Our school at a glance

Students

Henry Kendall High School continues to be one of the largest comprehensive schools in the central coast. Enrolments are declining in line with the demographics of the local area.

The outstanding Higher School results of our 2009 cohort are a particular highlight of the year. They achieved results above the state mean in 25 courses in a wide range of subjects.

Staff

The school had 89.3 teaching positions allocated in 2009. This included 16 executive, 69.8 teaching staff, and 14.2 specialist staff. The teaching staff was supported by 20.772 administrative staff.

Staff attendance remained high ensuring we were able to keep casual salaries within budget.

The staff maintained a very professional attitude and devoted significant amounts of their own time supporting students in extra-curricula activities and to regularly participating in professional learning programs.

At the end of 2009 there was a reduction of 13 in the teaching positions due to the lower numbers of students for 2010 caused by the opening of Kariong Mountains High School.

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

Significant programs and initiatives

Henry Kendall High School has a range of significant programs operating to support its students. This report contains information on the mandatory areas of Aboriginal Education, Multicultural Education, and Rights and Responsibilities. Our self-managed Building the Educational Revolution Project, a significant Stage 4 Program and an Overseas Excursion implemented to maximise the educational opportunities for our students.

Student achievement in 2009

Literacy – NAPLAN Year 9

Students performed significantly better than the state mean in reading, writing and punctuation and grammar of the Year 9 NAPLAN Literacy test. Further work is needed on spelling but was closer to the state mean than Year 7.

Numeracy – NAPLAN Year 9

Our results were poor. Numeracy over all will be a target in 2010.

School Certificate

In the School Certificate external examinations our students performed above the state mean in English, History and Science Students. Positive value-added scores for English, Science, and History were pleasing. Considerable work needs to be undertaken to improve both Numeracy and Computing. The number of students in band 6 needs to significantly improve.

Higher School Certificate


The middle and low achieving students had the strongest growth in outcomes between the School Certificate and Higher School Certificate.

Messages

Principal's message

Henry Kendall High School is a large co-educational, comprehensive school on the Central Coast. The school seeks to ensure a quality, balanced, comprehensive educational program for all students. It has an established record of excellence in both academic and sporting pursuits as well as a reputation for high quality programs in welfare.

Henry Kendall High School provides a sound formal education based around a broad academic curriculum, a wide ranging complementary curriculum and a very effective welfare program which actively promotes recognition of positive achievement. The school has proud record for excellence in our Special Education Unit which
caters for students with intellectual, physical and autistic needs.

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

P&C and/or School Council message

Henry Kendall High School's P&C Association actively supports the school. 2009 saw our involvement in the planned expenditure of the $200 000 Federal Government “Building the Educational Revolution” Grant. The Covered Outdoor Learning Area has been requested by the parents since 1998.

The P&C continues to actively support students chosen to represent the school at State and National level. The P&C are investigating the establishment of our own uniform shop probably for 2010.

Jo Johnson, President

Student representative's message

The SRC has had a busy and very rewarding year. The SRC took on a new format, with students across all six years meeting every morning in roll call, each being allotted their own job and regular formal meetings every fortnight. Led by our tirelessly hard working captains, Chris Kent and Leah Tagilaila and Vice Captains Ashley Medway and Grace Timbs, the SRC managed to be a strong voice for their peers and advocate for many worthy causes.

Linking the school with the community, the SRC facilitated and manned a roster for the evening meals at The Soup Kitchen at Gosford. They raised funds for causes such as Hush for Homelessness, Jeans for Genes, Shades for Aides and 40 hour Famine. In addition to this we had SRC students attend the SRC State Conference and represent us at the Gosford Citizenship Ceremony.

Within the school we become the face of the student body at many formal school functions, worked at every school social, assisted financially with some students in need to attend respite facilities and regularly bought forward student ideas and concerns to the staff via student meetings with Mrs. Trefry.

Ms Kylie Trenear
SRC Coordinator

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

Student enrolment in 2009 declined slightly in line with the information supplied by the Department of Education and Training demographers for the local area.

Student attendance profile

While attendance is stronger than the region there has been a marginal decline in the previous excellence attendance.

Management of non-attendance

The school monitors attendance via daily morning roll-call in yearly alphabetical roll-call classes. This is supported by each individual class teacher marking class rolls each lesson throughout the day. Teachers check absences against the daily absence register generated by SASS staff prior to the end of the day. Lists of discrepancies are given to the relevant Deputy Principal on the Daily Attendance Monitoring Sheet for investigation. The Deputy Principals give feedback to staff and parents are notified of any truancy via written and verbal communication. Incremental sanctions for
truancy are issued to non-complying students. The SASS staff also pursues any unexplained whole-day absences after 3 days by letter. Deputy Principals track persistent absences and work with parent/carers and students to address the issue. A 2009 initiative to address lateness entailed a member of the teaching staff tracking and disciplining repeat offenders. An 80% reduction in lateness to school resulted. This initiative will be carried out by the Deputy Principals in 2010. A small number of school refuse’s were referred to the school welfare team and to the Home School Liaison Officer.

Retention to Year 12

The decline in retention of students from 2007 to 2009 is concerning. There will be a review of the curriculum for the 2010 Preliminary Higher School Course.

Post-school destinations

Year 12 students undertaking vocational or trade training

In 2009 we had students enrolled in both school delivered and TAFE delivered courses. Our school delivered courses were Retail Services and Hospitality. Our TAFE delivered courses included Plumbing, Construction, Business Services, Tourism, Community Services, Automotive and Hairdressing. Our students travelled to the Gosford, Ourimbah and Wyong campuses of the Hunter Institute of Technology for these courses. We also had two students enrolled in Retail traineeships.

Year 12 students attaining HSC or equivalent vocational educational qualification

50% students received offers via UAC for 2010 – in a wide variety of courses including Bachelor of Engineering, Bachelor of Applied Science, Bachelor of Fine Arts, Bachelor of Communication and Bachelor of Business. These courses were offered from a variety of institutions including the University of Newcastle, University of Sydney and Macquarie University. Natasha Lijic (ATAR 99.35) was offered a place in the Bachelor of Medical Science (First year Entry) at the University of Sydney. Students have also indicated that they were intending to undertake employment, TAFE courses, traineeships, apprenticeships in 2010.

Staff information

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

The end of 2009 saw the first significant in pact of the opening of Kariong Mountains High School 13 casual and temporary staff left the school. A significant number of these teachers had been on the staff for many years.

The Indigenous composition of Henry Kendall High School’s workforce is approximately 1.5% with 2 members of the teaching staff identifying as Aboriginal.

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>Head Teachers</td>
<td>13</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>69.8</td>
</tr>
<tr>
<td>Careers Advisor</td>
<td>1</td>
</tr>
<tr>
<td>Secondary Support Class Supplement</td>
<td>2.4</td>
</tr>
<tr>
<td>Secondary Moderate Intellectual Disability</td>
<td>3</td>
</tr>
<tr>
<td>Secondary Autism</td>
<td>1</td>
</tr>
<tr>
<td>Secondary Physical Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</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>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>20.772</td>
</tr>
<tr>
<td>Total</td>
<td>110.072</td>
</tr>
</tbody>
</table>

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.
Qualifications | % of staff
--- | ---
Degree or Diploma | 100
Postgraduate | 4

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

Financial summary
Date of financial summary 30/11/2009

Income  
- Balance brought forward 250564.83
- Global funds 794957.94
- Tied funds 622890.20
- School & community sources 580031.66
- Interest 13862.24
- Trust receipts 98301.46
- **Total Income 2360608.33**

Expenditure  
- Teaching & learning
  - Key learning areas 235416.58
  - Excursions 306143.72
  - Extra curricular 191313.83
- Library 27634.43
- Training & development 0.00
- Tied funds 520803.87
- Casual relief teachers 91596.90
- Administration & office 394917.71
- Utilities 139999.14
- Maintenance 58593.97
- Trust accounts 81463.56
- Capital programs 10949.10
- **Total expenditure 2058832.81**

Balance carried forward **301775.52**

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts
Henry Kendall High School holds a long tradition of strength in the Creative and Performing Arts. 2009 showed a continued provision of exceptional opportunities to the students of the school, producing outstanding outcomes in both academic and extra-curricular activities.

Outstanding HSC results in Music with 100% of students achieving within the region of Band 5 or above.

The school’s annual Performing Arts Night was held at Laycock Street Theatre and included, Drama, Music and Dance performances from over 150 students.

The Vocal Ensemble rehearsed consistently throughout the year with performances including; Harmony Day at Gosford Public School and Henry Kendall High School, Performing Arts Night at Laycock Street Theatre and the school’s annual Presentation Night.

A training band was established with expert tutors being brought in to train students in Woodwind, Brass and Percussion instruments. This program has a three year plan of sustainability.

The Percussion Ensemble was created for talented and interested students in Year 7 and 8 which has been highly successful both within the school and the community. There have been many requests for their services at a variety of events for 2010.

Jennifer Hankin was selected to perform at the Regional Showcase at Laycock Street Theatre, a prestigious honour celebrating the top performers of our Region.

The Stage 4 class performed a solo item at the Performing Arts Night and created pairs of artistic shoes which were part of an installation at Avoca Beach for the 5 Lands Walk – a celebration of community groups.

Gabriella Mileto and Megan Harper represent Henry Kendall High School in the Regional Choir – The Central Coast Singers, a DET Ensemble made up of a group of singers specifically auditioned to produce an elite group of vocalists from all over the Central Coast.

A significant number of Visual Art students had their works selected for “Central Vision” which is an annual exhibition held at Gosford Regional Gallery of the best works from students enrolled at public schools on the Central Coast.

Visual Art and Photography continued to provide opportunities through workshops, exhibitions and competitions to challenge students and expose their work to the wider community. Year 11 and 12 students travelled to Sydney to experience ArtExpress and the Archibald Prize Exhibition.

Millie Denson, Ashleigh Conroy, Erin Mangan, Marcella Hager and Moana Wilkinson were selected to attend a two day workshop at the Newcastle Regional Art Gallery.
Julia Lee won second prize in the “Picturing Ourimbah” competition for high school students. Courtney Ziedin and Jessica Watson gained honourable mentions, Ban Al-Attiyah sold one of her prize winning photos to one of the judges and Ashlee Redding’s photograph is now being used in the University of Newcastle’s (Ourimbah Campus) publicity materials.

Ashleigh Sloman, Tori Wright, Abbie Liddle, Alex Junge, Arabella Pembroke, Laura Amos, Maddie Slack and Lauren Hanley were all represented in the Wyong Shire Council Photography Competition and Exhibition.

After a successful Improvisation competition held in front of the school a selected group of Year 9 and 10 students competed in the Newcastle Regional Theatresports competition. We also had a senior team participate in the State Theatresports competition held at Lisarow High School.

Jennifer Vuk, Radhisa Pedavoli, Phoebe Rhodes, Donata Blince, Crystal Waters, Naomi Baxter and Amy O’Harrae had their Drama performance selected for the Hunter/Central Coast Drama Festival.

The school’s Dance Ensemble successfully auditioned two items for the Central Coast Dance Festival.

Sport
Participation in zone, regional and state sporting competitions was an integral part of the learning program. It not only provided 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 were encouraged to participate in the opportunities provided by Combined High Schools (CHS) competitions. Students were successful in many sports at regional and state levels. These included:

- school, zone and regional Blues in HS Athletics in High Jump and Netball.
- Regional and CHS Gold Medals in tennis and swimming
- All Schools Representation in swimming and athletics
- CHS representation in artistic gymnastics; athletics; cross country; rugby union; trampolining and water polo.

History - European Tour
Twenty-four students accompanied by 2 teachers and 2 adults toured significant historical sites studied in the senior history curriculum. These included the Battlefields of World War One on the Western Front; Paris and its museums; Rome and its ancient sites and the Cities of Vesuvius – Pompeii and Herculaneum. A highlight of the tour was the laying of a wreath on behalf of HKHS at the Mennin Gate during its night ceremony.

The trip was 13 months in the planning, including fund raising and safe travelling preparation. Parental support for such a huge undertaking contributed significantly to the tours’ success.

Relay For Life
Our students once again entered the annual “Relay for Life” fundraiser in support of the New South Wales Cancer Council and their fight against cancer. In 2009 we had our largest team ever with 71 registered team members. The “relay” was once a 24-hour event but since 2006 it has been reduced to 18 hours, that’s 4 pm Saturday to 10 am Sunday.

Over the last five years we have raised a total of $15,300.00. Ultimately our goal each year is to do the best we can, to know that we have made a contribution to the people of our community and to enjoy making that contribution.

English
English students at Henry Kendall have shone throughout 2009. Many outstanding results were achieved in creative writing and public speaking.

Year 9 student Erin Mangan received first place in the Sydney Morning Herald writtenow! competition.

Year 10 students Bronte Yates and Shannon Arnfield were highly commended in the Sun-Herald MS Readathon Ultimate Story competition.

Sally Barker represented the school in the Sydney Morning Herald Plain English Speaking competition. Rebecca Davis was the runner-up in the Regional United Nations Youth Association public speaking competition. Rashida Pedivoli represented the school in the Legacy Junior Public Speaking Award.

Building the Education Revolution
In 2009 the school received $200 000 as part of the Federal Government’s Building the Educational Revolution stimulus spending package.

The decision to self-manage the project, whilst time-consuming, resulted in a range of projects being completed for the school.

We now have a COLA area over one of the basketball courts. The court has been refurbished with a first class sound system put in place to support assemblies and PE classes.

The project was completed on time and to budget.
Trade Training Centre Initiative
The school is part of a cluster of five schools currently applying for Federal Government funds to develop our trade training facilities. Opportunities for students, in conjunction with Lisarow High, Narara Valley High, Gosford High and St Philip's Christian College, will be enhanced, especially within our ability transition students into the workforce. Our focus areas are the refurbishment of kitchens for Hospitality and our Agricultural Farm for Primary Industries (Horticulture) to facilitate the delivery of Certificate III TAFE-standard courses. The amount requested for our school alone is $1.5 million from a total of $7.5 million. The Trade Training Centres in Schools program is a 10 year program. We are seeking success in 2010, however, if unsuccessful, we will continue our applications into 2011 and beyond.

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

Literacy – NAPLAN Year 7
Students performed significantly better than the state mean in reading, writing and punctuation and grammar of the Year 7 NAPLAN Literacy test. Further work is needed on spelling.
Numeracy – NAPLAN Year 7

Our results were much poor in this test. We will address this area closely in 2010.
Students performed significantly better than the state mean in reading, writing and punctuation and grammar of the Year 9 NAPLAN Literacy test. Further work is needed on spelling but was closer to the state mean than Year 7.
Numeracy – NAPLAN Year 9

Our results were poor. Numeracy over all will be a target in 2010.

Progress in literacy and Numeracy

There is a significant need to access the higher bands in both Literacy and Numeracy.

School Certificate
Percentage of students in performance bands:
School Certificate Science

Percentage of students in performance bands: Australian Geography, Civics and Citizenship

Percentage of students in performance bands: Australian History, Civics and Citizenship

Percentage of students in performance band: Computer Skills
There are not enough students achieving Band 6 in any of our School Certificate courses. It will be addressed in 2010.

**School Certificate relative performance comparison to Year 5 (value-adding)**

Computing Skills and Mathematics are of concern. Specialised support will be put in place for the Computing Skills Test.

**Higher School Certificate**

The 2009 Henry Kendall High School cohort continued our excellence in Higher School Certificate results. They achieved above the state in Ancient History, Biology, Business Studies, Community and Family Studies, Design and Technology, Drama, Engineering Studies, English Standard, English Advanced, Food Technology, Industrial Technology, Information processes and Technology, Legal Studies, General mathematics, mathematics, Extension Mathematics, Extension 2 Mathematics, History Extension, Music 1, Physics, Society and Culture, Design and Development, Visual Arts Hospitality Examination and Retail Services Examination. This was an outstanding achievement which reflects the extreme effort made by the students and their teachers.

At Henry Kendall we claim to have every student achieve at their very best. The 2009 Higher School Certificate results are a testament to our ideal.

We were the only Central Coast comprehensive school to have a student in the All Rounders list where students must achieve above 90 in at least 10 units of study.
Higher School Certificate relative performance comparison to School Certificate (value-adding)

The accompanying graph shows value-added performance for this cohort between the School Certificate and the Higher School Certificate. The 2009 results are outstanding showing a significant change in the outcomes achieved.

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 2009

The following table reinforces the information contained in the Year 7 NAPLAN graphs which show that the cohort has a significant majority of students operating at or above the minimum standard.
Minimum Standard Information

<table>
<thead>
<tr>
<th>Percentage of Year 7 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>

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009

<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>

The above table reinforces the information contained in the Year 9 NAPLAN graphs which clearly show the strong performance of Henry Kendall students.

Significant programs and initiatives

Aboriginal education

In 2009 the Federal Government’s Norta Norta literacy and numeracy program provided learning support for students in years 8 and 10. A tutor worked with students who were on or below the national minimum standards as measured by their 2008 NAPLAN results. Strategies for decoding texts and improving written responses were the literacy focus, whilst support for numeracy was given in class. Student confidence and engagement improved. All Year 10 students completed their School Certificate and have progressed into senior studies. As a result of this increased confidence all Aboriginal students contributed to the development of a magazine that gave voice to some of their stories.

Aboriginal students continued to have access to a range of culturally enriching experiences, from art workshops to dance camps. Participation in community NAIDOC week activities was a highlight for many students.

Acknowledgement of Country has become an important part of developing student leadership skills and a team of Aboriginal students take it turns to deliver this at formal school events.

Multicultural education

During March 2009 our students took part in Harmony Day activities, both at Henry Kendall High School and at our partner schools. A group of Year 8 Japanese students shared their cultural knowledge by helping Year 6 classes at Pt Clare Public School create and display 1000 paper cranes. Year 9 and 10 students participated in international cultural and sporting activities at school. Music, drama and dance students presented a multi-cultural performance both at Gosford Public School and at our school for an audience including students from the mountain area public schools.

Members of staff are trained Anti-racism Conflict Officers (ARCO). These members of staff are the first link in support of students experiencing difficulties of a racial nature. Peer support, individual counselling and peer mediation procedures are used to resolve tensions when they occur.

Respect and responsibility

Henry Kendall High has a range of programs in place to support the Premier’s Respect & Responsibility Initiative. An active Duke of Edinburgh program continued in 2009. Linking the school with the community, the SRC facilitated and manned a roster for the evening meals at The Soup Kitchen at Gosford. They raised funds for causes such as Hush for Homelessness, Jeans for Genes, Shades for Aides and 40 hour Famine. In addition to this we had SRC students attend the SRC state
Conference and represent us at the Gosford Citizenship Ceremony.

Regular Year assemblies allow the development of student leaders. Year 10 students undergo training and then work in Year 11 as Peer Support Leaders with the incoming Year 7 cohort. Year 9 students act as supporters for Year 6 students participating in our annual Year 6-7 transition program.

Progress on 2009 targets

Target 1

Numeracy
Numeracy continues to be a whole school target, with a greater need for explicit teaching of numeracy strategies, including the decoding of the metalanguage around problem solving.

Strategies to achieve this target include:
- Use of QT elements to review and adjust teaching and learning programs to reflect appropriate emphasis and strategies.
- Close analysis of NAPLAN Data to identify areas of improvement
- Develop more effective student monitoring and support programs
- Staff to engage with the SMART package

Our achievements include:
- Faculties have adjusted programs of work to incorporate explicit teaching of numeracy emphasising its relevance across all walks of life
- Through the analysis of the NAPLAN data by each Key Learning Area has identified areas for improvement
- Effective transition programs for students entering Year 7 by the Learning Support Team (LST) have identified students experiencing difficulty
- Monitoring of student progress is carried out through early testing and strategies and resources developed by the LST and the Support Learning Teachers work in-class to support the teaching of numeracy and mathematical concepts.
- Professional Learning allowed for the development of greater teacher familiarity with the SMART package, its data and resources
- Sharing of data and teaching strategies with our partner primary schools.

Target 2

Middle School Engagement
High student engagement occurs when a quality classroom environment nurtures and enriches student learning experiences in order for them to take “risks” in their learning; sets high expectations and provides connections across the curriculum making learning relevant.

Strategies to achieve this target include:
- Establish a composite stage 4 class
- Additional targeted support in stage 4

Our success included:
- Composite Stage 4 (S4) class of high achieving students established
- High engagement amongst students in group developed through enrichment rather than acceleration
- Increased independence in learning
- Survey of parents revealed a high level of satisfaction with student achievement
- Teacher Professional Learning included work with partner schools relating to multi-aged groups
- Teachers worked collegially maintaining high expectations and were supported by Professional Learning funds to develop new teaching programs relating to cooperative learning and challenging students to take risks in their learning.
- Development of units of work based on Connected Outcomes Groups (COGs) across all KLA’s
- Additional support given to Year 7 students with Learning Difficulties through a fine Motor skills program.
- These students were shown to increase their involvement in physical activity.

Target 3

Engaging Aboriginal Families to improve student learning

Strategies to achieve this target:
• Develop a process for the effective implementation of PLP
• To develop a reporting process that accurately and in a timely manner reports on student learning outcomes
• Gain support and participation of the Gosford AECG

Our successes included:
• Personalised Learning Plans (PLPs) were successfully developed for 100% of our students in partnership with our local Aboriginal Educational Consultative Group (AECG).
• A member of the Gosford AECG sat in on the majority of PLP conferences
• A reporting process was established to report on targets. This will continue to be refined in 2010
• PLP design and processes are considered to be best practice in the District.

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 2009 our school carried out evaluations of the school’s current technology and its viability to deliver the new teaching practices necessary for the Digital Education to be successful at Henry Kendall High School.

Educational and management practice

The rollout of laptops to Year 9 and the installation of the parallel digital network meant that a further review of the technology system was necessary.

Background

Our original site based digital network was found to be very stressed with the additional work we wanted it to sustain. Particularly high end programs for Higher School Certificate courses and the proliferation of computers needing access. We used our local network systems manager to review the school’s system.

Findings and conclusions

Additional whiteboards were purchased and distributed throughout the school to support and encourage a more complex use of technology.

Routers and switches were upgraded.

A school server was replaced just before it failed.

An additional 7 interactive whiteboards were installed.

Future directions

A Moodle platform was staff developed and is being taken up by staff to make teaching materials readily available to our students. A further investment in professional learning for staff will be needed in 2010. A small number of additional printers will be needed to service staffrooms that are distant from “J” block.

Curriculum

Technology was needed to support the rollout of laptops to students in Year 9. All staff have access to desktop or a laptop. Interwrite boards have been added to the technology mix in the school. Staff all have easy access to the internet through upgraded wireless facilities.

Background

The rollout of 250 laptops in 2009 and a further 230 at the beginning of 2010 required a massive update in professional learning for everyone.

Findings and conclusions

Staff needed time to learn to use the laptops and the software. Next they needed strategies for the use of laptops in teaching. School development days focussed on the programs that came with the laptops and how to use them in the classroom. A range of professional learning activities were provided using both TPL funding and DER PL funding.

Future directions

During 2010 staff will be continue to be trained in the use of Moodle with a series of “just in time” workshops. The connected classroom also offers many opportunities for support for professional learning in technology.

Other evaluations

Vocational Education

On 9 December we completed a Registered Training Organisation Internal Audit on behalf of the Hunter Central Coast Regional Vocational Education and Training Team. The audit was carried out by the national accreditation body. We were identified as demonstrating leading practice in:
• through and systematic documentation of VET teacher information;
• recognition of Prior Learning Procedures (RPL) procedures as evidenced in Retail Services;
• staff considering and addressing student needs across a wide continuum as well as showing a strong understanding of industry benchmarks.
• clear and extensive evidence of teacher engagement in professional development and industry currency.
• having a cohesive VET team which held regular meetings and utilised a team approach to VET activities.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Middle School Engagement
A composite Stage 4 (Year 7 and 8) class was established for students showing a love of learning and an ability to handle independent study. A survey was completed of student, staff and parent satisfaction. All three groups reported that the class dynamics were extremely positive. Student motivation was high as was the satisfaction level with the challenge of the work. In the words of one student: “being able to broaden my knowledge outwards rather than upwards”. This reflected the plan for the class to be enriched and extended rather than accelerated.

Staff worked collegially in maintaining high expectations which were met by the students, as reflected in the outcomes achieved at the end of the year.

This class (called S4) is continuing in 2010. Teacher Professional Learning for this initiative included work with our Partner Primary Schools’ staff on teaching multi-age groups. Professional Learning funds were allocated to new teaching programs relating to cooperative learning and challenging students to take risks in their learning.

Teaching staff are continuing to develop Connected Outcomes Groups (COGs) across all faculties for 2010. COGs units of work are developed to assist students in understanding that each school subject does not necessarily stand alone, but much of the content is interconnected and therefore treats learning in a more holistic way.

Overall, the S4 class showed increased engagement, high parent satisfaction, and positions for 2010 were highly sought-after.

Targeted Year 7 students who displayed low achievement in motor skill development were shown, anecdotally, to increase their involvement in physical activity as the program progressed.

Professional learning
Staff at Henry Kendall High school participated in professional learning in literacy and numeracy, syllabus implementation, career development, quality teaching and learning, welfare and technology.

With the introduction of the DER laptop program the emphasis for Semester 2 2009 was on training in their use in the classroom, program preparation with interactive technologies and the use of the connected classroom facilities.

School development 2009 – 2011

Targets for 2010

Target 1

Numeracy

Numeracy continues to need support throughout the school. Our results in NAPLAN are poor.

Strategies to achieve this target include:

• Use Quality Teaching elements to review and adjust teaching and learning programs to reflect appropriate emphasis and strategies.
• Ensure that individual support learning programs are closely monitored and reported on.

Our success will be measured by:

• Achieving the regional targets in Numeracy

Target 2

Revision of Assessment and Reporting

Strategies to achieve this target include:

• Ensure that assessments follow best practice
• Investigation of a new reporting system

Our success will be measured by:

• Assessments are appropriate and provide all the necessary support to enable students to demonstrate their knowledge and skills.
• Reporting is timely, accurate and informative to parents.
Target 3

Quality Teaching and Learning

As the number of laptops available to students rapidly increases there is a need to ensure that staff can engage with emerging technologies and teach effectively with them to engage students in their learning.

Strategies to achieve this target include:

• Improved access to Interactive whiteboards, connected class room and professional learning of staff in technology
• Professional learning to support the development of quality teaching modules using emerging technologies and the software attached to student lap tops
• Additional resources supplied to support improved learning outcomes in those SC and HSC subjects which consistently perform below the school comparison over time.

Our success will be measured by:

• The number of staff using the connected class room.
• The number of staff and students using the school Moodle
• Increased student engagement
• More students achieving band 6.

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.

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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: