

2022 Annual Report

Kempsey High School



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Introduction

The Annual Report for 2022 is provided to the community of Kempsey High School as an account of the school's operations and achievements throughout the year.

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

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School vision

Kempsey High School is committed to increasing the engagement of all children to help them achieve their potential. The goal of improvements to student outcomes includes both academic performance and connections with the school and wider community. Our school focus is targeting the promotion of belonging by building a positive sense of culture and identity; reducing the barriers to learning and fostering student ambitions and expectations.

At Kempsey High School we will ensure that learning is built on and includes local, regional and national cultural knowledge and experience of Aboriginal and Torres Strait Islander peoples and work in partnership with local communities. This will aid our achievement of success for all through building community connectedness and social capital, increasing parent and caregiver engagement with the school, and fostering positive relationships with school staff that will lead to building the capacity of all children in a valued partnership.

Kempsey High School acknowledges the importance of the attraction and retention of quality teachers, with strong cultural understanding & competency. We strive to become a school of choice that provides collaborative professional learning opportunities to ensure sustainable growth in teaching practice so that all students have the essential skills in literacy and numeracy as the foundation for learning. Through the achievement of these goals, it is our aim that all students at Kempsey High School will achieve completion of Year 12 (or equivalent).

School context

Kempsey High School serves public education students from across the Macleay Valley, principally those who live north and west of the Macleay River, including those in and around West Kempsey, Frederickton, Willawarrin, and Bellbrook. The school has an ICSEA (Index of Community Socio-Economic Advantage) of 852 and a FOEI (Family Occupation and Education Index) of 149. These indices reflect the financial pressures impacting many of the school's families. In 2019, 74% of families were in the bottom income quartile, and 93% of families were in the bottom half of the four income quartiles. Kempsey High School is part of the Connected Communities Strategy.

The Kempsey High School Agriculture programs have the dual aim of building students' knowledge and skills in modern agricultural production methods and building character through teamwork, leadership, and service. The farm is being progressively upgraded and accommodates thirteen student-run enterprises such as beef cattle, pigs, sheep, horses and poultry. Beef Cattle production is particularly strong and students win many ribbons for judging and parading.

A comprehensive situational analysis has been conducted, which led to the 2021-2024 Strategic Improvement Plan, both of which involved consultation with students and staff feedback. Through the Situational Analysis, we have identified a need to use the majority of the school's equity funding to focus on a number of key initiatives to ensure students' equitable access to the curriculum. It is at this time, Kempsey High School is becoming part of the DoE Connected Community Strategy to ensure it continues to strengthen the educational outcomes for Aboriginal students and all students. Programs such as Clontarf and the NASCA will continue to enhance the learning experiences of our Aboriginal Students, working very closely with our Dunghutti Community to ensure we exceed our targets.

There is a greater focus on building teacher capacity through our Professional Learning Team's (PLT) Instructional Leadership model, which not only imbeds a culture of research-based Reading and Numeracy strategies to improve student outcomes but will also enhance aspiring leadership opportunities through a strengthened PDP process.

There is a priority on building highly effective systems developed through strong collaboration that will underpin ongoing school improvement. A continued focus will be on further enhancing our Positive Behaviour for Learning (PBL) model across the school community, focussing on high expectations for all.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Working towards Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

Kempsey High School is focused on a positive trajectory in student literacy and numeracy achievement. In schools that excel, students consistently succeed in meeting set learning goals on external and internal school performance measures and equity gaps are closing. We know that literacy and numeracy skills are the foundation for success in learning and in life. Literacy and numeracy are important because they support the development of higher order learning, as well as participation in everyday life. Literacy and numeracy skills underpin workforce participation, productivity and the broader economy, and can also impact on social and health outcomes. The establishment of goals within the students zone of proximal development (ZPD) ensure perpetual cycles of collaboratively enabled achievement. Goal setting is the key measure in a strategic approach concentrating on developing explicit teaching capacity. Explicit teaching practices focused on improvements to literacy and numeracy at scale will reduce the cognitive burden of students when learning new academic vocabulary and complex concepts, and flexible strategies targeting numeracy.

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 and Evidence based teaching for Reading and Numeracy
- Highly effective and cohesive assessment, planning and programming

Resources allocated to this strategic direction

Low level adjustment for disability: \$91,000.00

Aboriginal background: \$18,000.00

Professional learning: \$11,000.00

Summary of progress

Our focus in 2022 was on building on the COVID ILSP model by planning to incorporate literacy lessons into the timetable across Year 7-9. During the year our focus was on increasing the quality of assessment programming.

This involved significant re-structuring of the school day and mandated curriculum hours to allow for the 7-9 literacy program, year 10 work education, 7-10 careers lessons. The re-branding of uniform, cohort assessment booklets to inform all stakeholders of the requirements of each subject was implemented. This resulted in improved cross-faculty communication and administrative practices. For students, this gave clarity to their subject requirements and enabled them to be better organised.

Next year our focus will be on embedding our new structures to further support improvements towards explicit and evidence based teaching for reading and numeracy.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the student achieving Top Two Bands in Reading 7-9 by 7.6%	• 2022 NAPLAN data indicates 5.97% of students are in the top two skill bands (NAPLAN) for reading indicating that this will continue as a focus in 2023.
Increase the student achieving Top Two Bands in Numeracy 7-9 by 7.8%	• 2022 NAPLAN data indicates 1.75% of students are in the top two skill bands (NAPLAN) for numeracy indicating that this will continue as a focus in 2023.
Increase the student achieving HSC Course results in Top Two Bands by 3.5%	• 3.64% of students attained results in the top two bands of the HSC demonstrating a 2.72% increase and progress toward the lower bound target.
Increase the student achieving HSC Course results in Top Three Bands by	• 21.82% of students attained results in the top three bands of the HSC demonstrating a 8.98% increase and progress toward the lower bound

9.24%	target.
Uplift the proportion or number of Aboriginal students attaining the HSC whilst maintaining their cultural identity	<ul style="list-style-type: none"> The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity was 29.6%. This will remain a focus in 2023.
Increase students achieving expected growth in Year 9 Numeracy by 9% from baseline.	<ul style="list-style-type: none"> Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase students achieving expected growth in Year 9 Reading by 5% from baseline.	<ul style="list-style-type: none"> Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Uplift in the proportion of Aboriginal students achieving top 3 bands in NAPLAN numeracy from the lower bound target to 10%	<ul style="list-style-type: none"> 2022 NAPLAN data indicates 10.53% of Aboriginal students in the top three skill bands for numeracy indicating achievement of the system negotiated target.
Uplift in the proportion of Aboriginal students achieving top 3 bands in NAPLAN reading from the lower bound target to 12%	<ul style="list-style-type: none"> 2022 NAPLAN data indicates 12% of Aboriginal students in the top three skill bands for reading indicating achievement of the system negotiated target.

Strategic Direction 2: Engaging and collaborative practices

Purpose

Building highly effective systems, structures for collaboration that underpin ongoing school improvement and the professional effectiveness of all school members.

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.

- Systems to support consistency
- A highly collaborative staff

Resources allocated to this strategic direction

Aboriginal background: \$76,000.00

Professional learning: \$58,500.00

Socio-economic background: \$1,700.00

Summary of progress

Our focus in 2022 was on evaluating our practices around student attendance structures including whole day and partial truancy, gauging staff needs around teacher professional learning and the effectiveness of current collaborative practices.

This involved reviewing our current approach to professional learning to modify the 'traditional' top down approach to one that flips the locus of power to ensure the implementation of a collaborative approach. Following the recruitment of a substantive Head Teacher Mentor, extensive planning and research into leading cultural change, training group facilitators and timetabling of cross-faculty staff groups.

As a result every teacher has a PL period allocated on a fortnightly basis to participate in learning community workshops with genuine input into the content and learning processes.

Next year our focus will gathering baseline data and building the capacity of staff to further support improvements in teaching and learning practice.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase students attending school more than 90% of the time by 9.1% or above from baseline.	The number of students attending greater than 90% of the time or more has decreased by 9.2% to 20.99%, however this figure was significantly affected by flooding events and ongoing COVID protocols.
An improvement in TTFM staff feedback (Collaboration) from 2021 baseline data	Both TTFM feedback and internally generated data highlighted the staff need for 'time' in order to improve collaborative practice.

Strategic Direction 3: High expectations culture

Purpose

Develop a school culture strongly focused on building high expectations and educational aspiration that supports the well-being of all students and staff to connect, succeed, thrive and learn.

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.

- Collaborative Wellbeing practices
- Strong sense of belonging

Resources allocated to this strategic direction

Aboriginal background: \$23,000.00

Socio-economic background: \$49,200.00

CC Learning & Engagement: \$150,571.00

Summary of progress

Our focus in 2022 was on building staff capacity through targeted PL that enhanced whole school implementation of practice to support student wellbeing, inclusion and sense belonging. Extensive planning took place in the design and development of the Student Services Hub and improvements to transition processes.

This involved school-based, external provider and community training including Aboriginal Learning Pedagogy, Trauma Informed Practice - Berry St, Inclusivity Training, and Staff on Country - local Dunghutti immersion. Resourcing for the 6-7 transition advisor role and Year 10 subject selection student/parent interviews was successful.

As a result, the Student Services Hub development has been planned for a 2023 deployment to support improvements towards the school's engagement with community service providers, interagency collaboration and non-school based network support. A transition advisor (0.4) has been allocated for 2023 to improve the school to work pathway.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Tell Them From Me Wellbeing target improve by 5.4% in Advocacy, Sense of Belonging and Expectations for Success from baseline 2019 data.	• 48.62% of students reporting positive wellbeing outcomes with a minimal decrease of 1.49% across the positive wellbeing measures.
Behaviour data/decrease in suspension data by 5% from 2020 baseline. Tell Them From Me data shows a positive trajectory in the elements of Positive Relationships and Positive Teacher and Student Relationships from 2020 baseline to meet State norm.	While we saw a consistent decline in long suspensions from the 2020 baseline there was an increase in short suspensions under the previous Student Discipline Policy. With time to embed new procedures under the new Student Behaviour Policy we expect this trend to reverse. Tell Them From Me data shows a positive increase of 5% from November 2021 to June 2022 for Positive Relationships. Positive Teacher and Student Relationship data remains consistent, falling just short of the State norm.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$300,162.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kempsey High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Improved support for students with disabilities to enable equitable access to the curriculum across a range of subjects.</p> <p>After evaluation, the next steps to support our students will be: Continuing to employ Student Learning Support Officers and release time for teaching staff to enable differentiated programs.</p>
<p>Aboriginal background</p> <p>\$381,603.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kempsey 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"> • Highly effective and cohesive assessment, planning and programming • Systems to support consistency • Collaborative Wellbeing practices • 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 and Torres Strait Islander students. • Employment of specialist additional staff (AEO & AEW) to support Aboriginal and Torres Strait Islander students. • Employment of Academy programs (Clontarf & NASCA) to support Aboriginal and Torres Strait Islander student attendance, wellbeing and engagement. <p>The allocation of this funding has resulted in the following impact: An increased number of Personalised Learning Pathways completed with support from Clontarf, NASCA and the Aboriginal Education Officer. This has resulted in greater staff awareness for the needs of all Aboriginal and Torres Strait Islander students.</p> <p>After evaluation, the next steps to support our students will be: Increase in-class support to enable greater engagement and a sense of connectedness. Working towards greater community engagement.</p>
<p>Low level adjustment for disability</p> <p>\$297,857.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Kempsey 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"> • Explicit and Evidence based teaching for Reading and Numeracy

<p>Low level adjustment for disability</p> <p>\$297,857.00</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"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Continuation of the Comprehensive Class model, enabling reduced class size and individualised learning programs.</p> <p>After evaluation, the next steps to support our students will be: Build the capacity of staff to support students as they transition into Stage 5 and beyond.</p>
<p>Location</p> <p>\$4,664.64</p>	<p>The location funding allocation is provided to Kempsey High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Enabling teaching and non-teaching staff to participate in a wide variety of industry-based activities has allowed students to be supported in accessing post-school education and employment opportunities.</p> <p>After evaluation, the next steps to support our students will be: To work with the executive to ensure the equitable use of funding that targets school and system targets for improvement.</p>
<p>Professional learning</p> <p>\$76,275.00</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 Kempsey 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"> • Highly effective and cohesive assessment, planning and programming • A highly collaborative staff • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • provision of release time to engage in leadership development. • engaging a specialist teacher to unpack evidence-based approaches to teaching trauma-informed and culturally inclusive teaching practice. <p>The allocation of this funding has resulted in the following impact: Development of teacher capacity in addressing the cultural, learning and wellbeing needs of the students. Aspiring leaders had the opportunity to engage in professional learning focused on leadership development.</p> <p>After evaluation, the next steps to support our students will be: To continue building leadership capacity by participating in specific development programs by the School Leadership Institute. These programs</p>

Professional learning \$76,275.00	will create increased leadership density within the school, providing support for classroom teachers to continue embed explicit teaching pedagogies.
COVID ILSP \$263,139.00	<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 2022.</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 tuition • employing/releasing teaching staff to support the administration of the program • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact: Students being able to participate in small group tuition programs that focused on literacy and numeracy fundamentals. Due to staffing issues related to COVID, we were unable to expend all funds.</p> <p>After evaluation, the next steps to support our students will be: Embedding a COVID ILSP model to support a wider range of students. Data will continue to be shared with classroom teachers to support differentiation of teaching and learning programs. Staff training to enabled differentiated teaching practice will be resourced.</p>
Socio-economic background \$879,486.00	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kempsey 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"> • A highly collaborative staff • Collaborative Wellbeing practices • Strong sense of belonging • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Berry St Model TPL to support student learning • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Building the capacity of staff and improving school system processes to support student learning and wellbeing.</p> <p>After evaluation, the next steps to support our students will be: To enhance the equitable access of the curriculum through quality teaching and inclusive learning environments.</p>
Student support officer (SSO) \$96,058.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Kempsey High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of Student Support Officer. <p>The allocation of this funding has resulted in the following impact: Increase in students seeking and receiving additional wellbeing support within our Stepped Care Model, leading to greater engagement.</p> <p>After evaluation, the next steps to support our students will be: Developing and modifying the SSO role aligned to the development of the new Student Services Hub Model.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	237	232	234	263
Girls	224	224	244	234

Student attendance profile

School				
Year	2019	2020	2021	2022
7	83.6	90.9	83.5	75.5
8	81.8	87.6	78.1	71.1
9	77.3	85.9	73.4	70.8
10	77.6	78.9	70.4	65.1
11	70.6	75.4	66.0	58.9
12	87.5	86.6	75.6	73.4
All Years	80.1	84.8	75.2	68.9
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	n/a	16	22
Employment	n/a	10	22
TAFE entry	1	3	17
University Entry	n/a	n/a	31
Other	n/a	n/a	0
Unknown	n/a	n/a	8

Year 12 students undertaking vocational or trade training

42.86% of Year 12 students at Kempsey High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

94.1% of all Year 12 students at Kempsey High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	40.9
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	15.78
Other Positions	2

*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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,765,267
Revenue	11,726,078
Appropriation	11,555,453
Sale of Goods and Services	29,160
Grants and contributions	99,465
Investment income	3,425
Other revenue	38,576
Expenses	-10,319,548
Employee related	-8,611,018
Operating expenses	-1,708,529
Surplus / deficit for the year	1,406,531
Closing Balance	3,171,798

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.

	2022 SBAR Adjustments (\$)
Targeted Total	300,162
Equity Total	1,559,150
Equity - Aboriginal	381,660
Equity - Socio-economic	879,569
Equity - Language	0
Equity - Disability	297,922
Base Total	7,410,238
Base - Per Capita	129,145
Base - Location	4,665
Base - Other	7,276,428
Other Total	1,338,739
Grand Total	10,608,289

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

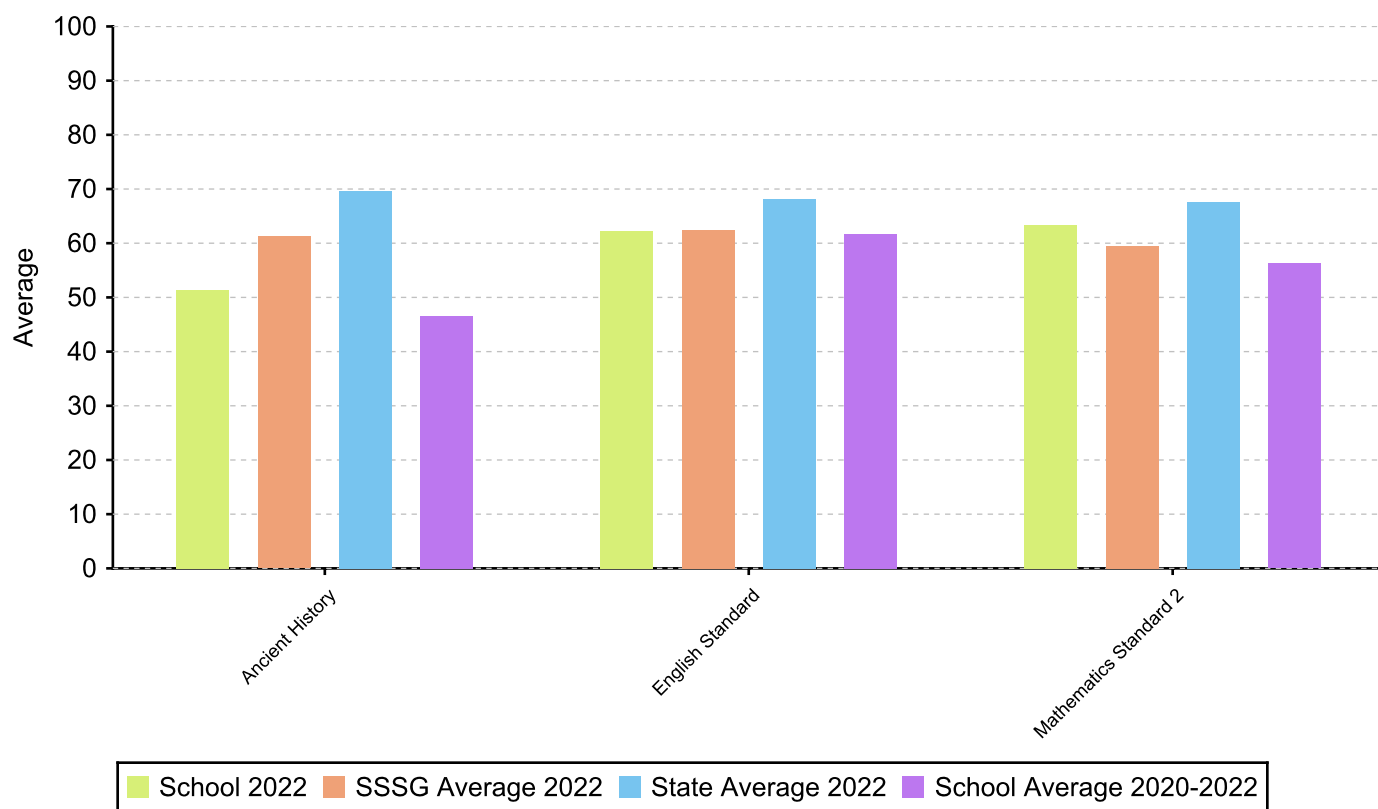
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022	SSSG	State	School Average 2020-2022
Ancient History	51.3	61.3	69.6	46.6
English Standard	62.3	62.4	68.1	61.7
Mathematics Standard 2	63.3	59.4	67.6	56.2

Parent/caregiver, student, teacher satisfaction

Students participated in the Tell Them From Me Survey (TTFM). This is the 10th year Kempsey High School has participated, enabling trend data. Of the three main drivers for school satisfaction - advocacy at school, expectations of success, and a sense of belonging- the results have remained consistent. However, we are below the state average in these areas.

The TTFM 2022 data saw a decrease across many areas of TTFM and as it was conducted in a year of uncertainty this data reflects the impacts felt. Through our strategic directions, we want to reconstruct that and are actively working on raising our systems of support to enable improved levels of students who are interested, motivated, and appropriately challenged.

Teachers and parents completed the respective TTFM survey. School staff also completed the People Matter survey. Due to low participant numbers in the survey, the reliability of the data was impacted. This will be revisited in 2023 by implementing and evaluating processes that enable stronger participation.

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.