

# 2022 Annual Report

Kincumber High School



# KINCUMBER HIGH SCHOOL

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## Introduction

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

Kincumber High School is an inclusive school that sets high expectations for all and strives for continuous improvement in learning and teaching. The school recognises the importance of wellbeing and forms strong relationships with the local community and encourages students to be positive and responsible global citizens.

Learning at Kincumber High School is future focused with a goal of preparing students for a successful life beyond school in a rapidly changing world. The school offers a broad curriculum, offers a wide range of co-curricular activities and supports the development of the whole student.

The school recognises the pivotal role that highly trained teaching professional plays in improving student performance and school culture. Kincumber High School values and supports teacher quality and development with a strong focus on early career teachers, quality and accreditation and establishing leadership density.

The school has collaboratively established the following five directions as the schools vision for the future.

1. To deliver learning that is **future focused** and prepares students for life beyond school in a rapidly changing world.
2. To be a school setting **high expectations** that strives for **continuous improvement** in learning and teaching.
3. To be a school with great **facilities, resources** and **teachers** offering a **broad curriculum** and a wide range of co-curricular activities.
4. To be an **inclusive** school that supports the development of the **whole student**.
5. To be a school who forms strong **relationships** with it's community and encourages students to be **positive global citizens**.

## School context

Kincumber High School is a coeducational comprehensive high school with a student enrolment of 1020 students. This includes 47 students in the Student Support Unit, consisting of six classes who are integrated across the school and make a considerable contribution to the social fabric of our school community. The school is also proud to have an Aboriginal enrolment of 55 students and is a member of the Tjudibaring Aboriginal Education Consultative Group.

Kincumber High School is a member of the Kincumba Learning Community and together with our partner primary schools, Avoca Beach, Copacabana, Pretty Beach and Kincumber, work collaboratively to provide a community of schools that value public education for all. The student population has stabilised over the past 5 years and in 2022 sits at 1020 students. The schools' FOEI (family occupation and education index) value is 73 compared with the NSW average of 100. Higher FOEI values indicate greater disadvantage. 19.2% of our students are in the higher 2 Quartiles of the FOEI and there is a significant enrolment of Aboriginal Students (5.3%). The school also has a very small EALD student population.

The school has a strong focus on educating the whole child and has a proud academic, sporting and cultural tradition. Students represent the school across the Central Coast area in music and dance ensembles and a wide range of sporting activities, with both state, regional and national representation. Students participate in a wide range of learning experiences focusing on providing opportunities for students and improving student learning outcomes.

Kincumber High School's staffing entitlement in 2022 was 76 teaching staff and 19 non-teaching staff. The school also employs an additional 0.4 LAST support and 4.0 temporary SLSO positions. The executive and teaching staff are experienced and a significant number are engaged to mark the Higher School Certificate. A comprehensive New and Beginning Teachers program is utilised to support an increasing number of early career teachers at the school.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	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	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

Kincumber High School aspires to be a high performing school where every student improves every year. Student growth and attainment improvement measures will allow us to determine the success of the school in 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.

- Effective use of data to drive student improvement in Literacy and Numeracy
- Effective use of data to drive student improvement in HSC achievement
- Personalised learning for Aboriginal Student Achievement

### Resources allocated to this strategic direction

**Aboriginal background:** \$47,240.00

### Summary of progress

#### Effective use of data to drive student improvement in Literacy and Numeracy

Our focus for 2022 was to increase staff data use and skills to develop data driven, pedagogical practices for the explicit teaching of literacy and numeracy. A series of High Impact Professional Learning, including the LEED project, guided staff through collaborative analysis of data, which saw a significant increase in staff ability to analyse and draw implications from data. This was supported through targeted Professional Learning undertaken by the Capability Lead Data and Information analyst for Regional North, with both the English and Mathematics faculties. The completion of a faculty data audit was undertaken where staff used student data to plan and embed quality practices into their everyday teaching. As a result, teaching and learning programs were adapted to reflect student areas for development and classes will be maintained from the start of Year 8 to the conclusion of NAPLAN testing in 2023. Data analysis underpinned the development of whole school literacy and numeracy strategies. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown initial improvement in literacy. Increased Professional Learning, data analysis and targeted teaching in Stage 4 will be continued focuses for both Literacy and Numeracy in 2023. Professional learning will continue to focus on analysis of data, which will guide the continuation of whole school literacy and numeracy strategies including a focus on writing.

#### Effective use of data to drive student improvement in HSC achievement

The leadership team maintains a culture of high expectations, effective, evidence-based teaching and ongoing improvement for every HSC student. Student academic performance in terms of the Higher School Certificate was significantly better than in 2021 and the school attained improvement in all dashboard targets. Processes including analysis of summative data, including HSC Minimum Standards and HSC data, was used to identify target areas, from which reviews and modifications to teaching practice were implemented. An increasing number of staff engaged in professional learning of assessment, including the formation of a Formative Assessment team which is allowing staff to personalise learning. These changes have enabled staff to build teacher capabilities and collective pedagogical practice. This has also been reflected in the increasing number of staff undertaking the HSC strategy to refine and improve their practice.

#### Personalised learning for Aboriginal Student Achievement

The school has worked closely with the Tjudibaring AECG and has employed an AEO to support Aboriginal and Torres Strait Islander students. The creation of a Junior AECG and a revitalised Aboriginal Education Team have been successfully implemented at the conclusion of 2022. In 2023 there has been an increased focus on ongoing data analysis for every Aboriginal student to inform practice and drive student progress. Furthermore, authentic collaboration with parents, students and community through strategically aligning PLP's and individual learning goals with strategic targets in literacy, numeracy, attendance and HSC is commencing and will be a major direction for the school in 2023.

## 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
<b>NAPLAN Top 2 Bands Reading</b>  Increase the percentage of students achieving in the top 2 bands of reading to exceed the lower bound system negotiated target of 20.7%.	Year 7: 21.95% of students in the top two bands in Reading. A decrease of 4.20% from 2021.  Year 9: 20.57% of students in the top two bands in Reading. An increase of 1.82% from 2021  Total: 20.69% of students in the top two bands in Reading.
<b>NAPLAN Top 2 Bands Numeracy</b>  Increase the percentage of students achieving in the top 2 bands of numeracy to exceed the lower bound system negotiated target of 21.5%.	Year 7: 24.07% of students in the top two bands in Numeracy. A decrease of 1.040% from 2021.  Year 9: 12.28% of students in the top two bands in Numeracy. A decrease of 7.17% from 2021  Total: 18.1% of students in the top two bands in Numeracy.
<b>NAPLAN Expected Growth Reading</b>  Increase the % of students achieving expected growth in reading to exceed 60%	Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments, so growth can be measured. Kincumber High School will continue to work towards the 2023 Improvement Measure of increasing the percentage of students achieving expected growth in Reading to 60.0%.
<b>NAPLAN Expected Growth Numeracy</b>  Increase the % of students achieving expected growth in numeracy to exceed 57.5%.	Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments, so growth can be measured. Kincumber High School will continue to work towards the 2023 Improvement Measure of increasing the percentage of students achieving expected growth in Numeracy to 57.5 %.
<b>HSC Achievement</b>  Increase the percentage of HSC course results in the Top 2 bands to exceed the lower bound system negotiated target of 36.1%.	In 2022- 31.21% of students attained the Top 2 Bands in the Higher School Certificate. An increase of of 12.18% from 2021.
Maintain the percentage of HSC course results in the Top 3 bands to exceed the lower bound system negotiated target of 66.7%.	In 2022- 65.1% of students attained the Top 3 Bands in the Higher School Certificate. An increase of of 8.86% from 2021.



## Strategic Direction 2: Wellbeing (Student and Staff)

### Purpose

Kincumber High School is focused upon building both staff and student wellbeing through a climate of care and positivity. Whole school processes support the wellbeing of all students and seek to develop skills essential for thriving in a complex and challenging world. We aim to create inclusive environments which produce happy, healthy, engaged and successful individuals who are positive contributors to school and society.

### 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.

- Improving Student Wellbeing
- Improving Student Attendance
- Improving Staff Wellbeing

### Resources allocated to this strategic direction

### Summary of progress

A series of external presenters and workshops were put in place this year to support student wellbeing. These included the Top Blokes and Girls Shed programs, presentations by the motivational speaker Luke Kennedy and the Tom Reynolds Drug and Alcohol Seminars. Other key initiatives included the ongoing promotion of Student Advocacy, where every student can identify two teachers they can turn to for support. Expectations For Success is a further wellbeing measure that we are investigating. Staff conversations at this stage have focused on consistent messages to students around working hard and doing your personal best, learning intentions in the classroom and clear homework expectations. A student's Sense of Belonging is a great indicator of their connection with the school and the degree to which they feel they can be themselves at school. This year we launched the collaboratively-formed Inclusive Learning Spaces Expectations, with posters in every classroom and continued to promote a range of personal interest clubs and associations, including the Chess Club, Science Fiction Association and the Recreational Fishing Club. The wide range of student wellbeing supports on offer at our school is a positive factor. The success in each of these programs was the enthusiastic support of staff which translated to high levels of student engagement and support. Further, we know that when we communicate effectively about these events and opportunities the community conversations that occur around them is very positive and drives further interest in being a part of them. Starting earlier with some of these initiatives may have seen the overall impact increase. Now that they have been launched, we are confident we can build on these structures and messages as they are embedded in our school culture. As a school we are improving the way we evaluate each of these events and gather vital data from our students, teachers and parents. Finding consistency in the manner and timing of these data gathering methods, which include Tell Them From Me, Wellbeing Snapshots, Student attendance data and satisfaction surveys, will assist future evaluation of the effectiveness of these programs and initiatives. We hope to see high levels of support for student wellbeing across the school, with informed students and teachers working collaboratively at the point of need. Students know they are valued, they feel connected to each other and their school and they know where to turn to when significant challenges occur. As we move into 2023, we hope to see a consistent school-wide approach to homework and to the learning intentions for each lesson. Our success in these measures is captured in the Tell Them From Me student Surveys and Student Wellbeing snapshot. The funding for these initiatives comes from the school wellbeing budget.

Student Attendance has been a focus throughout the year. As a school, we have promoted the benefits of strong school attendance, particularly over 90%, with a range of data monitoring methods and incentives put in place. The Head Teacher in charge of attendance has driven student accountability for lateness to school and has shared a range of infographics and data updates with the school community via social media, email and the school newsletter. Regular monitoring of attendance data has resulted in attendance updates emailed home twice a term and regular follow-up of students by the wellbeing team and the Deputy Principals. Incentives for high attendance include positive certificates for all students with term attendance greater than 90%. The P&C Association has generously sponsored termly prizes of airpods, with all students over 90% being eligible for the randomized digital draw in the school Hall. While the Home School Liaison Officer is engaged when necessary, greater focus needs to be placed in the mid-term on the support of students whose attendance falls below acceptable levels. Students need to be assessed at the Learning Support Team level and then Attendance Support Meetings can occur with members of the family, Wellbeing Team and Deputy Principal. Data monitoring of these mid-range poor attenders is an area for future improvement. It has been pleasing to see an increase in the number of students across the school achieving attendance rates greater than 90%. Attendance rates will be assessed at year's end, but appear to be trending in a positive direction. There has been no needs-based funding allocated towards activities in this initiative /strategic direction at this stage.

Staff Wellbeing has been a focus in recent years, particular during recent periods of online learning. Positive staff morale is a critical factor in establishing a positive learning environment for all. To achieve this we have continued the Thumbs Up Awards as part of the colleague recognition program. This compliments the Friday Staff Wellbeing meetings held in the Staff Common Room at Break 1, with a different faculty responsible for catering each week. The staff wellbeing team monitors the annual Tell Them From Me Staff Survey Data to stay informed of how staff are feeling. At the Week 5 Strategic Improvement Plan Teams meeting, the Staff Wellbeing Team created a Staff Wellbeing Scope and Sequence document for 2023 to adopt a strategic and planned approach to staff wellbeing initiatives. The successful momentum of the staff wellbeing initiatives is being driven by enthusiastic staff members and is having a direct impact on staff harmony, support and cohesive partnerships. Staff morale and their confidence in school leaders are two factors measured in the Tell Them From Me Staff survey. An additional survey tool from Daniela Falecki's Teacherwellbeing.com.au is being investigated for 2023. We hope to see staff feeling buoyant about their role as teachers at Kincumber High School, enjoying their ability to contribute to a successful school and feeling confident in their school leadership team. No needs-based funding has been allocated towards activities in this initiative.

### 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
<b>Sense of Belonging</b>  Increase the percentage of students attaining a strong sense of belonging at school at/above the agreed lower bound target of 67.05%.	We achieved 60% of students attaining a strong sense of belonging at school. This is below our baseline target of 67.05%. In addition, 86% students in the non-negative response bands report feeling proud of their school.
<b>Positive Behaviour</b>  Increase the ratio of students receiving positive behaviour referrals (recorded on Millennium) through the reward and recognition program, from a baseline of 977 positive behaviour referrals in 2021 for 1021 students at 0.96 per student to 2 per student (or greater).	We achieved a ratio of positive referrals/students of 2.9 per student. This is above our baseline target of 2.0 positive referrals per student.
<b>Advocacy</b>  Increase the percentage of students attaining a strong sense of advocacy at school at/above the agreed lower bound target of 57.82%	We achieved 64% of students attaining a strong sense of advocacy at school. This is above our baseline target of 57.82%
<b>Expectations for Success</b>  Increase the percentage of students reporting High Expectations for Success at school from their teachers at/above the agreed lower bound target of 79.92%	We achieved 70% of students reporting high expectations for success at school from their teachers. This is below our baseline target of 79.92%
<b>Attendance</b>  Maintain percentage of students attending school more than 90% of the time at/above an agreed baseline of 64.50%.	We achieved 25.85% of students attending school more than 90% of the time. This is below our baseline target of 64.50%
<b>Staff Morale</b>  Increased numbers of staff reporting higher levels of morale (TTFM) in the top two responses to 77%	We achieved 67% of staff reporting higher levels of morale (TTFM) in the positive response bands. This is below our baseline target of 77%.
<b>Confidence in school leaders</b>	We achieved 86% of staff reporting confidence in school leaders to lead



<p>Maintaining numbers of staff reporting confidence in school leaders to lead student improvement and change (TTFM) at 83% or greater.</p>	<p>student improvement and change (TTFM) in the positive response bands. This is above our baseline target of 83%.</p>
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### 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.

- Future Focused Education
- Student Educational Pathways
- Staff Pathways and Professional Development
- School and Community Partnerships, and School Promotion

### Resources allocated to this strategic direction

: \$6,500.00

**Professional learning:** \$6,100.00

**Aboriginal background:** \$6,000.00

### Summary of progress

The following highlights our achievements and progress towards aims within SD3: Pathways and Partnerships. Our focus on this segment of our SIP reflects our commitment to providing students with opportunities to explore and pursue their passions, develop skills, and make meaningful connections with the broader community. There have also been various initiatives and activities that have helped us to realise our vision of providing a future-focused education that empowers students to succeed in a rapidly changing world. Whether it's through the work of our Future Focused Education Team, our partnerships with industry experts, or the contributions of our dedicated teachers and staff, we are proud of the progress we have made in realising our goal of providing students with the skills, experiences, and connections they need to succeed in the years ahead.

Throughout 2022, the Kincumber High School Future Focused Education Team developed a framework for enterprise skills. This framework will help serve as a guide for aligning learning objectives and success criteria in lessons and activities for Years 7-12. The framework was created after thorough examination of the school's existing future-focused teaching and learning programs and consideration of industry best practices. The newly established framework encompasses five key areas: using technology, information sourcing and analysis, critical and creative thinking, collaboration, and communication.

Over the course of the past year, Kincumber High School achieved a 100% completion rate among those who applied for NESATeaching Proficiency. This is a testament to the efforts of the Early Career Teacher and Accreditation Team. In 2022, the new Highly Accomplished Lead Teacher Policy was also explored in depth by the ECTA Team and interested staff at two Staff Development Days, with five current staff members expressing interest in pursuing the qualification in the coming years.

During the past twelve months, Kincumber High School continued to prioritise professional learning for its teachers. A dedicated period was built into the teacher timetable for professional development, with all full-time and part-time staff completing a minimum of 20 hours professional learning. The Professional Learning Team provided direction for this learning by identifying areas of need. These areas reflected the launch of new DoE policies (e.g. Inclusive Education Reforms) and other areas where professional learning currency is necessary. The professional learning focus areas included: Building Literacy and Numeracy capacity, Aboriginal Education, Formative Assessment, and Classroom Management. All DoE mandatory training was also completed in early Term One.

The school's commitment to parent/career consultation was demonstrated in the November 2022 Parent/Carer Survey, where 97% of the 34 randomly selected participants rated their overall satisfaction as "very satisfied."

Throughout 2022, Kincumber High School also made significant strides in enhancing student outcomes through participation in the Educational Pathways Program. This initiative led to students enrolling in School-Based Apprenticeships and Traineeships in various fields and participating in workshops and immersion days, designed to expose students to diverse career options.

Kincumber High School's brand and community presence continued to modernise and grow through social media, the implementation of the new uniform and the acquisition of a new school bus. The school's social media presence grew in 2022, with the Kincumber High School Facebook page surpassing 3100 followers and the Instagram reaching 1400 followers. The new uniform was officially introduced, with all Year 7 and Year 11 students wearing the new garments and many students in Years 8-10 also opting to purchase uniform items from the new range. In September, the school took

delivery of a new 22-seat bus. The new bus was branded with tailored school graphics and will serve as a visible advertisement for the school during extra-curricular activities for years to come.

Finally, Kincumber High School continued to support Aboriginal and Torres Strait Islander students through the establishment of the Tjudibaring Junior AECG. This new student leadership group will empower students to have a voice and agency in school decision-making.

### 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
<b>Future Focused Learning</b>  Complete Framework for Future Focused Education at KHS.	The whole-school Future Focused Education Team has established a framework for enterprise skills (formally soft skills), which will be used to align learning intentions and success criteria in lessons across the school. In Term Four (2022) the team established that these enterprise skill areas will form the basis of the Kincumber High School FFE Framework: using technologies, sourcing and analysing information, critical and creative thinking, collaborating, communicating.
<b>Student Educational Pathways</b>  Increase the percentage of Kincumber High School students planning to finish Year 12 to above 85% from a school baseline of 73% (TTFM survey 2021). Increase the percentage of Kincumber High School students aspiring to university to above 60% (NSW baseline 67% as reported in TTFM 2021) and from a school baseline of 51% (TTFM survey 2021).	<p>In 2022, the percentage of students at Kincumber High School planning to finish Year 12 declined to 71%. This was down from 73% in 2021. For females, 79% indicated that planned on finishing Year 12; for males, this figure is 63%. A similar shift occurred with students aspiring to go to University, with 49% of students in 2022 indicating their interest in this tertiary pathway (54% females, 44% males). This was down from 51% in 2021.</p> <p>In 2022, 87.6% of all Year 12 students at Kincumber High School expected to complete Year 12 in 2022 received the Higher School Certificate. This does not include the 8.6% Support students who would receive other qualifications. This also does not include the 1% of mainstream students who received other qualifications.</p>
<b>Staff Pathways and Professional Development</b>  100% of teachers completing and maintaining at least 20 hours of professional learning each year. All full-time Early Career Teachers attain Proficiency Status. Familiarisation of staff with the new Highly Accomplished Lead Teacher Policy.	<p>In 2022 a dedicated professional learning period once a cycle was introduced for all staff. This enabled staff to complete a minimum of 20 hours of professional learning. To provide direction for this professional learning in targeted educational areas where e-learning courses could be undertaken.</p> <p>Kincumber High School also achieved a 100% completion rate of those applying for NESA Teaching Proficiency. This success rate is certainly testament to the work of the Early Career Teacher and Accreditation Team.</p> <p>Five current staff have indicated that they would like to pursue Highly Accomplished Lead Teacher qualifications in the next two years.</p>
<b>School and Community Partnerships, and School Promotion</b>  90% of Kincumber High School families surveyed in the Parent/Carer Forums rate their overall level of satisfaction as 'very satisfied'. Kincumber High School further enhances its community relationships by consolidating existing connections to educational and business partners and forging new relationships. Increased awareness of school achievements through enhanced school branding and promotion.	<p>In November 2022, 44 randomly selected parents of students from Years 7-12 contributed to our annual Parent Carer/Forums. Participants were provided a list of questions prior to their appointment that addressed inquiries regarding strengths, weaknesses, threats, and opportunities. 97 percent of parents rated their overall level of satisfaction as very satisfied.</p> <p>In 2022, Kincumber High School joined the inaugural Educational Pathways Program (EPP) and saw four students complete School-Based Apprenticeship (SBAT) with McDonalds Kincumber. Other vocational courses undertaken included Media for Millennials, Central Coast Industry Connect day and immersion days at Crowne Plaza Terrigal.</p> <p>In October, Kincumber High School hosted the Tjudibaring Junior AECG Workshops and Establishment Day. 32 Aboriginal and Torres Strait Islander students from across the Kincumba Learning Community participated in the day and elected the inaugural Tjudibaring Junior AECG Executive. This initiative supports Aboriginal students' voices, having their ideas and opinions considered, establishes a student's sense of belonging, positive</p>

**School and Community Partnerships, and School Promotion**

90% of Kincumber High School families surveyed in the Parent/Carer Forums rate their overall level of satisfaction as 'very satisfied'. Kincumber High School further enhances its community relationships by consolidating existing connections to educational and business partners and forging new relationships. Increased awareness of school achievements through enhanced school branding and promotion.

relationships with teachers and peers and acknowledges their diverse and unique cultural identity.

Kincumber High School Facebook page surpassed 3100 followers and the school's Instagram reached 1400 followers. The new school uniform was introduced in 2022 and was widely adopted across the school. Finally, in 2022 Kincumber High School took delivery of a new 22-seat bus, which was branded to promote the school across the Central Coast and beyond.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$162,613.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kincumber High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school has engaged specialist staff to collaborate with classroom teachers to build capability in meeting the literacy and/or numeracy needs of identified students. The school has employed an additional 0.6 LaST to compliment the 1.4 provided in the entitlement. This allows LaST time to be equally distributed with one working in Years 7 to 9 and the other Years 10 to 12. This allowed the learning and support teacher to work with individual students, and also in a case management role within the classroom/whole school setting. The LaST are utilised to develop a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy and/or numeracy needs of identified students.</p> <p>The school has also used this funding source to providing additional support for targeted students within the classroom through the employment of a School Learning and Support Officer. This staff member is allocated at the Weekly Learning Support Team Meeting and provides point of need support for students in the mainstream classroom.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After conducting an evaluation, the school has decided to take further steps to support its students with the allocated funding. To expand the impact of the Learning Support Team and meet the challenges of the new IER reforms, the school plans to provide additional support for identified students through the employment of a specialist Restorative Practices Teacher to create plans for identified students and undertake Functional Behaviour Assessments. This will support student learning and assist staff in managing complex behaviors in the classroom. These initiatives are intended to provide additional targeted support to students who need it most and promote an inclusive learning environment where all students can achieve their full potential.</p>
<p>Socio-economic background</p> <p>\$117,257.86</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kincumber High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Based on parent and student feedback in 2019 and a technology audit</p>

<p>Socio-economic background</p> <p>\$117,257.86</p>	<p>undertaken by the DoE, the school has made a commitment to spend \$100,000 per year in this area for the next 5 years. This is designed to ensure that students have access to technology that can support their learning and allow students to access Future Focused initiatives offered in the school plan. These resources are valued by staff and students and ensure equity of access and opportunity for all. These resources were loaned throughout the COVID online learning period and are made available to students who require them beyond school to support their learning. The school also provides financial assistance for excursions, camps, school supplies, uniform etc for students of need.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This initiative will move into its fourth year in 2023 and has been well received by staff, students and parents. This has been supported through the Stage 4 curriculum offering of Generation Tomorrow which is specifically targeted at providing students with the skills and capabilities to use technology to support their learning.</p>
<p>Aboriginal background</p> <p>\$94,479.84</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kincumber 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective use of data to drive student improvement in Literacy and Numeracy</li> <li>• School and Community Partnerships, and School Promotion</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school has worked closely with the Tjudibaring AECG and has employed an AEO (0.4) to support Aboriginal and Torres Strait Islander students. The creation of a Junior AECG and a revitalised Aboriginal Education Team have been successfully implemented at the conclusion of 2022. The creation of a mural on the COLA by renowned Aboriginal artist Grant Maloney who worked closely with First Nations students of the school, and a very successful Tjudibaring AECG awards ceremony were all evidence of impact of this initiative.</p> <p>In 2022, Year 9 Aboriginal and Torres Strait students exceeded their counterparts across the state in terms of both Reading and Writing performance. In terms of Numeracy these students exceeded both the state and SSSG for the second year in a row.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 the school will look to expand upon the positive start made with the AEO position at the school. Staff will be given the opportunity to book a time slot with the AEO to increase their own knowledge and understanding of Aboriginal education. The opportunity for a cultural continuum across the LMG is being investigated.. The school will continue to work harder towards developing an authentic collaboration with parents/ carers, students and the wider community through strategically aligning PLP's and individual learning goals with strategic targets in literacy, numeracy, attendance and HSC attainment,</p>
<p>English language proficiency</p>	<p>English language proficiency equity loading provides support for students at</p>



<p>\$4,898.83</p>	<p>all four phases of English language learning at Kincumber High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The employment of additional staff with EAL/D training (0.1) was arranged to support teachers implementing adjustments to their teaching programs and provide targeted support for students from EAL/D backgrounds, particularly those in beginning and emerging phases. At point of need this constituted withdrawal and targeted support for assessment and at times when students required greater support with their learning. This funding was supplemented by other school monies to ensure a degree of consistency within the program.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, the decision has been made to incorporate responsibility for the additional support for EAL/D students into the LaST's role at the school. This executive decision is designed to ensure greater continuity of learning for this statistically small group of students.</p>
<p>Low level adjustment for disability</p> <p>\$244,878.07</p>	<p>Low level adjustment for disability equity loading provides support for students at Kincumber High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding source has been towards engaging four School Learning and Support Officers. This has allowed for the development of a needs-based learning and support program, which has had a positive impact on student outcomes. The collaborative efforts between SLSO staff and classroom teachers has resulted in improved results in testing, including NAPLAN, HSC Minimum Standards and Check-ins. The school has achieved a more consistent approach to student learning support and interventions, with an increased number of learning support referrals and subsequent collaborative learning support activities. This demonstrates the value of targeted support to assist identified students to succeed and thrive in a mainstream setting. This initiative highlights the positive impact that collaboration between staff can have on student outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After conducting an evaluation, the school has decided to take further steps to support its students with the allocated funding. In 2023 the Head Teacher Welfare position will be a non teaching position, and along with the additional LaST staffing allocated from Integration Funding Support, will be utilised to expand the impact of the Learning Support team. These staff can focus on leveraging the teacher's confidence and their capacity to design integrated units of work to meet the needs of students who have learning and/ or behaviour plans to better access education. The school will retain a smaller number of trained SLSOs (School Learning Support Officers) who will continue to work with targeted students. The school also aims to explore</p>

<p>Low level adjustment for disability</p> <p>\$244,878.07</p>	<p>how it can best utilise its learning and support team allocation to support students in the classroom. These initiatives are intended to provide additional targeted support to students who need it most, and to promote an inclusive learning environment where all students can achieve their full potential.</p>
<p>Professional learning</p> <p>\$88,728.20</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 Kincumber High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Staff Pathways and Professional Development</li> <li>• School and Community Partnerships, and School Promotion</li> <li>• Student Educational Pathways</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Targeted Professional Learning to meet school priorities and targets</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Throughout 2022, staff were given a period each from the school's entitlement to focus on the schools Professional Learning Initiatives. Staff engaged in targeted Professional Learning to complete Mandatory Professional Learning, as well as undertake additional learning outlined in the IER reforms, including specialised support in terms of managing complex behaviours, functional behaviour assessment and supporting students with disabilities in the mainstream classroom. The inability to source a large number of casuals meant that targeted individual professional learning was directed to school priority areas, including the implementation of the LEED program, Beginning Teacher initiatives, the HSC Strategy and Head Teacher network meetings.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school's decision to target professional learning and allocate it equitably across the school had mixed results. Compliance for mandatory professional learning was high and ensured auditing requirements were met. The HSC strategy continues to grow in popularity and will be strongly encouraged in 2023. Other focus areas listed above will remain an important direction for the school's Professional learning calendar. The introduction of new syllabi in many areas across the school will require modification to the model in 2023 to meet NESA requirements.</p>
<p>COVID ILSP</p> <p>\$139,121.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> <li>• employing/releasing staff to coordinate the program</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Based on the information provided, the Tuition Cycle 1 was negatively impacted by an inability to find appropriate staff and high student absence rates and cancellation of tuition groups. As a result, it was difficult to assess the effectiveness of the program. To improve the situation in the second cycle, the school adopted a two pronged approach with one staff member</p>

<p>COVID ILSP</p> <p>\$139,121.00</p>	<p>working with identified junior students from 7 to 9 in withdrawal small groups for literacy and numeracy. The other employed staff member worked with Years 10 to 12 to work through the Minimum standards testing after two years of COVID.</p> <p>Overall, the junior student groups showed satisfactory performance in several areas, including the development of fundamental writing, reading and numeracy skills. However, there were areas that required more attention over a longer term to address literacy and numeracy deficiencies. The Senior Group fared considerably better and within the Stage 6 cohort for 2022- only 2 Year 11 students were yet to complete any component of their Minimum Standards by the end of the year.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The next steps in this initiative for 2023 will involve continuing small group tuition, along with in-class targeted support for students in Years 7 to 9. Allocated funds for 2023 will also be used to support student to reach minimum standards, At the time of writing an impressive number of students have met their minimum standards whilst in Year 10. This includes 183 of 184 who have met the Reading threshold, 165 of 184 who have met the Numeracy benchmark and a credible 129 of 184 have attained the Writing standard.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Kincumber High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Improved Student Wellbeing</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The Student Support Officer has enhanced student advocacy, fostered belonging, and helped improve academic outcomes of students they have worked with by identifying and addressing social, emotional, and behavioural issues. This role has collaborated well with key staff, and provided support and referrals for students facing challenges at home or in the community. This initiative has promoted student wellbeing and improved outcomes for all. This role has assisted with whole school approaches to wellbeing, as well as targeted, moderate and significant interventions. This role has supported the Learning and Support team and allowed strength based programs to be run with at risk students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The employment of the Student Support Officer has provided an additional layer of support for students, and has enabled the school to identify and address a range of social, emotional and behavioural issues that can impact academic performance and overall wellbeing. With a focus on student advocacy, the Student Support Officer works collaboratively with the Head Teacher Wellbeing, Careers Advisor, Learning Support Team Coordinator, Year Advisors, Restorative Practices Teacher and School Counsellor. In 2023 this will form the nucleus of a school Wellbeing Hub to create a supportive and inclusive school culture where students feel a sense of belonging. This can lead to improved academic outcomes, reduced absenteeism, increased student engagement and ultimately, better student outcomes.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	480	495	489	507
Girls	515	529	518	504

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	91.5	89.3	91.1	84.5
8	87.7	91.0	85.9	81.7
9	86.0	88.9	87.8	78.6
10	86.3	88.6	83.9	80.6
11	86.7	89.4	84.7	80.3
12	89.2	90.2	87.5	83.2
All Years	88.0	89.6	86.7	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

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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	5
Employment	2	7.5	24.5
TAFE entry	2	12	3
University Entry	0	0	34.5
Other	8	5.5	20
Unknown	2	2	17

## Year 12 students undertaking vocational or trade training

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30.22% of Year 12 students at Kincumber High School undertook vocational education and training in 2022.

## Year 12 students attaining HSC or equivalent vocational education qualification

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99.2% of all Year 12 students at Kincumber 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)	56.8
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	19.77
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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,148,384
<b>Revenue</b>	13,502,347
Appropriation	13,001,374
Sale of Goods and Services	15,364
Grants and contributions	455,530
Investment income	12,044
Other revenue	18,036
<b>Expenses</b>	-13,271,534
Employee related	-12,032,795
Operating expenses	-1,238,739
<b>Surplus / deficit for the year</b>	230,813
<b>Closing Balance</b>	1,379,197

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	162,613
<b>Equity Total</b>	414,275
Equity - Aboriginal	47,240
Equity - Socio-economic	117,258
Equity - Language	4,899
Equity - Disability	244,878
<b>Base Total</b>	10,932,110
Base - Per Capita	265,531
Base - Location	0
Base - Other	10,666,579
<b>Other Total</b>	899,466
<b>Grand Total</b>	12,408,464

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

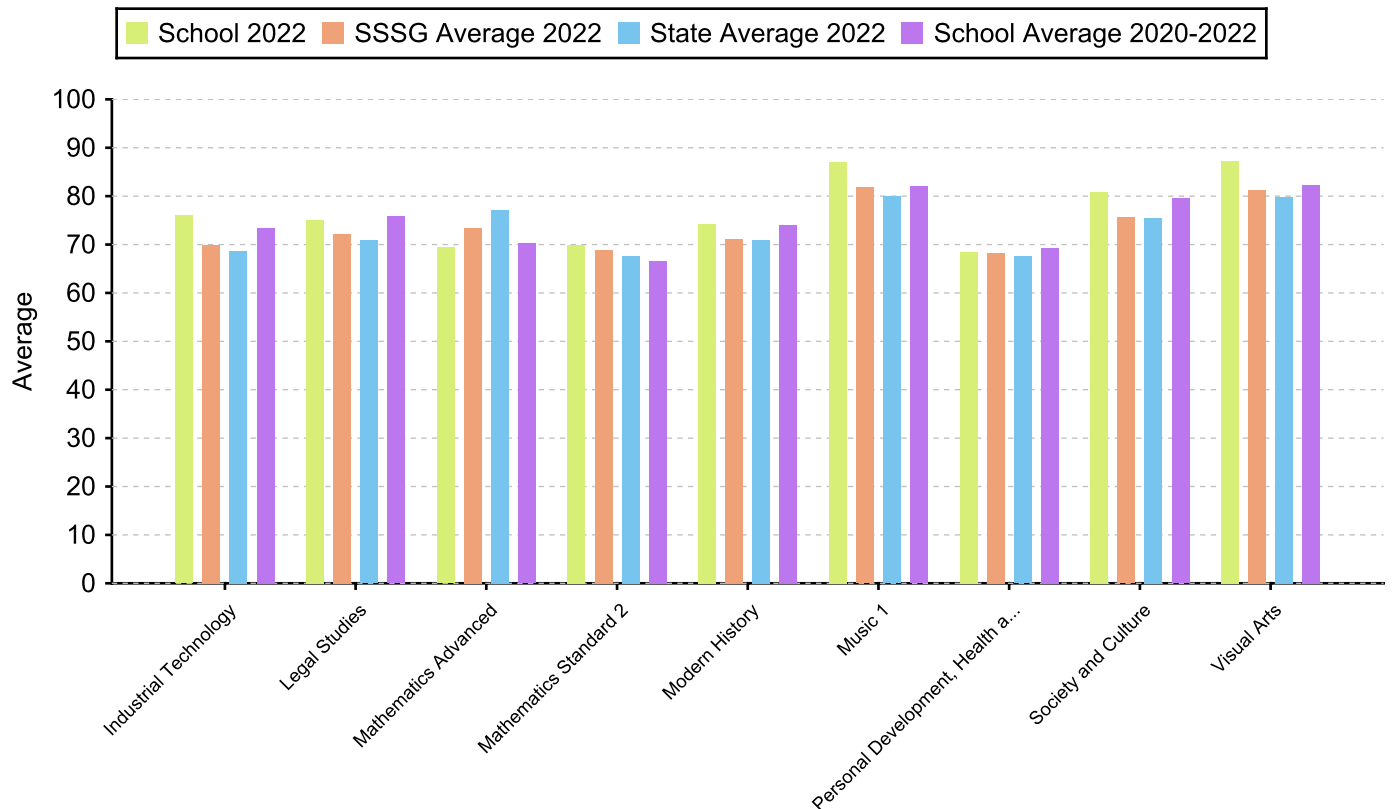
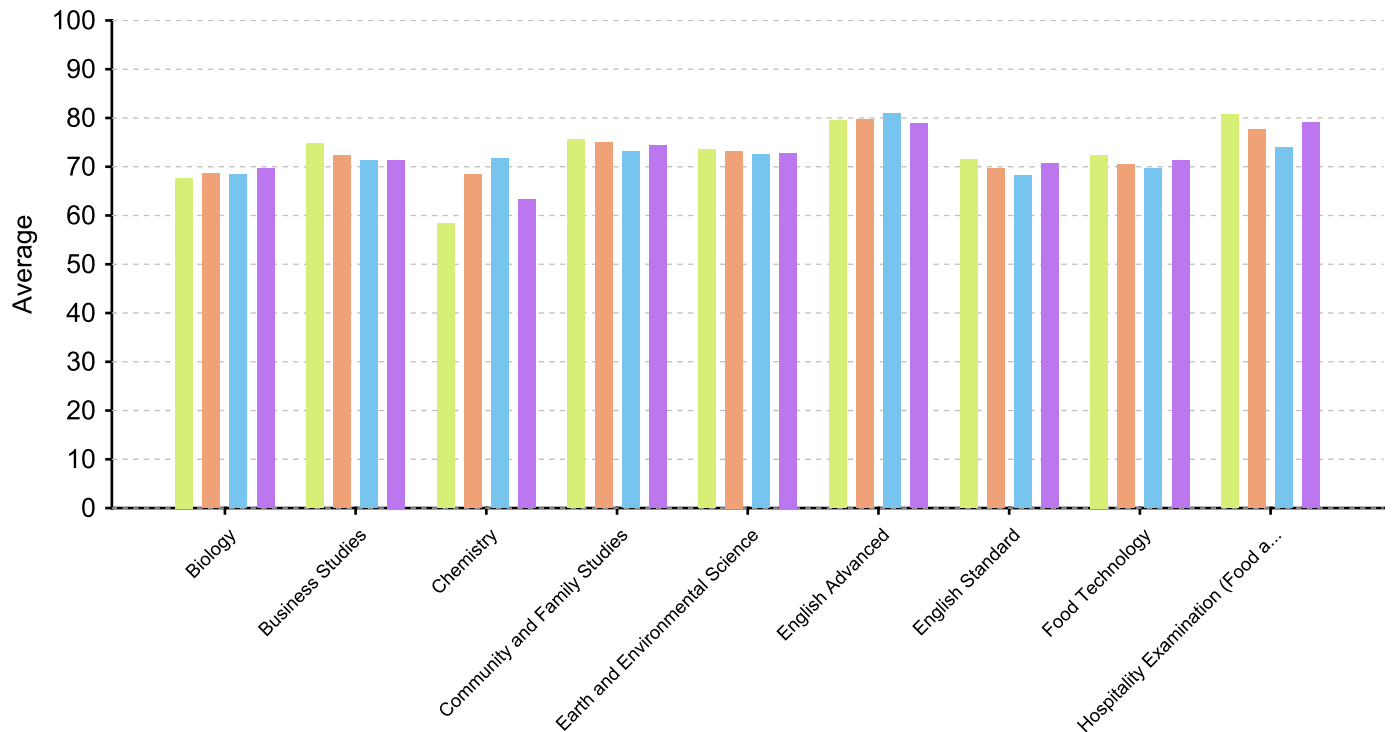
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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.



<b>Subject</b>	<b>School 2022</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2020-2022</b>
Biology	67.7	68.6	68.5	69.6
Business Studies	74.8	72.4	71.2	71.4
Chemistry	58.4	68.4	71.7	63.2
Community and Family Studies	75.6	74.9	73.2	74.4
Earth and Environmental Science	73.6	73.2	72.5	72.8
English Advanced	79.4	79.7	81.0	78.9
English Standard	71.5	69.6	68.1	70.6
Food Technology	72.4	70.4	69.7	71.3
Hospitality Examination (Food and Beverage)	80.7	77.6	74.0	79.1
Industrial Technology	76.0	69.9	68.6	73.4
Legal Studies	75.1	72.2	70.8	75.8
Mathematics Advanced	69.4	73.4	77.1	70.2
Mathematics Standard 2	69.9	68.9	67.6	66.6
Modern History	74.2	71.1	70.9	74.0
Music 1	87.0	81.8	79.9	82.0
Personal Development, Health and Physical Education	68.4	68.3	67.5	69.3
Society and Culture	80.9	75.6	75.5	79.5
Visual Arts	87.3	81.3	79.8	82.3

## Parent/caregiver, student, teacher satisfaction

A positive school-community relationship creates a sense of belonging among students, teachers, and parents. It increases student learning opportunities while creating an inclusive learning environment. It also creates a greater sense of responsibility for all stakeholders because all community members understand that they play a vital role in the learning of the students. Using the Tell Them From Me survey, P and C Feedback and Parent Forums, we asked for Parent voice covering several aspects of parents' perceptions of their children's experiences at home and school.

### Parents Survey Results: (Scores out of 10)

- Parents feel welcome when they visit the school = 7.7 (Govt Norm 7.4)
- Administration staff are helpful when I have a question or a problem = 7.7 (Govt Norm 7.4)
- Reports on my child's progress are written in terms I understand = 7.4 (Govt Norm 6.6)
- Teachers expect homework to be done on time = 7.4 (Govt Norm 7.3)
- Parents feel that school behaviour expectations are very clear = 8.0 (Govt Norm 7.7)
- 79% of parents surveyed indicated that there were sufficient subjects offered at school for their child to study
- 93% of parents surveyed said they would recommend their child's High School to parents of Primary school students
- 83% of parents endorse the high school's reputation within the community
- Parents survey results regarding supporting learning at home were very positive with Asking About Challenges in Classes 6.6 (NSW Government Norm 6.3), Encouraging Children to do Well 7.1 (NSW Government Norm 6.3), Praising Children for Doing Well at School 6.6 (NSW Government Norm 6.3) and Talking to their Child About their Feelings Towards Other Children at the School 6.7 (NSW Government Norm 6.3)

### School Forums

School forums were undertaken with 44 randomly selected parents/ carers to address concerns raised in the TTFM Parent Survey and inform the new SIP 2023-2026. Interviews were undertaken by the Senior Executive of the school. The respondents were overwhelmingly positive and were able to provide meaningful examples to reflect the strengths of the school and areas for future development.

The questions asked were:

1. What does the school do well?
2. What does the school need to improve?
3. How can we work with parents to make the school even better?
4. What are the areas that need to be addressed over the next four years in the Kincumber High School Strategic Plan?

### Areas of strength identified from the Parent Forums included:

- opportunities provided for the students- these include sport, cultural, Maths club, fishing competitions, chess club and girls bootcamp
- the high standard of presentation and parent evenings that the school provides
- the opportunities provided for students who have learning difficulties at school- particularly the role of Learning Support in the Junior school
- the positive culture that exists- which is shown through positive phone calls awards and recognition for student effort and achievement
- the strong communication from the school in a variety of different formats, including social media and traditional newsletters
- the breadth of subject choice available in Years 9 and 11
- the diverse range of wellbeing programs that are provided to students at the point of need and the role of the Learning Support Team in the school

### Areas for future development were identified as:

- the need to extend HPGE students and provide increased opportunities for them to excel
- a more detailed and comprehensive homework policy, which is adhered to by all staff
- air conditioning in all classrooms and better drainage on the school oval
- increased wellbeing support for emerging issues such as vaping, body image and inclusive education
- Greater management of behaviour issues that are affecting learning within the classroom

The quality and nature of student participation in school life is key to increasing student wellbeing and achievement. Four elements of participation have been identified as having most impact: student voice, influence, having choice and working together (Graham, A. et al., 2017). Kincumber High School provides students with opportunities across all activities and settings for quality participation in school life, therefore providing optimum conditions for all students to be successful. Using the Tell Them From Me survey, we asked for student voice covering several aspects of student opinion and participation in school life.

### Student Survey Results:



- 81% of students felt they have friends at school who they can trust and help them to make positive choices. (NSW Government Norm- 78%)
- 90% of students indicated that they do not get in trouble for disruptive or inappropriate behaviours (NSW Government Norm- 87%)
- 38% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for this category is 42%. This was an increase of 5% from 2021.
- 96% of students indicate that thinking critically is important for future job or career
- 95% of students indicate that thinking creatively is important for future job or career
- 93% of students indicate that reading is important for future job or career
- 94% of students indicate that technology is important in any future job or career
- 91% of students indicate that mathematics is important for future job or career
- 89% of students indicate that managing finances is important for future job or career
- 98% of students indicate that communicating with others is important for future job or career
- Drivers of Student Outcomes and School Climate were very positive and with Effective Learning Time 6.6 (NSW Government Norm 6.3), Advocacy at school 6.4 (NSW Government Norm 6.0), Positive Teacher-Student Relationships 6.3 (NSW Government Norm 5.7), Positive Learning Climate 6.2 (NSW Government Norm 5.6) and Advocacy Outside of School 6.1 (NSW Government Norm 4.5)
- **Future Areas of Focus:**
- Continued focus on community partnerships to ensure students have someone at home or community who they can turn to for advice
- Continued focus on raising aspirations of students to succeed and complete the Higher School Certificate.

Kincumber High School, to ensure that teaching and learning isn't viewed as a series of unrelated ideas, but is connected and meaningful to each of the students in our classrooms. Using the Tell Them From Me survey, we asked for Teacher voice covering several aspects of classroom and school practices.

#### **Teacher Survey Results: (Scores out of 10)**

- I work with school leaders to create a safe and orderly school environment= 7.9 (NSW Government Norm 7.1)
- School leaders have supported me during stressful times= 7.7 (NSW Government Norm 7.1)
- I talk with other teachers about strategies that increase student engagement= 8.0 (NSW Government Norm 7.8)
- Teachers in our school share their lesson plans and other materials with me= 8.1 (NSW Government Norm 7.8)
- I discuss my assessment strategies with other teachers= 8.1 (NSW Government Norm 7.8)
- In most of my classes I discuss the learning goals for the lesson= 8.5 (NSW Government Norm 8.0)
- I set high expectations for student learning= 8.1 (NSW Government Norm 8.0)
- When I present a new concept I try to link it to previously mastered skills and knowledge=8.9 (NSW Government Norm 7.9)
- I use two or more teaching strategies in most class periods= 8.5 (NSW Government Norm 7.9)
- I discuss with students ways of seeking help that will increase learning= 8.2 (NSW Government Norm 7.9)
- Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts= 7.4 (NSW Government Norm 6.7)
- I use computers or other interactive technology to give students immediate feedback on their learning= 7.0 (NSW Government Norm 6.7)
- I establish clear expectations for classroom behaviour= 8.8 (NSW Government Norm 8.2)
- I make an effort to include students with special learning needs in class activities= 8.6 (NSW Government Norm 8.2)

#### **Future areas of focus:**

Sharing students' learning goals with parents

Enhancing the morale and wellbeing of all employees through the work of the Staff Wellbeing team at the school.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.