

2022 Annual Report

Kiama High School



8171

Introduction

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

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

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Message from the principal

In 2022 schools were again impacted by Covid-19. All aspects of school life were impacted; there were staff and student absences as a result of illness and also a staff casual shortage to provide cover. As a result, senior executive were timetabled on regular classes at times, executive staff provided resources to casual staff on a regular basis according to increased need. All staff stepped up to support their colleagues and despite constraints our academic timeline was maintained. The HSC went ahead in the normal timeframe and our results improved on 2021 results. Sporting opportunities were increased and we had many successful results, including winning the prestigious University Shield for the first time and in its 100th year. We introduced a Year 9 camp in 2022 to complement our focus on building resilient students. This is in addition to our established Year 7 and Year 11 camps.

School vision

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

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

School context

Kiama High School is located on Dharawal Country, the land of the Wadi Wadi people. It is a comprehensive co-educational high school that provides a broad and rich curriculum. We offer a wide range of opportunities to our 880 students, and staff are committed to providing excellence in learning with a focus on equipping young people to face the challenges of the world. Our school is a proud, proactive member of the Kiama Community of Schools (KCoS).

Every student is supported and encouraged to pursue their interests in the academic, sporting, or cultural arena to further enrich their capabilities. The school is a Positive Behaviour for Learning (PBL) school where the core values of Respect, Responsibility and Excellence are reflected in all we do including our outstanding Wellbeing Framework which ensures that our students Connect, Thrive and Succeed. This commitment continues as a strong focus for improved school achievement in our planning cycle.

The Creative and Performing Arts (CAPA) Faculty is a dynamic faculty. Our Art Showcases are always of a very high standard and our students who enter art and photography competitions consistently win awards. The accomplished dance group regularly performs in Southern Stars, and we have students participating in the Talent Development Program. In 2021, Kiama High School performed its first musical, *Mary Poppins*, in 25 years and there is a commitment from the school to continue every two years. The Technology and Applied Studies (TAS) Faculty consistently has students producing outstanding major works in Industrial Technology Timber.

Kiama High School has a proud sporting history and enters teams in a wide variety of Combined High School State Knockout sporting competitions achieving success at regional and state levels. In 2022, the Open Boys' Rugby League Team won the prestigious University Shield.

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

The ongoing growth and attainment of students in literacy and numeracy across the curriculum with a focus on effective classroom practice.

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.

- Effective Classroom Practice

Resources allocated to this strategic direction

Socio-economic background: \$92,652.04

Summary of progress

The focus for 2022 was on improving teachers' capacity to deliver engaging lessons for students. Explicit instruction, scaffolding and writing strategies such as PEEL were also included in professional development to support students to complete tasks.

As a result, there was increased submission of assessment tasks by students. Data gathered also indicated that the quality of submissions increased as a result of improved task scaffolding.

Next year the focus will be to consolidate the work commenced this year supporting further improvement towards excellence in student quality classwork and assessment tasks.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of HSC course results in the top 2 bands toward the system negotiated lower bound target of 33.5%.	The percentage of HSC course results in the top 2 bands is 27% and is progressing toward the lower-bound system negotiated target.
Increase the percentage of HSC course results in the top 3 bands toward the lower bound system-negotiated target of 70.9%.	The percentage of HSC course results in the top 3 bands is 60% and is progressing toward the lower-bound system negotiated target.
Improvement in the proportion of students achieving NAPLAN top 2 bands in Numeracy to the lower bound system negotiated target of 28.1%.	2022 NAPLAN data indicates 15% of students are in the top two skill bands for Numeracy indicating the school did not achieve the system negotiated target. Focus on this target has resulted in the establishment of a numeracy team.
Improvement in the proportion of students achieving NAPLAN top 2 bands in Reading to the lower bound system negotiated target of 25.7%.	2022 NAPLAN data indicates 15.7% of students are in the top two skill bands for Reading indicating the school did not achieve the system negotiated target. Focus on this target has resulted in the embedding of the Read and Relax program.
Increase the proportion of students achieving expected growth in NAPLAN Reading toward the lower bound system negotiated target of 64.9%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the proportion of students achieving expected growth in NAPLAN Numeracy toward the lower bound	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

system negotiated target of 67.4%.

Strategic Direction 2: High Impact Professional Learning

Purpose

High impact professional learning that supports the professional growth of all teaching staff to deepen teaching practice for ongoing growth in student progress and achievement.

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.

- High Impact Professional Learning
- Data Informed Practice

Resources allocated to this strategic direction

Professional learning: \$91,265.13

Per capita: \$234,557.51

Summary of progress

The focus for 2022 was on establishing Action Research Teams

This involved identifying focus areas, providing professional learning for teachers and sharing practice.

As a result there were improved teaching programs, focus on collating student work samples, enhanced assessment notifications and evaluation of professional learning via staff surveys. Student achievement data was also used to identify areas of improvement.

Next year the focus will be to deepen understanding of effective high-impact teaching strategies which will support further improvement by building capacity to apply this into their classroom 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
Self-assessment against the School Excellence Framework in the element 'Learning and Development' indicates improvement from Delivering.	Self-assessment against the School Excellence Framework in the element Learning and Development shows the school currently performing at Delivering.
Tell Them From Me (TTFM) teacher survey indicates an increased score in the measure of 'Collaboration'.	Tell Them From Me (TTFM) teacher survey in the measure of 'Collaboration' indicates a score of 7.4, which is an improvement from the previous year.
Self-assessment against the School Excellence Framework in the element 'Data Skills and Use' indicates improvement from Delivering.	Self-assessment against the School Excellence Framework in the element Data Skills and Use shows the school currently performing at Sustaining and Growing, and improvement from the previous self-assessment.

Strategic Direction 3: Wellbeing and Inclusion

Purpose

To ensure whole school evidenced based strategies that are strengths based, preventative and protective with a focus on student wellbeing and inclusion initiatives and interventions.

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.

- Connect, Succeed, Thrive

Resources allocated to this strategic direction

Integration funding support: \$185,582.00

Low level adjustment for disability: \$260,978.88

Student support officer (SSO): \$96,058.00

Aboriginal background: \$41,709.37

Summary of progress

The focus for 2022 was on ensuring faculty plans were strategic, moving away from one of compliance towards best practice with targeted professional learning aligned to the School Plan. Support from P4U mentoring and leadership consultants such as Holly Parry in 2021 have encouraged an environment of professional dialogue around school processes and systems that are beneficial to the Kiama High School community. There has been a concerted effort to rebuild community relationships with the gradual lifting of restrictions placed upon schools from COVID-19.

As a result there has been consolidation of processes to support learning for students with identified learning requirements and/or wellbeing needs. There has also been a whole school approach to managing attendance via improved in-school processes and parent/carers communication.

Next year the focus will be on update attendance procedures which will support staff to ensure they are implemented consistently.

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 proportion of students attending school 90% or more of the time toward the lower bound system-negotiated target of 69.2%.	Progress toward the number of students attending greater than 90% or more of the time indicates progress yet to be seen toward the lower bound target.
Increase the proportion of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school toward the lower bound system negotiated target of 68.3%.	Tell Them From Me data shows 50.15% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating progress yet to be seen toward the lower bound target.
Self-assessment against the School Excellence Framework in the element 'Wellbeing' is maintained at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element Wellbeing shows the school is currently performing at Sustaining and Growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$185,582.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kiama High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>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"> • Connect, Succeed, Thrive <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 • staffing release for targeted professional learning around Personalised Learning and Support Plans • staffing release to build teacher capacity around Mental Health First Aid and Wellbeing initiatives. • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$92,652.04</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kiama High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>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 Classroom Practice <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 support improved data gathering and analysis to improve program implementation.. • employment of external providers to support students with additional learning needs • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: improved programming and gathering of relevant student data to improve learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: continue to engage the Head Teacher Data and Attainment to support our trajectory towards achieving academic targets, HSC and NAPLAN. The introduction of a mentoring program for our Year 12 cohort and also a study retreat in Term 1 to support an improved focus on learning as well as a bonding experience for the cohort. Expanded support has been offered at the homework centre.</p>
<p>Aboriginal background</p> <p>\$41,709.37</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kiama High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal</p>

<p>Aboriginal background</p> <p>\$41,709.37</p>	<p>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"> • Connect, Succeed, Thrive <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: 100% of students in Aboriginal families engaging in the PLP process and students were able to clearly articulate their interests to support engaging them in their learning. Tell Them From Me data snapshot 2, indicated 80% of Aboriginal students agree or strongly agree that they feel good about their culture when at school. 80% of Aboriginal students agree or strongly agree that teachers have a good understanding of their culture.</p> <p>After evaluation, the next steps to support our students will be: focus on identifying learning targets with Aboriginal students and this will be reflected in the updated PLPs. Professional learning will continue to be provided to staff to address the perception that 20% of Aboriginal students are unsure that teachers have a good understanding of their culture.</p>
<p>English language proficiency</p> <p>\$9,533.46</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kiama High School.</p> <p>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 equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support • employment of LaST teacher. <p>The allocation of this funding has resulted in the following impact: EAL/D students are more prepared to complete Stage 5 and Stage 6 studies and have become more confident in their language use as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: improved recording of adjustments provided to identified EAL/D students in teacher programming.</p>
<p>Low level adjustment for disability</p> <p>\$260,978.88</p>	<p>Low level adjustment for disability equity loading provides support for students at Kiama 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"> • Connect, Succeed, Thrive <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

<p>Low level adjustment for disability</p> <p>\$260,978.88</p>	<p>employment of School Learning and Support Officers</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: all eligible students achieving NMS. Through regular Learning Support Team meetings and referral processes the school embedded a more consistent approach to student learning support and interventions. There were an increased number of learning support referrals and subsequent targeted learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to continue to support the impact of the Learning Support Team, the school will provide additional support for identified students through targeted staff professional learning and the employment of trained SLSOs.</p>
<p>Location</p> <p>\$12,911.02</p>	<p>The location funding allocation is provided to Kiama 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: increased awareness of career opportunities and subsequently improved subject selection.</p> <p>After evaluation, the next steps to support our students will be: participate in bespoke courses to support identified student need.</p>
<p>Professional learning</p> <p>\$91,265.13</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Kiama High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Impact Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a head teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing, explicitly PEEL and ALLARM matrix. • Support and mentor executive staff through engaging specialists to refine faculty management plans. • Use data to support improved student writing using the teaching and learning cycle. <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of reading and writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning to improve teacher capacity in collaborating to deliver engaging lessons with explicit teaching strategies.</p>

<p>COVID ILSP</p> <p>\$101,351.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 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 • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Kiama High School</p> <p>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"> • Connect, Succeed, Thrive <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • targeted wellbeing programs coordinated by our SSO and often in conjunction with external providers aimed at students thought to be at risk of not completing school. <p>The allocation of this funding has resulted in the following impact: an increase in student attendance over 90% and improved engagement and increased rates of attendance in the targeted group.</p> <p>After evaluation, the next steps to support our students will be: evaluation of programs to identify those that will continue and also identify any gaps in our wellbeing scope and sequence to incorporate new initiatives.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	529	524	468	453
Girls	515	498	445	431

Student attendance profile

School				
Year	2019	2020	2021	2022
7	91.4	94.5	88.0	88.0
8	88.9	91.9	87.8	83.0
9	88.5	92.0	84.0	83.1
10	89.6	91.2	84.5	79.7
11	90.4	92.5	85.8	83.9
12	91.3	93.9	86.9	87.2
All Years	89.9	92.6	86.1	84.0
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	0	0	0.8
Employment	80	79	22.6
TAFE entry	20	21	3.9
University Entry	0	0	52.9
Other	0	0	18.8
Unknown	0	0	1

Year 12 students undertaking vocational or trade training

21.05% of Year 12 students at Kiama High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

99.1% of all Year 12 students at Kiama 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)	2
Head Teacher(s)	13
Classroom Teacher(s)	46.8
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	15.37
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	1,252,474
Revenue	12,009,915
Appropriation	11,473,392
Sale of Goods and Services	3,241
Grants and contributions	523,714
Investment income	8,530
Other revenue	1,038
Expenses	-11,967,416
Employee related	-10,466,404
Operating expenses	-1,501,011
Surplus / deficit for the year	42,500
Closing Balance	1,294,974

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	185,582
Equity Total	404,874
Equity - Aboriginal	41,709
Equity - Socio-economic	92,652
Equity - Language	9,533
Equity - Disability	260,979
Base Total	9,662,999
Base - Per Capita	234,558
Base - Location	12,911
Base - Other	9,415,530
Other Total	818,256
Grand Total	11,071,710

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School performance - NAPLAN

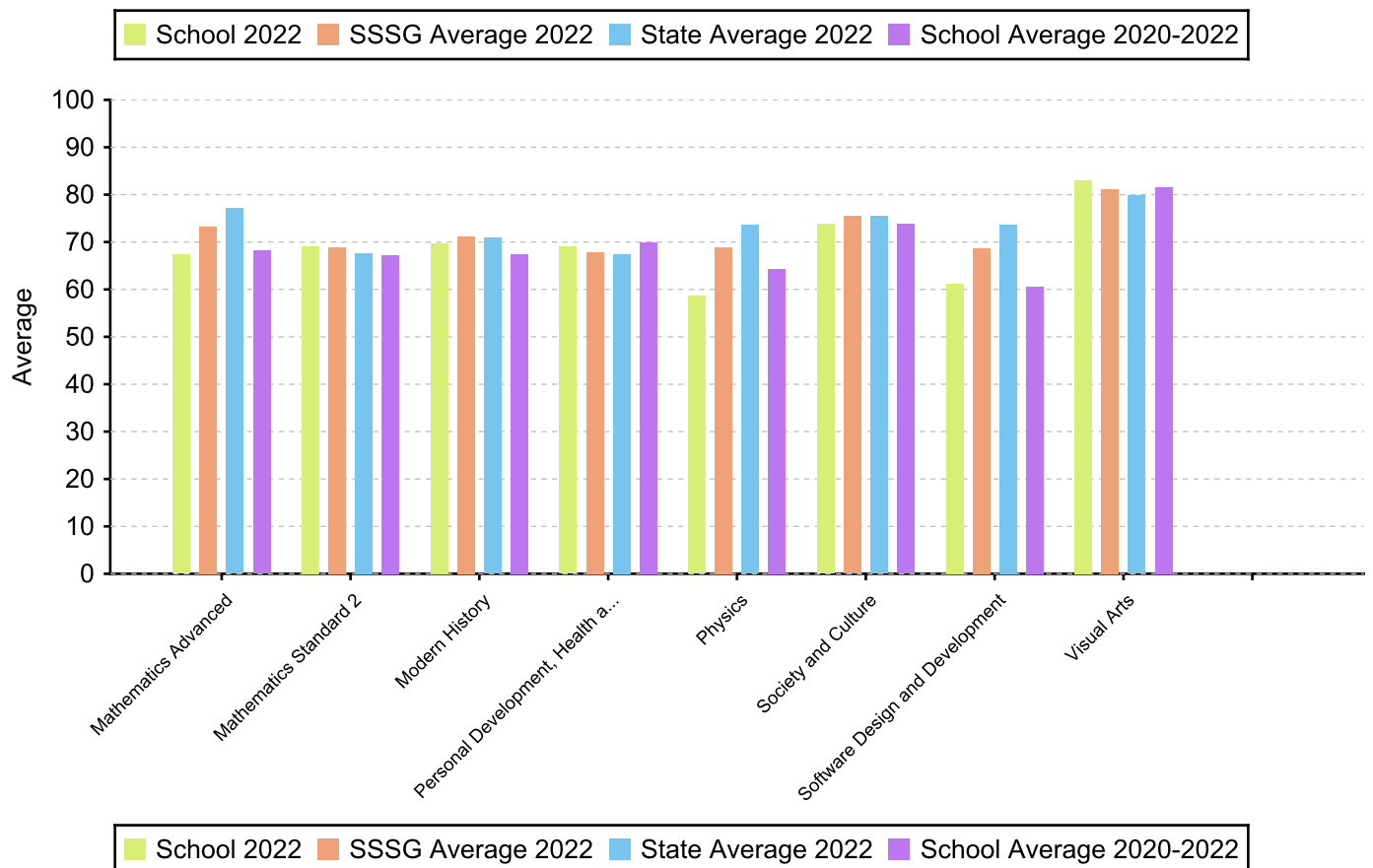
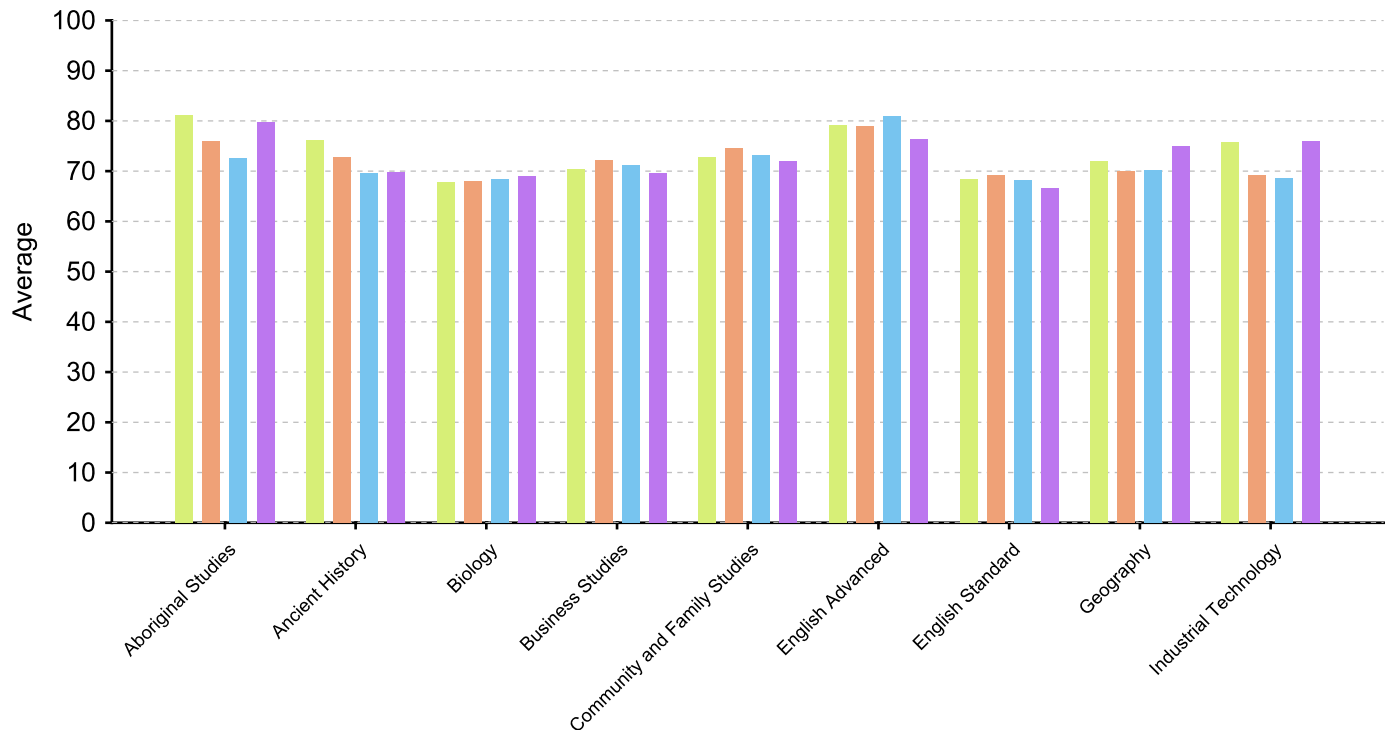
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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
Aboriginal Studies	81.1	76.0	72.6	79.7
Ancient History	76.1	72.7	69.6	69.9
Biology	67.8	68.0	68.5	69.0
Business Studies	70.4	72.1	71.2	69.5
Community and Family Studies	72.7	74.6	73.2	71.9
English Advanced	79.2	79.0	81.0	76.3
English Standard	68.4	69.2	68.1	66.7
Geography	71.9	70.0	70.2	74.9
Industrial Technology	75.7	69.2	68.6	76.0
Mathematics Advanced	67.3	73.2	77.1	68.1
Mathematics Standard 2	69.1	68.9	67.6	67.2
Modern History	69.7	71.2	70.9	67.4
Personal Development, Health and Physical Education	69.0	67.9	67.5	69.9
Physics	58.6	68.8	73.5	64.3
Society and Culture	73.8	75.4	75.5	73.8
Software Design and Development	61.2	68.7	73.7	60.5
Visual Arts	83.1	81.2	79.8	81.5

Parent/caregiver, student, teacher satisfaction

The faculty evaluation initiative continued in 2022 with the PDHPE faculty in semester 1. Due to a change in Mathematics Head Teacher the second evaluation has been scheduled for Term 2, 2023. These evaluations include parent focus groups/phone consults, student focus groups and staff interviews. The evaluation process provides a deep dive into programming, assessment and classroom practice through lesson observations.

There were 39 respondents to the parent survey in Tell Them From Me completed between 11 - 26 October 2022. This is a drop from 55 respondents in 2021. Of the parents who responded only 3% indicated that they are involved in the P&C. The small and enthusiastic P & C committee worked hard to connect with families in 2022 and thankfully the P & C continues to exist.

Parents were surveyed for the new mobile phone procedures being developed for implementation in 2023. The draft procedures were tabled and discussed at P & C meetings to ensure effective consultation around the scope and implementation of the new 'Gate to Gate' mobile phone ban.

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.