Kempsey High School

Annual Report

Year 12 Farewell Breakfast
2018

2018

8123

Introduction

The Annual Report for **2018** is provided to the community of Kempsey 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.

Mick Eller

Principal

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School background

School vision statement

At Kempsey High School all students will be successful learners and will learn in an environment of respect, cooperation and fairness. Students will be safe, trusted, valued and supported by staff. Teachers will provide meaningful learning tasks that cater to students' developing needs. The school will provide quality learning resources and professional learning for the staff. It will enable parents, carers and community agencies to support student learning. The school will recognise the efforts and achievements of its students, parents and staff.

School context

Kempsey High School enrolled 489 students in 2018 which included 165 (34%) Aboriginal students. 124 students (26%) were enrolled in Years 11 and 12.

The school serves public education students from across the Macleay Valley, principally those that live north and west of the Macleay River including those that reside in and around West Kempsey, Frederickton, Willawarrin and Bellbrook.

In 2018 the school had an ICSEA (Index of Community Socio–Economic Advantage) of 856 and a FOEI (Family Occupation and Education Index) of 149. These indices reflect the financial pressures impacting on many of the school's families. In 2018, 70% of families were in the bottom income quartile and 90% of families were in the bottom half of the four income quartiles.

Kempsey High School is one of two public high schools that make up the 17 member Macleay Public Schools.

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.

Our self–assessment indicated a need:

- For more sustained initiatives that lift student attendance and engagement.
- To analyse the effectiveness and scope of the school's wellbeing practices.
- For continued high quality teacher professional learning about the explicit teaching of literacy.
- To use the Teacher Professional Standards to discern teacher professional learning needs.
- To increase parent engagement in events, processes and feedback that enhances student learning.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/sef–evidence–guide

Strategic Direction 1

Enhancing student reading, numeracy and HSC performance.

Purpose

Enhancing the reading and numeracy performance of students enables them to be interested, motivated and confident learners who have a strong academic self concept and high expectations for success.

Overall summary of progress

The Professional Learning Team model was begun with four teacher leaders focusing on the explicit teaching of vocabulary. Observations and reflections were implemented with precision, intense reflection and a high level of commitment.

In reading, 37% of year 9–12 students met or exceeded one Lexia level of growth during 2018.

There was a 31% reduction in warning letters for Year 9–12 students, indicating a substantial increase in assessable task completions.

There was a 3% growth on the Intellectual Engagement composite score from the 2018 "Tell Them From Me" student survey.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
In reading ability, students meet or exceed one Lexia level per year.	39 periods Learning & Support program ($135,348) 20 Laptops ($11,400)	19/200 (10%) of students reached Lexia Level 18. 15/200 (7.5%) of students improved their reading by one Lexia level. 58/200 (29%) of students improved their reading by two Lexia levels.
Lift per student assessable task completions by 2% annually.	39 periods Learning & Support program ($135,348) 20 Laptops ($11,400)	Per student warning letters reduced from 2017 levels by 31% for Years 9–12: (Year 12: 10%; Year 11: 52%; Year 10 31%; Year 9: 25%).
2% growth from previous year's mean score on the Intellectual Engagement composite score from the Tell Them From Me student survey.		Intellectual Engagement composite score growth of 3%. (2017: 34%; 2018 37%).
In numeracy ability, students meet or exceed one Lexia level per year.		Lexia numeracy program not commenced.

Next Steps

Use of the Professional Learning team model will expand to eight teachers using the original four teachers as leaders.

A 2019 reading baseline will be obtained from the Best Start testing of students in Years 7 and 8. Growth data for students completing the Lexia reading program will become available to inform future implementation of this program.

Selected senior courses will be enhanced with the provision of Edrolo resources combining interactive video, formative assessment, exam practice and evidence of student achievement and progress. These will assist in lifting senior students' engagement and understanding.

Strategic Direction 2

Enhancing students' learning engagement.

Purpose

Elevating students' attendance, wellness and positive behaviour contributes significantly to achieving strong learning outcomes. Access to modern infrastructure, teaching resources and technologies is important to achieving meaningful and safe student engagement.

Overall summary of progress

Although first semester attendance improved by 3.9% (compared with a state decline by 1.2%), second semester attendance fell by 1%. Students with attendance over 90% and positive behaviour received Meritorious Awards each term: Term 1: 130, Term 2: 90. Term 3 121, Term 4 126 (Years 7–11).

To improve data collection and analysis of student behaviour, the categories of student behaviour were consolidated to develop a 2018 baseline of 10.06 misbehaviour reports per student.

There was a 0.6% growth in the mean "Tell Them From Me" Intellectual Engagement score between 2017 and 2018. There was a 2.4% decline in the mean "Tell Them From Me" Social Engagement score between 2017 and 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Attendance: Increase second semester student attendance to 84% by 2020.	1 hour SASS time daily plus 5 hours 24 roll classes x 100 mins weekly KASAT team 80 hours Principal 5 hours total x .66 = $153,276.	2018 second semester student attendance was 80% (compared with 81% in 2017). Students with attendance over 90% and positive behaviour received Meritorious Awards each term: Term 1: 130, Term 2: 90. Term 3 121, Term 4 126 (Years 7–11).
Behaviour: Growth in per student appropriate behaviour reports by 2% per year.	Behaviour monitoring (615 hours @ $72 per hour) $44,280.	Revised data collection method. 2018 baseline misbehaviour reports 10.06 per student (4879 reports / 485 students). Students with attendance over 90% and positive behaviour received Meritorious Awards each term: Term 1: 130, Term 2: 90. Term 3 121, Term 4 126 (Years 7–11).
Engagement: 2% growth from previous year's mean score in the Tell Them From Me Student Survey measures of Intellectual Engagement (positive learning climate, relevance, rigour, intellectual engagement, interest and motivation) and Social Engagement (advocacy at school, advocacy outside of school, bullying, positive relationships, positive teacher – student relations and sense of belonging).		Intellectual Engagement 0.6% growth from 2017. (2017 mean 40.5; 2018 mean 40.75). Social Engagement –2.4% growth (decline). (2017 mean 53.8; 2018 mean 52.5).

Next Steps

The behaviour data will be interrogated to reveal opportunities for behaviour improvement initiatives.

The Wellbeing Self Assessment Tool for Schools will be used to review the impact of wellbeing initiatives and provide evidence of improvement.

Strategic Direction 3

Enhancing communication with parents and carers.

Purpose

Facilitating parent / carer feedback about school performance, providing regular information about school events and their child's behaviour, development and progress builds a strong partnership with parents and carers that strengthens student learning.

Overall summary of progress

The data shows mixed results:

- The 2018 Parent survey response rate is less than 2% but this rate has more than doubled since 2017.
- When compared to 2017, the proportion of reporting errors requiring correction reduced in Year 12 but rose in Year 7.
- The proportion of Aboriginal students' parents / carers engaged in the Personalised Learning Plan process declined in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased contact and feedback from parents /carers and community from 2017 baselines.		The online Partners In Learning Parent Survey received 11 responses (2% response rate and an increase from 5 in 2017).
Increased number of student reports meeting Reporting Policy benchmark.		The number of errors made in Year 12 draft reports prior to correction has declined: Semester 2 2017 1.6 errors per student; Semester 1 2018 1.46 errors; Semester 2 2018 1.2 errors per student. The number of errors made in Year 7 draft reports prior to correction has increased: Semester 2 2017: 2.54 errors per student; Semester 2 2018 4.0 errors per student.
Increased parent attendance at Parent–Teacher evenings and Personalised Learning Pathways meetings.		On the 14th. March 2018 the following numbers of students had a parent or carer engaged in one or more Parent – Teacher Interviews: Year 7: 26/103 (25.2%); Year 8: 17/89 (19.1%); Year 9: 10/89 (11.2%); Year 10: 8/84 (9.5%); Year 11: 10/73 (13.7%); Year 12: 6/54 (11.1%). On the 1st August 2018 the following numbers of students had a parent or carer engaged in one or more Parent – Teacher Interviews: Year 7: 18/103 (17.5%); Year 8: 16/86 (18.6%); Year 9: 13/86 (15.1%); Year 10: 7/85 (8.2%); Year 11: 5/67 (7.5%); Year 12: 5/52 (9.6%). In Week 8 of Term 3, 71 of the 165 Aboriginal students (43%) had Personalised Learning Plans developed in consultation with their parent / carer. (This was a fall of 12% from the same time in 2017: 82/150 = 55%).

Next Steps

Two additional opportunities will be made in 2019 to capture parent / carer opinion: exit surveys following parent–teacher evenings and an additional reply–paid post parent survey in late term 2 seeking feedback half way through the 2018–2020 school plan.

The participation of parents / carers in the Personalised Learning Plan process will be strengthened by engaging parents in the process when they attend the school for other activities.

The monitoring of student reports will continue with the aim to drive down errors in the draft stage of report writing.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	AEO $67,042; 0.19 SLSO $11526; Clontarf Academy 63 students x $1250 = $78,750; Girls Academy 68 students x $1250 = $85,000. • Aboriginal background loading ($242 239.00) • Socio–economic background ($79.00)	**Monitoring of PLPs at Week 8 term 3 2018:** Year 7 0/37 (0%); Year 8 36/36 (100%); Year 9 8/26 (31%); Year 10 12/30 (40%); Year 11 8/19 (42%); Year 12 7/17 (41%). Overall 71/165 (43%). **Monitoring of Aboriginal student attendance for semester two 2018:** 2018: 74.3% Aboriginal students; 80% all students. 2017: 74.2% Aboriginal students; 81% all students. **Monitoring of Aboriginal students' N Award letters for 2018:** 2018 per Aboriginal student N Award letters (based on Aboriginal student enrolment at 10/9/18): Yr 12 17/17 (1.0); Yr 11 16/19 (0.84): Yr 10 85/30 (2.83); Yr 9 35/26 (1.35); Yr 8 61/36 (1.69); Yr 7 13/37 (0.35). 2017 per Aboriginal student N Award letters (based on Aboriginal student enrolment at 5/9/17): Yr 12 45/8 (5.6); Yr 11 76/21 (3.6): Yr 10 90/28 (3.2); Yr 9 63/26 (2.4). Per cohort 2017 > 2018 change: Yr 12: –72%; Yr 11: –83%: Yr 10: 18%.
Low level adjustment for disability	1.8 FTE LaST $187,403. Flexible funding $83,292. • Low level adjustment for disability ($270 695.00)	**Number of students receiving support and % of individual learning plan targets reached by students receiving support:** 35 Year 12 students accessed the L&ST program for 5 or more lesson per week. 5 Year 11 students accessed program for 6 or more lessons per week. 25 Year 7–10 students accessed L&ST for support with assessment tasks, academic engagement, wellbeing, attendance or high school transition. 137 students from Years 7–9 accessed Lexia Reading for a period of 10 weeks for 3 lessons during 2018. 31 students accessed the Comprehensive Class program and received additional support: Yr 7: 14; Yr 8 15; Yr 9: 12.
Socio–economic background	L&AST 1.1 $114524; KHARE 1.0 $104113; KHARE transport $6200; Learning Faculty teachers $333161; Enterprise Centre 1.3 $135,347; Enterprise Centre SLSO $60,663; Homework Centre $23976; Student Assistance $3692.	Tell Them From Me student survey responses from students enrolled in the Comprehensive Classes more favourably compared with those that are not enrolled in Comprehensive Classes on all 29 measures of social, institutional and intellectual engagement and drivers of student learning outcomes in the survey (see page 20). 4 students in the KHARE program

Socio–economic background	• Socio–economic background ($781 676.00)	successfully transitioned to work &/or further education and training
		Tell Them From Me student survey responses from students enrolled in the Enterprise Centre more favourably compared with those that are not enrolled in the Enterprise Centre on 18 of 28 measures of social, institutional and intellectual engagement and drivers of student learning outcomes in the survey (see page 20).
		31 students accessed the Comprehensive Class program and received additional support: Yr 7: 14; Yr 8 15; Yr 9: 12.
		14 Yr 11 and 11 Yr 12 students accessed the Enterprise Centre.
		Students accessing the Homework Centre:
		43 students attended at least once (76 in 2017). There were 176 individual visits (458 in 2017) which was a reduction of 62% compared with 2017. There was an average of 4 visits per student (6 in 2017) which was a decrease of 33% compared with 2017).

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	233	235	250	245
Girls	208	215	216	244

Student enrolments rose in 2018 to 489. In 2018, 124 students were enrolled in Years 11 and 12 (26%). 34% of students were of Aboriginal descent, a rise of 2.5% since 2017. The Mobility Rate records the numbers of students who enrol and leave the school during the year, apart from enrolling year 7 students, graduating year 12 students and students leaving when they turn 17. The inwards mobility rate was 13.3% (65 students), the outwards mobility rate was 18.6% (91 students) and the total mobility rate was 31.9% (156 students).

Student attendance profile

School				
Year	2015	2016	2017	2018
7	86.2	84.6	86.4	87.1
8	81	79.7	79.6	83
9	84.3	75.4	79.5	80.3
10	75.9	77.8	71.4	77.1
11	82.2	71.2	73.1	82.1
12	86.8	84.2	85.1	86.1
All Years	82.1	78.4	78.8	82.7
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Parents and carers are advised of their child's absence on a daily basis either by text messaging or a phone call. Student non–attendance was reviewed by the Learning Support Team. Aboriginal students' non–attendance was reviewed by the Kempsey Aboriginal Student Attendance Team. These teams designed interventions to assist in increasing the attendance of students with chronically low attendance. There were 18 referrals to the Home School Liaison Officer. Following this referral, 2 students transferred to a public high school in a different town, 3 students transferred to an independent school or program, 1 student transferred to TAFE, 3 students reached 17 years of age and left school, 1 student could not be located and 6 students continued with very high levels of absence. 25 students with chronically low attendance utilised the Learning and Support program.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	19
Employment	1	12	25
TAFE entry	8	1	23
University Entry	0	0	27
Other	0	0	0
Unknown	1	7	6

Year 12 students undertaking vocational or trade training

79% (42 students) of Year 12 students undertook at least one vocational or trade training course in their HSC pattern of study. In addition, 9 Year 11 students completed their Certificate II in Primary Industries.

Year 12 students attaining HSC or equivalent vocational education qualification

95% (53) of students beginning year 12 (56 students) completed it to gain the Higher School Certificate or an equivalent trade qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	32.4
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	11.78
Other Positions	1

*Full Time Equivalent

At Kempsey High School, 7 staff are of Aboriginal descent.

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	6

Professional learning and teacher accreditation

Teacher professional learning was undertaken in four modes:

1. Five School Development Days which comprised:

- January 2018: Staff training included the emergency evacuation procedures. Edrolo training and mandatory training in Child Protection, Anaphylaxis e–learning and e–Emergency Care.
- April 2018: Staff training included Cardio–Pulmonary Resuscitation Theory, Recognition and Management of Anaphylaxis, Effective Report Writing, (SLSOs) Best Practice in providing SLSO assistance in the classroom and workshops about Differentiation to support students' literacy needs, and Lexia Reading Training.
- July 2018: staff training included a workshop delivered by the Universities Admission Centre

Community Engagement Officer about the ATAR process and scaling and a combined school development day with the staff of the 17 Macleay Public Schools. The keynote topic was about developments in educational technology delivered by Mark Greentree, (the Director of Technology for Learning). Staff elected to participate in a selection of workshops including Ten Mindframes teachers need to adopt to ensure successful student outcomes; the Enterprise Financial Planning Tool; Teaching with Tech; a showcase of the STEMShare trailer; Understanding and Supporting Behaviour; Empowering SLSOs in the classroom; NDIS provider packages; Trauma Informed Practice; OneNote and Microsoft Teams (software applications); The Power and Nature of Feedback; The Writing Environment and Writing Process; Quality CVs for Teachers and Executive; Nationally Consistent Collection of Data on Disabilities; and Technology Integration across the curriculum. In addition, some staff utilised the School Development Days to update their mandatory professional learning in Child Protection, Anaphylaxis e–learning and e–Emergency Care.

- December 2018: Strategies for teaching vocabulary in various Key Learning Areas (Jo Taylor – Literacy & Numeracy Strategy Advisor) and an outline of the implementation of the 'Professional Learning Team' model by teacher participants; Positive Partnerships Workshop about Autism Spectrum Disorder, a compulsory VET teacher update and the school's progress in the implementation of the 2018–2020 Kempsey High School Plan.

2. In–school collegial professional learning involving the Academy for Interactive Entertainment (Animation course), French Language course planning, Mathematics course planning, and syllabus implementation in HSIE and Technology (Mandatory).

3. Collegial Leadership Network meetings in Career Education, Learning & Support, Mathematics, Science and Visual Arts.

4. Apart from in–school collegial professional learning, 40 teachers undertook external professional learning about a variety of topics. These topics included: NESA, Industrial Arts, Drama, Differentiation & Program Development, Drama Exam Marking, Austswim, Rugby Union Coaching, Autism, Textiles & Design, Technology Mandatory, Certificate IV TAE, Literacy & Numeracy Progressions, Artexpress, Science Depth Study, Certificate IV Construction, Coding, Writing, Best Start Literacy, Childhood Trauma, Hospitality, Financial Leadership, School Excellence, PDHPE, Evaluation, Employee Performance & Conduct, programs for gifted and talented students, History, Senior Science, Career Education and Executive Induction.

13 School Administrative and Support staff undertook external professional learning about Learning Management and Business Reform (Assets Cash Desk; Student Wellbeing, Health Care and Court Orders), Understanding & Supporting Student Behaviour, School Website and Personalised Learning

Pathway plans.

School staff provided professional learning to other teachers through the Agriculture Lighthouse Schools program and contributed to the development of resources for Business Services VET.

The total expenditure on teacher professional learning was about $72011, which comprised course fees $7353, teacher relief $34,500 (75 days x $460 approx) and travel / sustenance $30,158.

During 2018, 3 teachers were engaged in the process of gaining accreditation at the Proficient stage of the Australian Professional Standards for Teachers. External New Scheme Teacher Training was accessed by several teachers. A coordinator was appointed to develop and implement a program of professional learning and support for these teachers. The program included workshops on common professional issues, provision of links to Australian Institute of Teaching and School Leadership resources, use of the Teacher Quality Adviser, workshops for supervisors.

42 teachers were maintaining accreditation at the Proficient stage of the Australian Professional Standards for Teachers.

Financial information

Financial summary

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

	2018 **Actual** ($)
Opening Balance	1,934,910
Revenue	8,243,641
Appropriation	7,950,787
Sale of Goods and Services	19,111
Grants and Contributions	224,891
Gain and Loss	0
Other Revenue	45,924
Investment Income	2,928
Expenses	-7,928,795
Recurrent Expenses	-7,928,795
Employee Related	-6,942,552
Operating Expenses	-986,243
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	314,846
Balance Carried Forward	2,249,756

Under the Public Finance and Audit Act 1983, the principal is accountable for the management of the school's finances. The school utilises a number of internal controls that contribute to financial management. These include compliance with school financial requirements including receipting, banking, hierarchical controls, segregation of duties and control and monitoring of revenue and expenses within a planned budget. A Finance Committee shares decision making and makes recommendations to the principal. It details carried forward and administrative savings for upgrades of the library, farm and playground.

Administrative savings included: Telephone (reduced by 9% to $4,605) and Water, Sewerage and Waste Disposal reduced by 12% to $19,693).

Compared with 2017, the 2018 Annual Financial Statement notes reductions in the purchases of consumable materials (by 46% to $52,326) and increases in expenditure on textbooks (by 95% to $35237), teaching resources (by 86% to $37,404) and library books (by 58% to $4196). Other expenditure increases included computer hardware (by 68% to $178,294), computer software (by 6% to $21,890), furniture and equipment (by 18% to $120,161), electricity (by 10% to $110,985), maintenance (by3% to $90,170) and postage (by 34% to $12,279) reflecting an increase in the frequency of newsletters.

Financial summary equity funding

The equity funding data is the main component of the

'Appropriation' section of the financial summary above.

	2018 **Actual** ($)
Base Total	5,314,523
Base Per Capita	93,359
Base Location	4,108
Other Base	5,217,057
Equity Total	1,294,609
Equity Aboriginal	242,239
Equity Socio economic	781,676
Equity Language	0
Equity Disability	270,695
Targeted Total	765,064
Other Total	284,704
Grand Total	7,658,900

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

School performance

NAPLAN

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

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

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

Year 7 Reading

The average **Reading** score of 483.9 was 7.24 points lower than the 2014–2018 school average of 491.14 and 49.4 points below the state average of 533.3. The average Year 5 (2016) to Year 7 growth was 16.9 which was 23.9 points lower than the state average growth.

Year 7 Writing

The average **Writing** score of 445 was 4.96 points lower than the 2014–2018 school average of 449.96 and 53.88 points below the state average of 498.88. The average Year 5 (2016) to Year 7 growth was 1.6 which was 34.3 points lower than the state average growth.

Year 7 Spelling

The average **Spelling** score of 502.1 was 9.24 points higher than the 2014–2018 school average of 492.86 and 41.35 points below the state average of 543.45. The average Year 5 (2016) to Year 7 growth was 49.9 points which was 1.2 points lower than the state average growth.

Year 7 Grammar & Punctuation

The average **Grammar and Punctuation** score of 480.3 was 0.64 points lower than the 2014–2018 school average of 480.94 and 57.75 points below the state average of 538.05. The average Year 5 (2016) to Year 7 growth was 19.5 points which was 17.5 points lower than the state average growth.

Year 9 Reading

The average **Reading** score of 524.6 was 7.3 points lower than the 2014–2018 school average of 531.9 and 53.76 points below the state average of 578.36. The average Year 7 (2016) to Year 9 growth was 34.3 points which was 10.5 points lower than the state average growth.

Year 9 Writing

The average **Writing** score of 454.5 was 17.44 points lower than the 2014–2018 school average of 471.94 and 79.48 points below the state average of 533.98. The average Year 7 (2016) to Year 9 growth was –5.0 points which was 40.4 points lower than the state average growth.
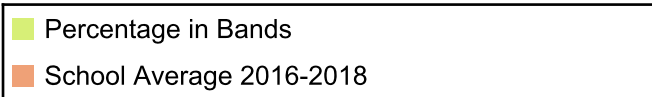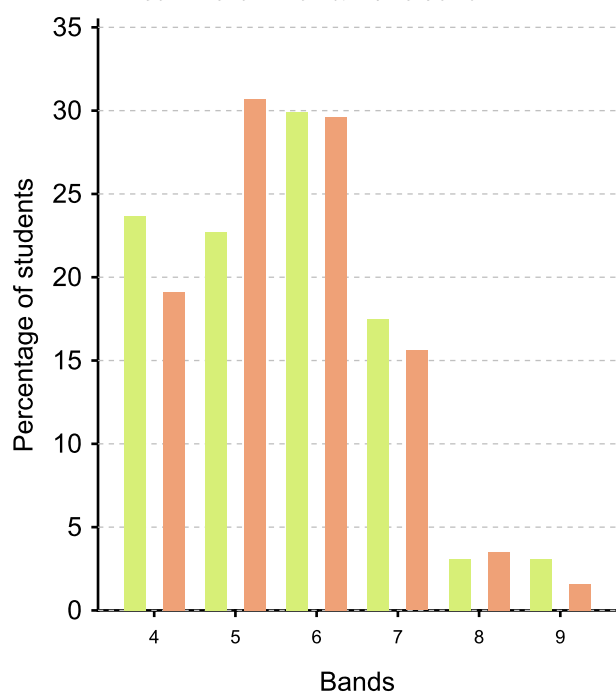
Year 9 Spelling

The average **Spelling** score of 517.6 was 12.08 points lower than the 2014–2018 school average of 529.68 and 63.87 points below the state average of 581.47. The average Year 7 (2016) to Year 9 growth was 27.6 points which was 11.1 points lower than the state average growth.
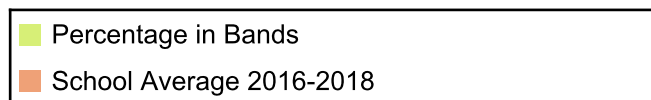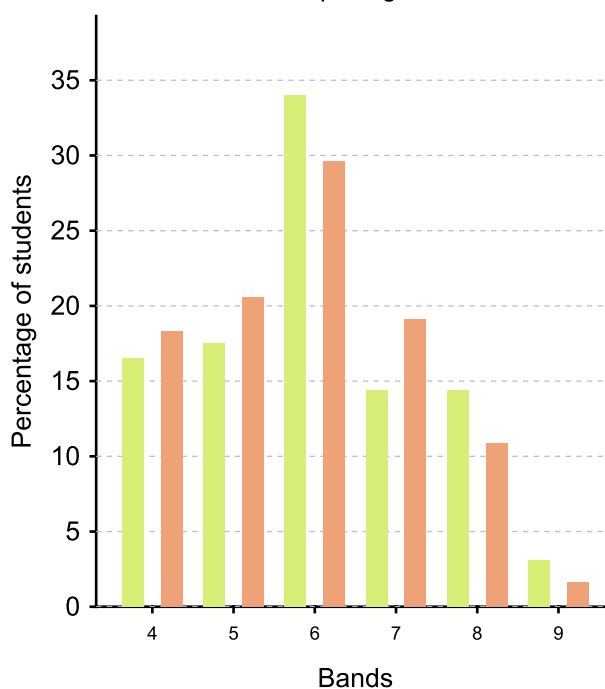
Year 9 Grammar & Punctuation

The average **Grammar and Punctuation** score of 516.1 was 2.46 points lower than the 2014–2018 school average of 518.56 and 57.96 points below the state average of 574.06. The average Year 7 (2016) to Year 9 growth was 33.5 points which was 4.7 points lower than the state average growth.
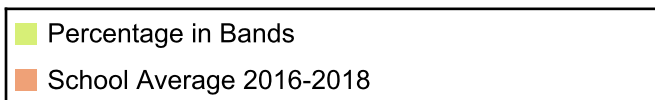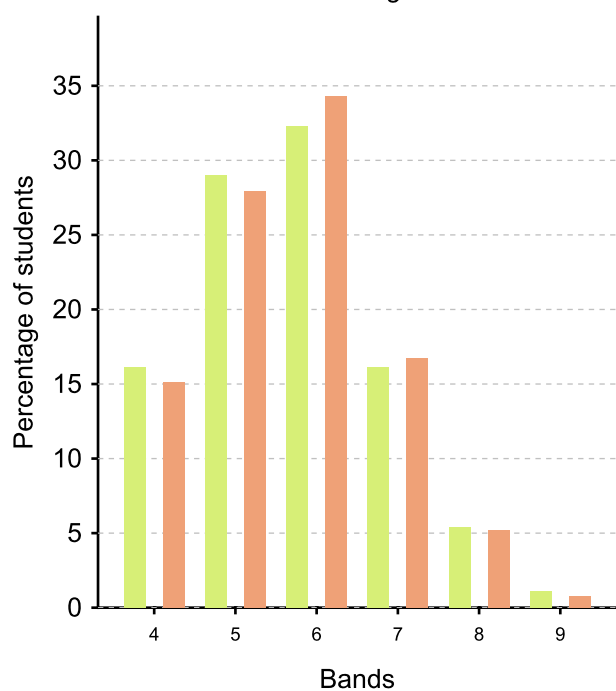
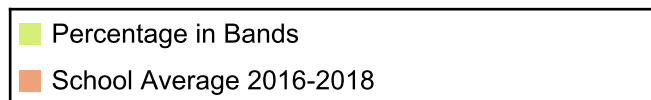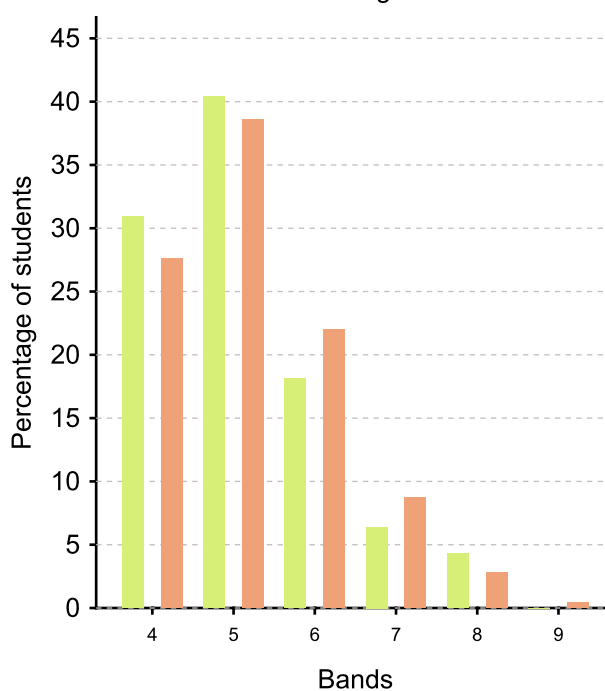## Percentage in bands: Year 7 Grammar & Punctuation

Legend:
- Percentage in Bands
- School Average 2016-2018

Percentage in bands: Year 7 Spelling

Legend:
- Percentage in Bands
- School Average 2016-2018

Percentage in bands: Year 7 Reading

Legend:
- Percentage in Bands
- School Average 2016-2018

Percentage in bands: Year 7 Writing

Legend:
- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 9 Grammar & Punctuation

Legend:
- Percentage in Bands
- School Average 2016-2018
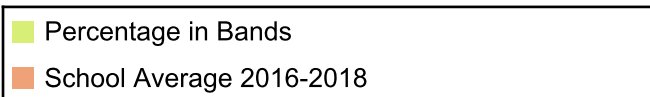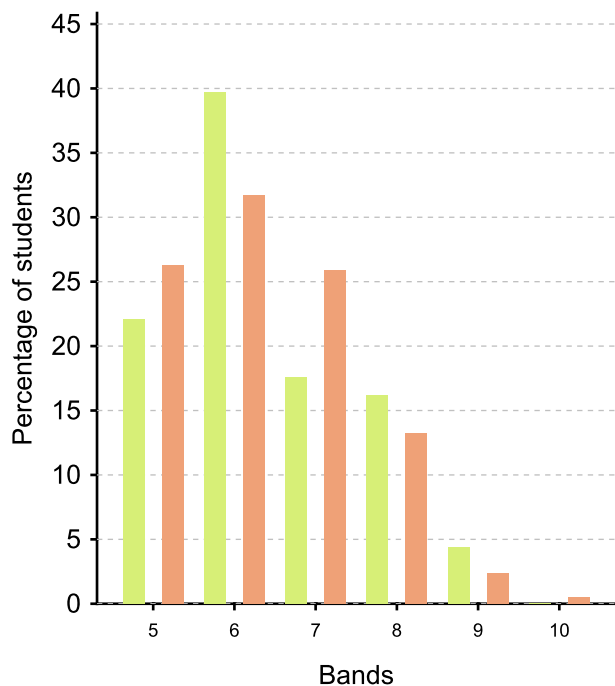
Percentage in bands:
Year 9 Spelling

Legend:
- Percentage in Bands
- School Average 2016-2018
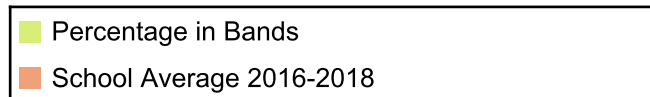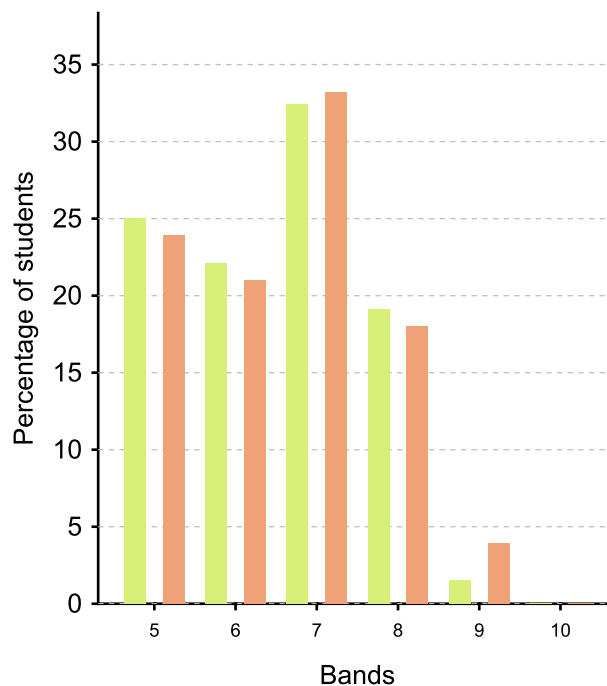
Percentage in bands:
Year 9 Reading

Legend:
- Percentage in Bands
- School Average 2016-2018
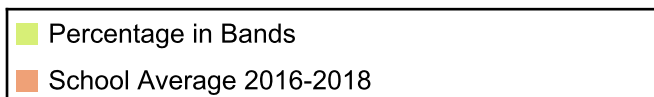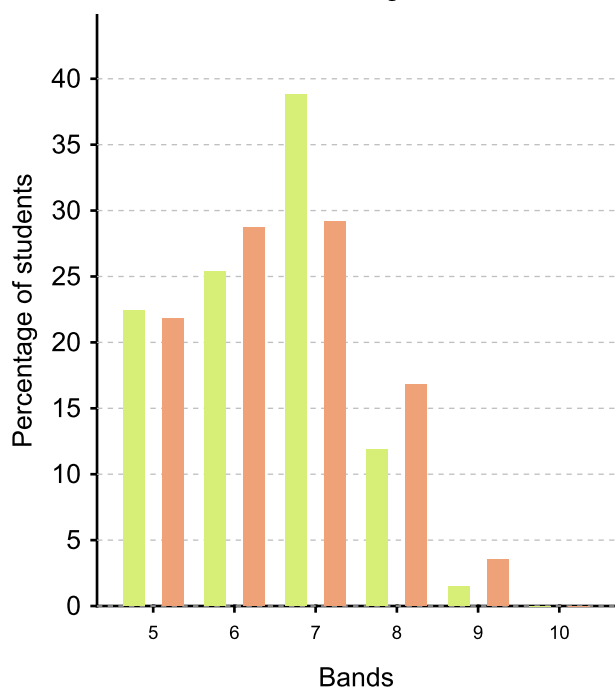
Percentage in bands:
Year 9 Writing

Legend:
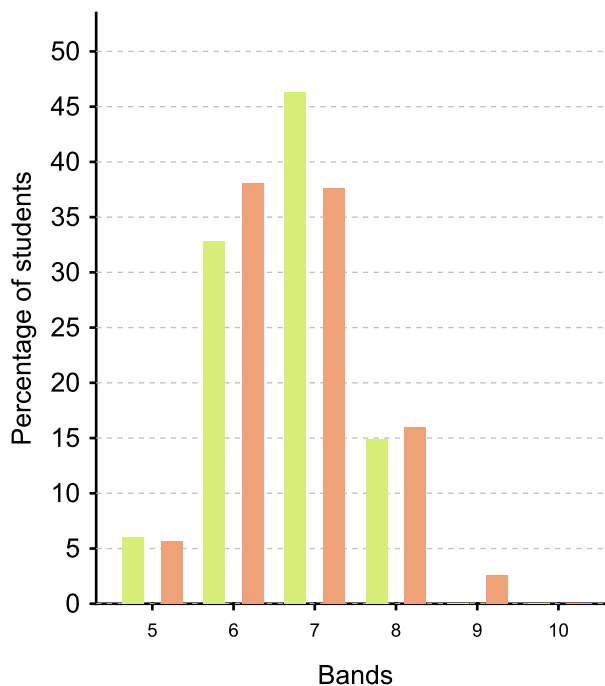- Percentage in Bands
- School Average 2016-2018
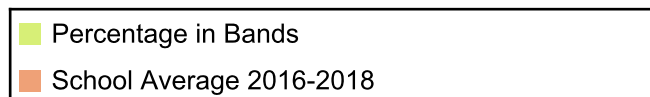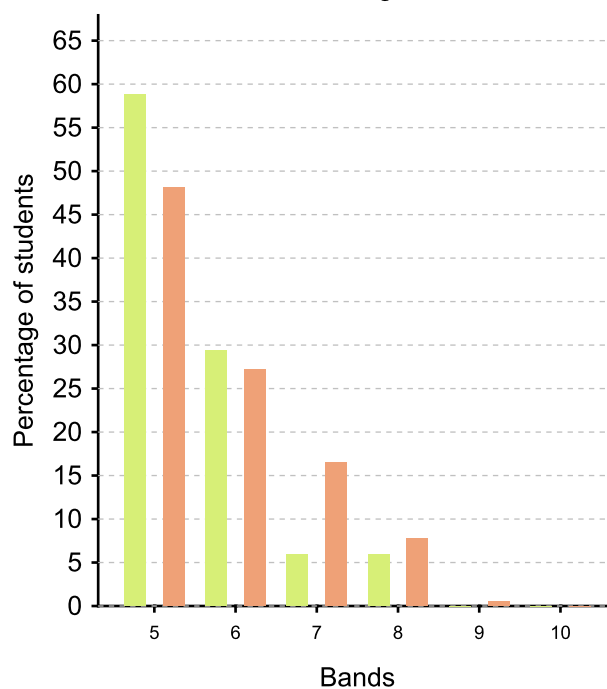
Year 7 Numeracy

The average **Numeracy** score of 493 was 0.08 points higher than the 2014–2018 school average of 492.92 and 51.75 points below the state average of 544 .75. The average Year 5 (2016) to Year 7 growth was 50.3 points which was 3.9 points lower than the state average growth.
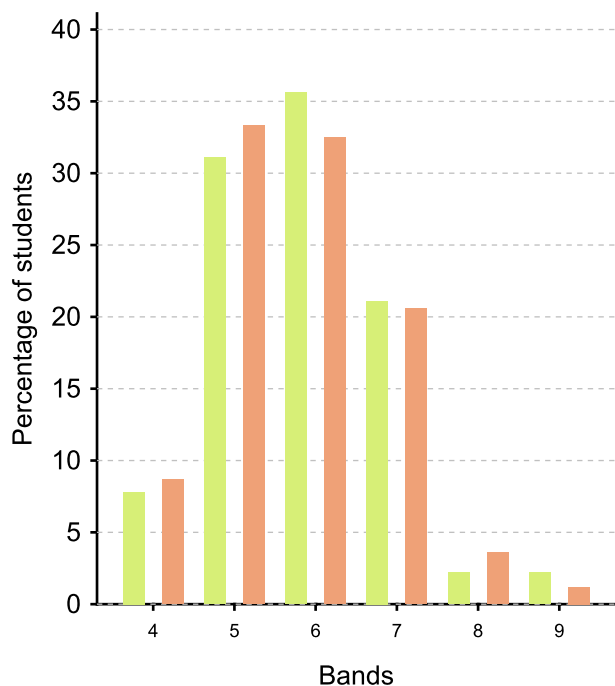
Year 9 Numeracy

The average **Numeracy** score of 543.2 was 2.04 points lower than the 2014–2018 school average of 545.24 and 50.78 points below the state average of 593.98. The average Year 7 (2016) to Year 9 growth was 46.1 points which was 0.8 points higher than the state average growth.

Percentage in bands:
Year 7 Numeracy

Legend:
- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 9 Numeracy

Legend:
- Percentage in Bands
- School Average 2016-2018

The My School website provides detailed information and data for national literacy and numeracy testing. Go to http://www.myschool.edu.au to access the school data.

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The number of students in the top two NAPLAN bands (bands 8 and 9 for Year 7 and bands 9 and 10 for Year 9) are as follows: Year 7 Reading 6 (6%) and Numeracy 4 (4%). Year 9 Reading 1 (1%) and Numeracy 0 (0%).

Higher School Certificate (HSC)

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

Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	53.5	52.4	69.5	57.6
Biology	55.7	61.0	70.7	59.9
Business Studies	58.5	59.7	69.3	58.5
English (Advanced)	64.3	69.7	77.5	65.3
English (Standard)	55.5	56.5	65.0	59.7

Geography	48.5	44.1	70.6	48.5
Legal Studies	59.3	57.9	71.2	63.2
Mathematics General 2	48.8	56.3	65.1	53.7
Textiles and Design	59.4	0.0	74.9	59.4

All HSC course means shown in the table are below the state means. When compared with the similar schools group (SSSG), with the exception of Ancient History, Geography and Legal Studies, course means are below the means for similar schools. Course means are at or below the 2014–2018 school average.

ROSA

The grades (A, B, C, D and E) received by Year 10 students have been compared with the grades received by Year 10 students from across NSW. A higher percentage of grades A and B and correspondingly lower percentage of grades D and E have been achieved in Agriculture, Industrial Technology and Photographic & Digital Media.

Parent/caregiver, student, teacher satisfaction

Parent Survey

The online Partners In Learning Parent Survey received 11 responses (2% response rate and an increase from 5 in 2017). The survey includes 7 measures scored on a 10 point scale. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree). The figures in brackets show the 2017 response. The results are as follows:

Parents Feel Welcome: School Mean 6.7 (5.3) {state average 7.4 (7.4)}

I feel welcome when I visit the school. 6.7 (6.4)

I can easily speak with my child's teachers. 6.6 (6.1)

I am well informed about school activities. 6.3 (3.9)

Teachers listen to concerns I have. 6.2 (5.4)

I can easily speak with the school principal. 6.8 (6.1)

Written information from the school is in clear, plain language. 6.7 (6.1)

Parent activities are scheduled at times when I can attend. 6.1 (3.2)

The school's administrative staff are helpful when I have a question or problem. 7.9 (5.0)

Parents Are Informed: School Mean 5.4 (4.6) {state average 6.6 (6.6)}

Reports on my child's progress are written in terms I understand. 6.1 (6.4)

If there were concerns with my child's behaviour at school, the teachers would inform me immediately. 6.6 (5.0)

I am informed about my child's behaviour at school, whether positive or negative. 5.7 (4.3)

The teachers would inform me if my child were not making adequate progress in school subjects. 5.4 (4.6)

I am well informed about my child's progress in school subjects. 5.6 (4.6)

I am informed about opportunities concerning my child's future. 4.3 (4.2)

I am informed about my child's social and emotional development. 4.3 (3.2)

Parents Support Learning At Home: School Mean 7.2 (3.8) {state average 6.3 (6.3)}

Does someone in your family do each of the

following?

Discuss how well your child is doing in his or her classes. 5.8 (2.9)

Talk about how important schoolwork is. 7.1 (4.2)

Ask about any challenges your child might have at school. 7.9 (2.9)

Encourage your child to do well at school. 8.3 (4.6)

Praise your child for doing well at school. 7.3 (4.6)

Talk with your child about feelings towards other children at school. 6.7 (3.8)

Take an interest in your child's school assignments. 7.1 (3.8)

School Supports Learning: School Mean 5.5 (4.7) {state average 7.3 (7.3)}

Teachers have high expectations for my child to succeed. 4.8 (5.4)

Teachers show an interest in my child's learning. 5.8 (3.8)

My child is encouraged to do his or her best work. 6.0 (5.4)

Teachers take account of my child's needs, abilities, and interests. 3.9 (2.1)

Teachers expect homework to be done on time. 6.5 (5.8)

Teachers expect my child to work hard. 6.0 (5.8)

School Supports Positive Behaviour: School Mean 6.4 (5.2) {state average 7.7 (7.7)}

Teachers expect my child to pay attention in class. 6.8 (6.7)

Teachers maintain control of their classes. 5.2 (3.3)

My child is clear about the rules for school behaviour. 7.7 (7.9)

Teachers devote their time to extra–curricular activities. 5.8 (2.9)

Safety At School: School Mean 6.4 (3.4) {state average 7.4 (7.4))

Behaviour issues are dealt with in a timely manner. 6.1 (2.9)

My child feels safe at school. 6.4 (3.8)

My child feels safe going to and from school. 6.9 (4.2)

The school helps prevent bullying. 5.8 (2.9)

Inclusive School: School Mean 5.8 (3.1) {state average 6.7 (6.7)}

Teachers help students who need extra support. 5.4 (2.9)

School staff create opportunities for students who are learning at a slower pace. 6.0 (3.3)

Teachers try to understand the learning needs of students with special needs. 5.4 (4.6)

School staff take an active role in making sure all students are included in school activities. 6.0 (2.1)

Teachers help students develop positive friendships. 6.0 (2.5)

Parents were invited to respond to two questions with open–ended responses:

What things does Kempsey High do well?

Responses included: Information to parents about a child's behaviour, learning, events; the excellent range of classes and activities for students including rhe homework centre, gym, Girls Academy/Clontarf; excellent support from teachers when needed for students; great range of innovative practices for students to be involved in (agriculture, sports, hospitality links with TAFE for trades); the extra time staff put into supporting and extending students; levels of community engagement; the Clontarf Academy; communication from teachers about a child's homework; the care and help for students to succeed; and students enjoyment of school.

What things does Kempsey High need to improve?

Responses included: communication about bullying; all teachers needing to set homework; provision of an online payment facility; community perceptions about poor student achievement and violence; student attendance, engagement, learning opportunities, encouragement for students to achieve, increasing academic expectations, preparing students for HSC studies; inspiring students; updating social media and Year 12 reports don't mirror HSC results.

Parent responses have been grouped to align with the 2018–2020 school plan strategic directions.

For Strategic Direction 1, the Inclusive School element aligns 5.8 (3.1) [6.7 (6.7)} in particular: "teachers help students who need extra support 5.4 (2.9)"; "school staff create opportunities for students who are learning at a slower pace. 6.0 (3.9); and "Teachers try to understand the learning needs of students with special needs" 5.4 (4.6).

For Strategic Direction 2, two elements align including all six questions under the heading "School Supports Learning" 5.5 (4.7) {7.3 (7.3)} and all four questions under the heading School Supports Positive Behaviour" 6.4 (5.2) {7.7 (7.7)}.

For Strategic Direction 3, the "Parents Feel Welcome" and "Parents Are Informed" elements are aligned. Under the heading Parents Feel Welcome element, four questions align: "I can easily speak with my child's teachers" 6.6 (6.1); "Teachers listen to concerns I have" 6.2 (5.4); "I am well informed about school activities" 6.3 (3.9); and "Written information from the school is in clear plain language" 6.7 (6.1). All eight questions under the heading "Parents Are Informed" 5.4 (4.6) [6.6 (6.6)} align.

Student Survey

242 students (241 in 2017) responded to the Tell Them From Me survey (72 (64) Year 7; 49 (61) Year 8; 47 (51) Year 9; 38 (40) Year 10 and 30 (25) Year 11). Student responses have been grouped to align with the 2018–2020 school plan strategic directions as either percentages or scores out of 10 with 2017 averages in brackets, 2016 averages in square brackets and state averages in parentheses.

Strategic Direction 1:

Advocacy at school 5.4 (5.3) {6.0 (6.0)}

High Academic Self concept 53% (56%) [58%] {65% (63%)}

Medium Academic Self concept 33% (33%) [31%] {27% (29%)}

Low Academic self concept 14% (11%) [10.5%] {7% (9%)}

Appropriately Challenged 26% (42%) {28%}

Value School Outcomes 60% (62%) [67%] {72% (75%)}

Finish Year 12 66% (66%) [74%] {85 (84%)}

Go to University 49% (49%) [50%] {67% (63%)}

Get A Trade 42% (45%) [42%] {35% (39%)}

Strategic Direction 2:

Intellectual Engagement 37% (34%) [38%] {46% (38%)}

Interest and Motivation 18% (18%) [20%] {28% (30%)}

Effective Learning time 6.2 (5.9) [6.0] {6.3 (6.7)}

Effort 55% (55%) [55%] [66% (66%)}

Expectations for Success 6.3 (6.4) [6.7] {7.0 (7.2)}

Truancy / lateness 25% (19%) [17%] {10% (9%)}

High level of Optimism 38% (38%) [36%] {43% (44%)}

Medium Level of Optimism 37% (38%) [40%] {37% (39%)}

Low Level of Optimism 25% (24%) {17% (17%)}

Positive Behaviour 74% (71%) {87% (86%)}

Positive Learning Climate 5.4 (5.6) [5.3] {5.6 (6.0)}

Positive Relationships at School 68% (68%) [73%] {78% (79%)}

Positive Teacher – Student Relationships 5.5 (5.8) [5.8] {5.7 (6.1)}

Relevance 5.4 (5.4) [5.6] {5.8 (5.9)}

Sense of Belonging 48% (53%) [56%] {66% (66%)}

Bullying Victim 39% (40%) [36%] {21% (27%)}

Tell Them From Me student survey responses from students enrolled in the Comprehensive Classes more favourably compared with those that are not enrolled in Comprehensive Classes on all 29 measures of social, institutional and intellectual engagement and drivers of student learning outcomes in the survey

The data below indicate percentages of Comprehensive Class students / non Comprehensive Class students with the percentage difference in brackets:

Positive Sense of Belonging: 55% / 45% (10%)

High Academic Self Concept 55% / 52% (3%)

Medium Academic Self Concept 38% / 32% (6%)

Low Academic Self Concept 8% / 16% (8%)

Advocacy Outside of School 54% / 50% (4%)

Advocacy at School 62% / 50% (12%)

Planning to finish Year 12 67% / 65% (2%)

Planning to do an Apprenticeship or VET/TAFE course 50% / 39% (11%)

Planning to go to University 55% / 49% (6%)

Being a victim of bullying 36% / 41% (5%)

Effective Learning Time 66% / 59% (7%)

Effort 70% / 48% (22%)

Expectations of Success 68% / 60% (8%)

Intellectual Engagement 45% / 29% (16%)

Interest and Motivation 26% / 14% (12%)

High Levels of Optimism 48% / 35% (13%)

Medium Levels of Optimism 45% / 34% (11%)

Low Levels of Optimism 8% / 32% (24%)

High Levels of Perseverance 22% / 20% (2%)

Medium Levels of Perseverance 54% / 52% (2%)

Low Levels of Perseverance 25% / 28% (3%)

Positive Behaviour 77% / 73% (4%)

Positive Learning Climate 60% / 52% (8%)

Positive Relationships 70% / 68% (2%)

Positive Teacher – Student Relations 63% / 51% (12%)

Relevance 56% / 53% (3%)

Rigour 56% / 54% (2%)

Truancy 19% / 25% (6%)

Valuing School Outcomes 71% / 57% (14%)

Tell Them From Me student survey responses from students enrolled in the Enterprise Centre more favourably compared wit those that are not enrolled in the Enterprise Centre on 18 of 28 measures of social, institutional and intellectual engagement and drivers of student learning outcomes in the survey

The data below indicate percentages of Enterprise Centre students / non Enterprise Centre students with the percentage difference in brackets:

Positive Sense of Belonging: 43% / 47% (–4%)

High Academic Self Concept 47% / 55% (–8%)

Medium Academic Self Concept 42% / 32% (10%)

Low Academic Self Concept 11% / 13% (2%)

Advocacy Outside of School 52% / 52% (0%)

Advocacy at School 57% / 53% (4%)

Planning to finish Year 12 60% / 69% (–9%)

Planning to pursue a Trade 36% / 44% (–8%)

Planning to go to University 52% / 50% (2%)

Being a victim of bullying 36% / 38% (2%)

Effective Learning Time 64% / 60% (4%)

Effort 50% / 56% (–6%)

Expectations of Success 61% / 63% (–2%)

Intellectual Engagement 30% / 34% (–4%)

Interest and Motivation 20% / 16% (4%)

High Levels of Optimism 40% / 38% (2%)

Medium Levels of Optimism 40% / 35% (55)

Low Levels of Optimism 20% / 26% (65)

High Levels of Perseverance 27% / 21% (6%)

Medium Levels of Perseverance 49% / 53% (–4%)

Low Levels of Perseverance 24% / 26% (2%)

Positive Behaviour 75% / 75% (0%)

Positive Learning Climate 56% / 54% (2%)

Positive Relationships 68% / 69% (–1%)

Positive Teacher – Student Relations 56% / 55% (1%)

Relevance 54% / 54% (0%)

Rigour 54% / 55% (–1%)

Truancy 23% / 24% (1%)

Valuing School Outcomes 63% / 60% (3%)

Academic Buoyancy 56% / 52% (4%)

Growth Orientation 50% / 42% (8%)

Teacher Survey

The Focus on Learning Survey is a self–evaluation tool for teachers. It is based on the 'effective schools' research which has identified the eight school and classroom teaching elements most important for student achievement. 30 teachers completed the online survey (35 in 2017). Teacher responses are detailed below as either percentages or scores out of 10 with 2017 averages in brackets, 2016 averages in square brackets.

The results are as follows:

TEACHING STRATEGIES 7.6 (7.5).

I help students set challenging learning goals. 7.6 (7.7) [7.7]

When I present a new concept I try to link it to previously mastered skills and knowledge. 8.5 (8.4) [8.1]

Students receive written feedback on their work at least once every week. 5.2 (4.0) [3.6]

I can easily identify unproductive learning strategies. 7.7 (7.8) [7.5]

My students are very clear about what they are expected to learn. 7.1 (7.9) [7.9]

I use two or more teaching strategies in most class periods. 8.4 (8.3) [8.2]

Students receive feedback on their work that brings them closer to achieving their goals. 7.9 (7.7) [7.6]

I discuss with students ways of seeking help that will increase learning. 8.2 (8.2) [8.3]

COLLABORATION 7.2 (7.3)

I work with other teachers in developing cross–curricular or common learning opportunities. 6.1 (6.5 [6.3]

Teachers have given me helpful feedback about my teaching. 5.9 (5.8) [4.9]

I talk with other teachers about strategies that increase student engagement. 8.2 (8.3) [7.9]

Other teachers have shared their learning goals for students with me. 6.8 (6.6) [6.4]

Teachers in our school share their lesson plans and other materials with me. 6.8 (6.7) [5.9]

I discuss my assessment strategies with other teachers. 7.9 (7.9) [7.4]

I discuss learning problems of particular students with other teachers. 8.4 (8.4) [8.2]

I discuss my learning goals with other teachers. 7.8 (7.7) [7.5]

LEADERSHIP 6.0 (5.7)

School leaders have helped me establish challenging and visible learning goals for students. 6.2 (5.4) [4.9]

School leaders have helped me create new learning opportunities for students. 5.8 (5.7) [5.0]

School leaders have provided me with useful feedback about my teaching. 5.0 (5.3) [4.1]

School leaders have helped me improve my teaching. 5.9 (5.4) [4.7}

School leaders have provided guidance for monitoring student progress. 6.3 (5.5) [4.9]

I work with school leaders to create a safe and orderly school environment. 7.8 (7.5) [6.9]

School leaders have taken time to observe my teaching. 4.4 (4.1) [3.5]

School leaders have supported me during stressful times. 6.9 (5.9) [4.6]

PARENT INVOLVEMENT 6.2 (5.9)

I work with parents to help solve problems interfering with their child's progress. 7.0 (7.0) [6.6]

I share students' learning goals with their parents. 6.7 (6.3) [6.0]

I use strategies to engage parents in their child's learning. 6.4 (5.8) [5.6]

I ask parents to review and comment on students' work. 5.1 (4.1) [4.0]

I am in regular contact with the parents of students with special learning needs. 5.7 (5.4) [5.0]

Parents understand the expectations for students in my class. 6.5 (6.5) [5.8]

I make an effort to involve parents and community members in creating learning opportunities. 6.2 (6.3) [6.1]

Parents are regularly informed about their child's progress. 6.5 (5.6) [5.9]

LEARNING CULTURE 7.6 (7.6)

I give students written feedback on their work. 7.6 (7.8) [7.9]

I talk with students about the barriers to learning. 8.2 (7.8) [7.4]

In most of my classes I discuss the learning goals for the lesson. 8.0 (7.8) [7.6]

Students become fully engaged in class activities. 6.2 (6.4) [6.4]

I monitor the progress of individual students. 8.0 (8.3) [7.5]

I am effective in working with students who have behavioural problems. 7.4 (7.7) [7.7]

I set high expectations for student learning. 8.2 (8.5) [8.2]

Students find class lessons relevant to their own experiences.7.4 (6.8) [7.0]

DATA INFORMS PRACTICE 7.4 (7.4)

My assessments help me understand where students are having difficulty. 7.8 (7.9) [8.1]

I use formal assessment tasks to help students set challenging goals. 7.4 (7.6) [7.4]

I regularly use data from formal assessment tasks to decide whether a concept should be taught another way. 6.6 (6.7) [6.2]

I use formal assessment tasks to discuss with students where common mistakes are made. 7.8 (7.5) [7.1]

When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve. 7.4 (7.7) [7.7]

I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent). 6.6 (6.5) [6.3]

I use results from formal assessment tasks to inform

my lesson planning. 7.3 (7.5) [7.4]

I give students feedback on how to improve their performance on formal assessment tasks. 8.1 (7.9) [8.2]

INCLUSIVE SCHOOL 7.9 (7.8)

I am regularly available to help students with special learning needs. 7.4 (7.9) [7.6]

I strive to understand the learning needs of students with special learning needs. 7.8 (8.1) [7.6]

I establish clear expectations for classroom behaviour. 8.8 (9.0) [9.4]

I help low–performing students plan their assignments. 8.2 (8.1) [7.6]

I make sure that students with special learning needs receive meaningful feedback on their work. 7.5 (7.4) [7.0]

I make an effort to include students with special learning needs in class activities. 8.6 (8.3) [8.2]

I use individual education plans to set goals for students with special learning needs. 6.2 (5.8) [5.2]

I create opportunities for success for students who are learning at a slower pace. 8.4 (8.0) [8.0]

TECHNOLOGY 7.5 (7.0)

Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts. 7.7 (7.3) [5.9]

I use computers or other interactive technology to give students immediate feedback on their learning. 6.8 (6.8) [5.9]

Students use computers or other interactive technology to track progress towards their goals. 5.6 (5.4) [4.7]

I help students set goals for learning new technological skills. 7.7 (6.9) [6.8]

Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter. 7.8 (7.1) [5.8]

I help students use computers or other interactive technology to undertake research. 8.6 (8.3) [7.7]

I help students to overcome personal barriers to using interactive technology. 8.2 (7.3) [6.9]

I work with students to identify a challenging learning goal relevant to the use of interactive technology. 7.7 (6.7) [7.0]

Teacher responses have been grouped to align with the 2018–2020 school plan strategic directions as either percentages or scores out of 10 with 2017 averages in

brackets, 2016 averages in square brackets and state averages in parentheses.

For Strategic Direction 1, four elements from the teacher survey are aligned: collaboration, leadership, teaching strategies and inclusive school. The results are as follows:

- Collaboration 7.2 (7.3) {7.8 (7.8)}
- Leadership 6.0 (5.7) [4.7] {7.1 (7.1)}: in particular "school leaders have helped me improve my teaching" 5.9 (5.4) [4.7]; and "school leaders have provided useful feedback" 5.0 (5.3) [4.1].
- Teaching Strategies 7.6 (7.5) {7.9 (7.9)}: in particular those that align to 'explicit teaching' such as "clear learning expectations" 7.1 (7.9) [7.9]; "challenging learning goals" 7.6 (7.7) [7.7]; "linking new concepts to previous skills and knowledge" 8.5 (8.4) [8.1]; and "feedback" 7.9 (7.7) [7.6].
- Inclusive School 7.9 (7.8) [7.7] {8.2 (8.2}: in particular "helping students with special learning needs" 7.4 (7.9) [7.6]; helping low performing students plan their assignments 8.2 (8.1) [7.6]; "students with special needs receive meaningful feedback" 7.5 (7.4) [7.0]; and "create opportunities for success for students who are learning at a slower pace" 8.4 (8.0) [8.0].

For Strategic Direction 2, the Learning Culture and Technology elements of the teacher survey are aligned. The results are as follows:

- Learning Culture 7.6 (7.6) [7.55] {8.0 (8.0)}: in particular "talk with students about barriers to learning 8.2 (7.8) [7.4]; "students become fully engaged" 6.2 (6.4) [6.4]; "teacher is effective in working with students with behavioural problems" 7.4 (7.7) [7.7]; and "students find lessons relevant to their own experiences 7.4 (6.8) [7.0].
- Technology 7.5 (7.0) {6.7 (6.7)}: in particular, opportunities to use computers and interactive technology for describing relationships among ideas and concepts 7.7 (7.3) [5.9]; to analyse, organise and present subject matter 7.8 (7.1) [5.8]; to undertake research 8.6 (8.3) [7.7].

For Strategic Direction 3, the Parent Involvement 6.2 (5.9) [5.35] {6.8 (6.8)} element of the teacher survey aligns, in particular: "use strategies to engage parents in their child's learning" 6.4 (5.8) [5.6]; "regular contact with parents of students with special needs" 5.7 (5.4) [5.9]; and "parents regularly informed about their child's progress" 6.5 (5.6) [5.9].

Implications of the Parent, Student and Teacher surveys for the continued implementation of the 2018–2020 School Plan.

Strategic Direction 1:

Parent views are more positive about the level of teacher support for students requiring support. The views however, are from a very small sample (11 parents), although this is six more parent responses than in 2017.

Despite slightly higher advocacy at school reported by students, academic self concept was 3% lower than in

2017 and school outcomes were valued less (2%). Aspirations for finishing Year 12 and going to university were unchanged and the desire to attend TAFE has declined by 2%.

Levels of teacher collaboration were reported to be slightly lower than in 2017 (1%). The four significant teacher factors in lifting student learning are reported to be below state averages but slightly higher than in 2017. There were mixed results. Within the Teaching Strategies element, "clear learning expectations" and "challenging learning goals" declined while "linking new concepts to previous skills and knowledge" and "feedback" have reportedly risen.

Progress with Strategic Direction 1 should continue to focus on lifting student literacy because this is the key to raised academic self confidence. Increasing teacher effectiveness is centred around the provision of professional learning about explicit teaching. The implementation of the collaborative model of Professional Learning about particular explicit teaching strategies is considered to be the appropriate implementation strategy.

Strategic Direction 2

A small sample of parents perceive increased support for students in their learning (up 8%) and positive behaviour (up 12%).

Students report higher levels of intellectual engagement (3%), effective learning time (3%), positive behaviour (3%) and lower levels of bullying (1%). Perceptions about interest and motivation, effort, relevance and positive relationships are unchanged on 2017 levels. Students perceive lower levels of expectations of success (1%), optimism (1%), positive learning climate (2%), positive student – teacher relationships (3%), sense of belonging (5%) and truancy / lateness 6%).

Teacher responses indicate an unchanged learning culture with a 4% increase in "talking to students about barriers to learning" and lesson relevance (6%) and reductions in "working with students with behavioural problems" (3%) and student engagement (2%). Teachers report increases in opportunities to use computers and interactive technology for describing relationships among ideas and concepts (4%), for analysing, organising and presenting subject matter (7%) and undertaking research (3%).

Overall, perceptions about change in Intellectual Engagement vary between teachers and students and generally students report lower levels of Social Engagement. Higher levels of students self reported truancy and lateness (6%) are concerning and indicate a need to give added focus to programs targeting attendance and behaviour.

Strategic Direction 3

Although still small, the increased sample size of parents revealed higher levels of parent satisfaction in communication with the school: ease of speaking with teachers (5% rise to 66%); teachers listening to

concerns (8% rise to 62%); written information in clear plain language (6% rise to 67%); and parents are informed (about teacher concerns, student behaviour, student progress, opportunities for students and students' social and emotional development) (rise of 8% to 54%).

Teachers report increased parent involvement (rise of 3% to 62%) including teachers using strategies to engage parents in their child's learning (rise of 6% to 64%), regular contact with parents about special education needs (rise of 3% to 57%) and parents informed of their child's progess (rise of 9% to 65%).

Policy requirements

Aboriginal education

Literacy and Numeracy

Compared with Year 7 (2016), Year 9 Aboriginal students' growth in reading was 30.0 (11.2 below the state average growth for Aboriginal students); –1.7 for writing (10.3 below the state average growth for Aboriginal students); 9.0 for spelling (25.2 below the state average growth for Aboriginal students); 54.6 for grammar and punctuation (14.4 above the state average growth for Aboriginal students) and 44.9 for numeracy (4.7 above the state average growth for Aboriginal students).

Academic Engagement

The number of warning letters issued to Year 11 and 12 students is an indicator of student engagement. Warning letters are issued by the class teacher when a class or assessment task is not completed.

In Year 11, Aboriginal students represented 28% (19 of 68) of the Year 11 enrolment. Seven Aboriginal students (or 10%) received warning letters issued in Year 11. The average number of warning letters per student in Year 11 was 0.97. The average number of warning letters per Aboriginal student in Year 11 was 0.84.

In Year 12, Aboriginal students represented 30% (17 of 56) of the Year 12 enrolment. Eight Aboriginal students (or 14%) received warning letters issued in Year 12. When in Year 11, this cohort represented 31% of the enrolment and received 25% of warning letters. The average number of warning letters per student in Year 12 was 0.73. The average number of warning letters per Aboriginal student in Year 12 was 1.0. This was a decrease of 1.32 letters compared with the same cohort in 2017 (Year 11).

Girls Academy

In term 2 compared with term 1 2018, 50% (68% in 2017) of girls enrolled in Girls Academy had either improved or achieved similar attendance. 50% (47% in 2017) of girls not in Girls Academy improved their attendance.

In term 4 compared with term 3 2018, 43% (55% in

2017) of girls enrolled in Girls Academy had either improved or achieved similar attendance. 35% (65% in 2017) of the 17 girls not in Girls Academy for the whole semester improved their attendance.

The average attendance for the 53 Academy girls enrolled for at least one semester in 2018 was 76.9% (compared with 82.9% in second semester 2017).

10 of the 14 Aboriginal girls (64%) who were enrolled in Girls Academy for all of 2018 improved their attendance when compared to 2017. The average improvement was 8.9%. The average decline for the remaining 19 Aboriginal girls was 13.6%. 5 girls with declines of between 19% and 35.4% averaged a 26.1% decline. The average change for all 29 girls was –5.8%. When the 5 girls with major declines are excluded the change was 1.57%.

The number of Year 10–12 N Award letters per student for Girls Academy girls in Semester 1 was 0.38 (0.77 in 2017) and in Semester 2 was 0.64 (0.67 in 2017).

The number of Year 10–12 N Award letters per student for Non Girls Academy girls in Semester 1 was 0.72 (1.66 in 2017) and 0.69 in Semester 2 (1.44 in 2017).

Clontarf Boys Academy

In term 2 compared with term 1 2018, 44% (52% in 2017) of boys enrolled in Clontarf Academy had either improved or achieved similar attendance. 43% (48% in 2017) of boys not in Clontarf Academy improved their attendance.

In term 4 compared with term 3 2018, 43% (55% in 2017) of boys enrolled in Clontarf Academy had either improved or achieved similar attendance. None (21% in 2017) of the two boys not in Clontarf Academy for the whole semester improved their attendance.

The average attendance for the 58 Clontarf boys enrolled for at least one semester in 2018 was 76.58% (compared with 76.29% in 2017).

19 of the 35 Aboriginal boys (54%) who were enrolled in Clontarf Academy for all of 2018 improved their attendance when compared to 2017. The average improvement was 6.9%. The average decline for the remaining 16 Aboriginal boys was 10.9%. Four boys with declines of between 23.3% and 30.2%. averaged a 26.7% decline. The average change for all 35 boys was –1.54%. When the four boys with major declines are excluded the change was 1.71%.

The number of Year 10–12 N Award letters per student for Clontarf boys in Semester 1 was 0.36 (0.72 in 2017) and in Semester 2 was 0.77 (0.98 in 2017).

The number of Year 10–12 N Award letters per student for Non–Clontarf boys in Semester 1 was zero (0.36 in 2017) and zero in Semester 2 (0.72 in 2017).

Multicultural and anti-racism education

The school hosted the fifteenth visit by students and staff from Matsushige Junior High School. The visit is always a catalyst for high levels of interaction between our two communities. This interaction has continued through social media well after our Japanese friends have returned to Japan.

The participation of students in several community programs promotes racial tolerance and cultural diversity. These complement the classroom learning experiences in English, History, Geography, Personal Development, Health and Physical Education (PDHPE) and French language and culture.

The school hosted two exchange students from Germany during the first semester which widened the international perceptions of students in year 11.

The school has two trained Anti Racism Contact Officers Contact Officers (ARCO) and one ARCO Tutor Trainer.