

2022 Annual Report

Kurri Kurri High School



KURRI KURRI HIGH SCHOOL

Creating Futures

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Introduction

The Annual Report for 2022 is provided to the community of Kurri Kurri 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

Kurri Kurri High School strives to work closely with the community to create futures for students, equipping them with the skills to achieve success as lifelong, creative and curious learners and with the resources to be informed global citizens. Respecting the values and honest history of our Aboriginal culture and dynamic community, our innovative school has a strong focus on developing the wellbeing and learning disposition of the student to reach their potential both individually and collaboratively.

School context

Kurri Kurri High School is set in the semi-rural area of the Hunter Valley. It is a proud local high school that has serviced the local area since 1956. Many families have generational patronage to the high school and strong local links to community continue to offer opportunities to students. 80 staff support the school with the academic, social and emotional development of the young people in our care. The school has a population of 931 in 2023 and has 9 support classes in Kuta Kaya. The school has a dedicated Study Centre that services the 190 students who proudly identify as Aboriginal and Torres Strait Islander. The centre also caters for senior students who enjoy the longer opening hours for support with assessments and study time. The school's tagline is 'creating futures'. The unique nature of the school architecture centres around the creation of a staged approach to learning. HUB learning, global citizenship and future pathways define the stages of learning as the blue print for student learning and success. The school works in partnership with Big Picture Education Australia to create a new blueprint for schooling in our Big Picture Academy. We are a BYOD school with a strong digital landscape with the use of CANVAS to shape online, blended and flexible learning opportunities. Student agency through SRC, Interact and Junior AECG help to make the decisions of the school in improvements and ways of thinking, learning and working.

From our situational analysis, the school has identified three key pillars for improvement, Student Growth and Attainment, Pedagogical Expertise and Procedural Excellence. Within Student Growth and Attainment, three focus areas have been identified. These centre around improved attendance, high band targets for NAPLAN and Aboriginal HSC attainment. In the focus groups, AECG consultation, surveys of students and parents and whole staff self-reflection aligned to the SEF, the school is committed to the growth and attainment of all students as we aim high with expert pedagogy, consistency of practices and quality innovations. This authentic community involvement has resulted in a strong school plan with a vision of continuous improvement, in a school that supports student agency, quality pathways for attainment, bespoke educational excellence through high expectations. Our school believes that all learners can improve every year.

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	Sustaining and Growing
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	Sustaining and Growing
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

Student Growth and Attainment is the result of focused pedagogical practices to ensure ongoing improvement and achievement for all students to enable them to become successful global citizens.

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.

- Whole School Literacy and Numeracy
- Tracking and monitoring student progress through supportive learning environments

Resources allocated to this strategic direction

Low level adjustment for disability: \$367,921.00

English language proficiency: \$2,400.00

Professional learning: \$27,000.00

Aboriginal background: \$220,739.01

Per capita: \$25,000.00

Socio-economic background: \$771,594.00

Summary of progress

Whole school literacy and numeracy has been a priority in 2022 with a consistent language being introduced regarding explicit teaching strategies. Sourced from the Department of Education Universal Resource Hub, teachers have embedded the strategies and corresponding pedagogies into planning documents. NAPLAN targets were not achieved in 2022, with Numeracy significantly below the lower bound target. In this SiP cycle students have been as high as 5.73% above the baseline in Numeracy and 2.69% in Reading. In 2023, a school wide reading and writing program will be revitalised to support the role of Head Teachers in leading these skills at a faculty level.

Stage 6 student HSC results demonstrated that 43% of student grades were in the top 3 bands.

A review of the Learning and Support Team in line with the newly established WELS centre has clarified the expectation of this team of experts and has aligned Learning and Support Teachers within a stage based approach to support student learning. The LST is now supporting teachers more than ever with student testing and pedagogical suggestions, small group interventions and increased parent contact.

The implementation of the Kurri Kurri High School Clontarf Academy has been a major project to support students. The relentless focus on attendance and positive engagement with school has created an increased focus upon HSC completion and positive relationships at school. KKHS developed the Dream Together program to support female Aboriginal and Torres Strait Islander students which has also supported the establishment of positive relationships. The implementation of these programs has been complemented with the introduction of a range of cultural programs including Young Mob, Sister Speak and organisations including DeadlyEd and Speaking in Colour.

The tracking and monitoring of student submission rates and grade distributions has been supported with positive recognition through acknowledgement of A Grades. A newly reformed Student Attendance Team has been revitalised to increase the analysis of attendance data to support and recognise students who are attending more than 90% of the time. Although the target has not yet been achieved there are positive signs that more students are attending closer to this target.

Creating a positive sense of belonging has been an increasing focus for all students in 2022. The implementation of school wide routines and norms have led to an increase in student engagement in classrooms which has been supported by the role of Head Teacher Engagement. Introduction of new programs such as the representative S.P.O.R.T program and improvements in school learning environments and sporting facilities are increasing students positive sense of belonging on external measures such as the Tell Them From Me student survey. Finally, the introduction of a strengths based approach for student wellbeing will complement the already impactful programs in place to support student social and emotional wellbeing.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
NAPLAN Top Two Bands Increase the percentage of students achieving above the baseline for the top two bands in NAPLAN Reading by 5.77%.	NAPLAN data from 2022 indicates that targets were not met. In reading, students in the top 2 bands were 2.79% below the lower bound target. However, this figure was 1.19 above the baseline.
Naplan Expected Growth Increase the percentage of students achieving growth in NAPLAN Reading by 4.9% above the baseline.	Due to the cancellation of NAPLAN in 2020 there is no data to demonstrate student growth.
Aboriginal Students Top Three Bands Increase the percentage of Aboriginal students achieving the top three bands for NAPLAN Reading above the school's lower bound system negotiated target.	Data from 2022 NAPLAN indicates that 17.85% of Aboriginal students are in the top 3 bands in Reading.
NAPLAN Top Two Bands Increase the percentage of students achieving above the baseline for the top two bands in NAPLAN Numeracy by 6.7%.	In numeracy, students in the top 2 bands were 6.25% below the lower bound target. However in 2021 students in the cohort were 5.73% above the baseline.
Increase the percentage of students achieving growth in NAPLAN Numeracy by 7.3%.	Due to the cancellation of NAPLAN in 2020 there is no data to demonstrate student growth.
Aboriginal Students Top Three Bands Increase the percentage of Aboriginal students achieving the top three bands for NAPLAN Numeracy above the school's lower bound system negotiated target.	Data from 2022 NAPLAN indicates that 4.35% of Aboriginal students are in the top 3 bands in Numeracy.
Increase the percentage of Higher School Certificate students in the top three bands by 5.87% above the baseline.	The Higher School Certificate results indicate that 43% of grades were in the top 3 bands which equates to 6.57% of students who were above the baseline. In 2021, HSC data indicated that the school was 5.55% above the baseline.
Aboriginal Student Achievement Increase the percentage of Aboriginal students attaining the HSC.	School data indicates that from the 15 students completing Year 12, 47% of students gained their HSC, with 13% gaining a ROSA. The remaining students chose alternative pathways with our Big Picture Academy and one student in Kuta Kaya.
Attendance Increase the percentage of students who are attending more than 90% of the time by 7% above the baseline.	Students attending more than 90% of the time is currently 12.2% below the lower bound target and 8.72% below the baseline. However, data indicates that from the second half of Term 2 to the second half of Term 3, a positive increase in students attending more than 90% of the time by 9%. This increase demonstrates that school attendance team efforts are having an impact upon student attendance in the above 90% category.
Wellbeing and Engagement Maintain all student's TTFM results over state averages for drivers of Student	In the first half of 2022, drivers of student engagement in TTFM; <i>Quality Instruction, Positive Teacher Student Relations</i> and <i>Positive Learning Climate</i> were all above state average. In the second half of 2022, <i>Quality Instructions, Positive Teacher Student Relations</i> were equal to state.

Engagement and Positive Wellbeing. Increase the sense of belonging of Aboriginal students by 2% above the 2021 baseline as measured by Tell them From Me.	<i>Positive Learning Climate</i> was above state average. In both TTFM surveys <i>Expectations for Success</i> was slightly below state average.
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Strategic Direction 2: Pedagogical Expertise

Purpose

Pedagogical Expertise builds upon the procedural core to enhance the efficacy of all teachers and to ensure they are collaborative, reflective and committed to continuous improvement. Each teacher is focused on exploring new possibilities and innovation in their classroom practices to support student 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.

- Explicit and Targeted Teaching
- Academic Rigor Through Evidence Informed Practice

Resources allocated to this strategic direction

Professional learning: \$26,719.06

Summary of progress

The focus upon the explicit teaching of skills has been a relentless focus in 2022 with the development of a pedagogical framework to support skill development. The STAR pedagogy aligns skill and concept continuums from across key learning areas to create a range of teaching strategies to support the explicit teaching of subject skills. This is evident in the student Tell Them From Me data indicating that Quality Instruction is 0.2 above the NSW Govt Norms. The role of the Head Teacher Engagement and Executive professional learning has developed the ideology of Instructional leadership and has supported in the development of a culture of coaching and mentorship. This was evident in the School Excellence Framework evaluation of Excelling in Explicit Teaching and Sustaining and Growing in Feedback and Coaching and Mentoring. In 2023, the role of the Head Teacher will continue to be developed to ensure high level instructional leadership is occurring in all faculties.

Academic rigor has been introduced and reinvigorated with the tracking and monitoring of student submission rates and grade distributions. Establishing a process for staff members to effectively evaluate the effectiveness of assessment tasks to support student achievement was also introduced through the Mastery Paths learning process. This is a significant undertaking and will be built upon as we move forward with a focus on quality assessments. A change in student reporting has also supported this focus on student achievement. Data indicates that 188 tasks had a submission rate of 100% and the total submission rate for whole school assessment was 89.03% indicating a 9.03% increase from the baseline. The Grade distribution indicates that the 57.3% of tasks awarded grades in the A-C range which is equal to the 2021 baseline. In 2023 there will be an increased focus on the quality of assessment tasks. to increase the submission and grade distribution.

The STAR pedagogy has facilitated an increased focus on High Potential students and education with the introduction of enhanced identification processes and assessment tasks in years 7-10. This pedagogy has also supported the implementation of Student Engagement plans to increase differentiation and modified teaching practice to enhance the development and achievement of all students. This pedagogical framework will be fully implemented in 2023. The Big Picture Academy continues to build upon previous successes to offer an alternative pathway for students in this program. In 2023, alternative programs will also be in place to increase engagement for Stage 5 students. The introduction of Stage 6 RESET has also supported students with a whole day focus on the explicit skills required for success in the HSC for each Year 12 subject. This new initiative will continue to develop into 2023.

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
The school will outline the category requirements of excelling in the SEF themes: Explicit Teaching, Feedback, Coaching and Mentoring within the Teaching Domain to support an increase in academic rigor.	Following a whole staff survey conducted at a faculty level, the school has identified that it is at the following levels on the School Excellence Framework: Explicit Teaching: Excelling, Feedback: Sustaining and Growing, Coaching and Mentoring: Sustaining and Growing.

<p>Tell Them From Me data for Student Engagement and Academic Challenge has increased from 2021.</p> <p>Establishing opportunities for academic excellence through targeted activities to ensure academic challenge is established.</p> <p>Improve upon baseline data for assessment submission rates by 2% and grade distributions from A-C by 2 %</p> <p>Staff use a skills check list to ensure there is a clear development of required skills for academic achievement when planning assessment tasks.</p>	<p>When compared to March 2021, Tell Them From Me data from March 2022 indicates that Expectations for success remain unchanged from 2021. However, Positive Teacher relations have increased by 0.4 and are above NSW govt norms by 0.4; Positive learning climate has increased by 0.3 which is 0.3 above NSW govt norms; Quality instruction is 0.2 above NSW govt norms. In Academic Challenge category, High skill high challenge has risen 2% but is still below NSW govt norms.</p> <p>Submission Rates: Average task submission rate is 89.03% indicating a 9.03% increase above the baseline. Grade distribution of A-C grades remained unchanged from 2022.</p>
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Strategic Direction 3: Procedural Excellence

Purpose

Procedural Excellence underpins continuous improvement for staff and students to provide high level systems and processes to sustain professional effectiveness.

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.

- Clear Administrative and Systematic Processes
- Academic and Pedagogical Processes
- High Impact Professional Learning and Development for Continuous Improvement

Resources allocated to this strategic direction

Socio-economic background: \$160,000.00

Professional learning: \$50,975.00

Summary of progress

A range of administrative systems have been clarified throughout 2022, with further evaluation taking place to refine for 2023 to increase the communication with parents and the community. Social Media continues to be the most proactive strategy within the school to promote student success. The introduction of SchoolBytes has assisted with two way communication enabling parents to respond to permission notes and acceptance of other administration tasks. Parent feedback is continually sought and reviewed to enhance our communication systems, from this data 57% of respondents supported a review of the school positive reward system, 56% rated the school communication as 4/5 or higher. In regards to form of communication: parents / carers' preferred method of communication was a phone call or email while 62% of respondents stated that they regularly check the school social media pages, including the website, at least once a week, with 20% of these checking more than 3 times per week.

The introduction of Clontarf has provided a major success for 2022 to support the positive relationship between the school and home and the school partnership with Strategic School Support for Aboriginal Attainment will continue to build in the space of establishing relationships with parents and the local community.

The creation of the Mastery Paths has created a clear and concise process to establish high expectations for the completion of academic documents including Scope and Sequences, Assessment Schedules and Teaching Programs. These documents provide structure to support evaluation and reflection upon student success and class data in each subject and has created a range of professional learning to support teachers in these processes. Feedback from this professional learning was extremely positive. Similarly, the establishment of a staff online professional learning portal has created a process for staff to enhance their capacity and confidence in a range of key areas such as literacy, numeracy and classroom pedagogy.

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
Introduction of parent Tell Them From Me to establish baseline measures for parent satisfaction	The parent Tell Them From Me survey was implemented in Semester Two, 2022 for the first time.
Implementation of cultural and support programs to increase Aboriginal families connection to the school to increase parent involvement in PLP completion above the baseline.	Many Aboriginal programs were introduced in 2022, including the Clontarf Academy to support the academic engagement of Aboriginal boys and the Dream Together girls program. Cultural programs including Sista Speak, Young Mob, Speaking in Colour and Deadly Ed have all been introduced in 2022 to engage students. Parent Engagement through these programs have increased, however, still remains an area of focus.
Data dashboards are created and used to identify student skills and for	Data dashboards are created to support a positive learning climate, identify attendance patterns, and class profiles. Teachers have completed

teachers to use to inform teaching practice. Staff complete process of collating assessment data to analyse and evaluate student understanding to better inform planning and programming.	professional development to utilise this data to identify student areas for development in key academic skills including literacy, numeracy and also the development of student social skills. Teachers share and utilise resources created in the KKHS resource hub. The Data Dashboards are further used by the Executive team to identify concerns with learning climate within their faculty and support teachers in their planning to enhance student engagement.
Evaluate professional learning activities to identify and promote effective strategies to improve teaching and learning across the school.	Professional Learning throughout 2022 has focused on the establishment of a KKHS resource HUB to create a space to share teaching strategies in the key areas of literacy of numeracy, student engagement and stage 6 writing strategies. The role of the Head Teacher Engagement has been refined and formalised to provide support to all teachers in developing engaging and challenging lessons.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$386,187.21</p>	<p>Integration funding support (IFS) allocations support eligible students at Kurri Kurri 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 • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Ongoing support for students in the form of in class support and smaller individual support to target needs in the areas of literacy, numeracy and emotional regulation.</p> <p>After evaluation, the next steps to support our students will be: Formalise these processes to establish school based interventions to enhance the support available to students.</p>
<p>Socio-economic background</p> <p>\$1,300,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kurri Kurri 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"> • Tracking and monitoring student progress through supportive learning environments • Clear Administrative and Systematic Processes • High Impact Professional Learning and Development for Continuous Improvement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Improvements, upgrades and renovations to school facilities to support student connection with school. Establishment of a school representative sport program. Increased Wellbeing initiatives to support students in emotional regulation and positive sense of self. Increased teacher focus on data from assessment tasks and student feedback</p> <p>After evaluation, the next steps to support our students will be: Completion of major projects to create a sense of pride in school environment. Implementation of Wellbeing programs as an established practice and monitoring of the impact. Established practice of utilising student data to inform teaching practice.</p>
<p>Aboriginal background</p> <p>\$220,739.01</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kurri Kurri 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>Aboriginal background</p> <p>\$220,739.01</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"> • Tracking and monitoring student progress through supportive learning environments <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engagement with the Clontarf Foundation • Development of Dream Together: a targeted girls initiative <p>The allocation of this funding has resulted in the following impact: The implementation of target programs to support Aboriginal and Torres Strait Islander students. Implementation of cultural spaces within the school</p> <p>After evaluation, the next steps to support our students will be: Ongoing development and implementation of Clontarf and Dream Together.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kurri Kurri 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"> • Whole School Literacy and Numeracy <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 delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: Identification of students who require additional assistance due to requiring additional language support.</p> <p>After evaluation, the next steps to support our students will be: Continued implementation of practices to support student outcomes in literacy and numeracy.</p>
<p>Low level adjustment for disability</p> <p>\$460,553.44</p>	<p>Low level adjustment for disability equity loading provides support for students at Kurri Kurri 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"> • Whole School Literacy and Numeracy • 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 support student engagement, growth and attainment. <p>The allocation of this funding has resulted in the following impact: Additional small group for students in years 7-10. Increased monitoring of Stage 6 students to support with HSC attainment.</p> <p>After evaluation, the next steps to support our students will be: More dedicated program to support Stage 4 & 5 students. Increase the quality of Stage 6 Assessment tasks to support attainment.</p>
<p>Professional learning</p> <p>\$104,694.06</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 Kurri Kurri High School.</p>

<p>Professional learning</p> <p>\$104,694.06</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"> • Whole School Literacy and Numeracy • Explicit and Targeted Teaching • Clear Administrative and Systematic Processes • Academic and Pedagogical Processes • High Impact Professional Learning and Development for Continuous Improvement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Whole school professional learning • Small group collaboration <p>The allocation of this funding has resulted in the following impact: The establishment of an online professional learning portal to support professional learning. Small group professional learning to support staff capacity in curriculum development and processes.</p> <p>After evaluation, the next steps to support our students will be: Increased collaboration between teachers and Head Teachers to continue to establish a culture of continuous improvement.</p>
<p>COVID ILSP</p> <p>\$722,710.43</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 Educational Paraprofessionals • Employment of Covid Teacher coordinators <p>The allocation of this funding has resulted in the following impact: High level growth in school data in the areas of Vocabulary and Statistics in Probability.</p> <p>After evaluation, the next steps to support our students will be: Increase the growth in the areas of Processing and Measurement and Geometry.</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 Kurri Kurri 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 Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Engagement with a range of social and wellbeing programs and initiatives <p>The allocation of this funding has resulted in the following impact: Ongoing employment of Student Support Officer to support students in their social and emotional wellbeing</p> <p>After evaluation, the next steps to support our students will be: A whole school targeted approach to support student wellbeing in a stage based, targeted and individual basis.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	409	430	432	463
Girls	374	392	400	435

Student attendance profile

School				
Year	2019	2020	2021	2022
7	87.5	88.7	85.1	76.8
8	82.8	86.6	80.3	75.1
9	81.1	82.9	77.3	73.2
10	81.7	85.8	76.6	71.2
11	76.0	80.5	71.0	70.8
12	87.5	84.3	86.0	75.4
All Years	82.7	85.3	79.2	73.9
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	13	17	12
Employment	33	46	37
TAFE entry	0	17	15
University Entry	0	0	25
Other	0	20	0
Unknown	0	0	10

In February 2023, all Kurri Kurri High School Yr12 graduates from 2022, totalling 73 were contacted for the purpose of the Post School Destination report. Of the 2022 Yr12 cohort 39 (55%) students were undertaking a pattern of study that gained them an Australian Tertiary Admission Rank (ATAR). Students also in the Yr12 Cohort enrolled for all 2022 undertook multiple different study patterns including Big Picture 12 (16.4%) students and accelerated students 16 (22.5%), although accelerated students are not factored in the graduate numbers.

Research has indicated that the 2022 Yr12 HSC Graduates had 25% of students accept a place into University courses and of that group 1 was offered a place into Open Foundation program at Newcastle University.

Approximately 25 separate early entry applications were lodged by 22 students through the SRS system and various universities private program. 100% of which were successful. Many students accepted these early offers in December where only 40-50% enrolled in these courses, while the remainder took up main round offers after the release of their ATAR. The majority of students have enrolled at Newcastle University while 1 student undertook a course in Sydney

1 student has chosen to defer their university offer and will hopefully attend in 2024. Research has indicated that from the students that left during or at the end of their respective school year, there were 37% (Yr12), 46% (Yr11) and 33%(Yr10) of them who were gainfully employed whether it be part time, casual or an apprenticeship. It is known that 15%(Yr12), 17%(Yr11) and 13% (Yr10) of 2022 have continued with their education at TAFE or private providers while an average of 14% of school leavers from all of the three-year groups are currently seeking employment.

Year 12 students undertaking vocational or trade training

29.27% of Year 12 students at Kurri Kurri High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

68.6% of all Year 12 students at Kurri Kurri High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

During 2022 there were 49 (62%) students who attained their HSC while at Kurri Kurri High School. From those students who gained the HSC there were 15 (31%) students who undertook one or more VET subjects and successfully gained a qualification. These courses were conducted at either Kurri Kurri High School or NSW TAFE institutions and included Construction, Hospitality, Human Services, Tourism, Screen and Media, Animal Studies, Music Industry and Childcare to name a few. These students may have received a full Certificate II or a Statement of Attainment towards Cert II in addition to their HSC achievement.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	53.9
Learning and Support Teacher(s)	2.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	19.37
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	293,662
Revenue	15,700,227
Appropriation	15,327,828
Sale of Goods and Services	96,963
Grants and contributions	268,028
Investment income	4,324
Other revenue	3,085
Expenses	-14,481,312
Employee related	-12,774,552
Operating expenses	-1,706,759
Surplus / deficit for the year	1,218,915
Closing Balance	1,512,577

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	758,434
Equity Total	1,983,693
Equity - Aboriginal	220,739
Equity - Socio-economic	1,300,000
Equity - Language	2,400
Equity - Disability	460,554
Base Total	10,546,635
Base - Per Capita	221,359
Base - Location	0
Base - Other	10,325,276
Other Total	752,646
Grand Total	14,041,408

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

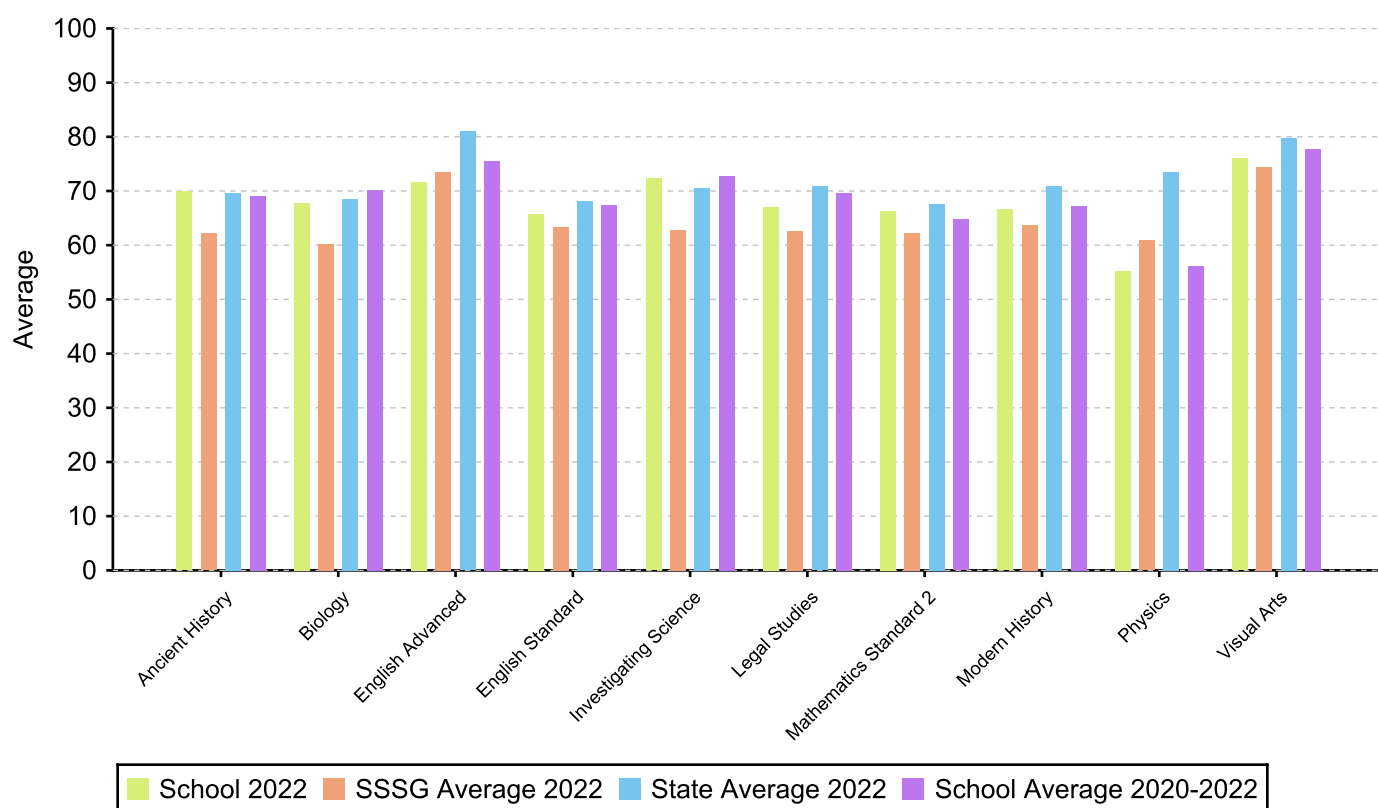
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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	69.9	62.2	69.6	69.1
Biology	67.8	60.2	68.5	70.1
English Advanced	71.6	73.5	81.0	75.6
English Standard	65.7	63.4	68.1	67.4
Investigating Science	72.3	62.8	70.6	72.8
Legal Studies	67.0	62.6	70.8	69.7
Mathematics Standard 2	66.3	62.3	67.6	64.8
Modern History	66.6	63.8	70.9	67.3
Physics	55.3	60.9	73.5	56.2
Visual Arts	76.0	74.4	79.8	77.7

Parent/caregiver, student, teacher satisfaction

Positive Learning Climate and Positive Teacher Student Relations remain above or at state average when referring to the student Tell Them From Me data reports, indicating a high level of satisfaction in these elements. Extra Curricular and Sport Participation has also seen an increase throughout 2022 following the launch of a target school sport program which will continue to grow in 2023.

Learning Culture, Inclusive School and Teaching Strategies were all identified as the strongest areas by teaching staff following the completion of the teacher TTFM Survey. Collaboration in particular was demonstrated as a strength, possibly due to the structure of professional learning and teachers sharing their effective teaching strategies.

Parent TTFM data was not available so data was collated from a parent event: 56% rated the school communication as 4/5 or higher. In regards to form of communication parents / carers' preferred method of communication was a phone call or email. Social media remained a high source of information for parents with 20% checking the school's pages more than 3 times per week. Overwhelmingly, parents supported a review of a positive behaviour reward system and the explicit expectations in place for student behaviour.

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.