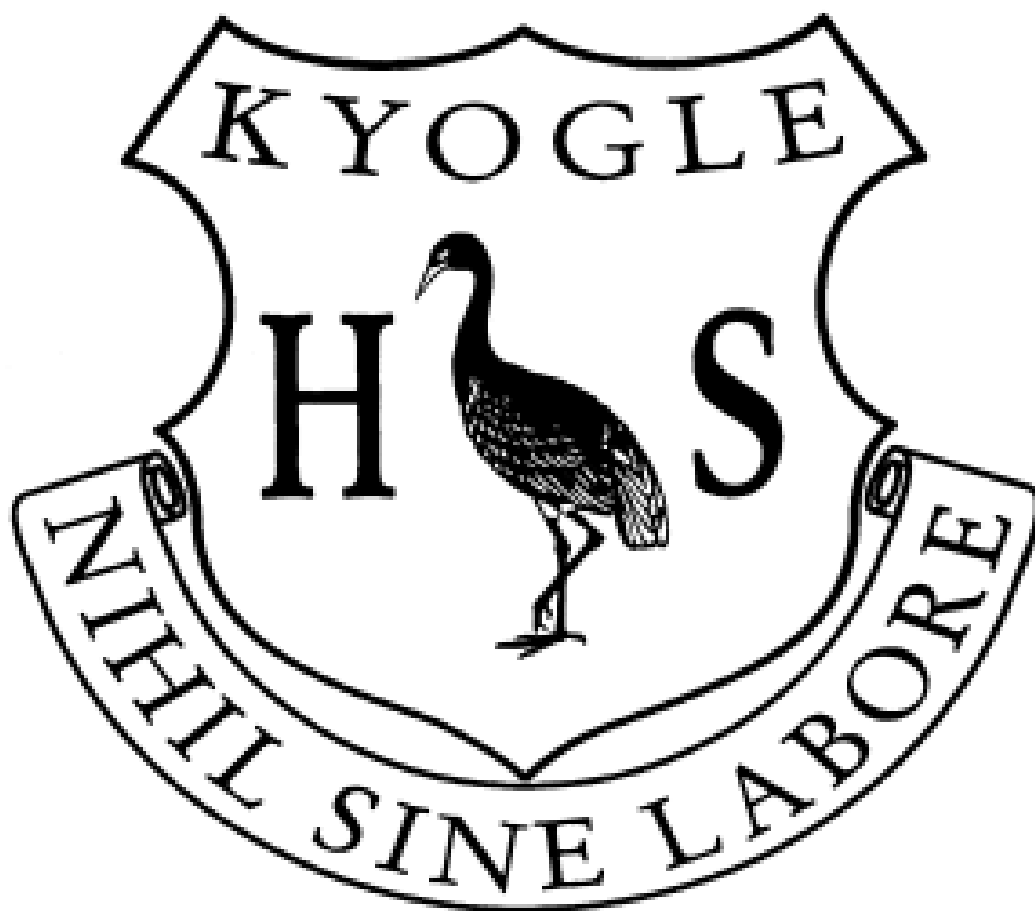


2022 Annual Report

Kyogle High School



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Introduction

The Annual Report for 2022 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.

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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 12% 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, businesses, sporting organisations and the local council.

The school's equity funding will be prioritised within the 2021-2025 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. 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.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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

Integration funding support: \$188,303.00

Low level adjustment for disability: \$198,380.00

Socio-economic background: \$80,000.00

Professional learning: \$5,000.00

Summary of progress

The school year continued to be impacted by Covid-19 and the flow on effect of the February floods. Despite this, teachers focused on supporting students and our support team including Learning and Support teachers and covid tutors worked well in providing targeted support.

All staff participated in quality collaborative professional learning activities focused on "What Works Best" methodology in 2021 and during 2022 used the knowledge and skills gained. Staff continued to focus 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 2023 through time created for weekly Faculty meetings.

Development of our practice continued throughout the year through Teams continuing to use 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 2022 continued to focus 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.

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

These measures will be continued in 2023 with a renewed focus on measuring cohort achievements more tangible across each faculty area and discussed in faculty meetings.

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
Increase the proportion of students achieving in the top 2 NAPLAN reading bands by 4.1% against the system-generated target.	The proportion of Year 7 & 9 students who achieved in the Top 2 bands of NAPLAN Reading demonstrated an uplift from 2021 data but did not achieve the system negotiated lower bound target.
Increase the percentage of Aboriginal students achieving in the top 2 NAPLAN reading bands to be at or above state average.	The proportion of Aboriginal Year 7 & 9 students who achieved in the Top 3 bands of NAPLAN Reading exceeded the lower bound target.
Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands by 5.8% against the system-generated target.	The proportion of Year 7 & 9 students who achieved in the Top 2 bands of NAPLAN Numeracy demonstrated an uplift from 2021 data but did not achieve the system negotiated lower bound target.
Increase the percentage of Aboriginal students achieving in the top 2 NAPLAN numeracy bands to be at or above state average.	The proportion of Aboriginal Year 7 & 9 students who achieved in the Top 3 bands of NAPLAN Numeracy did not meet the lower bound target.
Increase the percentage of the HSC course results in the top 3 bands to reach the lower bound system negotiated target.	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..
Improvement in the percentage by 5% of students achieving HSC course results in the top 2 bands.	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 percentage of Aboriginal students attaining the HSC while still maintaining their cultural identity to be at or above state level.	The proportion of students achieving 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.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However 2022 Year 8 and 9 system Check-In Assessment data indicates expected growth in Numeracy from 2021 levels as measured against Statistical Similar School Group and State Averages.
Increase the percentage of students achieving expected growth in reading by 5% to achieve the lower bound system negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However 2022 Year 8 and 9 system Check-In Assessment data indicates strong above expected growth in Reading from 2021 levels as measured against Statistical Similar School Group and State Averages.

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

Professional learning: \$48,478.00

Summary of progress

2022 saw enhanced collaboration across the school on multiple levels. Processes included: Publication of topics for TEAM, Staff and Faculty PL meetings. Survey staff for suggestions of PL topics. Executive report that 80% of staff are implementing the agreed process for PDP conversations.

Topics for meetings are planned and provided to all staff. Meeting agendas distributed prior to meetings and minutes kept on intranet for all staff to access.

Sharing of data, both internal and external, is used to determine how effective current practice is and determine the next whole school priority Professional Learning will address..

Staff have not been surveyed for PL topics but Executive have relied on Head Teacher feedback regarding specific requests from faculties. As faculties have designated PL time (3 times per term) targeted PL that is specific, timely and meaningful is easier to co-ordinate.

PDPs in 2022 were excellent. Head Teachers are much more skilled at having directed conversations based on the Collaborative Growth Model and working with their staff to ensure goals are specific to the needs of individual. The school continues to have a 1. Whole School Goal. 2. Faculty Goal and then 1-2 aspirational or professional goals. Each member of staff has two professional conversations per year.

What needs focus in 2023

Classroom observations need to be more meaningful. While scaffolds are in place, staff are not all using these as learning opportunities but rather still 'tick a box'. There needs to be further Professional Learning around this to demonstrate the strength of observation and feedback on improved practice.

In 2023 and beyond, school staff will undertake a comprehensive collaborative approach to ensure all practices are consistent, effective and impactful.

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., showing growth from delivering to sustaining and growing in the theme of Feedback.	School staff self-assessed at the Delivering level of the Effective Classroom Practice element of the School Excellence Framework. However, the theme of staff practice progressed from Delivering to Sustaining and growing demonstrating growth in our daily instructional practice.
The school self-assesses against the	School staff self-assessed at the Delivering level of the Learning and

<p>School Excellence Framework within the element of Effective Classroom Practice at the Delivering level., maintaining the level of Sustaining and Growing in the theme of Collaborative Practice and Feedback.</p>	<p>Development element of the School Excellence Framework, however internal practice did not maintain the Sustaining and Growing level of the Collaborative practice and Feedback theme.</p>
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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: \$291,579.00

Student support officer (SSO): \$24,000.00

Aboriginal background: \$51,033.00

Location: \$31,222.00

Summary of progress

The last three years has created a climate of artificial data. The impact of Covid-19 on the economy of the community was high with the reported loss of income, sale of rental homes and the increase of students working outside the school in high employment areas such as supermarkets. The 2022 floods directly affected a number of families and staff with homes flooded, necessitating in relocation.

At Kyogle High School we follow the DoE planning and self-assessment cycle. This involves consultation with all stakeholders; students, staff and community. We revisit our shared vision, context statement and strategic directions annually to ensure we are moving forward to meet our community's analysis, is used by staff to collaboratively develop our school plan and to track and report on progress expectations and aspirations. This information, combined with internal and external data.

Evidence we use:

- Agenda/minutes from weekly Learning and Support Meeting
- School Excellence Framework Self Assessment survey report
- Analysis of Tell Them From Me data
- Analysis of Sentral data
- Analysis of number of WINZ Awards given out to students

Moving forward, the school will implement SMS messaging regarding student absences, reintroduce a 5 minute roll call at the start of the school day, internally fund a Head Teacher to implement specific attendance strategies to improve school statistics (cohort and individual).

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
Tell Them from Me (TTFM) wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound system negotiated target.	The proportion of students with positive well-being as measured through the Tell Them From Me Wellbeing Survey demonstrated that 48% of students feel accepted and valued by peers and others within the school. The NSW government norm is 66%.

<p>Increase the attendance of students by 4% from the school baseline data to reach the lower bound system negotiated target .</p>	<p>The proportion of students who attended school more than 90% of the time did not demonstrate an uplift towards the system negotiated target. The attendance rate was 11.49% lower than the 2021 data.</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$188,303.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around [course] • employment of staff to provide additional support for students who have high-level learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: Kyogle High School has had a focus on enhancing the learning outcomes of all students with a particular focus on literacy and numeracy support. Additional SLSO's have been engaged to support students not only in classrooms but to support in the transitions as well as in the playground. The employment of a teacher to support Minimum Standards has been a success with over 90% of students achieving all there Minimum Standards by the end of Year 10. This has meant that additional time and resources can be diverted to the small percentage of students who need guided support and practice to met the Minimum Standards. The LAN lessons (Literacy and Numeracy lessons) have been built into the timetables of Year 7 and 8. Primary trained teachers have been engaged to run these lessons as it was identified a large number of students are working at a stage 3 level and their knowledge and expertise enhances the quality of the program.</p> <p>After evaluation, the next steps to support our students will be: Continue to fund additional Learning and Support time, Maintain the Covid-19 Tutoring program. Continue to support students in attaining Minimum Standards by the end of Year 10.</p>
<p>Socio-economic background</p> <p>\$371,579.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching • Attendance • Well Being <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through [program] to support student learning • employment of additional staff to support [name] program implementation. • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: The employment of additional teachers to run the Literacy and Numeracy lessons (LAN) for Year 7 and 8 is ensuring that areas identified by data are targeted and supported. The school expects by 2023 to see an improvement in NAPLAN data as a direct result. There has continued to be a focus on Formative Assessment and targeted professional learning has supported work of Teams within the school. The</p>

<p>Socio-economic background</p> <p>\$371,579.00</p>	<p>use of Learning Intentions and Success Criteria has created a strong alignment between consistency and expectations within all classrooms.</p> <p>After evaluation, the next steps to support our students will be: Kyogle High School is supporting students who have been directly affected by Covid-19 and the effects on the local economy as well as the devastating affects of the 2022 Floods within the Northern Rivers. The school will continue to have a strong focus on improving student growth and attainment in literacy and numeracy and the use of data to provide differentiated curriculum in every classroom.</p>
<p>Aboriginal background</p> <p>\$51,033.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Well Being <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (LaST) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: an increase (>50%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 88% of Aboriginal students feel like their culture is valued at school. Additional LaST time has supported more students reaching the Minimum Standards, completion of Assessment Tasks and improved attendance as students experience success.</p> <p>After evaluation, the next steps to support our students will be: Continue to prioritise Minimum Standards with the aim of majority of students achieving this by the end of Year 10.</p>
<p>Low level adjustment for disability</p> <p>\$198,380.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • support for students in [program name - e.g. Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions] • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in

<p>Low level adjustment for disability</p> <p>\$198,380.00</p>	<p>meeting the literacy needs of identified students</p> <p>The allocation of this funding has resulted in the following impact: Through an intensive literacy focus in the school, Head Teachers have worked in conjunction with the Learning and Support Team to evaluate strategies within Teaching and Learning programs focusing on supporting student growth. This strategy, along with targeted support for attainment in Minimum Standards and LAN lessons (Literacy and Numeracy lessons is focused on growth and attainment for all students.</p> <p>After evaluation, the next steps to support our students will be: Data shows that the Literacy and Numeracy lessons (LAN) have had a direct effect on improving student growth on the continuum's. therefore employment of teachers to run this program for Year 7 and 8 will continue. Employment of an Aboriginal teacher to support our Aboriginal and Torres Strait Islander students is important for these students to maintain connection with the school and has a direct influence on their educational success including the Minimum Standards.</p>
<p>Location</p> <p>\$31,222.00</p>	<p>The location funding allocation is provided to Kyogle High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Tracking of student exit data <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • student assistance to support excursions • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: The school has invested considerable resources in technology to support the low-socio-economic status of many families. Class sets of laptops and ipad are available for teacher directed use, students have access to laptops for self directed study in the library and two purpose built technology labs provide opportunity for class activities. SAO resources have been used to support and track student attendance with telephone intervention programs to support the Home School Liaison Officer process. Student 'check-in' post school celebrates the success of all students post school. The 2021 cohort are all employed, at university, apprenticeships or fulltime TAFE.</p> <p>After evaluation, the next steps to support our students will be: In 2023, there will be a Head Teacher directly responsible for attendance. SMS messaging for absences will be introduced.</p>
<p>Professional learning</p> <p>\$53,478.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching • Collaboration and Effective Classroom Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • over 80% of staff have completed all the What Works Best modules through MyPL • Effective collaboration with Teams within the school focusing on Formative Assessment and sharing of best practice. • Principal feedback on Teaching and Learning programs

<p>Professional learning</p> <p>\$53,478.00</p>	<p>The allocation of this funding has resulted in the following impact: The impact of Covid-19 and the 2022 Floods in the Northern Rivers has meant that data is unreliable. However, teachers have drawn on available data to plan, modify and deliver lessons to meet the learning needs of all students in the classroom. To support this, every classroom does have Learning Intention and Success Criteria signage and on the day and period data was gathered, 100% of staff use it appropriately.</p> <p>After evaluation, the next steps to support our students will be: Continue to focus on a differentiated curriculum that is based on data gathered from sources including but not limited to: Scout, assessment, observation, class tasks. Staff professional learning framed around the What Works Best strategy and staff responses on the WWB survey used to identify areas of targeted PL.</p>
<p>COVID ILSP</p> <p>\$153,006.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employing/releasing staff to coordinate the program • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact: Three part-time staff were employed to run the covid tutoring program. Two of the three teachers employed are primary trained which was seen as advantageous as students accessing the program were working at stage 2 or 3 in literacy and numeracy. Students readily engaged in the program and all students improved when assessed against the literacy and numeracy continuum.</p> <p>After evaluation, the next steps to support our students will be: In evaluating the success of the program, Kyogle High School will self fund for the program to continue 3 days per week in 2023.</p>
<p>Student support officer (SSO)</p> <p>\$24,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Kyogle High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Well Being <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of Student Support Officer <p>The allocation of this funding has resulted in the following impact: The introduction of a Student Support Officer (SSO) into Kyogle High School has enhanced the wellbeing of all students. Unfortunately the recruitment process took longer than expected and the position only commenced in Term 4, 2022. Activities that have seen an impact in Term 4 include:</p> <ul style="list-style-type: none"> - Breakfast Club: 10% or more of students access the breakfast club 2 mornings per week - Targeted program for Year 8 girls identified through data as not engaged with school and community

<p>Student support officer (SSO)</p> <p>\$24,000.00</p>	<p>After evaluation, the next steps to support our students will be:</p> <p>As the demand for the services of the SSO was higher than expected, the school needs to have a planned approach to programs run throughout the year to ensure the needs of all students are met. Students will be surveyed in 2023 and feedback on existing programs will be collected from both students and teachers.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	160	149	143	164
Girls	153	144	148	166

Student attendance profile

School				
Year	2019	2020	2021	2022
7	90.7	91.8	84.9	84.8
8	87.0	90.1	85.5	77.7
9	87.8	80.6	84.7	83.9
10	81.9	83.9	72.0	78.8
11	79.4	77.8	81.6	65.3
12	83.3	87.8	74.7	80.9
All Years	85.0	85.4	81.6	78.7
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	0
Employment	0	16.1	45.8
TAFE entry	15.2	16.1	25
University Entry	0	0	25
Other	0	0	0
Unknown	0	3.2	4.2

Year 12 students undertaking vocational or trade training

41.67% of Year 12 students at Kyogle High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

95.8% of all Year 12 students at Kyogle High School expected to complete Year 12 in 2022 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)	5
Classroom Teacher(s)	24
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.58
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	654,925
Revenue	7,072,310
Appropriation	6,894,159
Sale of Goods and Services	26,665
Grants and contributions	146,519
Investment income	4,967
Expenses	-6,823,679
Employee related	-5,883,009
Operating expenses	-940,670
Surplus / deficit for the year	248,631
Closing Balance	903,556

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.

	2022 SBAR Adjustments (\$)
Targeted Total	188,303
Equity Total	620,955
Equity - Aboriginal	51,034
Equity - Socio-economic	371,580
Equity - Language	0
Equity - Disability	198,341
Base Total	5,131,914
Base - Per Capita	77,659
Base - Location	31,222
Base - Other	5,023,033
Other Total	454,783
Grand Total	6,395,954

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

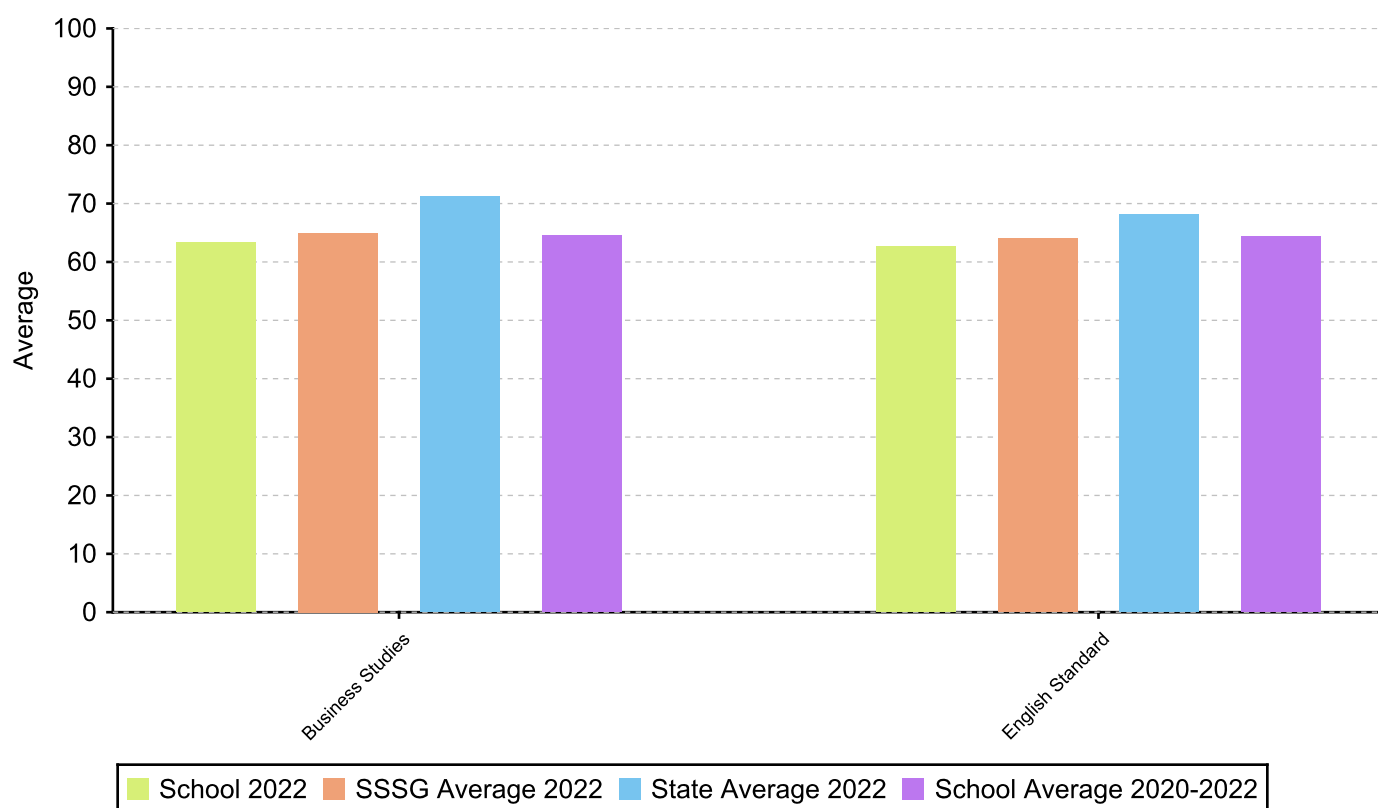
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2022	SSSG	State	School Average 2020-2022
Business Studies	63.3	65.0	71.2	64.5
English Standard	62.6	64.0	68.1	64.3

Parent/caregiver, student, teacher satisfaction

Parent Satisfaction Survey

In Term 1, 2023 a survey link was emailed to all families for a survey regarding their satisfaction with Kyogle High School for 2022. Ten questions were asked with 10% of parents participating in the online survey, an decrease of 2% from the previous year. These questions were drawn in most part from the Schools Excellence Framework.

(Note: 2019 was the last time these specific question were asked as for 2020/2021 questions were focused on the Learning from Home Model)

Question 1

On a scale of 1 (not satisfied) to 10 (extremely satisfied), how would you rate your overall satisfaction of Kyogle High School?

2022 - 88.56% ranked 5 or better with 50% ranking 8 or more for this question

2019 - 91.9% ranked 5 or better

Question 2

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

2022 - 53.85% answered yes

2019 - 73.91% answered yes

Question 3

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

2022 - 84.62% answered yes

2019 - 66.67% answered yes

Question 4

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

2022 - 50% answered yes

2019 - 50% answered yes

Question 5

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

2022 - 64% answered yes or usually

2019 - 66.67% answered yes or usually

Question 6

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

2022 - 61.53% answered yes or most classrooms

2017 - 62.50% answered yes or most classrooms

Question 7

Parents are updated on the progress of their students

2022 - 65.38% answered yes or usually

2019 - 62.50% answered yes or usually

Question 8

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

2022 - 69.23% answered either extremely satisfied or moderately satisfied

2019 - 58.38% answered either extremely satisfied or moderately satisfied

Question 9

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

2022 - 65.38% answered either extremely satisfied or moderately satisfied

2019 - 70.83% answered either extremely satisfied or moderately satisfied

Question 10

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

2022 - 65.38% answered yes or usually

2019 - 70.84% answered yes

Next Steps: During 2023 there needs to be multiple opportunities and different points for parents to provide feedback that is considered and acted upon. The P&C continues to be a strong parent voice and attendance numbers are increasing. The school needs to identify areas where we can support our families and provide workshops and information sessions that will have a positive effect on home-school relationships.

Teacher Satisfaction Survey

Question 1: On a scale of 1 (not satisfied) to 10 (extremely satisfied), how would you rate your overall satisfaction of Kyogle High School?

2022 - 50% of staff ranked this question 8 or higher which was the same as the 2020 result.

2021 - 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?

2022 - 55% responded usually which was down on the 2020/21 responses.

2021 - 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.

2022 - 60% responded yes which is continuing the downward trend.

2021 - 66.7% responded yes while 80% responded yes in 2020.

Question 4: The Executive support a process of continuous improvement based on high expectations.

2022 - 60% responded yes indicating downward trend from 2021 and 2022.

2021 - 78.4% responded yes in 2021 while 76.7% responded yes in 2020.

Question 5: I am able to maintain healthy work/ life balance.

2022 - 70% responded yes or usually. In 2020, once again continuing a downward trend.

2021 - 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.

2022 - 75% responded yes which continued the downward trend.

2021 - 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.

2022 - 100% responded yes or usually which is up on the 2021 statistic.

2021 - 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.

2022 - 95% responded yes or somewhat which continued the upward trend of the previous two years.

2021 -89% responded yes or somewhat while the 2020 result was 86.7%

Question 9: The school has effective internal communication processes.

2022 - 80% responded yes or usually which is statically lower than the previous two years.

2021 - 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.

2022 - 40% responded yes or usually which is a large drop from the previous two years.

2021 - 67.6% responded yes or usually while in 2020 60% responded yes or usually.

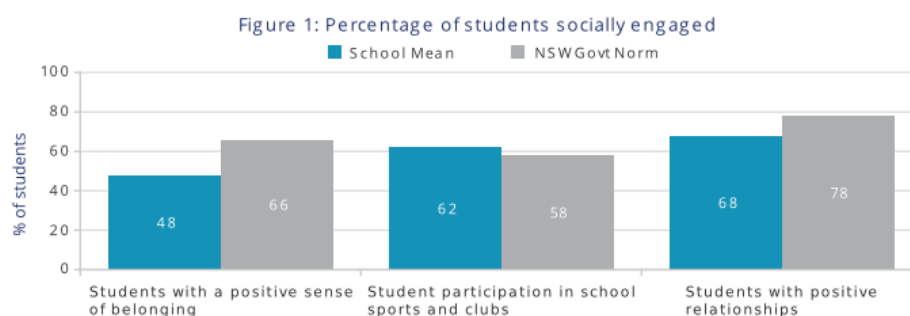
Next Steps: Teacher satisfaction with the workplace has decreased over the last 12 months as evidenced by the survey results.. Through professional learning and Professional Development Plans, staff will work collaboratively to identify areas of need to support change in the school. The Positive Behaviour for Learning model will be critically analysed to ensure it is still meeting the needs and staff and students within the school setting. It is essential that teachers focus on core teaching and learning to provide explicit and achievable learning outcomes for all students. During 2023, the work of the Formative Assessment Teams as well as What Works Best strategy, will provide strong frameworks for faculties.

Student Satisfaction

The Tell Them From Me survey was used to evaluate student satisfaction within the school.

Social Engagement

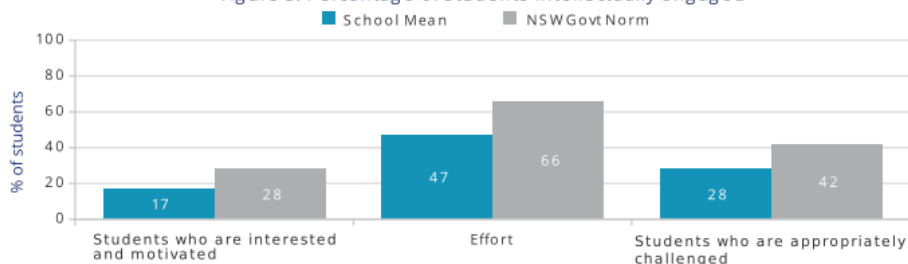
Students who are 'socially' engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. Figure 1 shows the percentage of students in Kyogle High School that were socially engaged compared with NSW Govt norms for students at the year levels assessed in this school.



Intellectual Engagement

Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge [4]. Students are more engaged when their level of skills is consistent with the challenges presented to them in their classes [5]. These students are often deeply absorbed in academic activities. Figure 3 displays the results for Kyogle High School on the three measures of intellectual engagement.

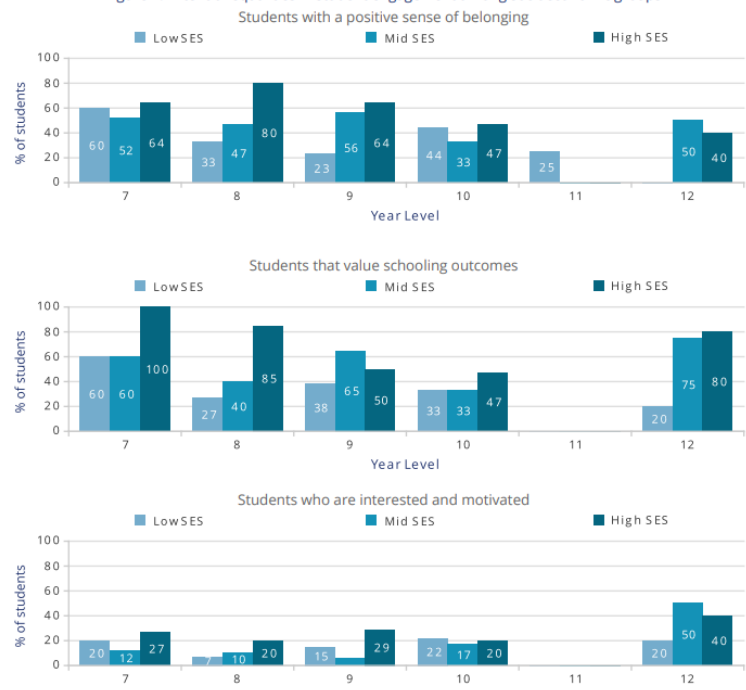
Figure 3: Percentage of students intellectually engaged



Equality of Engagement Outcomes

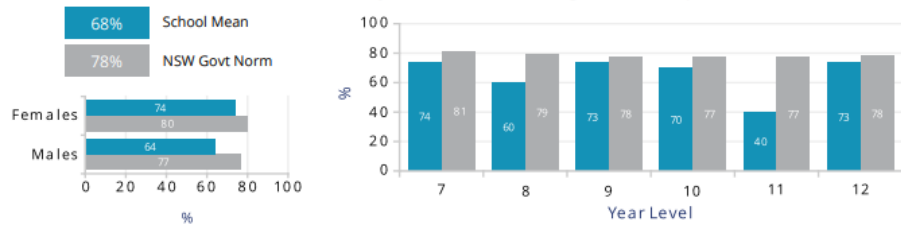
'Equality' refers to differences in social outcomes among sub-populations, such as differences between students from low and high socioeconomic backgrounds. A measure of socioeconomic status (SES) was derived from students' reports of educational and cultural possessions in the home, their parents' level of education, and whether they were living in a two-parent family. Students were classified into three groups, which are referred to as low, middle, and high SES. Figure 4 displays the extent of inequalities among these socioeconomic groups in Kyogle High School for three measures of student engagement.

Figure 4: Extent of equalities in student engagement among socioeconomic groups



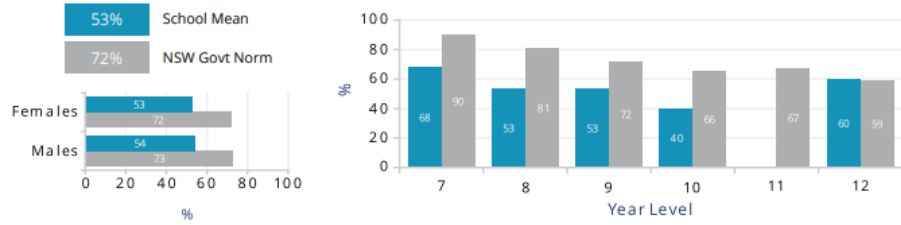
Students with positive relationships

Students have friends at school they can trust and who encourage them to make positive choices.



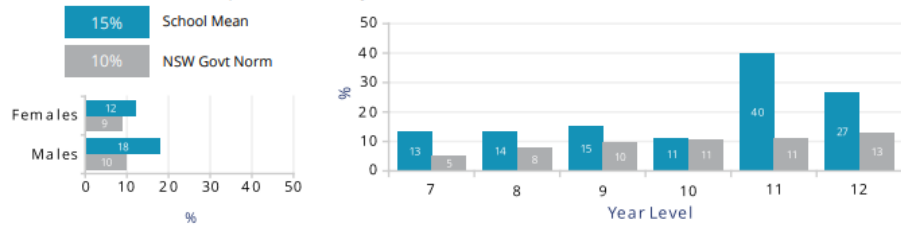
Students that value schooling outcomes

Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.



Students that regularly truant

Students skip classes or miss days at school without a reason, or arrive late for school or classes.



Tell Them From Me data is used by both the school executive team and the whole school to inform areas of strength and areas for improvement moving into the fall

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 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

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.