2022 Annual Report

Kingsgrove North High School

8221

Introduction

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

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

School contact details

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School vision

The Kingsgrove North High School community embodies a school that produces life long learners in a safe, supporting, caring, respectful and professional environment. Our school aims to develop 21st century learners who can achieve their personal goals while becoming resilient, compassionate, informed and ethical members of the wider community.

School context

Kingsgrove North High School is a public comprehensive, coeducational high school in the Canterbury Network of schools. It is a school that offers every student a place to learn, lead and achieve their personal best. Kingsgrove North High School has a current enrolment of 930 students. Our diverse community includes students from 47 different cultural backgrounds. HSC academic achievements have meant that our high achievers pursue sought after courses at universities of their choice and many other students follow pathways through TAFE and work. The school offers a variety of VET courses to allow students to learn skills in an learning spaces that are of industry standard. STEM is a growing area Kingsgrove North High School is involved in a Community of Schools which includes Clemton Park PS, Earlwood PS and McCallum's Hill PS. Kingsgrove North High School is involved in a wide range of community partnerships which aim to broaden student learning experiences. These include Campsie LAC, ABCN, Links to Learning and MTC Solutions. The school has also developed strong links with a number of local businesses that have contributed towards improving student learning outcomes. From the situational analysis we have identified a need to focus on data analysis and wellbeing. Consultation was conducted with staff, students and the community in formulating the School Improvement Plan for 2021-2024.

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	Delivering
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	Sustaining and Growing

Purpose

To ensure that every student is highly engaged and shows strong growth in their learning through explicit teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through the use of a wide range of student data to inform teaching.

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.

- Highly Effective Teaching Practices
- Highly Effective Data Analysis

Resources allocated to this strategic direction

Professional learning: $35,108.75
Integration funding support: $182,729.00
English language proficiency: $67,042.63

Summary of progress

Highly effective teaching practices:

At the beginning of 2022, Teams established in 2021 reviewed teaching practices in their specialty KLA areas to establish the drive for improvement in Numeracy and Reading. By mid-term 1 all teachers in their respective teams were supported by professional learning run by executives in the implementation of Numeracy and Literacy strategies in their specific KLA. The focus was on providing teaching staff with a tool kit of explicit strategies for the teachers to use in their classrooms.

During terms 2 and 3, teachers collected pre-tests on Numeracy capabilities in their Stage 4 classes. Following the teaching cycle, teachers incorporated their explicit teaching of Numeracy in their specialty areas followed by post-testing. Teachers delivered updated teaching and Learning programs and captured data to evaluate progress.

As a result of the data collected executive reflected on what worked well and what needed further support to drive student improvement in Literacy and Numeracy. During term 4 Senior executive and executive staff provided HIPL twilight session on Numeracy and the EAL/D learner. Feedback from staff indicated that they felt more confident in implementing Numeracy strategies to assist the EAL/D learner in the classroom. The 2023 focus will be to continue with the implementation and monitoring of the above Numeracy and Literacy strategies in each KLA. in 2023, expansion of the numeracy and literacy network team to include KLA teachers to collaboratively work on the implementation of Numeracy and Literacy into programs is in motion.

Highly effective data analysis

HSC analysis conducted by all staff members and Head teachers to identify strengths and areas for student improvement. Analysis indicated that across all KLA's extended response writing needs to be a focus. Students' knowledge and understanding of Preliminary content needs to be revisited by students throughout the course and is examinable in the HSC exam.

High Impact Professional Learning on explicit RAP analysis is required for all staff not only executive to ensure student learning outcomes improve and areas for improvement are identified.

The Literacy team analysed NAPLAN data and identified that Reading needed to be a future focus. Staff undertook professional learning on explicit reading strategies and subsequently updated teaching and learning programs to reflect this.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
NAPLAN Top 2 Bands: Reading Between 13.7% and 18.7% of students will achieve in the top 2 bands of NAPLAN Reading.	2022 NAPLAN data indicates that 14.67% of students are in the top two skill bands for reading, indicating that the school is achieving the system-negotiated target of between 13.7% to 18.7%. The school is progressing towards the upper-bound targets, indicating a trend in the last two years.
HSC Top 3 Bands Between 53.9 and 58.9% of students will achieve in the top 3 bands in the HSC.	43.7% of students attained results in the top three bands demonstrating progress yet to be seen toward the lower bound target. Progress yet to be seen towards the lower band target.
HSC Top 2 Bands Between 24.8 and 29.8% of students will achieve in the top 2 bands.	18% of students attained results in the top two bands demonstrating progress yet to be seen toward the lower bound target.
An increase percentage from 2021 of students achieving expected growth in NAPLAN Numeracy.	2022 NAPLAN data indicates that 14.58% of students are in the top two skill bands for numeracy indicating that the school did not achieve the system-negotiated target, however, is progressing towards the lower bound of 18.07%
An increase percentage from 2021 of students achieving expected growth in NAPLAN Reading.	Improvement in the percentage of students achieving expected growth in Year 9 NAPLAN reading from 56.45%, progressing towards the school's lower bound system negotiated target of 69%.
NAPLAN Top 2 Bands: Numeracy Between 18.7% and 23.7% of students will achieve in the top 2 bands of NAPLAN Numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, The school Numeracy team data indicates ongoing focus is required in implementing Numeracy skills and improving classroom practice.

Strategic Direction 2: Improved Academic Writing Years 7 to 10

Purpose

To develop a collaborative whole school focus on improving writing through the renovation of assessment tasks and practices, with explicit backward design built into all teaching and learning programs.

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.

- Assessment Renovation
- Targeted Professional Learning - Writing

Resources allocated to this strategic direction

Professional learning: $17,000.00

Summary of progress

The focus of this strategic direction is to ensure assessment tasks for 7-10 are to be renovated to embed explicit writing strategies, and subsequent focus on embedding those strategies into teaching and learning programs. Year 8 assessment tasks were the focus for 2022 and through the assessment team building teacher voice and capacity in understanding of best practice in assessment was achieved.

The Assessment team identified 4 goals and worked towards achieving the first 2 two.

1. Establish what meaningful, purposeful and authentic assessment looks like at KNHS
2. Embed assessment into programs and units of work through effective backwards mapping.
3. Backwards mapping Stage 6 skills and assessment requirements into Stages 4 and 5 assessment and programs.
4. Review and implement effective formative assessment and feedback strategies.

Assessment frameworks were developed. The team created this, sought feedback from staff (collected voice) and up skilled all staff in the purpose, use, interpretation of the Quality Assessment Framework.

The explicit focus on academic writing being embedded into programs has shifted for the mean time as the staff become skilled in establishing ideas of quality assessment. Whilst 2023, will see a focus on embedding the KNHS Quality Assessment Framework into assessment tasks across faculties and creating frameworks for meaningful backwards mapping.

Targeted Professional Learning - Writing

Staff undertook professional learning with external writing experts to up skill staff in the renovation of assessment tasks to include a focus on academic writing. Also, staff were given PL on the explicit teaching of writing to effectively backwards map skills.

The schools Literacy team was unable to focus on the explicit teaching of writing as time was dedicated to meeting the NAPLAN reading targets.

2023, will see the creation of a new cross faculty academic writing group targeting Stage 6 teachers of high candidature subjects. The Head Teacher English will lead the Academic Writing program and it will run as follows;

Writing PL will run throughout 2023, aimed at upskilling teachers with explicit writing strategies tailored to their specific subject area. (Bubble method, PEAL, increasing lexical density)

Targeted RAP item analysis to identify consistent student weakness in specific subject areas.

Analysis of HSC marker feedback to identify discriminating features of band 5 and 6 responses in each subject area.

Each term, all members of the program will take part in the DoE HSC PL for their subject area and develop explicit writing resources to submit to the PL for feedback and improvement.

After each term's HSC PL teachers will be provided with time to reflect on the implementation of their explicit writing resource and plan for the next term's PL.

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
By the end of 2024, 100% of assessment tasks 7-10 have been renovated to include explicit literacy/writing elements.	100% of Year 8 Assessment tasks after Term 1 have clearly identifiable explicit writing elements.
By the end of 2024, 100% of teaching and learning programs 7-10 demonstrate embedded writing pedagogies backward mapped from the renovated assessment tasks.	100% of Year 8 Teaching and Learning programs contain evidence of backward design from assessment tasks.

Purpose

Improve students and staff wellbeing and to engage the wider community in creating an optimal learning environment to help support and drive improvement in all aspects of the School.

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.

- Student Connections
- Staff Connections
- Community Connections

Resources allocated to this strategic direction

Socio-economic background: $53,000.00
Refugee Student Support: $1,663.74
Student support officer (SSO): $96,058.00
Aboriginal background: $15,680.35
Professional learning: $30,000.00

Summary of progress

To improve student wellbeing and attendance, there was an explicit focus on improving student connection through creating an optimal learning environment.

Staff re-training was conducted on PB4L driven by our PB4L team where student behaviour data was analysed to find common themes. As a result of the analysis the KNHS Rule of 3 was revamped, the introduction of a mobile phone policy was implemented with parent/ carer consultation, implementation of a whole school Conflict Resolution Policy equipping and supporting school staff with strategies and procedures to effectively manage conflict between students. A greater focus on acknowledging celebrating student achievement was created through the implementation of stage assemblies.

A range of initiatives that promotes acceptance, resilience and a sense of belonging were introduced such as Wear it Purple Day, Standing Tall Program and The Big Sibling Act. The introduction of the MyStrengths program for both students and staff that highlights personality strengths was highly effective in improving student identity and reducing stress and anxiety. The data from this program was invaluable in assisting students through subject selections, peer meditations and relationship challenges and overcoming hardships utilising strategies to take responsibility for their own learning.

In 2023, we will work to establish greater community connections with parents / carers through parental workshops based on parent needs / requests, growth of P and C and the creation of the Positive Parent's Partnership Program.

To further improve student attendance and achieve our improvement measures, there will be the implementation of positive initiatives such as Attendance Blitz competition, AAA Award (Attendance Acknowledgement Award) and stronger student voice through the use of survey's to ascertain reasons for non attendance.

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
By 2022, between 68.1 and 73.1% of students will attend for greater than 90% of the time.	in 2022, 35.7% of students attended school, greater than 90% of the time. This statistic is on par with state..
By 2022, between 71.1 and 76.1% of students articulate via TTFM an increase in wellbeing.	Tell Them From Me data shows a decline of reported positive wellbeing, including a 0.9% decrease in advocacy at school, 6% decrease in sense of belonging and 0.6% decrease in expectations of success.

By 2022, greater than 70% of staff will feel valued, connected and supported.	Tell Them From Me Data shows 62% of staff acknowledge that morale amongst staff at school is good.
By 2022, parent engagement will increase by 20% from 2021.	Tell Them From Me data shows an improvement of 12% of parents engaging with teachers more about their child's learning and wellbeing as well as an increase of 36% of parents / carers attending meetings and school activities.

Funding sources	Impact achieved this year
Refugee Student Support $1,663.74	Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Student Connections **Overview of activities partially or fully funded with this targeted funding include:** • Employment of additional staff for targeted student support • intensive English language and learning support to increase educational outcomes for students • release time for staff to provide targeted support to students, including mentoring and tutoring **The allocation of this funding has resulted in the following impact:** The transition of students into the school has been much more comfortable with students feeling they are part of the school. Refugee students who some come from backgrounds that are less supportive have a sense of support and safety when they are at school. **After evaluation, the next steps to support our students will be:** To continue to provide the same high level of support to students. Other suggestions and ideas are to develop a support group with students from similar background within our neighboring schools.
Integration funding support $182,729.00	Integration funding support (IFS) allocations support eligible students at Kingsgrove North High School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Highly Effective Teaching Practices **Overview of activities partially or fully funded with this targeted funding include:** • Additional staffing to assist students with additional learning needs • Staffing release for individualised case conferences and development of personalised Learning and Support plans • Consultation with external providers for implementation of specific/ targeted programs for speech and langauge development • Intensive learning and behaviour support for funded students **The allocation of this funding has resulted in the following impact:** Students receiving in class support to facilitate their learning and assist in the achievement of student outcomes. Students have been encouraged to participate in many school programs such as Art Club and Drama club to build their social interaction skills. **After evaluation, the next steps to support our students will be:** To continue with in-class support providing social skills development and exploring additional programs that will enhance their social skills development. Additionally, to continue to professionally develop teachers with strategies to assist their students that require additional support in the classroom.
Socio-economic background $536,370.58	Socio-economic background equity loading is used to meet the additional learning needs of students at Kingsgrove North High School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students**

Socio-economic background $536,370.58	**enabling initiatives in the school's strategic improvement plan including:** • Student Connections • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • professional development of staff to support improvements in student writing • providing students without economic support for educational materials, uniform, equipment and other items • staff release to increase community engagement • employment of additional staff to support program implementation. **The allocation of this funding has resulted in the following impact:** Additional staff has resulted in more one on one support for students through personalised and explicit teaching that has resulted in students learning and engaging in a positive manner. **After evaluation, the next steps to support our students will be:** To continue the continuation of the implemented procedures , structures and strategies will ensure continuity and sustained growth for students requiring additional support across the school.
Aboriginal background $15,680.35	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kingsgrove North 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Student Connections • Community Connections **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (LaST) to support Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process **The allocation of this funding has resulted in the following impact:** While the school does not have a large group of Indigenous students, the school has been very active in providing ongoing support and learning opportunities for students. Students have been strongly supported in their literacy, numeracy and welfare and celebrations in Naidoc week and Deadly Kids awards are always recognized and supported. **After evaluation, the next steps to support our students will be:** To continue to provide learning opportunities for students as well as continue to provide support in the way of outside agencies who come into the school at various times to work with our students. The continuation of encouraging students to also involve themselves in whole school activates will be maintained.
English language proficiency $273,900.43	English language proficiency equity loading provides support for students at all four phases of English language learning at Kingsgrove North High School. **Funds have been targeted to provide additional support to students**

English language proficiency $273,900.43	**enabling initiatives in the school's strategic improvement plan including:** • Highly Effective Data Analysis • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • withdrawal lessons for small group (developing) and individual (emerging) support • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms • employment of additional staff to support delivery of targeted initiatives **The allocation of this funding has resulted in the following impact:** Specialist EAL/D teachers have provided students with opportunities to access the curriculum more effectively. Additionally, students' engagement and confidence have improved across all KLAs. **After evaluation, the next steps to support our students will be:** To continue with early intervention programs to allow students to access the curriculum and language of the classroom. Additionally, staff professional development around EAL/D progressions will continue.
Low level adjustment for disability $320,898.62	Low level adjustment for disability equity loading provides support for students at Kingsgrove North High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • Hiring of two learning and support teachers to support staff and students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • support for students in providing additional support by providing programs e.g. Life Skills program; Individual Learning plans/Profiles; HSC Disability Provisions] • 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 **The allocation of this funding has resulted in the following impact:** The funding being used to provide accessibility to the curriculum by providing in class support from specialist personnel such as learning and Support teachers and SLSOs to assist with task differentiation, remedial sessions with the specialist teachers, providing additional support for students requiring provisions in all years 7-12 and support in organisational and behaviour management skills. **After evaluation, the next steps to support our students will be:** To continue to provide in class support for students that require task differentiation, ongoing behavioural and management support and social interaction strategies.
Professional learning $82,108.75	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 Kingsgrove North High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan**

Professional learning $82,108.75	**including:** • Highly Effective Teaching Practices • Assessment Renovation • Staff Connections **Overview of activities partially or fully funded with this initiative funding include:** • Staff have attended various PL days and online sessions as part of their annual professional development.. • Engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • Staff supported by Head Teachers to embed explicit writing strategies into the teaching and learning programs. • The assessment team have worked across KLA's to develop what authentic assessment looks like and devise a school Quality Assessment framework. **The allocation of this funding has resulted in the following impact:** The staff are supported to embed the explicit high leverage strategies into Teaching and learning programs in year 8 across all KLA's. In the assessment domain, staff across the school participated in Professional Learning to understand how assessments within certain KLA areas can meet aspects of the Quality Assessment Framework developed. **After evaluation, the next steps to support our students will be:** To continue to analyse the internal data and external data available to identify areas of possible growth and development. A focus for 2023 is to embed the KNHS Quality Assessment Framework into assessment tasks across faculties and further develop structures for meaningful backwards mapping.
COVID ILSP $466,505.78	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group intensive tuition in literacy and numeracy. • providing targeted, explicit instruction for student groups in literacy and numeracy. • development of resources and planning of small group tuition • employing/releasing teaching staff to support the administration of the program **The allocation of this funding has resulted in the following impact:** The allocation of this funding has resulted in; significant learning gains for our students involved in the program. Most students in the program achieved significant progress towards their personal learning goals. 48% of students receiving support in Literacy achieved improved academic results, with 41% of the students receiving Numeracy tuition indicated academic improvement. 100% of the year 12 students achieved their HSC Minimum standards in all areas. **After evaluation, the next steps to support our students will be:** To continue small group tuition for students who require further support as identified through the school learning and support data collection processes. Provide teachers and educators with ongoing and evidence-informed professional learning opportunities that target specific content areas and support ongoing student achievement.

| Student support officer (SSO)

$96,058.00 | These funds have been used to support improved outcomes and the achievements of staff and students at Kingsgrove North High School

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Student Connections

Overview of activities partially or fully funded with this Staffing - Other funding include:
 • * Withdrawal of students to provide support and advice with students regarding selected welfare issues.
* Library space developed for students as a reflection and safe space for students to visit when required.
* One on one mentoring for students and meditations.
* Anti-bullying workshops developed for Year 7
* Organised external organisations contacts to provide support for families
* Assisted in organising International Womens Day and Multicultural Day.

The allocation of this funding has resulted in the following impact:
* Welfare issues have shown a drop with the strategies and programs that have been implemented by the SSO
* Students who are at risk or have personal issues have found a safe and comfortable setting to attend
* The use of external organisations has had a positive impact on students with selected programs and mentoring taking place
* Support for families has resulted in a more positive outcome for both parents and students.

After evaluation, the next steps to support our students will be:
To continue to implement the strategies and programs that have been in place and highly successful. The school with the combined efforts of the SSO and the welfare team will be looking at expanding the welfare role and presence across the school, to build on the solid foundation already developed. |

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	542	530	564	573
Girls	302	331	338	337

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
7	93.2	92.6	91.5	86.5
8	90.0	89.4	87.2	85.9
9	89.3	87.7	87.5	80.4
10	90.0	87.2	84.2	81.6
11	90.6	88.2	84.3	80.4
12	87.3	91.1	87.7	84.0
All Years	90.2	89.5	87.2	83.2
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	2
Employment	3	8	6
TAFE entry	0	2.1	38
University Entry	0	0	41
Other	1	4.2	3
Unknown	0	5.6	10

Year 12 students undertaking vocational or trade training

13.27% of Year 12 students at Kingsgrove North High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

90.6% of all Year 12 students at Kingsgrove North 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)	10
Classroom Teacher(s)	49.2
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
Teacher ESL	1.8
School Counsellor	2
School Administration and Support Staff	17.37
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	1,457,188
Revenue	13,509,407
Appropriation	12,941,746
Sale of Goods and Services	87,092
Grants and contributions	423,867
Investment income	14,396
Other revenue	42,306
Expenses	-13,287,105
Employee related	-11,591,902
Operating expenses	-1,695,203
Surplus / deficit for the year	222,302
Closing Balance	1,679,490

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	184,393
Equity Total	1,146,850
Equity - Aboriginal	15,680
Equity - Socio-economic	536,371
Equity - Language	273,900
Equity - Disability	320,899
Base Total	9,841,229
Base - Per Capita	239,869
Base - Location	0
Base - Other	9,601,360
Other Total	745,558
Grand Total	11,918,030

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.
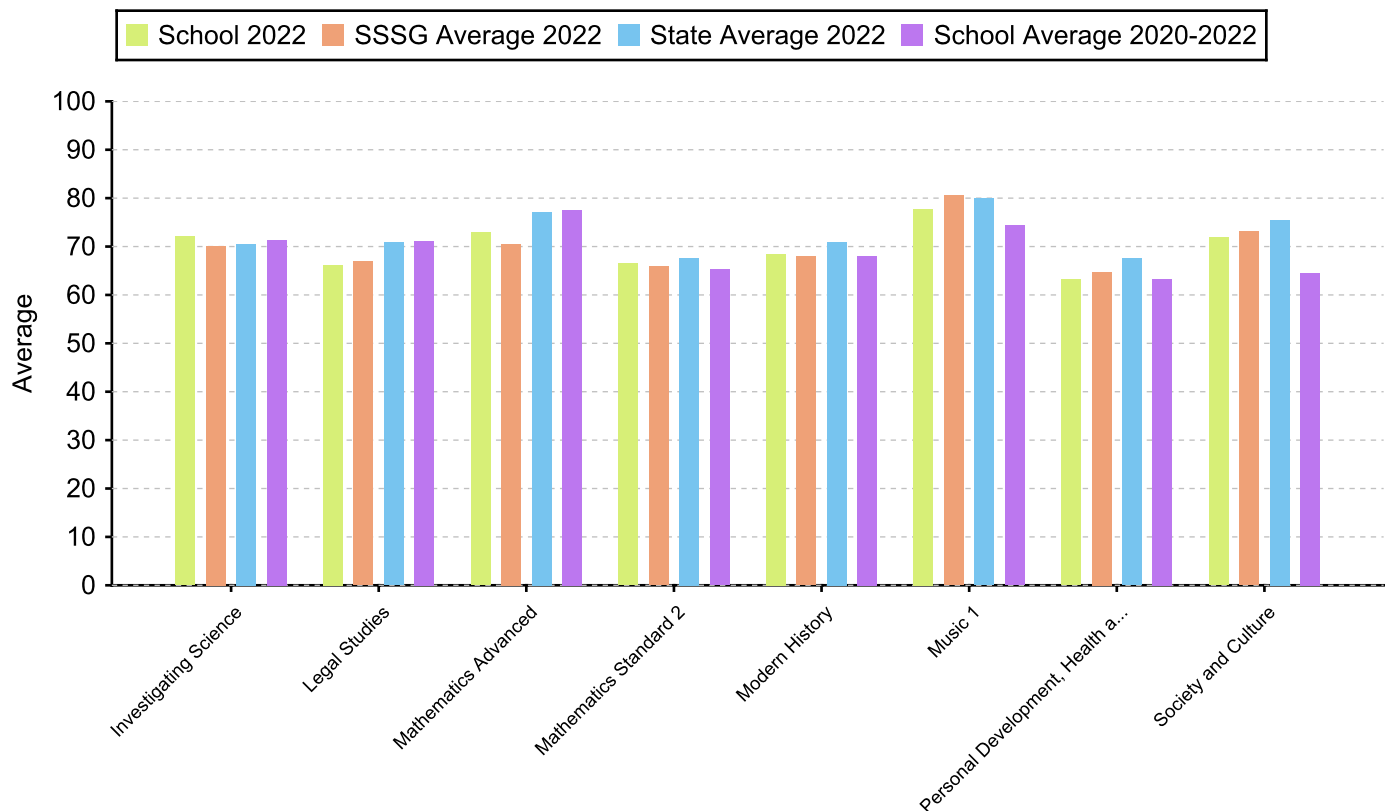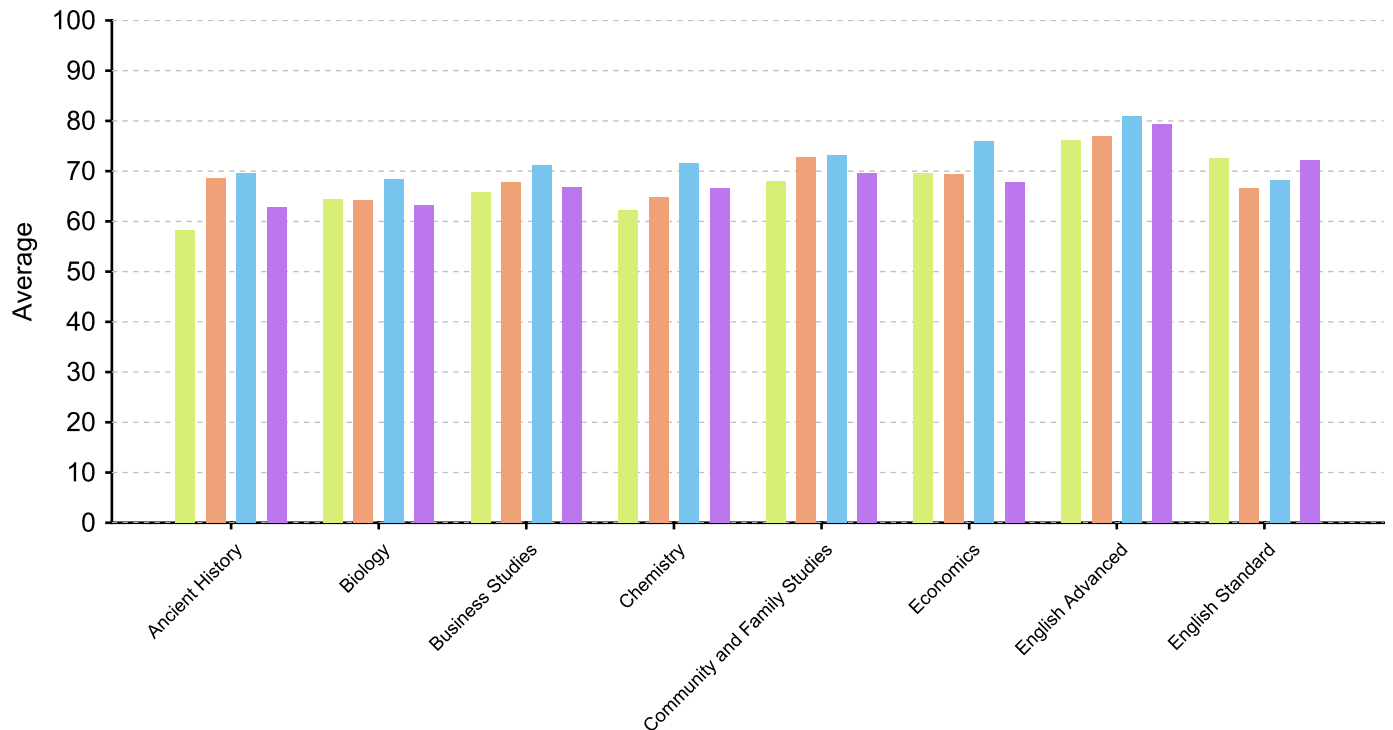
Subject	School 2022	SSSG	State	School Average 2020-2022
Ancient History	58.3	68.6	69.6	62.7
Biology	64.5	64.3	68.5	63.3
Business Studies	65.7	67.7	71.2	66.8
Chemistry	62.3	64.8	71.7	66.6
Community and Family Studies	68.0	72.8	73.2	69.5
Economics	69.6	69.4	76.0	67.8
English Advanced	76.1	76.9	81.0	79.4
English Standard	72.5	66.7	68.1	72.2
Investigating Science	72.1	70.2	70.6	71.4
Legal Studies	66.2	66.9	70.8	71.2
Mathematics Advanced	72.9	70.6	77.1	77.6
Mathematics Standard 2	66.5	65.8	67.6	65.2
Modern History	68.4	68.0	70.9	68.1
Music 1	77.8	80.6	79.9	74.4
Personal Development, Health and Physical Education	63.2	64.7	67.5	63.3
Society and Culture	71.9	73.1	75.5	64.6

Parent/caregiver, student, teacher satisfaction

TTFM:

Parent / Carer survey results:

- there was an increase of 12% more parent /carers that completed the survey in 2022.
- parents / carers were overall happy with communication, especially greater use of social media and parent portal platforms. They would like to see more day to day classroom activities promoted through these platforms, not just events.
- parents / carers would like greater focus on student mental wellbeing in the future.
- In 2023 a focus on parent / student voice to ascertain explicitly what areas of mental health and wellbeing should be a focus.

Student survey results:

- the number of students who completed the survey in 2022 was double the number that complete in 2021.
- there has been an increase in students taking part in extra curricular activities, especially sport.
- more students are undertaking VET Pathways with 89% of students feeling confident that VET/TAFE qualification can provide them with good employment and career opportunities.
- there has been a slight increase in the number of students subjected to negativity over social media, however 79% of students know where to seek help if bullied.
- In 2023, introduction of mobile phone policy to combat disengagement in class, incidents of bullying and to improve student learning outcomes.

Teacher survey:

- 97% of teachers completed the TTFM survey in 2022.
- 65% of teachers have their proficient teacher accreditation.
- 90% of teachers feel confident in backward mapping assessment tasks into teaching and learning programs. (up 34%)
- In 2023 greater focus on upskilling teachers to use data to inform practice.

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.