2022 Annual Report

Ku-ring-gai High School

inspire, challenge, create

8416

Introduction

The Annual Report for 2022 is provided to the community of Ku-ring-gai 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

Our vision is to promote *harmony in diversity* within a strong learning community where the individual worth and the contribution of all members is valued, as are high expectations and the development of students into successful competent global citizens.

School context

Ku-ring-gal High School is a growing, comprehensive, co-educational high school of 500 students with a multi-categorical support unit of 3 classes and 21 students. It is situated in a stimulating natural environment adjacent to the Ku-ring­ gai Chase National Park. The school specialises in the provision of high quality learning experiences with a focus on academic excellence and creativity in learning.

Ku-ring-gai High School is a member of the Pittwater Network of schools and a member of the North Shore alliance of five public secondary schools in Northern Sydney. The school has highly visible and collaborative leadership teams which foster a dynamic and innovative culture in teaching and learning. The Talent Enrichment Program (TEP) is a unique initiative to Ku-ring-gai High School and offers a wide selection of subjects in creative and performing arts, humanities, technology, STEM and sport, in a vertical stream. Strong school and community partnerships support a diverse and committed staff in providing enhanced learning opportunities for all students.

The learning spaces include 15 flexible learning spaces, a new multi-purpose school hall with theatrical lighting and technology, indoor outdoor learning spaces, drama and music ampitheatres providing state of the art drama and music resources. We also have a heritage listed Bini Shell-Margaret Preston Hall and Art cottage on the premises. Our school grounds boast 4 ovals and a professional standard hockey facility.

Staff professional learning will, in the 2021-2024 School Improvement Plan centre around high potential and gifted student growth and engagement. Ongoing data analysis and collaboration with families will assist in identifying high potential achievers and all teaching and learning programs will offer challenge and engagement individualised and differentiated learning. The Northern Academy of the Arts initiative will support the gifted arts and performance students.

The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan including a Mathematics Learning Hub, literacy support and well being initiatives to achieve the major well being focus of *Belonging* for all students.

The focus on personal and academic success for all HSC students will be ongoing and will include ongoing staff professional learning around deeper data analysis to assist students in appropriate subject choices and future pathway choices.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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

The purpose of Student Growth and Attainment is to ensure that all our students achieve growth in their learning through the delivery of data informed, research driven collaborative teaching strategies and quality summative and formative assessment aimed at identifying and targeting student specific needs for growth and attainment.

Our teachers will work collaboratively to evaluate the effectiveness of their teaching practice and reflectively adapt it through targeted and explicit professional learning, using student assessment 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.

- Numeracy: Growth and attainment
- Reading: Growth and attainment
- Integrated approach to quality teaching

Resources allocated to this strategic direction

Flexible Funding for Wellbeing Services: $11,750.00
Literacy and numeracy: $158,800.00
COVID ILSP: $158,000.00
Integration funding support: $22,000.00
Low level adjustment for disability: $92,444.70

Summary of progress

Our purpose is to ensure we deliver quality, data informed teaching and learning programs designed to improve student growth and attainment. This is achieved through staff collaborative and individual learning using evidence-based strategies to ensure student attainment and growth. These high impact strategies are utilised by teachers based on what student data is informing us. Hence solid staff data literacy, explicit teaching of subject specific literacy and numeracy demands and differentiated instruction catering for all levels of ability, including strategies for Gifted and High-Performance students, Leaning Support and EALD learners.

Initiatives: Use of data to inform teaching and learning, explicit, evidence-based teaching and learning, and differentiation to support all learners in their academic growth and attainment.

Student data, both external and internal proved reliable to track individual student and cohort progress, Plan 2 is not a tool we will use as in a high school, we lose the data once another colleague enters observations. Teacher collaboration has occurred after school during staff meetings, during lunch and Network meetings to best support and enhance teacher efficacy in the classroom.

Teacher professional learning aligned with the school plan support the achievement of our stipulated goals. Teacher explicit and timely, individualised feedback to students has been exemplary, as has the differentiated delivery of teaching and learning sequences.

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
Expected growth in **Reading** to the lower bound target of 72%.4%.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020.
Increased external and internal support for all students, including students of	

Aboriginal and EALD backgrounds.	
Numeracy Expected Growth. **Expected growth:** An increase in the percentage of students achieving expected growth in **Numeracy** to the lower bound target of 74.7%	Expected growth cannot be calculated as NAPLAN was not conducted in 2020.
HSC achievement: **HSC achievement:** An increase in the percentage of students achieving results in the top 2 Bands in HSC courses to the lower bound target of 39.9%.	38.86% of students attained results in the top 2 HSC bands demonstrating progress towards the lower bound target of 39.9%

Purpose

The purpose of having Wellbeing as a Strategic Direction is to nurture the development of resourceful and resilient individuals with a strong sense of community and belonging so these skills will flow beyond the school gates for all students, staff, including teachers and leaders.

The school is organised so all students have regular opportunities to meet with an identified staff member who is able to provide advice, support and assistance to help student reach their full potential.

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.

- Wellbeing
- Expectations of behaviour across the school setting
- Attendance and Engagement

Resources allocated to this strategic direction

Low level adjustment for disability: $1,500.00
Flexible Funding for Wellbeing Services: $15,000.00
Refugee Student Support: $831.87
Socio-economic background: $3,000.00
English language proficiency: $3,000.00
School support allocation (principal support): $3,000.00
Aboriginal background: $3,690.44

Summary of progress

A strong multidisciplinary team supported by Senior Executive has been instrumental in ensuring student wellbeing. This included the addition of a Student Support Officer in Term 4 of 2022. The team is responsible for overseeing student individual and cohort wellbeing and initiatives to support students attain strong wellbeing outcomes and a sense of belonging to place.

Our school structure is such that every student has access to homeroom teacher and mentor they see every morning, a Year Adviser, an Assistant Year Adviser, a Head Teacher Year, a school counsellor, and a Deputy Principal supporting the cohort. Teacher. Access to Professional Learning and regular meetings to review and discuss student well-being have been paramount in establishing initiatives to support students to thrive in a safe learning environment.

Internal and external data from the TTFM survey have indicated that students needed to feel a stronger sense of belonging which led to further collaboration by teachers and the wellbeing team to establish more clubs and hubs during lunch. These have included mathematics extension clubs, Chess Club, Board Games, Knitters and Natters, Book Club, Environmental club, Family History and more to include sporting activities and a renewed House Championship spirit of friendly competition.

Expectations of behaviour have been clear and consistent across the school to support a safe and supportive learning environment, this has included a strong support system for New and Beginning teachers through co-teaching, lesson observations, Faculty Head Teacher support and a strong induction program. Evidence of implementation of student adjustment guides have been paramount in supporting student behaviour.

Orientation and Transition programs have been reviewed to ensure continuity and support for student coming into Year 7, making their journey into High School an exciting and supportive learning and social experience.

The Wellbeing Team has been allocated professional learning time to program and collaborate in the planning of events and initiatives to support their individual and cohort student needs. Working closely with external agencies and families has been a priority carried into 2023 to improve student wellbeing outcomes and improve attendance. SSO commence in term 4, reviewing attendance data and building relationships with students and families to plan strategies for improved attendance for 2023. Engagement with HSLO, case management meetings and family conferences, held to support students and family wellbeing and re-engagement with school / learning alternative settings.This has also resulted in additional support to students and their families as students transition into post school education and /or work.

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
59% of students surveyed in the TTFM survey reported a strong sense of belonging, which indicates that we are working towards the lower bound target of 63.3%.	Working towards the lower bound target. The creation of more clubs during school hours has been popular among students, as evidenced through attendance. We are working towards the lower bound target.
TTFM survey to indicate an additional 5% improvement in students reporting a strong sense of belonging. Merit system to include Community Service recognition.	The school is delivering in the Learning Wellbeing where 66.54% of students reported a positive sense of wellbeing, of 8.56% PPC, which is above our target of a 5 percent improvement.
Attendance: Increase the amount of students attending school to the lower bound target of 77.1%	Attendance data of 59.14% of students attending school 90% of time or more indicates we are yet to reach the lower bound target.

Strategic Direction 3: Learning Community

Purpose

Our purpose is to ensure that every student, every teacher, every leader and every staff member is committed to learning in order to reach their full potential as informed , critical and creative , ethical members of society.

Consistent school-wide practices for assessments are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrate into teaching practice in every classroom, confirming that student learn what is taught.

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.

- A culture of continuous improvement in learning.
- Learning community links

Resources allocated to this strategic direction

Literacy and numeracy intervention: $1,500.00
COVID ILSP: $800.00
Professional learning: $3,000.00
Flexible Funding for Wellbeing Services: $3,000.00

Summary of progress

As a school learning community in 2023 we came together with high aspirational expectations to ensure that every student in every lesson was learning and being taught by passionate and well-informed teachers using evidence-based strategies to cater to individual and cohort needs. Collaborative learning saw teachers coming together to change our learning platform from Edmodo to Google classroom in a seamless and effective manner where change was embraced by all and seen as an opportunity for growth and new learning.

Learning alongside our parents through programs such as the 'Untangling Teens from Technology, and other professionals to support student learning through teacher efficacy has been at the forefront of creating this enhanced learning community.

Confident data literate and data informed teachers were able to work together to identify student strengths to further enhance and extend their learning as well as identify area of support to ensure student learning and growth aligned with teacher professional learning and efficacy. Our dedication to improve and extend our learning community also saw the school expand its links with external agencies, including supporting student learning to when transitioning to alternate settings or returning to us after disrupted or unusual enrolment patterns.

Stronger links with Universities, TAFES and other agencies will continue in 2023 to further increase student engagement in learning opportunities.

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
All programs in the school will be collaboratively evaluated and reviewed by faculties to ensure compliance with Departmental and NESA policies. Collaborative evaluation of teaching practice will ensure all teaching strategies are relevant and targeted to meet the specific needs of the students we teach.	HSC Monitoring processes are embedded into faculty routines to ensure that each program is collaboratively reviewed and evaluated. Next steps include executive support and monitoring are embedded in all programs.

High impact professional learning will be paramount in equipping our teachers and staff with the necessary skills to deliver high impact targeted learning sequences to build student skill , confidence and improved learning outcomes.	All staff have attended professional learning on the delivery of high impact teaching strategies designed to cater to individual and cohort needs. Future directions include whole school professional learning for rollover to a new online classroom platform.

Funding sources	Impact achieved this year
Refugee Student Support $831.87	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:** • Wellbeing **Overview of activities partially or fully funded with this targeted funding include:** • 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:** Student was supported during their transition period with mentoring and educational resources. **After evaluation, the next steps to support our students will be:** Student has returned to former country.
Integration funding support $22,000.00	Integration funding support (IFS) allocations support eligible students at Ku-ring-gai 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:** • Numeracy: Growth and attainment **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around [course] **The allocation of this funding has resulted in the following impact:** Increased teacher capability to support student growth and attainment. **After evaluation, the next steps to support our students will be:** The success of the program ensured the continued implementation in 2023.
Socio-economic background $3,000.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Ku-ring-gai 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 enabling initiatives in the school's strategic improvement plan including:** • Expectations of behaviour across the school setting **Overview of activities partially or fully funded with this equity loading include:** • staff release to increase community engagement **The allocation of this funding has resulted in the following impact:** Increased community engagement allowed for inter-agency support of our students supporting behaviour and wellbeing. **After evaluation, the next steps to support our students will be:** Consolidate on interagency support as a next step.
Aboriginal background $3,690.44	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ku-ring-gai High School. Funds under this equity loading have been targeted to ensure that the performance of

Aboriginal background	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.
$3,690.44	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Attendance and Engagement **Overview of activities partially or fully funded with this equity loading include:** • staffing release to support development and implementation of Personalised Learning Plans **The allocation of this funding has resulted in the following impact:** Building cultural affirmation within the school community, including an increase integration of aboriginal perspectives in teaching and learning programs. This included the support of individual students. **After evaluation, the next steps to support our students will be:** This support has continued with maintining the focus of aboriginal perspectives and supporting student wellbeing.
English language proficiency	English language proficiency equity loading provides support for students at all four phases of English language learning at Ku-ring-gai High School.
$3,000.00	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Expectations of behaviour across the school setting **Overview of activities partially or fully funded with this equity loading include:** • employment of additional bilingual staff to support communication **The allocation of this funding has resulted in the following impact:** Professional learning of staff for consistent expectation to increase positive behaviour. This has resulted in a decrease in negative Sentral entries. Our use of a bilingual teacher to communicate between school and home, supported non English speaking families. **After evaluation, the next steps to support our students will be:** Next steps will be to continue to promote the behavioural expectations and teacher support.
Low level adjustment for disability	Low level adjustment for disability equity loading provides support for students at Ku-ring-gai High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.
$93,944.70	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Numeracy: Growth and attainment • Reading: Growth and attainment • Wellbeing **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting **The allocation of this funding has resulted in the following impact:** This additional support upskilled teachers and provided customised support and increased learning outcome attainment for targeted small groups and individuals.

Low level adjustment for disability $93,944.70	**After evaluation, the next steps to support our students will be:** This model will be supported into 2023 as to ensure that differentiated teaching and learning adjustments for low level disability.
Professional learning $3,000.00	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 Ku-ring-gai High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • A culture of continuous improvement in learning. **Overview of activities partially or fully funded with this initiative funding include:** • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing **The allocation of this funding has resulted in the following impact:** The introduction of teaching sprints and thinking routines ensured a culture of continuous improvement. **After evaluation, the next steps to support our students will be:** These initiatives will continue into 2023 to ensure continued student growth and attainment.
COVID ILSP $158,800.00	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:** • Numeracy: Growth and attainment • Reading: Growth and attainment • A culture of continuous improvement in learning. **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition **The allocation of this funding has resulted in the following impact:** Student confidence and attainment improved. **After evaluation, the next steps to support our students will be:** The additional program of support will continue into 2023.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	309	290	293	279
Girls	319	289	253	230

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
6			66.1	
7	91.9	92.7	90.3	88.0
8	90.0	91.0	88.6	83.5
9	88.9	91.6	84.0	84.3
10	89.5	89.8	86.7	80.3
11	90.5	89.4	89.5	84.2
12	88.7	93.0	89.0	88.0
All Years	90.0	91.1	87.8	84.5
State DoE				
Year	**2019**	**2020**	**2021**	**2022**
6			91.5	
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	86.9	81.7

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:
- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	5	16
TAFE entry	3	16	21
University Entry	0	0	59
Other	0	0	4
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

34.04% of Year 12 students at Ku-ring-gai High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

97.5% of all Year 12 students at Ku-ring-gai 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)	9
Classroom Teacher(s)	31.5
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Counsellor	3
School Administration and Support Staff	11.08
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	1,512,884
Revenue	8,619,494
Appropriation	8,175,774
Sale of Goods and Services	22,114
Grants and contributions	357,894
Investment income	21,611
Other revenue	42,101
Expenses	-8,521,357
Employee related	-7,720,804
Operating expenses	-800,553
Surplus / deficit for the year	98,136
Closing Balance	1,611,021

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	153,871
Equity Total	194,258
Equity - Aboriginal	3,690
Equity - Socio-economic	26,382
Equity - Language	39,785
Equity - Disability	124,401
Base Total	6,843,109
Base - Per Capita	142,183
Base - Location	0
Base - Other	6,700,926
Other Total	663,515
Grand Total	7,854,754

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.
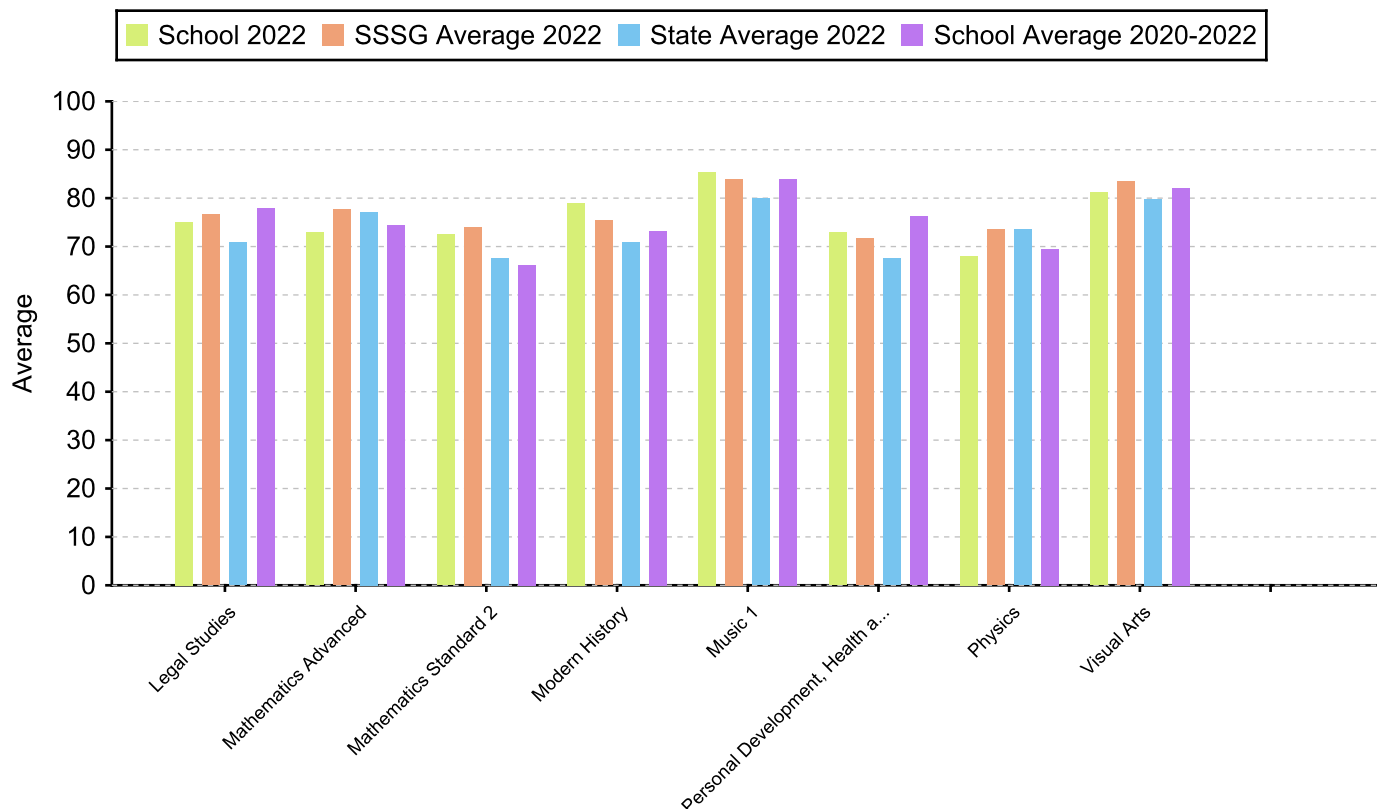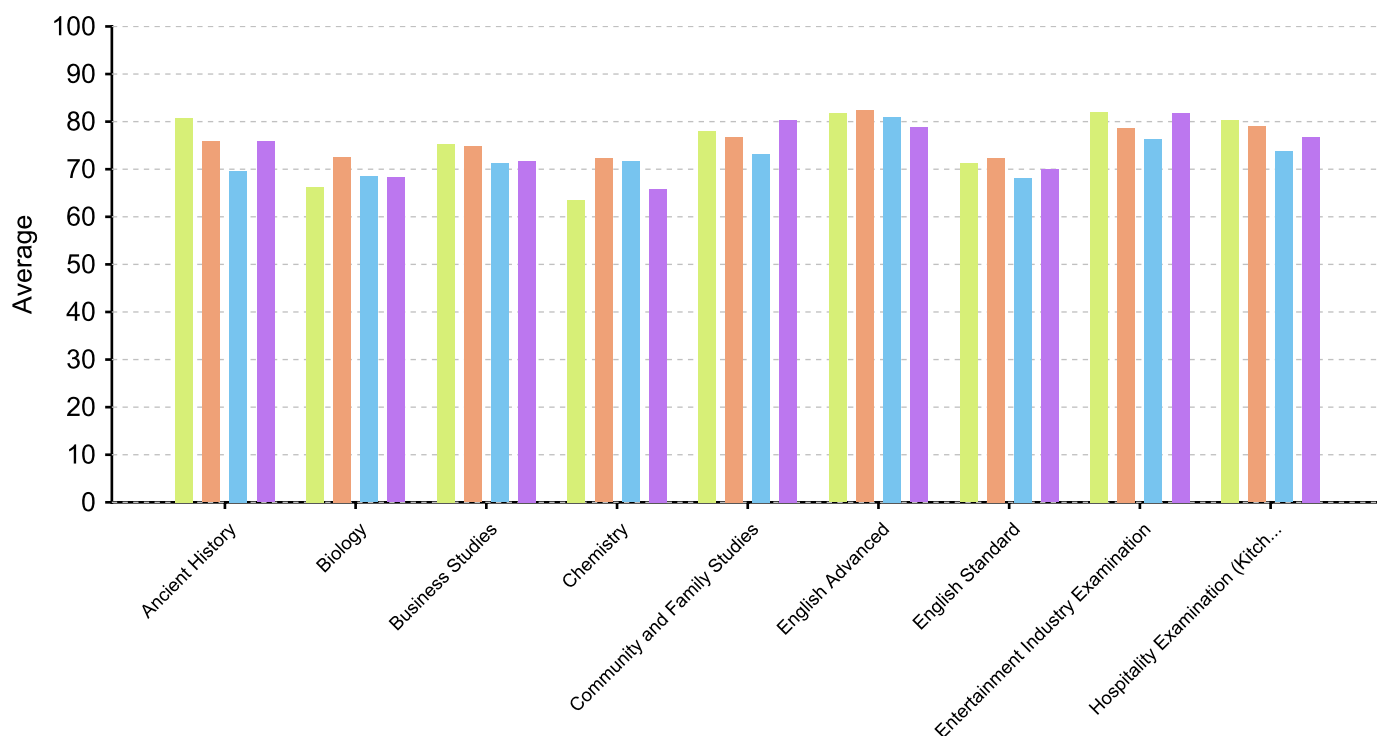
Subject	School 2022	SSSG	State	School Average 2020-2022
Ancient History	80.7	75.8	69.6	75.8
Biology	66.2	72.6	68.5	68.3
Business Studies	75.3	74.8	71.2	71.7
Chemistry	63.6	72.3	71.7	65.8
Community and Family Studies	78.0	76.8	73.2	80.4
English Advanced	81.7	82.3	81.0	78.8
English Standard	71.2	72.3	68.1	69.9
Entertainment Industry Examination	82.0	78.7	76.4	81.8
Hospitality Examination (Kitchen Operations and Cookery)	80.4	79.0	73.7	76.8
Legal Studies	75.1	76.6	70.8	78.0
Mathematics Advanced	72.9	77.7	77.1	74.5
Mathematics Standard 2	72.5	74.0	67.6	66.2
Modern History	79.0	75.4	70.9	73.2
Music 1	85.4	83.9	79.9	84.0
Personal Development, Health and Physical Education	72.9	71.6	67.5	76.2
Physics	68.0	73.6	73.5	69.5
Visual Arts	81.2	83.5	79.8	82.1

Ku-ring-gai High School 8416 (2022)

Parent/caregiver, student, teacher satisfaction

Parent satisfaction came from feedback from parent presentations and support from programs such as Untangling Teens from Technology and open nights and assemblies. Student feedback was collected by classroom teachers and SRC. Similarly, teacher feedback was captured through engagement in staff meetings and wellbeing support.

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.