Kariong Mountains High School

Annual Report

2018

UNITY · KNOWLEDGE · RESPECT

8292

Introduction

The Annual Report for **2018** is provided to the community of Kariong Mountains 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 school 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.

Anne Vine

Principal

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Message from the Principal

I am proud of the academic, social and co–curricular achievements of our students and the collaborative, reflective practice of school staff to initiate and support strategies aimed at achieving our school's vision of developing students into respected and successful citizens of the twenty–first century.

A key initiative was the research led implementation of project based learning, developing a real enthusiasm for students taking ownership of their learning and completing authentic assessment tasks. A future–focussed learning position paper was also initiated to guide future practice. These actions reinforce the commitment of our staff to undertake professional learning and critically reflect on their practice in order to provide the most relevant and quality learning experiences for our students.

Students continued to represent the school in a range of endeavours that demonstrated their embodiment of our school values. Even though there were limited successes in school team sports, once again our students were commended for their positive attitude, sense of fair play and persistence.

These qualities were also evident in our students who participated in Max Potential, fundraising and in the Kokoda Trail Experience. Individual students represented at State and National level and a 4th in the State in HSC Society and Culture was an amazing achievement. These examples highlight just some of the successes and opportunities that have been available to students in 2018.

We have achieved much throughout 2018 and this report provides information on our school's progress. I certify that the information in this report is the result of a rigorous school self–evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Anne Vine BSc MSc MEd MACEL

School background

School vision statement

Kariong Mountains Highs School is committed to challenge students to reach their full potential, having the skills necessary to be respected and successful citizens in an ever changing society. The school values of 'Unity Knowledge Respect' are embedded in all practices.

School context

Kariong Mountains High School is a comprehensive Years 7–12 school, which opened in 2010 with a mandate to focus on the biosciences and technology and has now refined that focus into enhancing twenty–first century learning with STEAM in Stage 4. A middle school operates in Stage 4 with curriculum designed to maximise student potential and wellbeing. The first HSC cohort was in 2014 and from this time forward, school enrolment figures have averaged around 560, with 4% acknowledging Aboriginality. The school has formed links with local industries, TAFE and universities and is providing students with relevant future–focussed learning opportunities. It has a strong partnership with its Learning Community of schools and is committed to enhancing a continuum of learning across K–12. It is a proud member of the Cooinda AECG and has a small, but very supportive P&C who engage with the school in governance and resourcing to enhance opportunities for all.

School priorities are to implement quality teaching programs and project based learning, utilising the evidence based framework of John Hattie's Visible Learning. The importance of a growth mindset is communicated to the school community and underpins the school's expectations of success.

Wellbeing of students and staff is evident in the range of programs and support structures in place across the school. The student services room, Ngara Ngunga and the Personalised Learning Plans/Mentoring for Aboriginal students are examples of such support. In addition, a range of programs are in operation, for example 'Food Forest', to provide support at time of need. There is a commitment to student voice and the student leadership team drives change associated with the Positive Behaviour for Learning house system.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

The results of this process indicated that in the School Excellence Framework **domain of Learning:**

Our school is sustaining and growing in all elements, except for student performance measures in which we are delivering. Within each element there are particular themes in which we have demonstrated that we are excelling and these include: transitions and continuity of learning, caring for students, differentiation, whole school reporting and student reports. During 2018, all Executive staff undertook training in data analysis, using the ACER online learning program. Initial work was begun on consistency between external and internal assessment results and we are starting to see consistent growth from Years 7–9. **Future steps include:** further development of our attendance procedures to have greater involvement of teachers, parents, students and the community working together to ensure that student absences do not impact on learning outcomes; deepening teachers' understanding of effective feedback and assessment to better meet the needs of each student and continued analysis of data from Years 10–12 to better understand and, hence, adjust as required, programs and pedagogies to improve student growth.

The results of this process indicated that in the School Excellence Framework **domain of Teaching:**

Our school is excelling in the elements of effective classroom practice, professional standards and learning and development and sustaining and growing in data skills and use. In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence–based teaching strategies. This has been evident through our introduction of 'professional learning streams' in which each teacher committed to learning research and implementation in a teaching area that had been identified as an area needing consolidation. The effectiveness of our approach to analysis of data was evident in our continuing strong writing results in NAPLAN and growth of learning outcomes in Year 12 from the half yearly exam to the HSC, based on internal data analyses after each assessment point. **Future steps include:** further development of the 'Aspirational Highly Accomplished' group of teachers to have some staff ready to formally start the process in 2019; further refinement of the professional learning streams so that they are written as NESA registered courses and further learning and time for staff to gain deep understanding of assessments and their role in informing future practice.

The results of this process indicated that in the School Excellence Framework **domain of Leading:**

Our school is excelling in the elements of school planning implementation and reporting and school resources, and sustaining and growing in educational leadership and management practices and processes. In line with consistency of judgement across the whole self–assessment process, the school rated itself as excelling in the element of high expectations culture. A sustained and comprehensive review of structures and process was held throughout the year and has resulted in the development of 'quick reference guides' (QRGs) to provide clarity, access and uniformity around administrative systems. Although not completed, this is already being seen to have a positive impact on staff morale and their effectiveness to efficiently implement organisational tasks. **Future steps include:** completion of QRGs and establishment of a team to monitor effectiveness; involvement in a 'Community and Engagement' project to better understand the community's understanding of what the school does and what is expected from the local school in order to increase community satisfaction.

Our self–assessment will assist the school to refine our school 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/sef–evidence–guide

Strategic Direction 1

Quality Teaching and Learning

Purpose

To ensure that all curriculum programs and assessments are designed to maximise student learning outcomes, within a growth mindset framework, through application of best practice pedagogical strategies, quality feedback and use of data to provide evidence of success.

Overall summary of progress

The introduction of 'professional learning streams' saw staff provided with training in visible learning, effective technology in the classroom and project based learning to more effectively apply best practice pedagogical strategies.

A staff member from each KLA undertook the ACER data analysis course and this learning was used to identify internal assessment targets that could be used to determine value added growth across a range of learning outcomes. This will be implemented in 2019.

A planned, phased approach based on providing maximum assistance to those Year 10 students needing the most assistance to reach the minimum standards was implemented. This approach saw over 90% of students reach the standard on their first attempt.

Analysis of HSC data saw improvement measures put in place, leading to growth across Year 12 from the half yearly examination to the Trial and ultimately the HSC. These measures saw mixed success and further analysis will take place in 2019 to improve our capacity to ensure all students achieve positive growth.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• The percentage of Year 9 students in the top two NAPLAN (reading and numeracy) Bands has increased by 10% to 27% and 28% respectively from 2017 data (17% and 18%) • 70% of Year 10 students meet the NESA HSC minimum standards in 2020 (baseline data 2019) • The percentage of students achieving in the top two bands of the HSC increases from 17% (2015–2017 average across all courses) to 25% (2018 – 2020 average across all courses) • 80% of students value add to their results across all KLAs as they move across Stages 4 or 5 (based on school developed measures from 2018 data).	$20, 311 (0.2 Last)	Percentage of students in top 2 bands Year 9 remained the same, but still represents an increase over last three years data combined. In 2018, over 70% of Year 10 students met the minimum standards in all three components of testing. 2018 HSC data had 15.3% of total results being in the top 2 Bands. 42% of subjects increased their z–scores when compared to 2014–17 data. Assessment areas identified in each KLA for analysis in 2019 and beyond, with respect to growth data.

Next Steps

- Implement professional learning streams across the year to support staff in gaining new skills in best practice pedagogies and future–focussed learning.
- Student learning will continue to be a significant focus for our school, driven by data that reflects our students' achievement and skills and is designed to support significant value added growth.

Strategic Direction 2

Inclusive school culture supporting individual growth

Purpose

To develop a positive school culture that promotes diversity, encourages student voice and is aspirational through recognition of individual pathways to success and a positive behaviour to learning approach.

Overall summary of progress

The Wellbeing team collated the support programs operating in the school and a draft Wellbeing and Learning Plan for 7 – 12 has begun development. Data analysis tools that monitor progress are being investigated and will be included to justify inclusion of students in programs.

Due to the small cohort size of Aboriginal and Torres Strait Islander students across 7–12, the school focused on monitoring the achievement of PLP goals.

House points and the House Leader system has been implemented. A House Rewards Day was organised with a process and criteria quick reference guide developed, which met with a positive response compared to previous reward day programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• The percentage of Year 9 students showing at or above expected growth in NAPLAN increases from 2017 baseline data of 60% reading, 56% writing and 71% numeracy to 70% reading, 65% writing and 75% numeracy by 2020 • Measureable improvements by 2020 in positive relationships are evidenced by 20% decrease in referrals linked to conflict (60% of total in 2017) • Increase in engagement with learning is evidenced by a 10% increase in % of STARS awards issued in 2020 from 2018 baseline data • The 'Advocacy at School' aspect of the Drivers of Student Outcomes increase to meet or exceed the NSW government norm (baseline 5.3% for the school compared to 6% in the 2017 TTFM student survey) • The 'Students with High Levels of Academic Self–Concept' aspect of the 'Social–Emotional Outcomes' increases to meet or exceed the NSW Government norm for students (baseline 51% for the school compared to 65% in the 2017 TTFM student survey).	Equity – $42,000 Professional Learning – $2,500 Operational – $8,000	The percentage of Year 9 students showing at or above expected growth in NAPLAN follows: 61% reading, 60% writing and 65% numeracy. NOTE: As our students sat the online version of NAPLAN, there is a degree of uncertainty about the validity of directly comparing 2017 data with the results from the online format of the 2018 tests. A reduction of 12% occurred from 2017 data in reference to suspensions related to aggressive behaviour. Baseline data for 2018 was that the number of STARS awarded represented 41% of total student numbers. The 'Advocacy at School' aspect of the Drivers of Student Outcomes increased by 2% from 2017 data. The 'Students with High Levels of Academic Self–Concept' aspect of the 'Social–Emotional Outcomes' remained at 51% in the TTFM survey.

- Cyclic data collection of effectiveness of wellbeing programs to be introduced (pre–program data versus post–program, 6 months later).
- PLPs to include a SMART goal for students. Achievement of this goal will be supported by mentor teacher and data collected on effectiveness of this identification and support.
- Use of SCOUT data and other diagnostic tools, as well as the introduction of 'Education Perfect', to support students with literacy and numeracy growth.

Strategic Direction 3

A Successful Centre of Learning

Purpose

To be valued by the community as a school in which staff actively engage in professional learning to provide relevant and rigorous educational opportunities to students that enhance their capacities to thrive as successful future focussed learners.

Overall summary of progress

Bioscience has been rebadged as STEAM for 2019. The new course reflects future–focussed themes and pedagogy, with student and staff surveys informing the course outline. The course outcomes have been mapped to various syllabi (Australian Curriculum). The scope and sequence, assessment outcomes and programs for Term 1 2019 have been completed.

A role statement for the second Deputy Principal was established and the future–focussed learning position paper will be available early in 2019.

Futures professional learning was successfully delivered through a newly developed professional learning streams process. Data, from surveys of all participants, indicate a high percentage of staff implemented specific strategies.
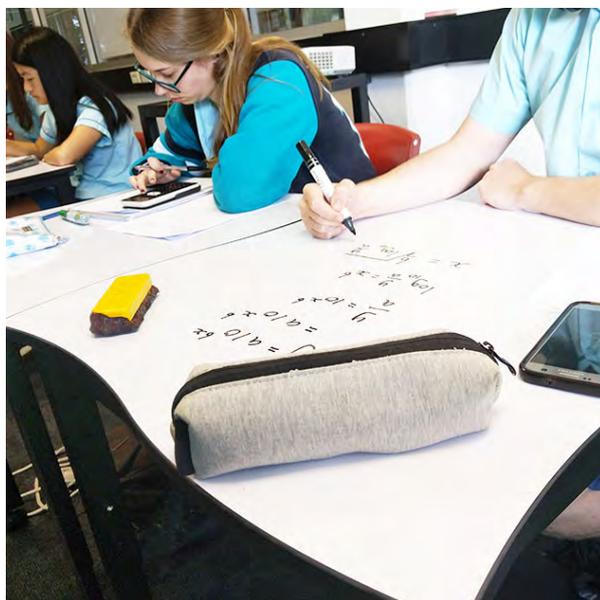
Filmpond is nearing completion, with refilming required in a number of areas due to audio interference and some improvements in composition/ subjects required.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Survey of students' attitudes to future–focussed learning activities indicates that more than 70% are actively engaged and motivated • Attendance in Stages 4 and 5 increases from 90.8 (2017) to 93% (2020) • The 'Relevance' aspect of Eight Drivers of Student Learning increases to meet or exceed the NSW Government norm (2017 baseline of 4.7% compared to 5.8% for NSW from the TTFM student survey) • The 'School Supports Learning' aspect in the TTFM parent survey increases to meet or exceed the NSW Government norm (2017 baseline of 6.9% compared to 7.3%) • The 'Technology' aspect of Eight Drivers of Student Learning in the TTFM teacher survey increases to meet or exceed the NSW Government norm (2017 baseline of 6.5 compared to 6.7 for NSW).	Equity – $119,000 Professional Learning – $8,690 Technology CC – $30,543 Operational Funds – $10,400 Total: $16,8633	The 'Relevance' aspect of the Eight Drivers of Student Learning increased to 5.4% from the 2017 baseline of 4.7% as compared to 5.8% for NSW from the TTFM student survey. The 'School Supports Learning' aspect in the TTFM parent survey increased to meet the NSW Government norm of 7.3%. The 'Technology' aspect of the Eight Drivers of Student Learning in the TTFM teacher survey increased to 7.1 to exceed the NSW Government norm of 6.7 for NSW. Attendance targets are on track with the 2020 goal, but technical issues in Term 4 affected the reliability of the annual figures.

- Future–focussed planning to continue and also incorporate organisational and curriculum decision making that continues progress from 2018 and accommodates overall school enrolments.
- Improve communication and interactive discussions with school community and students to develop improved understanding of relevance of curriculum; adjusting where needed to ensure meeting community values and expectations.
- Analyse effectiveness of professional learning 'streams' on driving student improvements and teacher expertise.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$28,327	Aboriginal background enrolments decreased to 4% of the total enrolment, making general statistical analysis invalid. Focus on individual students through the PLP process was therefore the prime determinant of supporting growth; teacher mentors had a positive relationship with students and families in developing PLP goals and held follow up meetings to discuss progress on goals in the second half of the year. Most students met their PLP goals. 0.2 Learning and Support Teacher allocation was used to provide additional targeted learning support and to run Drumbeat with students in Stage 4. A cultural project with a BaraBarang facilitator and connection with NAISDA saw students attend cultural performances from their developing artists and helped develop positivity across the school about Aboriginal identity and heritage.
English language proficiency	$7,522	Identified students in Stage 4 had access to and used the 'Literacy Planet' program in WRAD and parents informed in the school newsletter that the program can be used at home, to support improvements in literacy. Introduction of Education Perfect program with Stage 5 students to support improved English proficiency.
Low level adjustment for disability	$64,664	0.8 HT Wellbeing position; relief for staff running programs such as 'food forest' and boys' and girls' supervisors; 0.2 additional learning and support teacher employed to work with teachers to provide support for them in their classes and to support teachers in providing appropriate adjustments to teaching programs to support the DoE's wellbeing project: Every student is known, valued and cared for in our schools.SASS time to support provision of Stage 6 exams.
Socio–economic background	$173,603	Acting 0.6 DP appointed to improve effectiveness of wellbeing support for students in Years 7 and 8 and to lead projects in project based learning and lead research in developing a KMHS position paper on future–focussed learning; increased capacity to streamline administrative practices; acting HT Technology to support staff in developing effective technology skills; financial assistance to students for selected school initiatives.
Support for beginning teachers	N/A	Mentor support and PL opportunities for early career teachers and temporary teachers in their beginning years were coordinated as part of the Professional Development Plan process.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	264	265	268	258
Girls	327	318	292	279

Student attendance profile

School				
Year	2015	2016	2017	2018
7	92	92.5	93.3	92.5
8	88.9	90.3	90.5	89.6
9	88.6	88.8	89.6	87.1
10	87.3	85.8	86.9	86.9
11	88.6	84.5	87	90.4
12	80.5	85.7	90.4	87.6
All Years	88.1	88	89.4	89
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Student attendance is monitored daily using biometric finger scanning and period by period electronic marking using the Sentral program which allows parents/carers to have access to real time data about students. The introduction of the Year 7 Deputy Principal has had a positive effect on improving attendance in Year 7 to above State average. Additionally, SMS messaging was utilised to notify parents/carers of non–attendance each morning. This facility resulted in more regular and timely communication between the school and its families. Deputy Principals are responsible for monitoring the overall attendance of students and following up with both students and their parents or carers when a student's attendance is of concern. This allocation has resulted in reduced fractional truanting. Serious attendance issues are referred to the Home School Liaison Officer, who works with students and their families as their non–attendance is causing

significant disruption to their learning.

Retention Year 10 to Year 12

The percentage of students staying on at school from Years 10 to 12 was 68%. Exit data indicates that the vast majority of students who do not stay on to Year 12 leave for employment/apprenticeships during Year 11.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	7	0
Employment	5	8	32
TAFE entry	0	4	14
University Entry	0	0	55
Other	1	0	0
Unknown	0	0	64

Students leaving school to go into employment, apprenticeships or traineeships or to continue study at TAFE or university continues to be at a high rate. Retention in schooling, except to leave for one of the above, is over 91% for Year 11 continuing into HSC study. This is an indicator of success in our drive to have students be more aspirational in their post–school destinations.

Year 12 students undertaking vocational or trade training

Kariong Mountains High School had 68 students complete their Higher School Certificate in 2018. Of these students, 15% studied vocational courses through the TAFE EVET program and/or as a School Based Trainee. Courses included: Nursing, Animal Care and Human Services – Aged Care, Real Estate and Screen and Media. 44% of our students studied school–based vocational educational courses. These courses included Construction, Hospitality and Music Industry.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018, 98% of Year 12 students were awarded a HSC or equivalent vocational educational qualification. All students from our accelerated Year 11 class successfully completed the HSC Biology course, with two students achieving Band 6. The most successful result was in Society and Culture, with a student achieving 4th in the State for his result.

A number of students applied for, and were accepted into, early entry university courses and two students received a scholarship with The Grove Music Studio to complete studies in Music Industry.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	31.7
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	8.48
Other Positions	1

*Full Time Equivalent

Kariong Mountains High School has one targeted Aboriginal school administration officer position.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10

Professional learning and teacher accreditation

During 2018, over $40 222 was spent on professional learning for Kariong Mountains High School staff.

Professional learning was aligned with the 2018–2020 school plan and the individual learning needs of staff as identified from their performance and development plans. With all teachers moving to AITSL standards in 2018, a new model of managing professional learning was introduced, which allowed teachers to effectively choose, monitor and adapt their professional learning and, hence, better streamlined the professional development system. Staff could participate in a range of learning streams including: visible learning –

feedback focus, project based learning, Google for education – beginners and advanced and student wellbeing. Staff feedback was very positive and the scheme will be again utilised in 2019.

To better support students with diverse learning needs, about 20% of staff were trained in the course 'Understanding Dyslexia' and shared this learning with peers to modify teaching strategies based on research into best practice.

Additionally, a member from each KLA undertook the online course in data analysis as delivered by ACER to further improve our understanding of how data can be used to inform future practice.

All staff needing to meet their 'Maintenance of Accreditation' requirements were successful in their endeavours and 2 staff achieved accreditation at a proficient level during the year.

Five members of staff commenced their progress in seeking accreditation at highly accomplished level, using a collaborative group approach and developing a website of resources to support themselves on this journey.

The staff continue to be high users of technology in the classroom and further professional development was made available to enhance the use of technology as a learning tool. There was an increase in staff using 'Google surveys' as a teaching and administrative tool, leading to more effective processes, such as their use with subject selection and student feedback. Executive and office staff were also trained in using advanced features of Outlook to better manage their time.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 **Actual** ($)
Opening Balance	908,983
Revenue	7,124,203
Appropriation	6,865,456
Sale of Goods and Services	293
Grants and Contributions	246,572
Gain and Loss	0
Other Revenue	0
Investment Income	11,881
Expenses	-6,713,415
Recurrent Expenses	-6,713,415
Employee Related	-6,256,981
Operating Expenses	-456,434
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	410,788
Balance Carried Forward	1,319,772

The school's Finance Policy provides guidance for distribution and management of funds obtained from the RAM, Commonwealth funding and School and Community sources. The school's Business Manager utilises a range of reports available in SAP to ensure that spending is in line with the budget and communicates this information to the Principal and the school Executive.

The school's balance carried forward figure is high due to previous substantive roll over amounts that arose from a general caution around spending when new financial systems still had a great degree of uncertainty. The 2019 budget begins to address this issue with planned expenditure on some capital infrastructure. There was still a larger than expected balance carried forward figure; however, due to planned funding commitments for staff not being required due to an unexpected supernumerary position becoming available for the whole year and blocks of leave not requiring "like for like" staff replacement.

The balance carried forward figure includes some committed funds and some Commonwealth funding that is tied to particular initiatives.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 **Actual** ($)
Base Total	5,777,046
Base Per Capita	108,364
Base Location	0
Other Base	5,668,682
Equity Total	399,051
Equity Aboriginal	28,327
Equity Socio economic	173,603
Equity Language	7,522
Equity Disability	189,599
Targeted Total	190,697
Other Total	244,392
Grand Total	6,611,186

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In relation to the Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands: the percentage of Year 9 students in the top two bands showed a 0.6% decrease from the 2017 results by 0.4% for Reading.

There was a 0.1% increase in numeracy results from the results achieved in 2018.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to http://www.myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.
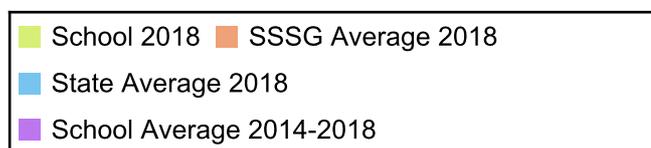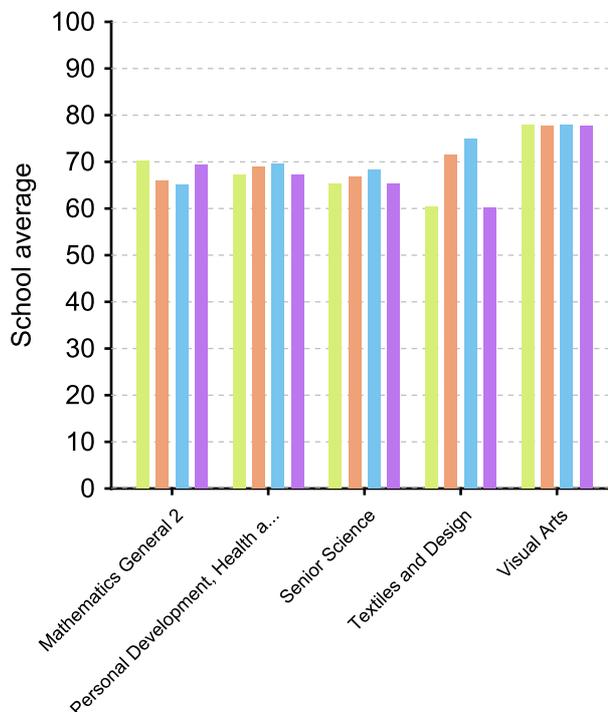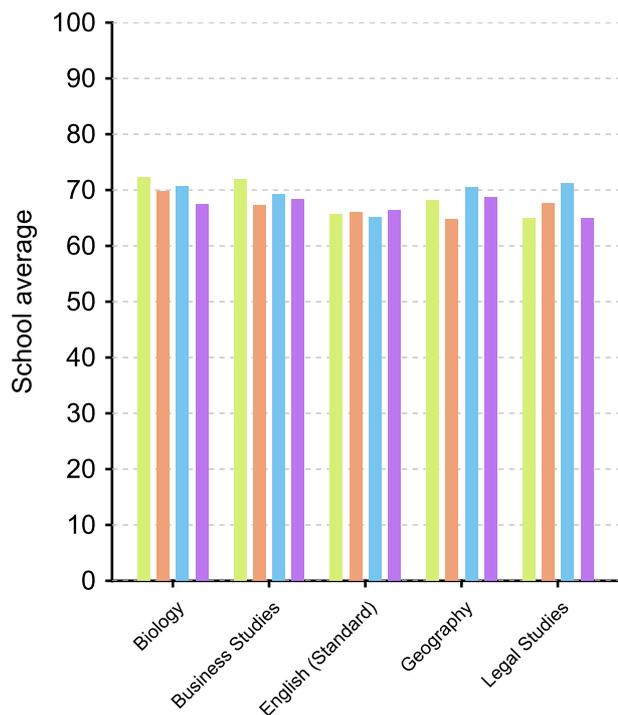
Considering longitudinal data, from 2015–2018, average growth from Years 7–9 has been: 95% in numeracy, 84% in reading and 76% in writing. These results reflect a significant increase in the value added growth of students from Years 7–9 and are above State average percentages for like schools. In this context, these results are a positive validation of our teaching pedagogies.

Higher School Certificate (HSC)

For subjects in which the cohort size is large enough to enable statistical overviews, 40% were above the State average and 50% showed improvements on the school average over the last 4 years. There were some very pleasing individual results, with a student achieving 4th in the State in Society and Culture and two Year 11 students, accelerated in Biology, achieving at the Band 6 level.

Data analysis of the HSC to drive further improvements, continues to be a key milestone of the School Plan.

Legend:
- School 2018
- SSSG Average 2018
- State Average 2018
- School Average 2014-2018

Legend:
- School 2018
- SSSG Average 2018
- State Average 2018
- School Average 2014-2018

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

Parent/caregiver, student, teacher satisfaction

In 2018, the school sought the opinions of parents, students and teachers about the school. This included 'Tell Them From Me' (TTFM) surveys, People Matter 2018, Parent Engagement Survey, Excellence in School Customer Service 360 Reflection Tool, through discussions at P&C and many discussions that arose from calls, emails, letters, and during school activities. From student responses, it was concluded that:

76% of our students have a positive relationship with their peers and **85% of our students** do not get into trouble at school for disruptive and inappropriate behaviour, which is similar to results in all other government schools.

Effective classroom learning time, which is where important concepts are taught well, class time is used efficiently and homework and evaluations support class objectives, was rated 6.3 out of ten. This is equivalent to other schools.

Students rated positive teacher relationships 5.9 out of 10, indicating that teachers are responsive to their needs and encourage independence with a democratic approach. This mean is higher than the norm for all other schools.

Some of the parents' responses from the TTFM

survey indicated:

- 71% would recommend the school
- 82% feel welcome at school
- 73% believe that their child feels safe at school

The Parent Engagement Survey also indicated that 85% of parents and carers feel comfortable visiting the school and that 80% are communicated with warmly when calling the school.

Some of the teacher responses indicated:

- 89% provide written feedback on student work and 84% have high expectations for learning. The state norm is 80%.
- Staff responses in the areas of Learning Culture, Technology, Data informs Practice and having an Inclusive School were at or above the State norm.

Responses from the People Matter Survey showed significant improvement in the areas of communication, high performance and leadership.

Results from the Excellence in School Customer Service 360 Reflection Tool that surveyed parents, students and staff, reported back that our school's main strengths were in the areas of inclusivity, empathy and ethical behaviour.

Policy requirements

Aboriginal education

In 2018, Kariong Mountains High School had 4% of students who identified as being Aboriginal Australians or Torres Strait Islanders. To support these students, the Aboriginal Education Team, the Learning and Support Team and the Careers Advisor consult with both students and their families to plan for successful pathways to learning from school to work/further education. The students are supported throughout the year by mentor teachers who work with students and families in developing personalised learning plans in Term 1, with follow up meetings in Semester 2 to evaluate and review each student's progress.

In 2018, our ANZAC Day ceremony included the contribution of Aboriginal and Torres Strait Australians to our participation in major conflicts and their rightful place in the ANZAC legacy.

Aboriginal education funding from the RAM was used to fund a support teacher. This teacher assisted students with their studies and helped develop learning and behaviour strategies that would be successful at school and work.

Multicultural and anti-racism education

Kariong Mountains High School proudly educates students from diverse cultural backgrounds. Our staff is equipped to meet the specific needs of students and community members from culturally and linguistically diverse backgrounds and are able to identify and address racism in the working environment.

Kariong Mountains High School has a member of staff with the explicit responsibility of Anti–Racism Contact Officer, who has undertaken specific professional learning aimed at building staff capacity in this area and supporting students if the need arises.

At various weekly assemblies throughout the year, discussion takes place about our values, 'Unity Knowledge Respect', and their impact on how we live as respected and successful citizens in twenty–first century multicultural Australia.