

2022 Annual Report

Kingscliff High School

KINGSCLIFF HIGH SCHOOL



ACHIEVEMENT THROUGH ENDEAVOUR

8579

Introduction

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

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

School contact details

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School vision

Each learning journey

- is centred on an individual's growth
- is real world and relevant
- relies on respectful relationships
- is driven by passion and aspiration
- is celebrated

School context

Kingscliff High School is located on the Far North Coast of NSW and has an enrolment of 1008 students, including 16.4% of students who have an Aboriginal and/or Torres Strait Islander background and 1% of students where English is an Additional Language or Dialect receiving EAL/D support. We provide comprehensive, engaging and authentic opportunities to the young people of the Tweed Coast communities. Our commitment is to inspire our students to become lifelong learners and aspirational citizens. As a learning community we seek to achieve this through a collective focus on creativity as the driver of innovation, through collaboration as an inclusive means of realising our potential, through confident communication of our ideas and values, and through ongoing critical reflection on the efficacy of our work together.

Our school recognises the importance of student agency and voice in building genuine engagement in deep learning, which has led to the growing profile of student leadership in our school. This, combined with our focus on a positive learning culture, which respects the learning traditions left to us by the traditional owners and custodians of the land on which our school is built, enables growth in our students' learning through flexible curriculum delivery, innovative pedagogy and strong community partnerships.

We look forward to working with Schools Infrastructure NSW in a significant redevelopment of our site, resulting in future focussed learning spaces which will further enable all members of our learning community to achieve outstanding learning outcomes.

Kingscliff High School benefits from dynamic and meaningful relationships with our neighbouring primary schools through the Coastal Learning Community and with our neighbouring public high schools as part of the Tweed 5 network. In addition, we enjoy strong connections with other schools across Australia who, like us, have formed an ongoing partnerships with the 4C Transformative Learning Group and the Future Schools Alliance.

Our school is particularly grateful for the strong support we receive from our community, exemplified by our energetic and inclusive P&C.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

Our school culture will be strongly focussed on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

Initiatives

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

- Critical Reflection on Teaching Practice
- Individualised Learning Pathways Yrs 7 - 10

Resources allocated to this strategic direction

Professional learning: \$8,441.00

Integration funding support: \$91,829.00

Summary of progress

While our system negotiated targets continue to remain elusive, our focus on critical reflection on teaching practice provides long term, authentic and sustainable pathways to embed explicit teaching which prioritises student engagement and improved learning outcomes into classroom practice. This is particularly evident in our Year 7 Pod implemented in 2022. In addition, our focus on individualised learning pathways has prompted our continued use of the 4C learning disposition wheel, the Department's High Potential and Gifted Education policy and literacy and numeracy data for all students. In 2023 support for the successful transition into Year 7 will continue, harnessing the visible learning successes of this strategy with a plan to extend to a Stage 4 Pod by 2024. This, combined with our engagement with the Canvas digital learning platform, will see the purposeful implementation of individual learning goals which reflect the capacities of all students. Given the above, we anticipate the long term realisation of system negotiated targets.

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
Achievement of 2022 system negotiated targets: <ul style="list-style-type: none">• Top 2 bands NAPLAN reading increase (uplift) of 5%.	2022 NAPLAN data indicates 9.5% of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target. Focus on this target has resulted in a whole school focus on extended writing and collaboration with similar schools to develop an explicit literacy based teaching & learning program for Year 8.
Achievement of 2022 system negotiated targets: <ul style="list-style-type: none">• Top 2 bands NAPLAN numeracy increase (uplift) of 6.8%	2022 NAPLAN data indicates 8.9% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target. Focus on this target has resulted in a numeracy focus through cross curricular STEM based teaching in Stage 4, along with collaboration with far west schools to create online numeracy lessons for Stage 4 in 2023.
<ul style="list-style-type: none">• Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 5.5%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, internal faculty assessment and COVID ILSP data indicates ongoing focus is required in explicit literacy teaching in Year 8, along with a student individualised approach to reading which supports existing and planned curriculum, while also remaining relevant to student interest.
<ul style="list-style-type: none">• Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 3.2%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However internal faculty assessment and COVID ILSP data indicates ongoing focus is required in explicit numeracy teaching in Year 8, along with a continuation of STEM based cross-curricular teaching with a numeracy

<ul style="list-style-type: none"> • Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 3.2% 	focus.
<ul style="list-style-type: none"> • Increase (uplift) percentage of students achieving top 3 HSC bands by 5.3% 	<p>43.89% of students attained results in the top three HSC bands demonstrating that the lower bound target of 57.5% is yet to be achieved. Stage 6 teachers will continue to engage in professional learning to develop their capacity to target specific deficit areas based on RAP data analysis.</p>

Strategic Direction 2: Wellbeing and engagement

Purpose

Our school will have a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of students so they can connect, succeed, thrive and learn

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.

- Effective Partnerships in Learning
- Whole School Wellbeing Approach

Resources allocated to this strategic direction

Aboriginal background: \$79,603.00

Low level adjustment for disability: \$286,842.00

Socio-economic background: \$70,000.00

Professional learning: \$3,908.79

Summary of progress

Our school continues to respond positively to the Evaluation of Aboriginal Education conducted in 2021, with all staff engaging in professional learning in order to build cultural competence and awareness of the support required for Aboriginal students to experience equity in learning outcomes when compared to non Aboriginal students. This has been demonstrated through the completion of community endorsed Personal Learning Plans for all Aboriginal students, and the implementation of this planning across all classrooms. Additionally, all teachers have engaged in professional learning around the Student Wellbeing Framework, and the work of our Student Support Officer has been consolidated as part of our Wellbeing Team. Our teachers will be working towards the implementation of a Homeroom pastoral care program for all students.

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
The proportion of Year 7 to 10 students attending school at least 90% of the time will increase (uplift) by 6.3% from the baseline.	The proportion of Year 7 to 10 students attending school at least 90% of the time has decreased by 28.07%. However, this figure was significantly affected by the flooding event in Term 1.
Percentage of Aboriginal students achieving in the top two Bands across all HSC courses increase (uplift) of 3.5% from the baseline.	Pleasing progress has been made in achieving an uplift of Aboriginal students achieving within the top two HSC Bands by 2023. In 2022, the corresponding uplift for Aboriginal students was 11.6%, exceeding our projected progress target by 8.1%. This was due to the work of our Aboriginal Education Team and Relieving Aboriginal Education Officers.
Percentage of students reporting positive wellbeing in TTFM surveys increase (uplift) of 2.6% from the baseline.	The proportion of students reporting positive wellbeing outcomes has decreased by 11.88% to 49.62% as measured across the positive wellbeing measures in TTFM. This result has been impacted significantly by the flooding event in Term 1.

Strategic Direction 3: Collaboration

Purpose

Our teachers share evidence informed practice to achieve common goals. Our teachers recognise their own expertise and feel comfortable in offering it, while also being open to accepting the advice and feedback of others. We recognise that effective collaborative practice improves the quality of teaching and 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.

- Timetable Review
- Sustained Flexible Curriculum

Resources allocated to this strategic direction

Professional learning: \$40,046.30

Summary of progress

Our comprehensive Timetable review led to the restructuring of our timetable into a two week cycle featuring a four period day, with periods of 80 minutes. This will feed valuable teaching time back in to Stage 6, minimise the disruption caused by student transition during the school day and provide greater opportunity for more authentic student engagement during longer teaching periods. The new timetable structure will be formally implemented in 2023, with a review to be conducted in 2024. Additionally, the successful roll out of iPads for all Stage 4 students was supported by professional learning for staff and technical support available across the school. In 2023, iPads will be used as part of purposeful learning for all students across Years 7, 8 and 9.

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
Uplift in teachers working collaboratively to achieve SIP outcomes, as reported in 'People Matter' survey, from baseline of 43%.	Uplift in the proportion of teachers reporting that they are able to work collaboratively to achieve SIP objectives by 23.7% from the baseline to 66.7%. This indicates that the progress measure has been achieved.
Uplift in students reporting they are interested and motivated in their learning, in TTFM surveys, from 11% in 2021.	TTFM survey results indicated an uplift of 2% of students reporting interest and motivation in their learning to 13%. This indicates that the progress measure has been achieved.
Uplift in percentage of Aboriginal students completing HSC from baseline (2020) of 30%.	Percentage of Aboriginal students completing their HSC from Year 9 in 2022 (36.4%) declined from the corresponding baseline figure for 2020 (37.9%) by 1.5%. This figure does not account for the number of Aboriginal students accessing post school learning pathways and employment with the support of our Transition Team.
Uplift in SEF SaS for the domain Effective Classroom Practice from Delivering towards Sustaining and Growing.	Our SEF SaS process indicates we remain at the "Delivering" stage of effective, student centred classroom practice. We continue to work towards "Excelling" in 2025.

Funding sources	Impact achieved this year
<p>Aboriginal background</p> <p>\$113,668.69</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kingscliff High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Partnerships in Learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Senior Executive and Aboriginal Education Team worked with school Aboriginal community and local Aboriginal Education Consultation Group (AECG) to appoint two Relieving AEO's. • Relieving AEO's liaised with community and school Aboriginal Education Team to implement recommendations for Evaluation of Aboriginal education at Kingscliff HS, with particular focus on community endorsed Personal Learning Plans for all Aboriginal students. • whole staff professional learning about Racism, implementing DoE Aboriginal Education policy, Welcome/Acknowledgement of Country, Closing the Gap. • implementation of PLP's for all Aboriginal students endorsed by Aboriginal community. • post COVID re-engagement of Coastal Learning Community students in Yuli program. • culturally appropriate staff shirt designed by Aboriginal community member. • Community consultation relating to acknowledgement of significant events eg NAIDOC Week, Sorry Day. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • positive staff response to professional learning leading to improved cultural safety for Aboriginal students and school community members. • all Aboriginal students had either a completed PLP, or had initiated the process, by the end of 2022. • culturally appropriate acknowledgement of occasions reflective of our commitment to reconciliation and recognition for First Nations people. • students from all seven Coastal Learning Community schools successfully engaged with Yuli program. • most staff regularly wear a shirt which is culturally appropriate for our surrounding Aboriginal community. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue support for community endorsed PLPs for all Aboriginal students. • to continue the promotion of cultural competence across staff through professional learning. • to continue the implementation of school Reconciliation Plan.
<p>English language proficiency</p> <p>\$16,623.47</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kingscliff 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives. • additional teacher time to provide targeted support for EAL/D students

<p>English language proficiency</p> <p>\$16,623.47</p>	<p>and for development of programs.</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • identified EALD students continue to successfully access curriculum and engage with the full range of learning activities provided. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue delivering this effective model.
<p>Low level adjustment for disability</p> <p>\$367,842.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Kingscliff 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"> • Whole School Wellbeing Approach • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. • providing support for targeted students within the classroom through the employment of School Learning and Support Officers. • employment of LaST and interventionist teacher. • 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:</p> <ul style="list-style-type: none"> • All identified students are provided with support appropriate to their needs in order to ensure equitable curriculum access. After receiving these supports, Sentral data indicates student's N-Warning and negative behaviour entries being lower than prior to receiving support. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue to provide ongoing liaison with Year Advisors, Student Support Officers and Counsellors to ensure all students successfully access the support provided.
<p>Professional learning</p> <p>\$104,792.09</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 Kingscliff 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"> • Critical Reflection on Teaching Practice • Individualised Learning Pathways Yrs 7 - 10 • Whole School Wellbeing Approach • Timetable Review • Sustained Flexible Curriculum • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • six teachers completed training as Big Picture Advisors in preparation for implementation of Big Picture for Stage 5 in 2023. • building the capacity of our timetable team through training in Edval software. • building strategic leadership through Executive team representation at the Innovation & Change School Partnership Conference. • LaST Team members attended Youth Mental Health courses.

<p>Professional learning</p> <p>\$104,792.09</p>	<ul style="list-style-type: none"> • our HPGE Team participated in DoE Tier 2 PL. • ongoing PL to support curriculum implementation including iPads in the classroom. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • implementation of key initiatives in 2023, including new timetable structure and Big Picture. Ongoing initiatives supported including curriculum and assessment differentiation, iPads in the classroom, cultural competence. Successful implementation of Year 7 Pod cross-curricular teaching model. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue to provide professional learning to support student engagement during longer timetabled periods (80 mins), delivered in partnership with School Learning Environments for Change (SLEC).
<p>COVID ILSP</p> <p>\$126,260.00</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 literacy/numeracy. • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups. • employing/releasing staff to coordinate the program. • development of resources and planning of small group tuition. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • participating students demonstrated improved willingness and capacity to successfully complete assessment tasks and exams. • participating students became more settled and engaged in learning across the curriculum and demonstrated improved learning outcomes. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue implementation of this successful model.
<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 Kingscliff 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"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • work with Senior Executive to support students at risk of disengaging with learning through individual counselling and intervention. • conduct wellbeing groups for identified students to promote positive behaviours, positive relationships and engagement with learning. • work with LaST and Wellbeing Teams to coordinate cohort specific wellbeing programs addressing specific areas of concern or need. • support students in formal disciplinary processes. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • proactive and responsive support is provided for identified students both individually and in groups. <p>After evaluation, the next steps to support our students will be:</p>

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<ul style="list-style-type: none"> to continue supporting the SSO to deliver programs for students with particular emphasis on building SSO capacity to organise cohort specific wellbeing initiatives.
<p>Integration funding support</p> <p>\$515,330.13</p>	<p>Integration funding support (IFS) allocations support eligible students at Kingscliff 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"> Individualised Learning Pathways Yrs 7 - 10 Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> additional staffing to assist students with additional learning needs. staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs). employment of staff to provide additional support for students who have high-level learning needs. implementation of targeted programs to differentiate teaching and learning programs. intensive learning and behaviour support for funded students. release time against teaching load for Head Teacher Welfare <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> Head Teacher Welfare being released from class allowed for greater support of LaSTs in complex case management and creation of individualised learning support plans aligned to IERS policy. support offered to all identified students through Behaviour Management Plans, Learning Support Plans and, where necessary, Risk Assessments. most students able to engage positively with learning without further interventions. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> to continue to support the successful model developed.
<p>Socio-economic background</p> <p>\$226,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kingscliff 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"> Whole School Wellbeing Approach 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 Business Manager to provide positive and policy compliant context for implementation of initiatives to improve student learning outcomes, including employment of relief teachers as needed, WHS requirements and asset management. employment of Technical Support Officer to support ICT in classrooms (including iPads), software to support effective teacher collaboration and school community communication. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> school administrative processes and ICT capacity support teacher reflective practice and ongoing improvement in teaching and learning. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> to continue to support the successful model developed.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	476	499	503	472
Girls	563	554	556	536

Student attendance profile

School				
Year	2019	2020	2021	2022
7	90.1	91.5	87.1	85.3
8	87.2	90.4	82.1	81.9
9	86.6	87.8	80.1	78.9
10	84.9	88.7	77.6	78.9
11	87.3	88.2	81.5	80.7
12	87.4	89.9	82.1	82.4
All Years	87.4	89.5	81.7	81.3
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

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	4	7	7
Employment	10	9	12
TAFE entry	4	10	20
University Entry	0	0	60
Other	4	0	0
Unknown	0	0	5

Year 12 students undertaking vocational or trade training

18.80% of Year 12 students at Kingscliff High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

96.5% of all Year 12 students at Kingscliff 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)	57.3
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	2.6
School Administration and Support Staff	18.97
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	602,058
Revenue	14,699,904
Appropriation	14,006,835
Sale of Goods and Services	22,387
Grants and contributions	655,719
Investment income	8,760
Other revenue	6,203
Expenses	-14,223,876
Employee related	-12,830,319
Operating expenses	-1,393,557
Surplus / deficit for the year	476,028
Closing Balance	1,078,086

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	515,331
Equity Total	724,277
Equity - Aboriginal	113,669
Equity - Socio-economic	226,090
Equity - Language	16,623
Equity - Disability	367,894
Base Total	11,184,180
Base - Per Capita	271,717
Base - Location	0
Base - Other	10,912,464
Other Total	912,309
Grand Total	13,336,097

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

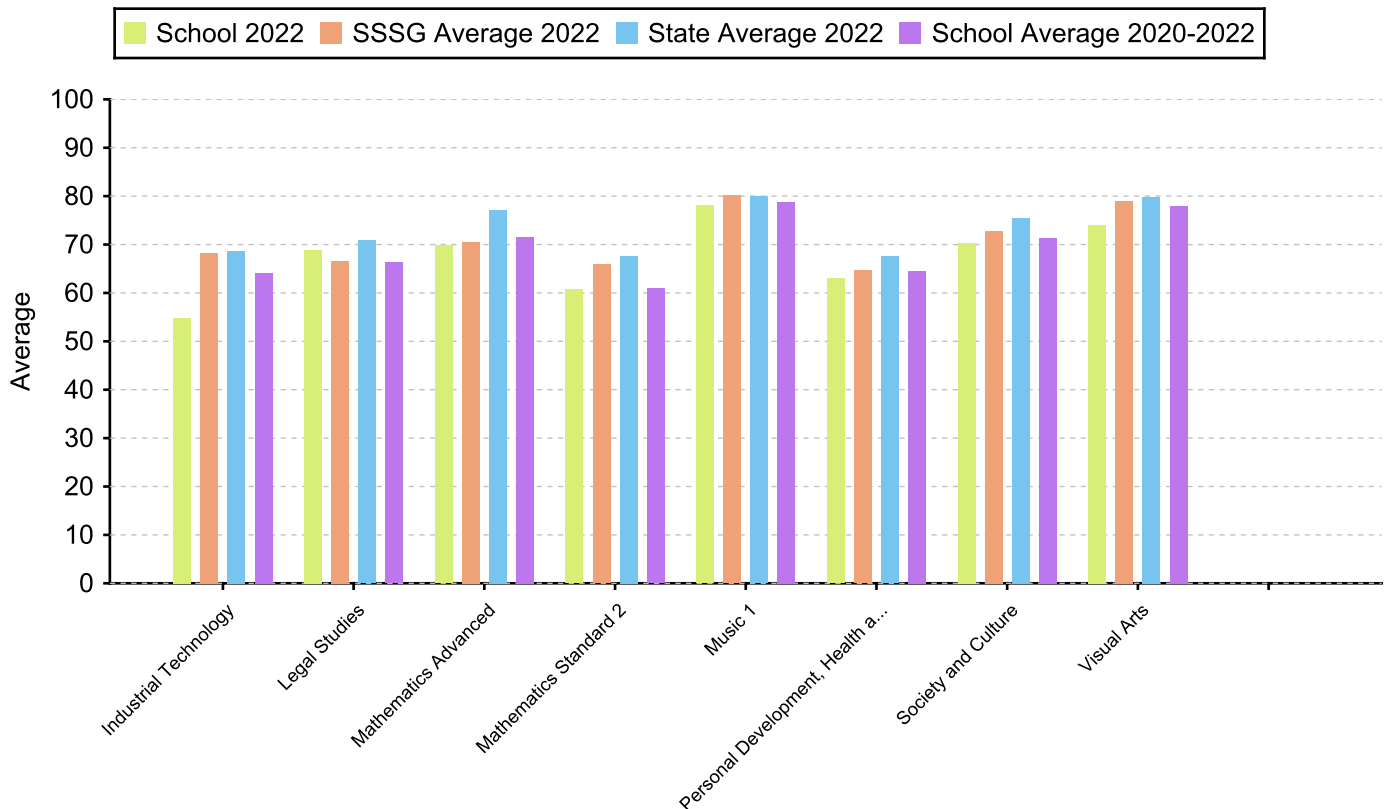
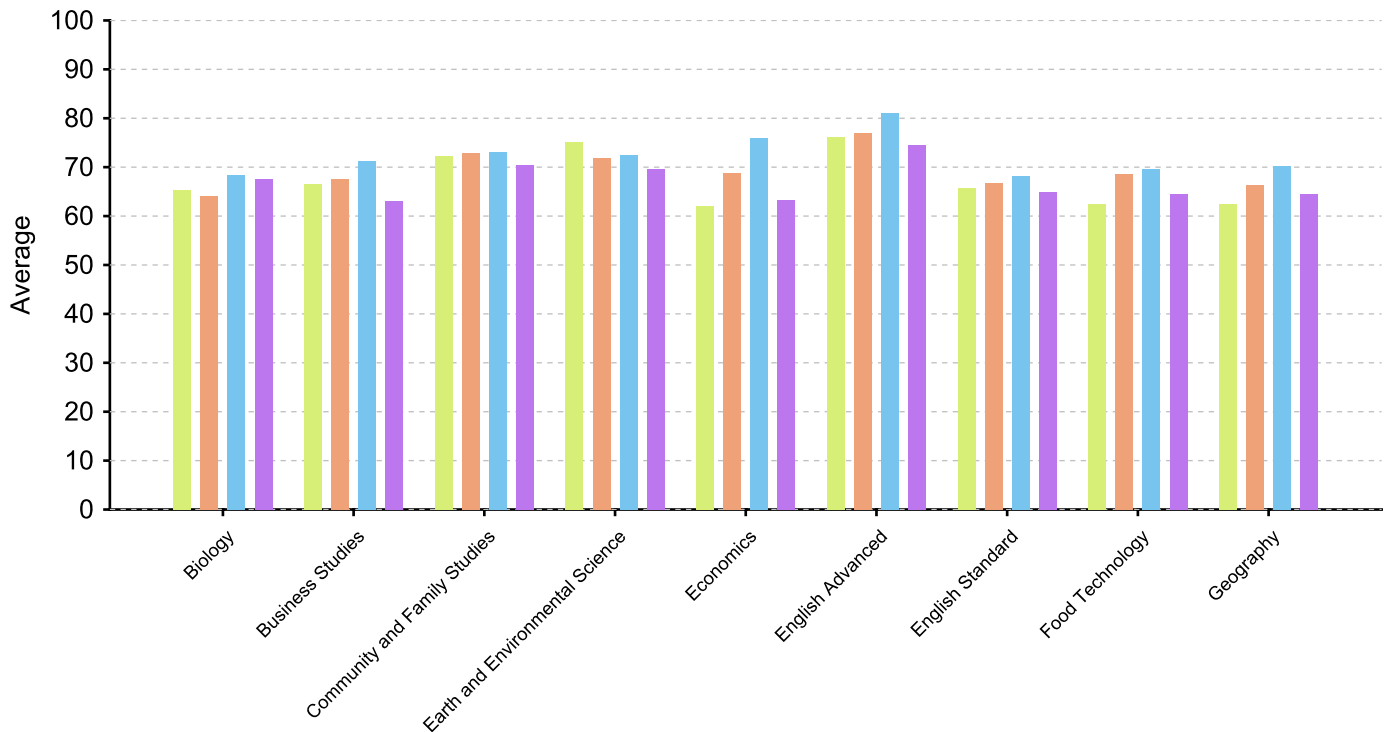
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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
Biology	65.3	64.2	68.5	67.5
Business Studies	66.5	67.6	71.2	63.0
Community and Family Studies	72.3	73.0	73.2	70.4
Earth and Environmental Science	75.1	71.9	72.5	69.5
Economics	62.0	68.8	76.0	63.3
English Advanced	76.1	76.9	81.0	74.5
English Standard	65.8	66.7	68.1	65.0
Food Technology	62.4	68.6	69.7	64.6
Geography	62.4	66.4	70.2	64.4
Industrial Technology	54.8	68.2	68.6	64.2
Legal Studies	68.9	66.6	70.8	66.3
Mathematics Advanced	69.8	70.5	77.1	71.6
Mathematics Standard 2	60.7	65.9	67.6	60.9
Music 1	78.1	80.1	79.9	78.8
Personal Development, Health and Physical Education	63.0	64.7	67.5	64.5
Society and Culture	70.3	72.8	75.5	71.4
Visual Arts	74.1	79.0	79.8	77.9

Parent/caregiver, student, teacher satisfaction

The 'Tell Them From Me' (TTFM) survey provides useful feedback for schools in the process of implementing Strategic Improvement Plan (SIP) initiatives which focus on building a culture of authentic student engagement and improved learning outcomes. In terms of Social Engagement, our students demonstrated a sense of belonging and connectedness (57%) which still falls below the State norm (69%). We plan to address this through:

- a "Homeroom" pastoral care program, conducted across seven mornings per fortnight, planning to be finalised in 2023 and program commencing in 2024.
- additional time allocation for all Year Advisors.
- a school funded third Deputy Principal position.
- ongoing cohort specific wellbeing programs.
- a revised approach to school sport and our Sports Excellence program in particular.

Further, student survey responses were reflective of the nature of their engagement with the school's processes and expectations which, at 55%, still falls below the State norm of 77%. Our SIP identifies a number of initiatives to improve the positivity of student institutional engagement:

- a revised approach to Positive Behaviour for Learning.
- a revitalised House competition across all domains of school activities.
- a restructured timetable featuring fewer and longer periods to encourage deeper student engagement with learning.
- more immediate support for Stage 6 students at risk of not completing assessment requirements.
- ongoing support for students whose attendance is of concern.

The TTFM survey also reflects levels of intellectual engagement among students. The degree of authentic curiosity and investment in learning among our students, sitting at 29%, is again below the State norm of 46%. Our planned approach to addressing this deficit includes:

- implementation of individual goal setting for all students.
- cross curricular teaching and learning for all Stage 4 students.
- introduction of Big Picture as an alternative to school completion.

In addition to the above, our teachers had the opportunity to complete the "People Matter" survey. Teachers gave the following positive feedback:

- school decisions are student centred (74.5%).
- teachers could identify the impact of their work on students ((72.6%).
- teachers had the opportunity to use a range of skills (68.6%).
- teachers work collaboratively (66.7%).
- Work Health & Safety issues are addressed (64.6%).

Issues which teachers were concerned about were also reflected in the survey results, and are typical for schools experiencing significant changes:

- Teachers felt change was not managed well.
- Teachers felt they did not have time to complete their work.
- Teachers felt Senior Executive did not listen to their concerns.
- Teachers did not feel encouraged in their work.

In order to address these concerns, our school will continue to:

- Update all staff regularly on the implementation of identified SIP initiatives.
- Support staff contributions as SIP Team members, including collaboration across teams.
- Encourage SIP Team members to contribute to annual evaluation of implementation of SIP initiatives.
- Support teacher engagement with SIP initiatives through targeted PL.

Parents are kept informed of curriculum and school offerings from Principal and Heads of Faculty in monthly P & C meetings. Through COVID and flood disruptions communication was supported through regular Facebook Livestreams. We additionally support parent feedback in targeted group meetings such as our Aboriginal Education Team meetings, Budget Planning and Policy Implementation meetings for example a work committee around the development of the Yondr Pouch policy and procedures. In 2023 the Tell Them From Me survey will be extended to include offerings from our parent group.

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.