

2022 Annual Report

Kandos High School



Kandos

HIGH SCHOOL

8318

Introduction

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

Kandos High School is committed to working in partnership with our community to develop the potential of our students to enable them to become active and informed citizens, striving for excellence and a positive future.

We provide this opportunity through sharing the following aspirations for our students and school;

- All of our students are known, valued and cared for in our learning community.
- Our students are provided every opportunity to develop a strong foundation in literacy and numeracy and deep content knowledge across key learning areas.
- We prepare our students to make a strong start in life and assist them to make successful transitions to school and their future pathways in higher education, training or the workplace.
- We aim to provide a learning environment where every student, every teacher and every leader strives to improve each year.
- All our students' are engaged and challenged to be lifelong learners and critical thinkers.
- We share and implement the values of the Department of Education in our roles as educators: service; integrity; trust; accountability; equity; and excellence.
- We support our students in developing the school values of: respect; responsibility; and positive relationships.

School context

Kandos High School is located in the picturesque Capertee Valley bordering the Wollemi National Park. Our local community relies on industry centred on agriculture, tourism and mining. Our school has proudly educated students from the towns of Kandos, Rylstone and the surrounding communities at the Fleming Street site since 1929. The school and students are supported by strong connections to our local community, who actively support many school initiatives throughout the school year. Our current enrolment is 193 students, including 23 Aboriginal students.

Our experienced and committed staff work extremely hard to provide a safe, caring environment that caters for the needs of all students. We provide learning opportunities and programs to support the development of the whole child and effective engagement in the curriculum. There is a strong focus on literacy and numeracy and individualised learning supported with innovative teaching and learning strategies.

Our school has a Positive Behaviour for Learning (PBL) foundation based on the values of being respectful, responsible and building positive relationships. Academic, cultural, sporting and vocational courses are offered through core and elective options. Kandos High School is developing a number of significant projects that will give greater depth to the learning context of the school, focusing on improving STEM (Science, Technology, Engineering, Mathematics) and a Community Links to Industry Program (CLIP) supporting alternate learning pathways for our students. This is aligned with strong wellbeing programs to ensure all our students are achieving their potential and develop into informed, confident and resilient young people.

As a result of a thorough and comprehensive situational analysis three priority areas were identified by the learning community in planning for the development of the Strategic Improvement Plan 2021-2024. There is a focus on improvement in leading, learning and teaching. These are informed by evidence and supported by research.

1. Student growth and attainment
2. Quality teaching and learning
3. Excellence in educational leadership

These key focus areas continue to build on and enhance the work previously undertaken as we focus on learning for our students, teachers and leaders through data driven practice and instructional strategies in partnership with our parents and community. We will continue to implement the strategies in the What Works Best resources which clearly aligns to research based practice.

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

Strategic Direction 1: Student growth and attainment

Purpose

At Kandos High School every student is known, valued and cared for. Staff are committed to developing foundational skills in literacy and numeracy, and strong content knowledge, skills and understanding in key learning areas for all our students.

Kandos High School uses information about individual students' strengths and areas for development, to design rich learning experiences that support student progress and achievement at an individual, whole school and system level.

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.

- Learning culture, wellbeing and engagement
- Curriculum implementation, monitoring and reporting of achievement

Resources allocated to this strategic direction

Socio-economic background: \$20,705.00

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

Low level adjustment for disability: \$114,921.00

Integration funding support: \$118,908.00

Summary of progress

Several teams were involved in the development and implementation of activities to support the achievement of our Learning culture, wellbeing and engagement priorities.

- What Works Best - Faculties continued to focus on the implementation of the "What Works Best: Evidence Based Practice" resources, with a key focus on High Expectations for a strengthened focus on learning and students' reaching their full potential. Staff continued to integrate the eight quality teaching practices within their classroom to enhance the learning outcomes of our students. Head Teachers provided support in coaching and mentoring to further build the capacity and expertise of staff.
- Positive Behaviour for Learning - The Data team continued to analyse student incident data in Weeks 5 and 10 to identify individual and whole school Positive Behaviour for Learning (PBL) needs. Targeted strategies and resources were utilised to support improved classroom engagement and positive behaviours for learning across the school. The PBL team implemented numerous activities that contributed to our positive school culture and the pro-social behaviour of students. We have seen a continued decline in undesired student behaviour and a reduction in student suspensions. The department has ceased the resourcing of the PBL program, resources have been uploaded to the website for schools to access in the interim.
- Student Support Officer - The Student Support Officer continued to work with the Wellbeing team and the Deputy Principal to mitigate the limited counselling resources available. Collaboration with external agencies and a virtual counselling service ensured wrap around support for our students and families.
- Attendance - The continued impact of illness throughout the year contributed to an overall decline in school and network attendance data. Each term student families were contacted to ensure home school communication and support for students. The role will be vacant in 2023 and planning is underway to develop a structure to best support student need. The recent appointment of a Home School Liaison Officer to the Lithgow School network will allow facilitate networking and more targeted support and discussion of at-risk students during Wellbeing team meetings.
- Student Wellbeing - The Wellbeing team has been actively developing or coordinating wellbeing programs throughout the year and improving access to wellbeing and health services within the school. A calendar of activities and programs has been developed aligned to the student wellbeing framework to ensure that all our students wellbeing needs are being met across their cognitive, physical, emotional, social and behavioural areas. Our end of year focus was on surveying our students regarding their thoughts on wellbeing, engagement and learning. The results from the survey will inform personalised learning needs and the development of more targeted learning goals with students in 2023.
- Learning Support- Best Start, Check-In, NAPLAN, PAT, Renaissance and Freckle data were analysed to allow a comparison of growth to be demonstrated for our Year 7 cohort. The data was made available to staff at key times throughout the year to support differentiation in the classroom for point-of-need instruction. The Learning and Support team continued to provide intensive support for students in class and within the Intensive Learning Centre to develop literacy and numeracy skills, students also accessed the centre for assistance with assessment tasks or coursework.

Several teams were involved in the implementation of activities to support the achievement of our **Curriculum implementation, monitoring and reporting of achievement** priorities.

- Curriculum Provision - The Executive team continued to plan for the revision and evaluation of the school's curriculum provision in the areas of student assessment, learning and success criteria, lesson sequencing, differentiation, quality monitoring procedures for Stages 4 and 5, and to provide more opportunities for staff to engage in team teaching and action learning to support student need. Policy and procedures for quality assurance of the years 7-10 curriculum are to be reviewed with staff at the end of year development days to ensure quality teaching practice and alignment to DoE and NESA policy guidelines and requirements.
- Student Reporting - The Reporting committee continued to assist with the reporting on student achievement and support the timeline in the annual school planning calendar. The committee provides feedback to staff and reviews the report writing style guide to ensure best practice and consistency of report writing across key learning areas. These initiatives have resulted in reporting that is precise, easy to understand and provides information to support further progress and achievement across the curriculum for students.

Next year in this strategic direction we will continue to work with staff to enhance their capacity to analyse data (including formative assessment data) and embed effective teaching and learning strategies to support the needs of all learners in achieving their reading and numeracy goals.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Top 2 Bands Reading - (Proportion of students in the top two bands (or above) in reading)</p> <p>Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in reading of 12.6% toward the upper bound target of 17.6%.</p>	<p>2022 NAPLAN data indicates 3.8% of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target.</p>
<p>Aboriginal student HSC attainment - (Proportion or number of Aboriginal students attaining the HSC whilst maintaining their cultural identity (High Schools only).</p> <p>Increase the positive responses from the Tell Them From Me survey to 96.1% Measures for Aboriginal Students data is trending upwards toward 'Strongly Agree' for the "I feel good about my culture" and "My teachers have a good understanding of my culture" responses.</p>	<ul style="list-style-type: none"> • 100% of Aboriginal students attained the HSC. • Tell Them From Me data indicates <insert value>% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
<p>As part of our School Excellence Framework Self-assessment processes the school will have consolidated and refined practice in the Sustaining and Growing benchmark in the following domains;</p> <ul style="list-style-type: none"> • Learning • Wellbeing • Curriculum • Assessment • Reporting • Student Performance Measures 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the Domain of Learning. • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Wellbeing. • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Curriculum. • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Assessment. • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Reporting. • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Student Performance Measures.
<p>Top 2 Bands Numeracy - Proportion</p>	<p>2022 NAPLAN data indicates 3.8% of students are in the top two skill bands</p>

<p>of students in the top two bands (or above) in numeracy.</p> <p>Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands by 2.6.% or greater to be at or above the lower bound target of 16% and moving toward the upper bound target of 21%.</p>	<p>(NAPLAN) for numeracy indicating the school did not achieve the system negotiated target.</p>
<p>Aboriginal student Achievement- Increase % of Aboriginal students achieving top 3 NAPLAN bands in reading.</p> <p>Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in reading to be above the school's lower bound system-negotiated target.</p>	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 40% of students in the top three skill bands for reading indicating an increase from 0% in 2021, to be above SSSG and State.
<p>Aboriginal student Achievement- Increase % of Aboriginal students achieving top 3 NAPLAN bands in numeracy.</p> <p>Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in numeracy to be above the school's lower bound system-negotiated target.</p>	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 0% of students in the top three skill bands for numeracy.
<p>Attendance - Proportion of students attending > 90% of the time.</p> <p>Increased (uplift) percentage of students attending school more than 90% of the time by 3.7% or above. Baseline is 55.7%, Lower bound is 61.3%, Upper bound 66.3%. Current 52.56%.</p>	<p>The number of students attending greater than 90% of the time or more has decreased to be below the baseline of 55.7%, at 39.67%, however this figure was significantly affected by the public health orders, and a significant flooding event.</p>
<p>HSC Achievement - Increase % of HSC course results in top three bands.</p> <p>Improvement in the % of HSC course results in top 3 bands to maintain the current percentage of 58.8%. Lower bound system-negotiated target of 43.2% or above upper band target of 48.2%.</p>	<ul style="list-style-type: none"> • 65.22% of students attained results in the top three bands demonstrating achievement above the upper bound target of 48.2% • 30.43% of students attained results in the top two bands demonstrating achievement above the upper bound target of 18.8%
<p>Well-being- Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School.</p> <p>TTFM Well-being data (advocacy, belonging, expectations) improves to be at or above the baseline target of 64.4%, lower bound is 69% and upper bound 74%.</p>	<ul style="list-style-type: none"> • Tell Them From Me data indicates 61.61% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
<p>Expected Growth - (Increase % of students achieving expected growth in reading and numeracy)</p> <p>Increase in the percentage of students achieving expected growth in NAPLAN</p>	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

reading to be above the school's lower bound system-negotiated target of baseline 51.1%, lower bound 59.7% and upper bound 64.7. Current 64.71 %.

Expected Growth - (Increase % of students achieving expected growth in reading and numeracy)

Increase in the percentage of students achieving expected growth in NAPLAN Numeracy to be above the school's lower bound system negotiated baseline of 62.1%, lower bound 67.7 and upper bound 72.7%. Current 44.44%.

- Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 2: Quality teaching and learning

Purpose

Kandos High School staff ensure student learning is underpinned by high quality evidenced based teaching practice.

Staff demonstrate high levels of professionalism and commitment.

Teachers work individually and collaboratively to evaluate the impact of their practice on student achievement and engage in professional learning to improve their expertise to plan for the ongoing learning of each student in their care.

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.

- Quality professional practice
- Effective use of data to inform practice

Resources allocated to this strategic direction

Professional learning: \$3,428.00

Aboriginal background: \$9,206.00

English language proficiency: \$2,000.00

Socio-economic background: \$11,978.00

Summary of progress

*Several teams were involved in the implementation of activities to support the achievement of our **Quality professional practice** priorities.*

- Literacy and Numeracy - The 'Deadly 3' literacy strategy continued in tandem with the 'Three-Tiered Learning' model of student support, specifically targeting improvement in student vocabulary, reading comprehension and fluency based on the identified literacy and numeracy needs of our students. Staff completed professional learning and implemented instructional groupings in the classroom to support improved learning outcomes across the diversity of learners. The team continued to promote a narrow and deep focus on explicit literacy areas. NAPLAN data was analysed to identify and plan whole-school professional learning to support improved numeracy across the key learning areas.
- Reading Comprehension and Mathematics - The online Renaissance Star Reading program continued to supplement classroom practice for Years 7, 8 and the 9/10 Curriculum Links to Industry program. The Freckle mathematics program was used with our Year 7 cohort to support skills-based mathematics practice, differentiated to students' point-of-need learning and resulted in positive engagement with the learning activities to improve their numeracy development.

*The school Data team collaborated with relevant key stakeholders in the implementation of activities to support the achievement of our **Effective use of data** priorities.*

- Data collection and analysis - The Data team continued the maintenance of student data walls for staff to use to monitor student progress throughout the year and adjust programming and instruction to support personalised learning. A revised parent satisfaction survey was implemented to gain feedback from parents on what we are doing well and areas we need to improve in our home school partnerships and supporting students.
- LEED Project - The Leading Evaluation, Evidence and Data professional development provided by the Department to develop the ability of school leaders to lead evaluation, evidence informed practice and data use has concluded. Key executive and teaching staff have participated in this learning throughout the past two years and completed modules on the use of data to inform practice; Assessment; Explicit teaching; Effective feedback; Collaboration; Wellbeing and Classroom management.
- High Potential - The release of the High Potential and Gifted Education policy and resources prompted staff to participate in professional development for the effective implementation of practice in school. A evaluation of current school procedures, programs and practices has been completed to inform school planning and policy implementation in 2023. We currently are collating student growth and achievement data to assess and identify student need across the key learning areas to identify potential across intellectual, creative, social-emotional and physical domains.

Next year we will create a learning and development framework for Executive to reflect on areas of achievement and areas for development in staff professional practice and school improvement. We will continue to review the school performance and development processes and resources, to enhance opportunities for staff professional learning and collaborative reflection of practice.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
As part of our School Excellence Framework Self-assessment processes the school will have consolidated practice within the Sustaining and Growing benchmark in the following domains; <ul style="list-style-type: none">• <i>Effective classroom practice</i>• <i>Data skills and use.</i>	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of effective classroom practice.• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of data skills and use.
As part of our School Excellence Framework Self-assessment processes the school will have consolidated professional practice in some elements of the Excelling benchmark in the following domains; <ul style="list-style-type: none">• <i>Professional Standards</i>• <i>Learning and Development.</i>	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of professional standards.• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Learning and Development.

Strategic Direction 3: Excellence in Educational Leadership

Purpose

Kandos High School engages in distributed leadership with staff and key stakeholders to support a self-sustaining and self-improving learning community. Our staff will continue to design and support strong strategic and effective leadership to lead high level learning for the Kandos/Rylstone community.

Working in partnership with parents, staff are committed to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

The Leadership team will ensure resource allocation and accountability requirements serve the strategic vision of Kandos High School and its learning community.

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.

- Building educational leadership
- School resourcing, promotion and community engagement

Resources allocated to this strategic direction

Socio-economic background: \$3,823.00

English language proficiency: \$400.00

Aboriginal background: \$14,119.20

Summary of progress

*Several teams were involved in the implementation of activities to support the achievement of our **Building educational leadership** priorities.*

- Staff Performance and Development - The school's performance and development framework, resources and induction program are still being reviewed to ensure the effective implementation of staff performance and development reviews, enhancing collaborative learning and coaching opportunities.
- Policy Review - A review of existing staff policy and procedures had identified a need for clearer role statements across the school and faculties. A draft set of statements has been developed for teaching and non-teaching staff to support the capacity and sustainability of school management and leadership processes, ensuring continuity of student learning and achievement. The draft will be further refined in consultation with staff and published next year.
- Operational Improvement for School Success - The School Administration team successfully applied for a grant as part of this project identifying administrative factors contributing to workload for school leaders, teachers, and SASS staff. Opportunities to improve processes are being identified and ways to think differently about the way we work explored to re-distribute administrative tasks from teachers to other staff and provide capability development for non-teaching staff.

*Several teams were involved in the implementation of activities to support the achievement of our **School resourcing, promotion and community engagement** priorities.*

- Rural Access Gap Program - The continuation of the DoE's 'Schools Digital Strategy' has seen the school technology infrastructure undergo a massive change, from interactive screens in every learning space to new laptops for teaching staff. This has assisted with programming and planning for quality teaching. Teachers are now able to use a broader range of software applications. The procurement of three 18 Laptop Pods available for loan has allowed teachers to confidently use technology that is accessible to all. It also reduces the issues around students not being able to access secure DoE internet and portal services. Staff and students have readily embraced the technology that has been made available through this program and it has increased the confidence of technology use across the school.
- NAIDOC Week Celebrations - The Cultural team was able to implement some of its key priorities. A "Wiradjuri" word of the week was introduced to coincide with NAIDOC week which our Indigenous students relay on the Thursday school assembly. Signage in language has been installed in significant locations within the school and QR codes assist with prompting the learning of the correct pronunciation. Students are gaining more knowledge about and pride in culture. We celebrated NAIDOC week by continuing to build upon our local knowledge, cultural practices, dance and language. Students in years 7-10 participated in cultural activities and local knowledge holders worked with identified students. The local community were invited to the official opening of the cultural garden space and the community enjoyed a BBQ lunch. It is hoped the celebration will increase to include all feeder schools and more of the community in 2023.

- **Aboriginal Histories and Culture Program** - A whole school cultural program over a six week period has been trialled to increase our student's knowledge and understanding of Indigenous culture. The program included activities investigating culture, artefacts, art, language, and celebrations. This culminated in a sharing celebration with students, staff, and community and the development of a shared mural in the Cultural garden. An extension to our Personalised Learning Pathways enables our local community to come into the school each term to mentor students. These initiatives aim to enhance learning programs and activities supporting cultural awareness and an understanding of our Aboriginal and Torres Strait Islander histories and culture.
- **Community Engagement** - The school promotions team reviewed the community engagement resource to identify systems and practices to support further engagement of the community in student learning and school decision making. Engagement continued celebrating our Anzacs, NAIDOC Week, Rylstone Kandos Show, Streetfeast, Remembrance Day, Year 12 Charity Swim Relay, Kandos/Rylstone Street Machine, School event barbeques and the Artisan Rylstone Markets. The team worked with key community stakeholders to develop further strategies to promote and market our school and community. We introduced an advert to promote the school on community radio and showcased student achievement and promotion of the school with a monthly advert in the Mid-Western Mail.
- **Community Liaison** - The engagement of a part time Community Liaison officer to assist with home school partnerships and the promotion of Kandos High School was successfully filled this term. This role will support effective home school communications via parent surveys, the maintenance of the school website to ensure currency and social media management. The position is also instrumental in supporting community engagement initiatives, school promotion and ongoing school publicity via Newsletters, Mid-Western Mail advertising, community posters and in-house publications.
- **Quality Learning Environment** - End of year funding continued to be allocated to support the upgrade of projects and resources across classrooms and playground. This led to significant procurement to update resources across the school, ensuring quality teaching in the classroom and a quality learning environment for our students.

Next year we will develop a data map to measure on-going progress against the achievement of school excellence benchmarks. A role description will be developed and recruitment commenced for a Community Engagement Officer to support school promotion and parent communication. We will investigate resources and programs to support positive growth in cultural awareness and cultural identity for our learning community.

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
As part of our School Excellence Framework Self-assessment processes the school will have consolidated practice within the Sustaining and Growing benchmark in the following domains; <ul style="list-style-type: none"> • <i>Educational leadership</i> • <i>School planning, implementation and reporting</i> 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Educational Leadership. • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of School planning, implementation and Reporting.
As part of our School Excellence Framework Self-assessment processes the school will have integrated professional practice to support the move from Sustaining and Growing toward the Excelling benchmark in the following domains; <ul style="list-style-type: none"> • <i>School resources</i> • <i>Management practices and processes</i> 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of School Resources. • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Management Practices and Processes.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$118,908.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kandos 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"> • Learning culture, wellbeing and engagement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • intensive learning and behaviour support for funded students • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact:</p> <p>The integration funding support received in 2022 provided curriculum planning, adjustments and support for our students with moderate to high level learning needs in mainstream classes.</p> <p>Personalised educational support plans were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>1.7 x additional School Learning Support Officers were able to be engaged to support the needs of the eligible students and in small group settings. Staff were released to engage in professional learning to support their practice in supporting individual student needs.</p> <p>Students supported by the initiatives demonstrated progress towards their personalised learning goals.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>In 2023 we will improve our processes for ensuring that our student data is collected and analysed each term to effectively review the progress of students supported in this initiative. The targeted learning support provided by School Learning Support Officers will be evaluated to enhance collaboration with teaching staff, and provide regular updates on student learning progress to inform the future use of funding.</p>
<p>Socio-economic background</p> <p>\$267,286.53</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kandos 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"> • Learning culture, wellbeing and engagement • Effective use of data to inform practice • School resourcing, promotion and community engagement • 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 the Curriculum Links to Industry and the Intensive Learning Centre program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff in supporting literacy improvement and differentiation of instruction to support student learning

<p>Socio-economic background</p> <p>\$267,286.53</p>	<ul style="list-style-type: none"> • supplementation of extra-curricular activities for students for whom such activities may not have been financially within reach. This support has extended to excursions, competition entries, uniform where necessary and the provision of PPE for work placement (Years 10-12). • appointment of a community engagement officer role to assist with school promotional activities. <p>The allocation of this funding has resulted in the following impact: Students from low socio-economic backgrounds have been supported with equitable access to technology resources, academic, cultural and sporting activities, and the provision of uniform or other learning materials. The school breakfast club continued in 2022, ensuring students have a great start to the school day. Additional school learning support position to better target the needs of more students than the school's FTE would allow. A school community liaison officer role has been established to promote the activities of the school and enhance community participation. The school grounds and learning environment have been improved after collaboration with staff and students, with up to date resources to support learning in the classroom, and the upgrade of playground spaces and the cultural garden.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be to ensure we prioritise student need via analysis of whole school learning data and feedback from staff, the Student Representative Council and the student leadership team. Network data has shown a need to review attendance systems and practices to support improved engagement in this area.</p>
<p>Aboriginal background</p> <p>\$23,325.20</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kandos High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality professional practice • School resourcing, promotion and community engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • 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 <p>The allocation of this funding has resulted in the following impact: Targeted literacy and numeracy support for Aboriginal students, including one on one and small-groups in both mainstream and support classroom settings. Actively and respectfully engaging with our local Aboriginal community to support Aboriginal and Torres Strait islander student achievements, engagement with culture and genuine consultation and collaboration to support decision making about community and school based events. The implementation of a whole school Cultural Program in Years 7-10, over</p>

<p>Aboriginal background</p> <p>\$23,325.20</p>	<p>a six week period has been trialled to increase our student's knowledge and understanding of Indigenous culture.</p> <p>The development of student personalised learning pathways has been extended to ensure regular analysis and discussion of student progress and follow up mentoring support where relevant each term.</p> <p>After evaluation, the next steps to support our students will be: Regular communication of student progress and mentoring support with students. Staff have identified they would like more opportunities to collaborate on and expand their use of the 8-Ways model of instruction and integrating Aboriginal and Torres Strait Islander Histories and Cultures into the key learning areas. On-going, personalised support for our Aboriginal students to achieve their personal potential and our system priorities through programs that value culture and identity, as opportunity arises, including the Term Staff Development Day focus.</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 Kandos 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"> • Quality professional practice • School resourcing, promotion and community engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in the following impact: Individualised support for identified students and professional learning for relevant staff. Student progress in classroom participation and growth in EAL/D student outcomes.</p> <p>After evaluation, the next steps to support our students will be: Identify language and cultural demands across the curriculum; assess and monitor student progress and provide continued mentoring, co-teaching and co-planning support will be implemented where necessary.</p>
<p>Low level adjustment for disability</p> <p>\$150,208.10</p>	<p>Low level adjustment for disability equity loading provides support for students at Kandos 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"> • Learning culture, wellbeing and engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in the following impact: The implementation of the three tiered learning model to support all students achieving foundational literacy and numeracy skill development to engage with curriculum content. A Learning Assistance and Support teacher to collaborate with learning support team personnel in identifying student need and relevant intervention support.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Low level adjustment for disability</p> <p>\$150,208.10</p>	<p>The deployment of additional staff to support students requiring low level adjustment in line with identified disabilities. Given the ongoing teacher shortages experienced in 2022, consideration has been given to further refine the impact of the Learning and Support team, via the provision additional support for identified students through the employment of trained SLSOs.</p> <p>These staff will assist in the implementation of targeted programs, and the monitoring and evaluation of students progress data to enable effective differentiation and point of need instruction with classroom teaching staff.</p>
<p>Location</p> <p>\$33,606.21</p>	<p>The location funding allocation is provided to Kandos High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student assistance to support excursions • incursion expenses • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: Increased curriculum and extra-curriculum opportunities for our students across the key learning areas.</p> <p>After evaluation, the next steps to support our students will be: To continue to supplement funding to reduce the impact of isolation and increase student participation in school activities. It will provide release for staff, increase collaboration with other schools and support our students education opportunities in 2023. Additional staff will be up- skilled in its use so that they may achieve their licenses, expanding further the resource's availability.</p>
<p>Professional learning</p> <p>\$36,203.57</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 Kandos 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"> • Quality professional practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • The provision of internal and external professional development opportunities to support staff in providing quality teaching and learning. <p>The allocation of this funding has resulted in the following impact: Staff training in: Behaviour Management; Complex Case Planning; Constructing Effective Maths Resources; Constructing Maths Resources; Copyright for Educators; Data Analysis; Delivering CPR & Anaphylaxis</p> <p>After evaluation, the next steps to support our students will be: Develop an improved system for monitoring compliance training requirements throughout the year. Development of a whole school professional learning plan based on student need and staff professional development planning goals.</p>
<p>COVID ILSP</p> <p>\$123,759.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p>

<p>COVID ILSP</p> <p>\$123,759.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: The school implemented targeted support to students whose learning had been most affected by COVID disruption; support included in-class and targeted programs, such as; an intensive learning program to achieve the Minimum Standards and the implementation of the QuickSmart program to Year 7 and 8 students. This resulted in relevant students achieving the HSC Minimum Standard. All students who were provided extra support, showed positive growth in the Check-In assessment data.</p> <p>After evaluation, the next steps to support our students will be: The school's senior executive will need to analyse carefully the best deployment of resources if the funding continues in 2023.</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 Kandos 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"> • Learning culture, wellbeing and engagement <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • The engagement of a 1.0 FTE student support officer to assist with student liaison and networking with external agencies and providing support for student wellbeing initiatives. <p>The allocation of this funding has resulted in the following impact: Students were able to access the SSO for support and guidance. The position focused on supporting engagement and collaboration with relevant external agencies to support individual student need, in particular those students at risk.</p> <p>After evaluation, the next steps to support our students will be: As the SSO has moved to support another school, we will implement recruitment to fill the role and work with the Wellbeing team to ensure a proactive approach in assisting whole school professional learning and student support needs are integrated in 2023.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	103	91	85	69
Girls	97	100	98	96

Student attendance profile

School				
Year	2019	2020	2021	2022
7	90.8	83.0	84.5	88.0
8	85.9	82.8	89.1	81.2
9	80.4	81.1	79.7	84.9
10	83.3	70.1	79.8	78.8
11	84.3	84.4	82.2	78.4
12	88.4	86.8	85.8	86.5
All Years	85.4	81.4	83.3	81.9
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	2.9	12.7	0
Employment	5.8	10.6	26.6
TAFE entry	5.8	0	0
University Entry	0	0	46.6
Other	8.8	2.1	6.6
Unknown	0	0	20

Year 12 students undertaking vocational or trade training

22.22% of Year 12 students at Kandos High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Kandos High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	5
Classroom Teacher(s)	13.5
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	9.38
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	704,426
Revenue	5,215,425
Appropriation	5,117,459
Sale of Goods and Services	26,689
Grants and contributions	68,709
Investment income	2,568
Expenses	-4,727,239
Employee related	-4,223,659
Operating expenses	-503,579
Surplus / deficit for the year	488,187
Closing Balance	1,192,613

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	118,908
Equity Total	443,220
Equity - Aboriginal	23,325
Equity - Socio-economic	267,287
Equity - Language	2,400
Equity - Disability	150,208
Base Total	3,717,654
Base - Per Capita	49,330
Base - Location	33,606
Base - Other	3,634,718
Other Total	515,342
Grand Total	4,795,124

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.

Parent/caregiver, student, teacher satisfaction

Kandos High School implemented a parent satisfaction survey to generate feedback from parents across the areas of school provision and to identify areas for improvement: staff; parent satisfaction; information provision; school events; school environment; curriculum; extracurricular activities; and facilities and technology. The average rate of satisfaction was a 4.00 rating on a five point scale and 4>06 for the school is seen to be moving in a positive direction.

Approximately one third of parents provided feedback and the majority reported they felt welcome at the school, well informed about school events and that their concerns are taken seriously. They identified they would like more opportunities such as school open days or events throughout the year. Staff were seen to be dedicated, with a positive attitude, friendly in their student interactions, approachable and were good role models for our students. Parents were happy with subject selections offered and that participation in sport and creative arts was fostered. Extracurricular activities are seen as an important part of school life, however the responders would like to see more academic, work experience and Arts opportunities. It was identified that students enjoy a good learning environment with easy access to technology, the majority of student have access to computers at home.

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.