

# Kingscliff High School Annual Report



2018

**KINGSCLIFF  
HIGH SCHOOL**  
  
ACHIEVEMENT THROUGH ENDEAVOUR

8579

## Introduction

The Annual Report for 2018 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

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## School background

### School vision statement

#### **Our Purpose:**

***Inspiring students to become lifelong learners and aspirational citizens.***

#### **Our Values:**

***Safe: Our students have the capacity for resilience and success in a complex world***

***Tolerant : Our school community provides a supportive and empathetic learning environment***

***Achieving: Our students and teachers are motivated and engaged as dynamic, creative and skilled learners***

***Respectful: Our students and teachers value positive and respectful relationships which lead to success in learning***

#### **Our School Community**

***All members of our school community can work towards our shared purpose***

***Students: are active participants in a positive school culture***

***Parents: are partners in promoting learning and wellbeing in order to prepare students for a positive future***

***Teachers: foster and lead a positive culture that underpins student learning and wellbeing***

### School context

Kingscliff High School, located on the Far North Coast, is a school with approximately 1060 students, including 12% Aboriginal or Torres Strait Islander students. As a school we prioritise positive and respectful relationships as being the foundation of quality learning. We are an inclusive school which encourages students to value and celebrate all forms of achievement.

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 of schools encompassing the seven public schools (primary and secondary) which are part of the broader Tweed Coast community.

Our school takes pride in its breadth of curriculum, its comprehensive suite of student wellbeing programs, including a strong Positive Behaviour for Learning program, 'WAVE' reports distributed to parents and carers twice a term reporting on the learning behaviours of each student 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 achievement in STEM areas of learning, 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.

Once again this year, our school leadership team used the School Excellence Framework to both guide our ongoing evaluation of our School Plan, and to provide a comprehensive "snapshot" of our efficacy in delivering educational outcomes for our students. In our consideration of the Learning domain, the evidence we collated, along with our ensuing

professional discussions and deliberations, led us to conclude that we are consistently 'delivering' across all elements. There were some exceptions where we believe we are 'sustaining and growing', these include the ways in which we care for students and manage their behaviour under 'Wellbeing', the way we engage students under 'Assessment' and the way we implement whole school reporting and student reports. Alternately, and more significantly for our ongoing cycle of professional learning and school improvement, we found that we are continuing to 'work towards delivering' in all elements listed under 'Student Performance Measures'.

Within the Teaching domain, we again found that, overall, we were at the 'Delivering' level in all elements, with a number of exceptions where we were 'Sustaining and Growing'. These included classroom management under 'Effective Classroom Practice' and professional learning under 'Learning and Development'.

Similar conclusions were drawn after our consideration of the Leading domain, where the majority of elements were measured at the 'Delivering' level. The only exceptions were the annual report, under 'School Planning, Implementation and Reporting', and community satisfaction under 'Management Practices and Processes', where we concluded we were 'Sustaining and Growing'.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students. Our team eagerly anticipates working through the External Validation process in 2019.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

### A Positive Learning Culture Which Fosters Wellbeing

#### Purpose

Our school community will promote and support positive wellbeing and an engaged learning culture. Our school community will be supported inconsistently adopting teaching and learning practices that foster wellbeing. Student learning outcomes will be enhanced through respectful relationships and consistent, supportive practice.

#### Overall summary of progress

During the comprehensive consultation process which led to our current School Plan 2018 – 2020, our school community provided very clear and strong advice that student engagement and student's sense of belonging at Kingscliff High School should be addressed. Consequently, existing programs to encourage positive learning behaviours have been consolidated, the profile of student leadership has been enhanced, explicit initiatives to engage with student voice have been established and a team of teachers have developed opportunities for further parent and community engagement with our learning programs.

Our Positive Behaviour for Learning team have continued to work tirelessly in developing sustainable practices in developing, accessing and sharing student data in order to support whole staff engagement with our PBL program.

Our Student Wellbeing Coordinator has worked with Year Advisors in order to establish regular, scheduled Year Meetings which focus on the celebration of student achievement and the exploration of cohort specific issues. As far as possible, these Year meetings are student driven.

The Principal has worked with Year Advisors and the Student Wellbeing Coordinator in convening student forums in Years 11 and 7 in order to gather student feedback on school wide initiatives. The results of these forums have been shared with the school executive.

Our newly formed Community Engagement Team have worked to build partnerships to support student transition to post school learning, as well as providing learning experiences within school, conducted by community members with the support of teaching staff.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved ratio of students achieving Bronze, Silver and Gold PBL level	\$19202 (RAM Equity)	Rates of achievement sustained in junior cohorts (2017 – 18). Slight increase noted in senior cohorts.
Decreased rates of negative behaviour recorded on Sentral. Increased use of Sentral to record student achievements.	Technology – \$87581 (RAM tied) Wellbeing programs – \$6565 (RAM Equity)	23% increase in negative behaviour entries 2017 – 18 15% increase in positive behaviour entries 2017 – 18
TTFM – student sense of belonging and being valued.	SRC – \$4164	2016 – 18, 46% of students report high belonging & high expectations.
Improved rates of parent and community participation in school programs.	Community of Schools – \$5727 (RAM Equity) Website – \$5888 (RAM Equity)	Eight wellbeing events conducted for students by community members

#### Next Steps

The PBL team will continue to explore strategies which will support staff engagement with the PBL program. This should complement our strong focus on innovative pedagogies in 2019. The appointment of a new SRC Coordinator should lead to a more dynamic approach to the coordination of our student leadership team. The Principal will continue to conduct

student forums during 2019. In addition to the ongoing work of our Community Engagement Team, the school will explore a partnership with the 'Fatherhood Project' which has the driving purpose of promoting the engagement of fathers / father figures in the growth and learning of young people.

## Strategic Direction 2

### Supporting Classroom Practice

#### Purpose

Quality teaching and learning programs and practices will enhance student engagement and outcomes. Staff will build capacity in effectively developing classroom practices in order to increase student success. Teaching and learning will be enriched through sustainable, common practices.

#### Overall summary of progress

Given that our school community, through the consultation process which led to our current School Plan (2018– 2020), had determined that the core focus for our school should be based around a coordinated reflection on current teaching and learning approaches, leading to a coordinated engagement with innovative, future focussed pedagogies, the announcement of a major capital works initiative for our school, featuring as a basis 15 additional future focussed learning spaces, was fortuitous. The very strong advice received from Schools Infrastructure that pedagogy needed to drive architecture gave additional impetus to our work in this core strategic direction.

A Teaching and Learning "super team" was formed, tasked with overseeing the establishment of a common proforma for teaching and learning programs across KLA's in order to support the above approach to coordinated pedagogical review. Concurrently, teams of teachers visited a range of schools across the state who had already engaged deeply with project based learning in order to observe the efficacy of this mode of learning and to assess the sustainability of its implementation in comparable schools.

The team were committed to the deeply considered and shared view that the most effective and authentic means of continuing our success in meeting "Bump It Up" literacy and numeracy targets lay in whole school pedagogical reflection and reform, rather than a decontextualized focus on explicit literacy and numeracy teaching.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>Completed cross faculty T&amp;L program review documentation</li></ul>	\$17973 (RAM Equity)	Revised documents collaboratively developed and implemented.
<ul style="list-style-type: none"><li>Pattern of improved WAVE data.</li></ul>	Student wellbeing, communication & transition – \$178578	Student Wellbeing Coordinator role consolidated, Transition Advisor role created.
<ul style="list-style-type: none"><li>TTFM– students recognise engagement with future focussed learning.</li></ul>	\$57465 – Teacher Professional Learning funds	Cross faculty team working with 4C Transformative Learning
<ul style="list-style-type: none"><li>KHS continues to meet BIU targets</li></ul>	No funds expended	Dissociation of NAPLAN from achievement of HSC Minimum Standards impacted negatively on our ability to maintain the success of 2017.
<ul style="list-style-type: none"><li>No achievement gap between ATSI and non ATSI students.</li></ul>	\$40000 (Norta Norta tutoring) Yuli Program \$10000 (RAM Aboriginal Equity)	Year 9 Naplan Aboriginal student achievement gap declined by 6.22 2017–18

#### Next Steps

Teachers will be supported in their exploration of project based learning and other innovative pedagogies through the

establishment of an Innovative Learning Space, where two existing classrooms have been combined to replicate the environment of a future focussed learning space.

Significantly, the school has formed a partnership with the 4C Transformative Learning group, with the intention of providing a supportive, sustainable and coordinated approach to pedagogical reflection and reform across our school. Specific professional learning experiences will target both teachers and whole school leaders. This partnership will be further enriched as appropriate aspects will be explored in partnership with colleagues from other T5 high schools.

## Strategic Direction 3

### Building Teacher Professional Capacity

#### Purpose

Kingscliff High School will foster a professional and collaborative learning culture which supports teacher development and wellbeing. Teacher professional capacity and wellbeing will be strengthened through innovative use of school resourcing, targeted professional learning opportunities and a supportive staff environment. Student outcomes will be enhanced through improved professional support and effective use of school resources.

#### Overall summary of progress

Our school community certainly reflected a broader societal view that the wellbeing of any workforce is fundamental to its effectiveness. This principle, coupled with the research based conclusion that, outside the family home, the impact of teachers provides the greatest single point of differentiation for improved student learning outcomes, led to a strong focus on teacher wellbeing in our current School Plan (2018 – 2020).

A more strategically coordinated approach to approved professional learning, a review of the means through which the school supports sustainable policy compliance, and an explicit focus on staff social interaction were the key identified projects.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>Decrease in short term casual relief budget.</li></ul>	Staff Flu injections – \$1000 (RAM Equity)	Decline in short term relief budget by \$21426
<ul style="list-style-type: none"><li>Clear linkage between TPL spending and strategic directions of school.</li></ul>	\$28790 Teacher Professional learning	Eight teams of teachers visited schools engaged with project based learning and designed a Staff Development Evening to share their learning
Improved and sustainable capacity to provide broad and engaging learning opportunities.	\$110000 (RAM Equity)	Additional staffing to support curriculum delivery.

#### Next Steps

It is anticipated that the processes established to strategically coordinate TPL, along with the school's strategic and sustainable approach to policy compliance will effectively complement the work being done by our Teaching and Learning Team.

The school community eagerly anticipates further initiatives from the Staff Wellbeing Team.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	528	503	505	471
Girls	534	521	518	526

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	91.8	90.8	91.1	89.9
8	88.4	90.6	88.4	88.8
9	88.8	85.7	87.9	83.4
10	86.1	88.7	83.7	85.8
11	88.3	88.9	86.9	87.8
12	88.4	90.3	89	90.3
All Years	88.6	89.1	87.7	87.6
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

### Management of non-attendance

RAM socioeconomic 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 our overall attendance rates across all cohorts achieving very close to the State average.

More particularly, attendance rates for Year 12 students have retained a serendipitously high rate since the inception of the Wellbeing Coordinator role in 2016.

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	0	7	10
Employment	8	14	12
TAFE entry	7	8	14
University Entry	0	0	60
Other	0	0	0
Unknown	2	2	4

### Year 12 students undertaking vocational or trade training

In 2018, 26 of 117 students (23%) studied TVET courses at Kingscliff TAFE obtaining certificates in 13 subjects. At Kingscliff High School, students studied two Vocational Education courses, Primary Industries, in which 4 students attained a Certificate II and Entertainment, in which 4 students attained certification.

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

Of our Year 12 cohort, made up of 117 students, 116 students attained their HSC or equivalent vocational education qualification. All students were supported through a rigorous / capacity specific process of completing all formal assessment requirements as per requirements of the NSW Education Standards Authority and the Kingscliff High School community.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	55.2
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	17.17
Other Positions	1

\*Full Time Equivalent

Kingscliff High School has eight 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, of which our AEO, Midge Beam, is President and Regional Delegate.

### 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. The remainder of our teaching staff are now maintaining accreditation as Proficient.

Support for our beginning teachers takes the form of mentoring partnerships with experienced teachers, focusing on teaching practice, programming and assessment. Further, all new staff are supported by a revised induction course consisting of four online modules. 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 exceptions to this were two combined Staff Development Day shared with our Coastal Learning Community partner primary schools in Term 2, and our T5 community of high schools in Term 3. At Kingscliff High School, our shared professional learning time was devoted to:

\* Mindmatters

\* PBL

\* Student Transition

\* HSC Minimum Standards

\* Mandatory training in child protection and emergency care

\* Workshop time for Strategic Teams driving projects in the School Plan

\* Project Based Learning

From a whole staff perspective, 282 professional learning activities took place, of which 72 were school based, 165 were specific workshops, 7 were on line courses, 38 were conferences and 5 were 'Tweed 5' initiatives. A total of \$89,045 was spent to support this. Given that we have the equivalent of 75 teaching positions in our school, this equates to \$1,187 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

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	730,862
<b>Revenue</b>	12,770,663
Appropriation	12,218,191
Sale of Goods and Services	17,469
Grants and Contributions	513,328
Gain and Loss	0
Other Revenue	16,211
Investment Income	5,465
<b>Expenses</b>	-12,311,004
Recurrent Expenses	-12,311,004
Employee Related	-11,256,863
Operating Expenses	-1,054,142
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	459,658
<b>Balance Carried Forward</b>	1,190,520

With the introduction of the new financial system SAP (Systems Applications and Products) software in September 2017, our school have been given more financial management responsibilities.

Our SAM and members of our SASS team are constantly monitoring our financial position and decisions, along with aligning programs to our School Plan and budgets. The priority is maintaining accuracy, integrity of accounting and administrative transactions and safeguarding of our assets. Our team have allowed for unforeseen circumstances effectively, demonstrating a strong and continuously improving capacity for financial management. At all times Department of Education policy requirements have been upheld. This has been achieved by initiatives such as employing a Business Manager, influenza vaccinations for staff to reduce sick leave and utilising the Department's procurement system wherever possible. Sick Leave costs were at \$155,722, this is \$21,426 less than 2017.

The implementation of the new HR system proved problematic, with two salaries incorrectly deducted from our finances for six months and not reimbursed until December 2018.

Given that our school has been allocated a significant Capital Works refurbishment program for 2019, we

remained very conservative during 2018 on capital expenditures. Money set aside for air conditioning and administration building renovations was not utilised.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	9,327,844
Base Per Capita	201,603
Base Location	0
Other Base	9,126,241
<b>Equity Total</b>	781,766
Equity Aboriginal	137,391
Equity Socio economic	271,446
Equity Language	44,431
Equity Disability	328,498
<b>Targeted Total</b>	903,626
<b>Other Total</b>	324,744
<b>Grand Total</b>	11,337,979

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.

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should

take into consideration the different test formats and are discouraged during these transition years.

#### Regular

readers of Annual School Reports will be aware that the intention behind NAPLAN standardised testing is to provide schools with diagnostic data which will, in theory, support decision making about the allocation of resources. Given that in 2018 our school opted for students to complete their testing online, the inevitable discrepancies in measuring student achievement demonstrated through online testing as opposed to more traditional hard copy testing (used in previous years) need to be carefully considered when attempting to draw conclusions from our NAPLAN results.

#### Having said

that, a number of trends can be identified across the period 2016 to 2018. In Year 7, testing in reading and writing both reflected a drop in Band 9 levels of achievement with a corresponding growth in band 7 for both areas. Spelling reflected an overall, if marginal, drift to lower bands, while levels of achievement in grammar and punctuation were consistent with those demonstrated over the past three years.

#### Results in

numeracy testing for Year 7 proved more staggered, with greater numbers of students achieving in Bands 6 and 8, but with less students achieving in Bands 7 and 10.

#### Results

achieved by Year 9 students appear to reflect a trend of improvement over the period 2016 – 2018. Overall, testing in grammar and punctuation, spelling, writing and numeracy reflect a marginal drift from lower bands of achievement, towards Bands 8 and 9. The anomaly proved to be reading, where numbers of students achieving in Band 5 rose, with an accompanying, if marginal, drop across Bands 6 to 9.

#### Overall, our

school intends to address problematic literacy and numeracy outcomes through a comprehensive review of teaching and learning practices, beginning in 2018, leading to an exploration of the ways in which more innovative pedagogical strategies could improve student engagement and hence literacy and numeracy outcomes.

Given that students need to achieve at least three Band 8 results in literacy and numeracy standardised testing in order to be eligible for the HSC,

it might have been useful to reflect, at this point, on the numbers of students who had demonstrated this benchmark through NAPLAN standardised testing. However, given that NAPLAN results cannot be taken into consideration in regard to students meeting HSC minimum standards, any observations of this kind need not be made.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

#### In 2018, 20

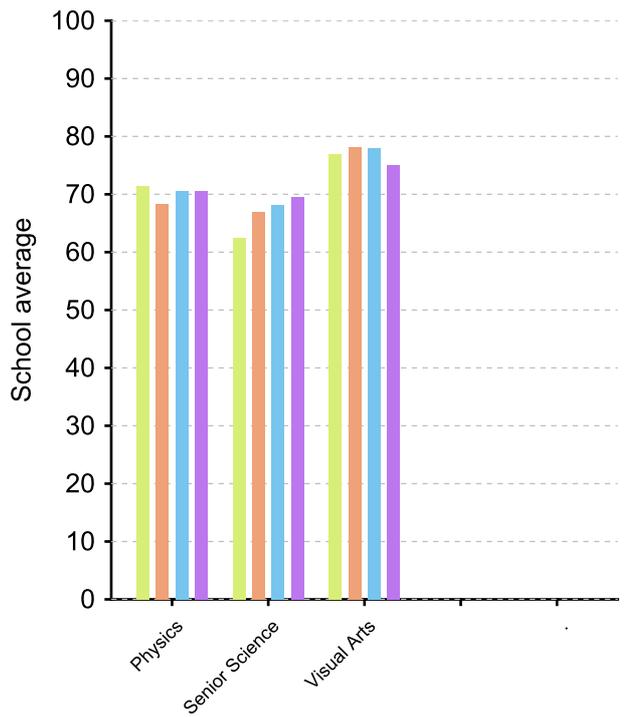
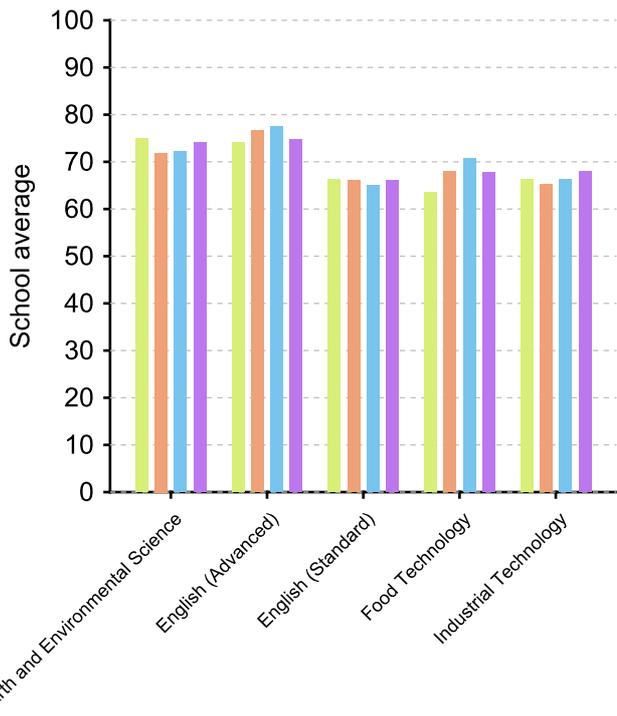
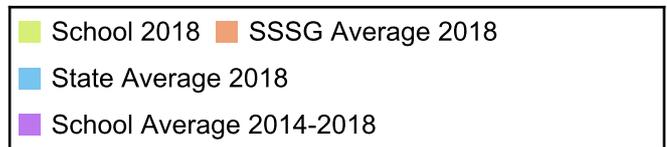
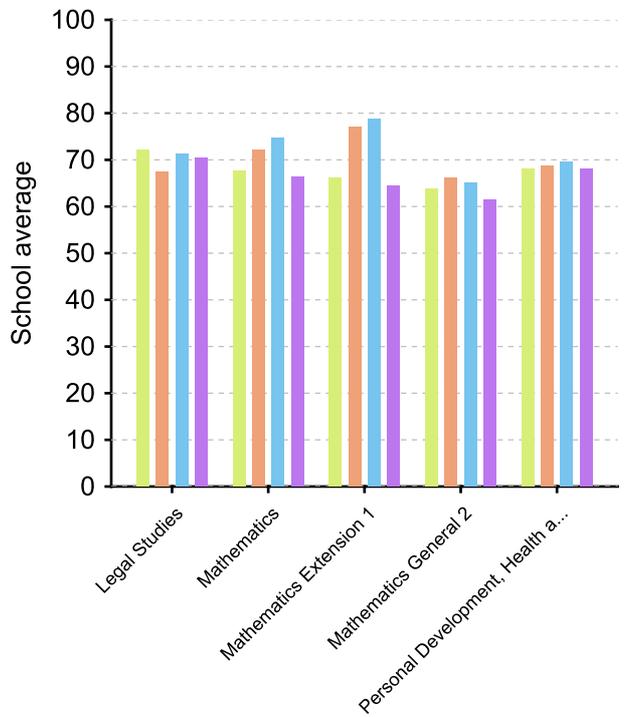
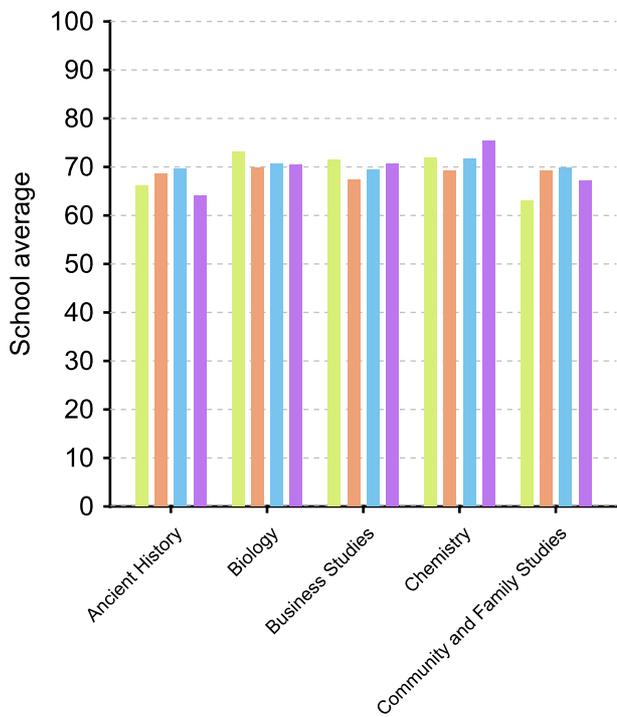
Year 7 students of Aboriginal descent attempted NAPLAN testing. All areas of testing reflected an overall positive drift towards students achieving in the top three Bands (Bands 7 to 9), particularly in grammar and punctuation where 18% of students fell within this range. The exception to this positive trend was in writing, where a drop of 7% of students achieving between Bands 7 to 9 was noted.

#### Similarly,

16 Year 9 students of Aboriginal descent completed NAPLAN testing. Again, a drift to the top three achievement bands (Bands 8 to 10) was noted in spelling (6%) and grammar and punctuation (14%). Numeracy, reading and writing proved to be areas of concern, where a drop in the number of students achieving within the top three bands was noted.

### Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Results achieved by our 2018 HSC cohort were not reflective of the hard work of so many of these students, supported by the outstanding relationships they had formed with their teachers, particularly over their last two years of school. A total of six Band 6 results, and eighty Band 5 results were achieved, many of which were well into the high 80's and very close to "Band 6".



In English, while some students performed above expectations, most exam results were well below school based assessment. A similar theme emerged across all levels of Mathematics in that, while students were appropriately placed in courses, many were unable to address problem solving elements of

exam questions while under exam conditions. Equally in our Science subjects – Physics, Biology and Earth & Environment, top performing students in school based assessment did not perform to expectations in their exams.

Our experienced Stage 6 teachers in all of the above subjects reached similar conclusions in that a different, more dynamic approach to student engagement in Years 7 to 10 was necessary in order to prepare students for the academic rigours of Years 11 and 12. Similar experiences regarding expectations for exam results, and addressing the learning skill sets of our students during their junior years were also evident in the smaller subject areas taught by the TAS, CAPA and PE faculties.

## Parent/caregiver, student, teacher satisfaction

Each year, Kingscliff High School students are asked to complete the 'Tell Them From Me' survey which measures levels of engagement with learning, feelings of inclusion and overall wellbeing across the student body. The results in 2018 confirmed anecdotal feedback regarding the very positive impact of strong teacher student relationships which have been a strong feature of our school for some time.

42% of students linked their high expectations for success with a strong feeling of support from their teachers, a rise of 4% since 2016. Similarly, an average of 45% of students linked a strong sense of belonging to our school with high expectations for success over the period 2016 to 2018. As a result of this feedback, the current School Plan (2018 – 2020) focuses on 'A Positive Learning Culture Which Fosters Wellbeing' as our first Strategic Direction. Key features of our work in this area include providing greater opportunities for student leadership, engaging more with student voice, and building stronger community partnerships to support learning experiences.

Additionally, each year since 2016, staff have been asked to complete the 'People Matter' survey, where a consistently growing proportion of respondents has made this source of data increasingly pertinent. The following trends have become evident:

- \* 80% of teachers felt they could see clear and positive outcomes to their work.
- \* 75% of teachers felt the school was focussed on improvement, with 72% feeling they were encouraged to contribute towards this.
- \* A growing proportion of teachers (69%, an increase of 8%) felt that they received useful feedback about their work.

\* 69% of teachers indicated that they valued opportunities to work with colleagues from other schools.

\* 50% of teachers felt there was a constructive level of cooperation between teams within the school.

\* Modest improvement (45.45% to 51.92%) in the number of teachers feeling supported in their work.

Through Strategic Direction 3 of our current School Plan, 'Building Teacher Professional Capacity', our school will foster a professional and collaborative learning culture which supports teacher development and wellbeing. Teacher professional capacity and wellbeing will be strengthened through innovative use of school resourcing, targeted professional learning opportunities and a supportive staff environment. Student outcomes will be enhanced through improved professional support and effective use of

## 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 2018 include:

- \* Attend performance by Bangarra Dance Company at the Gold Coast Arts Centre
- \* Participation in 2 Cultural Days facilitated by Banaam at Fingal Head Public School
- \* Inaugural Yuli Camp at Dorrroughby Environmental Education Centre
- \* Student participation in the Juraki Surf Contest opening ceremony
- \* Participation in Cultural Exchange evening with visiting Maori school
- \* Yuli Presentation afternoon Term 4

Kingscliff High School continued to provide ongoing

support for all Aboriginal students in 2018 through various programs and initiatives, including:

- \* Maintaining North North tutoring support for students across Years 7 to 12
- \* Mentoring and tutoring support for female Aboriginal students through the "Beyond Broncos" program
- \* Mentoring, tutoring and transition support through AIME, including the introduction of weekly tutoring squads
- \* The Kokorek Dance Group performing at various events, including the opening of the annual State Secondary Principal's Council Conference, hosted in 2018 by the North Coast region, and providing workshops at partner primary schools for NAIDOC activities
- \* Boys and Girls Groups facilitated by the Family Centre, including an end of program camp at Emu Gully
- \* Aboriginal and non-Aboriginal students being trained in facilitating Traditional Indigenous Games (TIG) and running TIG activity days at partner primary schools

### 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 that people have individual and cultural characteristics which are unique and not requiring judgement, is a fundamental principle shared across our school community, which values tolerance and inclusivity. Our HSIE faculty engages students in learning outcomes which address historical and current case studies in racism, and the valuable lessons that can be learnt to shape a more positive future. 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, while expanding their knowledge of another culture.

Our school community has also benefitted from the appointment of an Anti Racism Contact Officer, who has accessed formal training and who has advertised his availability to students through posters across the school.