

Kyogle High School

Annual Report



2017



8189

Introduction

The Annual Report for **2017** 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.

Gae Masters

Principal

School contact details

Kyogle High School
Summerland Way
Kyogle, 2474
www.kyogle-h.schools.nsw.edu.au
kyogle-h.School@det.nsw.edu.au
02 6632 1300

Message from the Principal

2017 was a successful year for Kyogle High School. While the focus remained on academic delivery with an emphasis of high expectations, there was also a number of extra curricula activities designed to engage students. One of the highlights was the start of the Bush to the Beach project that saw Kyogle High School students complete the required training to be active in the Evans Head Surf Life Saving with Kyogle HS rostered onto weekend patrols. This program will continue in 2018.

Students continued to excel on the sporting field and in the swimming pool and the Agricultural Department experienced success at local shows in the cattle section. The acquisition of a 24 seater bus with the support of Variety Club has been a huge bonus for excursions including students showing cattle at the Grafton Show.

Our School Captains attended a special day at Parliament House in Sydney and meet with the Governor General which was a wonderful experience. Students travelled with the Captains from Bonalbo Central School, Casino High School and Nimbin Central School which provided opportunity for these students to get to know each other.

The end of 2017 saw a number of long term staff leave our school. Mrs Jennifer Densley, HT English, retired, Mrs Janet Andrews, HT CAPA, moved to the Ballina Coast School as HT CAPA and Ms Susan Tulloch, HT TAS, also took up the position of HT TAS at Ballina Coast School.

Our P&C continued to be a huge support to our school. I thank them for their ongoing active support including catering for the LMBR training. A school can not achieve optimum outcomes without the ongoing support of our families and the P&C provides an excellent forum for this.

Our Community also continued to support the school through providing work experience, work placement and financial support for the Year 12 Houston Space Camp excursion booked for January 2018.

I look forward to continuing to support and guide Kyogle High School in 2018.

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

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 self assessment 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 2017 the school established the third multi categorical classes creating a Head Teacher Special Education position. 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 2018 and critically examine assessment delivery across Yrs 7–12. The school's executive to continue to deliver strategic and planned initiatives that rely on data to drive change and improved educational outcomes and are working collegially to improve teaching and learning across the school. Curriculum and Learning is focused on delivering a differentiated curriculum. 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 and continues to be valued within the school. .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 Scout 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 challenge of innovation, the Reform Agenda and a changing executive has led to the beginning of a reinvigoration around Learning and Development. The 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 Executive 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 continued 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 and the continued success in 2017. 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 in 2016, is growing the school's vision and strategic direction. The valued continued 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 2017. 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, New Directions Program 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 and 2017 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 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.

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

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 school made a start with Differentiation however it has been acknowledged we have much to do in this space. Starting in 2018, the whole school will focus on Differentiated Instruction in line with non-streamed classes 7–10.

VET continues to be an important aspect of the HSC and in 2018, a construction course will also be running.

The school is exceptional proud of the Positive Behaviour for Learning. The school has worked collaboratively with all the partner primary schools and a K–12 Model has been established including shared positive expectations. This supports our strong transition program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 100% of programs reflect differentiation• Increase VET participation in Stage 5• 100% teachers access HSC RAP/HSC/SMART data to inform changes in teaching and learning to improve student outcomes• 100% of teachers are delivering explicit PBL lessons• Using 2016 data as benchmark	\$100 000	<p>All programs reflect Differentiation.</p> <p>Executive are accessing RAP/HSC/SMART data and working with their faculties to use this information to improve course delivery.</p> <p>PBL expectations are delivered in START (roll call).</p>

Next Steps

Through the 2018–2020 School Plan the school aims to:

High degree of student achievement and positive behaviour exists in the school.

Increased proportion of students meeting expected growth measured internally and externally

Closing the achievement gap between ATSI and non-ATSI students is decreasing

Increased proportion of students in Top 2

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

All staff have Professional Development Plans and there was a large take up of staff participating in the Peer Collaboration PL run internally. Staff have engaged with the Australian Professional Standards and this is used to guide quality teaching and learning practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• All staff develop a Professional Learning Plan• Assessment Tasks are consistent across all KLA's with written feedback regarding student performance working group to revisit and drive implementation.	\$120 000	<p>All staff have a professional learning plan (PDP) and these have been signed off by Head Teachers.</p> <p>Assessment Tasks use a common template across faculties.</p> <p>A trained teacher was employed to support all Aboriginal students and Year 11 and 12 students with completion of both classwork and assessment tasks.</p>

Next Steps

Through the 2018–2020 School Plan, the school aims to:

Every classroom has a Learning Focus identified at the start of each lesson.

Teachers use data as part of their self-reflection process within the registration of T&L programs.

No achievement gap between ATSI students and non ATSI students.

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

Student attendance rates have been pleasing with truancy decreasing. The employment of a School Culture teacher has gained traction with improved Newsletters, FaceBook presence, regular media stories and greater links with occasions such as ANZAC Day.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Using 2014 data as benchmark – 2% increase in student attendance rates enrollment.• Regular positive media stories.	\$160000	<p>School attendance continues to be a focus within the school with a significant decrease in fractional truancy. Strong relationships with the HSLOs has meant that students with long term attendance issues have been addressed in a collaborative manner with strong home/school partnerships.</p> <p>Regular positive media stories are in the local newspapers and FaceBook is used to promote good news stories instantly.</p>

Next Steps

Through the 2018–2020 School Plan the school aims to achieve:

No achievement gap between ATSI students and non ATSI students.

Every classroom has a Learning Focus identified at the start of each lesson.

All teachers use a range of feedback practices that are evidence based and designed to move students forward in their learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$30,796	<p>100% of Personalised Learning Plans were completed.</p> <p>Aboriginal Support Worker employed to support students and provide a link between school and home.</p> <p>Tutor employed to support Aboriginal students in Years 10,11,12 specifically with assessments and study plans</p> <p>Increase of students participating in Quicksmart Mathematics.</p>
English language proficiency	\$5,039	<p>A trained teacher employed 1 day per week to support students identified to complete all assessments.</p> <p>Teacher assisted classroom teachers with differentiation of assessments.</p>
Low level adjustment for disability	\$149,546	<p>SLSO employed to support teachers in the classroom.</p> <p>Teachers supported in training in differentiated curriculum.</p> <p>All teaching and learning programs reflect knowledge and understanding of students with a disability under the NCCD.</p>
Socio-economic background	\$356,502	<p>Deputy Principal supported to be non-teaching.</p> <p>Extra class funded in Year 7 to maintain 3 classes.</p> <p>Positive Behaviour for Learning continued to be introduced</p>
Support for beginning teachers	\$12,242	<p>Trained mentor employed to support beginning teachers in the classroom, preparation and programming. Team teaching.</p> <p>All 1st year teachers had 2 periods release per week while 2nd year teachers had 1 period release.</p> <p>Extra PL opportunities were provided to beginning teachers.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	186	184	176	180
Girls	192	208	200	168

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

Student attendance profile

School				
Year	2014	2015	2016	2017
7	94.1	94.2	95	93.9
8	90.5	92	93.8	89.1
9	90.7	93.1	92.4	87.3
10	83.1	91.2	91.6	86.5
11	83.3	90.4	88.9	85.1
12	84.4	90.8	89.1	83
All Years	87.3	92	91.8	87.5
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

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

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	9
Employment	0	2	42
TAFE entry	0	1	12
University Entry	0	0	37
Other	0	0	0
Unknown	0	0	0

Students at Kyogle High School predominately attend the local university, Southern Cross University in Lismore. This would be mainly due to students being able live at home while attending university.

Year 12 students undertaking vocational or trade training

Kyogle High School continued to deliver Vocational training within the school offering Hospitality, Primary Industries, and Construction.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	6
Classroom Teacher(s)	24.2
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	8.98
Other Positions	1

*Full Time Equivalent

Using the RAM, Aboriginal Support staff are employed within the school to support students in the classroom.

They also coordinate the PLPs and are a direct link between school and home.

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

In 2017, three teachers successfully completed their Teacher Accreditation at Proficient with two staff successfully completing Maintenance of Accreditation.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	522,878
Global funds	565,111
Tied funds	528,289
School & community sources	98,758
Interest	6,977
Trust receipts	23,820
Canteen	0
Total Receipts	1,222,955
Payments	
Teaching & learning	
Key Learning Areas	59,961
Excursions	35,999
Extracurricular dissections	21,692
Library	2,846
Training & Development	45,562
Tied Funds Payments	228,236
Short Term Relief	109,489
Administration & Office	103,015
Canteen Payments	0
Utilities	82,373
Maintenance	26,868
Trust Payments	17,481
Capital Programs	5,600
Total Payments	739,121
Balance carried forward	1,006,712

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,121,269
Appropriation	1,021,516
Sale of Goods and Services	10,051
Grants and Contributions	89,226
Gain and Loss	0
Other Revenue	0
Investment Income	476
Expenses	-366,390
Recurrent Expenses	-366,390
Employee Related	-148,544
Operating Expenses	-217,846
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	754,880
Balance Carried Forward	754,880

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The school has a finance committee who meet once a term. There are representatives from the teaching staff and the P&C on this committee. Throughout 2017 the school has worked closely with the Auditor to ensure that funds are being expended appropriately and to ensure spending is supporting students.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	4,339,137
Base Per Capita	58,847
Base Location	29,020
Other Base	4,251,270
Equity Total	541,884
Equity Aboriginal	30,796
Equity Socio economic	356,502
Equity Language	5,039
Equity Disability	149,546
Targeted Total	431,130
Other Total	145,335
Grand Total	5,457,486

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.

98% of Year 7 students participated in the 2017 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.. 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 over a number of years.

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

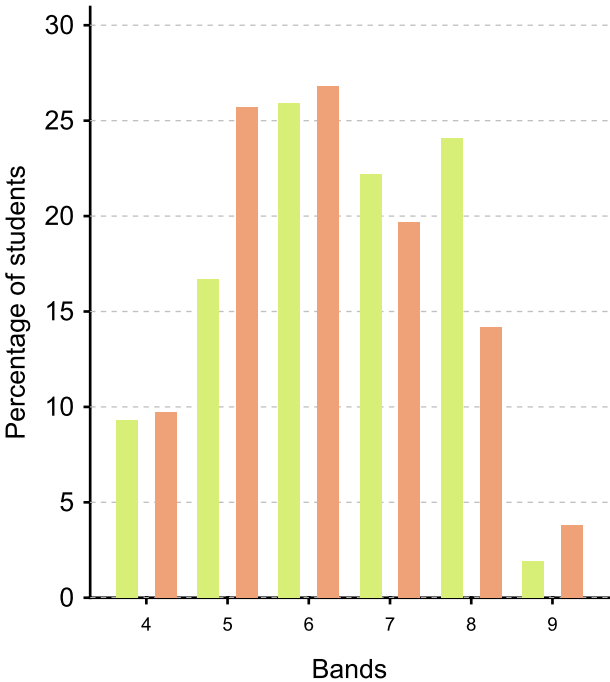
forward before retesting in Year 9. Revision of Teaching and Learning programs will need to be a focus of the Mathematics faculty and recommendations to have a sustained whole school focus to support numeracy across the school implemented.

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.

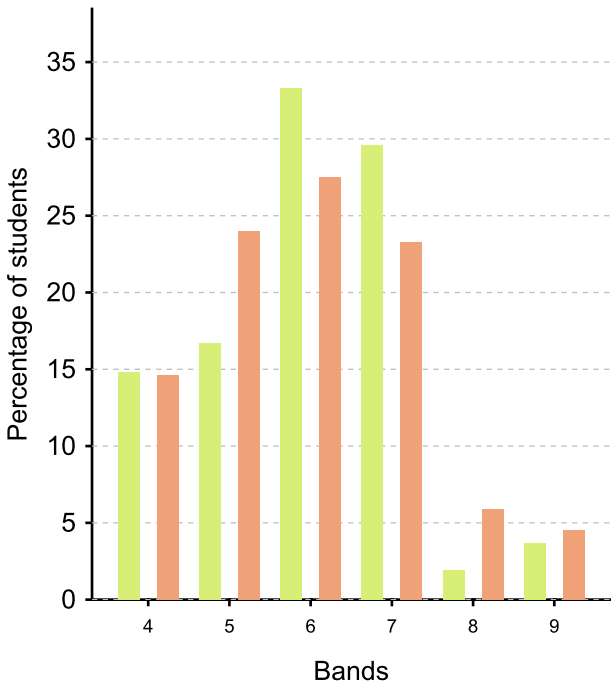
The percentage of Year 7 students in the top two bands in Reading has shown an increase in Band 9 in terms of school average 2015–2017. There were similar results in Year 7 Numeracy. Representation of students in the top 2 bands of Year 9 Reading have increased however the results in Year 9 Numeracy have not demonstrated growth.

In 2018, the school Executive will continue to 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.

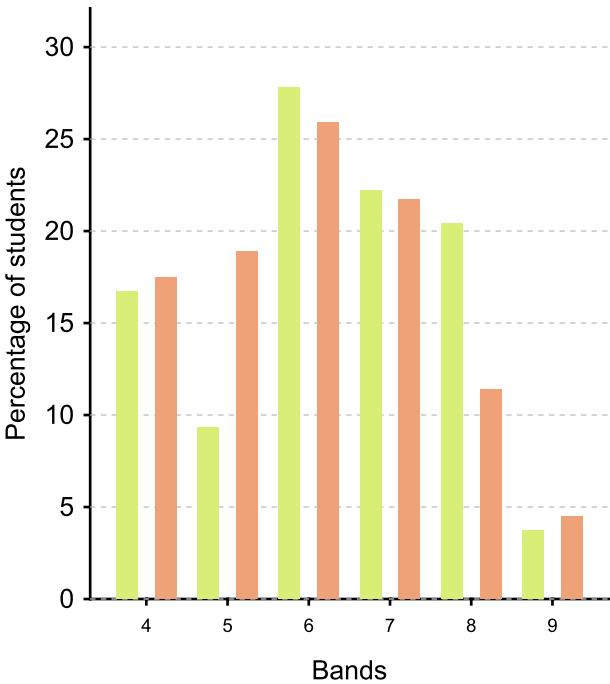
Percentage in bands:
Year 7 Reading



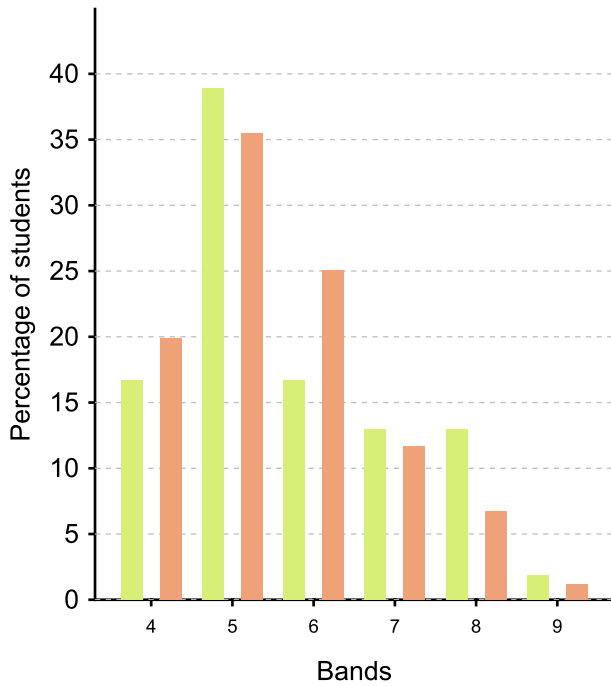
Percentage in bands:
Year 7 Grammar & Punctuation



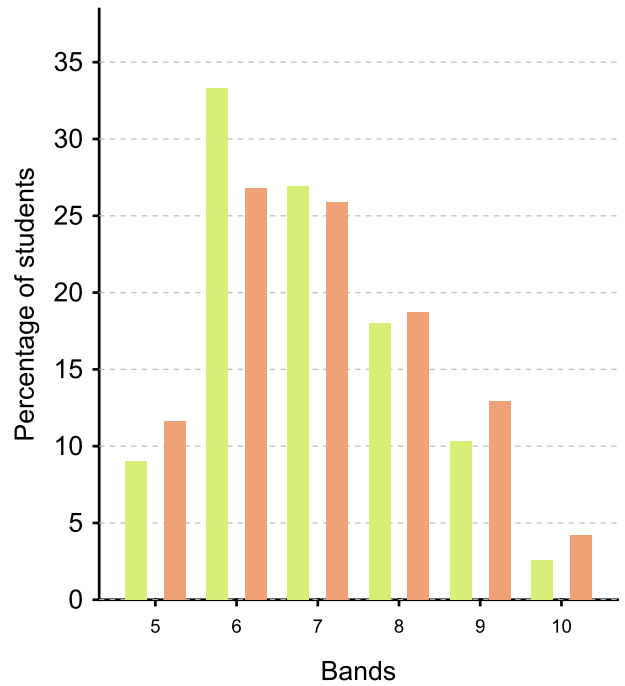
Percentage in bands:
Year 7 Spelling



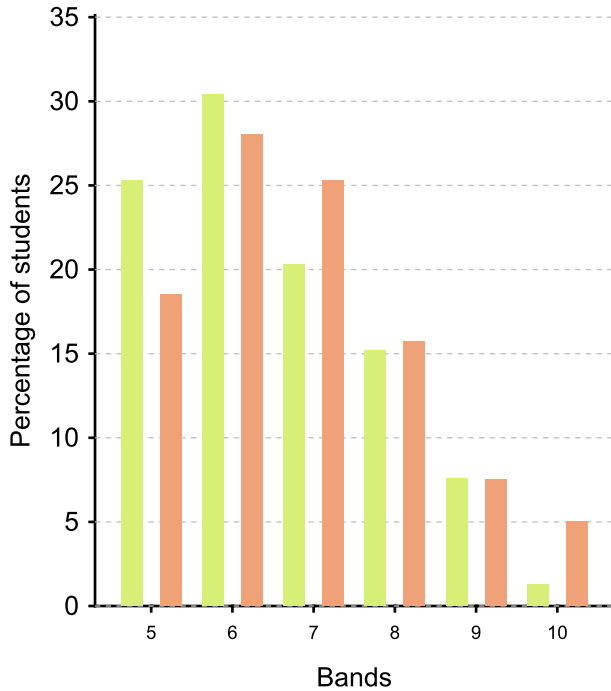
Percentage in bands:
Year 7 Writing



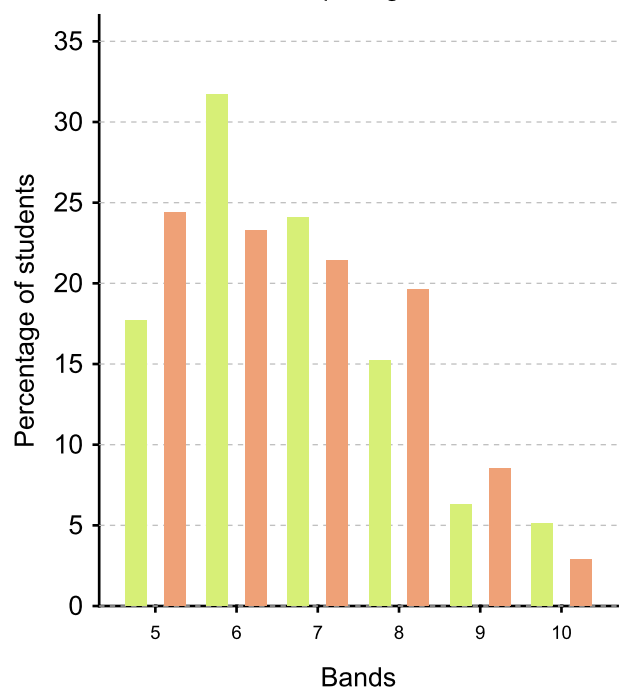
Percentage in bands:
Year 9 Reading



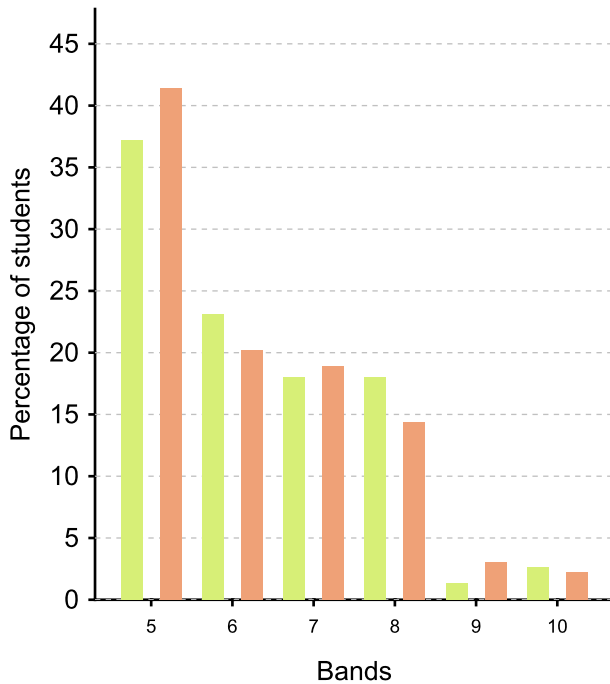
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Spelling

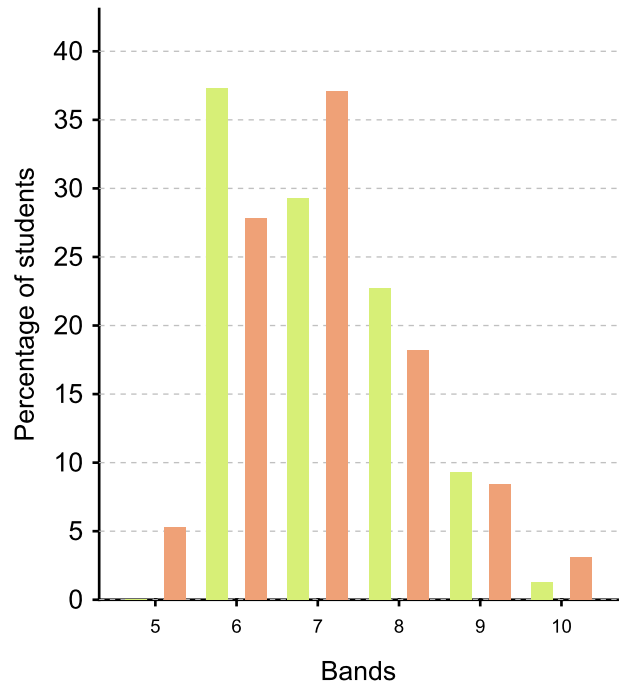


Percentage in bands:
Year 9 Writing



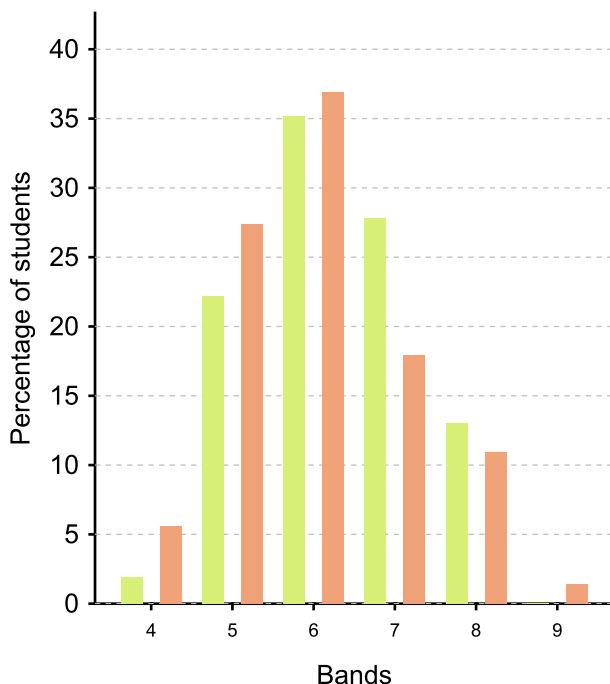
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Numeracy



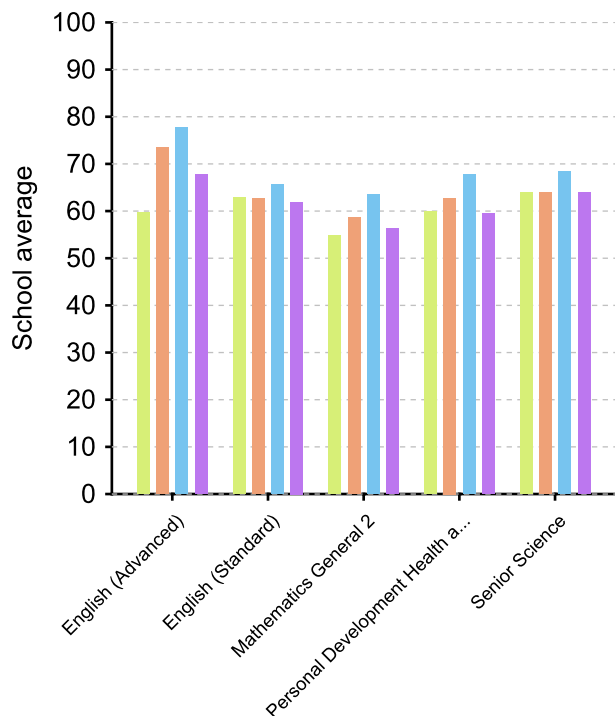
Percentage in Bands
School Average 2015-2017

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

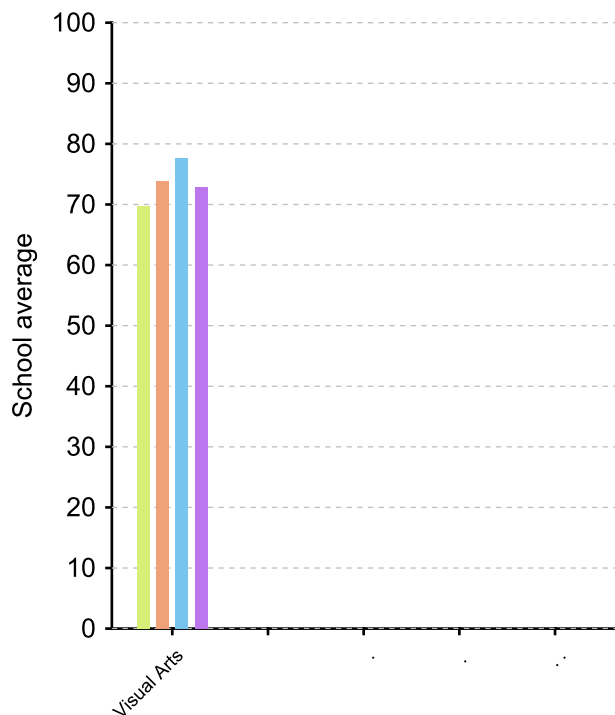
The school continues to focus on improving the results of Aboriginal and Torres Strait Islander students. 100% of students have Personalised Learning Plans and teachers are encouraged to be familiar with these documents to inform teaching and learning strategies. Students in Years 7,8,9 participate in Quicksmart Mathematics and this has shown excellent results including student self confidence with Mathematics.

Higher School Certificate (HSC)

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



■ School 2017
 ■ SSSG Average 2017
 ■ State Average 2017
 ■ School Average 2013-2017



■ School 2017
 ■ SSSG Average 2017
 ■ State Average 2017
 ■ School Average 2013-2017

English

How has an HSC analysis been done?

Through a detailed analysis of the HSC results for English Advanced and Standard using the Results Analysis Package (RAP) available through NESA.

What has been discovered?

That there has been a reduction in the number of students receiving higher band levels (Bands 5 and 6) for English Advanced (Band 5 was 32% in 2016, whilst 16% for students in 2017). The differential is particularly of note for essay writing, which will need to be addressed through the programming and assessment for 2018.

A reduction in the percentage of students performing at the lower band levels (Bands 1 and 2 for 2016) in English Standard, of particular note is that there were no Band 1 students in 2017 and that there was a slight increase in students performing at Bands 3 and 4. The differential is most pronounced with construction of essays and will need to be a focus for programming and assessment in 2018.

What is the impact going forward?

The faculty will undertake a detailed review of the RAP piece to better understand the performance of the course at the HSC examinations.

As a direct result of this, the programming and assessment will ensure there is a greater degree of the building of essay writing skills for the current cohort of HSC students.

This will then be monitored and evaluated throughout the year to assess the effectiveness of the approach in preparation for the coming HSC examinations.

Science

2 students completed the HSC Primary Industries course in 2017. Both students performed exceptionally well both achieving Solid Band 5 Results. Statistically this achieved a Z-score of + 1.02 significantly above state average.

5 students completed their HSC course in Physics in 2017. One student achieved a very pleasing Band 5 result. Overall the cohort was below NSW State average with a Z-score of -0.59. Consistent improvement can be seen against previous years with previous Z-Scores being -1.36 and -1.34 in 2015 and 2016 respectively.

5 Students completed their HSC Chemistry in 2017. Several students attained pleasing results, achieving a strong band 4 and one student achieving a high band 5. Overall, the cohort was slightly below NSW State average with a Z-score of - 0.7 significantly improving upon previous Z-Scores -1.4 (2015) and -0.8 (2016).

13 Students completed their HSC Senior Science course in 2017. Overall marks across the cohort were marginally below state average. However, they remain on an upward trend over the last 3 years of HSC data as indicated by Z-scores of -1.12 (2015), -0.77(2016) and -0.53 (2017).

8 Students completed their HSC Biology Course in 2017. Pleasing results included three students achieving Band 5 and 6. The overall cohort Z-Score was marginally below state average but remains on an upward trend for the third year -0.92 (2015), -0.80 (2016) and -0.36 (2017).

The science faculty has had a data driven focus on extended response question and answer techniques during 2017. This has resulted insignificant improvement against the state average in all HSC Courses; with a similar focus to continue in 2018. Additionally, utilisation of exemplar work samples and responses will create an environment of high expectations, while demonstrating the level of responses needed to achieve a top band results.

Personal Development, Health and Physical Education

11 students sat for the HSC in the rigorous 2U PDHPE course in 2017. This cohort improved significantly on that of last year, with the Z score increasing by 0.61 points, yet student's individually failed to attain results in either of the top two bands. The goal for 2018 is to promote individualised instruction to elevate students into bands 5 and 6.

Technological and Applied Studies

In 2017 InTAS students have participated in a range of subjects including Community and Family Studies, Food Technology, Hospitality, Design and Technology, Industrial Technology, and Software Design Development attaining ATAR's and Industry Certificates. Five students undertook the Design and Technology course and 3 achieved a band 5 with some quality original projects being completed to a high standard. Students undertaking TAS subjects frequently achieve their highest ATAR in this subject area.

Mathematics

Last year's HSC results in the Maths courses showed an increase in students achieving in Band 3 or above, successfully lifting students out of the lower two Bands, compared to previous years. The Extension 1 and 2 results were significantly above State averages for students achieving in the top two Bands. An area of focus for improvement in the Maths courses for this year is higher achievement in the Extended Answer sections of exams, as students were below State Average in this component of assessment.

Visual Arts

Ten students sat for the HSC Visual Arts course in 2017. A range of results were achieved with the top student achieving a high band 5 (89) and the majority of students receiving results in the mid-band range, with

three students just falling short of achieving a higher band. In 2018 there will be increased focus on explicit teaching of exam techniques, particularly for answering the long answer section of the Visual Arts HSC examination.

Drama

The 2017 Drama class performed at a higher level than expected in the HSC examination, however, overall results were disappointing in comparison to previous years. The small cohort of 3 students proved to be a challenge, especially for the performance component of the course where results achieved are dependent on the strength of the whole group.

Parent/caregiver, student, teacher satisfaction

Parent Satisfaction

A survey of parents was conducted regarding their satisfaction with Kyogle High School for 2016. Ten questions were asked with 16% of parents participating in the online survey, an increase of 4% from the previous year. 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? 56.25% of respondents scored 7 or above.

Question 2: There are school programs in place that support student learning in the classroom. 67.39% of parents responded Yes, 32.61 % responded No.

Question 3: Student success is celebrated both within the school and in the community. 58.33% of respondents said Yes and 12.5% said No and 29.17% were unsure.

Question 4: School programs address the needs of identified students (eg. Aboriginal, gifted and talented, students with a disability and ESL). 41.67 % responded Yes, 20.83% responded No while 37.5% 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. 20.83% answered Yes, 29.17% responded usually, 41.67% responded sometimes while 8.33% responded No.

Question 6: There is evidence of quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence in all classrooms. 8.33% responded that this is occurring in all classrooms, 45.83% felt it was happening in most classrooms, 39.58% believed some classrooms while 6.25% felt it was not happening in any classrooms.

Question 7: Parents are updated on the progress of

their student/s. 18.75% answered Yes, 37.50% answered usually, 37.5% answered sometimes while 6.25% stated never.

Question 8: Overall, are you satisfied with your student's 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. 48.94% 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. 53.19% 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). 25% of respondents answered Yes, 27% answered usually, 29.17% responded sometimes while 18.75% responded no.

Staff were surveyed regarding the 2017 School Plan.

Question 1: What did we do this year that has had the greatest impact on student learning in your faculty?

Staff responded with the following (double ups omitted):

This year we made a concerted effort to collaborate where possible to ensure that work was consistent between classes and that all students were getting the same information. We share resources to support each other and regularly have discussions about the syllabus, assessments and class work.

PBL. But I do not feel it was a 'positive' impact ironically. It took far too long to actually implement and was not effectively implemented when it finally was. Repetitious and disengaging facilitation at the start of each day IS NOT conducive to 'positivity' and the signage is easily ignored and should be more student-centred in terms of style and wording. In fact, students should have been involved in ALL aspects of the planning and facilitation of this program for it to have a positive impact. The facilitation and desired outcomes are incongruous.

Incorporation of exemplars and scaffolds for assessment tasks. Peer collaboration. Revised assessment tasks to more closely represent expected student outcomes.

PBL

Moving the Learning Centre and having a designated Wellbeing Staff Room

This year in Visual Arts we have experimented/tested the functionality of implementing semester long programs for 9/10 Visual Arts classes. This allowed

students to become engaged in higher order thinking and problem solving to create detailed, meaningful, refined and documented artworks– training them for Visual Arts in the senior level.

Literacy groups have had the potential to improve the literacy skills of a small number of students. Additionally, because some of the targeted students have issues of disengagement, the small groups were helpful to strengthen relationships for these students.

Peer collaboration – teamwork Streamlining assessment tasks Additional scaffolding of assessment tasks

More positive feedback, design focused projects for individualised learning and progress.

Support new teachers in their first year of teaching. Support ESL students and their teachers.

feedback on assessment tasks

Collapsing one of the Year 10 classes instead of spreading the students across the 3 classes to break up some of the friendship groups and disruptive students.

Incorporated planning steps with due dates, more scaffolding, exemplar tasks into student assessment tasks.

Increased student engagement in learning tasks by providing educational pathways through student interest.

The incorporation of exemplars and scaffolds in assessment tasks.

Question 2: How did/can, we measure this impact?

When marking assessments, one teacher is in charge of marking the whole grade. This allows us to see the types of responses that we get from all classes, meaning we can determine if all students were instructed on how to do the assessment in the same way.

Student behaviour on SENTRAL. Qualitative observations by staff and verbal feedback by students. We could actually 'survey' the students too.

Improved student engagement in class. Positive wellbeing for faculty members, Faculty members having collaborative input into assessment tasks. Could be measured by comparing the number of student's completing assessment tasks to past years.

Sentral entries / DATA – fewer negative entries means it is working!!

In amount of time given to focused and undisturbed work in a quiet staff room, as opposed to staff desks in the old Learning Centre

Level of student engagement in the classroom. The number/percentage of students submitting finalised

assessments. The improvement in quality of work.

Currently, students are resitting aspects of the NAPLAN test they sat earlier in the year and results are being compared. Wordflyers shows a progression of achievement that requires considerable, time consuming evaluation, however, provides some data.

Clearer understanding of the curriculum therefore clearer instructional episodes and better understanding for students. Completion of assessment work to timelines and increased thoroughness

100% engagement in set tasks in practical classes, greater numbers of projects being taken home.

Students results via assessment and examination.

response by students , follow up tests

Through the student results/completion rates from semester 1 compared to semester 2

Students were asked to submit plans by the due dates which then contributed to a section of the marks. This theoretically helped the students to self-regulate time management skills.

Attendance records and completed assessment tasks

The increase in the number of students completing assessment tasks and increase in average mark.

With truancy data

The Ability of the student to use the language Python (programming language)

Student engagement, quality of assessment, quality of programs.

Progress of student achievement throughout the year and performance on end of year exams.

Examining growth/decline in student assessment task results, feedback from students on how they feel about assessment practices

student behaviour, attendance and other data collection

Observation of increased engagement and participation. Photos of completed tasks and student surveys/feedback

through data collection

It is hard to measure this, but clearly there would be a very negative impact on student learning if the system was less reliable

By the quality of work, engagement and the smiles on their cute little faces. And DATA of course.

Through data entries on Sentral

Difficult to, but students respond to knowing that there will be consequences

Observation of increased engagement and participation. Photos of completed tasks and student surveys/feedback

Students regularly participate in the Tell It From Me survey coordinated by the Deputy Principal.

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, 78% of students had positive relationships. The NSW Govt norm for these years is 79%.

- 88% of the girls and 81% of the boys in this school had positive relationships. The NSW Govt norm for girls is 81% and for boys is 77%.

Comment: There is a significant increase of students expressing positive relationships at Kyogle HS.

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 6.3 out of 10. The NSW Govt norm for these years is 6.3.

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

Comment: There was an increase for both boys and girls rating Effective Classroom Learning Time.

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 5.8 out of 10. The NSW Govt norm for these years is 5.6.

- In this school, Positive Teacher–Student Relations were rated 6.0 out of 10 by girls and 5.7 out of 10 by boys. The NSW Govt norm for girls is 5.6 and for boys is 5.7.

Comment: While there was an increase of girls expressing positive student–teacher relationships, there was a decrease for the boys.

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 Positive Learning Climate of the Classroom 5.7 out of 10. The NSW Govt norm for these years is 5.6

• In this school, Positive Learning Climate of the Classroom was rated 5.6 out of 10 by girls and 5.8 out of 10 by boys. The NSW Govt norm for girls is 5.6 and for boys is 5.6.

Comment: While there was an increase of girls expressing positive Positive Learning Climate, there was a decrease for the boys.

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 6.4 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 6.3 out of 10 by boys. The NSW Govt norm for girls is 7 and for boys is 6.9.

Comment: While there was an increase of girls expressing expectations for success, there was a decrease for the boys.

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 5.1 out of 10 by boys. The NSW Govt norm for girls is 4.6 and for boys is 4.6.

Comment: There was a decrease in response from girls while the boys response regarding Advocacy outside the school increased.

Policy requirements

Aboriginal education

The percentage of Aboriginal students at Kyogle High School continued to remain around the 10%. Parents and families were keen to participate in the PLPs with 100% completion. There is still work to go however to ensure that these documents are regularly updated and teachers use them to guide the learning outcomes for ATSI students.

Staff are supported in the classroom with an Aboriginal Education Officer who is also a strong link with our community. There is also a strong focus on Aboriginal Perspectives as articulated in every syllabus to be reflected in Teaching and Learning programs.

In 2018, the school hopes to work with local primary schools and the Community to reinvigorate the AECG in Kyogle. This is important to ensure that the Community is involved in the education processes for their students.

NAIDOC Week Assembly continued to be a highlight with guest speakers, performances and Deadly Awards. It is hoped to continue to grow NAIDOC to incorporate more activities within the week.

Multicultural and anti-racism education

Learning about cultural diversity and tolerance and the contribution that different cultures have to Australian society are taught in 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 2016/2017 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 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.