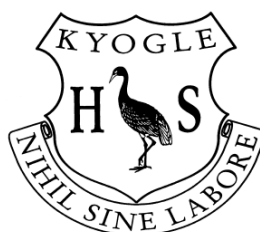


Kyogle High School

Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Kyogle High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mrs Gae Masters

Principal

School contact details

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

2018 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. This included the continuation of the Bush to Beach Surf Lifesaving program, the Rural Fire Brigade Cadetship, Choir and Band, and a very successful lunchtime Science Club focusing on STEM. A highlight of 2018 was the Year 12 Physics class attending a Space Camp at NASA, Houston, Texas. This excursion was supported with a government scholarship as well as the Kyogle Community who actively became involved in fundraising to ensure every student in the class attended the Camp.

Students continued to excel on the sporting field and in the swimming pool and the Agricultural Department continued to experienced success at local shows in the cattle section.

Once again our School Captains attended a special day at Parliament House in Sydney and meet with the NSW Governor which was a wonderful experience. Our Captains invited the Governor and his wife to visit the school, and early Term 4 2018, His Excellency The Honourable David Hurley and Mrs Hurley spent 2 hours in the school hearing about special programs we run. They were treated to an afternoon tea provided by the Hospitality Department.

At the end of 2018, Mr Neil Steele retired from Kyogle High School after an impressive career, teaching a number of generations at our school.

Our P&C continued to be a huge support to our school. I thank them for their ongoing active support including continuing with catering for the ongoing 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.

I look forward to continuing to support and guide Kyogle High School in 2019.

School background

School vision statement

Kyogle High School is a Positive Behaviour for Learning school where Leadership, Respect, Fairness & Opportunity, Making a Difference, Accountability & Integrity and Working Together are valued.

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.

Each Faculty undertook a self assessment of their practice, supported with evidence, against the Framework. The results were then collated at Executive level.

Comparing the results of the SEF from 2017 to 2018, there was growth or maintained stability in most areas.

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

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. Our school community will consistently apply teaching and learning through respectful relationships and supportive practice to foster wellbeing and learning.

Overall summary of progress

All students and staff are engaged in meaningful learning designed to challenge and extend all students. All classrooms are well managed and teachers follow Positive Behaviour for Learning (BPL) framework. During 2017/2018 all staff engaged in professional learning around Differentiated Instruction moving through to Learning Intentions in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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 Bands of NAPLAN and Bands 5 and 6 in HSC	\$10 000 for PBL signage and TPL training.	Signage is completed around the school. Staff training on PBL and understanding the positive language

Next Steps

In 2019 the school is engaging in a 2 year program focusing on Formative Assessment and Feedback. Supporting the work already started with Differentiated Instruction, staff will nominate to be part of 5 Working Parties: Learning Intentions and Success Criteria; Effective Feedback; Effective Questioning; Peer Assessment; Self Assessment.

Strategic Direction 2

Excellence in Teaching

Purpose

Enhancing teacher expertise through focussed professional learning, reflection and peer collaboration that occurs within the context of our school and community to deliver ongoing improvements in student learning. Staffs build capacity in developing effective classroom practice to increase high expectations and student success.

Overall summary of progress

Teaching activities incorporate differentiated strategies to meet specific learning needs of students across the full range of abilities. There is no streaming in junior years as it is recognised our cohort is too small to be able to do this based on G&T (top class).

Staff have engaged in professional learning to understand effective differentiated instruction and classrooms are displaying Learning Intentions at the start of each lesson.

Teachers are using data to support their classroom practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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. Differentiation is evident in all Teaching and Learning programs.	SLSO \$62 000 Professional Learning \$12 000	Differentiated Instruction professional learning was a significant aspect of all PL during 2018. This will continue to be a focus in 2019 underpinning whole school work on Formative Assessment and Feedback.

Next Steps

In 2019/20 the school will introduce Working Parties. Each staff member will be part of one of the following 5 Working Parties:

- Learning Intentions and Success Criteria
- Effective Feedback
- Effective Questioning
- Peer Assessment
- Self Assessment

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

The School is committed to fostering school wide culture of high expectations through:

- K–12 PBL program that ensures a shared understanding of Positive Behaviour for Learning between Kyogle HS and partner primary schools.
- students undertake quality Peer Support training that enhances the transition processes at school.
- School leaders supporting teachers to enhance their feedback practices by implementing a whole–school approach and prioritising the work. They can also provide access to resources, professional learning and opportunities for collaboration

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$120 000	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. Regular positive media stories are in the local newspapers and FaceBook is used to promote good news stories instantly.

Next Steps

In 2019/2020 the school is starting a transformational journey which not only involved staff participating in Professional Learning around Assessment and Feedback but critically looking at school organisation and possible changes to enhance student learning outcomes.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$23 097	<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> <p>Local AECG re-established</p>
Low level adjustment for disability	\$179 607	<p>Quicksmart numeracy continues to demonstrate improvement for targeted students.</p> <p>Withdrawal group focusing on minimum standards has been successful</p> <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	\$321 122	<p>Deputy Principal supported to be non-teaching.</p> <p>Extra class funded in Year 7 and Year 8 to maintain 3 classes.</p> <p>Positive Behaviour for Learning continued to be introduced</p> <p>Extra LaST employed to support Minimum Standards</p> <p>New Directions Program to support transition 10 into 11</p>
Support for beginning teachers	\$72 878	<p>2 beginning teachers successfully gained accreditation, while a 3rd was supported as a temporary teacher.</p> <p>First year teachers on a 2 period reduction and 2nd year teachers on a 1 period reduction.</p> <p>Extra PL funds for beginning teachers.</p> <p>Release time for supervisors to support classroom practice and effective T7L programming.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	184	176	180	169
Girls	208	200	168	161

Student numbers have been declining. The low socio economic status of the community, high unemployment and the drought have all contributed to families leaving the area. Confidence in the school remains high with parent surveys all positive regarding the level of education and support offered by Kyogle High School.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	94.2	95	93.9	93
8	92	93.8	89.1	92
9	93.1	92.4	87.3	86
10	91.2	91.6	86.5	89.4
11	90.4	88.9	85.1	88.3
12	90.8	89.1	83	91.5
All Years	92	91.8	87.5	89.9
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

The school has continued to maintain attendance rates higher than the DoE average. Targeted intervention programs such as daily attendance monitoring, Deputy Principal Roll Call, random phone intervention strategy, referrals to HSLO after school interventions have been exhausted, have contributed to these rates of attendance.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	7
Employment	2	3	40.4
TAFE entry	0	0	14.2
University Entry	0	0	35.7
Other	0	0	0
Unknown	0	0	2.7

All students who applied for a university course were accepted either through the ATAR system or via Early Entry.

Year 12 students undertaking vocational or trade training

Of the Year 12 2019 cohort, 6 students have moved to full time TAFE 2019. Kyogle High School continued to deliver Vocational training within the school offering Hospitality, Primary Industries, and Construction.

Year 12 students attaining HSC or equivalent vocational education qualification

42 Year 12 students all attained the HSC.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	22.7
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	9.58
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

All staff participate in Professional Learning both internally and externally. All staff have a PDP and these are used to inform professional development needs of individual staff. In 2018, 2 teachers were successful in gaining Accreditation supported by the Beginning Teacher Program, while a 3rd temporary teacher was heavily supported.

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	754,880
Revenue	6,006,380
Appropriation	5,862,462
Sale of Goods and Services	7,661
Grants and Contributions	131,838
Gain and Loss	0
Other Revenue	0
Investment Income	4,419
Expenses	-5,951,879
Recurrent Expenses	-5,951,879
Employee Related	-5,426,184
Operating Expenses	-525,695
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	54,501
Balance Carried Forward	809,381

Kyogle High School follows rigorous financial practices and governance structures which meet Departmental and legislative requirements in administering funds across the school throughout 2018. The Principal plans and implements an annual school budget that:

- Plans to maximise the operation of the school within available physical and financial resources.
- Ensures appropriate application of existing resources to identified areas of need including school buildings and grounds
- Identifies and addresses occupational health and safety issues.
- Maintains appropriate records in accordance with Audit requirements.

Throughout 2018, substantial funds were expended in equity funding. Specifically, the school supported our students and their families through subsidising and providing resources in the key areas of: Geographic Location, Aboriginal Education, Socio Economic Disadvantage, English as Another/Additional

Language, and Disability Provisions. These funds were mapped against the School Plan and are represented in the 2018 School Plan Monitoring Document. Governance of this expenditure included the School Planning Committee and the Parents and Citizens Association. In 2019 it is expected to include the Aboriginal Education Consultancy Group that has been reformed in Kyogle.

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	4,221,878
Base Per Capita	69,288
Base Location	28,869
Other Base	4,123,721
Equity Total	526,383
Equity Aboriginal	23,097
Equity Socio economic	321,122
Equity Language	2,557
Equity Disability	179,607
Targeted Total	673,287
Other Total	150,696
Grand Total	5,572,245

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.

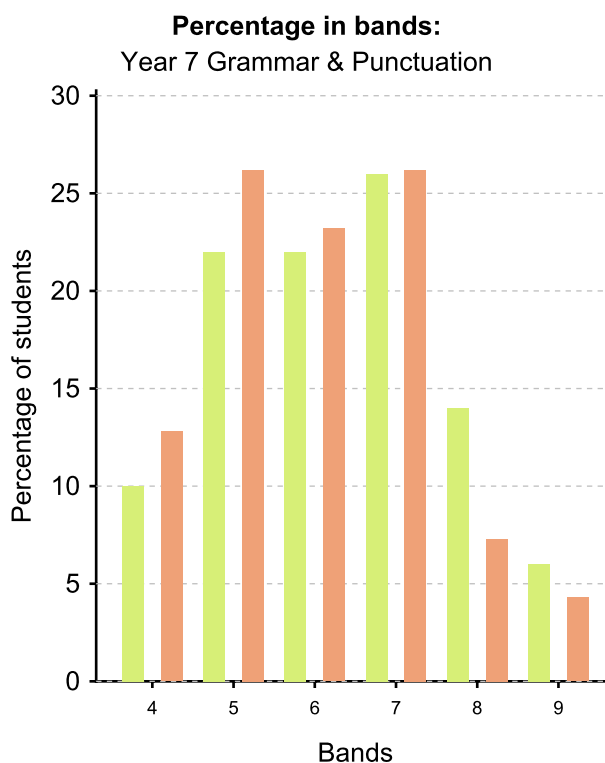
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

There have been some pleasing results in NAPLAN 2018. In Year 7 Grammar and Punctuation, there was a greater percentage of students represented in Bands 8 and 9. Students were under represented in Band 10. There was similar results in Year 7 Reading and Spelling. The results in Year 7 Writing indicate student poor performance with no students achieving in the Top 3 Bands.

Year 9 NAPLAN results were very similar with student performance in the Top Bands below the average 2016–2018.

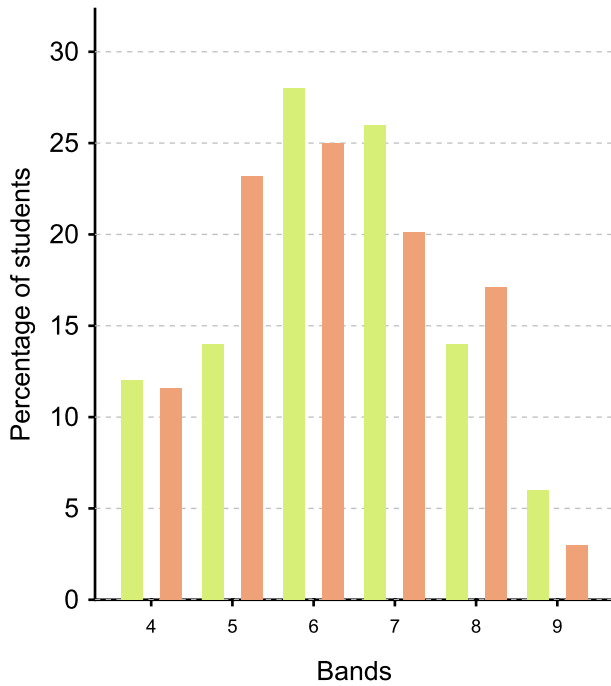
These results have generated much discussion and the English Faculty has taken on a Stage 3 / 4 Project focusing on student writing. Similarly a literacy program called Word Flyers has been introduced into Years 8, 9 and 10.



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	10.0	22.0	22.0	26.0	14.0	6.0
School avg 2016-2018	12.8	26.2	23.2	26.2	7.3	4.3

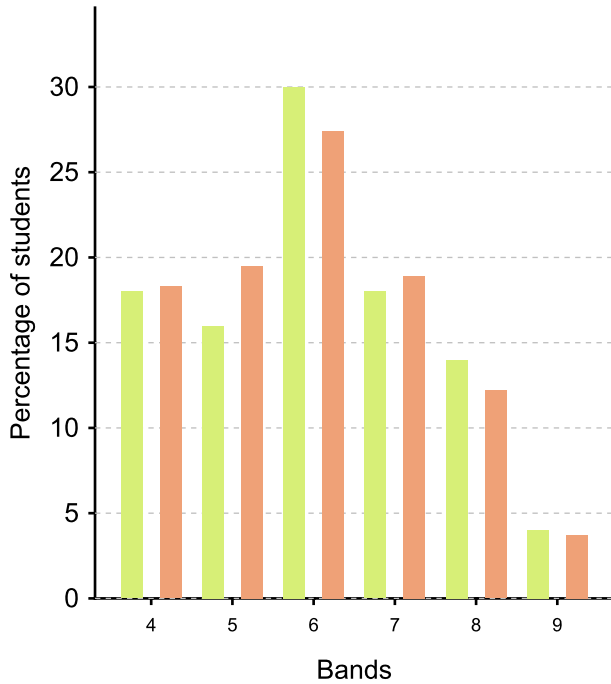
Percentage in bands:
Year 7 Reading



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	12.0	14.0	28.0	26.0	14.0	6.0
School avg 2016-2018	11.6	23.2	25	20.1	17.1	3

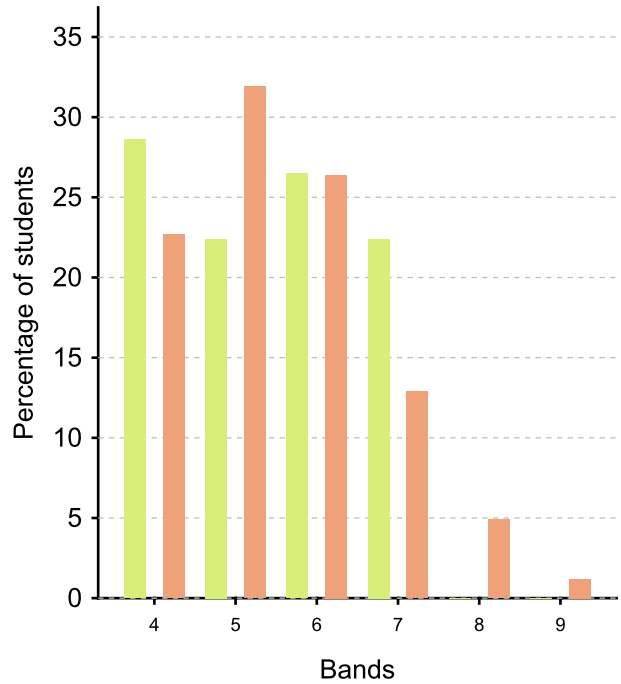
Percentage in bands:
Year 7 Spelling



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	18.0	16.0	30.0	18.0	14.0	4.0
School avg 2016-2018	18.3	19.5	27.4	18.9	12.2	3.7

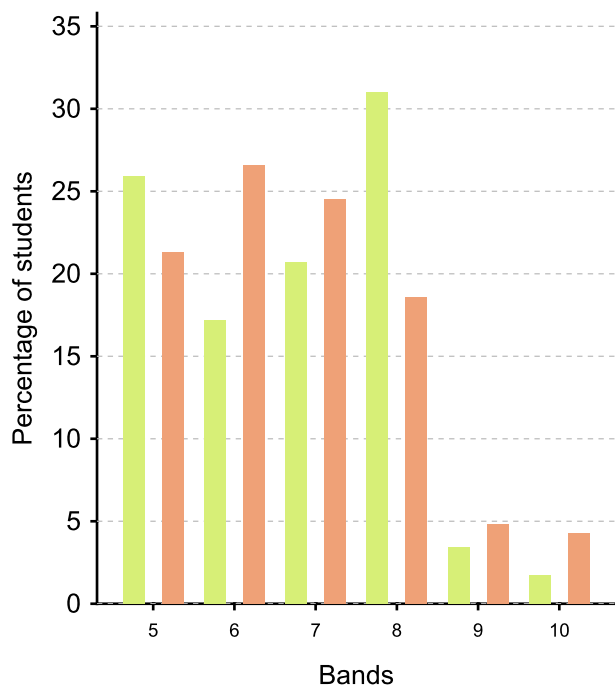
Percentage in bands:
Year 7 Writing



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	28.6	22.4	26.5	22.4	0.0	0.0
School avg 2016-2018	22.7	31.9	26.4	12.9	4.9	1.2

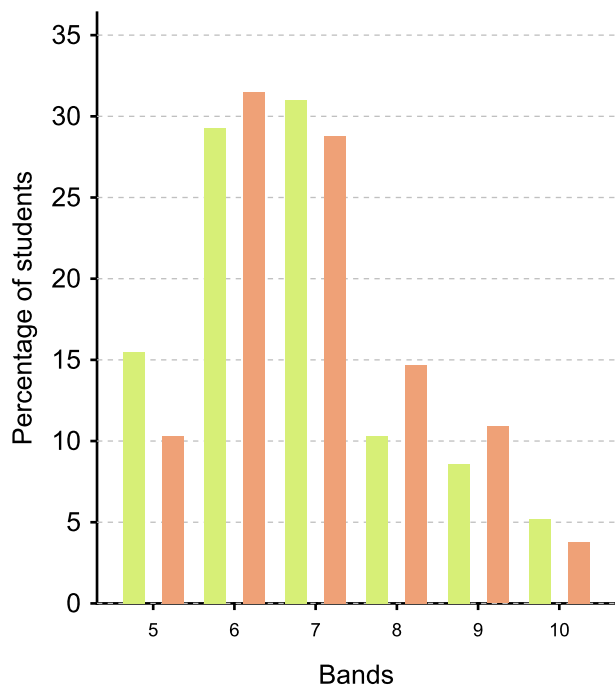
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	25.9	17.2	20.7	31.0	3.4	1.7
School avg 2016-2018	21.3	26.6	24.5	18.6	4.8	4.3

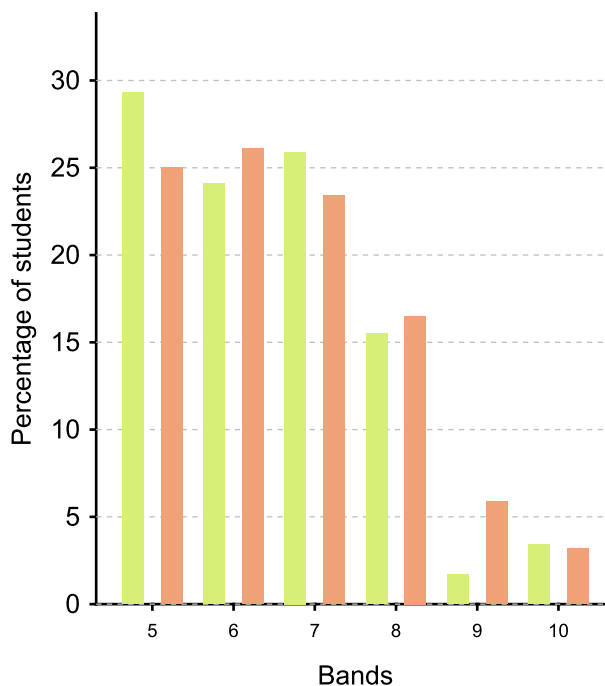
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	15.5	29.3	31.0	10.3	8.6	5.2
School avg 2016-2018	10.3	31.5	28.8	14.7	10.9	3.8

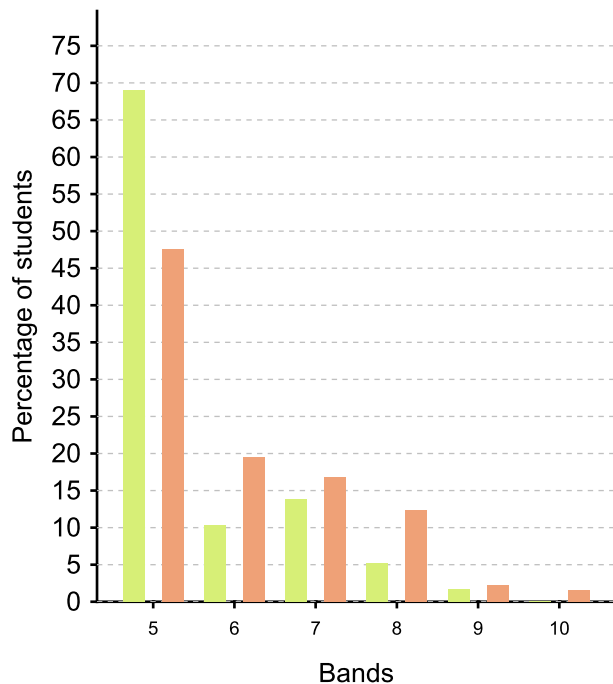
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	29.3	24.1	25.9	15.5	1.7	3.4
School avg 2016-2018	25	26.1	23.4	16.5	5.9	3.2

Percentage in bands:
Year 9 Writing

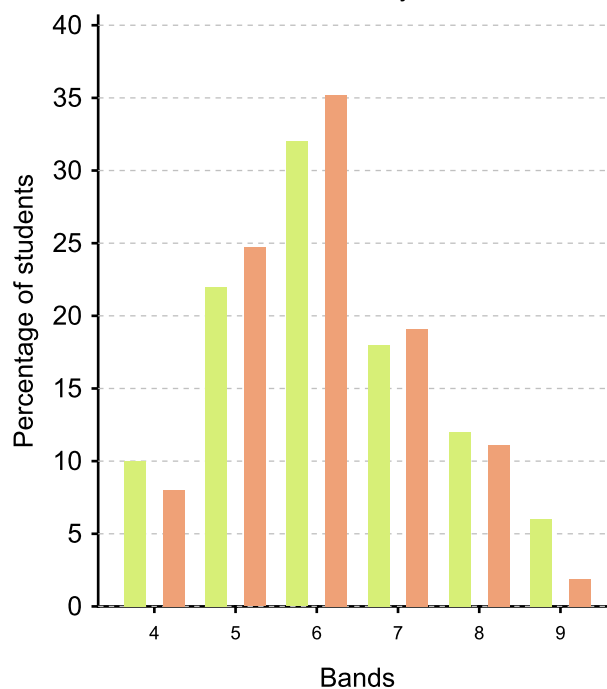


Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	69.0	10.3	13.8	5.2	1.7	0.0
School avg 2016-2018	47.6	19.5	16.8	12.4	2.2	1.6

NAPLAN numeracy continues to highlight that a large percentage of students are at or below state average. The school needs to direct resources including teacher professional learning to improve student performance overall. There have been quality conversations within the Mathematics Faculty on effective programming and assessment, however numeracy is a whole school responsibility.

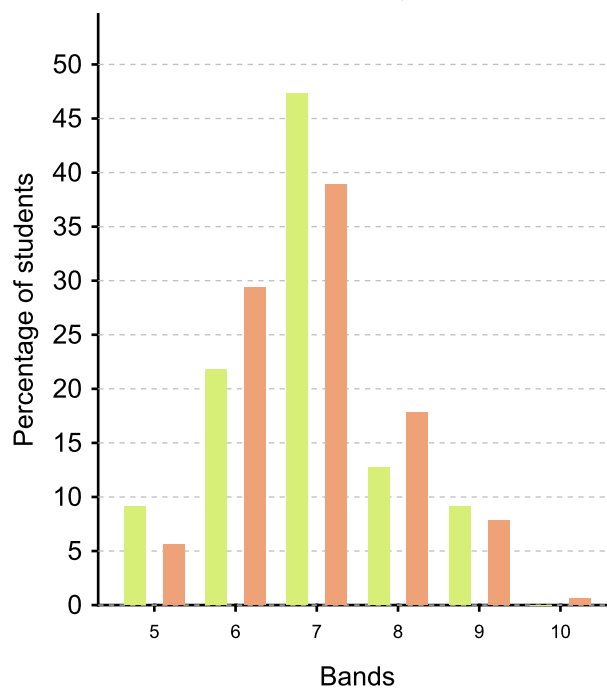
Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	10.0	22.0	32.0	18.0	12.0	6.0
School avg 2016-2018	8	24.7	35.2	19.1	11.1	1.9

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2016-2018

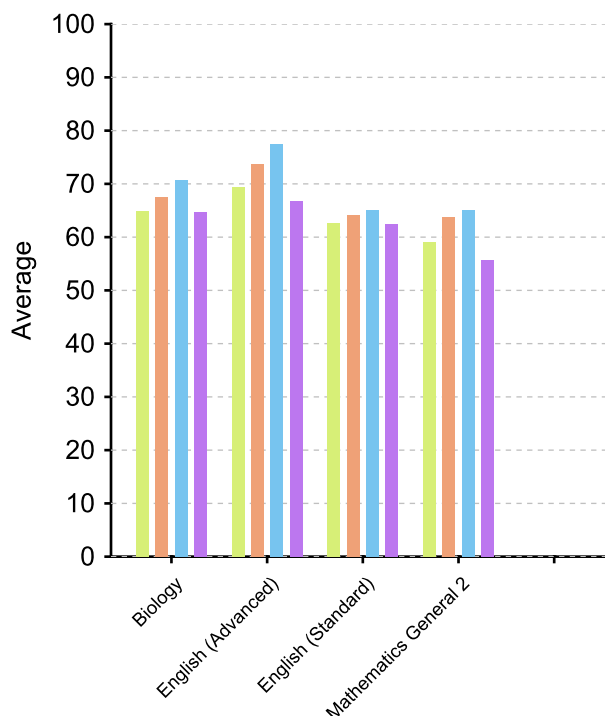
Band	5	6	7	8	9	10
Percentage of students	9.1	21.8	47.3	12.7	9.1	0.0
School avg 2016-2018	5.6	29.4	38.9	17.8	7.8	0.6

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..

Aboriginal students are under represented in the Top 2 NAPLAN Bands. Support through Quicksmart Numeracy continued with students demonstrating improvement. This however was not reflected in NAPLAN results. In 2019 the school will be looking at individual performance and what strategies need to be taken to improve results including content of Teaching and Learning Programs, teaching practice and quality assessments and feedback. School resources have been allocated to increasing the Learning and Support Teacher allocation from 1.2 to 1.4 staff.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Data reveals that the school value added students in the lower NAPLAN Bands compared to their Year 9 NAPLAN data however there was not the expected growth of students in the top bands.



■ School 2018
 ■ SSSG Average 2018
■ State Average 2018
■ School Average 2014-2018

Subject	School 2018	SSSG	State	School Average 2014-2018
Biology	64.9	67.6	70.7	64.7
English (Advanced)	69.3	73.8	77.5	66.8
English (Standard)	62.6	64.1	65.0	62.4
Mathematics General 2	59.0	63.8	65.1	55.7

Student performance in the HSC was below expected growth. School averages were below SSG averages as well as State average. The school has a planned approach for improving HSC results including a focus on Assessment and Reporting 2019–2020.

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? *91.31% of respondents scored 7 or above.*

Question 2: There are school programs in place that support student learning in the classroom. *73.33% of parents responded Yes, 8.89% responded No.*

Question 3: Student success is celebrated both within the school and in the community. *73.91% of respondents said Yes and 4.35% said No and 21.74% were unsure.*

Question 4: School programs address the needs of identified students (eg. Aboriginal, gifted and talented, students with a disability and ESL). *55.56% responded Yes, 4.44% responded No while 26.67% 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. *28.89% answered Yes, 35.56% responded usually, 31.11% responded sometimes while 4.44% responded No.*

Question 6: There is evidence of quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence in all classrooms. *10.87% responded that this is occurring in all classrooms, 41.3% felt it was happening in most classrooms, 47.83% believed some classrooms while 0% felt it was not happening in any classrooms.*

Question 7: Parents are updated on the progress of their student/s. *26.67% answered Yes, 24.44% answered usually, 40% answered sometimes while 8.89% 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. 52.18% of parents indicated they were extremely/moderately/slightly satisfied.*

Question 9: Overall, are you satisfied with your students academic progress at Kyogle High School, neither satisfied or dissatisfied, or dissatisfied with it? *Choices ranged from extremely satisfied through to extremely dissatisfied. 63.05% 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). *36.96% of respondents answered Yes, 34.78% answered usually, 19.57% responded sometimes while 8.70% responded no.*

Teacher Satisfaction

Staff are provided with the opportunity to comment on the School Plan, Strategic Directions and Faculty Plans through designated Staff Meetings. Weekly Faculty Meeting provide opportunity for discussion, minutes recorded and this is reported back at Executive level. A Survey Monkey was distributed to provide information around staff satisfaction 2018. The results were:

Question 1 : On a scale of 1 (not satisfied) to 10 (extremely satisfied), how would you rate your overall satisfaction of Kyogle High School? *68.42% staff responded 7 or above.*

Question 2 : Students are engaged in their learning at Kyogle HS? *47% staff responded Yes or Usually while 52% responded sometimes.*

Question 3: I am involved in extra curricula activities of my own choosing at Kyogle HS. *84% responded Yes*

Question 4: The Executive support a process of continuous improvement based on high expectations. *68.4% responded Yes, 10.5% responded No, 21.1% were unsure*

Question 5: I am able to maintain healthy work/ life balance. *57.9% responded Yes or Usually*

Question 6: I have the resources I need to deliver quality lessons in my classroom. *78.94% responded Yes*

Question 7: I actively support PBL in my classroom and around the school. *100% responded Yes or Usually*

Question 8: The PDP process has helped me have quality conversations with my supervisor in relation to my performance and/or development. *47.3% responded Yes, 42.11% responded Somewhat while 10.53% responded No*

Question 9: The school has effective internal communication processes. *63.17% responded Yes or Usually*

Question 10: Student behaviour is dealt with consistently using the PBL flowchart model. *47.37% responded Yes or Usually, 36.63% responded Sometimes while 16% said No*

Student Satisfaction

Year 12 Exit Surveys

Year 12 2018 completed an exit survey designed to provide feedback on both processes and resources within the school. 71% of Year 12 completed the survey with 69% of respondents agreeing that Kyogle High School offers a good variety of subjects and 93%

believing they made the right choice to stay at school. All respondents either agreed or strongly agreed that the majority of teachers are caring at this school. 52% of responders believed the New Directions program in Year 10 helped them prepare for their Senior Years while all responders either Agreed or Strongly Agreed that they were pleased with the education they received in their years at Kyogle High School.

The school participated in the **Tell It From Me** survey in 2017 but unfortunately a system glitch did not allow us to participate in 2018.

Policy requirements

Aboriginal education

The percentage of Aboriginal students at Kyogle High School fluctuates by is sitting at about the 8%. 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. Each Faculty has an Aboriginal Education Plan which articulates how the Faculty supports the Aboriginal Education Policy.

The AECG was re-established at the end of 2018 and there will be continued support and partnerships in this area during 2019.. 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. The School celebrated the theme of 2018 "Because of her we can" with NAIDOC letters and a mural displayed on the wall of the hall. This was recognised by the NSWTF with a picture published in the Journal. 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. This is also reflected with text selection in the junior school.

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.

Other school programs

Kyogle High School successfully implemented 2 new extra curricula programs into the school: Surf Lifesaving and Rural Fire Brigade.

Teaming with Evans Head/Casino Surf Lifesaving Club, students nominated to do training as part of the mandatory Wednesday afternoon sport program. The school provided resources including staffing and financial assistance to provide opportunity for students to gain their Bronze medallion, Surf Awareness and Team Building skills. As part of the student commitment to the program, students attend a day a month on either a Saturday or Sunday as part of the Volunteer Surf life Saving.

The local Rural Fire Brigade ran a 10 week course during Term 3 in mandatory Sport time focusing on the skills, aptitude and knowledge required to gain the Nationally recognised credential for Rural Fire Brigade participation.

Both courses are held in high esteem by the school community.