Our school at a glance

Students

Henry Kendall High School continues to be one of the largest comprehensive high schools. Enrolments have started to decline in line with the demographics of local area. From 1382 in 2007 to 1352 in 2008. Included in these numbers are 55 students in our Special Education Unit.

Ninety point three per cent of Years 7-10 students attended school on average each school day which was higher than the state and regional average. Ninety point three percent of Years 11-12 attended school on average each school day which was two percentage points better than the regional average.

Sixty point three percent of our 2006 Year 10 cohort completed Year 12 in 2008 which was well above the regional average.

Staff

The school attracted 89.3 allocated teaching positions in 2008. This included 17 executive positions. In addition, 20.7 administrative and support staff were appointed to the school, including six teacher’s aides working in our Special Education Unit. Elizabeth Trefry, Principal, took up the position in term two 2008.

No staff members accepted transfer to another school, one teacher retired and one teacher transferred into the school.

In 2008 the average daily staff attendance rate was ninety eight point eight per cent.

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

Student achievement in 2008

Literacy – NAPLAN Year 7

In the Literacy – NAPLAN our students outperformed like school groups and in Grammar and Punctuation out performed the state.

Numeracy – NAPLAN Year 7

In the Numeracy – NAPLAN our students performed most strongly in the midrange of bands.

Literacy – NAPLAN Year 9

In the Literacy – NAPLAN our year 9 students were stronger than the state in reading, writing and spelling. In grammar and punctuation our students out performed the like schools group.

Numeracy – NAPLAN Year 9

In the Numeracy – NAPLAN our year 9 students were stronger than the like schools group.

School Certificate

In the School Certificate external tests the school average for English, Science, Australian History, Civics and Citizenship and Australian Geography Civics and Citizenship all exceeded the state mean. Overall students achieved 225 Band 5 and 6 results in the 2008 School Certificate. The courses above all achieved positive added growth from the Year 5 Basic Skills Test to the School Certificate.

Higher School Certificate

In the High School Certificate external tests 14 courses achieved above the state mean one course was equal with the state mean. A further five courses achieved better than the like school group mean. Courses that excelled were English (Advanced), Mathematics (General), Biology, Ancient History, Community and Family Studies, Design and Technology, Drama, Food Technology, Geography, Hospitality, Legal Studies, Industrial Technology, Personal Development Health and Physical Education, Physics and Society and Culture. Value-added data was very positive for Bands 4, 5 and 6.

Messages

Principal’s message

Henry Kendall High School continues to cater for students of all ability levels with a wide curriculum choice. The school has a proud record of academic achievement and welfare programs, and has a large Special Education Unit for students with intellectual and physical disabilities.

All school programs are underpinned by the school’s mission statement, belief statements and exit outcomes.

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.

Elizabeth Trefry - Principal

P&C and/or School Council message

The Henry Kendall High School P&C is an active and committed group of parents who meet in the school library at 7.30 pm on the third Tuesday of each month (during school terms). P&C members are involved in various school committees including finance and the annual school report.
P&C members are kept well informed of the activities of the school through the regular participation of the senior school executive at all meetings.

The P&C managed school canteen raises funds for whole school development and has seen decrease profitability with the need to employ more staff as our volunteer group shrinks.

P&C membership is only $2.00 pa and all parents are encouraged to come along and be part of the community of Henry Kendall High School.

Jo Johnson, President, Parents and Citizens Association

Student representative’s message

The Student Representative Council (SRC) is a body of elected students from Years 7-12. Members are elected annually by a rigorous voting system that includes staff and students. SRC members represent the school at important functions, eg, Anzac Day, Naturalisation ceremonies and school ceremonies.

In 2008 the SRC initiated, campaigned and raised funds for various charities such as the Bush Fire Appeals.

The SRC has a strong voice in the operation of the school and meets regularly to formulate suggestions for school improvement. The SRC meets weekly with the principal to discuss areas of interest or concern.

The SRC also plays an important role in planning and running the four school socials which are held throughout the year.

Christopher Kent - SRC School Captain

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

As can be seen from the accompanying graph our enrolment has been slowly falling. In 2010 with the opening of Kariong Mountains High School there will be a rapid decline in enrolments.
Retention to year 12

<table>
<thead>
<tr>
<th>SC02 - HS C04</th>
<th>SC03 - HSC05</th>
<th>SC04 - HSC06</th>
<th>SC05 - HSC07</th>
<th>SC06 - HSC08</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>57.8</td>
<td>64.1</td>
<td>65.6</td>
<td>60.9</td>
</tr>
<tr>
<td>SEG</td>
<td>57.4</td>
<td>59.4</td>
<td>60.5</td>
<td>62.2</td>
</tr>
<tr>
<td>State</td>
<td>59.5</td>
<td>61.0</td>
<td>61.1</td>
<td>60.8</td>
</tr>
</tbody>
</table>

While our retention rate is lower than 2007. It is still well above the state mean.

Post-school destinations

![Bar chart showing post-school destinations for 2008 Year 12](chart.png)

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>nil</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>13</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>63.5</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>nil</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>nil</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>89.3</td>
</tr>
</tbody>
</table>

Staff retention

The staff at Henry Kendall High School is a very experienced staff with many teachers spending a significant part of their careers at this school. Traditionally staff turnover is extremely low. 2008 saw the retirement of two teachers and the transfer in of another.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 95.8%.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>89</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>11</td>
</tr>
</tbody>
</table>

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: 30/11/2008
- Income:
  - Balance brought forward: 152412.44
  - Global funds: 678887.41
  - Tied funds: 310471.97
  - School & community sources: 625101.85
  - Interest: 18965.48
  - Trust receipts: 67428.89
- Canteen: 67428.89
- Total Income: 1700855.60

Expenditure

- Teaching & learning:
  - Key learning areas: 251623.20
  - Excursions: 135812.71
  - Extracurricular dissections: 206760.90
- Library: 28641.82
- Training & development: 272.24
- Tied funds: 305679.79
- Casual relief teachers: 136448.20
- Administration & office: 257046.00
- School-operated canteen: 0.00
- Utilities: 131281.03
- Maintenance: 54341.06
- Trust accounts: 80687.62
- Capital programs: 14108.64
- Total expenditure: 1602703.21

Balance carried forward: 250564.83

A full copy of the school's 2008 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 2008

Achievements

Arts
Exhibition of student work was a focus of 2008. This year we introduced two new events that show case the success of our students.

- The 20/20 Vision Year 12 art exhibition which show cased that Body of works of the HSC Visual Arts students.
- The Blah exhibition which show cased the Major Works of the HSC Photography classes.
- Central Coast Dance Festival selection and show case of our Dance students.
- It's All About Us, performance show case of the HSC group and individual performances.

Creative and Performing Arts established a student newsletter created and designed by the students.

In Drama two of our students were selected n the NSW State Drama Ensemble and five students were selected for the Central Coast Senior Ensemble. One of the HSC students was nominated for Onstage at the Seymour Centre where the very best of the HSC performances are presented by the Board of Studies. Three students were selected for both the Regional and State Drama Festivals. Our Year 9 students performed at Kibble Park a Mime Showcase and at Gosford Public School for stage 1 and 2 students a clowning and Street Theatre performance and workshop. Year 10 performed at Exo-day and Presentation Night. Year 10 Drama students were selected to shoot a short film for the local police. Project Viper aimed at creating a DVD to discourage anti-social behaviour.

Visual Arts students had work displayed in a series of exhibitions. Six students work was included in the Central vision Exhibition. One student was selected in ArtExpress. Fifteen of our students worked with an artist in residence to produce an Artwork for Sculptures by the Bay.

Music played an important role in many public events in the school calendar. These included Presentation Night, Graduation Ceremonies and ANZAC Day assemblies. The Stage 4 Choir performed at The Regional Schools Choir in Newcastle.

The annual Henry Kendall High School IDOL was an opportunity for students to perform for their peers in a supportive environment while also unearthing hidden talents amongst the students.

Performing Arts Night enabled the gifted and talented students in dance, drama and Music to showcase their talent at a local theatre. Exposure to a real working theatre was a high light.

Sport
Participation in zone, regional and state sporting competitions is an integral part of the learning program. It not only provides additional areas for students to enjoy personal success but also contributes to the physical well-being of students, which has a positive impact on student performance generally.

All students are encouraged to participate in the opportunities provided by Combined High Schools (CHS) competitions.

Students were successful in many sports at regional and state levels.

Regional Netball representatives were Lauren Bourke and Alanah Fleming.
At Regional Cross Country Sarah Gunn was third, Lauren Bourke sixth and Linzi Flaherty fifth.
Sydney North Rugby League U/15’s – Brandon Liaina.
Sydney North Rugby Union – Max Russell, James Vaka

Combined High School Swimming representatives were Ashleigh Sloman, Tiarne Dale, Renee Hart, Amanda Tait, Elissa Younger and Matt Johnston. Matt Johnston won gold in the 100m Breaststroke and represented at All Schools in four events. Elissa Younger represented at All Schools Swimming in 50m Backstroke.

Pacific School Games
Students selected to represent were Matthew Johnston, Swimming, Cassandra Deegan, Lauren Bourke and Samantha Farrant in Athletics

Results
Amanda Bartrim, Gold in Pole Vault with a personal best. Lauren Bourke, Silver in Open Walk, Matthew Johnston, Gold in Medley Relay, sixth in 50m Breaststroke and eighth in 100m Breaststroke, Samantha Farrant, forth in Shot Put and Cassandra Deegan, fifth in Hammer.
Regional Swimming Results
Ashleigh Sloman, first 200m Freestyle, first 100m Freestyle, second 50m Freestyle, third 100m Butterfly, third 100m Backstroke, third 200m Individual Medley.
Matthew Johnston, first 100m Breaststroke, second 200m Individual Medley second 100m Butterfly, third 100m Freestyle, third 200m Freestyle, third 50m Freestyle

Combined High School Trampolining
Kyrstal Viola, Gold and two bronze and Kirsty McNamara silver.

Other Achievements
Samantha Robertson, Year 12 was the Silver Medallist in the National Championships Worldskills Competition – Retail Section

University of New South Wales English Competitions
Distinction recipients: Samantha Newbury (English), Katherine Myers (Writing), Rashida Pedavoli (Writing)
Credit recipients: Laura Robinson, Ellen Myers, Erin Mangan
Participant recipients: Demi Loaney, Katherine Myers

National Computer Science School Challenge 2008
Francis Conroy Year 11 achieved a Distinction Award in the National Computer Science School Challenge.

Academic
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 the 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 School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Numeracy – NAPLAN Year 7
Numeracy is an area Henry Kendall High School has identified as a target for 2009.

Literacy – NAPLAN Year 9
Henry Kendall High School students performed above the average of like school groups in all areas of NAPLAN Literacy test.
Numeracy – NAPLAN Year 9

Numeracy is an area Henry Kendall High School has identified as a target for 2009.
School Certificate

As the following graphs show, Henry Kendall High School students scored above the state mean in English, Science, Australian History, Civics and Citizenship and Australian Geography, Civics and Citizenship.
Higher School Certificate

In the High School Certificate external tests 14 courses achieved above the state mean one course was equal with the state mean. A further five courses achieved better than the like school group mean.
Studies of Religion II
Visual Arts
School 2008 - 2008
LSG 2008
State 2008

Higher School Certificate relative performance comparison to School Certificate (value-adding)

Of particular interest is the improvement in performance of our students in the High and Middle bands.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Minimum Standard Information</th>
<th>Percentage of Year 7 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93.0</td>
</tr>
<tr>
<td>Writing</td>
<td>90.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>92.5</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>89.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94.8</td>
</tr>
</tbody>
</table>

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

In 2008 the in-class tutoring scheme which was conducted throughout the year. The in-class tutor worked closely with classroom teachers, Support Teacher Learning Assistance and parents.

The Gosford and Mountains Learning Community (LMG 32) supported Aboriginal Education by allocating funding to developing Personal Learning Plans (PLP’s) for each student. The PLP’s were developed with the help of families and students establishing goals for students and identifying how the school can support attaining those goals.

Support for student engagement through Youth Connections and their Aboriginal youth worker
was a very successful relationship for the whole of 2008.
Aboriginal identity was promoted through district and regional dance and art workshops throughout the year.
Men and Boys workshops were particularly helpful for our students and we look forward to having similar programs for our Women and Girls in 2009.
Staffing was provided for a mentor and community links support.
Gosford Aboriginal Education Consultative Group continues to go from strength to strength. Meetings are held on the fourth Monday of each month in the ARR. It is an opportunity for the local Aboriginal school communities to work in partnership with the local schools.

Transition

Henry Kendall High School Hosted the Year 6 students of all the Public Schools in the Gosford and Mountains Learning Community. Over 350 students attended the Technology Day and Taster Day.

Progress on 2008 targets

Target 1
*Improve the performance of students in School Certificate Computer Studies*

Our achievements include:
Value added data in band 2-5 students has improved.
Close analysis of the ESMAD tracking of the components of the Computing Skills Test in the Key Learning Areas has been undertaken by all faculties.

Target 2
*Improve the performance of students in Higher School Certificate Modern History*

Our achievements include:
Modern History Programs were re written to include Quality Teaching elements.
Areas for improvement were identified.

Target 3
*Increase the number of Band 6 students in School Certificate results.*

Our achievements include:
An increase of 75% in the number of Band 6 students in the School Certificate.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of support of New Scheme Teachers

Educational and management practice
Support of New Scheme Teachers

Background
Review of our support for New Scheme Teachers.

Findings and conclusions
The current processes and procedures did not meet the need.

Future directions
Devise structures in the school to implement the policy
Establish a working party of experienced executive teachers.
Access Regional Professional Learning
Develop supervision structures
Liaise with the New Scheme Teachers
Support the New Scheme Teachers in achieving accreditation at Professional Accomplishment.

Curriculum

Middle School enhancement

Background
The success of the Middle School offered a possibility to add targeted programs to support our most vulnerable student.

Findings and conclusions
Middle School identified a significant number of students who have either a disability, need for learning support or general low ability.

Future directions
The following suggestions were put forward:
Investigate the possibility of increasing the STLA support for stage 4 students

Establish targeted classes for particular needs

Have the Learning Support take a leading roll in this program

Have Head Teachers nominate projects to be developed and implemented.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- Information evenings about curriculum structures and students’ subject selection Year 8 into Year 9 and Year 10 into Year 11 was thought to be effective, providing opportunities for all participants to have important questions answered. These were extremely well attended.

- Information nights focusing on post compulsory schooling, HSC requirements, career pathways and helping students manage the stress of completing demanding external exams was highly valued by parents as they were often left out of the loop by their children.

- Feedback on activities that assist the transition of students from primary to secondary were very positive, especially the Year 5 Taster Day held in Term 3. Parents and their Year 5 children felt that they were better informed as to what high school life would be like, allaying some of the fears that often built up in the transition process.

- The main issue of concern continue to be shaded seating, heating and cooling of classrooms and better bus services.

Professional learning

A sum of $50,143 was expended on teacher professional learning, an average of nearly $501 per teacher. All teachers updated their professional knowledge and skills by participating in at least one learning activity throughout the year.

Allocation of funds and whole school expenditure was driven by the school’s Annual Management Plan and teachers’ Individual Professional Learning Plans. Management of training and development was carried out by a committee drawn from representatives from all Key Learning Areas. Professional learning on a whole school basis was focused on the first strategic priority: Quality Teaching Principles to support ongoing improvement in SC and HSC outcomes, and the third strategic: Improving the academic and behaviour outcomes.

Information Communication Technology became a priority when the Connected Classroom and Digital Education Revolution were announced. A School Development Day was built around developing teacher skill in a range of tools to deliver quality teaching out comes.

The implementation of syllabi out comes continued to be a focus, and educational leadership for experienced teachers were other areas where teachers sought training and development.

School development 2009 – 2011

Targets for 2009

Target 1

Numeracy

Strategies to achieve this target include:

Use of the Quality Teaching elements to review and adjust teaching and learning programs to reflect appropriate emphasis and strategies.

Close analysis of NAPLAN data to identify areas for improvement.

Development of more effective student monitoring and support programs.

All staff will engage with the SMART package.

Our success will be measured by:

Achieving the regional targets in Numeracy

Target 2

Middle School Engagement

Strategies to achieve this target include:

Composite stage 4 class

Additional targeted support in stage 4

Our success will be measured by:

- Increased engagement by the targeted students
- Improved learning outcomes
- Improved attendance for targeted students

These elements will be measured through successful achievement of Student Learning Plans.
Target 3

**Engaging Aboriginal Families to improve student learning outcomes**

Strategies to achieve this target include:

- Develop a process for the effective implementation of PLP’s
- To develop a reporting process that accurately and in a timely manner reports on student learning outcomes.
- Gain the support and participation of the Gosford AECG

Our success will be measured by:

- 100% of families engage in the PLP process.
- All students achieve the targets established in the PLP’s.
- Students meet or exceed the Regional Literacy and Numeracy targets Aboriginal for students.

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.

Elizabeth Trefry, Principal
Jan Gillespie, Relieving Deputy Principal
Jo Johnson, P&C Parent Representative
Robert Cox, Deputy Principal

School contact information

Henry Kendall High School
Faunce Street
GOSFORD 2250
Ph: (02) 4325 2110
Fax: (02) 4323 26 85
Email: henrykenda-h.school@det.nsw.edu.au
Web: www.henrykenda-h.schools.det.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: