

# Kingscliff High School Annual Report



2016

**KINGSCLIFF  
HIGH SCHOOL**  
  
ACHIEVEMENT THROUGH ENDEAVOUR

8579

## Introduction

The Annual Report for **2016** is provided to the community of **Kingscliff High School** as an account of the school's operations and achievements throughout the year.

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

Michael Hensley

Principal

### School contact details

Kingscliff High School

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6674 9777

## School background

### School vision statement

#### **Our Vision:**

Inspiring students to become lifelong learners and aspirational citizens

#### **Our Values**

- Safety: Physically, socially and emotionally
- Tolerance: Acceptance of diversity
- Achievement: Working to potential
- Respect: Treating others as you want to be treated.
- Integrity: Doing what is right when no one is watching.
- Resilience: Bouncing back from adversity.
- Honesty: Telling the truth

#### **As custodians of our school, its students and its reputation in the community we:**

- Maintain positive, caring relationships between staff, students and our community.
- Set high expectations for ourselves and our students. Are positive role models.
- Fulfil our professional responsibilities consistently.
- Celebrate success in all aspects of school life.

### School context

Kingscliff High School, located on the Far North Coast, is a school with approximately 1120 students, including 12% Aboriginal or Torres Strait Islander students. The school is explicitly building a culture of learning and inclusion based on the notion of our custodianship of our learning site and community.

There are existing diverse community connections including a strong Parents and Citizens' Association, the Tweed 5 Community of Secondary Schools and the Coastal Learning Community encompassing seven public schools from Pottsville Beach PS in the south to Fingal Head PS in the north and Duranbah PS in the west.

Our school takes pride in its breadth of curriculum, its comprehensive suite of student wellbeing programs, including a current review of Positive Behaviour for Learning and the annual 'Kingscliff Way' program which articulates our positive expectations for learning and behaviour.

Kingscliff High School reflects the values of the Tweed Coast Community through high behavioural and academic expectations for all students. This is nurtured through positive student recognition, along with support for students demonstrating talent in sport and the creative and performing arts

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

During 2016 our school has focussed increasingly on Strategic Direction 2 of our School Plan, namely 'Realising the Potential of our Learning Community'. This focus has proven to be even more significant given our identification as a 'Bump It Up' school, and has driven our approach to internal evaluation. Within the Learning Domain of the Framework, the evidence we have collated indicates we are delivering a positive learning culture, a proactive approach to student wellbeing and a comprehensive approach to assessment and reporting. Evidence to support this is drawn from our explicit PBL teaching program, the work of our RAM funded Wellbeing Coordinator and other wellbeing programs, as well as Tell Them From Me student surveys. Our school is working towards delivering a consistent approach to

curriculum and learning and meeting student performance measures. In this regard we have taken into account student NAPLAN results in particular relating to value added and meeting minimum standards in literacy and numeracy. as a Bump It Up school, we have already begun to consider in particular the ways in which our curriculum delivery can more directly address literacy and numeracy outcomes for students.

In assessing our work within the Teaching Domain, the evidence we have collected indicates we are on the cusp of confidently engaging with student data when reviewing teaching programs across our school, along with sustaining a consistent approach to teacher learning and development and engagement with professional standards. As a 'Bump It Up' school, we are developing an increasingly explicit focus on engaging with student data to inform teaching practice and curriculum delivery across our school, not only to address literacy and numeracy skills, but to build the learning skills of students overall. Further, our analysis of student NAPLAN results, TTFM student surveys, the recent 'People Matter' survey for teachers and the work we have done together during our shared professional learning time indicates that we have made very positive steps during 2016 in working towards consistently effective classroom practice and genuinely collaborative practice in our professional learning and programming for teaching and learning..

Our school is blessed with a positive and capable leadership team whose work together delivers for our school community visible and resilient leadership which is reflected in the implementation of our School Plan, the strategic use of our resources and the sustainable practices and processes we have in place. This is reflected in the positive community response we have received through our comprehensive focus on school community communication, partnerships with our communities of schools, the explicit development of our leadership capacity and the strategic and transparent use of our RAM funding in support of initiatives articulated in our School Plan. We look forward to leading our school community into 2017 and beyond, focussing on curriculum and teaching practice as a 'Bump It Up' school.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Effective Communication and Celebration of Success

#### Purpose

Kingscliff High School (KHS) will communicate across its learning community in a coordinated, consistent and professional manner, using a consistent approach to celebrating success. All communication will be evaluated and implemented according to the needs of our learning community. Transparent and consistent communication will ensure we engage with our learning community in a manner supportive of teaching, learning and student success.

#### Overall summary of progress

Our broad ranging work on lifting the "image" of the school across the Tweed Coast community has seen a continued pattern of growing numbers in Year 7 enrolments. In particular, parents have indicated support for improved school community communication and a strong focus on positive and respectful relationships across the school.

We have consolidated our capacity to communicate and engage with our school community through our coordination of school newsletter, community of schools newsletter, website, facebook page, communication app and parent portal on our new Sentral administrative software. In particular, our enhanced 'multi pronged' communication strategy has supported more successful student engagement with the full range of curricular and extra curricular opportunities on offer at our school, and has supported our revitalisation of formal academic assemblies. On this note, our school year ended on an extremely positive note with our inaugural formal academic evening acknowledging high levels of academic achievement for students in Years 7 to 10.

#### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)   | Progress achieved this year  | Funds Expended (Resources)  |
|--|--|---|
| Majority of students in partner primary schools achieving above state average in Year 5 NAPLAN literacy and numeracy enrol in Year 7 at KHS<br><br>Increased student interest and participation in curricular and extra curricular opportunities<br><br>100% staff engagement with internal communication processes.<br><br>100% input from all extra<br><br>Extra-curricular programs and faculties to recognise student achievement. | Growth in Year 7 enrolments over 2014 to 2016 by 15%<br><br>Positive school community feedback regarding coordinated communication through newsletter, facebook, website, digital ap and parent portal on third party software implemented by school.<br><br>School community working towards culture of sharing and coordinating relevant data necessary for celebration of student academic achievement. | Socio-economic background (\$5685.00)<br>Deposit for Sentral software<br><br>Socio-economic background (\$949.00) for Schoolstream app. |

#### Next Steps

Our focus in Strategic Direction 1 for the final year of our current school plan will be to consolidate the progress we have made in communicating with and engaging our broader school community. This will entail the development of sustainable and clear protocols for all stakeholders whose roles require engagement with our enhanced communication capabilities.

In particular, however, our staff will be explicitly working towards the revitalisation of our student academic recognition practices and processes, building on the very positive achievements of 2016, encapsulated in our inaugural formal academic evening. The intention will be an explicit focus on building and sustaining a culture which values academic achievement. This, in turn, will complement the work we will be doing as a 'Bump It Up' school in improving literacy and numeracy outcomes for students.

## Strategic Direction 2

### Realising the Potential of Our Learning Community

#### Purpose

Realising the potential of our learning community will enable Kingscliff High School to provide engaging, relevant and inspiring learning experiences. Ongoing evaluation of teaching, learning and assessment practices will address the needs of 21st Century learners. Our students will be supported to become lifelong learners and aspirational citizens who are self motivated and think creatively.

#### Overall summary of progress

Our school was identified as a 'Bump It Up' school during 2016, which rendered particular pertinence to our focus on 'Realising the Learning Potential of our Learning Community'. Our planned strategic work in 2016 placed a strong emphasis on supporting the capacity of our students to achieve success in formal assessment and examination contexts through ongoing externally delivered study skills seminars, supported by an ongoing program of coordinated mentoring for senior students facilitated by our teachers.

Work began on engaging our whole staff with identified elements of Marzano's 'Art and Science of Teaching' as a key driver in our efforts to build and sustain a culture of cyclical reflection on and improvement of teaching and learning practices. This work resonated strongly with the focus prompted by our inclusion in 'Bump It Up' on explicitly addressing literacy and numeracy outcomes. These elements formed a combined focus which informed much of our shared professional learning and development time during semester two. Additionally, teams of teachers initiated a planned cross curricular teaching focus for our learning extension students.

Our commitment to improving learning outcomes for Aboriginal students saw the completion of bush tucker gardens in the school and progress in working with community to incorporate local language into school signage. This emphasis on building cultural competency was paralleled by our participation in the Coastal learning Community 'Yuli' project which sought to harness Aboriginal heritage as a source of strength and inspiration for educational and career aspirations. This program was funded by a specific Community of Schools grant.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Progress achieved this year   | Funds Expended<br>(Resources)   |
|--|---|---|
| Improved academic results across Years 7–12. (HSC results, NAPLAN results, internal assessment, anecdotal evidence)  | Student participation in Elevate Education workshops – average 97% indicated positive impact.<br><br>Whole staff professional learning on Google Apps in the classroom.   | Funds drawn from RAM socio economic background and English language proficiency loadings totalling \$13,080.            |
| Increased student engagement. Attendance data, Tell Them From Me Survey, Academy data, N awards, anecdotal evidence, use of study skills material)                             | Whole staff professional learning on identified principles of Marzano's 'Art & Science of Teaching'. Teachers attending conference facilitating.<br><br>Planning for cross curricular learning opportunities targeting learning extension students. | RAM socio economic background loading funds \$1,363.<br><br>Professional learning funds for Marzano conference \$4,285. |
| Increased staff awareness and engagement in focus areas for improving student outcomes. (Staff surveys, anecdotal evidence, minutes of meetings, report from executive staff). |   | RAM socio economic background and English language proficiency background funding \$6,954.                              |

## Next Steps

Our work in 2017 will be significantly informed by our identification as a 'Bump It Up' school. Learning extension opportunities will be embedded across the curricula both in the form of cross curricular enquiry based learning and extra curricular learning opportunities, often combining with students from across our community of schools. With particular reference to our explicit 'Bump It Up' planning, our focus in 2017 will be on the consistent teaching of literacy and numeracy skills and perspectives across all classrooms.

Our challenge moving beyond 2017 will be to bring these two strands together with the ultimate goal of a project based learning focus which will build and sustain the capacity of our students as engaged and successful learners, well placed to "bump up" their literacy and numeracy based outcomes.

Aboriginal students will continue to engage with the highly successful 'Yuli' project, which demonstrated very positive and direct outcomes for participants in 2016. The 'Yuli' program will be supported by our RAM Aboriginal background flexible funding.

## Strategic Direction 3

### Positive and Respectful Relationships

#### Purpose

Relationships at Kingscliff High School will promote and support a positive culture focused on respect. Relationships will be strengthened through relevant programs which enhance knowledge and skills. Teaching and learning will be enriched through positive and respectful relationships.

#### Overall summary of progress

Our third Strategic Direction, 'Positive and Respectful Relationships', has resonated strongly across our school community. Our Student Welfare and Discipline Policy, developed in 2015, has been successfully implemented, supported by the 'Alternative Class Placement' initiative – a proactive strategy to support students struggling to demonstrate appropriate learning behaviours in class. This initiative, on its own, would not have been effective had it not been embedded in the context of a positive learning culture built on explicit PBL teaching and recognition of expected behaviours, along with regular reporting to parents on the learning behaviours demonstrated by their students in class through the 'WAVE' program. Overall, stakeholders across our school community consistently acknowledge a growing culture in our school which is positive and focussed on learning.

This has been further supported by the strategic delivery of wellbeing programs targeted to the needs of specific cohorts of students, covering in particular bullying, safe and positive engagement with social media and youth mental health.

#### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)   | Progress achieved this year   | Funds Expended (Resources)   |
|--|---|--|
| Improved staff understanding of wellbeing and discipline procedures within the school, (anecdotal evidence from Executive Team)<br><br>Increased positive interactions amongst members of the KHS Learning Community. (WAVE parent data, PBL, Reward system data, analysis of WAVE data, academy data and suspension data)<br><br>Improved wellbeing of KHS Learning Community(attendance data staff and student, student wellbeing team surveys of staff and students. Tell Them From Me survey, Crossroads survey, student evaluations from wellbeing programs, staff engagement with Mind Matters training modules) | Explicit weekly teaching of positive behaviour expectations for non classroom settings across the school as per PBL matrix.<br><br>Practices established for sustainable delivery of WAVE reports twice each term. Predominantly positive parent feedback.<br><br>Age appropriate and cohort specific wellbeing programs delivered to all students, addressing mental health, bullying and social media engagement. | RAM socio economic background loading to support lesson planning & writing \$3,940.<br><br>RAM socio economic background loading for ICT support \$980.<br><br>RAM socio economic background loading to support program delivery \$24,898. |

## Next Steps

The final year of our current School Plan (2017) will be one of consolidation in terms of consistent engagement with our revised Student Wellbeing and Discipline policy and our issuing of WAVE reports for Years 7 to 10 twice a term.

Our explicit teaching of PBL expectations will address appropriate classroom behaviour, effectively complementing the WAVE reports being sent out to parents.

The work of supporting student wellbeing however, is ongoing. Consequently, our focus will be on the sustainability of the processes and practices we now have in place, matching our existing human and financial resources to the needs of our students, supporting them to become resilient and lifelong learners with an aspirational perspective on life.

| Key Initiatives                            | Impact achieved this year  | Resources (annual)  |
|--|--|---|
| <b>Low level adjustment for disability</b> | Extremely positive endorsement from participating staff, students and parents.   | Low Level Adjustment for Disability flexible funding \$83,233.<br><br>• Low level adjustment for disability (\$83 233.00) |
| <b>Support Delivery of School Plan</b>     | Release time for Executive Team to lead and evaluate Strategic Direction initiatives and to support staff capacity building. | RAM Base Allocation funding \$28,000.<br><br>• Socio-economic background (\$36 921.00)                                    |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2013       | 2014 | 2015 | 2016 |
| Boys     | 598        | 567  | 528  | 503  |
| Girls    | 548        | 566  | 534  | 521  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2013 | 2014 | 2015 | 2016 |
| 7         | 93.8 | 93.6 | 91.8 | 90.8 |
| 8         | 91.4 | 93.3 | 88.4 | 90.6 |
| 9         | 90.2 | 91.5 | 88.8 | 85.7 |
| 10        | 89.8 | 90.7 | 86.1 | 88.7 |
| 11        | 90.3 | 89.9 | 88.3 | 88.9 |
| 12        | 90.7 | 91.2 | 88.4 | 90.3 |
| All Years | 91   | 91.7 | 88.6 | 89.1 |
| State DoE |      |      |      |      |
| Year      | 2013 | 2014 | 2015 | 2016 |
| 7         | 93.2 | 93.3 | 92.7 | 92.8 |
| 8         | 90.9 | 91.1 | 90.6 | 90.5 |
| 9         | 89.4 | 89.7 | 89.3 | 89.1 |
| 10        | 87.7 | 88.1 | 87.7 | 87.6 |
| 11        | 88.3 | 88.8 | 88.2 | 88.2 |
| 12        | 90.1 | 90.3 | 89.9 | 90.1 |
| All Years | 89.9 | 90.2 | 89.7 | 89.7 |

### Management of non-attendance

RAM socio economic background loading has been used to support the internally created role of Wellbeing Coordinator, tasked with – among other things – supporting students with complex backgrounds to improve their rates of school attendance. This has resulted in notable success in our senior cohorts where attendance rates for 2016 exceed the state average. More broadly, our average attendance rates for Years 7 through to Year 12 in 2016, are virtually on par with the average for our similar schools group, and above the average for Government schools across the State.

The work of our Wellbeing Coordinator, in partnership with our Year Advisors for Years 7 through to Year 12, have been acknowledged as best practice at Regional and State level.

## Post-school destinations

| Proportion of students moving into post-school education, training or employment | Year 10% | Year 11% | Year 12% |
|--|----------|----------|----------|
| Seeking Employment   | 40       | 10       | 6        |
| Employment   | 10       | 65       | 15       |
| TAFE entry   | 35       | 23       | 13       |
| University Entry   | 0        | 0        | 62       |
| Other  | 0        | 0        | 6        |
| Unknown  | 15       | 2        | 4        |

### Year 12 students undertaking vocational or trade training

In 2015, 49 of 143 students (34%) studied TVET courses at Kingscliff TAFE obtaining certificates in 12 subjects. At Kingscliff High School, students studied two Vocational Education courses, Primary Industries, in which 15 students attained a Certificate II and Entertainment, in which 7 students attained certification.

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

Of our Year 12 cohort, made up of 143 students, 142 or 99% of students attained their HSC or equivalent vocational education qualification. With only one exception, all students were supported through a rigorous process of completing all formal assessment requirements as per requirements of the Board of Studies and the Kingscliff High School community.

## Workforce information

### Workforce composition

| Position                              | FTE*  |
|---------------------------------------|-------|
| Principal                             | 1     |
| Deputy Principal(s)                   | 2     |
| Head Teacher(s)                       | 12    |
| Classroom Teacher(s)                  | 53.7  |
| Learning and Support Teacher(s)       | 1.8   |
| Teacher Librarian                     | 1     |
| School Counsellor                     | 1     |
| School Administration & Support Staff | 15.57 |
| Other Positions                       | 2.4   |

\*Full Time Equivalent

Kingscliff High School has seven Aboriginal members of staff, all of whom are permanently appointed. Our school has a highly active Aboriginal Education Group, whose work sits within our School Plan. The school enjoys a very active and positive partnership with our local AECG.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

| Qualifications                  | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100        |
| Postgraduate degree             | 9.3        |

### Professional learning and teacher accreditation

At Kingscliff High School there are six beginning teachers working towards NESA accreditation as Proficient, while a further fourteen beginning teachers are maintaining accreditation as Proficient. There are currently no teachers maintaining accreditation as Highly Accomplished or Lead.

Support for our beginning teachers takes the form of mentoring partnerships with experienced teachers, focusing on teaching practice, programming and assessment. They are further supported through specific professional learning opportunities. It should be noted that all identified beginning teachers that receive funding actually have significant practical teaching experience in different school systems, and, with the support of their Head Teachers and teacher mentors, have opted to use their funding to support significant whole school action projects which align with the School Plan. All of the above is reflected on through their Performance Development Planning.

Our shared professional learning time, either in the form of Staff Development Days, or Staff Development Evenings, were used predominantly to facilitate learning or develop shared understandings of processes and practices identified and developed as per our School Plan. The only exception to this was a combined Staff Development Day shared across the five Tweed 5 high schools, where faculties across the five schools combined to work together on curriculum specific initiatives..

At Kingscliff High School, our shared professional learning time was devoted to:

- Building shared understandings of, and engagement with, Marzano's Design Questions 1 – 4 and 6, with the aim of developing consistency

in classroom practice.

- Building shared understandings of the Wellbeing Framework and Mindmatters.
- The applicability of Google Apps in the classroom.
- Supporting students through study skills and learning extension.
- Strategies for school community engagement..
- Mandatory training in child safety and emergency care.
- Explicit teaching of literacy and numeracy skills across curricula as per our 'Bump It Up' plan.

From a whole staff perspective, a total of 171 professional learning activities took place, of which 19 were school based, 106 were specific workshops, 5 were on line courses, 26 were conferences and 5 were Tweed 5 initiatives. A total of \$79,505 was spent to support this. Given that we have the equivalent of 72 teaching positions in our school, this equates to \$1,104 being spent on the professional development of each teacher.

All professional learning in our school is aligned with either individual Performance Development Plans, faculty plans, or the School Plan. Increasingly, professional learning can be aligned to a combination of two or more of these.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

| Income                         | \$                |
|--------------------------------|-------------------|
| <b>Balance brought forward</b> | <b>683 034.96</b> |
| Global funds                   | 824 895.04        |
| Tied funds                     | 859 971.56        |
| School & community sources     | 463 881.06        |
| Interest                       | 16 341.76         |
| Trust receipts                 | 26 536.66         |
| Canteen                        | 0.00              |
| Total income                   | 2 874 661.04      |
| <b>Expenditure</b>             |                   |
| Teaching & learning            |                   |
| Key learning areas             | 327 296.24        |
| Excursions                     | 121 754.22        |
| Extracurricular dissections    | 181 053.08        |
| Library                        | 40 215.67         |
| Training & development         | 4 739.54          |
| Tied funds                     | 866 172.56        |
| Short term relief              | 291 631.93        |
| Administration & office        | 196 099.12        |
| School-operated canteen        | 0.00              |
| Utilities                      | 153 758.71        |
| Maintenance                    | 125 580.88        |
| Trust accounts                 | 30 049.78         |
| Capital programs               | 0.00              |
| Total expenditure              | 2 338 351.73      |
| <b>Balance carried forward</b> | <b>536 309.31</b> |

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

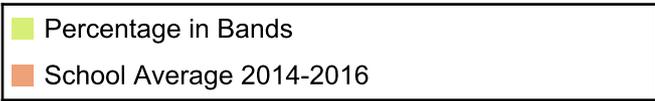
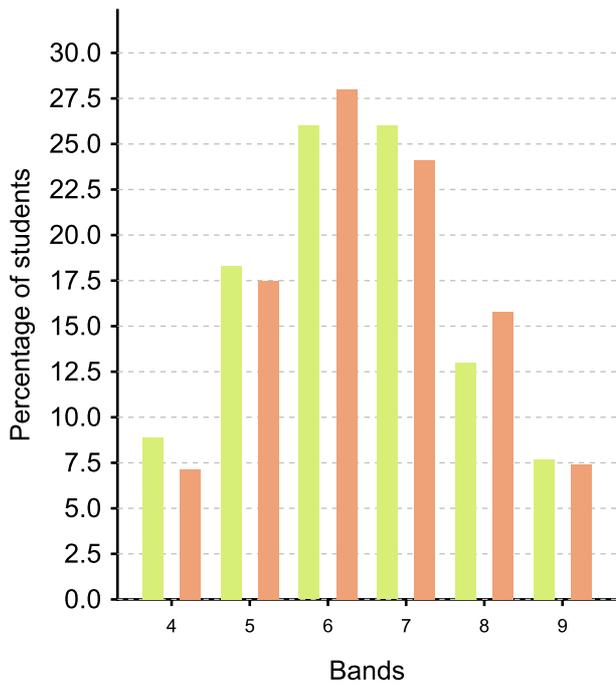
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In 2016, 7% of our Year 7 students did not meet the National Minimum Standard for Literacy (the State average is 6%). Among our Year 9 students, however, 14% did not meet the National Minimum Standard, which is double the state average. As an identified 'Bump It Up' school, our school community has enthusiastically embraced the need to focus on literacy outcomes.

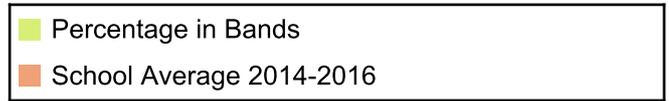
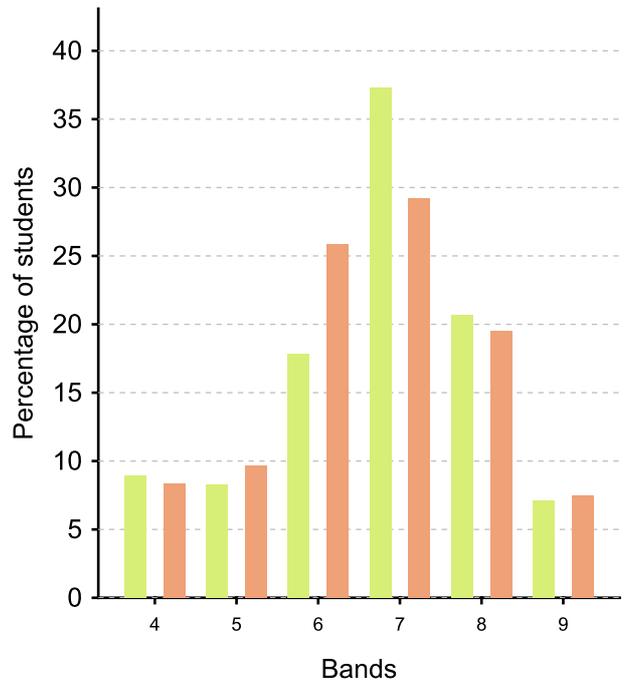
Our work is informed by particular areas of need. In Reading, in both Years 7 and 9, declining numbers of students are achieving in the top two bands, in both cases by 7% since 2014. The trends are a little more positive, however, in Writing. In Year 7, 14% more students are achieving between Bands 7 to 9 since 2014, while in Year 9, given that the numbers of students achieving in Bands 5 and 6 were on average 8% above state average since 2014, there is a notable trend of the proportion of our students achieving in Bands 9 and 10 drifting closer to the State average over the same period.

Similar trends are noticeable in the areas of both Spelling, and Grammar and Punctuation for both Years 7 and 9. As a 'Bump It Up' school, we are extremely positive in our growing capacity to engage with student data in order to inform teaching practice and curriculum delivery. In particular, an explicit focus on literacy teaching across the curriculum, with a longer term push towards more innovative, future focussed classroom practice will provide the bases on which we anticipate sustained improvement in student literacy outcomes.

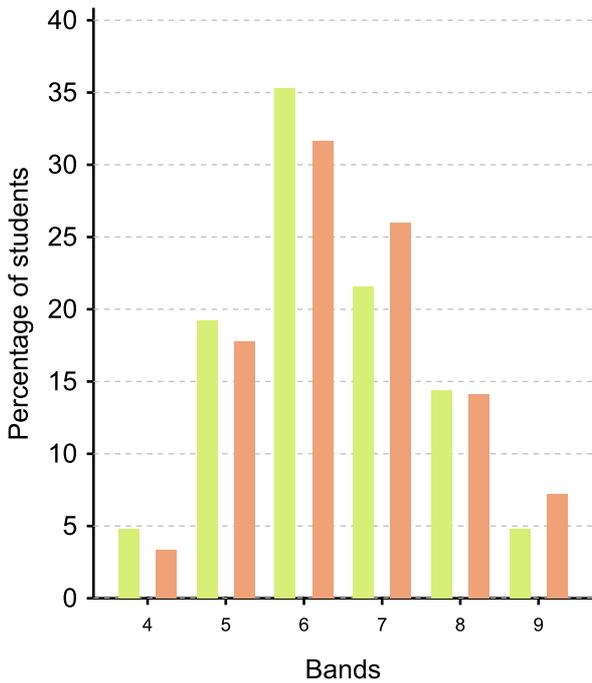
**Percentage in bands:**  
Year 7 Grammar & Punctuation



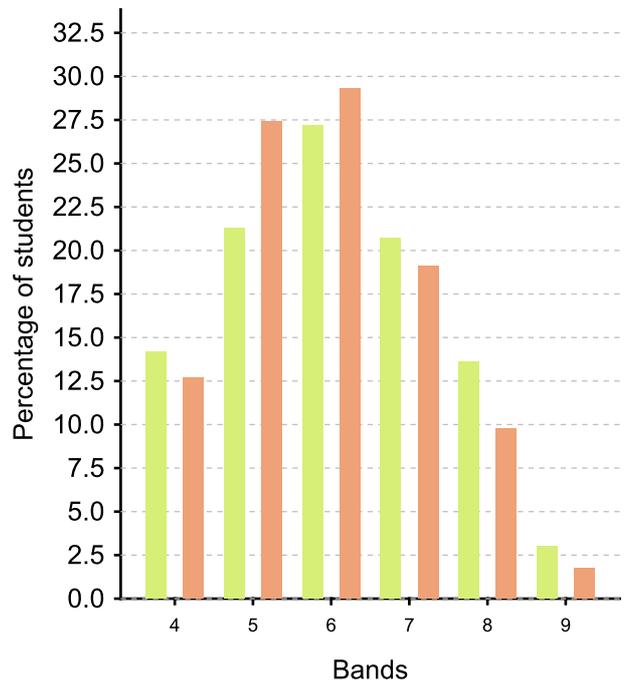
**Percentage in bands:**  
Year 7 Spelling



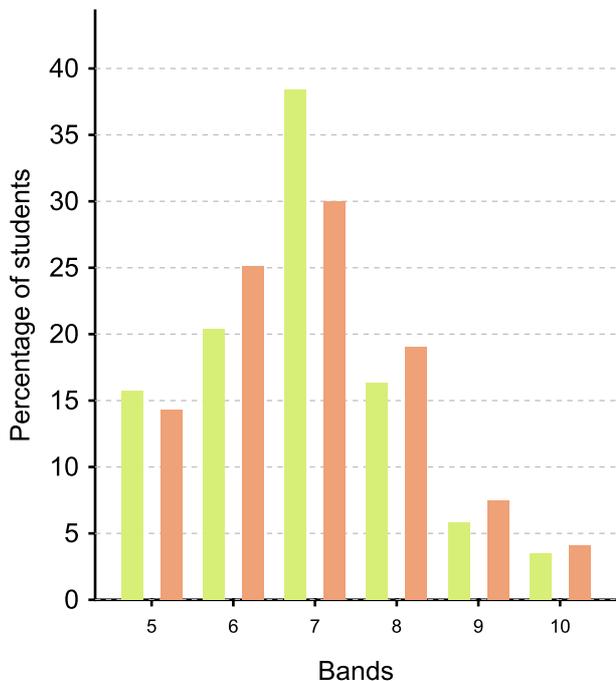
**Percentage in bands:**  
Year 7 Reading



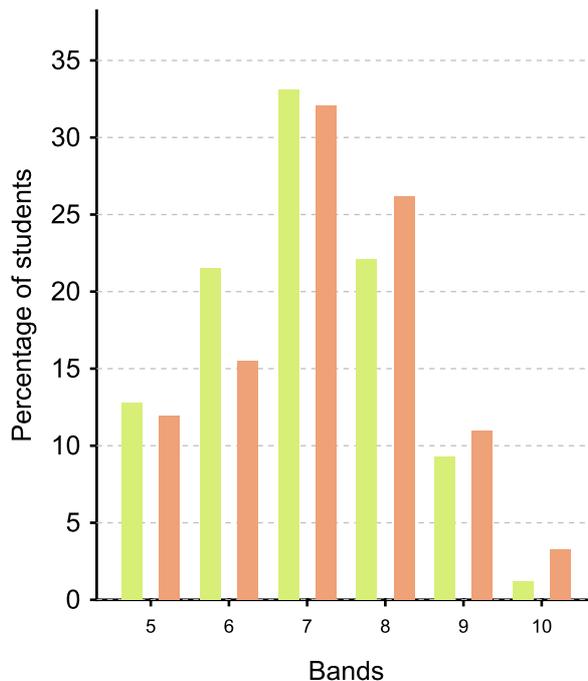
**Percentage in bands:**  
Year 7 Writing



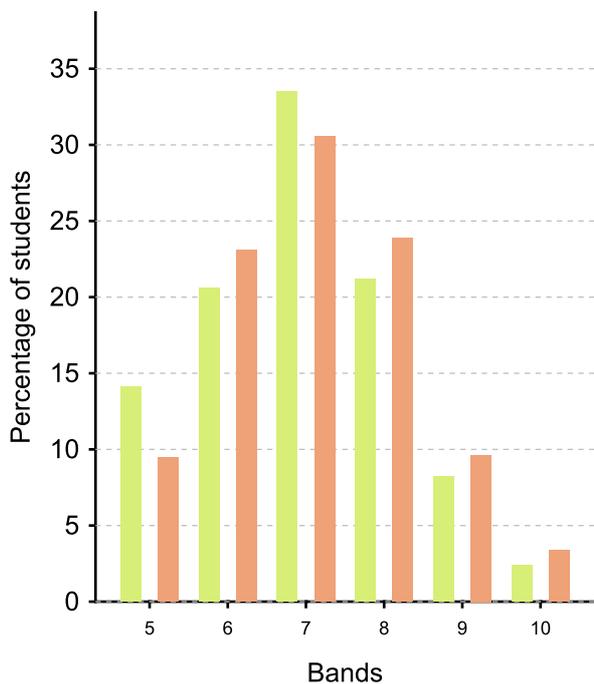
**Percentage in bands:**  
Year 9 Grammar & Punctuation



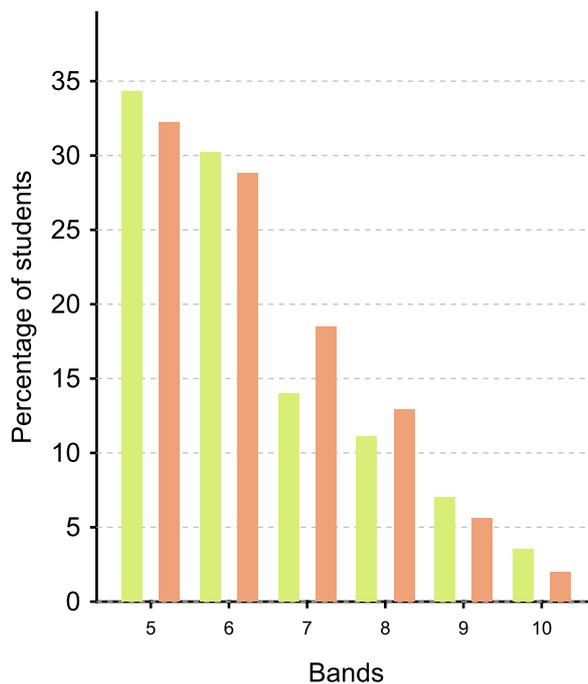
**Percentage in bands:**  
Year 9 Spelling



**Percentage in bands:**  
Year 9 Reading



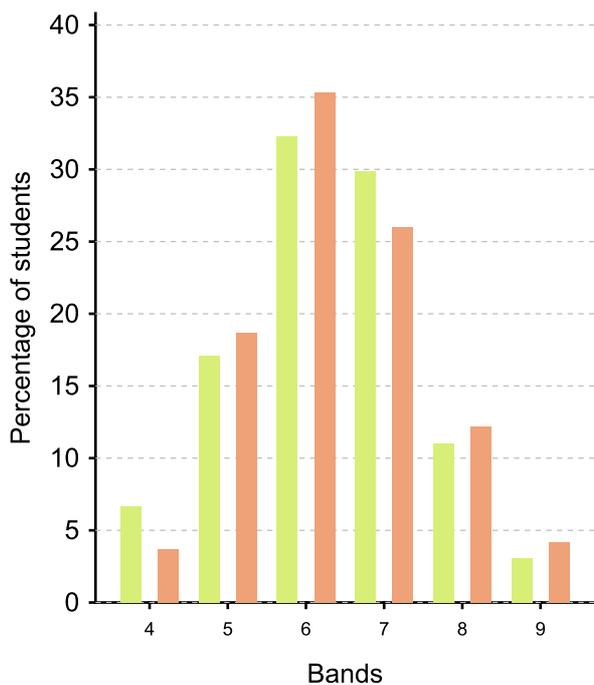
**Percentage in bands:**  
Year 9 Writing



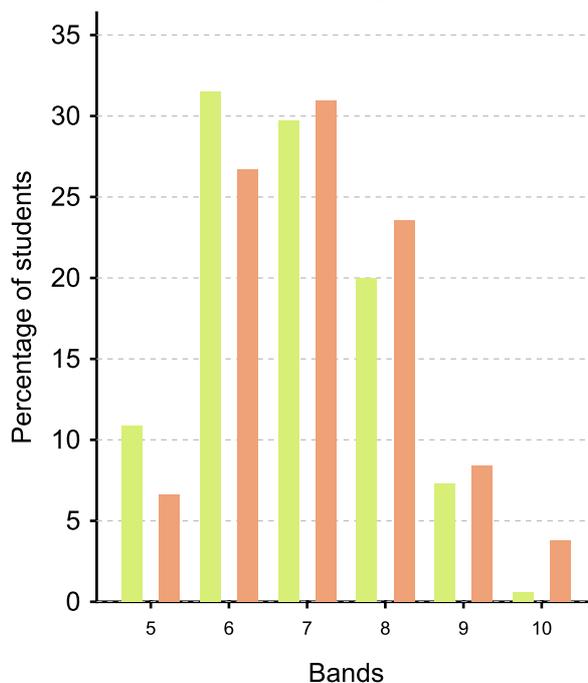
In 2016 7% of our Year 7 cohort were not able to meet the National Minimum Standard for numeracy, while the corresponding figure for Year 9 was 11%, some 4% above the State average. This sobering figure is further demonstrated by the over representation of our Year 7 students in Band 6 of NAPLAN (9% above the State average), with the corresponding figure for Band 9 falling by 9% below the State average.

This trend continues in Year 9, with numbers of students achieving in Band 10 declining since 2014. Our challenge as a 'Bump It Up' school is to reverse this trend, through a strong focus on explicit numeracy teaching in our curriculum delivery and, more broadly, a deeper consideration of our teaching and learning practices as we seek to build the capacities of all learners across our school in order to meet the Premier's Priority of increasing the proportion of students achieving in the top two bands of NAPLAN by

**Percentage in bands:**  
Year 7 Numeracy



**Percentage in bands:**  
Year 9 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

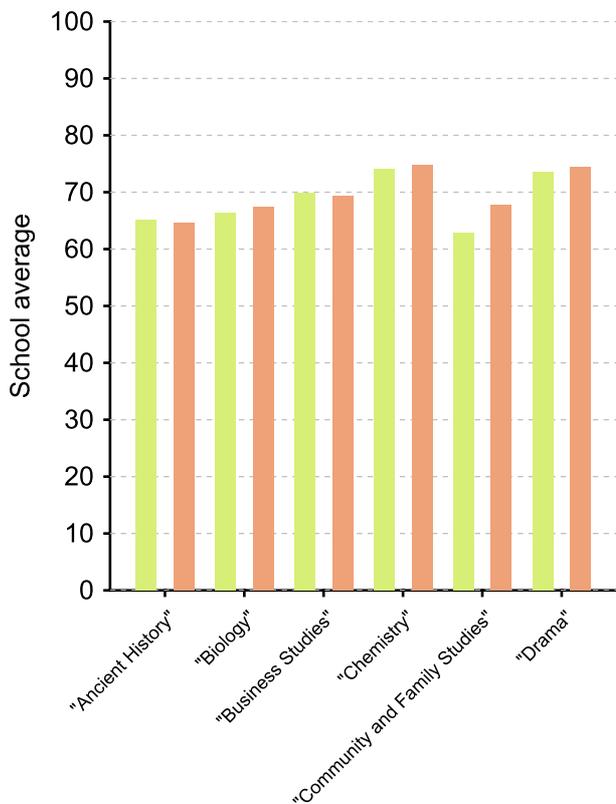
As a 'Bump It Up' school, we are mindful of the Premier's Priority of improving Aboriginal educational outcomes by increasing the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 30%.

In 2016, 57% of Year 7 Aboriginal students achieved in Band 6, with one in Band 9. In Year 9, the numbers of our Aboriginal students achieving in Band 8 was on par with the State average, above average in Band 9, but below average in band 10 where none achieved.

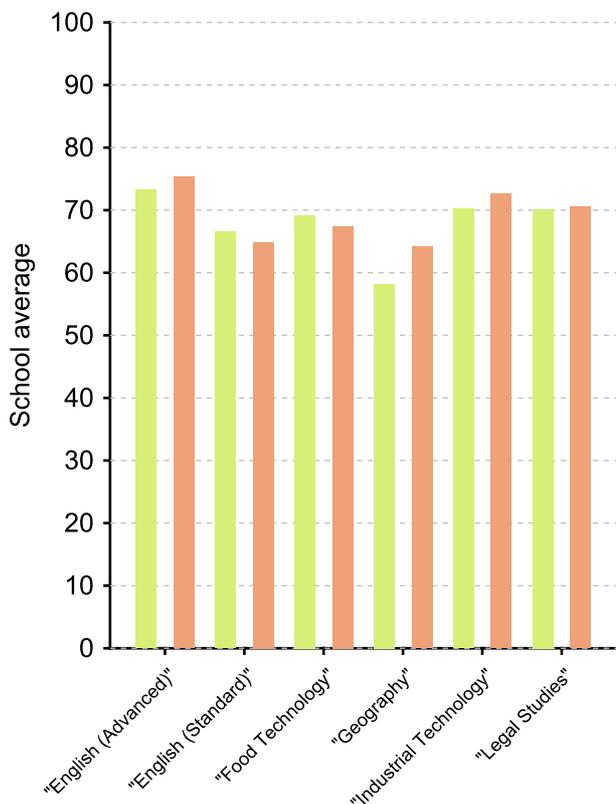
Our results in Numeracy were more disappointing, with no Year 7 Aboriginal students achieving in the top two Bands. There was, however, a slight growth in the numbers of Year 9 Aboriginal students achieving in Band 9. Clearly, we anticipate that Aboriginal students will benefit not only from our work on explicit literacy and numeracy teaching across the curricula, but also from our engagement with the "Eight Ways of Learning" program, implemented in consultation with our AECG.

## Higher School Certificate (HSC)

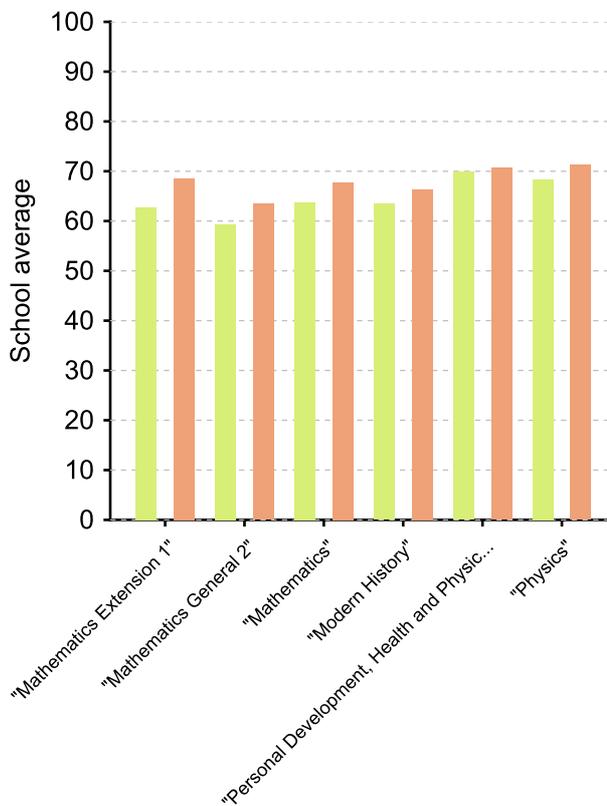
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



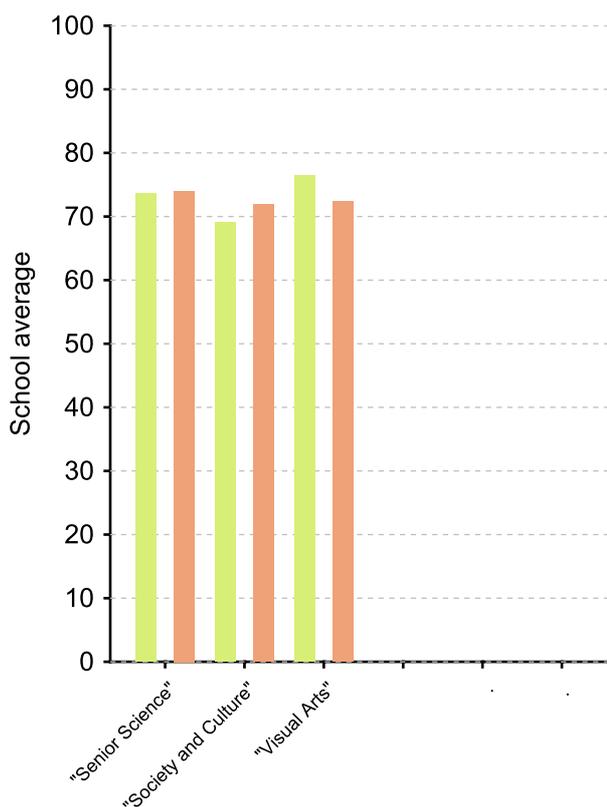
■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016

In 2016, 143 students sat for their Higher School Certificate at Kingscliff High School. Overall, this cohort were able to continue the trend of increasing numbers of Band 6 results. In 2014, a cohort of 146 students produced six Band 6 results, in 2015, 141 students gained eighteen Band 6 results, while in 2016, from 143 HSC students, twenty three Band 6 results were achieved.

These commendable figures are even more pleasing when our context as a comprehensive public high school is considered – we cater to the needs of students pursuing both academic and non academic pathways. The patterns of study and results achieved by 66% of our HSC cohort made them eligible for an ATAR and, while this is marginally below the averages for Government schools and our similar schools group across the state, this figure, when read alongside our exit survey for Year 12 students, is testament to the great work of our teachers, Year Advisor and transition team in ensuring positive school exit points for all students. More presciently, it reflects our capacity as a large comprehensive high school, to cater to the needs and aspirations of a very broad range of students.

In terms of specific subject results, 22% of Advanced English students achieved in the top two bands, with a similar positive trend noted in Standard English, where students achieving in Band 4 have declined since 2014, corresponding with consistent growth in Band 5 results, moving closer to the State average.. Results in Mathematics and Mathematics General however, continue to reflect over representation in Band 3, conditioned by 8% growth in Band 6 results for Mathematics since 2014, an extremely positive trend. Across the subjects with smaller student numbers, Band 6 results in Biology, Senior Science, Legal Studies, Engineering Studies, Drama and, in particular, PDHPE, where six Band 6 results were achieved, proved testament to the great work of those students and their teachers in some extremely challenging courses.

As a 'Bump It Up' school however, an over representation of student results in Bands 3 and 4, generally above the State average, will certainly inform the work of our school community moving into our School Plan for 2018 – 2020.

## Parent/caregiver, student, teacher satisfaction

During Term 3 of 2016 parents and carers were surveyed regarding their impressions on the implementation of key measures identified in our School Plan, and whether these were having a positive impact. The response, indicated below, was very encouraging:

- 97% saw the school as a welcoming place with high professional standards.
- 80% felt the school communicated effectively regarding student opportunities.
- 78% felt staff at the school worked as a team to support students.
- 93% felt students were recognised for their academic achievements.
- 74% saw their students using digital technology in their learning.
- 77% felt teachers used similar strategies to engage students in learning.
- 82% felt talented students were given work which was challenging and engaging.
- 78% felt students were supported in choosing

Stage 6 subjects appropriate to their abilities and aspirations.

- 80% felt students were supported with study strategies.
- 78% saw Aboriginal students showing pride in their culture.
- 83% felt relationships across the school were positive and respectful.
- 88% saw students demonstrating expected and explicitly taught PBL behaviours.
- 69% of Year 7 parents received regular WAVE reports describing their student's learning behaviours.
- 77% saw students being supported with strategies to enhance personal wellbeing.

Our students participated in the 'Tell Them From Me' survey which asked them to consider their social, emotional and intellectual engagement with school. Students indicated greater positivity in relation to:

- Their ability to form and maintain friendship groups (70%)
- School attendance (90%)
- The importance of positive behaviour (90%)
- The importance of a positive learning environment (55% – on par with the State average)
- Relationships between students and teachers (55% – on par with the State average)

However, our students also indicated a less positive perspective on the following aspects of school life:

- Sense of belonging (50% – 15% below State average)
- Valuing of school outcomes (50% – 20% below State average)
- Appropriate study skills and habits (30% – 20% below State average)
- Academic motivation (15% – 15% below State average)
- Academic effort levels (50% – 20% below State average)

As a 'Bump It Up' school, this data will certainly inform our planning for 2017, and for our new School Plan covering the period 2018 – 2020.

As part of the State wide 'People matter' survey, for all public sector employees, 23 teachers at Kingscliff High School, representing 24% of our teaching and support staff, chose to respond. With this obvious caveat in mind, the following responses reflected areas of relative teacher satisfaction:

- Their school is actively seeking and sustaining public trust.
- They felt that their work directly contributed to the school's Strategic Directions
- They could see a whole school focus on improving teaching and learning.
- They felt their school was an inclusive workplace.
- They clearly understood what was expected of them, which helped them in their work.
- Their work as teachers gave them a sense of personal accomplishment.
- They were happy with their Performance Development Plans.
- They felt their Head teachers listened to them.

The following points, nonetheless, indicated areas where the school could improve in terms of teacher satisfaction, and over which the school had some degree of control:

- The school could do more to resolve grievances.
- Senior Executive could listen more to teachers.
- The school could provide more practical arrangements to support teachers in their work.
- Clearer criteria could be used to assess teacher's performance.

The above data provides a rich insight into the school's progress in implementing our School Plan 2015 – 2017, and in navigating our pathway through a period of unprecedented reform in education.

## Policy requirements

### Aboriginal education

In 2015, Kingscliff High School, in partnership with its six partner primary schools, all of whom collectively make up the Coastal Learning Community of schools, were successful in gaining a \$40,000 grant in order to implement what became known as the Yuli Coastal Culture Program. This program was launched in 2016 across all seven participating schools.

The Yuli Program seeks to build the capacity of our Aboriginal students in achieving their goals through connections with community and culture. They are supported in embracing and utilising their Aboriginal identity in order to achieve their identified goals and to develop their capabilities as lifelong learners who aspire to achieve post school success. The Yuli Program works toward achieving a number of priorities set out in the 'National ATSI Education Strategy 2015', including leadership, quality teaching and workforce development, culture and identity and attendance.

Key achievements of the Yuli Coastal Culture Program in 2016 include:

- Formation of a combined Coastal Learning Community AECG meeting once per term.
- A student designed Yuli Program crest.
- Four student activity days for Aboriginal students facilitated by the Banaam group.
- Presentations to all Coastal Learning Community students (Years 2 to 10) by Banaam.
- A cultural exchange visit from a New Zealand maori school.
- Student participation in the Juraki Surf Contest opening ceremony.
- An end of year Yuli presentation night.

Evidence of the positive impact of the Yuli program includes the following student feedback:

- 98% of primary school participants felt the Program helped prepare them for high school.
- All students indicated they enjoyed the program and would participate again.
- 88% of participants indicated the Program had positively changed their self perception as an Aboriginal person.
- 92% indicated a greater sense of pride in being Aboriginal.

- All participants indicated they had learnt something about Aboriginal culture through their participation in the Program.
- Anecdotal evidence from teachers at all participating schools of a more positive approach to learning opportunities from participants who had previously been disengaged from learning.

### Multicultural and anti-racism education

A key component of multicultural education at Kingscliff High School is our annual Harmony Day which has grown to become quite a significant event. More emphasis was placed on the day to help students acknowledge and understand its significance. Orange was worn by many, and there was great music and food at recess. Skits and monologues by students at assembly were a great additive.

Throughout the year the LOTE department puts a strong emphasis on multicultural ideas and anti racism. The culture of Japan is a large part of the teaching and learning outcomes. Accepting people as people, not judging them on their differences, but finding similarities is central to this. Our HSIE faculty has some learning outcome sbased on racism of the past, and learning from it so as not to repeat it. In English, students learn about past protest movements and their positive impact in promoting social tolerance. The overall aim is to give students the capacity to identify racism and the power to be assertive in redressing it.

Our school has teachers and students from a number of backgrounds and all areas of the school try to ensure that people learn to embrace differences in others. We have incursions into the school (for example we conducted cooking days for Years 7 & 8). These events allow students to interact in a safe environment and learn to be more tolerant.

Our school community has also benefitted from the appointment of an Anti Racism Contact Officer, who ha succeeded formal training and who has advertised his availability to students through posters across the school. He has conducted a whole school assembly focussing particularly on the plight of individuals caught up in the current international refugee crisis.