Growth Reading</p> <p>Increase the % of students achieving expected growth in reading to exceed 58%. (2019-55.56%)</p>	<p>We have had a 5.03% decrease from the baseline of 57.93% in the Expected Growth in Reading. Our Actual measure is 52.9%</p>
<p>NAPLAN Expected Growth Numeracy</p> <p>Increase the % of students achieving expected growth in numeracy to exceed 50.0%. (2019-43.1%)</p>	<p>We have had a 14.93% decrease from the baseline of 66.56% in the Expected Growth in Numeracy. Our Actual measure is 51.63%</p>
<p>HSC Achievement</p> <p>Increase the % of HSC course results in the top 2 bands to exceed the lower bound system negotiated target of 36.1%.</p>	<p>We have had a 11.9% decrease from the baseline of 30.93% in the HSC Top 2 Bands Our Actual measure is 19.03%</p>
<p>HSC Achievement</p> <p>Increase the % of HSC course results in the top 3 bands to exceed the lower bound system negotiated target of 66.7%.</p>	<p>We have had a 4.76% decrease from the baseline of 61.0% in the HSC Top 3 Bands Our Actual measure is 56.24%</p>

Strategic Direction 2: Wellbeing (Student & Staff)

Purpose

Kincumber High School is focused upon building both staff and student wellbeing through a climate of care and positivity. Whole school processes support the wellbeing of all students and seek to develop skills essential for thriving in a complex and challenging world. We aim to create inclusive environments which produce happy, healthy, engaged and successful individuals who are positive contributors to school and society.

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.

- A thorough and dynamic Wellbeing Scope & Sequence
- Reward and Recognition program - positive behaviour blue slips and values education and awards.
- Sense of Belonging initiatives - clubs, teams and associations.
- Increased Student Attendance
- Advocacy - "Every student is known, valued and cared for"
- Mental Health Toolkit (key skills)
- Anti-bullying approach
- Improving Staff Wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$63,000.00

Summary of progress

This Strategic Direction focused on wellbeing support for students and staff members. Guided by a well-considered and dynamic scope and Sequence document, students at Kincumber High School were nurtured through a range of relevant educational experiences, key messages, and support structures. A key initiative was the promotion of student advocacy through assembly presentations and via the annual Student Wellbeing Survey conducted in Term 3. Students were asked to identify two teachers in the school who they could turn to for support. Sense of belonging clubs and initiatives in the school continued to assist the students in forming positive connections with peers, teachers and the school. Positive behaviour referrals in the school were supported through the Reward and Recognition Program's Blue Slips program, where positive behaviour, and the demonstration of one of the nine values of public education from students is acknowledged by teachers with the issuing of a blue slip. These blue slips are placed in the House specific boxes outside the Deputy Principal's office and then accessed for the prize draw at School Assembly every second Thursday. From there, blue slips are entered onto the Millennium Wellbeing system as positive entries against individual student profiles.

Attendance improvement has been a major focus in 2021, with high level promotion of the need to maintain attendance rates above 90%, in the school newsletter, on all social media channels, parent email and at school assemblies. Attendance reports for all students are sent home each term via email and student attendance greater than 90% is acknowledged with certificates after the conclusion of each term. The Kincumber Parents and Citizens Association offered the chance to win incentive prizes for students who maintain high attendance rates and these included airpods and an iPhone 12 as the major end of year prize. While communication, grievance handling, confidence in senior managers, teamwork and collaboration were very positive, the call for more flexible working arrangements was clearly expressed.

Staff wellbeing initiatives include the fortnightly communication meeting, the annual end-of-year party and the receipt of Thumbs Up Awards when colleagues recognise and appreciate the actions of others. Staff morale has been measured through the Tell Them From Me Survey and the People Matter Survey.

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
Positive relationships at school	This measure has seen a decrease of 1% in the year moving from 83% in 2020 to 82% in 2021.

<p>Increase the percentage of students reporting positive relationships at school from 83% (TTFM 2020) to 85% or higher.</p>	
<p>Sense of Belonging</p> <p>Increase the percentage of students reporting a greater sense of belonging to Kincumber High School from 65% in 2020 (TTFM) to 66%</p>	<p>There has been a decrease of 5% in sense of belonging in the past 12 months, only reaching 60% in 2021. Sadly, this is in line with societal norms where the impact of COVID-19 has been far reaching.</p>
<p>Positive Behaviour</p> <p>Increase the ratio of students receiving positive behaviour referrals through the reward and recognition program (Millennium) to the student population, from 1507 positive behaviour referrals in 2020 from 1021 students at 1:48 per student to 2 per student.</p>	<p>Positive behaviour referrals fell from 1507 in 2020 to 977 in 2021. In 2021, 1021 students received positive behaviour referrals at an average rate of 0.96 positive referrals per student.</p>
<p>Intellectual Engagement</p> <p>Increase the percentage of students reporting positive levels of intellectual engagement at school from 42% in 2020 against a state average of 46% (TTFM) to 43%</p>	<p>Intellectual engagement in this time period decreased from 42% to 39%.</p>
<p>Advocacy</p> <p>Increase the percentage of students being able to identify two staff members they can turn to for wellbeing support at school. (KHS Student Wellbeing Survey) from approximately 63% (TTFM 2020) to 65%</p>	<p>The measure for Student Advocacy moved from 60% (Scout/School Dashboard) in 2020 to 53.64% in 2021.</p>
<p>Attendance</p> <p>Increased % of students attending school more than 90% of the time from 41% in 2020 to 55.04% or greater.</p>	<p>Scout data shows a baseline of 55.04 in 2020 to 53.75 in 2021.</p>
<p>Staff Wellbeing</p> <p>Morale</p> <p>Increased numbers of staff reporting higher levels of morale (TTFM) from 75% in the top two responses in 2020 to 76%</p>	<p>In 2021 Staff Morale dropped from 75% in 2020 to 63% of teachers reporting higher levels (top two responses) of morale in 2021.</p>
<p>Confidence in school leaders</p> <p>Increased numbers of staff reporting confidence in school leaders to lead student improvement and change (TTFM) from 81% in 2020 to 83%</p>	<p>This measure decreased by 14% to 67% (Agree and Strongly Agree) in 2021 as measured in Tell Them From Me.</p>

Strategic Direction 3: Pathways and Partnerships

Purpose

Kincumber High School aims to prepare young people for rewarding lives as engaged citizens in a complex and dynamic society. The school aspires to be a focal point of the community through building strong, positive partnerships. We aim to promote and develop positive career and leadership pathways for both students and staff.

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.

- Future Focused Education
- Student Pathways Project
- Staff Pathways and Professional Development
- School and Community Partnership Project

Resources allocated to this strategic direction

Professional learning: \$37,000.00

Socio-economic background: \$62,841.85

Low level adjustment for disability: \$37,158.15
: \$20,000.00

Summary of progress

The pathways and partnership strategic direction was seriously affected by COVID. The Stage 4 Future Focused initiative of Generation Tomorrow was intended to build upon established skills through targeted Professional Learning across the entire staff. The desire to move this curriculum initiative into Stage 5 and beyond was curtailed by the inability of staff to meet and plan throughout the year. This also affected students application for tertiary education and other vocational pathways which were not available throughout the year. However, staff Professional Learning in an online environment was very pleasing. All teaching staff have completed SCOUT introduction e-learning and HSC Strategy was undertaken by an increased number of staff in 2021.. Increased support for New and Beginning Teachers was well received with all attaining accreditation through targeted program of support provide by a Head Teacher and ex Principal.

Despite the negative impact that COVID had on this strategic direction we have embedded whole school teacher development processes to drive improvement in teaching practice. We are in process of increasing the percentage of high performing teachers as measured against the Australian Professional Standards for Teachers.

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
Develop a Future Focused Learning (FFL) Framework and identify the Future Focused Learning Skills to be evaluated and reported to students and parents.	The initial Literature review was undertaken by the Future Focused Learning Team to investigate the many models and frameworks for FFL skills. Team members identified strengths and weaknesses of the various frameworks, giving consideration to Kincumber High School's context. COVID interruptions have delayed the finalisation of a KHS Future Focused Skills Framework. This will be the goal of the team for Semester 1 2022.
Increase in the percentage of Kincumber High School students planning to finish Year 12 from 76% (TTFM survey 2020) to 79%	The loss of connection with school caused by COVID has made the attainment of this very challenging. Students are less connected with school than they have every been and are less aspirational. This will need to be an area of focus in 2022 to regain the positive gain made in this area during the previous years.
Increase the percentage of Kincumber High School students aspiring to university from a baseline of 53% (TTFM survey 2020) to 57%	In 2021, approximately 47% of maintained an ATAR pattern of study and aspired to attend university directly from high school. This was below the base line figure and below the aspirational target of 57%.

<p>90% of teachers completing and maintaining at least 20 hours of professional learning each year</p>	<p>This Annual progress measure was exceeded. Over 90% of teacher participated in at least 20 hours of professional learning. The introduction of the timetabled professional learning period has made a significant impact on the PL hours being completed by staff. Mayi staff completed well over the 20 hours of PL. This supports the professional development of staff and has them on track to meet accreditation requirements.</p>
<p>Develop Kincumber High School (KHS) 'School Satisfaction Survey' and deliver survey to KHS parent community to establish baseline measures.</p>	<p>This annual progress measure was not achieved in 2021. The disruption of COVID and the return to face to face learning in Term 4 did not allow for a Satisfaction Survey to be delivered. Parent satisfaction was sought throughout the online learning period with regular phone calls home to family by SLSO and staff to monitor parent satisfaction with the school. Feedback from parents did indicate a high degree of satisfaction with the school during this period.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$195,684.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kincumber 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"> • Effective use of data to drive student improvement • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: Identified students were supported in personalised identified areas of literacy and numeracy allowing students to access the curriculum at their point of need and challenge.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued in 2022 as this model of support is working successfully.</p>
<p>Socio-economic background</p> <p>\$130,841.85</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kincumber 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"> • NAPLAN Reading and Numeracy • A thorough and dynamic Wellbeing Scope & Sequence • Reward and Recognition program - positive behaviour blue slips and values education and awards. • Sense of Belonging initiatives - clubs, teams and associations. • Increased Student Attendance • Advocacy - "Every student is known, valued and cared for" • Future Focused Education <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities including Sense of Belonging Clubs and Student Forums. • staff release to increase community engagement with a focus on attendance and Values Education • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in: a dedicated approach to continuity of education, Stage 3 to 4 with Community of School partnerships established. A deep focus on student wellbeing has continued with student voice a vital component of their wellbeing with Sense of Belonging Clubs and Values Education bringing students together to support each other with the professionalism and deep support of staff.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued in 2022. As COVID interrupted this initiative and with mental health of students at such a vulnerable stage, this support is essential.</p>
<p>Aboriginal background</p> <p>\$40,797.09</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kincumber 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</p>

<p>Aboriginal background</p> <p>\$40,797.09</p>	<p>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"> • Aboriginal Student Achievement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff, AEO, to support Aboriginal students and staff in the knowledge and understanding of Aboriginal perspectives within the curriculum <p>The allocation of this funding has resulted in: our Year 9 Aboriginal students undertaking Reading Check-In Assessment answering 59.6% of questions correct which is above both SSG and State. 60% of our Aboriginal students received Band 4 and above in HSC.</p> <p>After evaluation, the next steps to support our students with this funding will be: a continued focus on literacy and numeracy ensuring the commitment of our school to the education of Aboriginal and Torres Strait Islander students. This focus will align the principles of: achieving potential, equity, cultural recognition relationships, partnerships, local approaches, quality and accountability as outlined in the National Aboriginal and Torres Strait Islander Education Strategy 2015.</p>
<p>English language proficiency</p> <p>\$10,090.20</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kincumber 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"> • Effective use of data to drive student improvement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of .2 FTE staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: identified students being supported in the classroom and as part of differentiation initiatives within literacy and numeracy. This funding was combined with other sources to increase the positive outcome of this support.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued in 2022, as this model of support is successful.</p>
<p>Low level adjustment for disability</p> <p>\$241,295.05</p>	<p>Low level adjustment for disability equity loading provides support for students at Kincumber 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"> • Effective use of data to drive student improvement • Future Focused Education <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Establish and embed a Future Focused Framework for Kincumber High School to support the development of skills essential for success in our constantly evolving world. <p>The allocation of this funding has resulted in:</p>

<p>Low level adjustment for disability</p> <p>\$241,295.05</p>	<p>future focused pedagogies being integrated across all curricula, each year and for every student ensuring that all students learn the academic skills, knowledge and dispositions they need to ultimately become a self-sufficient adult. The four skills that are focused on to ensure the success of our students are: the global achievement gap such as thinking critically, future focused skills such as creativity, visible thinking such as reasoning with evidence and key competencies for life-long learning such as learning to learn and cultural awareness.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue in 2022 ensuring we maximise the potential of every learner by underpinning this pedagogy across all curricula.</p>
<p>COVID ILSP</p> <p>\$176,474.31</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"> • NAPLAN Reading and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy and numeracy including Multilit, and LEED. • employing staff to provide online tuition to student groups in targeted literacy and numeracy focus areas, including using the principles of LEED to analyse and respond to data to drive teaching and learning. <p>The allocation of this funding has resulted in: considerable improvement of identified students. Support has taken place across all years and has taken the form of literacy and numeracy assistance. Cycle 1 commenced Term 2, Week 1. Students in Year 7 and 8 were identified and referred to the CILSP through a number of avenues including Best Start Data, students with Individual Learning Plans, referral from the Learning and Support Teacher and Head Teacher's in English and Mathematics. 22 students were referred for Literacy with 3 x 50 minute sessions each week using the Macqlit/Multilit strategy. Out of the 22 students engaged in the Literacy program, 3 students improved their reading by 6 levels, 17 students improved by 10 levels and 1 student improved by 15 levels. Stage 5 and 6 had a focus on Reading and Writing levels as well as Minimum standards. Initial Reading and Writing ages of 11 students were identified at 9 years of age. By the end of the first semester their reading and writing ages had improved by a years growth. 15 Stage 5 and 6 students were involved in Minimum Standard Booster Groups and 17 Stage 5 and 6 students were identified for Senior Study Groups with a general improvement from Minimum Standard Level 2 to Level 3. 6 students initially engaged in the intensive numeracy program, unfortunately 3 had low attendance and became disengaged. Students were referred by the Maths Head Teacher based on their maths pre-test class grading results at the commencement of the school year. The pre-test was a mark out of 50. Students referred had gained a mark of below 15. Post-testing was scheduled for 14/7/2021 but was not able to be completed due to Covid Lockdown.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued in 2022 with groups remaining fluid and flexible dependent upon student need as identified through rigorous data analysis.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	435	480	495	489
Girls	494	515	529	518

Student attendance profile

School				
Year	2018	2019	2020	2021
7	90.2	91.5	89.3	91.1
8	88.2	87.7	91	85.9
9	87.4	86	88.9	87.8
10	86.4	86.3	88.6	83.9
11	88.2	86.7	89.4	84.7
12	87.8	89.2	90.2	87.5
All Years	88.1	88	89.6	86.7
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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

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

with previous years.

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

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	3
Employment	11	22	3
TAFE entry	4	3	2
University Entry	0	0	45
Other	6	1	0
Unknown	1	2	0

Year 12 students undertaking vocational or trade training

39.34% of Year 12 students at Kincumber High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

97.3% of all Year 12 students at Kincumber High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	56.3
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	18.77
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	1,112,886
Revenue	12,767,987
Appropriation	12,456,412
Sale of Goods and Services	40,172
Grants and contributions	270,059
Investment income	1,244
Other revenue	100
Expenses	-12,681,990
Employee related	-11,653,226
Operating expenses	-1,028,764
Surplus / deficit for the year	85,997
Closing Balance	1,198,884

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	195,684
Equity Total	423,024
Equity - Aboriginal	40,797
Equity - Socio-economic	130,842
Equity - Language	10,090
Equity - Disability	241,295
Base Total	10,630,427
Base - Per Capita	263,147
Base - Location	0
Base - Other	10,367,280
Other Total	764,855
Grand Total	12,013,990

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

School performance - NAPLAN

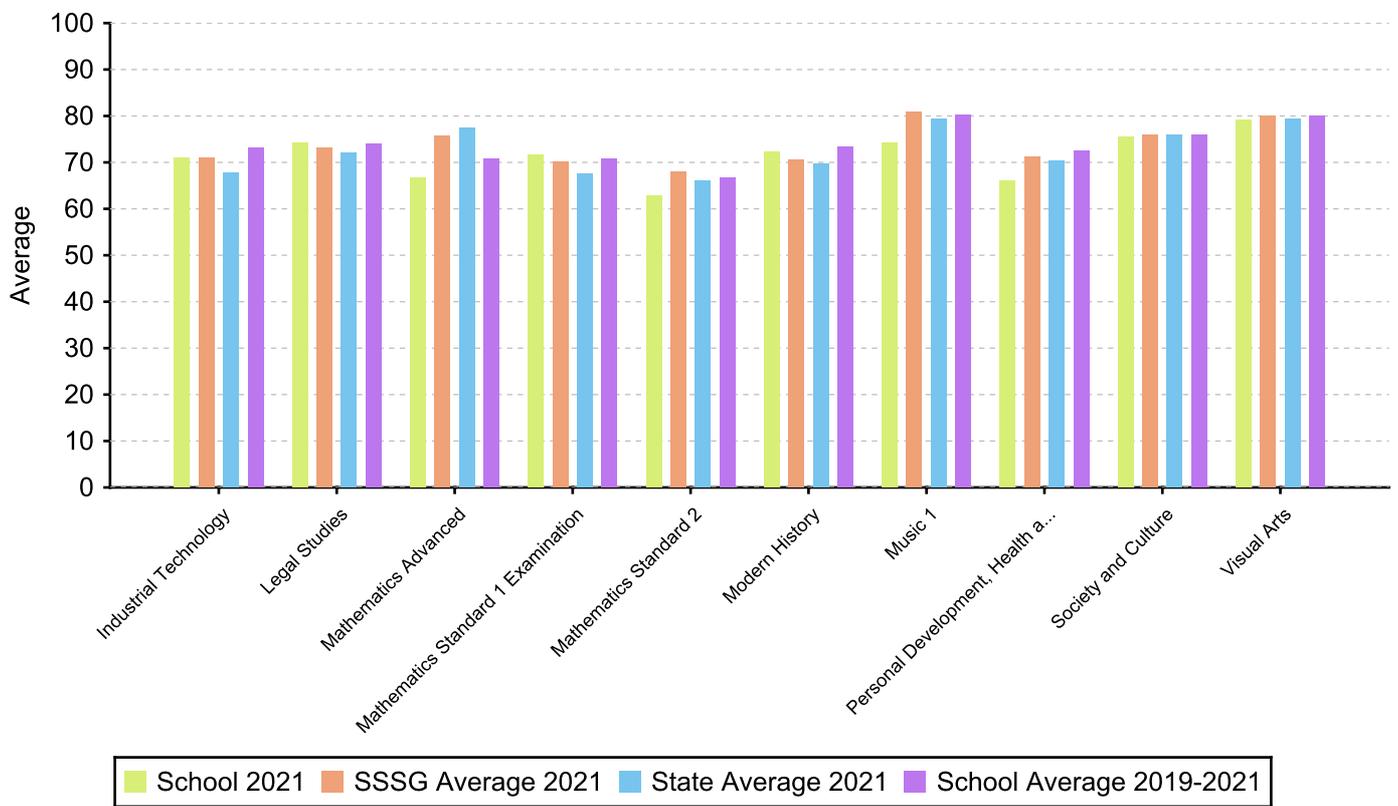
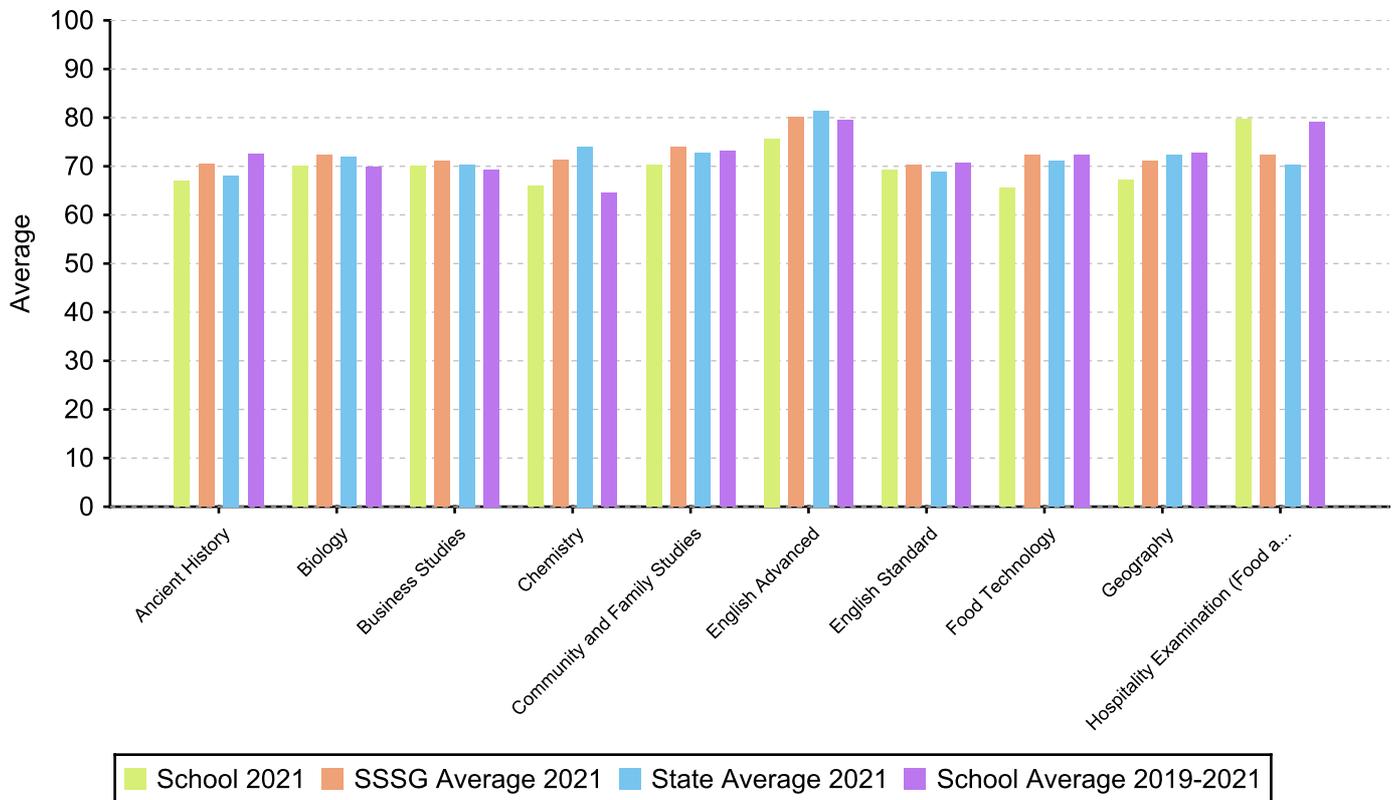
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

School performance - HSC

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

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



Subject	School 2021	SSSG	State	School Average 2019-2021
Ancient History	66.9	70.5	68.1	72.5
Biology	70.0	72.2	71.9	69.8
Business Studies	70.1	71.0	70.4	69.3
Chemistry	66.0	71.3	74.1	64.6
Community and Family Studies	70.2	73.9	72.7	73.1
English Advanced	75.7	80.2	81.4	79.5
English Standard	69.2	70.2	68.8	70.7
Food Technology	65.6	72.4	71.0	72.4
Geography	67.2	71.1	72.4	72.6
Hospitality Examination (Food and Beverage)	79.6	72.4	70.3	79.0
Industrial Technology	70.9	71.0	67.7	73.0
Legal Studies	74.3	73.1	72.0	74.0
Mathematics Advanced	66.7	75.7	77.4	70.8
Mathematics Standard 1 Examination	71.6	70.1	67.5	70.8
Mathematics Standard 2	62.8	68.0	66.1	66.7
Modern History	72.2	70.5	69.7	73.4
Music 1	74.2	80.9	79.4	80.2
Personal Development, Health and Physical Education	66.1	71.1	70.3	72.4
Society and Culture	75.6	75.9	76.0	76.0
Visual Arts	79.1	80.1	79.4	80.1

Parent/caregiver, student, teacher satisfaction

A positive school-community relationship creates a sense of belonging among students, teachers, and parents. It increases student learning opportunities while creating an inclusive learning environment. It also creates a greater sense of responsibility for all stakeholders because all community members understand that they play a vital role in the learning of the students. Using the Tell Them From Me survey, we asked for Parent voice covering several aspects of parents' perceptions of their children's experiences at home and school.

Parents Survey Results: (Scores out of 10)

- Parents feel welcome when they visit the school = 7.7 (Govt Norm 7.4)
- Administration staff are helpful when I have a question or a problem = 8.1 (Govt Norm 7.4)
- Reports on my child's progress are written in terms I understand = 7.5 (Govt Norm 6.6)
- Parents feel that school behaviour expectations are very clear = 8.4 (Govt Norm 6.6)
- The school helps prevent bullying and their child feels safe at school = 7.3 (Govt Norm 7.4)
- 84% of parents surveyed indicated that there were sufficient subjects offered at school for their child to study
- 95% of parents surveyed said they would recommend their child's High School to parents of Primary school students
- 91% of parents endorse the high school's reputation within the community
- 94% of parents are satisfied with the general communication from the High School
- 95% of parents said that they were satisfied with the Learning From Home resources supplied by the school

Future areas of focus:

- Informing parents around student social and emotional development
- Opportunities developed to include or inform parents of the assistance and differentiation of work for students who need extra support
- Continued approaches to increase communication between school and home.

Our teachers meet the needs of all learners by raising the intellectual quality of the lessons we develop and facilitate. A quality learning environment ensures that all students are supported to take an engaged role in their own learning, developing as life-long learners where real-life connections are made to demonstrate to students how their learning is significant. We aim, at Kincumber High School, to ensure that teaching and learning isn't viewed as a series of unrelated ideas, but is connected and meaningful to each of the students in our classrooms. Using the Tell Them From Me survey, we asked for Teacher voice covering several aspects of classroom and school practices.

Teacher Survey Results: (Scores out of 10)

- Teachers work with school leaders ensuring a safe and orderly school environment = 7.9 (Govt Norm 7.1)
- Learning of students is discussed with other teachers ensuring consistency of learning = 8.6 (Govt Norm 7.8)
- High expectations for student learning are set = 8.9 (Govt Norm 8.0)
- Written feedback is provided for students = 8.0 (Govt Norm 8.0)
- New concepts in learning are presented and linked to previously mastered skills and knowledge = 8.7 (Govt Norm 7.9)
- Teachers discuss with students ways of seeking help that will increase learning = 8.6 (Govt Norm 7.9)
- Differentiation of student learning is created within the learning environment = 8.4 (Govt Norm 8.2)
- 97% of teachers feel that school leaders clearly communicate their strategic vision and values for our school
- 71% of teachers felt prepared for Learning From Home
- 89% of teachers have the knowledge required to engage with students on Aboriginal culture and histories
- 97% of teachers feel that Kincumber High School is a welcoming and culturally safe place for all students

Future areas of focus:

- Sharing students' learning goals with parents

The quality and nature of student participation in school life is key to increasing student wellbeing and achievement. Four elements of participation have been identified as having most impact: student voice, influence, having choice and working together (Graham, A. et al., 2017). Kincumber High School provides students with opportunities across all activities and settings for quality participation in school life, therefore providing optimum conditions for all students to be successful. Using the Tell Them From Me survey, we asked for student voice covering several aspects of student opinion and participation in school life.

Student Survey Results:

- 18% of students participate in extra curricular activities. This is up by 6% from 2020
- 48% of students participate in sports. This was up by 9% from 2020
- 33% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for this category is 42%.
- 96% of students indicate that thinking critically is important for future job or career
- 95% of students indicate that thinking creatively is important for future job or career
- 92% of students indicate that reading is important for future job or career
- 89% of students indicate that mathematics is important for future job or career

- 90% of students indicate that managing finances is important for future job or career
- 90% of students indicate that communicating with others is important for future job or career
- 87% of Aboriginal students indicate they feel good about their culture when they are at school
- 67% of Aboriginal students indicate that their teachers have a good understanding of their culture
- 85% of students feel proud of Kincumber High School

Future Areas of Focus:

- Continued focus on community partnerships to ensure students have someone at home or community who they can turn to for advice
- Continued deep focus on quality teaching and learning and student voice opportunities

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.