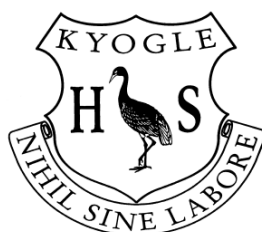


# Kyogle High School

## Annual Report



2016



8189

## Introduction

The Annual Report for 2016 is provided to the community of Kyogle 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.

Mrs Gae Masters

Principal

## School contact details

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Summerland Way  
Kyogle, 2474  
[www.kyogle-h.schools.nsw.edu.au](http://www.kyogle-h.schools.nsw.edu.au)  
[kyogle-h.School@det.nsw.edu.au](mailto:kyogle-h.School@det.nsw.edu.au)  
02 6632 1300

## Message from the Principal

Kyogle High School is a proud public High school with strong links to the local community. The school has a culture where excellence is not only valued but expected and where students are challenged in their learning. The school is committed to promoting our PBL rules of Be Safe, Be Respectful and Be a Learner. At Kyogle High School, we actively teach our students how to model these rules and become active global citizens.

Our school's success is underpinned by three key elements that promote quality teaching and learning programs for our students,

Firstly, we have a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their potential best in all they do. Secondly, our students are a passionate and motivated group of young people who are keen to learn and participate in the range of educational opportunities provided for them at the school. Thirdly, Kyogle High School enjoys tremendous support from our parent body and local community.

I am proud to work in a school community that challenges students and promotes high expectations to all. The teaching and support staff is committed, focused and professional. The school continues to enjoy excellent relationships with our partner primary schools and the broader community. Our goal is to send our students out into the community as resilient, independents and confident young people, ready for work and further study.

Mrs Gae Masters

Principal

## School background

### School vision statement

Kyogle High Schools mantra is 'Here to Learn, Here to Lead'. As a team, Kyogle High School will provide excellent opportunities for students, staff and the community in learning, teaching and leading

- Leadership – at Kyogle HS we will embrace our responsibilities to anticipate, plan and respond effectively to the needs of our students.
- Respect, Fairness and Opportunity – at Kyogle HS we will work in a manner that is safe, respectful of others, values diversity and provides equitable access and opportunity.
- Making a Difference – at Kyogle HS we will strive for continuous improvement and quality outcomes that make a meaningful difference to our students.
- Accountability and Integrity – at Kyogle HS we will acknowledge our responsibilities to be accountable for all we do, to always act in the school community with integrity and to use resources entrusted to us in a sustainable manner.
- Working Together – at Kyogle HS we will collaborate and work constructively with others to achieve excellence.

### School context

Kyogle High School is a comprehensive high school located in the township of Kyogle. The student population is diverse; ranging from family members who have lived in the district for generations to those who have recently moved to the area. The demographics include 10% Aboriginal and Torres Strait Islander students and 2% ESL.

Through a broad curriculum, staffs ensure that students achieve their personal best. Special attention is given to students with diverse academic, social and language needs. Through professional development, teachers work collaboratively to develop a well-rounded school experience for all students at Kyogle High School.

The teaching staffs at Kyogle High School are committed to the delivery of a comprehensive curriculum. The start of a new school plan is an opportunity to review and refine both teaching and learning programs and curriculum structure. Active engagement in quality professional learning continues to remain a priority for staff.

The school enjoys a strong relationship with an active and committed P&C. As a partnership, the school and the P&C will continue to work to increase the profile of the school in the community.

Through the school planning process, all stakeholders have indicated that they have a commitment to Kyogle High School.



# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

### For schools participating in external validation processes:

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of **Learning** the in balance judgement of the school is that it is Delivering. Learning Culture is exemplified through our focus on differentiated learning across all KLA's and underpinned by personalised learning plans for students identifying as ATSI, ESL and students with a disability. In 2015 the school established the first of two multi categorical classes and are planning for a third in 2017. With attendance central to developing and maintaining a positive learning culture, emphasis on the tracking of truancy and parental contact is delivering a reduction in absences across the student cohort. Driven by data from sources such as TTFM surveys, the school will continue to embed PBL into school culture in 2017 and critically examine assessment delivery across Yrs 7–12. Wellbeing initiatives, including the introduction of a second MCC class based on the 'pull back' model and the evaluation of KHS by SPICE Education Evaluations, have acknowledged the need for the school's executive to continue to deliver strategic and planned initiatives that rely on data to drive change and improved educational outcomes. Curriculum and Learning is focused on delivering a differentiated curriculum. In 2015 all staff completed a 'Differentiated Learning' course giving staff ownership of, as well as knowledge and skills to, differentiate for all levels of student achievement. Our belief is that differentiation must continue to be a regular conversation. Assessment and Reporting procedures have been reviewed and revised to foster a stronger appreciation around the value of both. Using data and a growing lens of self-evaluation, improved assessment notification and criteria allow for greater student feedback and relevance. The theme of authenticity is extended through the New Directions Program which aims to facilitate a smoother transition for students from Yr 10 into senior study. SEF performance measures indicate that across Student Performance Measures there is much ongoing work to do. Attendance rates have experienced a sharp improvement since 2013 and value added components within NAPLAN and HSC indicate moderate areas of improvement.

The results of this process indicated that in the School Excellence Framework domain of **Teaching** the in balance judgement of the school is that it is Delivering. Effective Classroom Practice occurs on a regular basis but increasingly it needs to be underpinned and informed by real data sourced and used by teachers. Structures and tools are being put in place to support increased self-evaluation by staff. Targeted professional learning opportunities and the growing awareness of Business Intelligence and the value of TTFM survey, SMART and RAP information will allow a generational change in how teachers deliver teaching opportunities through Data Skills and Use. Data, and its analysis, is now being seen as the key driver of all significant decisions within the school. Structural reforms within the school have highlighted the importance of Collaborative Practice. The successful implementation of a cycle of staff, team and faculty meeting opportunities has allowed focus on PBL, School Plan initiatives and individual PDP. The school has implemented a 10 hour Peer Collaboration course incorporating local feeder schools. The challenge of innovation, the Reform Agenda and a changing senior executive has led to the beginning of a reinvigoration around Learning and Development. There growing professional awareness in the need for all staff to continuously work on their own learning aligned with the goals of the School Plan in general. Professional Standards resonate as the guiding principle of all teachers and through dialogue and a greater awareness of the integrity of PDP's, professional training, faculty plans and the School Plan, staff are becoming consistent in aligning themselves with these standards.

The results of this process indicated that in the School Excellence Framework domain of **Leading** the in balance judgement of the school is that it is Delivering. Significant changes in the leadership of KHS have brought about an understandably new leadership paradigm. In some areas this has caused consternation but for the most, changes have allowed for the necessary shift in expectation, planning, innovation and improvement. There are the beginnings, at KHS, of an increasing uniformity of process with the Leadership of the school. This is apparent in the development and implementation of principal's newsletter, growing significance of data driven decision making including parental and student surveys. Early success has been marked by our 2016 Open Afternoon – On the Village Green. A culture of high expectation will ensure real whole school improvement through transformational leadership. Critical to this process has been School Planning, Implementation and Reporting. Transparent leadership, based on collaborative decision making aligned with School Plan and PDP's, measured alongside our key milestones and supported through guidance from mentor Mr Grahame Ross, is growing the school's vision and strategic direction. The valued inclusion of teachers in our development and the invitation to all stakeholders in building the future of our school has been imperative in the developments in 2016. The clear and targeted use of School Resources within budget has enveloped the school in its

core business – teaching and learning. This has seen the implementation of strategic and innovative programs such as senior tutoring, oral portfolio and ESL initiatives for students and beginning teacher mentoring for newly appointed staff. Investment in SNAP proposals and student special provisions will continue to bring quality outcomes to student achievement. It is increasingly evident that the Management Practices and Processes that have been implemented in 2016 are seen as underpinning continued school improvement and reinvigorating the professional effectiveness of staff, including re-established executive roles and responsibility and individual teacher PDP's, will deliver a transparent, collaborative and innovative platform for teaching and learning.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

### **Validation panel comments**

In the domain of **Learning** the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

In the domain of **Teaching** the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

In the domain of **Leading** the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

School determined next steps in the self-assessment process:

**Wellbeing** – To continue the implementation of PBL, review and revise current good discipline and effective learning procedures within the context of the DoE Student Wellbeing Framework and develop an updated whole school approach to Student Wellbeing at Kyogle HS.

**Effective Classroom Practice** – To develop a whole-school approach and consistency of practice regarding implementation of evidence-based pedagogical practice (based on What Works and Six Effective Practices).

**Assessment and Reporting** – To investigate, develop and implement evidence-based practices which support high quality internal assessment and tracking procedures in order to know and show student growth 7–12.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Excellence in Learning

#### Purpose

All students and staff to be engaged in meaningful, challenging and future focused learning designed for individuals to achieve and thrive in a supported learning environment.

#### Overall summary of progress

The explicit teaching strategies within the New Directions program have given the students the skills they need in reflection and self analysis of their own work. This will be essential for success in the senior years. The target of 90% of students completing the New Directions Program was met.

The school continued to work with staff on the skills and knowledge required to effectively Differentiate teaching and learning programs. Outside experts were engaged to work with staff and quality feedback on programs using the Teaching Standards was provided by the Principal. This will continue to be a focus in 2017.

There was no significant decrease in the number of 'N' warning letters for Year 11 and 12 but there was also no significant increase. A draft policy was provided to staff for feedback to ensure a fair and equitable process is followed by all faculties in the issuing of 'N Awards'.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• 100% of programs reflect differentiation</li><li>• Increase VET participation in Stage 5</li><li>• 100% teachers access HSC RAP/HSC/SMART data to inform changes in teaching and learning to improve student outcomes</li><li>• 100% of teachers are delivering explicit PBL lessons</li><li>• Using 2016 data as benchmark</li></ul>	<p>All staff are using Differentiation in Teaching and Learning programs.</p> <p>VET participation has remained steady however it is anticipated that this will continue to be a growth area.</p> <p>Explicit teaching strategies developed to enable Year 10 students to continue participation in reflection, revising and presenting through the 'New Directions Program'.</p> <p>Qualified tutor supporting Year 11 and 12 Aboriginal and non-Aboriginal academic progress has continued to be successful with students self referring for support.</p> <p>100% of Aboriginal and Torres Strait Islander students have Personalised Learning Plans (PLPs)</p> <p>An Aboriginal SLSO continued to be employed to support ATSI students and provide a contact between home and school.</p>	\$104 916.19

#### Next Steps

It will be important to build capacity of staff to make informed decisions using available data. Not only do staff need to know where to locate the data, but they also need to know how to use it to inform effective teaching and learning practice. This will continue to be a focus in 2017.

Professional Learning Plans will continue to be a focus in each KLA with an emphasis on a collaborative approach through quality conversations with each staff member's supervisor. PLPs will need to be documents that are not done in isolation but based on quality conversations and reflective practice, to ensure they are relevant.

Aboriginal and Torres Strait Islander students PLPs need to become the forefront of teacher planning for individual students. Not only do the plans need to be referenced continually, but they need to be reflected in T&L programs and differentiation. A trained Aboriginal teacher will be employed in 2017 to work with staff supporting the implementation of quality PLPs.

Academic support for Year 11 and 12 students will continue including supervised study time on a Wednesday afternoon during sport time. Student satisfaction of this resource has been high.



## Strategic Direction 2

### Excellence in Teaching

#### Purpose

Increase teacher capacity through focused professional learning, reflection and peer collaboration that reflects the school and community context. To provide high quality teaching and learning through evidence based teaching practice that is meaningful, challenging and future focused.

#### Overall summary of progress

During 2016 there was a continued focus on demonstrable high quality teaching and the use of data to inform program development and delivery. There was an emphasis on staff professional learning with the Professional Performance and Development Framework used to guide practice. All staff have been trained in the overall concept of PDPs and there is a general understanding of the accreditation process and its impact on staff employment. Quality conversations between staff and supervisor around PDPs created shared understanding of individual targets. Committee meetings continued in 2016 to provide greater opportunity for staff input.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• All staff develop a Professional Learning Plan</li><li>• Assessment Tasks are consistent across all KLA's with written feedback regarding student performance working group to revisit and drive implementation.</li></ul>	<p>Staff have embraced the Professional Development Plans (PDPs) and 100% staff completed the process.</p> <p>Most Assessment Tasks are consistent in terms of format and information (including rubric) across all KLAs. In 2017 there will be a focus on ensuring written feedback to students is relevant and timely to drive the improvement process.</p> <p>The Professional Performance and Development Framework used to guide whole school and individual teacher professional learning to ensure delivery of the school plan and to meet accreditation requirements.</p>	\$54 578.94

#### Next Steps

Continued support for staff with the accreditation and maintenance process and ensure that Professional Development Plans are developed with consultation with supervisors and reflect the professional and inspirational needs of individuals.

Focus on feedback to students regarding performance in assessments and examinations including evidence of best practice. There needs to be discussion around student feedback on teacher performance but this will need much work and scaffolding to be successful.

Beginning teachers will continue to receive high levels of support both with classroom teaching and management as well as the accreditation process. All staff will be supported in understanding the requirements of maintenance and ensuring registered and non registered hours of TPL are met.

## Strategic Direction 3

### Excellence in Leading

#### Purpose

Build capacity within the school for leadership opportunities to foster a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning and success.

#### Overall summary of progress

Focus continued during the year on continuing to build on the K–12 Positive Behaviour of Learning (PBL) with partner primary schools. School achievements had high level exposure through School Newsletter, local media outlets and designated school Face Book page.

The school held an open afternoon in May called 'An Afternoon on the Village Green' which showcased the school and the specific work being done in each KLA. The afternoon was an outstanding success and will become an integral part of the school engaging with parents/carers and the wider community.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Using 2014 data as benchmark – 2% increase in student attendance rates enrollment.</li><li>• Regular positive media stories.</li></ul>	<p>In 2016 we employed a staff member to coordinate the school newsletter and to be responsible for the school FaceBook account as well as provide regular stories to media outlets.</p> <p>School attendance rates were above state average.</p> <p>Committee Meetings held once a term to ensure that staff all have a voice to make recommendations regarding whole school progress and provide leadership opportunities.</p> <p>Positive Behaviour for Learning found traction as a Community of Schools K–12 model. Emphasis on aligning systems, data driven decision making and rewarding good behaviour.</p>	\$65 055.05

#### Next Steps

Continued emphasis on PBL with partner primary schools. Review of the school's Well Being Policy to support the PBL process and embedding a working rewards system that is supported by all key stakeholders within the school.. The wider Community will be consulted regarding the PBL positive expectations.

Continue to ensure that positive media stories are distributed within the Community and that the school continues to maintain excellent relationships with the town including profile at ANZAC Day, Australia Day Awards and Lions Youth of the Year

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>All students have a Personalised Learning Plan developed in consultation with both the student and parents/carers. These plans are provided to staff to ensure student learning is targeted and there is support where needed.</p> <p>The school continued to support the AIME program in 2016 7–12. One Year 11 student was a mentor during 2016.</p> <p>NAIDOC celebrations involved guest speakers, Assembly and guest performances.</p> <p>SLSO for ongoing student support and positive link between community and school.</p>	\$25 292.88
<b>English language proficiency</b>	A teacher was employed to support identified ESL students. A combination on 1:1, program differentiation and team teaching were some of the strategies used to improve student learning outcomes.	\$18 627.04
<b>Low level adjustment for disability</b>	<p>The Learning Center continued throughout 2016 however there was a review conducted led by support staff from Lismore District Office and</p> <p>The nationally consistent collection of data on school students with disability (NCCD) uses a model that draws on teachers' professional judgement and practices throughout the year supporting students with disability to access and participate in education. This meant the focus moved on withdrawal of students to providing support for teachers to deliver personalised learning for students in the classroom.</p>	\$37 110.00
<b>Socio–economic background</b>	<p>Quicksmart numeracy was re–introduced in Years 7 and 8.</p> <p>Study Skills support for Year 11 and 12 including targeted support during Wednesday afternoons (sport).</p> <p>Provide all staff with ipads to provide ease of roll marking, access to emails and recording student work.</p> <p>Continued upgrades to classrooms and equipment including replacement parts for IWBs.</p> <p>SLSO support for classrooms.</p> <p>Self Nominated Projects – staff nominated specialised projects to improve student learning outcomes.</p> <p>Teacher employed to:</p> <ul style="list-style-type: none"> <li>– support improving student attendance including fractional truancy</li> <li>– coordinate school newsletter including</li> </ul>	\$244 156.48

<b>Socio-economic background</b>	distribution within the Community – running the school FaceBook page	\$244 156.48
<b>Support for beginning teachers</b>	A designated mentor was employed to support first and second year teachers. A combination of team teaching, program support, team marking of assessments and support in the accreditation process was implemented.	\$12 242.19

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	193	187	184	176
Girls	192	193	208	200

This graph shows the pattern of student enrollment over the past 4 years. Over time there has been a decrease in total enrollment which is indicative of the demographic decline within the local community.

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	90.8	94.1	94.2	95
8	89.6	90.5	92	93.8
9	86.7	90.7	93.1	92.4
10	83.5	83.1	91.2	91.6
11	83.1	83.3	90.4	88.9
12	84.9	84.4	90.8	89.1
All Years	86.3	87.3	92	91.8
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

### Management of non-attendance

School attendance continues to be above State Average for Department of Education (NSW) schools. This pattern reflects attendance strategies implemented by the school including:

- monitoring of attendance by a designated staff member who contacts parents, interviews students and works at reducing partial/fractional truancy
- the continued emphasis on the significance of attendance and success at school through all forms of school communication such as the Newsletter, P&C

meetings and school Assemblies

– timely referrals to the Home School Liaison Officers (HSLO) of students whose attendance is below 85% and there is no reasonable explanation.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	3
Employment		2	41.6
TAFE entry		2	4.9
University Entry			36
Other			13.1
Unknown			1.4

### Year 12 students undertaking vocational or trade training

Vocational education is valued by Kyogle High School. The school offers three vocational education and training (VET) courses to our students as well as access to TAFE vocational and education training (TVET).

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

99% of the Year 12 cohort of 2016 achieved their Higher School Certificate.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	21.7
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	9.38
Other Positions	5.6

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal and Torres Strait Islander composition of their workforce. The school employed a qualified teacher identifying as Aboriginal and an Aboriginal SLSO in 2016.

### 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	2

### Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Kyogle High School staff in 2016. Professional learning developed the mindsets and capabilities of our staff to reflect on current practice, partake in professional dialogues and led to all teachers actively developing a PDP to improve their own performance.

In 2016 the total school expenditure on teacher professional learning was \$69 727 with a further \$18 186 spent on the Beginning Teachers program.

In 2016 two staff were successful in gaining Accreditation at the Proficient level.

School Development Days were highly successful in 2016 with two days (Term 2 and 3) run with all partner primary schools in attendance. Focusing on Positive Behaviour for Learning (PBL), a K-12 Model was established and quality conversations were started to ensure a shared understanding and agreement in the expected positive behaviors for each school. Term 1 SDD was targeted Professional Development on Differentiated Curriculum with guest presenter. The two days at the end of the school year were devoted to compliance training including CPR and anaphylaxis face to face training.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>552 884.55</b>
Global funds	611 493.10
Tied funds	579 009.60
School & community sources	153 004.02
Interest	13 832.16
Trust receipts	44 253.68
Canteen	0.00
Total income	1 954 477.11
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	164 474.60
Excursions	72 294.10
Extracurricular dissections	114 627.84
Library	24 989.74
Training & development	48 185.89
Tied funds	471 131.76
Short term relief	108 199.08
Administration & office	160 733.06
School-operated canteen	0.00
Utilities	104 905.63
Maintenance	30 517.43
Trust accounts	42 847.90
Capital programs	88 481.40
Total expenditure	1 431 388.43
<b>Balance carried forward</b>	<b>523 088.68</b>

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data..

97% of Year 7 students participated in the 2016 NAPLAN test. Overall results for students who achieved at or above minimum standard was consistent from previous years. In the Domain of Reading, student results were below previous years. In response to this, the school will be reintroducing in 2017, silent, sustained reading in Roll Call each morning. Spelling continues to be an area of concern in both Year 7 and 9 with student's results well below the state average. Students in Year 7 are over represented in Bands 4 and 5. Year 7 Writing results showed average growth.

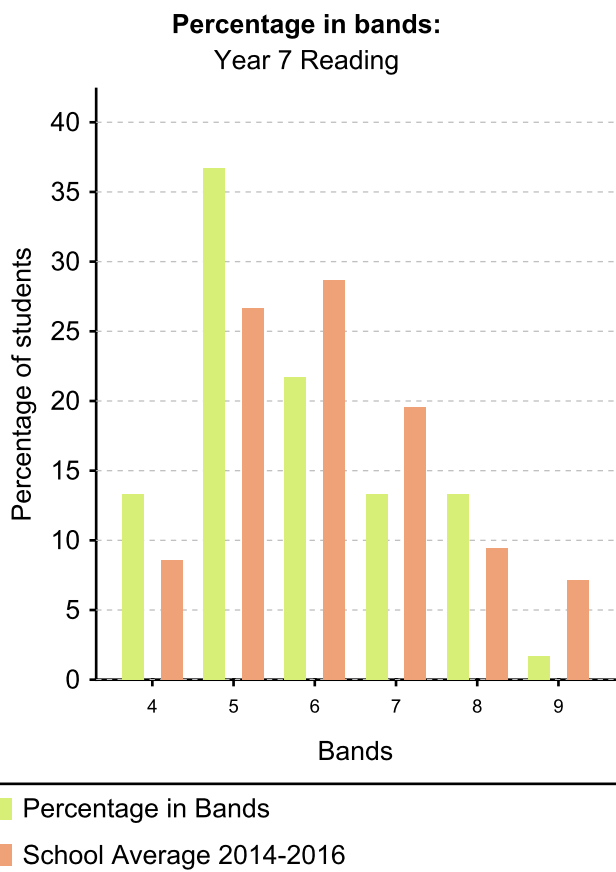
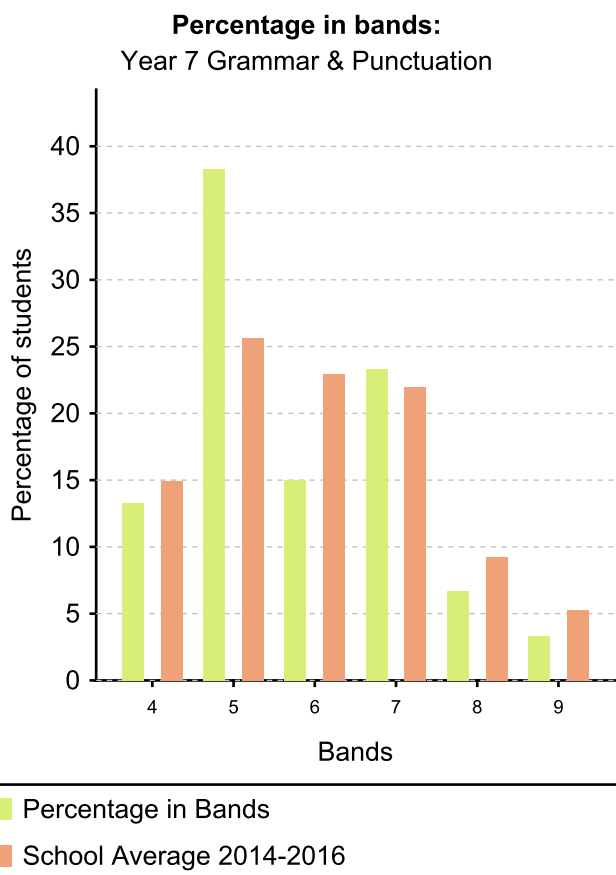
Year 9 student NAPLAN results showed average growth in writing, grammar and punctuation with the highest improvement in writing. This reflects the targeted approach that the English faculty have implemented towards improving student writing.

In the area of Numeracy in NAPLAN there were some excellent student results reflecting growth well above state average. It will need to be a focus however to move the current Year 7 students in terms of growth forward before retesting in Year 9. Revision of Teaching and Learning programs will need to be a focus of the Mathematics faculty and recommendations to have a sustained whole school focus to support numeracy across the school implemented.

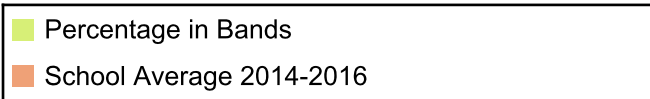
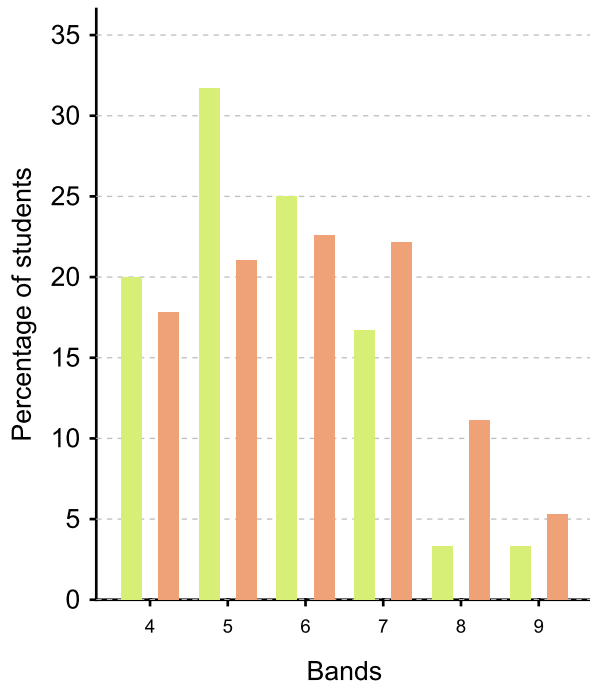
In accordance with the Premier's Priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

The percentage of Year 7 students in the top two bands in Reading has shown an increase in Band 9 in terms of school average 2014–2016. There were similar results in Year 7 Numeracy. Representation of students in the top 2 bands of Year 9 Reading have increased however the results in Year 9 Numeracy have not demonstrated growth.

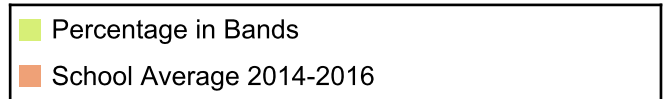
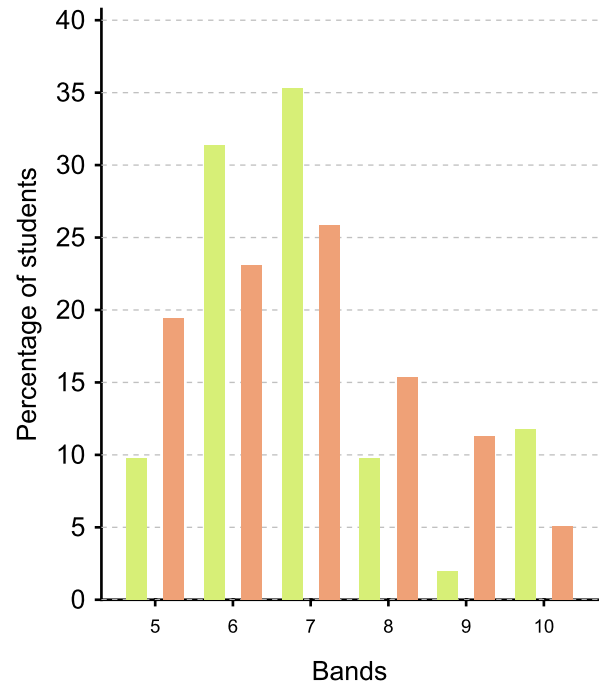
In 2017, the school Executive will look at the results in SMART and make whole school recommendations to improve the overall school performance of Year 7 and 9 over a three year period.



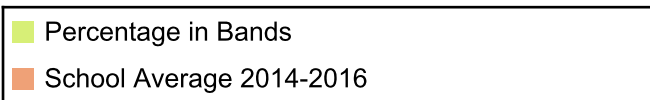
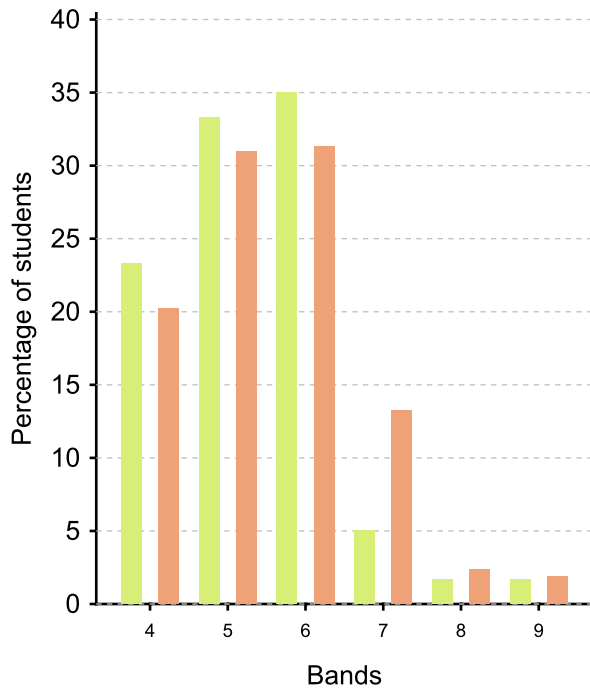
**Percentage in bands:**  
Year 7 Spelling



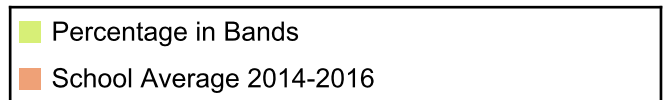
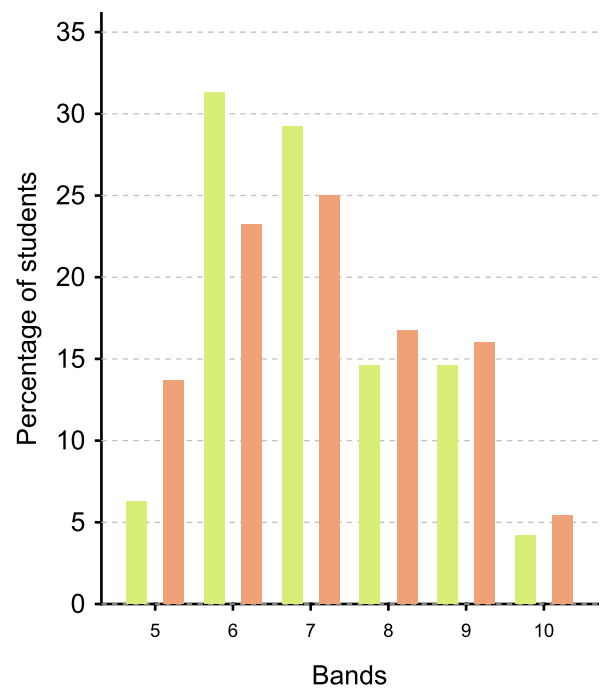
**Percentage in bands:**  
Year 9 Grammar & Punctuation



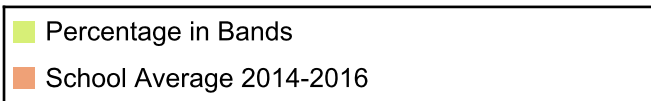
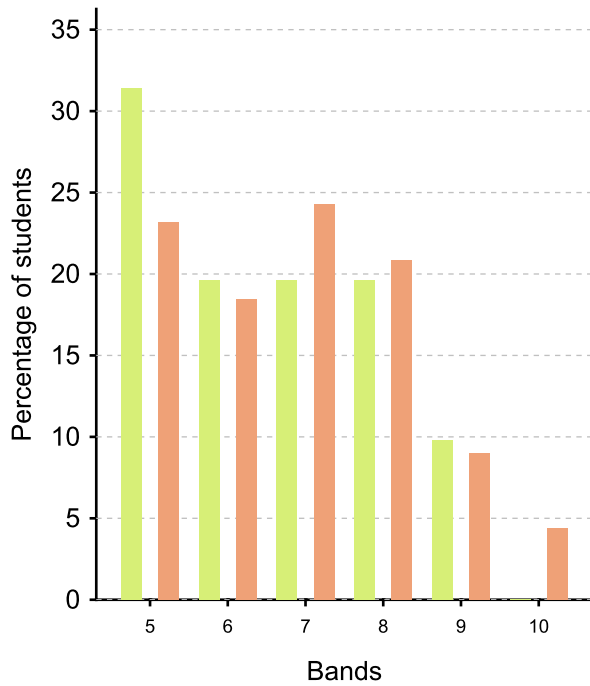
**Percentage in bands:**  
Year 7 Writing



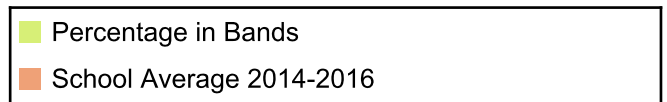
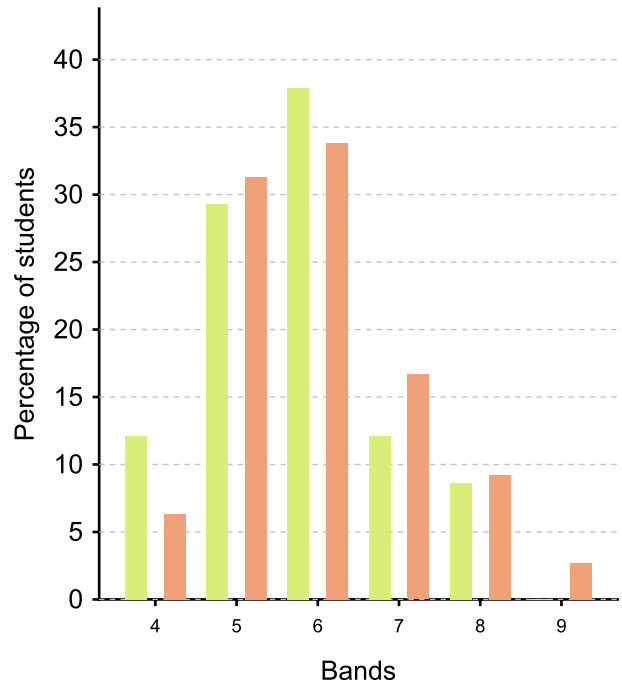
**Percentage in bands:**  
Year 9 Reading



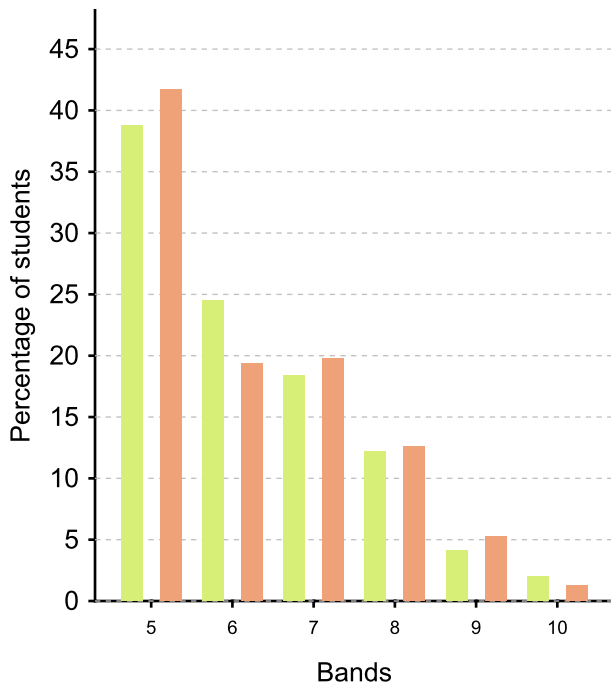
**Percentage in bands:**  
Year 9 Spelling



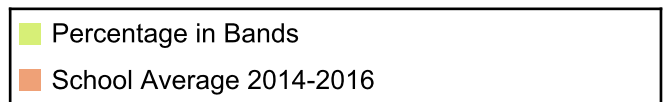
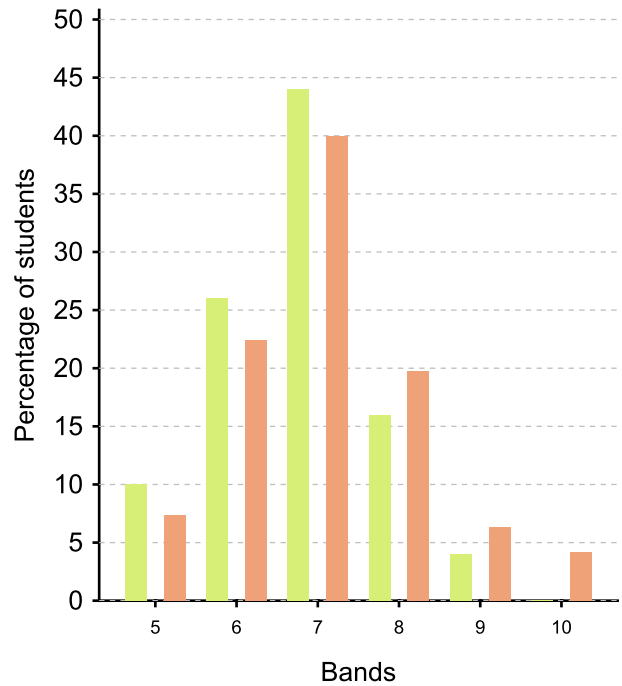
**Percentage in bands:**  
Year 7 Numeracy



**Percentage in bands:**  
Year 9 Writing



**Percentage in bands:**  
Year 9 Numeracy



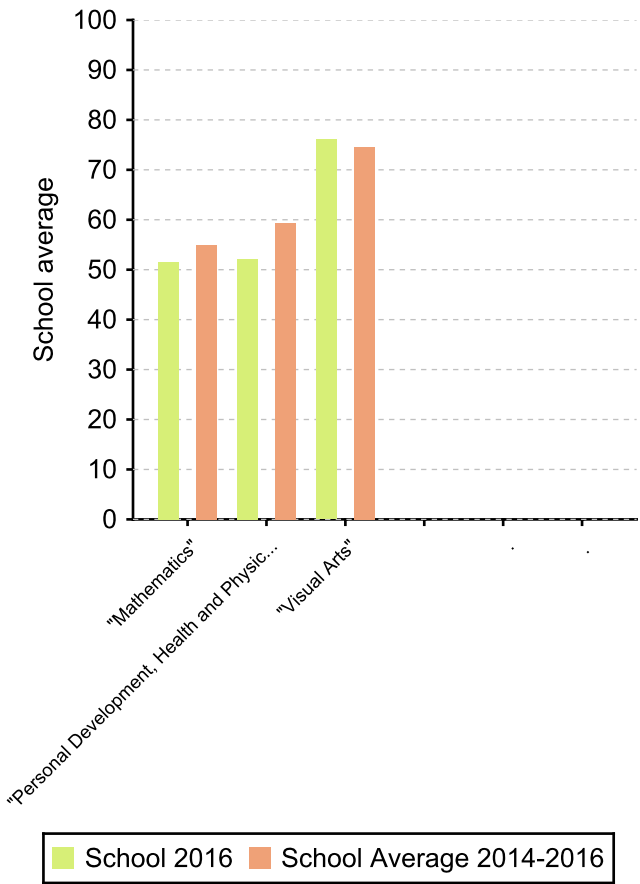
Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). SMART data was used to analysis student performance against state averages as well as look at individual student performance.

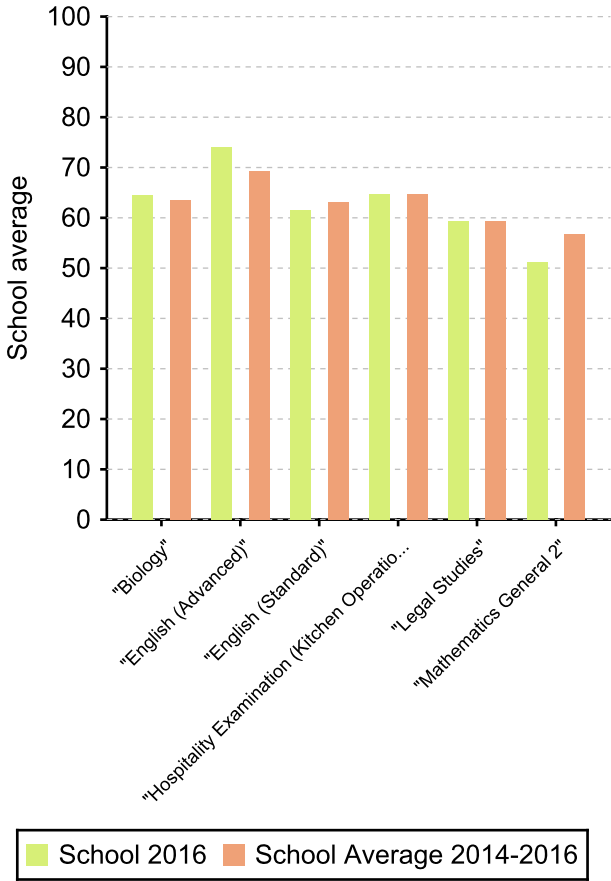
Students studies a range of courses across the spectrum including ATAR eligible and non-ATAR eligible subjects.

The 2016 HSC results indicated that the school performed better than the state average in, English Extension 1 and 2, and Visual Arts. There were individual student results that were excellent (students achieving a Band 6) in Drama, Hospitality, Biology, Ancient History, Business Studies, Society and Culture, Music, CAFs and PDHPE.

The following graphs show the average HSC score for subjects in 2016 compared with the school average over the last four years.



The results overall for the Mathematics faculty were concerning and it will be important in 2017 that there is a targeted response by the faculty to address the areas where students under performed.



# Parent/caregiver, student, teacher satisfaction

## Teacher Satisfaction

SPICE Education Evaluations were invited to conduct an evaluation at Kyogle High School by the Principal, Gae Masters. She believed, after speaking with Tom Coll, Executive Officer with the NSW Secondary Principals' Council, that SPICE had the appropriate personnel and expertise to examine the current leadership and management practices in the school, and would be able to make recommendations that could assist the school in making improvements. The Principal and the two SPICE team members discussed (per SKYPE) the purpose of the evaluation, and agreed on a proposal that would involve varied processes directed at enhancing the quality of leadership and management at the school.

The SPICE team devised a set of survey questions to be used on Survey Monkey. These were made available by a link to all members of staff, and the Principal emailed the link to staff two weeks before the team visited the school. The survey was to be done anonymously, with any demographic data not to be used for individual identification. There is a guarantee of confidentiality with the survey, and even though some staff made explicit comments, these were not included verbatim if they identified an individual staff member.

For the same reason, SPICE does not publish demographic data in its reports so that KLA and other indicators cannot be used to identify respondents. While several staff chose not to respond to the demographic question concerning KLA, it was possible for the team to deduce this because of their absence from the main data. This was important in order to ensure that the survey data was representative of all Key Learning Areas and staffing groups.

In terms of teacher satisfaction, staff response to the following questions reflect general belief:

- a) Encouraging teachers to be learners too and giving a high profile to staff learning – results showed 42% of staff felt this was a high priority, 33% believed it was moderate while 25% felt that it was not a priority.
- b) Creating the organisational conditions that facilitate effective teaching and learning – results indicate that 38% felt this is a high priority, 44% believed it was moderate and 18% felt it was not a priority in the school.

Staff reported somewhat or very much satisfaction with the Principal and Deputy Principal as follows:

- Dealing with staff issues in a professional yet friendly manner – 64.71% of staff
- Working together as a team – 61.77% of staff
- When dealing with an issue, focus on the action not the person – 55.88% of staff

- When there is a crisis they maintain their sense of humour and stay calm – 54.54% of staff
- Follow through on commitments 52.94% of staff

## Parent Satisfaction

A survey of parents was conducted regarding their satisfaction with Kyogle High School for 2016. Ten questions were asked with 12% of parents participating in the online survey. These questions were drawn in most part from the Schools Excellence Framework.

**Question 1:** On a scale of 1 (not satisfied) to 10 (extremely satisfied), how would you rate your overall satisfaction of Kyogle High School? *57.45% of respondents scored 7 or above.*

**Question 2:** There are school programs in place that support student learning in the classroom. *36.17% of parents responded Yes, 14.89% responded No and 46.81% were unsure.*

**Question 3:** Student success is celebrated both within the school and in the community. *70.21% of respondents said Yes, 12.77% said No, 17.02% were unsure.*

**Question 4:** School programs address the needs of identified students (eg. Aboriginal, gifted and talented, students with a disability and ESL). *51.06% responded Yes, 23.40% responded No while 25.53% were unsure.*

**Question 5:** Students at Kyogle High School are self aware, build positive relationships and actively contribute to the school, the community and the society in which they live. *17.39% answered Yes, 52.17% responded usually, 28.26% responded sometimes while 2.17% responded No.*

**Question 6:** There is evidence of quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence in all classrooms. *8.51% responded that this is occurring in all classrooms, 55.32% felt it was happening in most classrooms, 34.04% believed some classrooms while 2.13% felt it was not happening in any classrooms.*

**Question 7:** Parents are updated on the progress of their student/s. *34.04% answered Yes, 36.17% answered usually, 21.28% answered sometimes while 8.51% stated never.*

**Question 8:** Overall, are you satisfied with your students athletic experience at Kyogle High School, neither satisfied nor dissatisfied with it, or dissatisfied with it? *Choices ranged from extremely satisfied through to extremely dissatisfied. 46.8% of parents indicated they were extremely to moderately satisfied.*

**Question 9:** Overall, are you satisfied with your students academic progress at Kyogle High School, neither satisfied or dissatisfied, or dissatisfied with it? *Choices ranged from extremely satisfied through to extremely dissatisfied. 63.04% of parents indicated they were extremely to moderately satisfied.*

**Question 10:** Parents have confidence in the School Leadership Team (Principal, Deputy Principal and Head Teachers). 27.66% of respondents answered Yes, 42.55% answered usually, 19.15% responded sometimes while 10.64% responded no.

### **Student Satisfaction**

Tell It From Me student survey measures 38 indicators based on the most recent research on school and classroom effectiveness. The following 6 indicators reflect high student satisfaction with the school.

#### *Students with positive relationships*

Students have friends at school they can trust and who encourage them to make positive choices.

- In this school, 77% of students had positive relationships. The NSW Govt norm for these years is 79%.
- 78% of the girls and 77% of the boys in this school had positive relationships. The NSW Govt norm for girls is 81% and for boys is 77%.

#### *Effective learning time*

Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

- In this school, students rated Effective Classroom Learning Time 6.2 out of 10. The NSW Govt norm for these years is 6.3.
- In this school, Effective Classroom Learning Time was rated 5.9 out of 10 by girls and 6.5 out of 10 by boys. The NSW Govt norm for girls is 6.2 and for boys is 6.3.

#### *Positive teacher–student relations*

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

- In this school, Positive Teacher–Student Relations were rated 5.9 out of 10. The NSW Govt norm for these years is 5.6.
- In this school, Positive Teacher–Student Relations were rated 5.6 out of 10 by girls and 6.3 out of 10 by boys. The NSW Govt norm for girls is 5.6 and for boys is 5.7.

#### *Positive Learning Climate*

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed

- In this school, students rated Disciplinary Climate of the Classroom 5.6 out of 10. The NSW Govt norm for these years is 5.6
- In this school, Disciplinary Climate of the Classroom was rated 5.3 out of 10 by girls and 6 out of 10 by boys.

The NSW Govt norm for girls is 5.6 and for boys is 5.6.

#### *Expectations for success*

The school staff emphasises academic skills and hold high expectations for all students to succeed.

- In this school, students rated Teachers' Expectations for Academic Success 6.7 out of 10. The NSW Govt norm these years is 7
- In this school, Teachers' Expectations for Academic Success were rated 6.6 out of 10 by girls and 6.8 out of 10 by boys. The NSW Govt norm for girls is 7 and for boys is 6.9.

#### *Advocacy outside of school*

Students feel they have someone at home or in their community who consistently provides encouragement and can be turned to for advice.

- In this school, students rated Advocacy outside School 5.1 out of 10. The NSW Govt norm for these years is 4.6.
- In this school, Advocacy outside School was rated 5.2 out of 10 by girls and 4.9 out of 10 by boys. The NSW Govt norm for girls is 4.6 and for boys is 4.6.



# Policy requirements

## Aboriginal education

Kyogle High School continued to implement teaching programs across all Key Learning Areas that included culturally appropriate content and resources. An Aboriginal Liaison Officer is employed to provide strong links between school and community. This has meant that families are more comfortable with coming to the school and being involved with the PLP process. The ALO, the LaSt teacher and the Norta Norta tutor ran the PLPs.

The Norta Norta program continued supporting senior students with guided study and assessment support with all students accessing support. AIME, run through SCU, was accessed by the majority of Aboriginal students. The school supported the program both through commitment of funds as well as providing transport for the students to the university.

The school's NAIDOC celebrations were again highly successful with whole school participation in a dedicated Assembly and the annual Deadly Awards. There were a large number of parents/carers/families involved in the Assembly and the awards.

The school supports an Aboriginal Education Team meeting who meet 4 times a year after school. This team aims at improving the educational outcomes of students through recommendations based on research to the school Executive.

## Multicultural and anti-racism education

Learning about cultural diversity and tolerance and the contribution that different cultures have to Australian society are taught over a number of key learning areas and a range of subjects at Kyogle High School. There have been substantial changes to stage 4 and 5 syllabi in core subjects with the implementation of the Australian Curriculum. The Australian History Curriculum was fully implemented in 2015 and teachers consolidated on that learning in 2016 to ensure students had a sound knowledge of the migration experience and the contribution made by Australia's diverse community groups. The new curriculum also addresses in detail, the history, culture and experiences of Aboriginal and Torres Strait Islander peoples.

English and the Creative Arts also have strong emphasis in their curriculum to multi-multiculturalism.

Specific authors and artist are selected within the syllabus to ensure students gain a detailed knowledge and appreciation of multi-multiculturalism and its impact on Australia's rich, diverse culture.

The school has in place a grievance procedure regarding racial issues and the school has 2 trained Anti-Racism Contact Officers (ARCO) who available for both student and staff contact.