

8467

2012

**HENRY KENDALL HIGH SCHOOL**

Annual School Report



## Our school at a glance

### Students

Henry Kendall High School is a successful comprehensive high school situated on the New South Wales Central Coast. Our students come from a diverse range of cultural and socio-economic backgrounds drawn from urban and rural communities. We see it as our responsibility to provide a quality learning environment where students can achieve at a high level in any endeavour.

The outstanding achievements of our students in 2012 reflect their talents across all areas of the school's curriculum: academic, sporting and cultural. As well as strong performances in NAPLAN, ESSA and the HSC, a particular highlight of the year was the high level of student participation in extra-curricular activities provided by the school. These ranged from academic competitions, cultural performances, debating, sporting competitions, student leadership programs to involvement in community events such as the Red Cross Appeal and Jeans for Genes Day.

Henry Kendall High is particularly proud of the achievements of the students in our Special Education Unit. Programs cater for a range of disabilities and successfully integrate students into whole school and community events.

### Significant programs and initiatives

Henry Kendall High School has a number of significant programs. These programs include the following;

- Young Achievers Program
- Middle School Program
- Aboriginal Education
- International Students
- Quality Teaching Pedagogy Initiatives
- Student Services
- Student Leadership
- Vocational Education

- Special Education (Support Unit)
- Literacy and Numeracy Strategy
- Numeracy +2 Program

### Student achievement in 2012

Henry Kendall High School continues to perform above our local comprehensive schools in all areas of NAPLAN in both years 7 and 9. In Year 7 58% of students scored greater than expected growth in Reading and 68% scored greater than expected growth in Numeracy. In Year 9 58% of students achieved greater than expected growth in Grammar and Punctuation, and 54% in Numeracy.

Our 2012 ESSA results were simply outstanding. Henry Kendall High performed well above both the state and the region in all five aspects of the ESSA examinations in Science. 79.7% of our students performed in the top three levels (compared to 59.4% for the state), while we had no students in the bottom level.

Our Higher School Certificate results for 2012 again reflect Henry Kendall High School's academic prowess. Across the HSC courses, 21 band 6 results were achieved. In 2012 we had four students achieve ATARs above 90. The highest ranking was 98.4, a result which indicates achievement in the top 2% of the state. Many students achieved ATARs well above 80, providing them with an array of opportunities and choices for university study. One hundred and thirty six results were 80% or higher; sixty two percent of our results were above 70%; fifteen courses had more than 20% of students above 80%; twenty two courses had more than 50% of students scoring above 70%, and five courses had every student above 70%.

## Messages

### Principal's message

Henry Kendall High School has a deserved reputation for providing quality education in a comprehensive Years 7 – 12 environment. We

take pride in our achievements in the areas of academic, sporting and cultural endeavours, and in working closely with and reflecting the needs of our local community.

Our school has approximately 900 students who are drawn primarily from our local area with a small percentage from other areas of the Central Coast. We offer a range of courses which are as wide and diverse as possible to ensure that all students can have an opportunity to experience success in their chosen field - academic patterns of study, vocational based courses, a range of representative sporting teams, an extensive creative and performing arts program and experience other enriching programs such as Debating and Student Representative Council.

In 2012 there were excellent results in many areas across the school. High performances were achieved in many HSC courses where results not only exceeded the school's 2007-2011 average but they also exceeded the state average. Solid academic achievements were also realised in the NAPLAN examinations. 2012 saw the efforts of staff and students rewarded with strong academic results.

In addition to the students who achieved strong performances in external exams are those students who achieved their personal goals of staying at school and achieving a credential. Our school has a high rate of student retention which we can attribute to extensive course offerings and the nurturing of students to attain their meaningful engagement in our educational environment. The role of our student welfare system in supporting students is a major factor in keeping them engaged in education and has made it possible for some to achieve well beyond what they thought possible.

During 2012 we engaged with our Gosford City Learning Community partners – Gosford Public School, Point Clare Public School and Gosford High School - in the areas of student leadership, Aboriginal Education, creative and performing arts, academic programs, staff professional learning and in our dynamic Partnerships

program supporting student transition. The Gosford City Learning Community also further engaged with our community through our business launch, which brought together educational pursuits with local business and industry to explore enriched community outcomes. This level of cooperation across our learning community can be celebrated as best practice by any standard.

Learning facilities at our school are excellent, including three dedicated computer labs and an agriculture plot. The school boasts an industrial kitchen for use in the teaching of Hospitality, dedicated wood and metalworking workshops, and outstanding Creative and Performing Arts facilities. The school also possesses a state of the art connected classroom and is equipped with a whole school wireless network.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

**Andrew Backhouse**  
**Principal**



### **P & C and/or School Council message**

What a difference a year makes. This time last year we were facing the prospect of school refurbishment, class room relocation and the demolition of parts of the school.



The works are 95% complete and it is refreshing to walk through the school and see the new learning places. The smile on the faces of the Special Education students is something else.

The previous 12 months have seen disruption for staff and students and full credit to all for the way the change was embraced, sometimes in difficult circumstances. Congratulations to the Staff for managing such a difficult transition.

The school uniform shop continues to operate within the school and provides easy access to uniforms at very competitive prices. A percentage of the profit is returned to the P&C. These funds are then spent on improving the amenity for the students.

The canteen continues to provide quality food and is well patronized by the staff and students. The canteen was connected to the school computer system this year and a new refrigerator was purchased.

The P&C held another car boot sale and a BBQ at Bunnings raising much needed funds for the school.

Equipment was purchased to improve the audio and connectivity to the MPC.

Traffic continues to be a problem in Faunce St. We have raised the issue with State and Local government representatives in an effort to have the problem remedied before the opening of the GPS in February 2014.

I want to thank the staff and parents for their continued dedication to making Henry Kendall a centre of excellence.

**Rob Willcox**  
**P&C President**

### **Student representative's message**

2012 has been a very enjoyable year for the students of Henry Kendall High School. From the day we started as Year 12, we were all really excited that after 6 years of High School we were now heading towards our futures. We had Year

12 Crossroads Camp, which was a great time for us to bond together as a group and events such as Harmony Day have allowed us to celebrate our community with each other. It is true that there has also been a lot of change in the school with new buildings and the removal of old ones. We are now on a smaller site but the facilities are better.

We wish to express our gratitude to the previous captains for demonstrating great leadership skills which we have been able to apply to ourselves. Having seen them at some of the school's public events it was great to get their views on how to speak in public and address an audience.



We hope that we can continue to lead the school in the same way that they did, adding our own input into Henry Kendall High School. During this time of change, we want to improve the experience of school for all the students that we can.

We would like to wish every student and member of staff a successful year ahead. For the year 12s heading to the HSC it will be a difficult year but we hope you have a successful 2013.

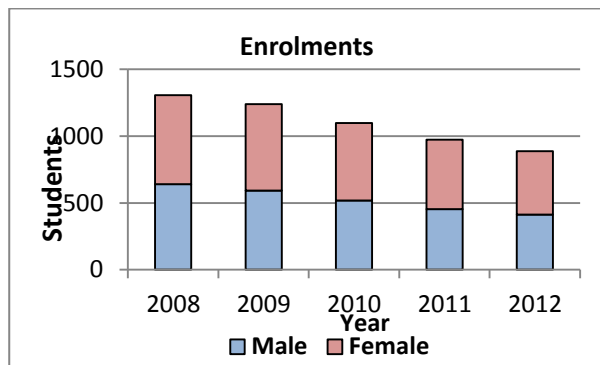
**Rebecca Davis and Arthur Pratt**  
**School Captains 2013**

## School context

### Student information

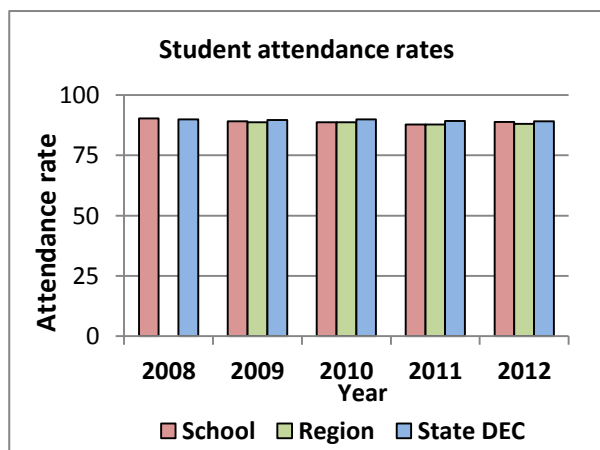
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

### Student enrolment profile



It remains important to note that the school's enrolment is in a period of decline due to the opening of another Comprehensive Public High School within the original drawing area.

### Student attendance profile



A variety of strategies was used to monitor and follow up on student absences.

- An SMS system to notify parents has led to a reduction of whole day truancy and partial truancy also decreased significantly in term 4. This strategy was expanded to include SMS

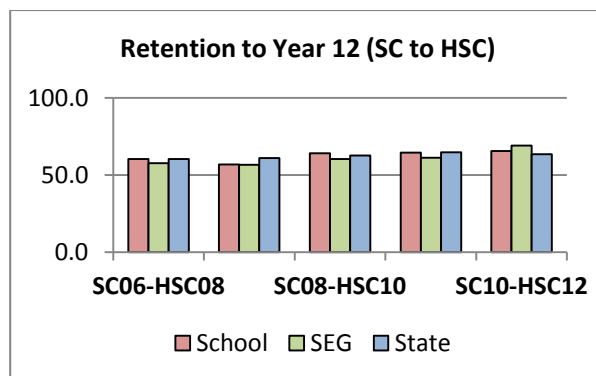
notification of student late arrival to school if a note was not presented on arrival.

- Whole day absences were reported to parents after 4 days via mail.
- All students identified as partial truants are interviewed on the next school day. Fractional truancy decreased and roll errors were quickly tied down and professional development of staff was targeted.
- Students with a history of non-attendance are referred to the Learning Support Team for support and investigation.
- In Terms 3 and 4 we moved to all staff electronically marking their rolls on Millennium when morning assemblies were not held, providing live and immediate identification of students not in class.
- Awards programs and certificates in Years 7 and 8 for improved attendance.

These strategies resulted in strong attendance rates and a reduced number of HSLO referrals. It is worth noting that our referrals in 2012 were not disengaged Year 10 students but rather students across all years.

In our planning for 2013 the school will introduce a new Attendance Policy, a dedicated position to coordinate approaches to student attendance and regular recognition of excellent attendance.

### Retention to Year 12



### Post-school destinations

48 students received offers via UAC for 2013. The courses and institutions offered included:

- Policing – University of Western Sydney
- Visual Communication – Newcastle University
- Teaching – Newcastle University
- International Studies – Macquarie University
- Nursing – University of Technology
- Law – University of New South Wales
- Health – Macquarie University
- Visual Arts and Design – Australian Catholic University
- Aquaculture – Australian Maritime College

Students also indicated that they were intending to undertake employment, TAFE courses, traineeships and apprenticeships in 2013.

### **Year 12 students undertaking vocational or trade training**

In 2012 we had students enrolled in both school delivered and TAFE-delivered courses. We consolidated and strengthened our delivery of the school-delivered vocational courses to include: Retail, Hospitality and Primary Industries. We also had a staff member trained in the framework Metals and Engineering to better meet the needs of our students. We intend to commence the delivery of this course in 2013.



Our TAFE delivered courses included Construction, Tourism, Business Services, Community Services, Automotive, Hairdressing and Animal Care.

In 2012 we successfully applied for additional funding support through CITE Operational Funds to further expand our commercial kitchen facilities to assist in the delivery of our Stage 6

Hospitality course. We also successfully applied for CITE Operational Funds to expand our Stage 6 Retail resources. We have been able to purchase additional merchandising resources and to have built a display window outside the library so that our students can better demonstrate their skills in the competency 'Create a Display.'

In 2012 the planning for the construction of our Trade Training Centre in Primary Industries commenced. This project is to be completed in 2013.

### **Year 12 students attaining HSC or equivalent vocational educational qualification**

100% of Year 12 students attained a HSC or equivalent vocational educational qualification in 2012.

## **Staff information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

The school had 68.6 teaching positions allocated in 2012. The teaching staff were supported by 9.4 specialist teachers and 17.5 administrative staff.

The 11 head teachers were supplemented by a Head Teacher Mentor, based at Gorokan High who worked across five schools to support newly appointed teachers and those seeking their NSW Institute of Teachers' Accreditation. One member of the teaching staff identified as Aboriginal.

At the end of 2012 there was a reduction of one Head Teacher position.

A feature of the staff expertise is the number of teachers who are involved in HSC marking. This valuable professional learning provided high quality feedback for students as they prepared for their HSC.

Staff continue to devote significant amounts of time to supporting students in extra curricula

activities and to leading or participating in a range of professional learning activities.

### Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teachers	11
Classroom Teachers	44.9
Teacher of Mod Intellectual Disabilities	2
Teacher of Mild Intellectual Disabilities	1
Teacher of Physical Disabilities	1
Teacher of Emotional Disturbance	1
Teacher of Multi-categorical Disabilities	1
Support Teacher Learning Assistance	1.3
Teacher Librarian	1
Teacher of ESL	.4
Counsellor	1
School Administrative & Support Staff	17.5
Total	86.1

### Staff retention

One permanent staff member was laterally transferred to another local high school at the end of 2012. Three permanent staff will be on a years leave in 2013, and will return in 2014. All other staff reductions required due to decreasing numbers were absorbed through temporary positions. This ensures a stable staffing base for 2013.

### Teacher qualifications

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

13 teaching staff were new scheme teachers and undertake the accreditation requirements of the NSW Institute of Teachers.

Qualifications	% of staff
Degree or Diploma	97
Postgraduate	3

## Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary	30/11/2012
<b>Income</b>	\$
Balance brought forward	254430.06
Global funds	807332.45
Tied funds	289449.89
School & community sources	421250.85
Interest	13594.45
Trust receipts	80482.07
Canteen	0.00
Total income	1866539.77
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	224018.61
Excursions	228664.95
Extracurricular dissections	121128.60
Library	12465.74
Training & development	159.97
Tied funds	301790.01
Casual relief teachers	144531.73
Administration & office	247864.08
School-operated canteen	0.00
Utilities	188131.73
Maintenance	139443.60
Trust accounts	72043.85
Capital programs	21474.00
Total expenditure	1701716.47
<b>Balance carried forward</b>	<b>164823.30</b>

A full copy of the school's 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.



## School performance 2012

### Achievements

#### Arts

Throughout 2012, the Creative and Performing Arts (CAPA) faculty at Henry Kendall High School continued to go from strength to strength, maximising opportunities for students to achieve and engage with their artistic passions, as well as connection with our community through extracurricular events. HSC results also continue to be very strong.

- All Creative and Performing Arts subjects achieved outstanding HSC results. More than 80% of Drama and Visual Arts students achieved Bands 4-6. All students enrolled in Music 1 achieved Bands 4-6.



- More than 20% of students enrolled in Drama, Music 1 and Visual Arts courses achieved either Band 5 or Band 6 results.

- Three students enrolled in Music 1 achieved a Band 6 – an outstanding result.
- The annual HKHS Performing Arts Night (PAN) was once again held at Laycock Street Theatre in August with over 150 students involved in a diverse collection of Music, Dance and Drama performances and was extremely well received by audiences. This year marked a significant increase in the quality of auditions and performances. Exposure to a real theatre and technicians in the industry continued to lift students' personal achievements.
- 2012 marked the rebranding of the Partnerships PAN Night as the Gosford City Learning Community (GCLC) Performing Arts Night with Gosford High School (for the first time), along with Point Clare and Gosford Primary Schools, providing student performances. A highlight of the evening was the combined choir item featuring vocal ensembles from all four schools of the GCLC.
- Another highly successful Lizotte's Music Showcase was held during May 2012. The standard of performance was, once again, very high and audience reception was extremely positive. In their feedback, Lizotte's staff also commended HKHS students in regard to their performance, conduct and behaviour during the evening.



The money raised from ticket sales funded a new Electronic Drum Kit for the Music Room.



- The Peripatetic Musical Instrument Tutoring program continues to run with great success. Throughout 2012, students attended lessons for Piano, Keyboard, Guitar, Bass Guitar and Vocals.
- Our HKHS Dance Ensemble produced some amazing performances for the Central Coast Dance Festival and for PAN.
- We had a large number of artworks selected to be featured in Central Vision 2013 held at Gosford Regional Art Gallery. Andrew Cooney's photography received a Highly Commended Award, while Rebecca Jauhiainen won the Stage 5 Award.
- Eight Visual Arts students in Year 10 contributed large scale works to the Gosford Regional Art Gallery's 'Sculptures by the Bay' exhibition on the theme of 'Super Size Me'.
- Year 9 and 10 Visual Art students produced a massive 34m<sup>2</sup> mural, in conjunction with students from Gosford High School, for the Gosford Tennis Association which will be displayed on the lower court building upon completion.
- The Year 12 Photography and Visual Arts Body of Work Exhibition, titled 'I Dream...', had over 200 people visit on the opening night and was a real buzz for our emerging artists. Sharna Southwell's portrait of Aaron Boyd won the People's Choice Award with many other hot contenders.
- Drama continued to net high expectations for all students. Brody Gunn and Hannah Walker were selected in the NSW Drama Ensemble. Brody and Emma Sutas were selected for the Central Coast Senior Drama Ensemble. Brody and Hannah were also accepted to attend a Stage and Film Day at The University of Newcastle to prepare students for the world of theatre.
- Year 9 Drama students performed at Gosford Public School for Stage 1 and 2 students. Year 12 performed their HSC and Individual Performances at a Drama Showcase while Year 10 performed at Education Day and Presentation Night.

- Gabriella Mileto once again represented HKHS as a Backing Vocalist for the DEC's Star Struck Concert held at the Newcastle Entertainment Centre in June 2012.

## **Sport**

2012 saw many opportunities for students to participate in a wide range of sporting activities at various levels. Some outstanding sporting performances were:

- Sportswoman of the Year - Ashlee Pauletto
- Sportsman of the Year - Daniel Rogers
- Kirk Palmer Shield for Swimming - Laura Ghali
- Junior Sport Encouragement Award - Courtney Muir
- Rex Bolte Memorial Trophy - Trinity Carson
- Outstanding Athlete - Samantha Farrant
- Outstanding Cross Country runner - Harmony Edwards
- Premiers Sporting Challenge Medal - Jarrod Lynch
- Zone Blues- Lucy Metcalfe (Football), Abbey Willcox (Gymnastics)

## **Regional Representatives**

- Tennis - Trinity Carson
- AFL - Tom Hunt
- Cricket - Alyssa Kale
- Softball - Dan Rogers
- Baseball - Dan Rogers
- Athletics - Brendan Saul
- Athletics - Samantha Farrant, Adam Duff, Jarrod Lynch, Amelia Madgewick, Jessica Morrice
- AWD Athletics - Jessica Buth, Sonalie Ratnappuly, Daniel Sparkes
- Water polo - Jarrod Lynch
- Rugby Union - Jackson Parkes
- Football - Lucy Metcalfe, Courtney Muir
- Cross Country - Byron Cavender, Scott Clark, Harmony Edwards, Jessica Morrice, Adam Moyle, Daniel Sparkes
- Swimming - Sienna Inglis
- Trampolining - Abbey Willcox



Narara House won the school swimming and athletics carnival and Corumben won the cross country carnival.

Henry Kendall students' participation and performance at all zone carnivals was outstanding.

### Academic

In the National Assessment Program, the results across the Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 4 to Band 10.

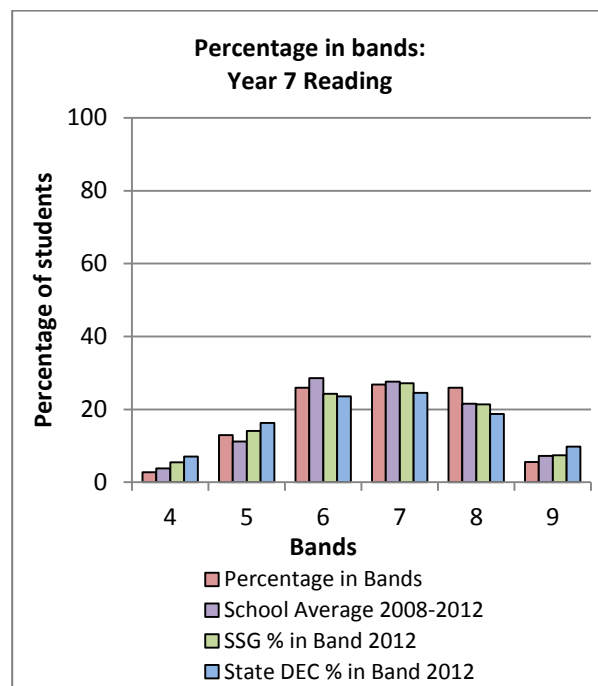
The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7).

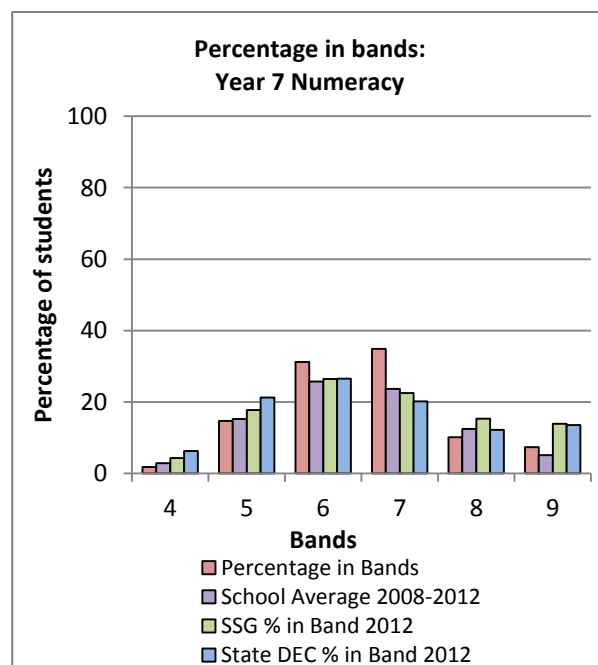
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9).

In the Higher School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

### Reading – NAPLAN Year 7



### Numeracy – NAPLAN Year 7

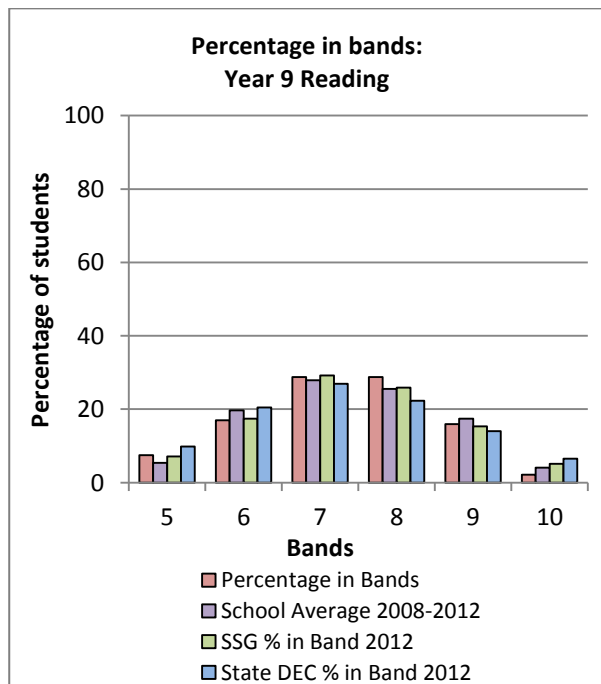


### Minimum Standards – NAPLAN Year 7

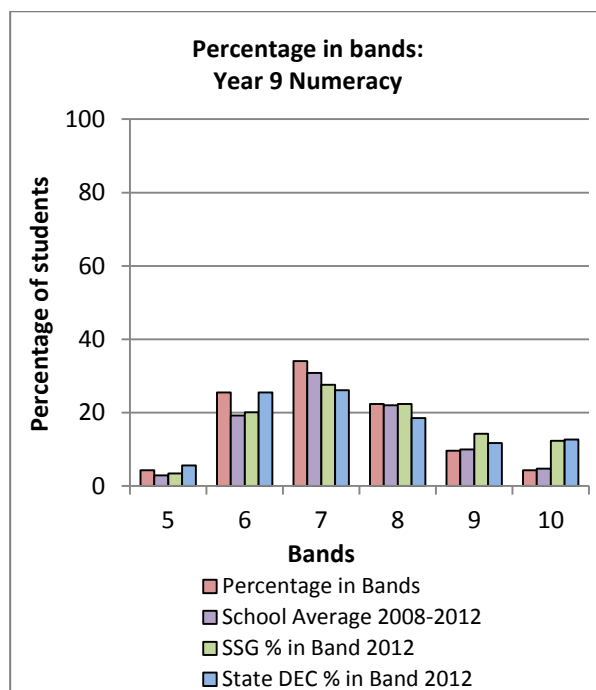
Percentage of Year 7 students achieving at or above minimum standard (exempt students excluded)	
Reading	97.2
Writing	92.7
Spelling	96.3
Grammar & Punctuation	95.4
Numeracy	98.2



### Reading – NAPLAN Year 9



### Numeracy – NAPLAN Year 9



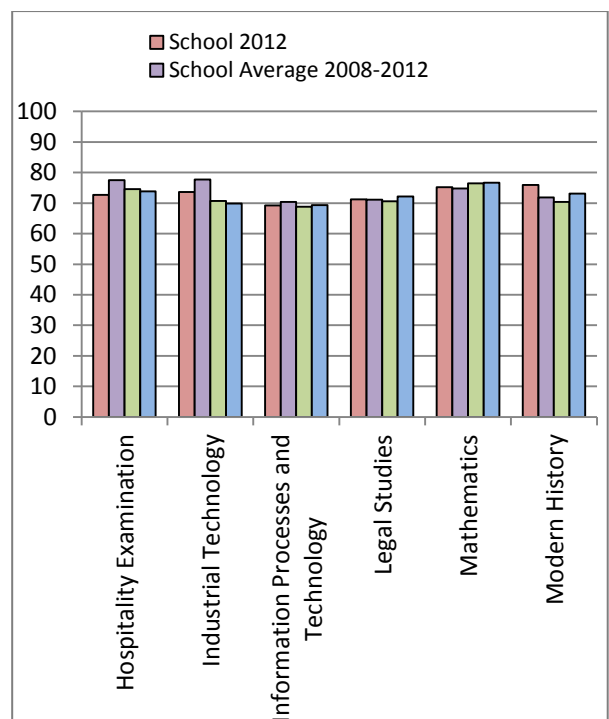
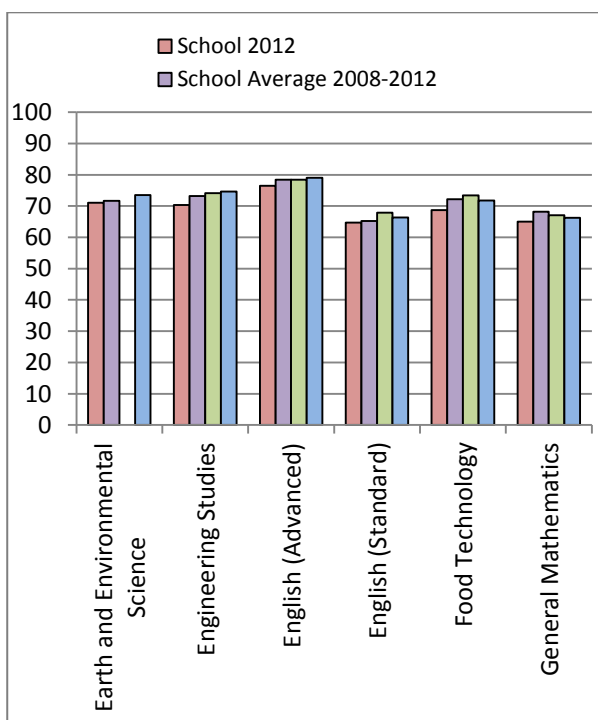
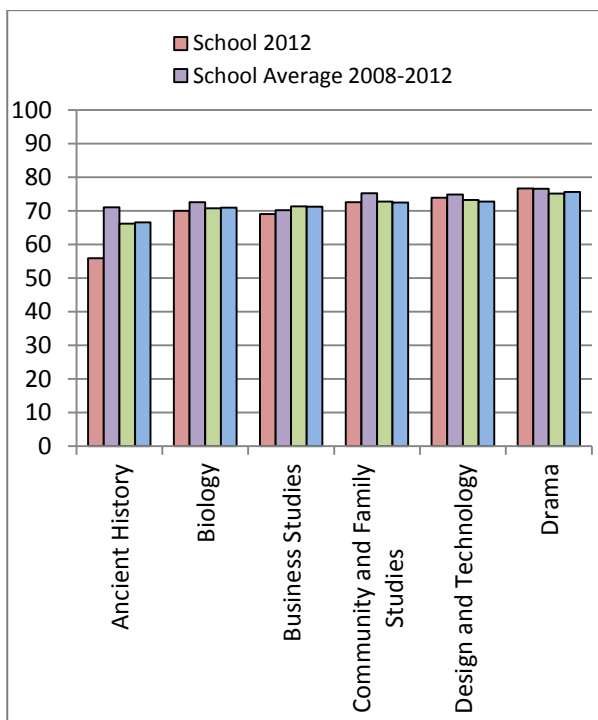
### Minimum Standards – NAPLAN Year 9

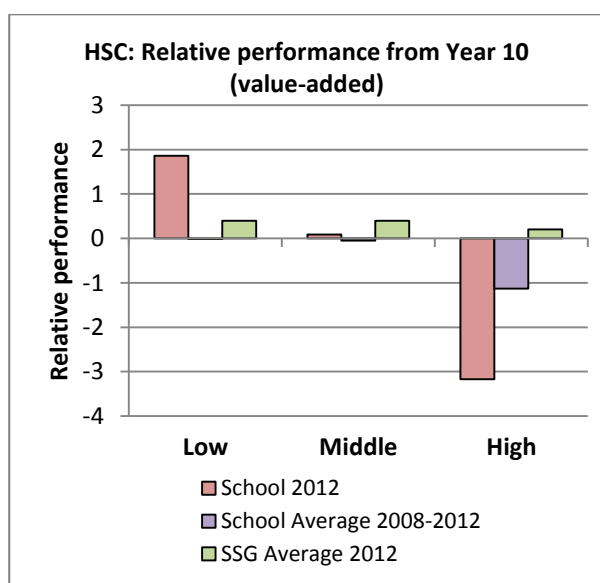
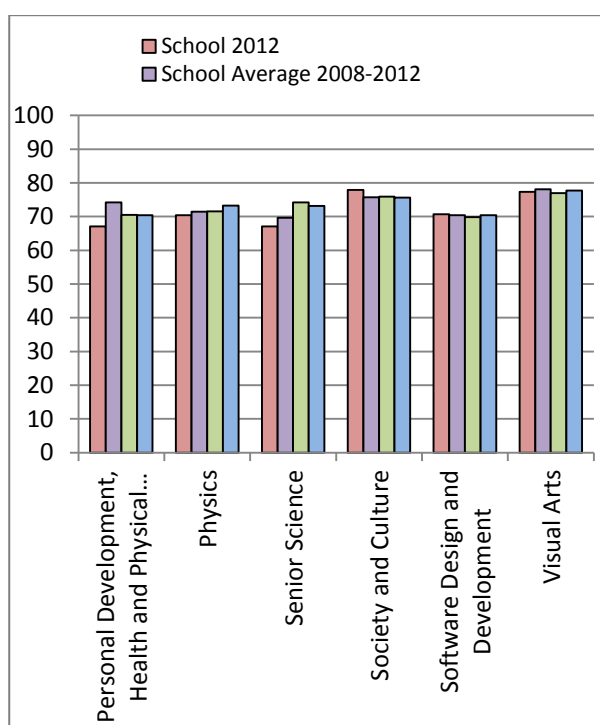
Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded)	
Reading	92.6
Writing	77.9
Spelling	93.8
Grammar & Punctuation	95.8
Numeracy	95.7

### Higher School Certificate









## Significant programs and initiatives

### Aboriginal education

Henry Kendall High School celebrates a strong cultural program. Aboriginal student population peaked at 47 in during 2012. Students at Henry Kendall High are offered the opportunity to

experience many aspects of Aboriginal Culture. Significant programs and initiatives in the area of Aboriginal Education have occurred throughout 2012 enhancing student participation, parent and community partnerships, student leadership, creative, sporting and academic pursuits and achievements. Student leadership has been a focus for many of our ATSI students this year with many gaining leadership experiences through school assemblies, community events and partner school activities.

Henry Kendall High School is committed to eliminating the disparity gap between indigenous students and that of the wider cohort. The results of our Aboriginal students in all external examinations are extremely positive, outperforming Aboriginal state and regional averages. Individual student growth for Aboriginal students remains significantly above state average figures. However, it must be stated that, on average, our Aboriginal cohort results remain below the results of our wider school population in most areas.



Norta Norta (senior) Tuition Funding focused on literacy and numeracy in stage 5 students and course specific tutoring for stage 6 students that was driven by student Personalised Learning Plan (PLP) educational targets. This funding enabled the school to appoint one casual teaching staff to support senior Aboriginal students in meeting educational outcomes.

PLPs continued to be implemented through family and community meetings for each Aboriginal student to assess their strengths, goals

and areas for development. The meetings were generally attended by students, parents, families, community member and/or Norta Norta tutor and the Year Advisor.

- ATSIC students were key organisers and participants in our NAIDOC celebrations and assembly.
- Totem Pole – Men’s Speak boys program continued in 2012 with community support and direction and mentoring from Gavi Duncan. Students learnt about the importance of the totem and began to look at their own totem and the way to carve their totem into wood.
- Sistaspeak – This program targeted young Aboriginal girls in years 8, 9 and 10. Sistaspeak aimed to raise the self-esteem of the participants and encourage them to make positive choices about school, careers and their future lifestyle. This group was ran by Chantel Dorrington, a member of the Gosford AECG.
- Reconnection Day to the Aboriginal Resource Room – smoking ceremony led by our Aboriginal students and the unveiling of a new door to F1 and our local community was a highlight of this year.
- Pathway Planning for all Aboriginal students - university pathway for Year 12 students and successful scholarship applications.
- Smith Family Sydney University Indigenous Open Day.

#### Individual students Success

- Jackson Parkes – Australian School Boys football selection and subsequent tour of England
- Jessica Gage University Scholarship for Nursing

#### Multicultural education

Henry Kendall High has 20 ESL students across the school. We continue to host students originally from China who travel each day from Sydney to study in Stage 6 and we saw a continued positive trend. 60 of our students are

from NESB. ESL students have also participated in vocal and keyboard performances including Lizotte’s Performing Arts Evening. A special Chinese lunchtime party was also held by Mr Fisher with his ESL students.

In 2012 it was decided to host a Japanese High School cultural and educational visit for 2013. Planning for that visit has begun and 20 students from Ujiyamada High School will stay with host families from 18 March to 27 March 2013.

Harmony Day celebrated different cultures coming together. The SRC had stands of information from embassies of different countries, sports from various cultures, with flags and banners, and a sausage sizzle. Students were requested to draw around their hand on coloured card that the SRC collected, along with messages of solidarity and so created a giant collage in the school’s MPC.

Year 7 Young Achiever students participated in a COGs (connected outcome groups) unit focused on Cultural Identity in Term 2. In order to write, design and launch a magazine that celebrated cultural identity, students worked in groups and explored the issues of ethnicity, language, individuality and identity. They then launched their magazines as part of the Young Achievers Celebration Evening. Through this unit students truly embraced the concept of cultural identity, with impromptu musical performances and national costumes.

In 2012 one of our teachers in HSIE, David Ardley, visited the Kokoda Trail and Japan as part of the Premier’s Australian History Scholarship Award. Mr Ardley was investigating a perspective study examining what it was like for Japanese soldiers to fight the Australians. His expectations of this scholarship were surpassed. The Japanese perspective of the Kokoda Campaign of WWII has become a personal journey and no longer simply words and pictures in a book or a TV documentary. Mr Ardley has brought this journey back into the classroom, providing a unique multicultural perspective for students. While studying the experiences of the Australians, our



students have been able to review the interrogation records of captured Japanese soldiers. They have been able to consider what it was like to fight against Australians through the eyes of men like 1<sup>st</sup> Class Private Tomoichi Ikedo, soldier of the Imperial South Seas Forces of Japan who was captured at Buna 10 on December 1942. Changing perspective provides an engaging way to inspire students to learn about the experiences of Australian and Japanese soldiers without looking at them solely as enemies and understand that the Japanese were obligated to fight against the Australians. They, too, had families who worried about them and thousands have families who can never properly mourn them because their remains still lie lost in the battlefields of our common history.

### **Special Education**

The Special Education Centre had 59 students enrolled in 2012 in a range of programs. The programs cater for students with Mild intellectual, Moderate Intellectual, Severe Intellectual, Physical and Autism Spectrum disabilities. The Centre has an active Vocational Education program that allows students in their senior years the opportunity to participate in work experience one day per week. Various work experience placements are sourced as a result of the students' Individual Transition Plans that are devised with the consultation of students, school staff, parents and other stake holders. Work crews operated throughout 2012 with students in our High Support class working for two hours per week at Lazercraft Industries.

The Centre has a Garden Program that involves all students in some capacity. Our award winning garden supplements the Centre's other initiative "The Coffee Shop". The Coffee Shop provides vocational training for students who are unable to access work experience outside of the school. It operates on a Wednesday and provides coffee and meals to customers. The program also allows students to participate in shopping for the requirements of the coffee shop.



Students of the Centre attended excursions at the Museum of Contemporary Art and The Powerhouse Museum. They also had their bicycle skills tested through a day long visit to the C.A.R.E.S facility. During this visit students were able to practice their bike skills whilst under the instruction of NSW Police officers. Although very tired by the rigors of the day, all students were able to complete the day successfully and gain valuable tips from the various traffic simulations to which they were exposed.

The students of the Special Education Centre attended Myuna Bay Sport and Recreation camp. Full attendance was achieved through substantial fundraising by the Centre, offsetting the price of the camp. For many of our campers, it was their first camp.

Twelve students from the Centre have participated in TVET access courses at Wyong, Ourimbah and Gosford campuses. This initiative allows students with disabilities access to trade style courses in line with mainstream students. Four students are involved in TVET courses this year.

2012 has seen an emphasis placed on social skills training with all students of the Centre being exposed to explicit instruction in the social skills domain. This has been complemented by the continuation of an extensive Positive Behaviour Program. Additionally, work experience and work crew options for students who have difficulty accessing mainstream vocations has been further explored with the use of Post School service providers.

## Student Welfare

HKHS Student Welfare Team's purpose is to clearly articulate and develop strategic equity provision for the school and its learning community. Our vision is a school community which embraces the principles of equity and justice and to maximise the educational outcomes for all students as well as targeted equity groups. This improves retention and reduces educational disparity. The three identified priority areas for 2012 were to develop welfare programs for 21<sup>st</sup> century learners, Aboriginal education and implementing whole school welfare communication and systems to support students and staff.

The Student Welfare Team conducted research, developed and implemented whole school welfare programs to support the students, teachers and the learning environment. Our focus was on student wellbeing and building resilience. In addition, we had a focus on anti-bullying with the launch of our Anti-bullying flyer and revised policy with Stages 4 and 5. This was complimented with study skills days for Stage 6 and a focus on making sound choices and balanced wellbeing. The Learning and Support Team identified individual student and cohort needs and implemented welfare programs that provided holistic learning opportunities. These included:

- Shine – Social skills, self-esteem program Stage 4.
- Seasons for Growth – grief and loss program.
- Craft group – Stage 4 structured play program.
- Chess Club – Aspergers/Autism structured play program.
- Cyber-safety – Welfare program delivered through ICT lessons Year 9.
- Girls are Great – Empowerment program for vulnerable girls Stage 4.
- Peer Support Program – Year 7 skill building.
- Assessment Support Stage 5 and 6 Breakfast and Homework Club.

- Wellbeing Days for Years 7 and 8 with a focus on anti-bullying.

The implementation of the new DEC policy in relation to ESES brought many changes to the systems of support at HKHS. The Student Welfare Team developed a student hub centred on student services – a drop-in centre for support and wellbeing programs.

The National Chaplaincy Program led to HKHS signing an agreement with Insight, a local agency that has committed to fund 4 days a week of support for student wellbeing programs. This led to great enhancement of our Chaplaincy program and implementation and delivery of welfare programs to improve student success within the learning environment. These include girls Shine Program for Stages 4 and 5, Seasons for Growth, Living Skills programs for students with disabilities and craft groups at recess and lunch for students who require additional support.

In 2012 the use of Millennium, an effective and dynamic ICT software package, enabled fast tracking of welfare and learning support information in real time for all staff. We were able to utilise the software to pilot the dissemination of all centrally kept files relating to a student, allowed all teachers, casuals or relief teachers to access information immediately, thus reducing referrals and poor communication. Documents include risk assessment, mental health and behaviour plans and programs of support such as ILPs. This pilot has led to implementation in 2013.

The rewards program was reviewed in line with our strategic priority of developing our school culture of success and recognition. In evaluation, our new rewards system placed the onus on the teacher rather than the student to initiate student rewards. The new reward system is twofold a classroom level and faculty level. There was a 58% increase in academic achievement awards for students in 2012. This was complemented with celebration of student success through newsletters, phone-calls home and letters of student recognition to parents. This

culminated in a mid-year Celebration Assembly and an end of year Presentation Night.

### **Student Leadership**

The SRC (Student Representative Council) has had a busy 2012 and is regarded as a key component in delivering the opinions and beliefs of their peers, whilst providing engaging activities for their friends in this dynamic community.

In 2012 the SRC worked to drive their focus away from being a fundraising committee to looking at supporting the students within the learning community. This was achieved by providing various events where they either showcased their leadership skills or travelled to outside destinations to hear information that can be fed back to their peers



Some highlights that the SRC contributed to this year were: providing cards and lolly pops on Valentine's Day; establishing a Harmony Day with lots of different cultures being represented with information from different consulates; raising funds at the HKHS Car Boot Sale; attending local drug/alcohol forums and attending National Youth Leaders Day.

The SRC has always worked to be positive in its relationship with the community and this continued with members attending: the ANZAC Day service in Gosford (Member Deen Khousnoud-Rad recalled his trip to the Kokoda Trail); P and C meetings to give students' opinions; various events such as regional and

state wide SRC meetings; and working with the school's Interact group and local Rotary Club.

In the later half of the year, the SRC held its Investiture and said goodbye to some excellent SRC members including Alexander Rozario, Stephanie Thornton, Rachel Smith, Natasha Jack and Annaliese Shepherd (to name but a few). Alexander and Stephanie were excellent school captains who not only attended all the events possible in their HSC year, but also visited Government House at a School Captains Leadership Program.

Amendments to the SRC constitution in 2011 stipulated that there should be 4 prefects, 2 vice captains, 2 school captains, 8 house captains and 2 members from every year group. However, it was found that this year even more people wished to join. This will be a consideration in the future but an extra member in Year 8 was under agreement from other members. Again, it was found that SRC members in key roles helped to focus the members' thoughts and deliver ideas to the group more effectively. A training day was held to help improve basic leadership and communication qualities and, on excursions, it was noted that it seemed to be the HKHS students who contributed more when working with others. Finally, members again travelled to Darling Harbour to the National Leaders Day where they listened to speakers such as Dr. Karl talk about achieving goals and reaching dreams.

The function of the SRC within the Henry Kendall High community is a significant one that provides a recognized and important voice within both the learning community and the local community. Individual members can also stand up as clear student leaders for the Central Coast with selection for elite events including the USB Womens Convention and Science scholarships.

### **Middle School**

The Middle School Program continues to be an important feature of the junior curriculum at Henry Kendall High School. The program has marked an important stage in transition from



primary to high school for the last 15 years. A feature of the Middle School has been its capacity to refine and improve upon existing programs in order to meet the needs of 21<sup>st</sup> Century learners. The Middle School program has:

- Reviewed programming and assessment structures, providing experiences that engage students.
- Increased the use of technology in all strands, allowing students to engage in an array of software programs.
- Used NAPLAN data to develop and refine our teaching and programs.
- Employed a student management system that emphasises positive behaviours in the classroom and playground. The Thumbs Up program is a derivative of the Positive Behaviour for Learning program that is widely used throughout NSW.
- Supported and rewarded students for positive behaviour through our Reward Days.

### **Numeracy +2 Program**

Henry Kendall High School and its partner primary schools continued and built upon the Numeracy +2 program in 2013. An emphasis was placed on the use of data to inform classroom practice. Middle School and Mathematics teachers worked with their primary school colleagues and the Mathematics K-8 Consultant to analyse all aspects of the NAPLAN – Numeracy examination in 2012. Teachers were able to develop strategies that could be incorporated across settings to support students ‘working mathematically’. There was significant student improvement during the course of the program, with over 57.7% of Year 7 students achieving higher than expected growth in Numeracy.

### **Young Achievers Program**

2012 brought significant changes to programs that support high achieving students at Henry Kendall High School. Our S4 (Stage 4) program had produced excellent educational outcomes for students and staff throughout its history. However, there was a significant need for the

program to be expanded, due to the high level of interest in our local community and significant student need. The program was expanded to 2 classes (one in Year 7 and another in Year 8) and renamed the HKHS Young Achievers Program. Rigorous assessment in literacy and numeracy, as well as student interviews, were used to determine entry into the class. The Young Achievers Program has been able to:

- Identify highly motivated and independent students, providing a learning environment in which a love of learning is fostered.
- Develop collaborative and independent learning skills, in an environment that promotes academic excellence.
- Extend and enrich the learning of students through the innovative delivery of curriculum.
- Foster the development of quality teaching and learning programs that are designed collaboratively by participating teachers. A focus of the program is the development of special interest projects that engage students, develop high order thinking skills and make meaningful links between subject areas.
- Develop skills and aptitudes that will lead to continued academic success at HKHS.
- Provide on-going opportunities to explore each child’s unique skills and interests.

A central component of our program is the development of COGs (Connected Outcome Groups) units that link skills and content across faculties. These programs are designed to both challenge and engage students and have been an exciting feature of the program. Our school community staged a Young Achievers Celebration Evening to highlight students’ work in their COGs units. Our Year 7 cohort launched a magazine that celebrated cultural identity, while our Year 8 group staged “The Dream”, incorporating the work and world of Shakespeare.

## **Gosford City Learning Community**

Gosford City Learning Community was developed in 2012 to celebrate the dynamic partnership between Henry Kendall High School, Gosford Public High School, Point Clare Public High School and Gosford High School – schools with strong reputations in our community. The relationships between our schools provide a vibrant learning approach from K-12 and ensure that our schools are an integral part of our community. Our community collaboration acknowledges the importance of nurturing and acclaiming the work of individual schools whilst celebrating the collective engagement of school communities.

The commitment by the four school principals led to the development of a Strategic Communication Team which successfully applied for a seeding grant to develop our Learning Community. In 2012 significant financial and human resources were focused into developing the Learning Community. Development of a Strategic Communication Plan, that articulated our focus in the short and long term, developed a context and purpose as well as areas of responsibility. Key messages were developed as a learning community, and a competition was conducted to find a logo that would be the stimulus for a designer to develop a corporate image. The calibre of competition entries was astounding, with the winning entry from Tanika Sorridimi requiring little enhancement from a graphic artist. Tanika won an iPad for her wonderful effort. A school flyer was developed for each school as well as a Learning Community Flyer that was central to a media campaign that celebrated the Learning Community ethos and success.

Interschool relationships were key to 2012 as we conducted a review of our transition programs and investigated ways to improve communication and sharing across the schools. An increase in project developments occurred with the successful application of small grants to develop Learning Community projects such as Numeracy +2. Evaluation of partnership and transition

teams led to the amalgamation of these teams with the GCLC communication team to reduce cross-over and develop stronger working committees. This resulted in an increase in the quality of experience in transition for students and families, including 4,5,6 Information evenings, transition and orientation. The development of a common transition program across partner schools and early transition of vulnerable students was central to a new Transition Pathway Planning document in place within GCLC.

The key opportunity for communication and promotion was a GCLC Business launch in term 4 2012 at RYSS Arts Warehouse Gosford. Here each school celebrated their schools with our wider community. Each school had a Communication Officer present, building new and redeveloping existing working relationships with our local community.

The core strategies achieved in 2012 were: the development of GCLC Strategic Communication and Publicity Team (Transition, Professional Learning and Event Planning); Collaborative TPL across stage 3 and 4 was planned and achieved including Numeracy +2; Young Achievers Program applications increased, as did our enrolments from our partner schools; and enhancement of Learning Community Events such as Partnership PAN, Taster Days Year 5 and 6, and NAIDOC Week 2013.

## **Progress on 2012 targets**

Our 2012 targets are directly aligned with our 2012-2014 School Plan.

### **Target 1**

#### **Strategic Communication and School Promotion**

Henry Kendall High School is focused on development of an effective Learning Community with Gosford Public School, Point Clare Public School and Gosford High School that supports and develops all students across the K-12 continuum and values an active, inclusive and

collaborative partnership program between our schools. Our Learning Community directions will be supported by a proactive and responsible communications plan that ensures a strong community profile. Critical to positive student outcomes across the Learning Community is a dynamic partnerships program that supports key transition points and develops curriculum continuity across stages 3 and 4. Equally important is the provision of diverse student pathways that are supported through effective linkages with local businesses, TAFE, University, industry and volunteering.



Our achievements include:

- An increase in the quality of experience in transition for student and families eg. information evenings, transition and orientation.
- Development of a common transition program across partner schools and early transition of vulnerable students.
- New Transition Pathway Planning document in place within Gosford City Learning Community.
- A strengthened transition program and pathway planning process which included an evaluation of curriculum promotion.
- Development of memorandum of understanding with external providers, businesses and tertiary institutions to benefit students eg. work placements, workplace learning programs, scholarships and industry experiences. This was highlighted with the Business Launch of GCLC.
- Active LMG Meetings with strong Principal ownership and initiatives underpinned by Principal commitment and LMG funding, and shared understandings developed between principals for learning community directions and outcomes
- Development of GCLC Strategic Communication and Publicity Team, and development of our corporate image – stationary, publicity material, website for both HKHS and GCLC.
- Key promotional messages are clearly articulated in all our communication with our community.
- Regular promotion in local media and development of corporate relationship and seen increased media releases to celebrate our successes.
- Evaluation of partnership and transition teams and the amalgamation of these teams with the GCLC communication team to reduce cross-over and develop stronger working committees
- New transition pathway planning document in place within GCLC.

## Target 2

### School Culture

At HKHS a high performance culture is valued and ingrained through high expectations and targets for academic and professional rigor, and continuous improvement. Our school focuses on holistic learning opportunities for all students, an inclusive community, and raising capability that increases future success for every individual. We are committed to an inclusive culture that ensures support, acceptance, nurturing, opportunities and success for each student in our diverse community. Strong relationships, collaborative approaches, and shared ownership by all staff is celebrated and reflected in a culture of success that values and supports all individuals across our learning community. Our school culture aims to ensure that school practices and management reflect systematic, planned,



collaborative, sustainable and transparent approaches based in student centred beliefs.

Our achievements include:

- Development, publication and implementation of a renewed rewards and recognition system that celebrates achievements of students and staff.
- Revised school rules with student ownership and consistency in application by staff.
- Implementation of the new Anti-Bullying policy.
- High expectations of a supportive and collaborative staff team that is led and modelled by the school executive as evidenced in daily practice.
- An effective school communication program that supports learning community interaction and builds community connections.



- School Professional Learning Plan developed and implemented for the first time.
- School Professional Learning Policy developed.
- TARS & EARS Policy developed and implemented.
- The staff were surveyed on senior executive team performance with extremely positive responses that reflect high staff morale and confidence in leadership.
- Parent / student surveys – 144 students and 61 parents randomly surveyed with 13 questions on School Culture (DEC SchoolMap). Responses clearly articulate

positive school reputation and commitment to the best outcomes for all students.

- Instigation of a complete revision of school policies and procedures.

### Target 3

#### Curriculum

Our school is committed to the provision of appropriate pathways to the HSC or equivalent that meet the needs of our learners and result in high levels of student engagement, improved academic outcomes and higher retention rates. We aimed to ensure that every student had access to an appropriate, inclusive and engaging curriculum that value adds and challenges the boundaries of individual achievement. Critical to this aim is the development and implementation of innovative structures for 21<sup>st</sup> Century learners and learning. Progressive improvements are evident in literacy and numeracy outcomes, and curriculum continuity supports student learning across the K-12 continuum.



Our achievements include:

- A comprehensive review and development of appropriate curriculum pathways to the HSC was implemented. Key staff visited successful schools with similarly sized cohorts and other alternative school organisation structures were analysed. A more comprehensive Stage 5 into 6 program was implemented. Success was measured by far fewer students moving into alternate education settings or work, as

well as ten students enrolling from other local schools into Henry Kendall High School.

- Stage 5 Curriculum Review was commenced in 2012 and will continue in 2013.
- The Teaching and Learning Policy was reviewed and updated.
- Individual Teaching and Learning Policies were developed within each KLA.
- A policy framework for cyclical review of all school policies was developed.
- Stage 5 Elective Choices were further refined to ensure a breadth of curriculum choice was maintained. One elective stream included students from a combination of Years 9 and 10 with eight courses being run as electives on that line, and an additional five stand-alone Year 9 courses and four more in Year 10.
- Significant focus on curriculum implementation and monitoring and supervision practices were planned by the senior executive to be implemented in 2013.
- Attendance data was analysed regularly and intervention strategies planned and implemented. Attendance data shows a 1.1% increase in overall attendance for 7-12 from 2011 data, and a 0.6% improvement in stage 6 attendance when compared with 2011 data.
- 'N' Warning Policy was reviewed and strengthened. No students were N Determined across stage 6 in 2012.
- HSC Monitoring Policy was reviewed and updated to include new state-wide expectations.
- SMS Alerts to parents for absent students.
- SMS Alerts to parents for late students initiated during Term 4 2012. In combination with refinements of administration processes and consequences, the process saw a reduction in late students that has varied from 30-70% in November and December.
- Attendance Policy updated and a dedicated position has been funded to target attendance in 2013.

- Use of data to analyse student achievement and develop focus areas/strategies, including HSC, NAPLAN and ESSA results.
- Numeracy +2 Initiative with Partner Primary schools funded for continuation.
- Programming policy developed and implemented to provide explicit expectations and clear frameworks.
- Student support structures ensure all student needs are addressed including CAT Team, Welfare Team, LST, Special Education and Vocational Education
- Professional Learning Plan implemented to map whole school professional learning directions for 2012 aligned with the School Plan 2012-2014.
- Professional Learning Policy developed and implemented
- In 2012 a 2.5% increase in the number of students achieving bands 5 and 6 at HSC level was achieved.



- In 2012 a 6.5% decrease in the number of students achieving in bands 1-3 at HSC level was achieved.
- A 2% overall improvement in all areas of NAPLAN was targeted. The Numeracy +2 program in conjunction with Partner Primary Schools continued throughout 2012. Average scaled growth scores in Year 7 Numeracy were significantly higher than the state and in surrounding schools. However, we failed to achieve the 2% overall improvement in all areas. Year 9 Reading, Grammar and Punctuation are focus areas for 2013. Some

areas for both Year 7 and Year 9 reflected a 4% or higher increase in the top three bands.

## **School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Student Attendance and our Stage 6 Curriculum.

### **Student Attendance**

#### **Background**

Henry Kendall High School student attendance has been consistently equal with state and regional statistics. In 2012 student attendance was 88.8%. This data is higher than both the school data for the previous year, and the regional data for the past four years, including 2012.

2012 saw a focus on improving the correlation between student attendance and its impact on student retention and student achievement. Improving school culture in respect to attendance was a focus within the school and the wider school community. Monitoring practices and communication on attendance was emphasised to begin a transition in the culture of awareness and understanding of the correlation between positive attendance practices and improved student results.

#### **Findings and Conclusions**

2012 attendance data indicated :

- Minimal variation in trend patterns over the previous four years.
- An improvement of overall student attendance of 1.1 % from 2011.
- An improvement of 0.3% in Year 12 attendance.
- Overall attendance at Henry Kendall High School was 0.8% above regional average and 0.3% below state average.

Implementation of the following processes facilitated the beginning of a cultural shift in

2012. Management processes supported both non-attendance and positive attendance practices for students:

- Year 12 attendance interviews were conducted by Deputy Principal's regularly each term.
- Profile of impact of partial attendance on Year 12 attendance statistics was analysed and communicated to year 12 to raise awareness. Year 11 was also educated on the importance of impact of part day attendance to provide early intervention for stage 6.
- SMS system to notify parents leading to reduction in whole day and partial day truancy.
- Regular letter correspondence of students with attendance concerns.
- All students identified as partial or whole truant were interviewed by DP Administration and immediate consequences issued.
- Long term attendance issues were referred to the school's Learning Support Team for support and investigation.
- DP's had periodic meetings with HSLO to case manage key attendance concerns. Reduced number of HSLO referrals resulted from early identification of student trends in attendance and liaison between LST
- Education of school community through use of correspondence home and newsletter highlighting the need for consistent student attendance.
- Positive rewards for 100% attendance through Year Advisor awards and recognition on students reports.

#### **Future Directions**

A variety of strategies will continue to be used to support improvement in student attendance and positive student achievement:

- 2013 will see the appointment of an Attendance Coordinator. The Coordinator will work closely with both Deputy Principals to monitor trends in student attendance, target

early intervention of students at risk of disengagement due to poor attendance, educate the wider school community through regular communication in the school newsletter and website articles and develop a positive system of recognition for 100% student attendance.

- Improvement in attendance rates is to align with supporting HKHS School plan of 2013 i.e. 'embed a culture of learning approach characterised by high expectations, academic rigor and success for every students'.
- Monitoring of Year 12 student attendance for Term 1 to determine if flexible attendance is to be implemented for that particular cohort.
- Monitoring of students attendance by DP Administration to issue immediate consequences for late students or students truanting.
- Year 12 student interviews Term 2 week 5 to re-enforce relationship between consistent attendance and student achievement.
- Year Advisor awards on a monthly basis.

## Stage 6 Curriculum

### Background

The establishment of Kariong Mountains High has resulted in a gradual reduction in student numbers over the past four years. The first cohort affected reached Stage 6 in 2013. Therefore, substantial curriculum planning occurred during 2012. The school decided on changes to structures but could delay some of them until the 2013 planning for 2014 (see **Future Directions**). Year 11 Sport was, however, modified to allow Extension courses to be run on Tuesday afternoon. A second Parent Information Evening was modified, strengthened and widely publicised to promote our Senior Curriculum to the wider community.

### Findings and Conclusions

Ten new enrolments from other schools and a loss of only two students moving into Year 11 from estimations late last year meant a mainstream group of 162 in Year 11. This allowed

us to maintain a breadth of curriculum choice with 27 courses being studied, as well as both English and Mathematics having the full breadth of course levels. Only Retail Studies, Software Design & Development, Marine Studies and Food Technology were not offered after student selections. This closely mirrors what has occurred in previous years, although course deletions do vary from year to year. We have, therefore, been very effective in maintaining curriculum breadth.

2014 will be our smallest cohort moving into Year 11. This places pressure on breadth of Stage 6 curriculum in Year 11, 2014. However, the following cohorts are larger. The ongoing ability of the school to attract additional students into Stage 6 from private schools should ensure curriculum can be maintained. The high quality transition program that was implemented in 2011 and further developed in 2012 greatly assisted in gaining larger Year 11 numbers.

We offered Year 11 three pathways to consider:

1. ATAR (University in 2015)
2. ATAR and TAFE (flexibility as the key)
3. Non-ATAR pattern.

Additionally, with fewer school leavers, the school should be in a good position to weather this smallest senior cohort.

The modification of the Sports afternoon to a self-directed sports diary had the additional benefit of fewer students studying TAFE away from school and the school retaining more staff. Senior Science may be offered in Year 12 during this afternoon time as a fall-back for students who may drop any of the Science courses.

The school's Trade Training Facility for Stage 6 Primary Industries (Horticulture) is due for completion in May 2013. This will be a valuable acquisition and career pathway for students and may attract students from other schools.

These distinct pathways assist students in selecting the most suitable course.



## Future Directions

Discussions and possible combined delivery of some small candidature courses with Kariang Mountains High School was initiated in 2012. This will be an area of consultation during 2013. Connected classroom delivery and physical travel during some afternoons have been discussed. The two day lengths and structures are almost identical.

Running each junior class, and those in Year 12 in 2014, as close to maximum numbers, will give us scope to have reduced numbers in Year 11 classes and thus have additional curriculum spread. Reducing face to face teaching to seven hours per cycle from the current eight hours will also assist with breadth. Seven hours equates to 280 hours and remains above the 240 mandated indicative hours required by the Board of Studies. It equates for a loss of approximately 26 hours of teaching time spread across two years. It is envisaged that Year 11 in 2014 will have five to six classes per line rather than four. This structure also means that we will not need to place senior classes on an early morning timetable. This has been problematic when some students could not always arrive on time. Classes with lower numbers of students may also have additional cuts to periods. This will be on a case-by-case basis.

Continuing research into alternative models of curriculum delivery will be undertaken to ensure best practice for our student population.

## Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Staff were surveyed in respect to the leadership of the senior executive and its relationship to school culture. The results were undeniably favourable with key areas of strength and areas for focus listed below:

## Areas of Strength

- Care for students and discipline is fair.
- Staff are valued and supported by the Senior Executive.
- Senior Executive model commitment to school improvement.
- Approachable and adaptable.
- Senior Executive value the contribution of individuals and groups.
- Positive influence on school culture.
- Recognises and celebrates achievement.
- Monitoring and evaluation of school plans, policies, programs and practices are planned and ongoing.



## Areas for Focus

- The school's processes and procedures address staff welfare needs.
- Professional development is planned, systematic and effective.
- A range of strategies are employed to ensure effective communication.
- The senior executive effectively implement change processes which result in improved learning outcomes.
- The senior executive encourage staff to constructively challenge educational practice.

60 parents were randomly selected to be surveyed by phone in regards to school culture. The results were extremely favorable with key areas of strength and areas for focus listed below:

### Areas of Strength

- As a parent I am very proud of Henry Kendall High School (96% of parents surveyed).
- The students are the school's main concern (94% of parents surveyed).
- The school encourages all students to learn (92% of parents surveyed).
- The school encourages students to achieve their best (92% of parents surveyed).
- School leaders have a positive influence on school culture (89% of parents surveyed).
- The school appreciates having my child as a student (85% of parents surveyed)



### Areas for Focus

- Parents support what is happening at Henry Kendall High (27% of parents surveyed).
- Henry Kendall High encourages new students and their families to be involved in school activities (26% of parents surveyed).
- Henry Kendall high caters for the learning needs of all students (18% of parents surveyed).

144 students from Years 7-10 were randomly selected to be surveyed in regards to school culture. The results were again favourable with key areas of strength and areas for focus listed below:

### Areas of Strength

- Henry Kendall High makes new students feel welcome (81% of students surveyed).

- Henry Kendall High encourages everyone to learn (79% of students surveyed).
- Henry Kendall High encourages students to achieve their best (78% of students surveyed).
- School leaders have a positive influence on the school (77% of students surveyed).



### Areas for Focus

- Students support what is happening at Henry Kendall High (49% of students surveyed).
- I am proud of Henry Kendall High (60% of students surveyed).
- Henry Kendall High continually finds ways to improve what it does (60% of students surveyed).

## Professional learning

A key feature of professional learning in 2012 was the development of a whole school plan. Teaching and non-teaching staff were given input on design and delivery of professional learning, with an emphasis placed on the achievement of targets in our 3 key priority areas:

- Strategic Communication and School Promotion
- School Culture
- Curriculum

The HKHS Professional Learning Plan incorporated after school Staff Meetings, School Development Days, Extended Executive Meetings and the individual learning needs of staff. Tied professional learning funds, totalling over \$45,000 were expended in 2012. While emphasis

was placed on professional learning that would support key priority areas, there was a continued emphasis placed on the successful completion of mandatory training in 2012. Key developments in professional learning included:

- The completion of the 'Communicating with your school community' training course by key members of the HKHS Promotions team. The course emphasized the development of a comprehensive communications and promotional plan for HKHS and strategies to enhance parent and community relationships.
- Shared professional learning opportunities with partner primary schools via the Numeracy+2 program. Mathematics and Middle School staff joined Stage 3 teachers in an online analysis of NAPLAN – Numeracy results in 2012. The professional learning was facilitated by the Regional Mathematics Consultant.
- Completion of mandatory training in an on-line environment as well as whole staff forums. Successful registration of all mandatory training via the MyPI@Edu site.
- Professional learning opportunities were made available to staff after the release of the NSW K–10 syllabuses for the Australian Curriculum in English, Mathematics, Science and History. The online course “Teaching and the New Curriculum” was completed by all HKHS teaching staff. Through the development of a comprehensive school professional learning plan, opportunities for staff to continue with online training courses as they become available have been allowed for.
- Faculties participated in professional learning through the DER laptop program. Through an analysis of technology use within key learning areas, faculties were able to develop professional learning that suited their needs. The incorporation of Moodle and developing expertise in the suite of software available through the DER laptops were priorities.

- Professional learning that was centred on the unique learning needs of HKHS students was also a priority in 2012. These opportunities were facilitated by the experienced and resourceful executive and teaching staff at the school. Staff received training in areas such as Autism and Asperger’s Syndrome, Anti-Bullying, curriculum differentiation, health care and HSC analysis.

## School planning 2012–2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

### School priority 1 - Strategic Communication and School Promotion

#### Outcome for 2012–2014

- An effective Learning Community that supports and develops all students across the K-12 continuum and values an active and collaborative partnership program between schools.
- A proactive and responsible communications plan supports Learning Community directions and ensures a strong community profile.

#### 2013 Targets to achieve this outcome include:

- A positive community perception is maintained as measured through qualitative and quantitative surveys.
- Learning Community collaborations, programs and shared professional learning increased from 2012 involvement.
- Development of a minimum of two Memorandums of Understanding to grow community partnerships that benefit our school and students.

- Strategic communications processes are embedded in our practice and promote and advocate HKHS in our community.
- A strengthened collegial transition program is embedded in core practice.

**Strategies to achieve these targets include:**

- Evaluation of collegial Partnership and Transition programs that are embedded in core practice to identify areas of improvement and implementation of strategies to strengthen these.
- Development of a learning community website.
- Further development of the website and Moodle as effective centres for community, student and parent information.
- Continued work of the Strategic Communications Team supported by human and financial resources.
- Regular media releases to promote school and student achievement.
- Further improvement of the physical environment, promoting school values, culture and a quality learning environment.
- Embed key messages that underline our school communication.
- Develop and implement collegial learning programs to improve student outcomes across our learning community.
- Professional learning opportunities provided across Stages 3 and 4.
- Consolidate the Young Achievers Program.
- AECG engagement.
- Learning Community Performing Arts Night.
- Embed corporate image and associated publicity and promotional material.

## **School priority 2 – School Culture**

### **Outcome for 2012–2014**

- A high performance culture is valued and ingrained through high expectations and targets for academic and professional rigor, and continuous improvement.

- Holistic learning opportunities for all students, an inclusive community, and raising capability that increases future success for every individual is the essence of Henry Kendall High.



**2013 Targets to achieve this outcome include:**

- An effective and supportive student and staff rewards and recognition system is embedded in core practice.
- Positive exit pathways can be articulated for every student.
- School values, student centred beliefs, and the ‘hidden curriculum’ are ingrained into school actions, practices, decisions and management.
- Strong relationships, collaborative approaches and a shared ownership of school values underline positive staff moral and high expectations reflect a culture of learning.
- A positive community reputation articulates HKHS as supportive, inclusive and committed to the best outcomes for each individual.

**Strategies to achieve these targets include:**

- Validate and articulate clear student pathways without perception of negative connotations.



- Develop a Year 10 transition program including subject selection and taster processes that provides informed student directions for Stage 6.
- Embed a culture of learning characterized by high expectations, academic rigor and success for every student.
- Reinforce our innovative welfare structures that meet the needs of all students in a smaller school and increase the perceived value of education.
- Further development of our middle school ideology through a focus on the Year 7/8 transition point, integrated learning, and expectations, academic rigor and consistency through Years 8/9.
- Embed rewards and recognition system that celebrates achievements of students and staff.
- Student voice and leadership opportunities ensure student ownership of school culture.
- Develop and implement a staff leadership program focused on capacity building and shared responsibility.
- Implementation of a Professional Learning Team focused on collaborative development of school professional learning calendar and staff professional learning plans.
- Staff professional learning that builds a high performance culture, accountability to professional growth, and shared ownership of outcomes for every student.
- TARS and EARS processes are further embedded.
- Structures that support high expectations of a supportive and collaborative staff team that is led and modelled by the school executive.
- Ensure an effective school communication program supports Learning Community interaction and builds connections.

### **School priority 3 – Curriculum**

#### **Outcome for 2012–2014**

- Provision of appropriate pathways to the HSC or equivalent that meets the needs of our

learners and results in high levels of student engagement, improved academic outcomes and retention

- Every student has access to an appropriate, inclusive, relevant and engaging curriculum that value adds and challenges the boundaries of individual achievement.



#### **2013 Targets to achieve this outcome include:**

- Overall improvement in HSC results with all courses reflecting z-scores above -0.3 and value added above -3.
- Whole school HSC data shows:
  - 1% increase in the number of boys achieving in bands 5/6 at HSC level.
  - 1% overall increase from 2012 in the number of students in bands 5/6 at HSC level.
  - 2% overall decrease in the number of students achieving in bands 1-3 at HSC level.
- 2% decrease from 2012 data in students not attaining minimum standards in all areas of NAPLAN.
- Equal or above state percentages in students attaining the top 3 bands in Year 9 NAPLAN in Reading, Writing and Grammar & Punctuation and Numeracy.
- New teaching and learning programs developed to meet new syllabus requirements and incorporate 21<sup>st</sup> century learning approaches for Middle School and Year 9 for implementation in 2014.

#### **Strategies to achieve these targets include:**

- Stage 5 curriculum review to ensure appropriate curriculum pathways support

student development to the HSC or equivalent.

- Quality teaching and learning programs are monitored and evaluated through a faculty review process.
- Use of data to analyse student achievement and develop focus areas/strategies, including HSC, NAPLAN and ESSA results.
- Implementation of an Attendance Coordinator position to develop and implement positive intervention strategies.
- Professional Learning Team ensures quality professional learning supports staff to deliver a flexible and innovative curriculum that focuses on strategies and high expectations to improve outcomes.
- Faculties have specific targets for improving levels of student achievement.
- Curriculum mapping and development across Stages 3 and 4 with partner schools for curriculum continuity including revitalised transition processes.
- Shared stage 3/4 curriculum programs across learning community in line with new syllabus implementation
- Continued emphasis on PLP process and implementation as an active document in curriculum planning / delivery, and meaningful exit outcomes.
- Development and implementation of a whole school literacy and numeracy strategy focussed on Year 8 and directly linked to identified areas for development from data analysis.
- Reaffirm a strong transition program Stages 5 into 6 including prescriptive pathway and course selection processes.
- Develop teaching and learning programs for Middle School and Year 9 in line with new syllabus implementation with a focus on student engagement and development of skills for 21<sup>st</sup> century learning for implementation in 2014.
- Student support structures ensure all student needs are addressed including CAT Team,

Welfare Team, LST, Special Education and Vocational Education.

- Implementation of School Professional Learning Team ensures the annual School Professional Learning Plan is targeted to our changing curriculum context.



## About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Andrew Backhouse, Principal  
Bob Cox, Deputy Principal  
Donna Loveridge, Deputy Principal  
Mark MacDonald, HT Teaching & Learning  
Rebecca Cooper, HT Student Services  
Damien Clift, HT Creative & Performing Arts  
Robyn Lewis, HT Vocational Education & Training  
Peter Yates, HT Special Education  
Julie Starkey, Sports Coordinator  
Paul McNally, Student Leadership Coordinator  
Gae Hobson, English Staff  
Jacquie Bennett, School Administration Manager  
Rob Wilcox, P&C President  
School Captains 2013

**School contact information**

Henry Kendall high School

Faunce Street, Gosford, 2250.

Ph: 43252110

Fax: 43232685

Email: [henrykenda-h.school@det.nsw.edu.au](mailto:henrykenda-h.school@det.nsw.edu.au)

Web: [www.henrykend-h.schools.nsw.edu.au](http://www.henrykend-h.schools.nsw.edu.au)

School Code: 8467.

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>

