2022 Annual Report

Kellyville High School

Kellyville High School

Learning | Excellence | Integrity

8477

Introduction

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

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

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School vision

The staff, students and parents/carers at our school embody the values of aspiration, resilience and respect to empower all of us to achieve our personal best.

School context

Kellyville High School, located on the land of the Dharug People in the Hills Shire of north-western Sydney, is a coeducational comprehensive school of 850 students (10% from non-English speaking backgrounds) with an Inclusive Education Faculty of 42 students and 10 students identifying as Aboriginal and Torres Strait Islander.

Opening in 2003, the school committed to delivering quality teaching and learning to all students under the three principles of "Learning, Excellence and Integrity." The logo design symbolically reflects the entry into one stage of development and the exit into the next part of life. The colours chosen are those from the local area of the Kellyville community.

From 2021, a Middle and Senior School structure was introduced to support students and staff in developing a productive and inclusive learning environment. Middle School - Years 7, 8 and 9 - has a focus on wellbeing, literacy, numeracy, school culture, adapting to high school systems and expectations and building partnerships with our local Primary Schools. The two key transition points are Year 6 to 7 and Year 9 to 10. Senior school - Years 10,11 and 12 - has a focus on wellbeing, academic rigour, school to work or tertiary studies, citizenship and building partnerships with outside agencies. There are transition points in Years 10, 11 and 12 reflecting the individual goals of students.

The learning and wellbeing of all students is underpinned by a strong, proactive and supportive wellbeing team that ensures all students and staff are valued and cared for and have access to emotional and social support. This support is extended to include our Positive Behaviour for Learning (PBL) framework to instil the school values of aspirational, respectful and resilient students, staff and parents/carers.

Students are offered a wide range of co-curricular activities focusing on the creative and performing arts, debating, sport, the environment, student leadership and Duke of Edinburgh Program. All individual year groups have committed to a charity of their choice to support through fundraising.

The school has strong collaborative relationships with our local partner Primary schools, P & C and the broader community.

Our current Strategic Improvement Plan for 2021-2024 is focused on 3 directions: Student Growth and Attainment; Leading Learning and Connectedness. Through the implementation of these directions and ongoing feedback and evaluation, the school is committed to setting challenging and achievable learning goals for all students, delivered consistently by teachers in a culture of high expectations.

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

Purpose

Our purpose is to ensure each student experiences growth throughout their learning journey. Through explicit teaching informed by evidenced based practices, and evaluation of student performance data, our teachers will adapt and engage in targeted professional and collaborative learning to set our students on the path for success.

Initiatives

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

- Explicit use of high impact teaching strategies

Resources allocated to this strategic direction

Professional learning: $23,500.00
Integration funding support: $87,200.00
English language proficiency: $55,937.94
Socio-economic background: $51,000.00
Aboriginal background: $9,058.09
Refugee Student Support: $1,663.74

Summary of progress

Some improvement has been made towards meeting Strategic Direction 1: Student Growth and attainment, however, progress measures have not been fully met. There has been progress in both NAPLAN and HSC results, generally in line with lower bound targets. The introduction of focused literacy/numeracy lessons has seen more significant improvement in targeted areas of NAPLAN, Best Start and Check-in data. Results for Aboriginal students have remained below the average of their cohort, however, all Year 12 Aboriginal students achieved their HSC credential.

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 The percentage of students achieving in the top 2 bands in reading for NAPLAN increases from 23% to 29 - 32%. Results for Aboriginal and EAL/D students are equivalent to or exceeding the progress and achievement of all students in the school.	• 23% of Year 9 students achieved in the top 2 bands in NAPLAN for reading indicating progress toward the lower bound target. • Data for Aboriginal students indicate they are performing below the average achievement of students in the school for reading. • Data for reading reveals EAL/D students at developing levels score above the achievement of all students in the school. Students in the emerging and consolidating levels are performing below the school average. • 23.65% of students in Years 7 and 9 achieved in the top 2 bands in NAPLAN 2022 for reading.
The percentage of students achieving in the top 2 bands in numeracy for NAPLAN increases from 30% to 36 - 39%. Results for Aboriginal and EAL/D students are equivalent to or exceeding the progress and achievement of all students in the school.	• 33% of Year 9 students achieved in the top 2 bands in NAPLAN for numeracy indicating progress toward the lower bound target. • Data for Aboriginal students indicate they are performing below the average achievement of students in the school for numeracy. Student performance data was disrupted by COVID limiting completion of assessments. • Data for numeracy reveals EAL/D students at developing levels score above the achievement of all students in the school. Students in the emerging and consolidating levels are performing below the school average. • 32.62% of students in Years 7 and 9 achieved in the top 2 bands in NAPLAN 2022 for numeracy.

HSC Top 2 bands The percentage of students achieving in the top 2 bands in the HSC increases from 41% to 46 - 48%. Increase the % of Aboriginal students attaining the HSC whilst maintaining their cultural identity to a minimum of the system-negotiated lower bound target	35.27% of HSC students attained results in the top two bands demonstrating progress toward the lower bound target. 100% of Aboriginal students in Year 12 achieved their HSC credential pursuing a non ATAR pathway inclusive of a Certificate II in a vocational pathway.
Working towards upper bound system negotiated target in **expected growth** of 76% in **Numeracy.**	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.
HSC Top 3 Bands Achieving the upper bound system negotiated target of 81%.	67.02% of HSC students attained results in the top three bands demonstrating progress toward the lower bound target.
Working towards upper bound System negotiated target of 70% in Reading.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.
Teachers comprehensively analyse student progress and achievement data for insights into student learning and discusses results with the whole staff.	This year saw the introduction of a targeted skills period for each Year 8 student in the areas of literacy, numeracy and scientific literacy. NAPLAN, Best Start and Assessment Check In data were analysed to explicitly identify areas for targeted intervention for this cohort. For literacy, the areas targeted included literal comprehension, inference and writing using PEEL paragraph structures consistently across all KLAs. For numeracy, measurement, ratios and working mathematically were identified. Year 8 student performance data reveals a sustained achievement level above SSSG and State in numeracy.Year 8 student achievement in reading indicates that our school is within a 1% range of data identified in SSSG and significantly above the state for Best Start and Check In data. Targeted professional learning for executive staff was given to improve confidence in data analysis. Executive staff then delivered training to their KLA's for contextualising in their classrooms.

Strategic Direction 2: Leading Learning

Purpose

Our purpose is to sustain a focus on leading quality teaching and learning for the improvement of student learning outcomes. Educational programs will embed high impact teaching strategies ensuring relevant and appropriate levels of challenge for the diverse range of all learners. Students will be equipped to develop and refine transferable skills in problem solving, communication and critical thinking to adapt to the challenges they face at all significant transition points for the continuation of learning.

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.

- High Impact Professional Learning
- High levels of intellectual quality and significance

Resources allocated to this strategic direction

Professional learning: $34,000.00
Low level adjustment for disability: $166,514.07
English language proficiency: $22,984.20
Integration funding support: $26,616.00
Socio-economic background: $4,372.49

Summary of progress

Our united approach to high impact professional learning including the teaching of explicit expectations of students has been launched in 2022, in line with other school initiatives of PBL and classroom management. This has displayed a consistent approach to bookwork, computer work, and classroom management across all KLA's. A deep dive into quality stage 6 assessment tasks and their alignment to quality teaching and learning programs has influenced the development of high impact assessment tasks that are aligned to NESA requirements for each subject area. A reinvigorated approach to high levels of intellectual quality and significance including an evaluation of Sentral entries, focusing on the positives, as well as segregating the negative incidents into minor and major entries, has streamlined the data entry for staff and also contributed to an increase of positive wellbeing entries for students, linking in with a redesigned merit system.

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 staff will have access to and engage in professional learning around platforms such as SCOUT, that track and analyse data sets.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use. Document analysis of learning programs indicate 50% of learning programs include evidence of adjustments made to accommodate individual student needs. Staff have accessed SCOUT to analyse data sets to create class profiles during the first school development day of the year. Staff have had access and utilised data sets, including check in data, to identify areas of need in class cohorts to identify teaching strategies that will have the greatest impact.
Professional learning is designed to meet student needs which are identified through analysis of progress and achievement data. Professional learning is aligned to Personal Development Goals.	100% of staff participated in the Glenn Pearsall professional learning activities focusing on classroom management. Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the themes of Feedback and Classroom Management in the element of Effective Classroom Practice - an increase from delivering in 2021.

Professional learning is designed to meet student needs which are identified through analysis of progress and achievement data. Professional learning is aligned to Personal Development Goals.	The professional learning has resulted in an increased capacity of all teachers to embed effective practices in explicit classroom management. A whole school approach ensured effective evidence-based teaching methods that optimised learning progress for all students, across the full range of abilities. Effective methods were identified, promoted and modelled, and student learning improvement was monitored, demonstrating growth. After evaluation, the next steps to support our students will be personalised and targeted professional learning in the form of mentoring, coaching and co-teaching, as well as a focus on high potential and gifted education..
Implementation of improved Professional Learning initiatives explicitly linked to areas of staff and student need. Completion of 4 PLC QTR groups - 4 staff per group and 1 group per term.	Delay in implementing initiatives of Quality Teaching in 2022 have required this work to be postponed to 2023. To date there has been an increase of six staff who were able to fulfill this progress measure in 2023. However, a focused initiative of aligning scope and sequences and assessment schedules for Stage 6 has resulted in all Year 12 subjects to have these documents realigned to their syllabus document. Document analysis of learning programs indicate that 100% of Stage 6 scope and sequences and assessment schedules align with syllabus documents. This will continue with Stage 4 and 5 assessments in 2023. Teachers clearly understood, developed and applied a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.
Students meet the NSW Government norm in the desirable skills - challenge quadrant with high skills and high challenge of 40%. Students meet the NSW Government norm of 11% for students who are confident in their skills, however do not find their classes challenging.	2022 Tell Them From Me data displayed that 36% of students placed themselves in the quadrant with high skills and high challenge, our goal is 40% by 2025. In addition, 19% of students were confident of their skills but did not find classes challenging (NSW Govt norm is 11%). At our annual review it was highlighted that staff were more informed about individual students circumstances due to the increase of communication.

Strategic Direction 3: Connectedness

Purpose

Our purpose is to strategically develop a school culture that will instill a sense of engagement, connection and pride in our school, by staff, students and parents. We strive to create an environment where students and staff have opportunities to influence community connections to foster a strong sense of self.

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.

- Active engagement in school life and a sense of school pride
- Learning, Excellence and Integrity in Action

Resources allocated to this strategic direction

Student support officer (SSO): $96,058.00
Professional learning: $18,978.34

Summary of progress

Throughout 2022 there has been positive improvement moving towards the targets of our 5 year school goals. There has been an increase in attendance rates despite the impact of mandatory isolation periods at the beginning of 2022. The number of students applying and being involved in whole school leadership roles has increased. The school has recorded more positive than negative incidents through Sentral records. Single period truancy rates are down and there is a genuine increase in school engagement and improved behaviour. The overall attendance rate has improved, largely due to improved follow up and targeted interventions aimed at better connecting students to the school. We have completed our first year of a revised timetable which has included a stand alone Wellbeing lesson, placing greater emphasis on student wellbeing and its importance. Tell Them From Me data and overall positive behaviour and attendance patterns would suggest this is contributing to students viewing the school in a more positive light.

The schools image in the community is a focus area, it was pleasing to see an increase in Year 7 local enrolments. However, Community Tell Them From Me data was below the levels we were expecting, particularly parent engagement in the survey.

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
SCHOOL CULTURE • School data reflects an increase in positive behaviours recognised by the school community • Increased platforms for students to access leadership positions, with particular emphasis on increased male applications • The attendance rates increase from 81.40% to 84.3% - 86.80% by 2022. • Improvement in students positive wellbeing and connectedness to the school through several mesaures including, attendance % increasing, reduction in truancy numbers, increase in positive behaviour and working towards the agreed lower target of 74.10% in positive wellbeing through TTFM data.	**School Culture** **Positive Behaviour:** Sentral Data shows a significant shift from recording more negative incidents compared to positive incidents in 2021, to more positive than negative in 2022. More positives are being given out under the new recognition system (comparing Sentral Data, to previous recognition spreadsheet). 7351 positive student entries compared to 4480 negatives in 2022. Data from 2021 shows positives were 1712 and negatives 4221. **Student Leadership:** There has been an 8% increase in the number of leadership positions available across the school since 2020. With a majority of the increase being in the middle school. There has been an increase of boys involved in leadership throughout 2022 in comparison with 2021 numbers. The leadership groups all include a broad range of students from different cultural backgrounds and students with different study pathways and interests. There is an Inclusive Education Captain with the plan to increase

SCHOOL CULTURE	the leadership opportunities in Inclusive Education Faculty throughout 2023.
• School data reflects an increase in positive behaviours recognised by the school community • Increased platforms for students to access leadership positions, with particular emphasis on increased male applications • The attendance rates increase from 81.40% to 84.3% - 86.80% by 2022. • Improvement in students positive wellbeing and connectedness to the school through several mesaures including, attendance % increasing, reduction in truancy numbers, increase in positive behaviour and working towards the agreed lower target of 74.10% in positive wellbeing through TTFM data.	The 2022 Year 7 mentoring group was impacted by COVID but these students were given the opportunity to combine with the newly appointed mentors in readiness for 2023 and helped organise, lead and run a successful Orientation Day late in 2022. **Attendance Rates:** Throughout 2022 the school has reviewed and redeveloped attendance procedures. The school is further participating in a regional attendance program to greater improve systems and follow through on student absence. Early signs are positive in Scout dsata where student attendance showed an overall school improvement of 2% since 2019, when comparing Term 3 and 4 attendance data, ranking us 6th most improved school in the Northern Sydney Region. **Wellbeing:** Timetabled Wellbeing lessons were introduced in 2022. Reduction in single period truancy from 395 in 2021 to 132 in 2022. Overall positive recognition by staff outweighed negative: 7351 to 4480. Students are surveyed twice a term through Forge Well being to give a well being score, the scores are monitored and follow up occurs with those students who have scored low or inconsistently with previous data. This data allows greater follow up and more opportunity to work with students in improving overall wellbeing and helps guide and direct scope and sequencing for wellbeing lessons based around student voicing their areas of wellbeing needs. Overall wellbeing data for 2022 has not been provided at time of publishing.
Achieving an increase of students in our local community enrol in our school up by 5% from the previous year Achieving staff TTFM data with student engagement in class activities by 0.7 from the previous years TTFM survey to represent an increase of positive reputation of the school in the local community by parents up by 4.25% from the lower two bands	**Enrolment Numbers:** Our Year 7 enrolment numbers have increased by over 10% from 2022 to 2023. Above the goal of 5%, however, our overall enrolment numbers to leavers across the school cohort has slightly decreased. **Staff TTFM data Student Engagement:** TTFM data shows a .2 improvement with positive teacher student relationships .7 above state norms. Truancy rates were down 4% from 2021 which makes truancy rates 1% below the state norm. Homework behaviour, intellectual engagement, interest and motivation, valuing school outcomes, effort and positive behaviour at school all had significant increases of between 2-7%. The data demonstrates an improvement of engagement in key components of class activities. Furthermore an improvement in overall Band 6s by over 30% in the HSC with over 10% of the cohort earning 90 and above would suggest a shift in the student engagement in staff activities. Staff TTFM data on student engagement currently sits at 6.8 on track to meet the target of 7.0 by 2025. **School community TTFM data:** There has been a 7% improvement away from the lowest band and a 5% improvement away from the second lowest band in positive reputation of the school in the community. This data is further supported by the positive shift in parents recommending the school data with an increase in the upper two bands by 14%.

Funding sources	Impact achieved this year
Refugee Student Support $1,663.74	Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit use of high impact teaching strategies **Overview of activities partially or fully funded with this targeted funding include:** • employment of additional staff for targeted student support **The allocation of this funding has resulted in the following impact:** Targeted support for identified students has resulted in achievement of their personal learning goals and improved their sense of connection and wellbeing. **After evaluation, the next steps to support our students will be:** To support identified students both in class and non classroom settings through either allocation or employment of additional staff.
Integration funding support $113,816.00	Integration funding support (IFS) allocations support eligible students at Kellyville 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:** • Explicit use of high impact teaching strategies • High levels of intellectual quality and significance **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs • employment of staff to provide additional support for students who have high-level learning needs **The allocation of this funding has resulted in the following impact:** Identified students have had increased access to curriculum pathways, personalised interventions and adjustments based on their specific needs. Increased access to external programs was available for students to meet their individual learning needs. External supports included the use of post school transition coordinators to assist the planning for student's learning to continue beyond school. **After evaluation, the next steps to support our students will be:** Continued support and review through the learning support and wellbeing teams based on the change in student need and increased availability to resources and programs.
Socio-economic background $55,372.49	Socio-economic background equity loading is used to meet the additional learning needs of students at Kellyville 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:** • Explicit use of high impact teaching strategies • High levels of intellectual quality and significance • Other funded activities

Socio-economic background $55,372.49	**Overview of activities partially or fully funded with this equity loading include:** • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff through numeracy program to support student learning • resourcing to increase equitability of resources and services **The allocation of this funding has resulted in the following impact:** Identified students have been supported in their learning though the provision of equipment and resources to continue their personal growth. Student performance data indicates growth across NAPLAN domains compared to initial Best Start and Check In data from the beginning of the year. **After evaluation, the next steps to support our students will be:** Continue to engage students and staff with the writing and numeracy focus to support our trajectory towards achieving the targets. A strategic focus on attendance for students attending between 80-90% for next year as indicated through analysis of attendance and wellbeing data.
Aboriginal background $9,058.09	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kellyville High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit use of high impact teaching strategies • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans **The allocation of this funding has resulted in the following impact:** Improved connections with culture for Aboriginal and Torres Strait Islander students through the active leadership of the Student Coordinator role. Active participation in the AECG as a school and expression of interest towards the Junior AECG and connecting with other external providers to broaden the cultural programs accessible to students. PLPs were developed in conjunction with parents through the inclusion of Yarn Up BBQs, with some disruption to these from COVID. Planning commenced for the establishment of the Aboriginal Resource room with some community consultation, to provide a point of connection for Aboriginal students. Staff have participated in professional learning related to country and the Aboriginal Education policy to deepen their understanding and awareness of Aboriginal culture and policy requirements. **After evaluation, the next steps to support our students will be:** Continuing to monitor and review the PLPs with students and parents to assist students to meet their learning and cultural goals. Commence use of the Aboriginal Resource room in line with parent and student feedback to promote cultural connection and a sense of unity. Further access to professional learning for staff. Continuing to work in partnership with external providers such as Macquarie University to provide Aboriginal students access to cultural and leadership workshops. Improved parent and community relationships with the school through the regular scheduling of Yarn Up BBQs.

English language proficiency $78,922.14	English language proficiency equity loading provides support for students at all four phases of English language learning at Kellyville High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit use of high impact teaching strategies • High Impact Professional Learning **Overview of activities partially or fully funded with this equity loading include:** • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • employment of additional staff to support delivery of targeted initiatives • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms **The allocation of this funding has resulted in the following impact:** Improved student performance in literacy and numeracy outcomes as evidenced in NAPLAN results and teacher identified data and student work samples across all KLAs. **After evaluation, the next steps to support our students will be:** Ongoing analysis of student performance data and learning plans to ensure teaching and learning programs explicitly address the diverse literacy and numeracy needs of students. Continued focus on the use of a whole school writing scaffold and explicit resources to teach grammar to be incorporated into teaching practice.
Low level adjustment for disability $166,514.07	Low level adjustment for disability equity loading provides support for students at Kellyville High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • High Impact Professional Learning • High levels of intellectual quality and significance **Overview of activities partially or fully funded with this equity loading include:** • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • support for students in modified curriculum programs and Individual Learning Plans • employment of LaST and interventionist teacher **The allocation of this funding has resulted in the following impact:** The school having a consistent approach to student learning support and interventions with an increased number of students accessing learning support and collaborative learning support activities. Students achieving growth in NAPLAN performance data and/or improvement in their engagement in their learning. **After evaluation, the next steps to support our students will be:** Continued whole school and individualised interventions, including the development of Individual Education Plans (IEPs) across all KLAs. Ongoing review of IEPs will continue throughout the year. Targeted learning support will be provided to students in class and in small groups.
Professional learning $76,478.34	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 Kellyville High School.

Professional learning $76,478.34	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit use of high impact teaching strategies • High Impact Professional Learning • High levels of intellectual quality and significance • Active engagement in school life and a sense of school pride **Overview of activities partially or fully funded with this initiative funding include:** • staff participating in a range of professional learning focus areas such as assessment practices, classroom management and educational leadership **The allocation of this funding has resulted in the following impact:** Increased capacity of all teachers to embed effective practices in the explicit teaching of classroom behaviour expectations resulting in improved school learning environments. Curriculum alignment of numeracy concepts in Maths and Science teaching and learning programs has supported student growth in numeracy. A review of Stage 6 assessment practices has ensured students are accessing effective and meaningful tasks to ensure they achieve their aspirational learning goals. **After evaluation, the next steps to support our students will be:** Strategically planned professional learning for staff and executive to ensure students access quality teaching practices and strong educational leadership to assist in improving student learning outcomes.
COVID ILSP $53,100.00	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:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups • providing intensive small group tuition for identified students who were significantly impacted from limited engagement during learning from home • employing staff to supervise and monitor progress of student groups engaging in tuition in COVID ILSP class withdrawal program **The allocation of this funding has resulted in the following impact:** The funding allocation has resulted in small groups learning in an environment targeted to their ability. In this environment, some students flourished and increased their confidence that was then transferred into their other learning environments. Some growth in targeted progression areas according to PLAN data, however, student progress was impacted by other wellbeing and attendance concerns. **After evaluation, the next steps to support our students will be:** Some disruption to the program occurred which will be addressed in next year's funding allocation. Continued implementation of literacy and numeracy small group tuition using data sources to identify specific student needs. The learning and support processes will involve more frequent communication to teachers of monitoring and support strategies in place for students. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.
Student support officer (SSO) $96,058.00	These funds have been used to support improved outcomes and the achievements of staff and students at Kellyville High School

Student support officer (SSO) $96,058.00	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Active engagement in school life and a sense of school pride **Overview of activities partially or fully funded with this Staffing - Other funding include:** • Targeted wellbeing programs, individualised support for students in conjunction with wellbeing team **The allocation of this funding has resulted in the following impact:** This position was temporarily vacant during 2022 as a suitable applicant was unable to be sourced. **After evaluation, the next steps to support our students will be:** On return of our permanent appointed SSO, they will be active in supporting students in conjunction with other wellbeing support staff in the school to engage students purposefully and productively in their learning and social engagement at school. A referral process will be implemented to ensure this resource is utilised effectively in the school and accessible to students.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	550	538	459	433
Girls	458	437	404	379

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
7	94.5	95.9	92.2	90.4
8	91.6	95.0	92.4	87.8
9	92.6	92.1	90.0	87.0
10	89.4	92.9	86.6	87.0
11	94.2	90.6	87.6	84.8
12	95.1	93.9	91.1	87.4
All Years	92.9	93.5	90.0	87.3
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

Student attendance throughout 2022 was impacted significantly due to mandatory stay-at-home orders for students diagnosed with COVID-19. This had a significant impact on our overall attendance specifically in the earlier terms.
Overall attendance by term

- Term 1: 88.40%
- Term 2: 85.20%
- Term 3: 87.80%
- Term 4: 88.40%

The figures above are the average percentage across all grades throughout the specified term.

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	4
Employment	4.4	3.3	3
TAFE entry	3.2	3.9	3
University Entry	0	0	60
Other	0	1.3	13
Unknown	0	0	17

Year 12 students undertaking vocational or trade training

22.73% of Year 12 students at Kellyville High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Kellyville 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)	11
Classroom Teacher(s)	45.3
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	16.48
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.

Throughout 2022, staff have participated in various Professional Learning that align with individual, faculty and whole

school Performance Development goals. These include:

- Numerous Stage 6 teachers participated in HSC subject specific professional learning to improve student growth and achievement.
- Staff also focused on leadership and evidenced based wellbeing strategies to improve educational and wellbeing outcomes for our students.
- Our school development days have focused on mandatory training, including cardio pulmonary resuscitation and anaphylaxis, as well as child protection. Workshops also included HSC and Scout data analysis, internal school data to address individual student need as well as performance development goal setting and set up of google classrooms.
- Several professional learning sessions on Aboriginal education, including a whole staff presentation on welcome and acknowledgement of country, which embedded cultural practices within the school and allowed staff to recognise the significance of acknowledging country.
- Whole school professional learning focus on classroom management. An external presenter presented on whole school classroom management procedures and functions of behaviour. Subsequent to this, staff participated in cross faculty collegial discussions, were immersed in evidence based research What Works Best (high expectations and classroom management), analysed Tell Them From Me survey data on learning environments, and formulated a consistent framework of classroom expectations.

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	977,130
Revenue	11,275,197
Appropriation	10,759,923
Sale of Goods and Services	73,732
Grants and contributions	413,428
Investment income	13,577
Other revenue	14,538
Expenses	-11,309,133
Employee related	-9,816,284
Operating expenses	-1,492,849
Surplus / deficit for the year	-33,936
Closing Balance	943,194

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	115,480
Equity Total	309,867
Equity - Aboriginal	9,058
Equity - Socio-economic	55,372
Equity - Language	78,922
Equity - Disability	166,514
Base Total	9,443,672
Base - Per Capita	226,770
Base - Location	0
Base - Other	9,216,902
Other Total	566,913
Grand Total	10,435,932

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.
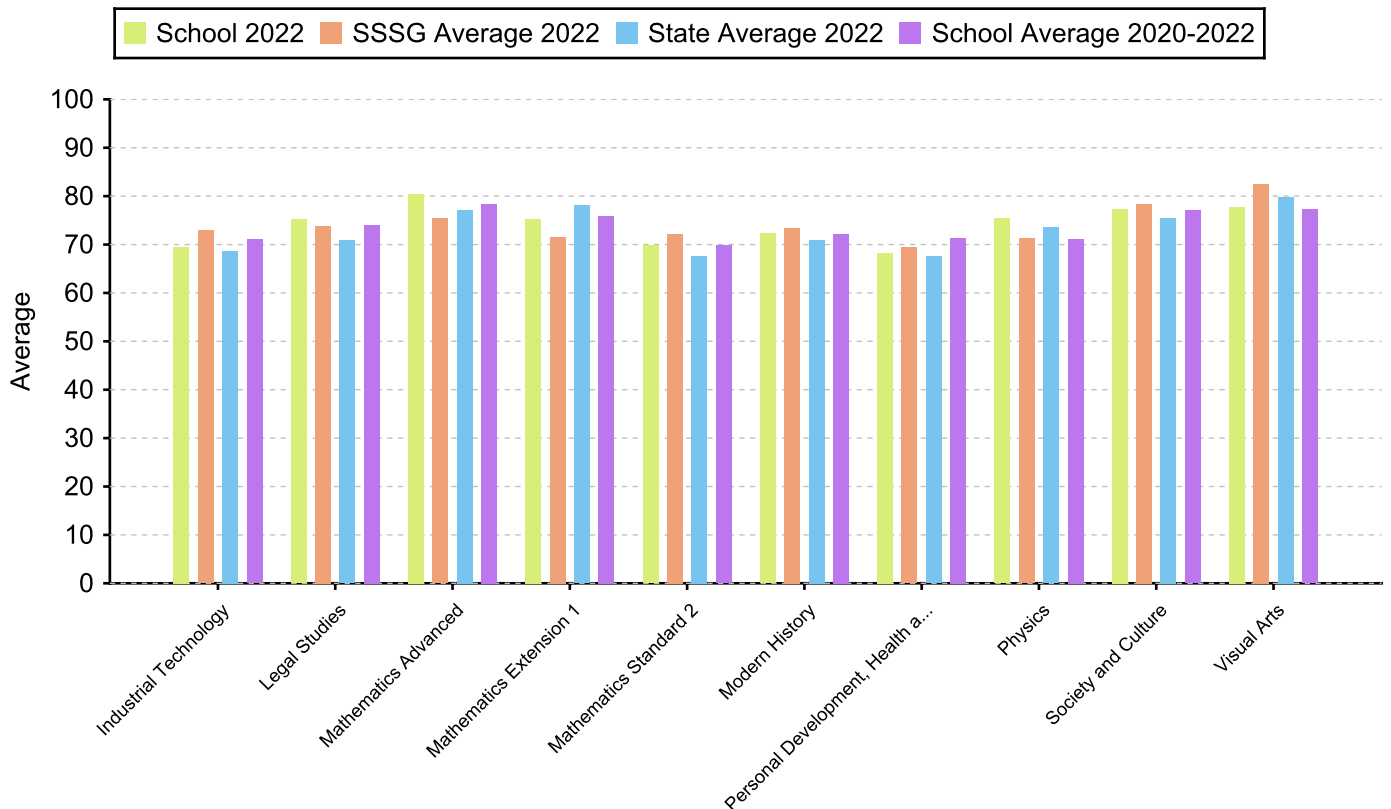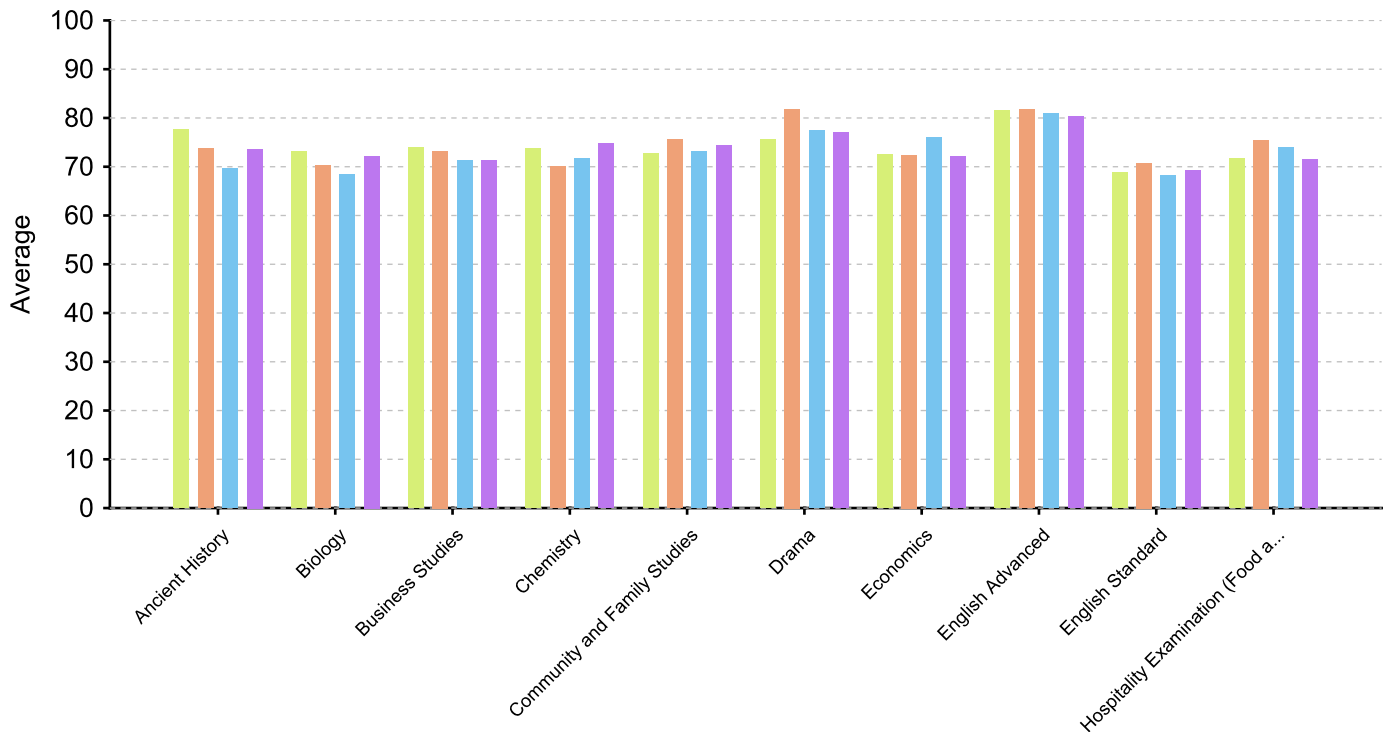
Subject	School 2022	SSSG	State	School Average 2020-2022
Ancient History	77.6	73.7	69.6	73.6
Biology	73.1	70.2	68.5	72.2
Business Studies	73.9	73.2	71.2	71.4
Chemistry	73.7	70.0	71.7	74.8
Community and Family Studies	72.8	75.6	73.2	74.3
Drama	75.6	81.8	77.5	77.0
Economics	72.5	72.4	76.0	72.1
English Advanced	81.6	81.7	81.0	80.3
English Standard	68.8	70.8	68.1	69.3
Hospitality Examination (Food and Beverage)	71.7	75.5	74.0	71.4
Industrial Technology	69.5	72.9	68.6	71.0
Legal Studies	75.2	73.9	70.8	74.0
Mathematics Advanced	80.4	75.4	77.1	78.4
Mathematics Extension 1	75.3	71.6	78.0	75.9
Mathematics Standard 2	69.8	72.1	67.6	69.8
Modern History	72.3	73.5	70.9	72.1
Personal Development, Health and Physical Education	68.3	69.4	67.5	71.4
Physics	75.4	71.3	73.5	71.1
Society and Culture	77.3	78.4	75.5	77.0
Visual Arts	77.8	82.5	79.8	77.2

Parent/caregiver, student, teacher satisfaction

In 2022 Kellyville High School took part in the Tell Them From Me Survey. Below are a few of the significant findings:

Parent/Caregiver

101 respondents completed the Parent survey between 10/9/22-1/11/22

- 68% of parents would recommend Kellyville High School to parents of primary school students (agree/strongly agree)
- 82% of parents are satisfied with the general communication from the school (agree/strongly agree) with SMS messaging and emails being the preferred method of communication.

Student

634 respondents completed the Student survey between 9/9/22-3/11/22

- 89% of students feel they can do well in their school work (Medium/High)
- 58% of students participate in school sports and 30% of students participate in extra-curricular activities. Both are significantly above NSW Government mean.
- 91% of students report they do not get in trouble at school for disruptive or inappropriate behaviour.

Teacher

52 respondents completed the Teacher survey between 12/9/22-20/10/22

- 76% of teachers believed the school supported effective teaching practices (agree/strongly agree)
- 85% of teachers believed that school leaders were leading improvement and change (agree/strongly agree)
- 86% of teachers believed that school leaders clearly communicated their strategic vision for the future (agree/strongly agree)
- 79% of teachers believed that the school is a welcoming place for all students (agree/strongly agree)

In 2022 Kellyville High School reintroduced an evaluative cycle of Faculty Reviews. The two KLAs included this year were PDHPE/Sport and Mathematics.

The data collected from students, staff and parents for the **PDHPE/Sport** review highlighted the following:

- 69% of the 296 student responses show students find PDHPE enjoyable and useful
- 90% of students indicated they have a clear understanding of what is expected in PDHPE classes
- There was strong alignment across student and parent data that the staff in the PDHPE faculty care about the students and have high expectations of them
- Students felt strongly about grade sport being retained in proposed sport models. Although there were limited parent responses, feedback values access to sporting opportunities.
- Teacher feedback indicates and lesson observation supports strong positive relationships within the faculty and with the students.
- A review of historical data shows the need for consistency in HSC across the CAFS and PDHPE with a sustained focus of high impact teaching strategies.
- Staff have agreed on a focus on more explicit inclusion of literacy and numeracy strategies in teaching and learning programs as part of the whole school focus.

The data collected from students, staff and parents for the **Mathematics** review highlighted the following:

Parent/Caregiver

177 parent responses were received.

- 57.6% of parents were satisfied with the teaching and learning that occurs in a Mathematics class. With another 25% of parents mostly satisfied.
- 63% of parents were satisfied with the Mathematics academic reports.
- 64% of parents were satisfied with the way teachers handled behaviour in the Mathematics classroom.
- 81.4% of parents believe the Mathematics teachers wanted their child to achieve their personal best in the Mathematics classroom.

Student

170 student responses were received.

- 70.5% of students stated that Mathematics provided the opportunity to challenge and extend their thinking.
- 74.7% of students stated that their Mathematics teacher planned class activities and gave thorough explanations of what is required.
- 90% of students said that the teachers expected them to always do their best.
- 87% of students regularly try to do their best in Mathematics.

Teacher

- 100% staff indicated they they are passionate about their subject and could express a clear rationale for teaching Mathematics.
- Year 8 numeracy lessons showed evidence of well developed lesson sequences.
- 100% of staff displayed a willingness to engage in professional learning in classroom management and classroom practice.

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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.