

2022 Annual Report

Kirrawee High School



KIRRAWEE HIGH



8437

Introduction

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

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

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Message from the principal

2022 has been my first full year as Principal and the first school year since 2019 uninterrupted by the COVID-19 pandemic. It is the year that saw the return to face-to-face gatherings, and the resumption of normal routines and activities.

For Kirrawee High it has been an outstanding year of achievements. We have celebrated success on the sporting fields and in the pool, with incredible achievements from our swimmers, athletics champions, water polo players, and baseballers to name a few.

Congratulations to the Year 12 graduating class of 2022 who achieved some incredible HSC results.

- 50 Band 6 results (a mark of 90 or higher) among 33 students
- 294 Band 5 results (a mark between 80 and 89) among 121 students
- 2 students who achieved ATARS of 99.0 or above.
- 15 students with ATAr results of 90 or more.

As a school, we are immensely proud of these results.

In Debating and Public Speaking, our Senior Debating team won the Sutherland Shire Debating Competition and Taylor Harding won 1st place in Public Speaking, defeating Caringbah Selective High School.

In the world of science, we saw Amelie Nanclares in Year 11 continue to receive accolades as the Science Teachers Association of NSW Young Scientist of the Year, Sophie Logan of Year 9 won the Bebras challenge, and Kayla Kimla of Year 7 was runner up for the Bragg Science Writing Competition.

2022 has been a stellar year for our Creative and Performing Artists. We saw the return of our amazing Jazz musicians with their performances culminating in the James Morrison 30th Anniversary Concert, and we had dancers and featured artists perform in Southern Stars and School Spectacular.

I experienced my first ever Kirrawee High School Maths competition with a special visit by Darth Vader. Congratulations to our winner, Oscar Sarapuu of Year 8, who left me in awe of his ability to solve problems without a pen, paper or calculator.

This year has seen building work take place with new roofing, timely given all the rain we have had. The resurfacing of our main quad and the staff carpark is also occurring.

I am immensely proud of our school community and the achievement of our students in 2022.

Message from the school community

This last year has thankfully been an uneventful year in terms of upheaval and school-life interruptions. I think all of us collectively appreciate the return to what I am calling the new 'normal'.

The P&C has also returned to a regular pattern of meetings and events which has been greatly appreciated by both the school executive and incoming parent cohort. We were able to support the Year 7 Induction Night which was a great opportunity to share with our new school families what KHS and the P&C are all about. I sincerely hope that as new families come through the school, the engagement with the school and P&C grows back to a healthy position.

Of late the P&C committee has observed a decline in our school's parent willingness to get involved in senior positions on the P&C and Uniform Shop. It was with this in mind that a review of the uniform shop operations was conducted. The running of the uniform shop, with a significant stock and turn-over, was becoming a full-time activity requiring dedicated staff from the school to manage. The level of available volunteers was not sustainable for the workload and governance required.

Ultimately in November 2022, a motion was put to the P&C to wind up the operation of the Uniform Shop and hand over the running of the shop to the school. This motion was agreed and the process to hand over the running of the Uniform Shop to the school was conducted. The P&C was proud to gift approximately \$234,000 in stock to the school.

The transition of the Uniform Shop to the school has benefitted both the P&C and the school. For the P&C the reduction in financial risk and overheads have greatly reduced the burden on the committee. For the school, they now have greater direction over the quality and availability of the uniforms for the students with the ability to leverage their existing governance and financial controls.

Simon Locke Outgoing President Kirrawee High School P&C

Message from the students

The 2022 school year marked a relative return to normality after the unpredictable, sometimes challenging and always enlightening experiences of the pandemic. This year was the first school year since 2019 that saw many of the programs, events and initiatives that make our school great, reinstated without adjustments or zoom transitions! In 2022 Year 12 sat undisrupted assessment periods, sporting teams competed across NSW and creative arts ensembles performed for communities around Australia.

2022 marked the last year of schooling for our Year 12 cohort and we were buoyed by the addition of the Stage 6 Study Program which helped us to focus our energies, skills and goals into regular study sessions led by Mr Harski. With focused workshops on using exam strategies such as CUBE and ALARM and being led through goal setting strategies, Year 12 not only felt supported to tackle the HSC but well-equipped with a mindset for success. This was reflected in our huge achievement of 50 Band 6 results, and 294 Band 5 results across the board. We had two students achieve an ATAR of 99 and higher, one student nominated for 'Encore' for achieving an outstanding result in Music 2, and many others achieving results which earned them early entry into university, to pursue their dream careers.

While learning was at the forefront of our minds in 2022, we were also grateful to have access to many opportunities that weren't afforded to the cohort that preceded us. We enjoyed the camaraderie of our 'Half-Time' and 'KHS Day', which allowed us the opportunity to celebrate the friendships built over our 6 years at KHS and give thanks to the teachers that supported us along the way.

A highlight of the year for the leadership team was our work with local Primary Schools through a program which sought to build the leadership skills of the next generation. This was a rewarding experience for us as it allowed us the opportunity to make a mark on our new cohort of Year 7s and spread the Kirrawee spirit. This has established a legacy that the new Leadership Team will continue into 2023.

As recent graduates we are so grateful to have walked the corridors of KHS, spent time in its classrooms and become part of the family - these experiences have truly prepared us as resilient, responsible and respectful citizens for the world beyond. KHS is a supportive and dynamic place to learn and grow - we look forward to celebrating the achievements, that are no doubt on the horizon for 2023, as part of KHS's extended family.

Your 2022 Captains,

Lilian Davis and Connor Mead

School vision

Kirrawee High School strives to develop young people within an inclusive world community who are self-reliant, compassionate, engaged and measure their achievement by personal best academic excellence and high ethical standards.

The Kirrawee High School community endeavours to uphold our three Signature Strengths:

- * Resilient learners who work towards their personal best
- * Respectful global citizens who embrace a common humanity
- * Responsible and engaged students who are proud of themselves and their school

To achieve academic excellence and prepare students for the future, we use inquiry-based learning and explicit teaching strategies to build strong foundations in literacy, numeracy and deep content knowledge, underpinned by confidence in each student's ability to learn, adapt and reflect our 'Signature Strengths'.

School context

School context

Kirrawee High School is a comprehensive high school with a strong and proud tradition of excellence in academic attainment, the performing and creative arts, sports, student leadership, vocational education and training, student wellbeing, and supporting students with additional needs.

Located in Sydney's south, adjacent to the Royal National Park, the school develops resilient and active global citizens committed to social justice. Kirrawee High School, for more than 50 years, has offered broad curricula and co-curricular opportunities encouraging participation and involvement for all students. In particular: the school's music program including, widely acclaimed biannual musical productions, representative sporting teams that have won 44 NSW Combined High School state championships, student leadership, and social justice initiatives, the school's languages program that includes immersive overseas cultural experiences, and public speaking/debating success have significantly contributed to the school's reputation and standing in the community as a truly comprehensive high school.

In 2021 enrolments were around 1174 with 79 teaching staff and 32 non-teaching staff. The School has 4% of teaching staff in their early career as 'Beginning Teachers'. The student population comes from 29 different nationalities, with 3% of KHS students speaking a language other than English at home (EAL/D). 24 students (approximately 2%) identify as Aboriginal/Torres Strait Islander. Approximately 67% of Kirrawee High School students are from the local catchment area, with Grays Point Primary School and Gymea Bay Public School as the two predominant feeder schools.

A comprehensive situational analysis has been conducted, which led to the 2022-2026 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, and parents. We have identified a need to use the majority of the school's equity funding to support a range of initiatives through our situational analysis.

There is a trust that people are working for something greater than themselves and that a thriving school community will continue to bring benefits to all. The school enjoys excellent support from the broader community, especially from parents/carers in a formal sense (through the school's Parents & Citizens Association) and in everyday interactions.

Kirrawee High School develops students to actively engage in their learning, think critically and independently, and develop the necessary skill set to positively contribute to humanity as active global citizens. The school develops ethical, resilient, and emotionally intelligent young people who define personal accomplishment and continual improvement to measure their character and achievement.

The school is committed to continually improving effective and innovative classroom practices, with staff professional learning and critical reflection essential to this end. Such a commitment ensures that the curriculum is differentiated for all learners and can achieve literacy and numeracy targets through improved data collection, analysis, and use, underpinning our belief in individualised and differentiated learning.

The majority of the school's equity funding will support initiatives developed in the 2022-2026 Strategic Improvement Plan. Some funds will support other activities not embedded in this plan.

This plan will maximise student learning outcomes, develop staff pedagogical skills in student learning, and build social

and emotional intelligence that nurtures student wellbeing.

There will also be a focus on Higher School Certificate performance, including staff professional learning around the deeper analysis and use of data to develop individual and group support programs. Each faculty will develop ways of deepening the knowledge base of their students.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	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

To build strong foundations for academic success this direction seeks to maximise student learning outcomes in literacy and numeracy. This will be achieved through the development and refinement of data-driven teaching practices responsive to individual students' learning needs.

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.

- Focus on Numeracy
- Focus on Reading
- HSC improvement through ALARM and CUBE

Resources allocated to this strategic direction

Low level adjustment for disability: \$162,782.00

English language proficiency: \$23,831.00

Socio-economic background: \$41,871.00

Summary of progress

Focus on Reading

In the initial strategic direction focus group the data from NAPLAN and Check-in Assessments was reviewed to identify reading as an area of improvement. We used the knowledge and expertise of the team and other experts in the school to inform decisions around the development of focused professional learning and resources to filter a large range of ideas and strategies that focus on reading. These were narrowed down to the Reading Rope, 4H, and Super 6.

Staff engaged in a suite of evidence-based professional learning developed and presented by experts at Kirrawee High School. Professional learning focused on unpacking and understanding the Reading Rope to learn how to teach the basic skills and processes required for reading. The leaders of Strategic Direction one delivered a professional learning afternoon focused on comprehension strategies; 4 H and Super 6. The purpose of this was to improve consistency in the way classroom teacher engages students with text and allow students to make meaning when reading. The outcome of this PL was an increase in the use and consistency related to comprehension strategies to improve students' ability with this key, measured skill. Staff also participated in a discussion around decoding words and strategies for helping students understand more of what they read including vocabulary enhancement following a presentation by the Learning and Support Teacher. Throughout the year faculty time was allocated for discussion and preparation of materials to help students reading comprehension capacity.

The classrooms were audited for the presence of posters, less than 60% of classrooms have either the 4H or Super 6 posters. This will be revisited in 2023, as well as the collection of evidence on implementation and impact through the collection of resources from all staff. Cross Faculty sharing and workshops indicate that teachers of Stage 4 have started to implement at least one of the strategies as a one-off lesson but are yet to really embed the strategies into consistent practice.

Some barriers that were encountered included a perceived lack of time for implementation. To remedy this and allow a deep and narrow focus, the timeline for professional learning and implementation was adjusted as well as the amount of content that teachers were expected to produce, increasing staff sharing instead. Extra time was allocated to faculty time in Term 2 Week 9 and Term 1 Week 8. Connecting the strategies to the needs of some KLAS proved difficult. For example, Mathematics found it difficult to find the space in their programs to include reading strategies. Instead, they are focusing on numeracy-specific literacy strategy Newman's Prompts as it links specifically to worded problems in Mathematics.

The introduction and embedding of these strategies into junior programs will not be seen in the 2022 NAPLAN results. These strategies will result in long-term changes in pedagogy with analysis of impact occurring throughout the remainder of the Strategic Improvement Plan.

Focus on Numeracy

Newman's Analysis was used to assess the 2022 Year 7 cohort by Numeracy Learning and Support Teacher this was supported by Year 7 Maths teachers. Year 7 analysis occurred through the provision of a common assessment to all

students to identify the stage of the process where students were making errors. This was followed by a one-to-one interview to allow the Teacher to understand where students were making errors in their responses. This identified areas where students needed further development, specifically in understanding Mathematics specific terminology and applying the correct mathematical processes. In each Mathematics classroom, posters have been hung so that students and teachers can regularly refer to specific terminology for problem-solving techniques and help improve mathematical literacy and student understanding of the steps in Newman's analysis. To align with the implementation of Newman's Error Analysis, the introduction of CUBE has helped to reinforce and promote use in Stage 6. The implementation of CUBE in relation to Numeracy will further improve students' ability to break down the metalanguage of questions. This also promotes reading and comprehension across all domains.

Staff PL on Newman's Error Analysis was presented by the Numeracy Teacher on 17th November 2022. This was a presentation addressing the data uncovered in the interviews as well as discussing the use of Newman's prompt during the Year 7 and Year 9 NAPLAN Target Growth Groups. The application of this strategy will help students comprehend and understand worded problems. This also allowed students to consolidate their learning and create their own problems and present them to each other to analyse and critique their learning.

There has been a delay in implementing Newman's Error Analysis in the Mathematics faculty. Following this analysis, the process will be used more broadly throughout the faculty in 2023 to continue to ensure students critically reflect on solving worded problem questions with a distinct focus on the 5 steps of Newman's Error Analysis/Prompts. The second year of the SIP will see all faculties further implement Newman's Error Analysis and Prompts as a more critical process for answering questions. This work will further improve the consistent use of mathematical language within the classroom and make sure explicit language is used across all classrooms to increase knowledge and understanding.

HSC Improvement through ALARM and CUBE

CUBE is an evidence-based strategy that enables students to break down HSC questions, to identify the requirements and complexity of the question. The implementation of CUBE was the focus of 2022 towards increasing the number of students in the top two bands in the HSC exams. Implementation focused on the 2022 Year 12 cohort with strategies implemented across faculties. The next step in implementation was the collection of evidence of classroom practice using CUBE to produce a support booklet for future Year 12s, this occurred at the end of Term 3. Teachers have been asked to use the booklet during Term 4 with the 2023 Year 12 cohort and to critically reflect on the implementation of CUBE in 2022, to make further improvements in 2023.

In considering the Strategic Direction as a whole, some changes were made to the implementation of the CUBE and ALARM strategy timeline. This resulted in the leaders of this team delaying the implementation of ALARM until there was a clear direction as to how it would be implemented and to allow staff to focus on CUBE. The decision was made to shift the implementation of ALARM to 2023 once faculty representatives are selected. On surveying staff, it became clear that there were multiple interpretations of ALARM across the school. This was another barrier to being able to implement against the initial timeline.

Professional learning was delivered to staff by some early adopters at a staff development day. The CUBE presentation that was provided to staff was successful and received positively, as it was accessible to all teachers with varied levels of experience with this strategy. Staff were provided with tangible resources to use in the classroom. The team developed and delivered posters around the school in classrooms for students and staff to refer to regularly. Building on these resources, a Year 12 CUBE booklet has been produced which shows that each subject and faculty has engaged with initiative and produced materials to support the students. Resources were spent on CUBE posters and resources that facilitate implementation being provided at staff meetings.

Following the consistent application of CUBE, the team expected to see data that showed that students could understand and break down examination questions and ensure all components of questions were answered. As a team, it was imperative that there was a clear and constant referral to CUBE in the classroom by all classroom teachers at all stages of teaching units of work. This included teachers regularly modelling 'Cubing' questions as well as scaffolding responses with students. Data analysis of students' responses has been completed to correlate between CUBE usage and marks awarded to responses. This data showed that students who 'Cubed' their questions, were more likely to achieve higher marks and showed an improvement in long responses. This analysis happened across 2 faculties and will continue in 2023.

While there has been some uplift in HSC performance in 2022, this will be monitored to see if it continues in future years. Looking forward in the SIP, CUBE implementation is to continue with staff usage to be monitored and implementation encouraged to occur in the junior years. Implementation of ALARM is planned for 2023, which will involve developing a Kirrawee model of ALARM and then training all staff in a common understanding of ALARM for implementation with Year 11.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
NAPLAN Top 2 Bands numeracy increase by an uplift of 5.7%.	The school average of 24.71% (2022) students achieving in the top two bands in NAPLAN numeracy has decreased by 18.93% from the 2019 baseline (43.64%).
NAPLAN Top 2 Bands reading increase by an uplift of 6.5%.	The school result of 27.32% (2022) students achieving in the top two bands in NAPLAN reading has decreased by 4.21% from the 2019 baseline (31.53%).
HSC Top 2 bands increase by an uplift of 4.9%.	40.12% of students attained results in the top two bands demonstrating progress toward the lower bound target, an increase of 2% from 2021
Expected Growth in Reading with an expected uplift of 2%	The expected growth in reading was down 12% on the 2019 baseline.
HSC Top 3 bands increase by an uplift of 4.4%.	76.76 % of students attained results in the top three bands demonstrating progress toward the lower bound target. An increase of 2% from 2021
Expected Growth in Numeracy with an expected uplift of 2.4%	The expected growth in numeracy was down 17% on the 2019 baseline.

Purpose

Kirrawee High School will include a strong focus on nurturing student wellbeing by enabling students to build social and emotional intelligence through embedded wellbeing programming and curriculum. Evidence based wellbeing planning will facilitate tailored opportunities for students to build self-regulation skills and enable them better cope with social and academic challenges.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Highly effective Wellbeing strategies to enhance resilience and self regulation.
- Planned approach to improve student attendance

Resources allocated to this strategic direction

Professional learning: \$6,050.00

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

Aboriginal background: \$16,194.00

Summary of progress

Scope and Sequence for Wellbeing

Wellbeing programs in 2022 focused on generating student, staff, and community awareness of positive wellbeing strategies and led to increased engagement in embedding proactive strategies to enhance resilience and self-regulation in students. As a result of observed deficits in student ability to self-regulate, a SEL pilot was developed and timetabled for implementation in the Year 7 curriculum for 2023. This has also formed the foundation of the re-drafting of a 2023 Scope and Sequence for Wellbeing which more clearly aligns continuity of the explicit teaching of wellbeing concepts across stages under the broader whole school thematic focuses of respect, resilience, and responsibility. Professional Learning and collaborative planning for wellbeing programming has commenced for Year Advisers and will inform implementation of the Scope and Sequence for 2023. A new Scope and Sequence was developed for 2023, with a focus on explicitly teaching chosen social and emotional capabilities over a full term to ensure student engagement and consolidated learning across Year meetings, school activities, and classroom contexts. The focus for 2023 involves supporting Year Advisers to develop learning sequences for these capabilities by engaging in professional learning and supporting planning Year Meetings proactively.

Pulse App

The focus for 2022 was to generate increased participation in the Pulse App and thereby positively influence uplift in student reflection and positive action on wellbeing. Measures to generate an uplift in participation through student led programs, greater analysis of Pulse data in Executive and Faculty meetings, and greater communication of trends in data with the parent community, did not yield improvement. Limited student engagement with the App was addressed by renewing staff procedures including clearer communication of data sets fortnightly to support Year Adviser intervention. Student evaluation and review of the implementation of the Pulse App informed staff evaluation for improved planning in 2023. This involves the adoption of the Department model of Pulse with new parameters for implementation. Focus groups with students showed that students' negative perception of the App related to perceived stigma in 'asking for help' and a reluctance to check in and complete the Pulse survey in classes where other students could see responses. This data led to a reconsideration of the ways in which the Department model of Pulse would be implemented including the option to check in whenever they needed to and the option to check in either at home or at school. This has facilitated a broader evaluation of wellbeing intervention measures, including the development of student-led promotional programs to encourage participation in Pulse check-ins.

High Potential and Gifted Education Program

The focus for the implementation of the HPGE program in 2022 was to ensure that processes for implementing intensive support for high potential learners were clear and implemented effectively. This involved the development of structured mentoring processes including the development of a HPGE Learning Plan and the provision of regular mentor meetings each term with identified students. The effectiveness of the HPGE mentoring program was limited by a lack of student identification and staff referrals. This has been addressed through scheduled PL for 2023 as well as the development of faculty identification planning and support measures. The mentoring program will be expanded in 2023 to include an increase in the number of teacher mentors and the assignment of teacher mentors to specific domains. Mentors have

received professional learning in HPGE and specifically the mentoring of gifted students and will continue to engage in professional collaboration in 2023. Students will be identified using a variety of new measures including parent referrals, teacher observation and judgment (linked to PL), and analysis of a combination of formative and summative assessment measures.

Stage 6 Program

Well-being support through the curriculum has been strengthened through the consolidation of the Stage 6 Program. The focus for 2022 was to establish effective processes for checking in with Stage 6 students and ensuring that each individual student engaged in academic and personal goal setting and was explicitly taught effective study strategies. Individual Learning Plans (ILPs) were developed for all students in Year 12 and diverse study materials, including assessment scheduling tools, note-taking resources, databases of past assessment and examinations tasks, and scaffolds were made available to students to assist in planning and preparation for assessment tasks. While the ILPs were effective in structuring reflection and conversations about goals, students felt that they needed more consistent reference to these plans, by the Stage 6 teacher and their classroom teachers, to make their learning goals more relevant and visible. The focus for 2023 will be to share these plans with staff and establish mid-year check-ins for plan review. The development of an assessment study schedule and planning tool has been shared with staff, students, and parents to support stress management and organisation and planning for the development of feedback processes, renewed and regular ILP planning and implementation and staff PL has been scheduled for 2023. Plans to embed formative assessment and feedback strategies into structured study periods are being developed to ensure that students are equipped to engage in meaningful and targeted revision and support further improvement toward top HSC band attainment.

Attendance

The focus for attendance in 2022 was to generate improvement in overall attendance rates with a target of increasing the percentage of students attending school 90% or more of the time. This involved implementing renewed attendance strategies to support regular review and intervention for attendance concerns. This involved the Head Teacher Administration and Head Teacher Student Engagement conducting and recording attendance checks every five weeks and leading the Head Teacher Welfare, Year Advisers and the Learning and Support Team in collaborative planning to support student needs. Both the Head Teacher Administration, Head Teacher Student Engagement, and Head Teacher Wellbeing meet regularly with the Learning Support Team (every 5 weeks) to discuss students of concerns and formulate plans to improve attendance for individual students. Regular phone calls were made home to students of concern including students with unexplained absences. Other activities introduced as part of the new procedures included Attendance Rewards and increased communication with the community regarding the importance of attending school.

The residual impacts of the COVID-19 pandemic, including NSW Public Health Orders regarding isolation and additional testing requirements, impacted the effectiveness of these measures as well as the school's ability to accurately determine effect sizes. In 2022, the number of students attending school 90% or more of the time has not increased.

Although whole school attendance percentages fluctuated over the course of 2022, interventions have resulted in a general improvement in individual attendance rates for students. More targeted support for students with attendance concerns ensured that intervention strategies and the creation of individual attendance support plans were relevant and targeted to the needs of individuals. The enhanced role of Year Advisers in this process has also changed student perspective of attendance monitoring as a holistic support for their engagement at school.

These initiatives have led to a renewed focus on targeting attendance improvement more holistically, with a planned focus on supporting students who are not attendance concerns, but identified as having 85-90% attendance. As attendance rewards were well received by students, the school will be expanding this system during 2023 to include Term awards with students with 5 weeks of 100% attendance going into a draw for awards, and a final excursion for students with 99-100% attendance.

The impact of COVID-19 is anticipated to decrease in 2023 and therefore more accurate measurements of the effectiveness of whole school attendance strategies can be determined once initiatives are sustained over a period of two years.

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
Percentage of students reporting positive wellbeing across the areas of sense of belonging, advocacy at school	The number of students reporting a positive sense of belonging has increased by 2% from 62% to 64%.

and expectations for success increased more than 6% Tell Them From Me survey data	<p>The number of students reporting positive advocacy at school has increased by 2% from 56% to 58%</p> <p>The number of students reporting positive expectations for success has decreased by nearly 8% from 78% to 70%</p>
Percentage of students attending school 90% or more increase by 6%.	The number of students attending greater than 90% or more of the time is 57.2% with no progress on the target yet to be shown.

Strategic Direction 3: Excellence in teaching and learning

Purpose

To improve student learning through high-quality, evidence-based teaching strategies. Teachers develop and use engaging learning opportunities, taking shared responsibility for student improvement and contributing to a transparent learning culture that is underpinned by high expectations.

Through professional learning, all staff will develop a practical understanding of the structures to improve teaching practice by working collaboratively within and across faculties.

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.

- Formative Assessment
- Quality Teaching and Distributed Leadership
- Induction

Resources allocated to this strategic direction

Professional learning: \$81,808.00

Summary of progress

Formative Assessment

The leadership team have been working towards developing staff capacity in the strategies of formative assessment to generate improvement in student engagement and attainment. Learning Intention and Success Criteria continue to be the focus for professional learning as staff work to develop capacity in writing and use this model to improve student attainment. Staff sharing and collection of examples have driven professional learning that will occur in Term 1 2023.

An assessment committee was established with volunteers from a range of faculties to guide improvement in procedures and processes related to formal and informal assessment. Following consultation with staff, students and parents the policy was updated. The main update centred around streamlining the policy around credentials to improve student understanding of the policy and to improve consistency in the application by staff.

Quality Teaching and Distributed Leadership

The leadership team and staff worked towards improving individual staff development through restructuring the PDP process. This restructure ensures that each faculty has a clear, achievable, and structured faculty improvement plan based on the PDP goals of the individuals in the faculty, as well as ensuring that Head Teachers meet twice per term for a formal meeting with their line manager within the Senior Executive. These check-in meetings act as a framework for encouraging improvement at a faculty level towards the whole school improvement measures outlined in the SIP. Individually, teachers have developed SMART goals at individual, faculty, and whole school level to pursue excellence in teaching and learning. Staff also complete structured reflective lesson observations with a peer or mentor to inform progress against their own goals as well as those whole school goals outlined in the SIP.

Induction

The Strategic Direction 3 team, led by the Head Teacher Administration, are developing a process to induct new staff to Kirrawee High School, and new teachers to the profession. This will provide both resources and relief time for new staff to be successfully transitioned into the school with knowledge of the processes, procedures and focus areas for professional development. The collation of the individual faculty induction processes throughout 2022 will lead to the development of a school-wide induction process for 2023 and beyond.

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 PDP's will include structured, negotiated goals and observations to improve explicit strategies in line with the school plan.	<p>Staff utilised the structured PDP proforma which incorporated a minimum of 3 negotiated goals in relation to the SIP. Staff were also required to use the Lesson Observation proforma as a means of gathering evidence to complement their PDP goals.</p> <p>Head Teachers held informal discussions with staff to ensure goals aligned with the SIP and lesson observations were conducted. Head Teachers then participated in formal discussions with the Deputy Principal to provide evidence of their faculty supporting the strategic directions of the school.</p> <p>As a result of this structured approach to goal setting, aligned with the strategic directions of the school, staff have increased their uptake of and participation in professional learning and have used it to improve teaching and learning.</p> <p>Lesson observations have created cross-faculty discussions and collegiality among staff.</p>
A structured approach to induct new and beginning teachers to KHS with a program based off the 2021 staff handbook and updated with new policies and procedures.	This is a new initiative that the school has implemented. Head Teachers have been surveyed and responses collated to ensure that the new staff in the school are presented with the same information. 2023 progress will occur through ensuring uniformity across faculties with implementation and surveying new staff that have started in the school in 2022 about their experiences with the induction process.
Teachers receive professional learning on Formative assessment, developing a toolbox of strategies to engage students. Continue with LISC, start effective feedback.	Kirrawee High School is focusing on developing staff capacity in the five evidenced-based Formative Assessment strategies and related techniques. Staff have undertaken further development in writing contextually appropriate Learning Intentions and Success Criteria (LISC) for faculties. This strategy is incorporated into teaching resources and faculty programs. Staff have identified a want to further develop faculty-specific LISC to guide student learning and growth. 84% of students have indicated they have benefited from using LISC in lessons and desire for LISC to be embedded across all lessons. Further progress for implementing Formative Assessment in 2023 will focus on mechanisms for delivering effective student feedback and empowering students to act on this.
Update senior assessment notification scaffold to include goal setting, feedback and feedback acknowledgment.	In order to achieve this goal, the school formed an assessment review panel of teachers, executive and senior executive staff. The panel reviewed the assessment policy. Recommendations were made for changes to the current policy and presented to the executive for consultation. Feedback from the Executive was then reported back to the assessment review panel and changes were finalised for the new policy. The draft policy was then presented for consultation to staff and student leaders. Once feedback was received the final version of the policy was completed. The new policy was published for 2023. New documents related to the policy including the Illness/misadventure form and variation to routine forms were reviewed by the assessment review panel and improved.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$83,692.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kirrawee High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of two SLSOs <p>The allocation of this funding has resulted in the following impact: Two SLSOs are employed on a permanent basis to work with 6 IFS students. Classroom and assessment support is provided as well as support for employment, transition support, excursions.</p> <p>Students have support allocated based on their funding. Students and parents receive regular updates on progress. SLSOs are a contact point for classroom teachers within the learning support team. Students experienced increased engagement in class and improved performance in assessments. Parent, student SLSO and LST meetings were conducted to ensure the needs of students were being met.</p> <p>After evaluation, the next steps to support our students will be: Assess funding for 2023 and employ staff and allocate support according to individual funding</p>
<p>Socio-economic background</p> <p>\$41,871.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kirrawee 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"> • Focus on Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Professional development of staff through Learning Support Team to support student learning <p>The allocation of this funding has resulted in the following impact: Teachers have a deeper knowledge of the 'how' and 'why' of teaching reading. All staff are aware of the reading rope, the importance of building subject specific vocabulary and comprehension strategies that are used consistently across the school.</p> <p>After evaluation, the next steps to support our students will be: Continue to implement reading strategies across the school and track data in improvement in standardised testing.</p>
<p>Aboriginal background</p> <p>\$18,694.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kirrawee 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>

<p>Aboriginal background</p> <p>\$18,694.00</p>	<ul style="list-style-type: none"> • Planned approach to improve student attendance • 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 an Aboriginal Education Officer <p>The allocation of this funding has resulted in the following impact: The Aboriginal Education Officer is employed once a week to facilitate students' cultural engagement and support staff to understand and embed Aboriginal perspectives in teaching and learning programs.</p> <p>After evaluation, the next steps to support our students will be: Assess funding for staffing of the AEO role and continue to target improvement in educational outcomes of Aboriginal students by establishing relevant and meaningful links to culture through learning and experiences.</p>
<p>English language proficiency</p> <p>\$23,831.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kirrawee 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"> • Focus on Numeracy • Focus on Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: Students who are identified as requiring support for English language due to English being their second or third language were supported throughout Maths, Science, English and a range of practical subjects. Some students were able to exceed academic expectations with this targeted support. Students reported feeling well supported by this staff member. Staff received support in modifying work and assessments. Students were supported in completing standardised testing and minimum standards testing.</p> <p>After evaluation, the next steps to support our students will be: Assess growth and achievement data for students who have English as second or third language and continue to provide targeted support to these students on a needs basis.</p>
<p>Low level adjustment for disability</p> <p>\$162,782.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Kirrawee 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"> • Focus on Numeracy • Focus on Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers • Employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in

<p>Low level adjustment for disability</p> <p>\$162,782.00</p>	<p>improvement for students with additional learning needs</p> <ul style="list-style-type: none"> • Development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: Staff have attended school-based professional learning to upskill in pedagogical strategies for literacy, numeracy and differentiation following evidence-based practices. Students have attended small group tuition based on CESE's small group guides for literacy and numeracy. Students received in-class support from student learning and support staff..</p> <p>After evaluation, the next steps to support our students will be: Assess staff knowledge and expertise and continue to provide targeted PL for disability. Continue to provide adjustments, provisions and small group support to identified students. Continue to strategically staff with experts to best support our students with a disability.</p>
<p>Professional learning</p> <p>\$87,858.00</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 Kirrawee 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"> • Highly effective Wellbeing strategies to enhance resilience and self regulation. • Quality Teaching and Distributed Leadership • Formative Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Whole School Professional Learning Plan which involved staff Professional Development Plans and access to individual professional learning, staff development days, Thursday afternoon staff and faculty professional learning and executive professional learning on Tuesday afternoons <p>The allocation of this funding has resulted in the following impact: Staff have been skilled in HSC improvement, Professional development, formative assessment, and supporting the wellbeing of all students. Students are developed in problem-solving, resolving conflict and developing emotional regulation, and concepts to support academic achievement.</p> <p>After evaluation, the next steps to support our students will be: Refine the professional learning schedule in conjunction with the SIP to develop and emphasise high-leverage strategies that support student growth and attainment, wellbeing, and excellence in teaching.</p>
<p>COVID ILSP</p> <p>\$41,900.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition • Providing targeted, explicit instruction for student groups in

<p>COVID ILSP</p> <p>\$41,900.00</p>	<p>literacy/numeracy - using the Reading Rope and Newman's Prompts</p> <ul style="list-style-type: none"> • Employing/releasing staff to coordinate the targeted student growth groups program <p>The allocation of this funding has resulted in the following impact: 85 students participated in targeted numeracy and literacy growth groups that focused on students learning to independently construct and solve mathematical problems using the stages read, comprehend, process, transform and encode (Numeracy) and develop comprehension skills using the Super 6 strategy (Literacy). Students reported exceptional engagement with these groups. Attendance in these groups was very high. Students who participated commented that they better understood how to unpack and solve questions both in NAPLAN and in their mathematics and English classes. Student could successfully write and answer questions similar to those seen in NAPLAN numeracy assessments. Students could independently construct and solve comprehension questions using comprehension strategies.</p> <p>The impact was seen in growth in NAPLAN results in individuals who participated in numeracy & literacy groups. This value added data will be analysed when the data is available. Student saw improvements in school based assessments and in their program evaluation they linked this improvement in performance to the TGG's.</p> <p>After evaluation, the next steps to support our students will be: Continue to support students in small group tuition as COVID ILSP money is provided to the school.</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 Kirrawee 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"> • Highly effective Wellbeing strategies to enhance resilience and self regulation. <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Professional training in key wellbeing programs such as Love Bites, Managing the Bull and Managing Relational Aggression • Wellbeing Hub <p>The allocation of this funding has resulted in the following impact: SSO is trained to address low resilience in students with the provision of strategies to support the identification and regulation of emotions. SSO has planned for the delivery of ongoing workshops to target key social and emotional learning competencies in students presenting with low resilience, difficulty in regulating or managing emotions and/or difficulty in managing peer conflict.</p> <p>After evaluation, the next steps to support our students will be: Deliver workshops and programs (Love Bites, Managing the Bull and Relational Aggression) for targeted small group intervention in key social and emotion competencies for resilience building and emotional regulation. Ongoing evaluation of workshops will be used to make adjustments based on identified student need.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	587	563	559	523
Girls	617	620	598	572

Student attendance profile

School				
Year	2019	2020	2021	2022
7	94.4	95.7	94.0	93.1
8	91.6	94.5	91.2	90.4
9	92.5	93.8	89.6	87.8
10	91.4	93.7	88.0	88.0
11	91.9	94.3	91.3	89.3
12	92.2	95.6	91.4	89.6
All Years	92.4	94.6	90.9	89.6
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	N/A	1	1
Employment	4	N/A	17
TAFE entry	N/A	2	15
University Entry	N/A	N/A	64
Other	N/A	N/A	3
Unknown	N/A	N/A	N/A

Year 12 students undertaking vocational or trade training

14.61% of Year 12 students at Kirrawee High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

99.4% of all Year 12 students at Kirrawee High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	53.7
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	3
School Administration and Support Staff	13.97
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	1,429,015
Revenue	13,132,035
Appropriation	12,121,806
Sale of Goods and Services	117,482
Grants and contributions	872,965
Investment income	18,322
Other revenue	1,460
Expenses	-13,076,309
Employee related	-11,685,556
Operating expenses	-1,390,753
Surplus / deficit for the year	55,725
Closing Balance	1,484,740

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	83,693
Equity Total	252,106
Equity - Aboriginal	18,694
Equity - Socio-economic	43,399
Equity - Language	25,000
Equity - Disability	165,013
Base Total	10,528,046
Base - Per Capita	292,300
Base - Location	0
Base - Other	10,235,746
Other Total	882,770
Grand Total	11,746,615

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

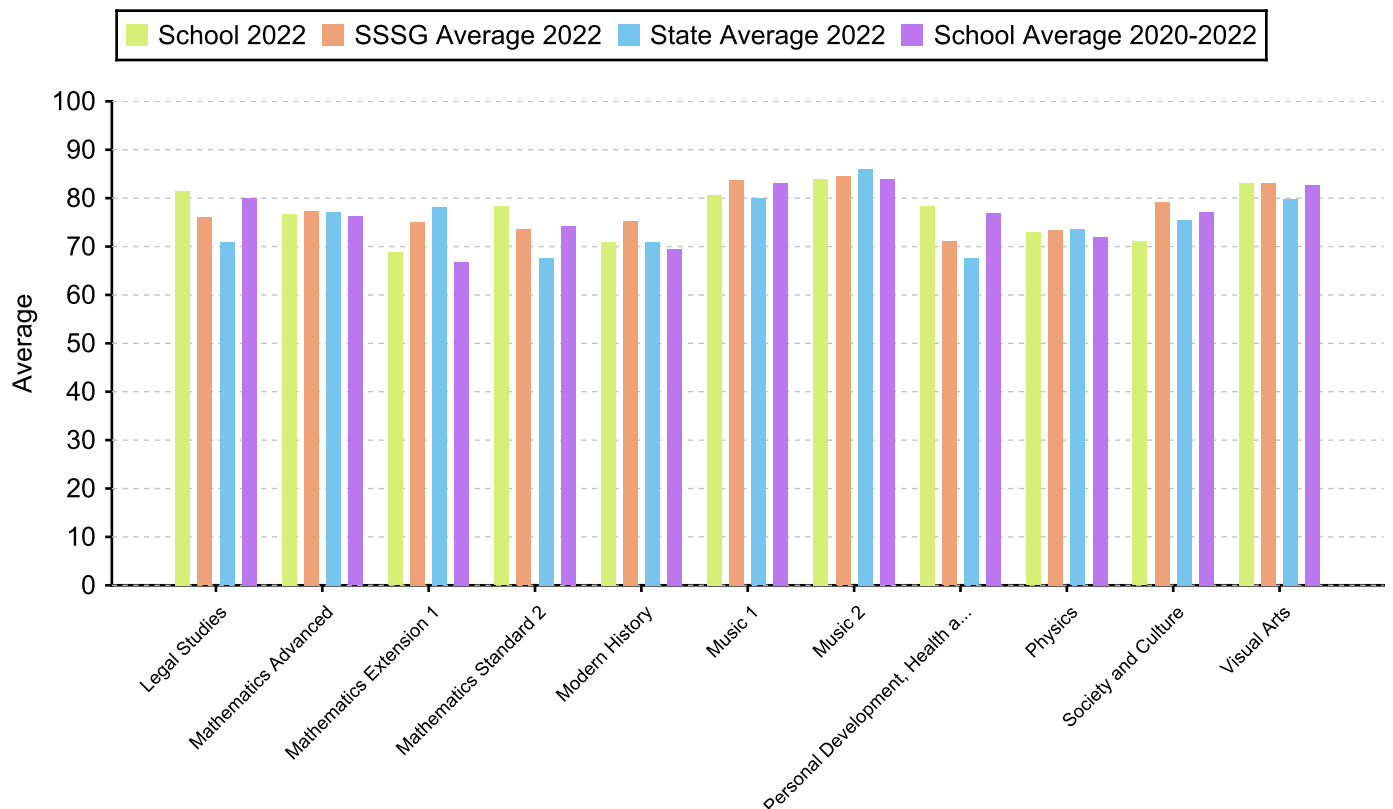
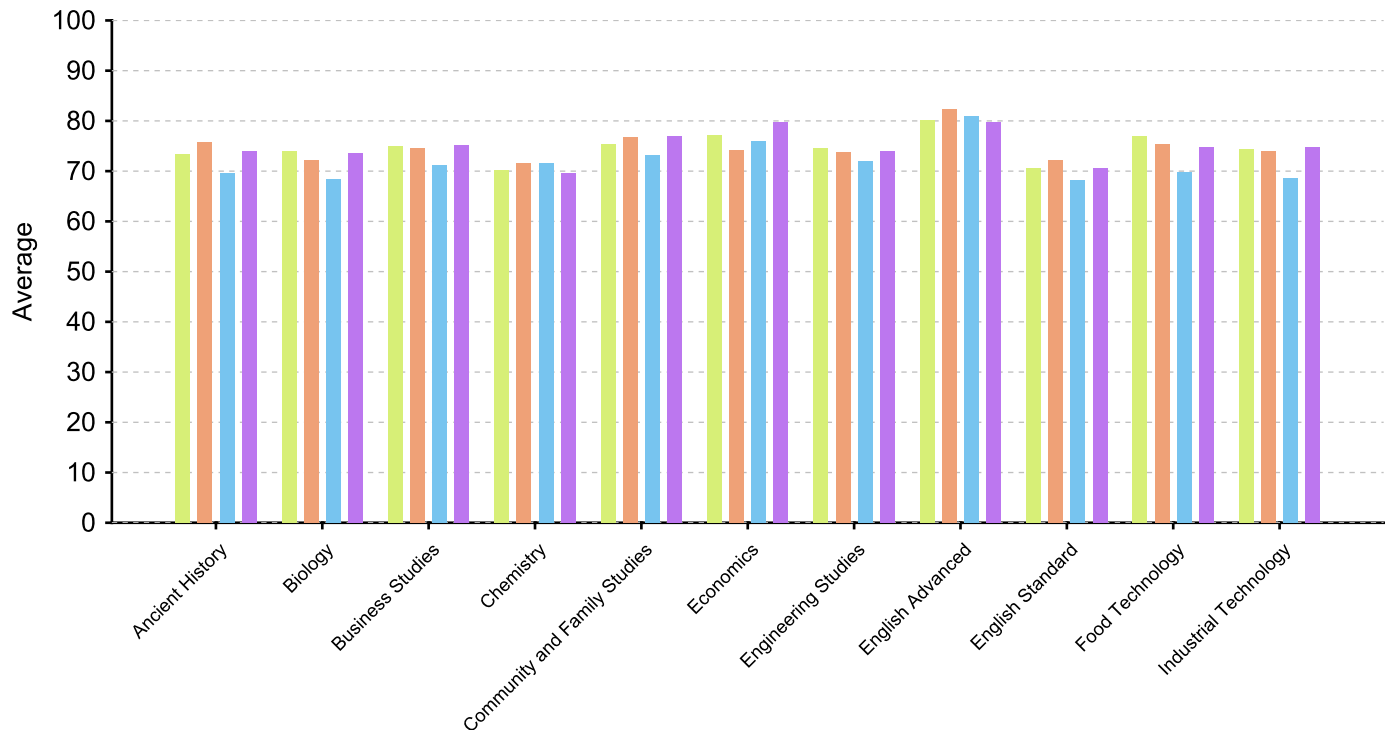
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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	73.3	75.8	69.6	73.9
Biology	74.0	72.1	68.5	73.5
Business Studies	75.0	74.6	71.2	75.1
Chemistry	70.2	71.6	71.7	69.5
Community and Family Studies	75.4	76.7	73.2	76.9
Economics	77.2	74.2	76.0	79.8
Engineering Studies	74.5	73.8	72.0	74.0
English Advanced	80.2	82.3	81.0	79.8
English Standard	70.5	72.1	68.1	70.6
Food Technology	76.9	75.4	69.7	74.7
Industrial Technology	74.3	74.1	68.6	74.8
Legal Studies	81.5	76.0	70.8	80.1
Mathematics Advanced	76.7	77.4	77.1	76.2
Mathematics Extension 1	68.8	75.1	78.0	66.8
Mathematics Standard 2	78.3	73.5	67.6	74.2
Modern History	70.9	75.3	70.9	69.5
Music 1	80.6	83.7	79.9	83.1
Music 2	83.9	84.5	86.0	83.8
Personal Development, Health and Physical Education	78.4	71.0	67.5	77.0
Physics	72.9	73.4	73.5	71.9
Society and Culture	71.0	79.2	75.5	77.1
Visual Arts	83.1	83.2	79.8	82.7

Parent/caregiver, student, teacher satisfaction

Kirrawee High School has an exceptional relationship with and values our role in the local community. We place great importance on collaborating with our community.

Parents/carers have responded with overwhelming support for the introduction of new procedures related to student welfare and mobile device use at school. Through P&C meetings faculty leaders have sought feedback from the community about essential skills and input into our curriculum. The implementation of parent information evenings for Years 7, 8, 10 and 12 allows the school to engage parents/carers in key milestones and events and are well-received. Parents/carers are kept informed via the school newsletter, the school website's news feed, and our Facebook page. Content is regularly published to communicate important information and student achievement.

Teachers are supported through release time to implement and plan for the new curriculum. Teachers report high rates of the school being an inclusive environment, utilising modern teaching strategies, using data to inform practice, having an excellent culture towards learning, and being a collaborative environment. 72% of teachers report a strong communication of strategic vision targeting improvement. Teachers continue to engage in discussion and promotion of the profession and there is strong collegiality to support the improvement of the school and provide opportunities for students.

The majority of students report a positive sense of belonging at school, growing 6% from the previous year. 80% believe they have positive relationships with peers who encourage positive choices. Compared to the NSW norm, students at Kirrawee High School believe they have confidence in their achievement and are set high expectations in school. The majority of students (61%) believe they can achieve at a high level. Students have identified they need to improve their ability to pursue goals to completion and overcome setbacks and challenges that are typical of the ordinary course of school life.

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.