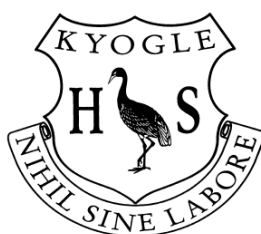


2020 Annual Report

Kyogle High School



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Introduction

The Annual Report for 2020 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.

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

School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

2020 was an unique year in education. By the end of February 2020, COVID-19 has influenced the move to learning at home. Kyogle High School was well positioned for the transformation of learning with both staff and students provided time prior to the lockdown to create google classroom lessons and refresh on how to access and use this platform for learning. Staff meetings, faculty meetings and Learning and Support meetings all moved online with the Zoom platform utilised to ensure staff professional learning as well as wellbeing was supported.. The establishment of Mentor Meetings created an opportunity for every staff member to support a small group of students through emails or phone calls from a welfare perspective. The principal and deputy principal contacted families at regular intervals to offer support. The Front Office staff were trained in google classroom and offered drop in training sessions for parents/carers.

Students, supported by staff made videos and posted them on our FaceBook page celebrating ANZAC Day, and acknowledging frontline workers during the pandemic. Parents were regularly updated with what was happening at school through FaceBook, emails and letters posted home.

Unfortunately, assemblies were cancelled but we were able to celebrate Year 12 graduation and Formal through thinking outside the square to ensure both events were memorable for everyone.

The staff are to be congratulated for their resilience and the students acknowledged for how they transformed from

traditional classrooms to the world of online learning.

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

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)
<p>Tell Them From Me survey Semester 2 2019/2020:</p> <p>69% of staff believe KHS is either delivering or sustaining and growing with formative assessment across Yrs 7 & 8.</p> <p>PBL: 86% students knew our PBL expectations. 81% experienced PBL consistent teaching and revisiting at least once a day. 96% staff at KHS consistently teach and revisit PBL at least once a day.</p> <p>Signage is very important to the success of PBL and the school has invested significant funds to this.</p> <p>The WINZ Awards continue to be well supported and appreciated by the student body.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$5000.00)

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)
<p>Every class identifies learning intentions beginning of lesson(s) and teachers engage with specific criteria for educational outcomes of activities for student learning and skill inquisition.</p> <p>Classroom planning extends to developing/presenting explicit lessons and directions for casual teacher when classroom teacher is not in front of class..</p> <p>Teaching and Learning strategies for differentiating delivery of learning established in all teaching and Learning units, for all students as required. This includes IEP's for students in MCC and indigenous students.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$10000.00)

Progress towards achieving improvement measures

IEP's for all students in MCC class and for all Indigenous students.

Differentiation recorded in teacher registration of units of work.

Next Steps

During 2021 there will be a continued focus on differentiated instruction in every classroom. The work of TEAMS will drive part of this learning through the use of Learning Intentions and Success Criteria.

In 2021 we will introduce Learning Walks into the school and support each other as colleagues to continue the improvement of student learning outcomes.

PBL continues to underpin all our work within the school with the emphasis on positive talk and expectations.

The Aboriginal Engagement Camp provided a positive opportunity for our ATSI students to experience successful outcomes in a school supported setting.

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.

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)
Due to Covid 19 many of the planned activities needed to be modified to suit the new learning environments designed to keep everyone safe. Kyogle HS however, maintained the focus on effective classroom practice focusing on literacy and numeracy even when that practice was mainly happening at home. The Literacy and Numeracy Team upskilled Year 7 teachers and there was quality work around the Learning Progressions.	Quicksmart Tutor Teacher release time Extra 0.6 LaST ALARM taught explicitly to Year 7 Funding Sources: • Socio-economic background (\$125000.00)

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)

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)
Tell Them From Me survey Semester 2 2019/2020:	

Progress towards achieving improvement measures

Effective Learning: KHS 6.6 v State 6.3

Relevance: KHS 6.7 v State 6.3

Rigour: KHS 6.5 V State 6.4

Positive Teacher/Student relations: KHS 6.2 v State 5.6

Positive Learning Climate: KHS 5.8 v State 5.6

Next Steps

In 2021, Professional Learning will continue to focus on school and student improvement. Mentor Groups will continue as feedback has provided an indication that the small, personalised groups are much more effective in identifying and supporting student wellbeing.

All staff will be supported to complete the training to access SCOUT and will be encouraged to use this data to support student improvement and quality programming for teaching and learning.

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.

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)
Triangle (85% Green, 10% Yellow, 5% Red) Data drives PBL re-teaching focus across semester 2. KHS consistently within Triangle standard across classroom and Playground expectations in 2019/20.	WINZ awards each assembly. Senior and Junior student incentives.
2019 and 2020 suspension rates below 2018 mark.	Semester award excursion focus on attendance at 90% or above.
Student achievement and expectation celebrated at each assembly.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$4000.00)
Semester award excursion focus on attendance at 90% or above	

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)
Year 6 Transition Day	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$4000.00)
Kyogle Enrichment and Engagement Program (KEEP)	
Daily Mentor Roll groups for all years	

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)

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Staff are valuing the conversations and recognise that this is an essential component of the process. Head Teachers have established processes to support the PDP process and built in time using after school Faculty Meetings to ensure time is available for discussion. Goals are much more focused and aligned to the teaching standards.

Time allocated

Quality feedback

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 for reflection and action. Parents were supportive of the school during COVID-19 and this was expressed not only through the survey but through emails, phone calls and even coffees delivered to school for staff.	Survey monkey - staff, parents Cleaning House Activity - staff Year 12 satisfaction survey Tell Them From Me

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)
Aboriginal student attendance was satisfactory with many families electing to send their students to school during the learning from home period. The school purchased extra laptops that were distributed to those students without technology at home.	Purchase of additional laptops Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$12000.00)

Next Steps

During 2021 the additional COVID-19 funds will support not only the students who are struggling with literacy and numeracy but also support the top students in increasing their academic success. The school has committed to the Thangkuray program to support ATSI students 8-12 in achieving success at school. This will be supported by employment of an Aboriginal SLSO 2 days per week.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Quicksmart tutor (numeracy)</p> <p>Camp for engagement and Well being</p> <p>NAIDOC Celebrations</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$70 000.00) 	<p>COVID-19 affected NAIDOC celebrations meaning the school could not participate in outside celebrations. We had guest speakers and activities spread throughout the day within the school.</p> <p>Aboriginal student Camp was an outstanding success and feedback from all stakeholders was very positive. In 2021 however we have decided day trip would be of more benefit than the camp to allow a greater variety of activities.</p>
Low level adjustment for disability	<p>Time for case management meetings</p> <p>SLSO support for mainstream students who need additional support (NCCD)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$60 000.00) 	<p>COVID 19 meant that we did not complete NAPLAN, however we did complete the 'checkins' which provided invaluable information regarding student growth.</p>
Socio-economic background	<p>0.5 staffing to support the timetable</p> <p>employment of an additional SLSO</p> <p>employment of additional LaST 0.6</p> <p>Quicksmart tutor (numeracy)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$280 000.00) 	<p>The school continues to support non streamed junior classes and there is a continued emphasis on differentiation.</p> <p>LaST support for students to achieve the Minimum Standards and targeted support for senior students.</p> <p>Quicksmart has been moved to operate in Maths classes to reduce students withdrawal from lessons and provide an extra SLSO when the quicksmart tuition is completed.</p>
Support for beginning teachers	<p>Release time for all 1st and 2nd year teachers in reduced face to face teaching load</p> <p>Access to quality Professional Development</p> <p>Release time to work with mentor on accreditation</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$28 000.00) • Professional learning (\$8 000.00) 	<p>All beginning teachers completed the accreditation process.</p> <p>Unfortunately beginning teachers didn't have access to face to face PL due to covid, however they were supported with quality online learning opportunities.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	180	169	160	149
Girls	168	161	153	144

Student attendance profile

School				
Year	2017	2018	2019	2020
7	93.9	93	90.7	91.8
8	89.1	92	87	90.1
9	87.3	86	87.8	80.6
10	86.5	89.4	81.9	83.9
11	85.1	88.3	79.4	77.8
12	83	91.5	83.3	87.8
All Years	87.5	89.9	85	85.4
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	4.8
Employment	6.2	4	33.2
TAFE entry	0	0	23.8
University Entry	0	0	33.4
Other	0	0	2.3
Unknown	0	0	2.3

Year 12 students undertaking vocational or trade training

48.08% of Year 12 students at Kyogle High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

97.7% of all Year 12 students at Kyogle High School expected to complete Year 12 in 2020 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)	22.4
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	917,142
Revenue	6,025,494
Appropriation	5,942,094
Sale of Goods and Services	6,566
Grants and contributions	75,387
Investment income	1,447
Expenses	-6,171,832
Employee related	-5,582,434
Operating expenses	-589,398
Surplus / deficit for the year	-146,338
Closing Balance	770,804

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.

	2020 Approved SBA (\$)
Targeted Total	75,574
Equity Total	537,192
Equity - Aboriginal	29,811
Equity - Socio-economic	315,011
Equity - Language	3,765
Equity - Disability	188,604
Base Total	4,930,855
Base - Per Capita	79,208
Base - Location	28,583
Base - Other	4,823,065
Other Total	294,124
Grand Total	5,837,745

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.

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

2020 NAPLAN

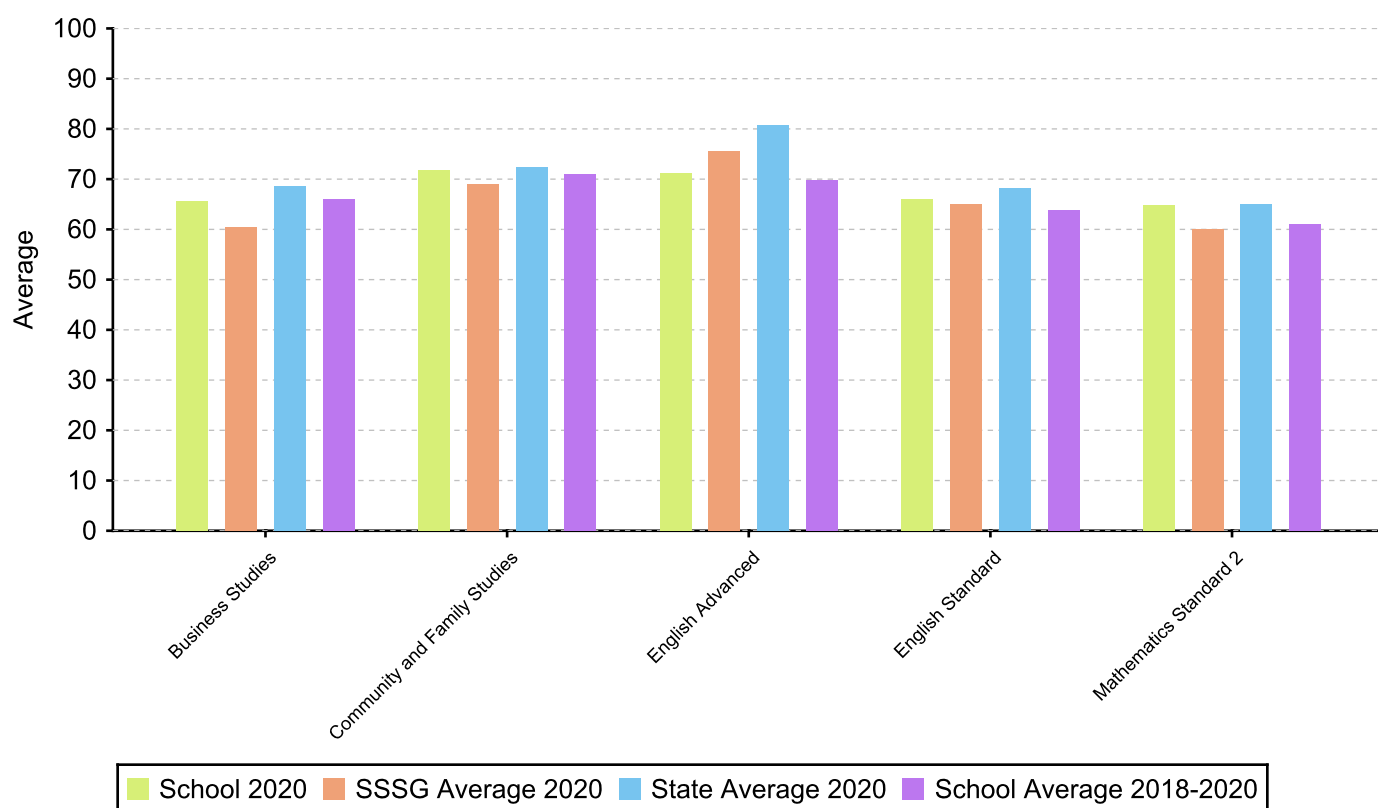
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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.



Subject	School 2020	SSSG	State	School Average 2018-2020
Business Studies	65.5	60.4	68.6	66.0
Community and Family Studies	71.7	69.1	72.4	71.1
English Advanced	71.2	75.5	80.8	69.8
English Standard	65.9	65.1	68.1	63.7
Mathematics Standard 2	64.9	60.1	64.9	61.0

Parent/caregiver, student, teacher satisfaction

Due to Covid-19 and the disruption to school routines, the annual surveys of parents were not held. Instead a specific set of questions were surveyed of parents regarding the schools actions around COVID-19. Students however, did complete the Tell Them From Me surveys and Staff completed the annual reflection survey.

Parent Survey

During Covid-19 and the Learning at Home model, a survey was shared with parents to complete. 37 responses were received.

Q1 Communication from the school during COOVID-19 was timely and provided relevant and clear information.

23 responses strongly agreed with the statement (62.16%) and 13 agreed with the statement (35.14%)

Q2 The ways I received information from the school during COVID-19 was through: (tick all that apply).

Letters (43.24%); Facebook (56.76%); Newsletter (40.54%); Email (89.19%); Telephone calls (59.46%)

Q3 My student engaged in school work during COVID-19 through the following ways. (please tick all that apply)

Google Classroom (78.38%); Hardcopy at Home (45.94%); Attended school (51.35%); Didn't engage (8.11%)

Q4 During COVID-19 I would rate my students engagement in school work (online or hardcopy) as:

Above average (16.22%); Average (62.16%); Below average (24.32%)

Q5 Please rank your satisfaction with Kyogle High School during COVID-19.

23 responses were very satisfied (62.16%); 11 responses were satisfied (29.73%); 1 response neither satisfied or dissatisfied; 1 response dissatisfied

Q6 Please provide any suggestions of what you feel Kyogle High School could have done better in providing educational and/or social support during COVID-19.

There were 15 responses all providing suggestions to improve the Learning at Home or organisation for students attending school. All the responses were positive and acknowledged the work of teachers and support staff in quickly establishing a Learning at Home model.

Teacher Reflection Survey of 2020

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%. In 2020 it was 76.67%.

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 Yes or Usually while 18.52% responded sometimes. In 2020, 83.33% of staff responded Yes or usually while 16.67% 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. In 2020, responded 80% responded Yes.

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. In 2020, 76.67% responded Yes, 10% responded No, 13.33% 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. In 2020, 22.33% responded yes while 50% responded 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. In 2020 76.67% 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%.. In 2020, 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. 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. In 2020, 56.67% responded Yes, 30% responded Somewhat while 13.33% 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%. In 2020 the result was 86.67% responding Yes or Usually.

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. In 2020 the results were 60% responded Yes or Usually, 33.33% responded Sometimes while 6.67% said No.

Student Tell Them From Me (TTFM) Survey

Tell Them From Me survey Semester 2 2019/2020:

Effective Learning: KHS 6.6 v State 6.3

Relevance: KHS 6.7 v State 6.3

Rigour: KHS 6.5 V State 6.4

Positive Teacher/Student relations: KHS 6.2 v State 5.6

Positive Learning Climate: KHS 5.8 v State 5.6

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.