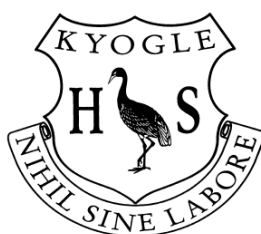


# 2021 Annual Report

## Kyogle High School



8189

# Introduction

The Annual Report for 2021 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 Strategic Improvement 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

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## Message from the principal

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2021 continued to be a successful year for Kyogle High School, building on processes implemented within the 2020 school year as we grappled with Covid-19 and the changes this brought to teaching and learning.. While the focus remained on academic delivery with an emphasis of high expectations, the movement to online learning and use of technology was challenging for both staff and students. I was very proud with the resilience and professionalism exhibited by staff aimed at supporting the diversity of learners within our school.

Many of the important events on the school calendar such as the Cross Country, Athletic Carnival, whole school Assemblies, Open Days and Reward Excursions were cancelled in-line with the Covid-19 restrictions within the community. I greatly admire the positive attitude of our school community in understanding why events did not run.

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

The whole Kyogle Community also continued to support the school through providing work experience, work placements and sponsorship for Major Academic Awards..

I look forward to continuing to support and guide Kyogle High School in 2022.

## School vision

At Kyogle High School, all students will be engaged in meaningful, challenging and future focused learning, designed for individuals to achieve and thrive within a supportive learning environment. Teaching and learning programs will be dynamic and draw on feedback, assessment and data to support improved student learning outcomes. The school will be supported by strong community connections to create opportunities for our students to be active future citizens. Kyogle High School will facilitate professional dialogue and collaborative classroom practice to drive school improvement and a shared responsibility for student engagement, learning and success.

## School context

Kyogle High School is a rural school situated in Northern New South Wales. 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. 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 strong community partnerships with the Parent and Citizen Association, local Aboriginal Education Consultative Group (AECG), businesses and the local council.

The school's equity funding will be prioritised within the 2021-2024 Strategic Improvement Plan to create positive impact on the learning process, effective classroom practice and continuous improvement for all members of the school community. The school will be responsive to the needs of the school and wider community and will use best practice to embed a culture of high expectations and effective cater for the range of equity issues in the school.

As a result of the situational analysis, it has been determined that a whole school approach is required to achieve improvement in student performance. Specifically, the school will use a collaborative approach to embed best practice into the classrooms based on the What Works Best strategies and the Schools Excellence Framework. Rigorous and timely analysis of data will inform practice and high impact and strategic professional learning to ensure growth in teach expertise.

Targeting improvement in NAPLAN and Higher School Certificate, supported by planned strategies focusing on improved attendance, the percentage of students in the Top 2 Bands will increase.

## 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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
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	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise student learning outcomes in literacy and numeracy and build strong foundations of academic excellence, Kyogle HS teachers will support explicit, consistent and research informed teaching practice.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality Teaching
- Data Skills and Use

### Resources allocated to this strategic direction

**Professional learning:** \$1,000.00

**Low level adjustment for disability:** \$57,343.00

**Socio-economic background:** \$46,000.00

### Summary of progress

2021 was a year where school staff worked hard to build their capacity as quality teachers and using data effectively to drive their practice. 100% of staff participated in quality collaborative professional learning activities focused on "What Works Best" methodology. Staff focused on the themes of High Expectations, Effective Feedback, and Use of data to Inform Practice high impact strategies. These activities were faculty focused and generated quality professional dialogue translating into explicit classroom practice. This theory was translated into classroom practice and was a focus of reflection through staff faculty meetings and formal maintenance of accreditation processes. Executive staff analysis of teacher observations reflected all teachers were progressing along the journey of translating the learning theory into practice with some staff explicitly refining their practice with tangible improvements. 100% of classrooms use Learning Intentions and Success Criteria. This theory will be translated into a consolidation strategy for 2022 shared professional learning through staff meetings and faculty focus

Development of our practice continued throughout the year through Teams using the 'train the trainer' model to up-skill staff in Learning Intentions and Success Criteria, Self Assessment, Peer Assessment and Feedback. 100% of classrooms display Learning Intentions and Success Criteria at the start of every lesson. Teachers continued to focus on differentiated curriculum and the Learning and Support staff offered support in this area. This will be continued as a monitoring approach in 2022 with our observation process to ensure that this pedagogy is being continued in all classrooms.

Team meetings in 2021 also focused on Formative Assessment and the collection and analysis of student data to drive our teaching. Teachers used the following strategies to drive their classroom practice and achieved the corresponding results:

- \* All staff are aware of, and use the literacy progressions for year 7 and 8 students focusing on reading.
- \* All teachers access and use Best Start and NAPLAN data to inform teaching and learning practices with programming units of work.
- \* Intensive Learning Support Program (ILSP) targeted students through NAPLAN and Best Start data for small group, intensive interventions.
- \* ILSP funds employ a trained Aboriginal teacher to engage and support ATSI students in literacy and numeracy.
- \* 100% of Year 7 and 8 teachers participate in explicit teaching of how to put numeracy strategies in teaching and learning programs.
- \* 100% of staff use Scout and RAP data to analysis HSC results, identifying areas to focus on in future T&L for improved student learning outcomes.
- \* 100% staff guided in how to access and use available data to identify areas for improvement: cohort and individual.
- \* 85% of Year 10 complete the New Directions Program preparing them for quality assessment and self reflection on work. This is evidenced by formal presentation of Portfolios.

\* All staff are aware of and use the numeracy progressions to identify where students are at and improvement areas in Reading and Numeracy

\* Student achievement in the Quicksmart numeracy programs shows student improvement by 5%.

These measures will be continued in 2022 with a renewed focus on measuring cohort achievements more tangible across each faculty area.

### Progress towards achieving improvement measures

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of students achieving in the Top 2 NAPLAN Reading bands from the school base line data.	The proportion of students achieving in the Top 2 NAPLAN Reading Bands did not progress beyond the school baseline data and is yet to progress towards the school negotiated lower bound target.
Increase the proportion of students achieving in the Top 2 NAPLAN Numeracy bands from the school baseline data.	The proportion of students achieving in the Top 2 NAPLAN Numeracy Bands did not progress beyond the school baseline data and is yet to progress towards the school negotiated lower bound target.
Increase the proportion of students achieving in the Top 3 bands of the HSC from the school baseline data.	The proportion of students achieving in the Top 3 bands of the HSC did not progress beyond the school baseline data and is yet to progress towards the school negotiated lower bound target..
Increase the proportion of students achieving in the Top 2 bands of the HSC from the school baseline data.	The proportion of students achieving in the Top 2 bands of the HSC did not progress beyond the school baseline data and is yet to progress towards the school negotiated lower bound target..
Increase the proportion of students achieving expected growth in NAPLAN Numeracy from the school base line data.	The proportion of students achieving expected growth in NAPLAN Numeracy did not progress beyond the school baseline data and is yet to progress towards the school negotiated lower bound target..
Increase the proportion of students achieving expected growth in NAPLAN Reading from the school base line data.	The proportion of students achieving expected growth in NAPLAN Reading did not progress beyond the school baseline data and is yet to progress towards the school negotiated lower bound target..



## Strategic Direction 2: Teaching, Learning & Leading

### Purpose

To enhance the teaching, learning and leading of both students and staff at Kyogle High School with a focus on quality professional learning.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaboration and Effective Classroom Teaching

### Resources allocated to this strategic direction

**Socio-economic background:** \$9,000.00

**Professional learning:** \$1,000.00

### Summary of progress

2021 was a year designated to embrace and expand collaborative practice by our teachers with each other to enhance their effectiveness with their teaching. This was difficult educationally as schools moved into the second year disrupted by Covid-19 which meant all restrictions and guidelines needed to be considered with all staff and student activities. School staff set and supported the following initiatives:

\* 95% of staff to complete the High Expectations, Effective Feedback and Use of Data to Inform Practice modules from the What Works Best research.

\* Participation by key school personnel in the LEED project. Targeted professional learning for Executive on use of SCOUT and guidance on implementation of data use within faculties meant that head teachers were supported to have a better understanding of the student result data within their area of responsibility.

- 100% of classrooms to use Learning Intentions and Success Criteria in their practice, with the majority of teaching and learning programs directly referencing these.

- Literacy and Numeracy Team plotted all Year 7 and 8 students on the learning progressions and staff were guided on how to interpret the student data and move students along the progression. This was highly effective for some staff as a formative teaching tool yet will need considerable consolidation work in 2022 to embed the use of progressions in daily teacher practice.

2022 will allow staff to renew their focus on using collaborative strategies to improve our individual teaching practice. School executive will drive opportunities at whole school and faculty level for staff to build their practice from each other's expertise.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The school self-assesses against the School Excellence Framework within the element of Effective Classroom Practice at the Delivering level.	Through a rigorous External Validation process, the school self-assessed against the School Excellence Framework within the element of Effective Classroom Practice at the Delivering level.
The school self-assesses against the School Excellence Framework within the element of Learning and Development at the Delivering level.	Through a rigorous External Validation process, the school self-assessed against the School Excellence Framework within the element of Learning and Development at the Delivering level.



## Strategic Direction 3: Equity Focused

### Purpose

Develop a school wide, collective responsibility to support student's wellbeing and learning needs to ensure there is a strong focus on equity from all interested parties.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Attendance
- Well Being
- Tracking of student exit data

### Resources allocated to this strategic direction

**Socio-economic background:** \$70,000.00  
: \$21,000.00

### Summary of progress

2021 was another year where the school prioritised student's attendance at school and their overall well-being. Staff regularly communicated with our parents and carers through a variety of mediums on the importance of school attendance, including but not limited to Newsletter and Facebook. We conducted parent workshops and partnered with families, established an internal support staff system and engaged external providers to maximum the ways in which we were supporting student's needs and barriers to attending school or maximising their learning. Across the school, all students were involved in Mentor Meetings which aimed to ensure that every student felt welcome and a valued part of our school. Mentor Meetings stood us in good stead during the Learning from Home period where the established relationships created opportunity for regular contact between student and Mentor teacher. Mentor Meetings were reported as highly effective environments for students to share challenges but also to celebrate each others differences and are highly valued by students and staff. Mentor meetings will be continued in 2022 with an aim to enhance the support processes being implemented internally from meeting data collation.

School staff reviewed and refined our internal processes for supporting student attendance within the school. Regular analysis of individual and cohort data allowed staff to identify 'at risk' students and intervene earlier than in previous years. Enhanced referral processes to learning support team prioritised the importance that student attendance had within our school. Meeting minutes reflect the extensive energy put towards this strategy. Staff implemented reward excursions for student with 90% or better attendance at school (could not run at end of 2021 as Covid-19 restrictions were reintroduced), whilst year advisers implemented a welfare approach to support improved attendance which included interviews with students, contact home and negotiating alternative support strategies. Our Head Teacher Administration constructed individual attendance plans which were developed in collaboration with students and parent/carers and monitored each student on an attendance plan, providing additional support as appropriate. Unfortunately despite all these intensive interventions, our overall annual attendance data did not improve over 2021. This is unclear if this was due to health guidelines associated with the pandemic, other external factors or internal reasons and this will be examined and scrutinised further in 2022.

To support our students more effectively, 100% of staff completed the What Works Best Well Being Module. 80% of staff engaged in data analysis and discussions of the student's Tell Them From Me (TTFM) data. Future areas for professional learning or revised practice were discussed. Intensive support strategies for students included additional staff to support students in Years 10,11,12 to complete the Minimum Standards. Our Positive Behaviour for Learning data identified that 80% of students consistently do the right thing and should be congratulated for their positive choices. Staff created a parent survey on i-pads for parents to complete when they come to the Front Office or Parent Teacher Afternoons/Information Nights specifically targeting supporting student wellbeing. 50% of parents completed the survey and this data will be triangulated with student and staff attitudes to drive our practice in 2022 and to reverse the current trends of our student's responses through the TTFM Wellbeing index.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The proportion of students who indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) increases from the school baseline data.	The proportion of students who indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) did not increase from the school baseline data and is yet to progress towards the system negotiated target.
The proportion of students attending school more than 90% of the time increases from the school baseline data.	The proportion of students who attended school more than 90% of the time did not increase from the school baseline data and is yet to progress towards the system negotiated target.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$115,973.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kyogle High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs.</li> <li>• employment of trained teachers to support targeted student behaviour</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to employ SLSOs in classrooms to support the diversity of learners Support teachers to develop and use Individual Education Plans (IEPs)</p>
<p>Socio-economic background</p> <p>\$343,676.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kyogle High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration and Effective Classroom Teaching</li> <li>• Data Skills and Use</li> <li>• Attendance</li> <li>• Well Being</li> <li>• Quality Teaching</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement Literacy program to support identified students with additional needs</li> <li>• supplementation of extra-curricular activities</li> <li>• professional development of staff through [program] to support student learning</li> <li>• employment of additional staff to support Literacy and Numeracy program implementation.</li> <li>• purchase of devices to allow equitable access to online learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Teacher improved accessibility and understanding of Scout and RAP data. 100% staff completion of WWB module Use of Data to Inform Practice Evidence in Teaching and Learning programs that staff are using available data to understand and differentiate for the diversity of learners in their classroom Student access and use of devices to enhance learning in the classroom. In a survey conducted in 2021, parents indicated that 13% of families do not have access to a computer at home while 16% do not have access to reliable internet.</p>

<p>Socio-economic background</p> <p>\$343,676.00</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continue to employ SLSOs to support teachers to deliver quality teaching and learning in classrooms.  Continue to support teachers to deliver a differentiated curriculum in each mixed ability classroom through quality professional learning.  PDP goals are linked to school and faculty plans and reflect an understanding of the needs of both teachers and students to improve student learning outcomes.  Continue to upgrade devices within the school for student use. This includes mobile devices available on every level of the school.</p>
<p>Aboriginal background</p> <p>\$28,492.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kyogle High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  The employment of an Aboriginal trained teacher to support targeted literacy and numeracy programs in the school to ensure students are meeting or improving on state benchmark.  Students feeling valued and supported to improve educational goals.  Students attendance became a focus with personalised support.  PLP meetings focused on educational outcomes supported through good attendance.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continue to focus on literacy and numeracy skills.  All students achieving the minimum standards by the end of Year 10.</p>
<p>English language proficiency</p> <p>\$14,070.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kyogle High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> <li>• provide EAL/D Progression levelling PL to staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Students achieving the minimum standards with guidance and support.  Staff confidence in differentiating Teaching and Learning programs to support improved English proficiency in classrooms.  Student confidence in the English language both in oral and written form.</p>

<p>English language proficiency</p> <p>\$14,070.00</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>This amount fluctuates depending on current enrollment. It is essential that staff are aware of targeted students in their classroom and become familiar with the Individual Education Plans (IEPs) for each student and implement suggested strategies to ensure equity of access and achievement.</p>
<p>Low level adjustment for disability</p> <p>\$191,885.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Kyogle High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>All students have been plotted on the literacy and numeracy progressions providing quality information regarding student literacy/numeracy needs to support improvement.</p> <p>All teachers recognise that literacy (focus on reading) and numeracy is a whole school responsibility.</p> <p>Teachers are supported by SLSOs in the classroom to support delivery of a differentiated curriculum.</p> <p>Extra LaST support to assist teachers in the classroom, with programming, understanding the learning progressions and use of data to understand what students know and how to support improvement.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>As a school we will continue to employ additional literacy support including the specific Literacy and Numeracy (LaN) lessons for all Year 7 and 8 students. The use of SLSOs in the classroom is essential to support the teacher in the delivery of a differentiated curriculum, understanding the different and at times, complex, learning needs of students.</p>
<p>Location</p> <p>\$28,583.00</p>	<p>The location funding allocation is provided to Kyogle High School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• student assistance with uniforms and school equipment</li> <li>• subsidising student excursions to enable all students to participate</li> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Staff provided with time and resources to understand and implement formative assessment strategies within the school. Teams were established within the school focusing on best practice in the areas of: Learning</p>

<p>Location</p> <p>\$28,583.00</p>	<p>Intentions and Success Criteria, Peer Assessment; Self Assessment, Effective Feedback and Effective Questioning. Teams have created resources, professional learning within the school and put in place improvement measures to guide implementation.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Quality professional learning needed to be sources 'in-house' during 2021 due to covid-19. The work of the Teams built on foundations created in 2020 and staff were enthusiastic regarding the initiatives and how they supported improved learning outcomes for students. This work needs to be consolidated in 2022.</p>
<p>Professional learning</p> <p>\$44,300.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Kyogle High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching</li> <li>• Collaboration and Effective Classroom Teaching</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• providing time for the literacy and numeracy team to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> <li>• Literacy and numeracy team to work with faculties to embed specific strategies into teaching and learning programs to improved writing outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The What Works Best framework provides teachers with the seven identified themes of what works to improve student educational outcomes. 100% of staff completed the WWB Survey and this data was used to identify areas that staff believed they needed further support in to make a difference to student learning outcomes. All staff completed the Effective Feedback module during the Learning from Home period.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to support staff completing the What Works Best modules. The preferred approach to this professional learning is teachers completing modules within faculties to allow discussion and discourse around the aspects of teaching raised in modules. This way teachers can discuss the aspects of teaching practice.</p>
<p>Beginning teacher support</p> <p>\$14,845.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Kyogle High School during their induction period.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Release time for beginning teachers to work with Mentors specifically working towards Accreditation. The support includes: feedback on teaching and learning programs, observation and feedback of classroom management and understanding the Teaching Standards.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 100% of beginning teachers achieved their Accreditation..</p>

<p>Beginning teacher support</p> <p>\$14,845.00</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>As a school we recognise that a supportive start to teaching is essential to retain teachers in positions within the school. We will continue to offer release time to work with Mentor teachers.</p>
<p>COVID ILSP</p> <p>\$191,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals 86% of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN2 82% of students answered all additive and multiplicative questions correctly in the Term 4 Check-in assessment.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	169	160	149	143
Girls	161	153	144	148

### Student attendance profile

School				
Year	2018	2019	2020	2021
7	93	90.7	91.8	84.9
8	92	87	90.1	85.5
9	86	87.8	80.6	84.7
10	89.4	81.9	83.9	72
11	88.3	79.4	77.8	81.6
12	91.5	83.3	87.8	74.7
All Years	89.9	85	85.4	81.6
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

### Management of non-attendance

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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	12.9
Employment	0	11.6	23
TAFE entry	15.78	23.26	35.9
University Entry	0	0	17.9
Other	0	0	10.3
Unknown	0	6.9	0

### Year 12 students undertaking vocational or trade training

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39.47% of Year 12 students at Kyogle High School undertook vocational education and training in 2021.

### Year 12 students attaining HSC or equivalent vocational education qualification

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91.7% of all Year 12 students at Kyogle High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

100% of students achieved the Minimum Standards in all 3 keys areas in 2021.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	21.4
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	770,804
<b>Revenue</b>	6,293,185
Appropriation	6,215,732
Sale of Goods and Services	3,723
Grants and contributions	73,150
Investment income	580
<b>Expenses</b>	-6,301,108
Employee related	-5,702,225
Operating expenses	-598,883
<b>Surplus / deficit for the year</b>	-7,923
<b>Closing Balance</b>	762,881

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	115,973
<b>Equity Total</b>	578,128
Equity - Aboriginal	28,492
Equity - Socio-economic	343,682
Equity - Language	14,070
Equity - Disability	191,885
<b>Base Total</b>	4,871,685
Base - Per Capita	75,833
Base - Location	28,936
Base - Other	4,766,916
<b>Other Total</b>	333,226
<b>Grand Total</b>	5,899,013

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

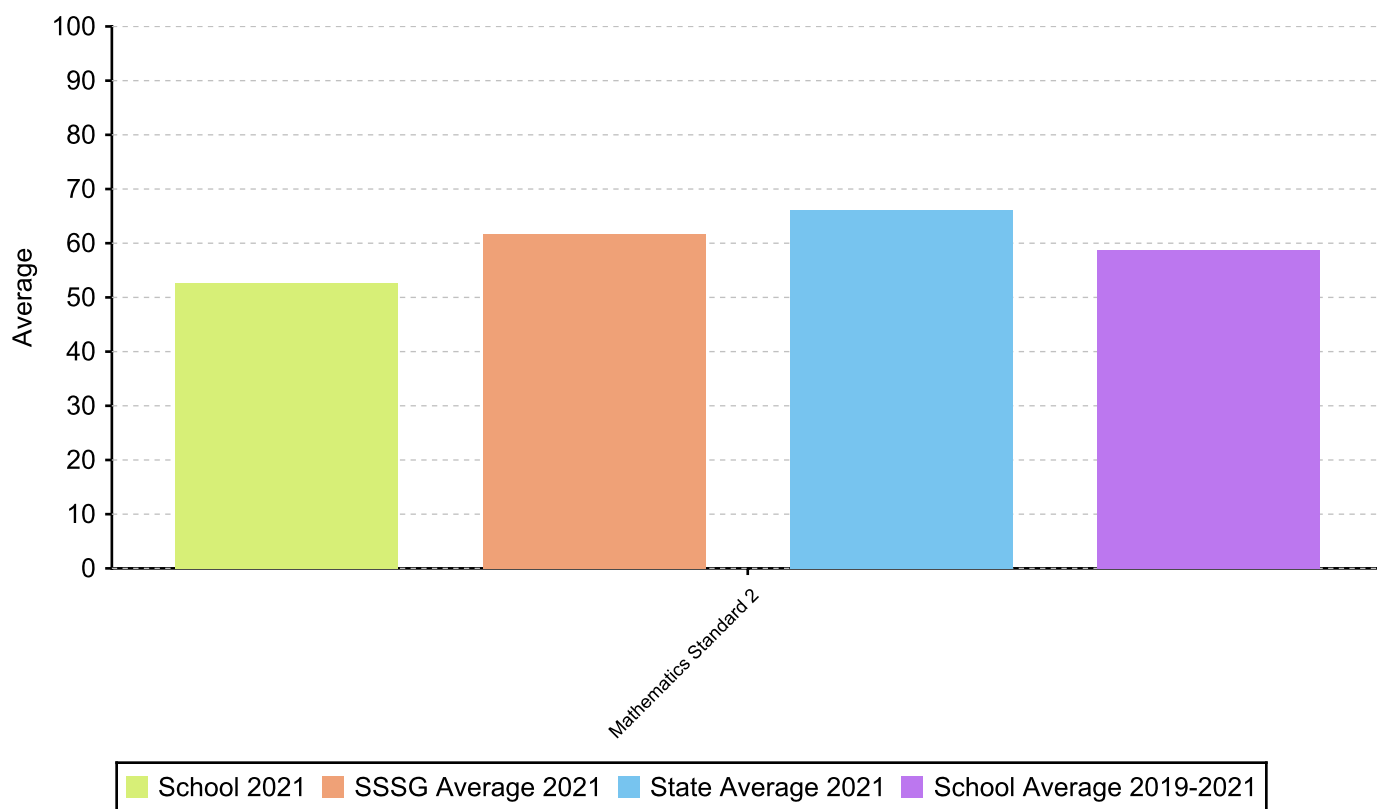
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## 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 2021	SSSG	State	School Average 2019-2021
Mathematics Standard 2	52.7	61.7	66.1	58.8



# Parent/caregiver, student, teacher satisfaction

## Parent Survey

In Term 3, 2021 the school conducted a survey to gauge parent/carer satisfaction regarding school performance during Learning from Home period. The results are as follows:

Question 1: **Communication from the school during Learning at Home was timely and provided relevant and clear information.** 82.6% responded either strongly agree or agree.

Question 2: **The ways I received information from the school during Learning at Home was through: (tick all that apply).** 46.15% Facebook, 38.46% Newsletter, 79.49% Email, 69.23% telephone.

Question 3: **Communication from the school was (0 for non-existent through to 10 for excellent).** Average response was 7.6%

Question 4: **My student engaged in school work during Learning at Home through the following ways. (please tick all that apply).** 79.49% Google Classroom, 46.15% Hard Copy, 23.08% Attended School, 5.13% didn't engage.

Question 5: **During COVID-19 I would rate my students engagement in school work (online or hardcopy).** 71.8% specified average or above average.

Question 6: **Please rank your satisfaction with Kyogle High School during Learning at Home.** 74.36% reported satisfied and very satisfied..

Question 7: **Please list the areas that you believe that Kyogle High School did well at during Learning at Home.** There were many positive comments relating to Google Classroom, Mentors making regular contact through to a small number of negative comments.

Question 8: **Please provide any suggestions of what you feel Kyogle High School could have done better in providing educational and/or social support during Learning at Home .** 21 comments were provided with many taking the opportunity to expand on comments from Q 7. Majority were very positive however the suggestions were considered for future Learning from Home.

**Next Steps:** Parent/carer comments were considered by each Faculty in terms of what could be done better/different if school returned to a Learning from Home model in the future. All teachers have now been provided with their own laptop and Google Classroom is used as a platform with the majority of senior classes as a revision tool.

## Teacher Satisfaction

In September 2021, staff were asked to reflect on 2021. The survey was completed by 37 staff.

Question 1: **On a scale of 1 (not satisfied) to 10 (extremely satisfied), how would you rate your overall satisfaction of Kyogle High School?** 67.5% of staff ranked this question 8 or higher. In 2020 the result was 50%.

Question 2: **Students are engaged in their learning at Kyogle HS?** 78.4% responded always or usually which was down on the 2020 response of 83.3%.

Question 3: **I am involved in extra curricula activities of my own choosing at Kyogle HS.** 66.7% responded yes while 80% responded yea in 2020.

Question 4: **The Executive support a process of continuous improvement based on high expectations.** 78.4% responded yes in 2021 while 76.7% responded yes in 2020.

Question 5: **I am able to maintain healthy work/ life balance.** 75.7% responded yes or usually. In 2020, 73.4% responded yes or usually.

Question 6: **I have the resources I need to deliver quality lessons in my classroom.** 78.4% responded yes which was up on the 2020 result of 76.7%.

Question 7: **I actively support PBL in my classroom and around the school.** 94.3% responded yes or usually while 100% of staff responded yes or usually in 2020..

Question 8: **The PDP process has helped me have quality conversations with my supervisor in relation to my performance and/or development.** 89% responded yes or somewhat while the 2020 result was 86.7%

Question 9: **The school has effective internal communication processes.** 89% responded yes or usually with the 2020 response was 86.7%..

Question 10: **Student behaviour is dealt with consistently using the PBL flowchart model.** 67.6% responded yes or usually while in 2020 60% responded yes or usually.

**Next Steps:** Teacher satisfaction with the school has increased over the last 12 months despite the interruptions with COVID-19. This will continue to be supported at Faculty level with a focus on targeted support of PDP personal/aspirational goals. The dip in staff involved in extra-curricular activities is a direct link in these activities not running due to COVID-19.

### **Student Satisfaction**

Student engagement is "a disposition towards learning, working with others, and functioning in a social institution". It includes students' sense of belonging at school, the extent to which they value schooling outcomes, and their psychological investment in learning. Measures of these aspects of engagement can be classified as social engagement, institutional engagement, and intellectual engagement. Engagement and learning go hand-in-hand: engagement begets learning and learning begets engagement. This dynamic and interactive process begins early - during the primary years or even earlier - and continues through to adulthood. Student engagement needs to be considered an important schooling outcome in its own right, sitting alongside academic achievement as a key measure of student success. Data from students can help school staff develop policies and processes.

### **Findings**

Results from the Tell Them from Me survey is based on data from 186 students who completed the survey between 19 October and 25 October 2021. This can be broken down to 55 Year 7 students, 35 Year 8 students, 46 Year 9 students, 27 Year 10 students, 3 Year 11 students and 20 Year 12 students. These results guide future school planning and help staff at Kyogle High School to identify and implement school improvement initiatives.

Student responses with regard to Student Outcomes and School Climate are:

#### **Social and Emotional Outcomes**

Student participation in school sports: School Mean 50% NSW Govt Norm 48%

Student participation in extracurricular activities: School Mean 21% NSW Govt Norm 24%

Students with a positive sense of belonging: School Mean 48% NSW Govt Norm 66%

Students with positive relationships: School Mean 73% NSW Govt Norm 78%

Students that value schooling outcomes: School Mean 52% NSW Govt Norm 72%

Students that regularly truant: School Mean 10% NSW Govt Norm 10%

Students with positive homework behaviours: School Mean 36% NSW Govt Norm 54%

Students with positive behaviour at school: School Mean 82% NSW Govt Norm 87%

Intellectual engagement composite: School Mean 38% NSW Govt Norm 46%

Students who are interested and motivated: School Mean 20% NSW Govt Norm 28%

Effort: School Mean 51% NSW Govt Norm 66%

#### **Academic Outcomes**

Grades in English: School Mean 63% NSW Govt Norm 68%

Grades in Maths: School Mean 21% NSW Govt Norm 24%

Grades in Science: School Mean 65% NSW Govt Norm 64%

#### **Drivers of Student Outcomes**

Effective learning time: School Mean 6.3% NSW Govt Norm 6.3%

Relevance: School Mean 5.3% NSW Govt Norm 5.8%

Explicit teaching practices and feedback: School Mean 6.2% NSW Govt Norm 6.4%

Students who are victims of bullying: School Mean 32% NSW Govt Norm 21%

Advocacy at school: School Mean 5.9% NSW Govt Norm 6.0%

Positive teacher-student relationships: School Mean 5.8% NSW Govt Norm 5.7%

Positive learning climate: School Mean 5.4% NSW Govt Norm 5.6%

Expectations for success: School Mean 5.6% NSW Govt Norm 7.0%

Advocacy outside school: School Mean 5.3% NSW Govt Norm 4.5%

Students planning to finish Year 12: School Mean 58% NSW Govt Norm 85%

Student planning to do an apprenticeship or VET/TAFE course: School Mean 41% NSW Govt Norm 35%

Students planning to go to university: School Mean 34% NSW Govt Norm 67%

### **Other information**

32% of students indicated they do not study with only 22% reporting they start studying for a test a couple of weeks before the due date.

37% of students indicated they feel proud of their school, 42% neither agreed or disagreed while 22% either disagreed or strongly disagreed.

In response to the question, At Kyogle HS I am known, valued and cared for, 35% responded with agree or strongly agree, 41% neither agreed or disagreed while 24% responded with disagree or strongly disagree.

**Next steps:** High expectations needs to be a focus for the whole school in terms of teacher belief's of their students both in and out of the classroom. Greater support around student selections of courses appropriate to their needs including VET subjects delivered at school. The school in 2021 established stronger processes to address truancy and involving families in the process sooner. On a positive note, TTFM revealed that teacher-student relationships are higher at Kyogle HS than NSW government norms which we need to continue to build on through strong well-being practices to ensure students are engaged and connected in their learning.

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.