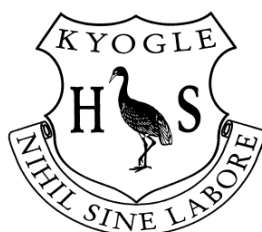# Kyogle High School

2019 Annual Report

8189

Introduction

The Annual Report for 2019 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.

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Message from the principal

2019 continued to be a successful year for Kyogle High School, building on processes implemented within the 2018 school year.. 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 including continuation of student representation at the Evans Head/Casino Surf Lifesaving patrols.

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. As with previous years, the Captains travelled to Sydney with Captains from Nimbin Central, Bonalbo Central and Casino High School and experienced Vivid, eating out and visiting famous landmarks.

Our P&C continued to be a huge support to our school. I thank them for their ongoing active support especially financially as well as running the uniform shop. 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 and work placements.

I look forward to continuing to support and guide Kyogle High School in 2020.

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. Revising the school plan yearly 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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 year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

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

Overall summary of progress

Teachers are team members. They work collaboratively with colleagues: they seek out and are responsive to advice about educational issues affecting their teaching practice. They communicate effectively with their students, colleagues, parents/carers and community members. They behave professionally in all forums.

Progress towards achieving improvement measures

Process 1: Student and Staff Well Being

Well Being of students and staff is critical to engagement to enhance quality teaching and learning. Key processes that reflect the elements of the Well Being Framework, such as PBL provides a scaffold of key learning expectations. (Standard 4)

Evaluation	Funds Expended (Resources)
Students have started valuing the reward system and there is a greater increase in the participation. Student constantly and consistently use the PBL language. Retention of students at risk of dropping out of school is slowly improving. What we are seeing that if students do leave school it is for full time employment.	– PBL signage ($10 000) – Outward Bound Camp ($5 000) – reward system for Gotcha's ($1 000)

Process 2: Assessment and Differentiated Instruction

Individual needs are catered for and supported in regular classroom settings. Staff competent in designing quality assessments (Standard 5)

Evaluation	Funds Expended (Resources)
Staff have embraced the train the trainer model for professional learning in Teams. There is a greater understanding of Differentiation and the understanding that one size does not fit all	Release time ($10 000) Purchases of resources ($6 000)

Next Steps

During 2020, there will be further time allocated to the Teams and PL funds will be directed to allow time for Teams to meet during the term to implement programs and changes to school organisational structure.

Teaching and Learning programs will continue to show differentiation occurring in the classroom.

Kyogle High School 8189 (2019)

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.

Improvement Measures

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.

Overall summary of progress

Teaching is a dynamic and rewarding profession. Good teachers provide students with rich, interesting and well–structured learning experiences. Teachers who provide these experiences enjoy the opportunities offered by the profession and recognition of their achievements by the community.

Progress towards achieving improvement measures

Process 1: **Targeted Literacy and Numeracy program**:

Year 7 using project based learning and technology: SPIL (Standard 2)

Word Flyers 8–10 (Standard 2)

Quicksmart 7–8 (Standard 2)

Evaluation	Funds Expended (Resources)
– Quicksmart continues to be a valued program however we are looking at data to ensure that the success is value adding student achievement in the later years. – ALARM is working well and it is anticipated that students will find these skills invaluable in the senior years.	– purchase of Quicksmart licence – employment of a trained SLSO – creative timetabling to allow ALARM to be explicitly taught – Head Teachers are part of the process to identify students to do Quicksmart – Quicksmart Numeracy employment of SLSO $61,000.00

Process 2: **Effective Classroom Practice**

High quality profession development for teachers focusing on **differentiated learning** to support effective teaching and learning in non–streamed classrooms (Standard 1 and 3)

A culture of **high expectations** supported by effective mechanisms and strategies that support every teacher and every student's learning.(Standard 2 and 6)

Process 2: Teacher accessing tools, skills and training of how to locate, interpret and **use data effectively** to guide teaching and learning through targeted programs (Standard 5)

Common Assessment template used by all faculties including Syllabus Outcomes, QT and a marking rubric (Standard 5)

Evaluation	Funds Expended (Resources)
Staff report that they are excited of the direction the school is headed with Teams and the long term planning (2020 and beyond) shows that staff want to create a culture of improvement.	Time allocated for Teams ($10 000) Principal and Head Teachers to do regular feedback of T&L programs ($5 000 – days)

Next Steps

In 2020, PL will continue to focus on school and student improvement.

Mentor Groups will be introduced to support every student known, valued and cared for.

All staff to be guided with the use of Scout by Head Teachers who have received training. Use of data to become the norm.

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.

Improvement Measures

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.

Overall summary of progress

Excellent leaders have a commitment to fostering a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Progress towards achieving improvement measures

Process 1: **Student and Staff Well Being**

To support Well Being, Positive Behaviour for Learning is continued to be implemented as part of a 5 year plan across the Kyogle CoS. Emphasis on aligning systems, data driven decision making and rewarding good behaviour. (Standard 4)

Evaluation	Funds Expended (Resources)
PBL has changed the way staff use language. The emphasis on positive language and moving away from the negative has reduced the number of incidence recorded on Sentral. This is shared and celebrated with staff.	Signage ($10 000) Teacher training in PBL ($10 000)

Process 2: **Student Leadership**

Peer support is valued and part of school culture focusing on **strong transition** from primary to secondary setting. (Standard 4)

SRC is valued for their **contribution of student voice** within the school.

Evaluation	Funds Expended (Resources)
Community feedback of Kyogle High School is high. Transition is well supported and students feel comfortable and confident starting high school. Partner primary schools value the KEEP program.	Teacher release time ($5 000) Peer Support ($2 000) Transition ($5 000) KEEP ($10 000)

Process 3: **Performance Development**

Systematic annual staff performance and development reviews are conducted with **feedback and support mechanisms** identified. (Standard 6)

Time allocated at Staff Meetings for sharing of Professional Learning. (Standard 7)

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
Staff are valuing the conversations and understanding that the conversation is an important aspect of the process. Greater clarity around goals and the need to identify them are performance and or improvement	Time allocated in after school Faculty meetings for this to occur.

Process 4:   Feedback

Staff, parent and student survey data, including Tell Them From Me, is used to initiate and engage in professional discussions directed at **improving professional knowledge and practice**. Focus on feedback (Standard 6)

Evaluation	**Funds Expended (Resources)**
Feedback from all key stakeholders continues to provide valuable data of areas the school can improve in. All data is shared with the school community including the P&C.	Tell Them From Me survey

Survey Monkey for Parent Satisfaction

Survey Monkey for Teacher Satisfaction

Paper survey of Year 12 as part of their sign out process |

Process 5:   Aboriginal Education Focus

All staff engage in the Aboriginal Education Policy. Executive team provide opportunities for faculties to program strategies . (Standard 6)

To improve literacy and numeracy

Learning progressions are reflected in faculty scope and sequences. (Standard 3)

Evaluation	**Funds Expended (Resources)**
Student attendance is still causing concern with students moving between parents in different communities. ACLO is used to support attendance in conjunction with the HSLO.

Student literacy and numeracy is still below cohort levels and there needs to be an increased focus on improving this in 2020. | Scout data

Student reports |

Next Steps

The school has had some success with the AIME program for the Aboriginal students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Quicksmart tutor Outward Bound Camp for disengaged students Community involved in NAIDOC Celebrations **Funding sources**: Aboriginal background loading $22 951	Students and staff reported they enjoyed the NAIDOC activities Successful applicant for AEO position endorsed by the AECG PLP Plans completed Student progress is tracked and shared with staff Ontime submission rates for all Aboriginal students in terms of assessment continue to improve. Parents comfortable in coming to the school for meetings. 85% of Aboriginal students feel good about their culture when at KHS
Low level adjustment for disability	Time for Case Management meetings SLSO support for mainstream students who need extra support in class **Funding source: $5 000**	Case management meetings focused on next steps in the planning for students in 2020.
Socio–economic background	0.5 staffing to support timetable employment of SLSO employment of 0.4 teacher to support senior students to meet educational requirements **Funding sources**: socio economic background $277609 Time for the executive to look at the learning data and make decisions regarding student placement in 2020.	School continues to support non streamed classes. There is a spread of student ability across each class to ensure all students understand excellence and what they need to do to improve. LST support for students experiencing Mental Health and Well Being issues: ensure staff are aware and know what supports are needed in class Support for senior students in particular to complete assessment tasks ontime
Support for beginning teachers	Release time to work with Mentor Timetable organisation Access to Quality Professional Development **Funding Source**: Beginning Teacher Funds $28 260	All beginning teachers completed the Accreditation process First and second year teachers have a reduction in face to face teaching Supported Beginning Teachers to access quality Professional Development including attendance at PD in Sydney.

Kyogle High School 8189 (2019)

Student information

Student enrolment profile

	Enrolments			
Students	**2016**	**2017**	**2018**	**2019**
Boys	176	180	169	160
Girls	200	168	161	153

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
7	95	93.9	93	90.7
8	93.8	89.1	92	87
9	92.4	87.3	86	87.8
10	91.6	86.5	89.4	81.9
11	88.9	85.1	88.3	79.4
12	89.1	83	91.5	83.3
All Years	91.8	87.5	89.9	85
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Student attendance is becoming a priority again in 2020 as rates have dipped during 2019. One of the major concerns is Year 12 students consistently arriving late for school which has impacted on the results.

Long term school refusers who are on HSLO caseload have also effected school statistics.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–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	8
Employment	4	21	52
TAFE entry	0	5	16
University Entry	0	0	24
Other	0	0	0
Unknown	0	0	0

A large number of Year 11 students were successful in gaining apprenticeships for 2019.

Year 12 students undertaking vocational or trade training

41.18% of Year 12 students at Kyogle High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Kyogle High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	22.2
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

In 2019 Kyogle High School engaged Tracey Ezzard to work with staff.   Focusing on collaboration, the school will continue this partnership in 2020.

The school continues to support beginning teacher through release time, targeted professional development and direct support with the accreditation process.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|	2019 **Actual** ($)
Opening Balance	809,381
Revenue	5,918,743
Appropriation	5,786,300
Sale of Goods and Services	9,958
Grants and contributions	118,202
Investment income	4,284
Expenses	-5,810,982
Employee related	-5,304,710
Operating expenses	-506,272
Surplus / deficit for the year	107,761

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	718,028
Equity Total	488,064
Equity - Aboriginal	22,591
Equity - Socio-economic	277,609
Equity - Language	861
Equity - Disability	187,003
Base Total	4,073,436
Base - Per Capita	80,814
Base - Location	28,361
Base - Other	3,964,261
Other Total	306,109
Grand Total	5,585,636

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.
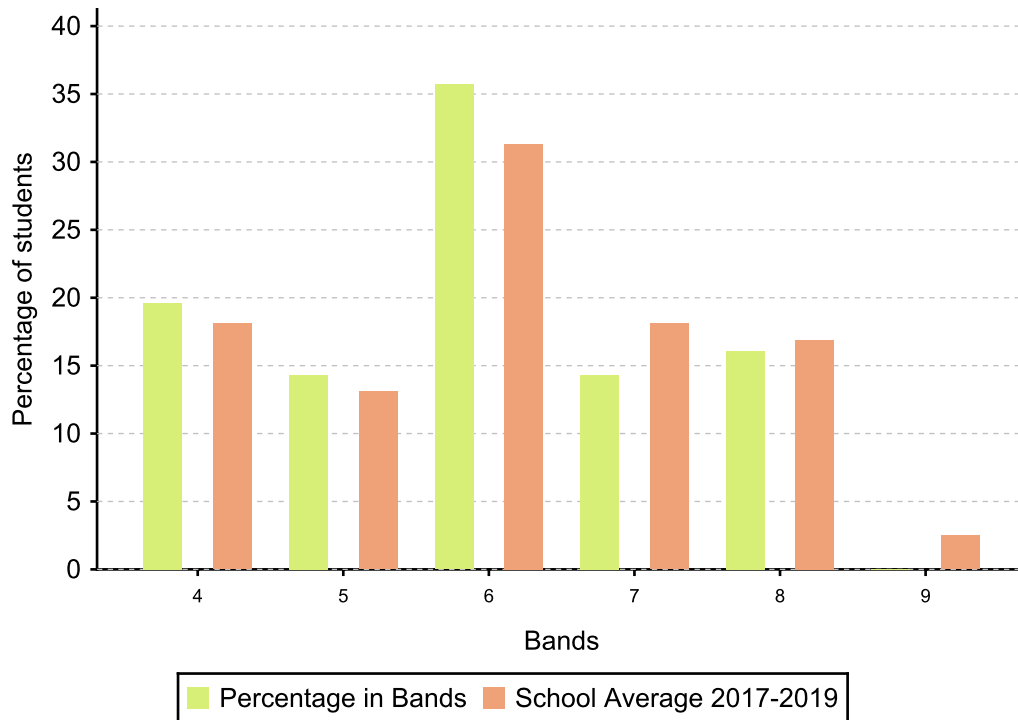
Literacy and Numeracy Graphs

Percentage in bands:
Year 7 Grammar & Punctuation
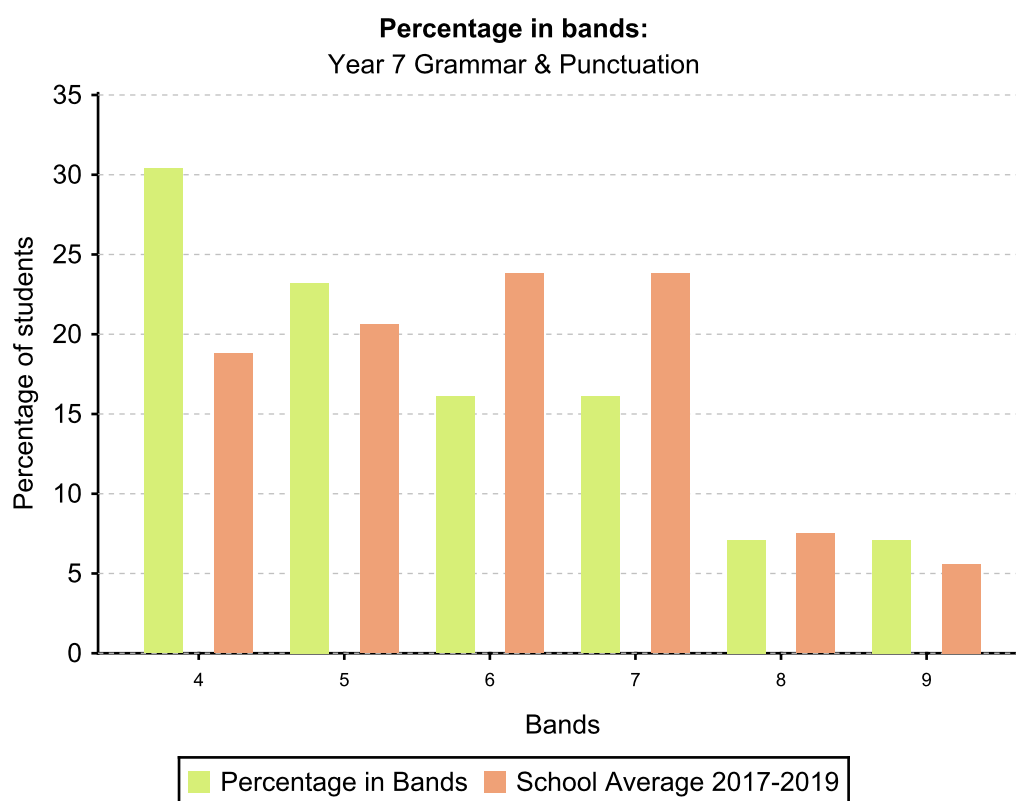
Band	4	5	6	7	8	9
Percentage of students	30.4	23.2	16.1	16.1	7.1	7.1
School avg 2017-2019	18.8	20.6	23.8	23.8	7.5	5.6

Percentage in bands:
Year 7 Reading
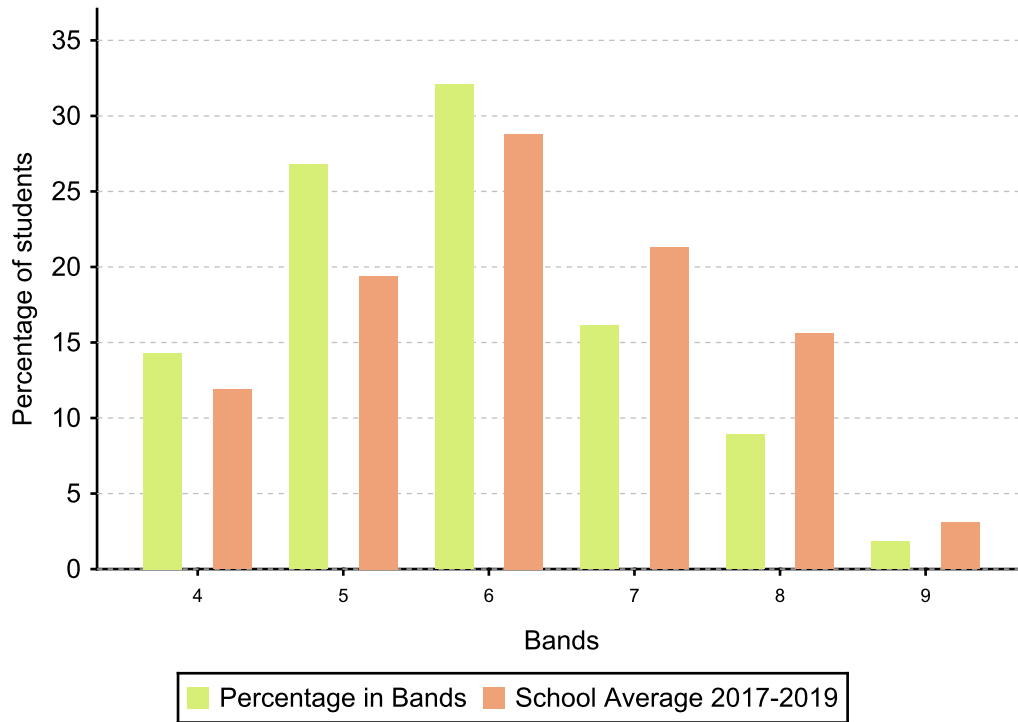
Band	4	5	6	7	8	9
Percentage of students	14.3	26.8	32.1	16.1	8.9	1.8
School avg 2017-2019	11.9	19.4	28.8	21.3	15.6	3.1

Percentage in bands:
Year 7 Spelling

Band	4	5	6	7	8	9
Percentage of students	19.6	14.3	35.7	14.3	16.1	0.0
School avg 2017-2019	18.1	13.1	31.3	18.1	16.9	2.5

Percentage in bands:
Year 7 Writing
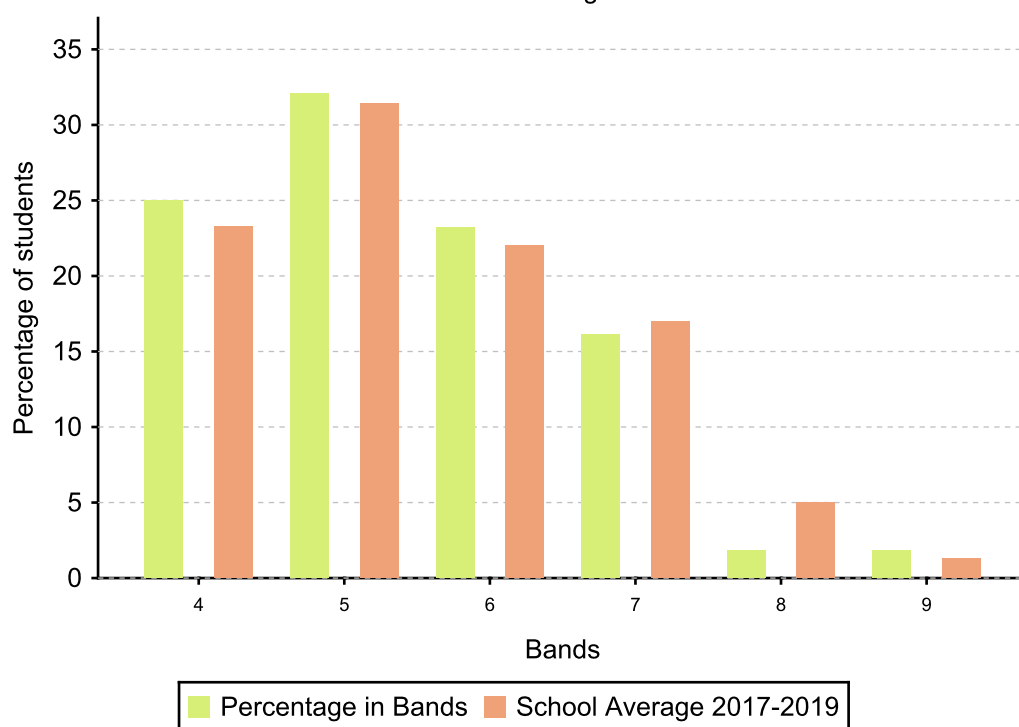
Band	4	5	6	7	8	9
Percentage of students	25.0	32.1	23.2	16.1	1.8	1.8
School avg 2017-2019	23.3	31.4	22	17	5	1.3

Percentage in bands:
Year 9 Grammar & Punctuation
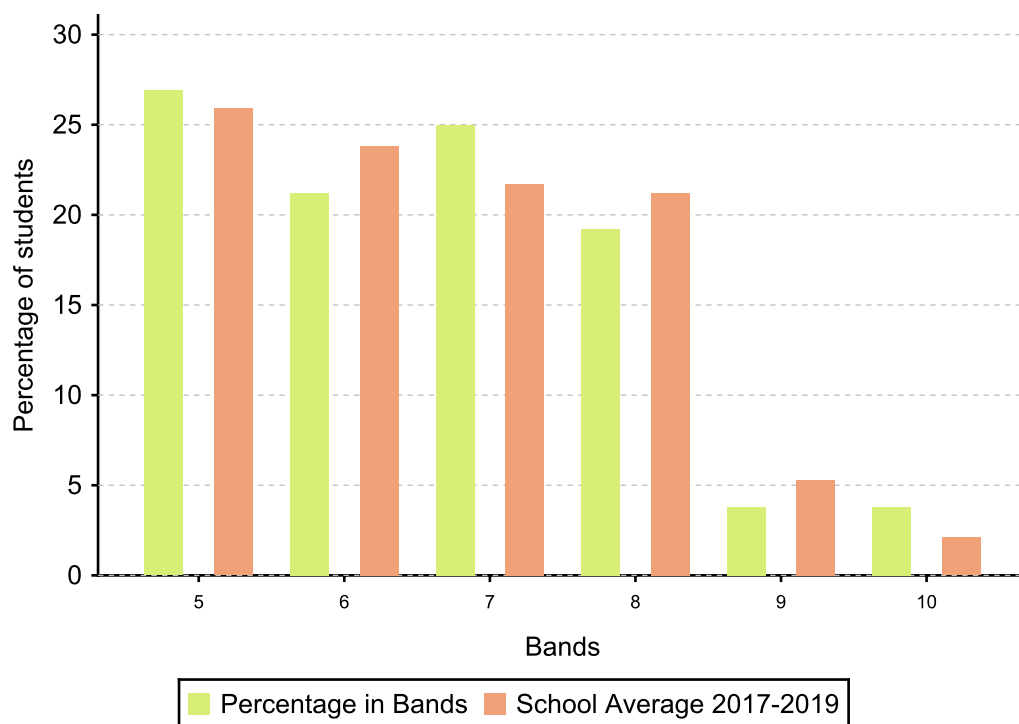
Band	5	6	7	8	9	10
Percentage of students	26.9	21.2	25.0	19.2	3.8	3.8
School avg 2017-2019	25.9	23.8	21.7	21.2	5.3	2.1

Percentage in bands:
Year 9 Reading
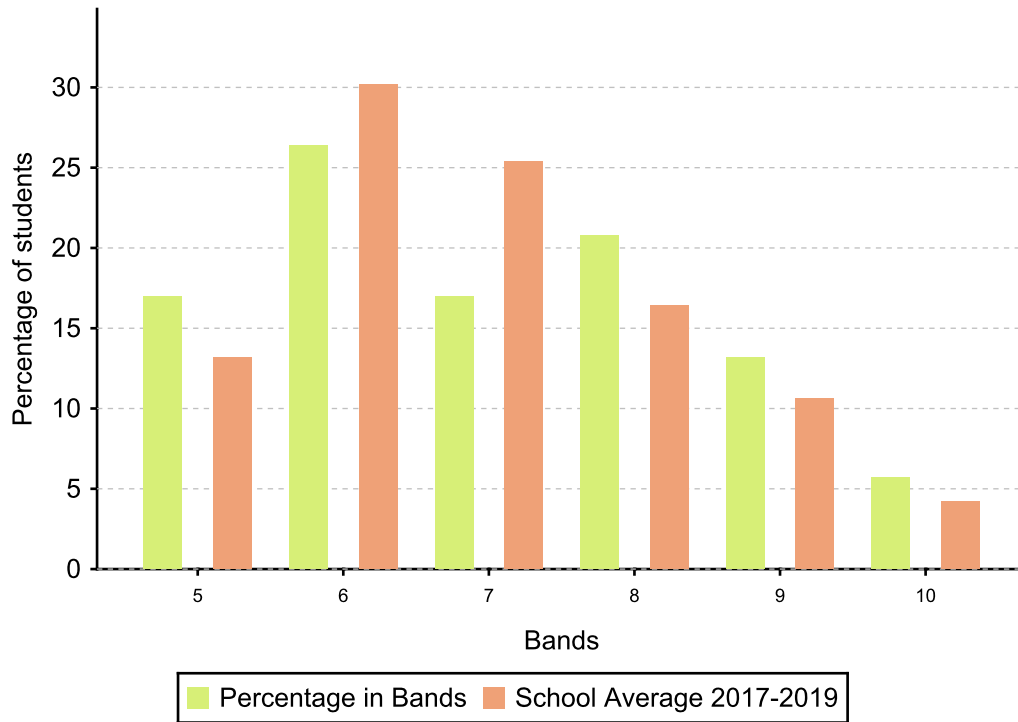
Band	5	6	7	8	9	10
Percentage of students	17.0	26.4	17.0	20.8	13.2	5.7
School avg 2017-2019	13.2	30.2	25.4	16.4	10.6	4.2

Percentage in bands:
Year 9 Spelling
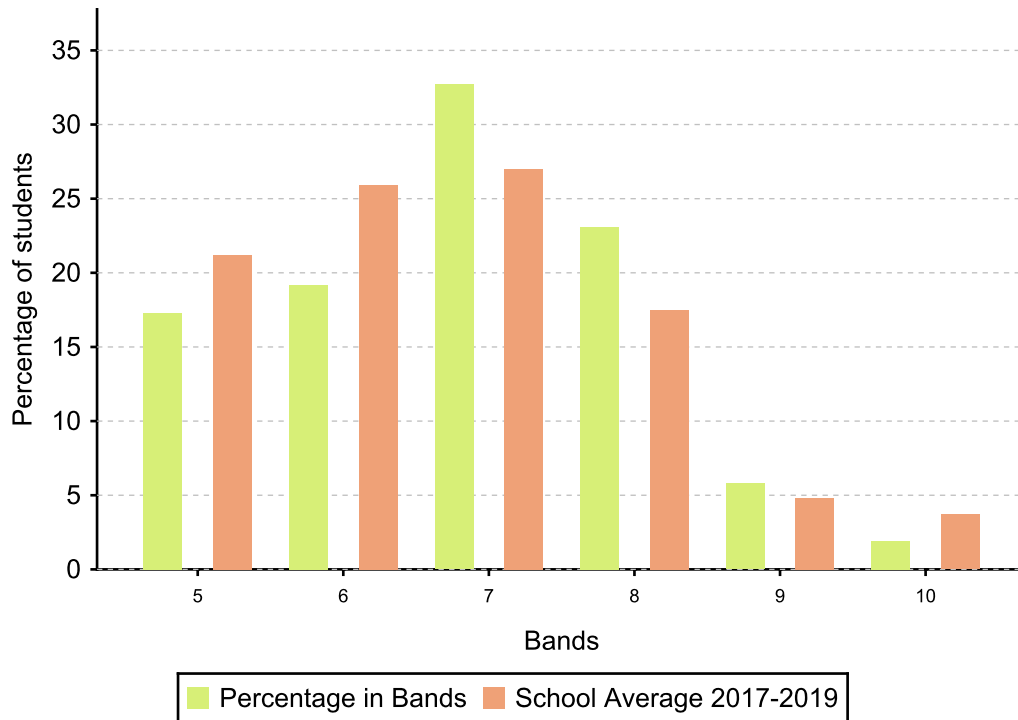
Band	5	6	7	8	9	10
Percentage of students	17.3	19.2	32.7	23.1	5.8	1.9
School avg 2017-2019	21.2	25.9	27	17.5	4.8	3.7

Percentage in bands:
Year 9 Writing
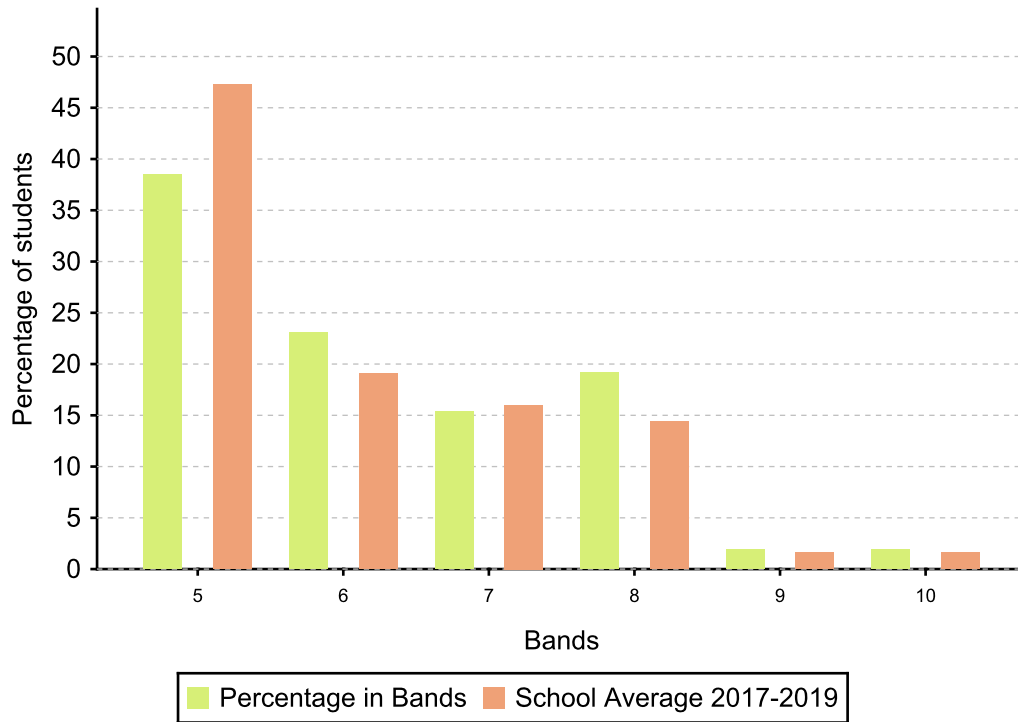
Band	5	6	7	8	9	10
Percentage of students	38.5	23.1	15.4	19.2	1.9	1.9
School avg 2017-2019	47.3	19.1	16	14.4	1.6	1.6

Percentage in bands:
Year 7 Numeracy
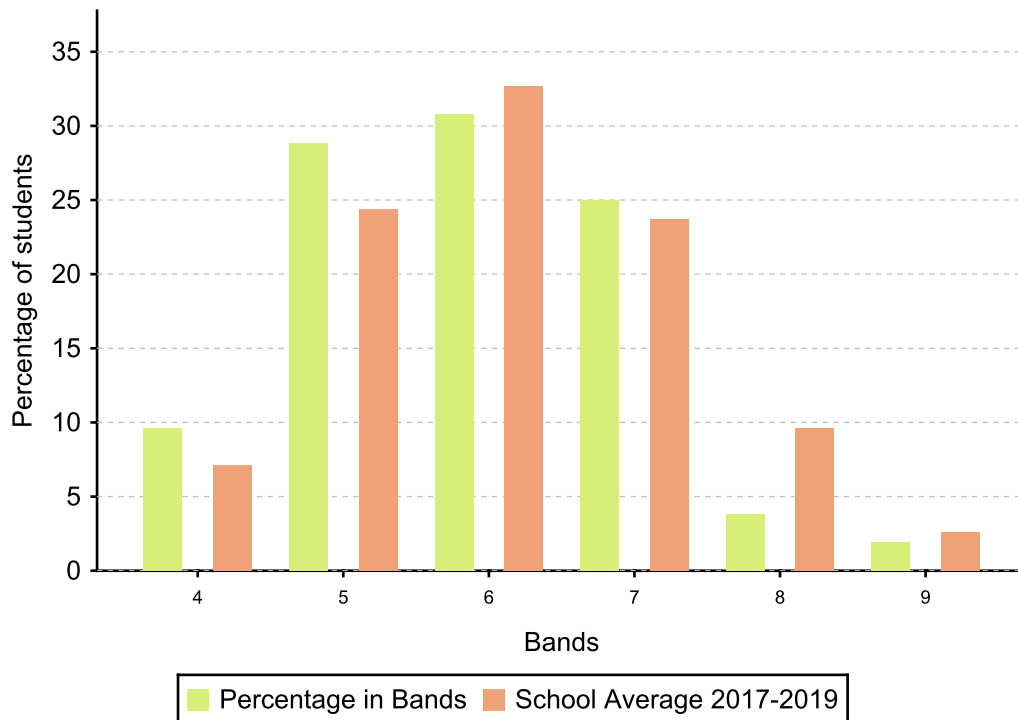
Band	4	5	6	7	8	9
Percentage of students	9.6	28.8	30.8	25.0	3.8	1.9
School avg 2017-2019	7.1	24.4	32.7	23.7	9.6	2.6

Percentage in bands:

Year 9 Numeracy
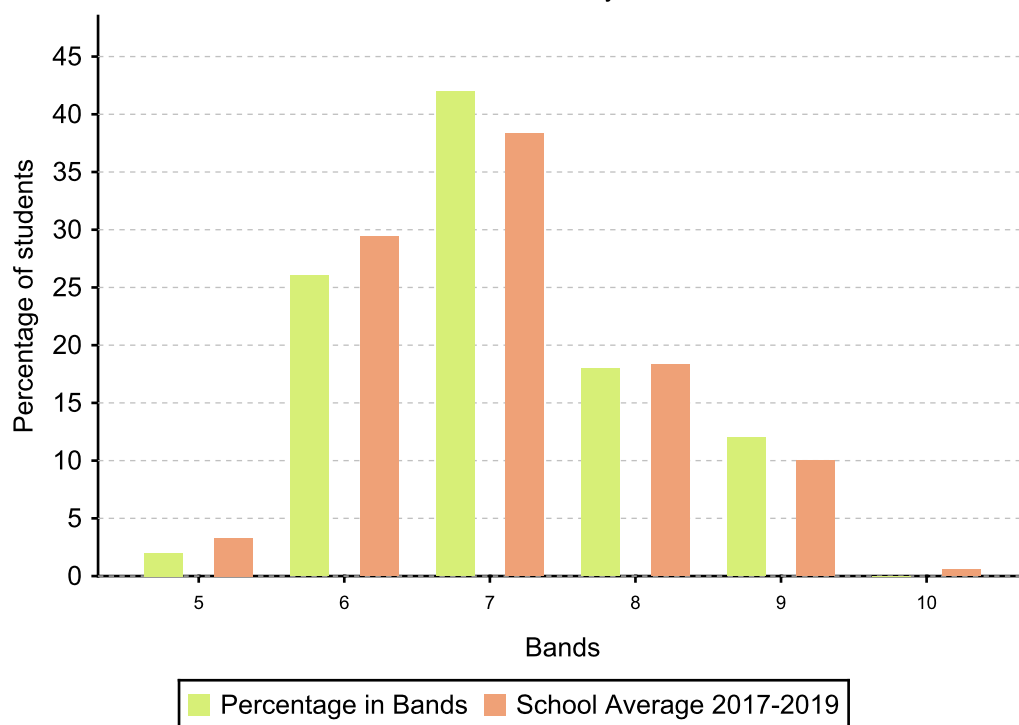
Band	5	6	7	8	9	10
Percentage of students	2.0	26.0	42.0	18.0	12.0	0.0
School avg 2017-2019	3.3	29.4	38.3	18.3	10	0.6

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

Legend: School 2019 — SSSG Average 2019 — State Average 2019 — School Average 2015-2019
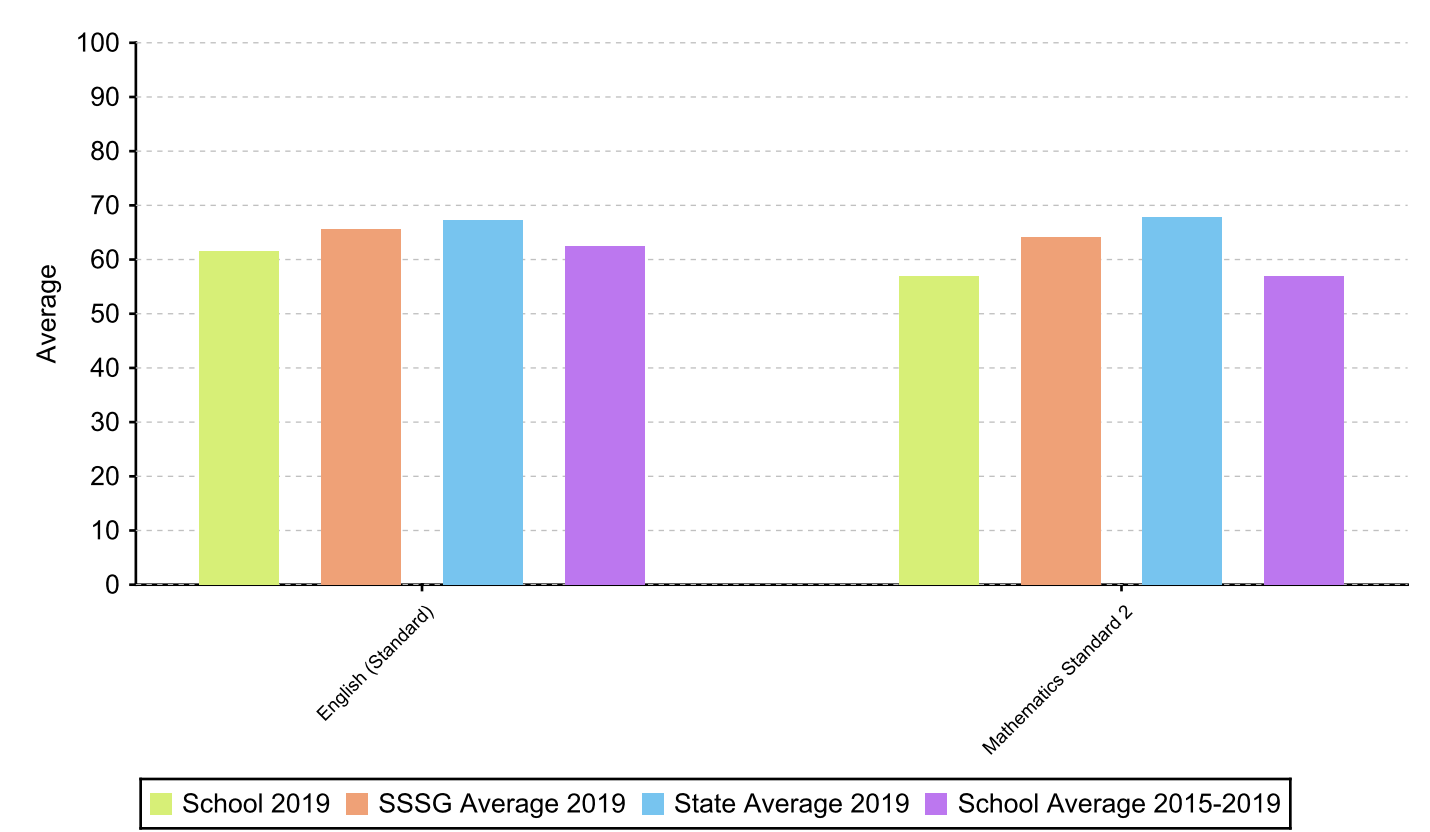
Subject	School 2019	SSSG	State	School Average 2015-2019
English (Standard)	61.5	65.6	67.3	62.4
Mathematics Standard 2	56.9	64.2	67.7	56.9

Parent/caregiver, student, teacher satisfaction

Parent Satisfaction

A survey of parents was conducted regarding their satisfaction with Kyogle High School for 2019. Ten questions were asked with 21%of parents participating in the online survey, an increase of 5% 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?

2017 – 79.06% ranked 5 or better

2018 – 91.3% ranked 5 or better

2019 – 91.9% ranked 5 or better

Question 2

There are school programs in place that support student learning in the classroom

2017 – 36.17% answered yes

2018 – 73.33% answered yes

2019 – 73.91% answered yes

Question 3

Student success is celebrated both within the school and in the community

2017 – 70.21% answered yes

2018 – 73.91% answered yes

2019 – 66.67% answered yes

Question 4

School programs address the needs of identified students (eg Aboriginal, Gifted and Talented, students with a disability and ESL)

2017 – 51.06% answered yes

2018 – 55.56% answered yes

2019 – 50% answered yes

Question 5

Students at Kyogle HS are self–aware, build positive relationships and actively contribute to the school, the community and society within which they live

2017 – 69.56% answered yes or usually

2018 – 65.45% answered yes or usually

2019 – 66.67% answered yes or usually

Question 6

There is evidence of quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence in all classrooms

2017 – 63.83% answered yes or most classrooms

2018 – 52.17% answered yes or most classrooms

2017 – 62.50% answered yes or most classrooms

Question 7

Parents are updated on the progress of their students

2017 – 70.21% answered yes or usually

2018 – 51.11% answered yes or usually

2019 – 62.50% answered yes or usually

Question 8

Overall, are you satisfied with your student's athletic experience at Kyogle HS, neither satisfied nor dissatisfied with it, or dissatisfied with it?

2017 – 46.8% answered either extremely satisfied or moderately satisfied

2018 – 41.31% answered either extremely satisfied or moderately satisfied

2019 – 58.38% answered either extremely satisfied or moderately satisfied

Question 9

Overall, are you satisfied with your student's academic progress at Kyogle HS, neither satisfied nor dissatisfied with it, or dissatisfied with it?

2017 – 63.04% answered either extremely satisfied or moderately satisfied

2018 – 63.05% answered either extremely satisfied or moderately satisfied

2019 – 70.83% answered either extremely satisfied or moderately satisfied

Question 10

Parents have confidence in the school leadership team (Principal, Deputy Principal and the Head Teachers)

2017 – 70.21% answered yes

2018 – 71.74% answered yes

2019 – 70.84% answered yes

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 2019. The results (compared to the same question set for 2018) 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? In 2018, 68.42% staff responded 7 or above. In 2019 this number rose to 74.07%.

Question 2 : Students are engaged in their learning at Kyogle HS? In 2018 47% staff responded Yes or Usually while 52% responded sometimes. In 2019, 81.48% of staff responded usually while 18.52% responded sometimes.

Question 3: I am involved in extra curricula activities of my own choosing at Kyogle HS. 84% responded Yes in 2018 while 81.41% responded yes in 2019.

Question 4: The Executive support a process of continuous improvement based on high expectations. In 2018, 68.4%

responded Yes, 10.5% responded No, 21.1% were unsure. In 2019, 70.37% responded Yes, 14.81% responded No, 14.81% were unsure

Question 5: I am able to maintain healthy work/ life balance. In 2018, 57.9% responded Yes or Usually while in 2019, 45.19& responded Yes or Usually.

Question 6: I have the resources I need to deliver quality lessons in my classroom. 78.94% responded Yes in 2018 while in 2019 77.78% responded Yes.

Question 7: I actively support PBL in my classroom and around the school. 100% responded Yes or Usually in 2018 while in 2019, this reduced to 96.3%.

Question 8: The PDP process has helped me have quality conversations with my supervisor in relation to my performance and/or development. In 2018, 47.3% responded Yes, 42.11% responded Somewhat while 10.53% responded No. In 2019, 48.15% responded Yes, 44.44% responded Somewhat while 7.41% responded No.

Question 9: The school has effective internal communication processes. 63.17% responded Yes or Usually in 2018 while in 2019 the result was 85.18%.

Question 10: Student behaviour is dealt with consistently using the PBL flowchart model. In 2018 47.37% responded Yes or Usually, 35.63% responded Sometimes while 16% said No. In 2019 the results were 62.96% responded Yes or Usually, 25.93% responded Sometimes while 11.11% said No

Student Satisfaction

Year 12 Exit Surveys

Year 12 2019 completed an exit survey designed to provide feedback on both processes and resources within the school. 78% of Year 12 completed the survey with 72% of respondents agreeing that Kyogle High School offers a good variety of subjects and 95% 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. 58% 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.

Tell Them from Me Survey

PBL

86% of students at KHS knew and applied PBL expectations at school.

Clean and well kept school

70% of students believe toilets are clean and well looked after

91% of students believe the playground was clean and well looked after

92% of students believe the library was clean and well resourced

91% of students of students believe the canteen was clean and well looked after

Classrooms/Technology

91% of students believe that the technology resources provided helps them to learn

89% of students believe that the learning spaces at KHS helps them to learn

84% of students believe that the school classroom and learning areas are neat and clean

Student academic buoyancy/perseverance/achievement level

5.7/10 students believe they can overcome setback and challenges that are typical of school life. State average is 5.5/10.

5.4/10 students have someone outside of school who consistently provides encouragement and advice.State average is 4.6/10.

79% of students believe they can pursue their goals to completion even when faced with obstacles

90% of students believe they can do well at KHS

81% of students believe they have positive expectations for the future

Aboriginal students

16%of students at KHS identify as Aboriginal

85% of Aboriginal students feel good about their culture when at KHS

70% of Aboriginal students believe their teachers have a good understanding of their culture

76% of Aboriginal students are proud of their school

Teacher student relations

6.2/10 students feel teachers are responsive to their needs and encourage independence with a democratic approach. State average is 5.6/10

5.8/10 students understand there are clear rules and expectations for classroom behaviour State average is 5.6/10

6.5/10 students feel classroom instruction is well–organised, with clear purpose and immediate feedback that helps. State average is 6.4/10.

6.6/10 students believer important concepts are taught well, efficiently and homework and evaluations support class objectives. State average is 6.3/10.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.