2010 Annual School Report
Henry Kendall High School

NSW Public Schools – Leading the way
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 2010 reflect their talents across all areas of the school’s curriculum: academic, sporting and cultural. As well as strong performances at the HSC, a particular highlight of the year was the high level of student participation in extra-curricular activities provided by the school. These range from academic competitions, cultural performances, debating, sporting competitions, student leadership programs and 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 catered for a range of disabilities and successfully integrated students into whole school and community events.

Significant programs and initiatives

Careers and Transition Team (CAT)

An important initiative for 2010 was the establishment of a Careers and Transition team and a school funded Coordinator. The team’s brief was to identify students in the 15-17 years group who were at risk of not completing their Stage 6 studies and to provide support and guidance as they transitioned from the school setting to a range of post-school destinations.

Targeted students were given support with managing the demands of senior studies, job seeking, application completion and interview preparation.

As a result of the program, targeted students successfully moved from the school setting into a range of post-school destinations, including further training at TAFE, apprenticeships, and full time employment.

In managing the demands of the new leaving age this team and the coordinator’s position are important additions to the school’s profile and have been retained in 2011.

Cybersafety

The school ran several successful welfare programs this year to support the needs of the students and the desires of the community. Cybersafety was identified as a growing area of concern. A Cybersafe week was instituted whereby there was a whole school focus on safe practices in ICT. A theatre company performed to all stage 5 and 4 students and parents in our immediate and partner school communities. This success has led to another joint initiative in 2011 on anti-bullying and negative group influences.

Student Administration and Welfare System

At the beginning of 2009, the school began using a web-based system for many administrative functions that included student behaviour, attendance, timetabling, class markbooks and student reporting aspects. Some functions work in parallel with NSW DET systems such as Oasis and ERN and the Timechart program for timetabling. This web-based system (Millennium), gathers our data into a central program for staff use.

Benefits

- It is a ‘live’ system, in that all information entered becomes available across the school to relevant staff immediately eg. Office entries for late or ill students are immediately shown on staff computers as they are entered
- Relevant information about the progress of a student is available on-screen and can be amended continuously
- Time savings for administration and efficiency of welfare interventions have been evident

Challenges

- Staff training to fully utilise all aspects of the system has been difficult to incorporate within a framework of competing priorities, especially in the early stages of implementation
- Early versions of key aspects of the program created time-consuming adjustments

Future Directions

- Development of the biometric finger scanner for late students, and possibly, for roll marking
- Investigation of the use of a new template for our school website to overlay some administrative functions for parental access, including student daily notices and student assessment tasks
• Investigation of an SMS alert to parents for late and absent students
• Further development of administrative functions to their full potential.

Premier’s Volunteering Service Awards Program

There has been a proud record of volunteering at Henry Kendall High School since its inception. Our students give generously of their time and talents to many worthy causes from donating blood to taking part in the Forty Hour Famine, raising money for research into muscular dystrophy and a flood damaged Special Education Unit in Queensland to looking after the local environment.

In 2010 we were one of the first schools to participate in the Premier’s Volunteering Service Award Scheme which acknowledges the contributions made by Year 9 and 10 students. The work of our students was recognised with awards at the highest level.

The program coordinated by Mr M Goulden is highly valued by all participants and their parents and will be continued in 2011 with a goal to broaden both student and staff involvement.

Messages

Principal’s message

2010 saw the consolidation of successful initiatives begun in 2009 and provided the school with a number of opportunities to expand into other areas.

The development of Connected Outcome Groupings in Stage 4, the further expansion of the DER Laptop program and the development of teacher technology skills provided a rich and challenging learning environment for both students and staff whereby the latter were in some cases guided in the finer details of mastering technology by the former. A wonderful juxtaposition!

The reduction in the number of partner schools into a geographically manageable area provided the school with an opportunity to strengthen our relationships with Gosford and Point Clare Public schools. These were underpinned with the appointment of a Partnerships Coordinator, Mr Tony Keevil who facilitated strong communication between the schools. The continuing success of this is evident in the development of a cross-campus numeracy project that will provide the foundation for the emergence of a genuine learning community.

Henry Kendall High values a holistic approach to supporting the development of young, responsible adults and, as such, effective welfare, learning support and student leadership programs are a feature of the school’s activities. Student participation in programs such as MaxPotential highlighted the outstanding qualities of a number of our senior students and their willingness to make important contributions to the community.

Our staff and students in the Special Education Unit continued to work hard on the Garden to Table project and were recognised with a first placing in Gosford Council’s Garden competition. The garden continues to be an integral part of student learning and, linked with the Unit’s Coffee shop, provides valuable vocational training and has provided stimulus in other key learning areas across the school’s curriculum.

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.

Jan Gillespie
Relieving Principal

P & C and/or School Council message

Henry Kendall High School’s P and C continued to be actively involved in the school affairs. This year we saw the first of our reduced numbers because of Karioi Mountain High School and with it a reduction in classes and teacher numbers.

The proposed relocation of Gosford Primary School saw initial planning works and the ministerial decision to approve the relocation in December 2010. This has resulted in more detailed plans being released on how the two schools may fit together. Negotiations are continuing.

This year saw the implementation of a school uniform shop operating from within the school. Whilst it is only early, the shop seems to be operating quite successfully. Its convenience is a big help to students and parents.

The P&C has only small numbers and we are always looking for new members. We meet on the third Tuesday of each month at 7:30 pm in the Library.

Rob Willcox, President.
Student representative’s message
The SRC had a busy and rewarding year. Under a format introduced in 2009 the SRC met once per fortnight to plan for upcoming events and to discuss issues relating to the student body. The consultation process continued with the School Captains and Vice Captains meeting weekly with the principal, advocating for student causes and gaining feedback on relevant whole school issues and events.
The charity work of the SRC continued to be an important focus for student community action. Jeans for Genes was a particular focus as students were able to contribute directly to research into muscular dystrophy in the name of Lachlan Williams who sadly passed away as a result of the disease at the end of 2010.
A highlight of the year for our members was spending a school day with our special education students. Knowing what it maybe like to walk in the shoes of others was a valuable learning experience.
The leadership team attended a number of events including a State Leadership Conference, Gosford City Citizenship Ceremony and District SRC meetings. As a result of this Deen Khoshnoud-Rad was elected to the District SRC Vice President position.

Annie Reid and Dylan Mansfield
School Captains 2010-11

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

The impact of the establishment of Kariong Mountain High is seen in the overall decline in numbers in the junior school, however, there continued to be a significant number of requests for out of zone placements, especially in the senior school. Students seeking to access the broad curriculum offered at Henry Kendall High made these placements very competitive and not all requests were able to be met. These were further restricted by class space and DET enrolment policy.

Henry Kendall High continued to attract a number of ESL students who contributed to the dynamic cultural mix of our school.

Student attendance profile

Management of non-attendance
A variety of strategies were used to monitor and follow-up on student absences. These included:

- Introduction of SMS system to notify parents of students considered at risk
- Fractional truancies recorded by classroom teachers each day and followed up by Deputies. These were communicated to parents by phone and post. As a result the numbers of fractional truancies decreased. The success of this action had an unintended consequence of lower daily attendance for some students who attempted evade detection
- Whole day absences were reported to parents after 3 days via mail
- Follow-up on students with attendance concerns by Deputies and Welfare team and referrals made to other DET and Mental Health agencies
- A number of referrals were made to the Home School Liaison Officer
- Reducing whole day absences, especially in the senior years will be a focus in 2011.

Retention to Year 12
The breadth and depth of Henry Kendall’s senior curriculum and the introduction of a Careers and Transition (CAT) Team, combined with the change in the leaving age in NSW, saw a significant increase in the number of students staying on to complete their secondary studies. The introduction of Applied
Mathematics, the ability of students to complete four units of SLR in one year, the introduction of Primary Industries Horticulture, and the delivery of Hospitality in an offline block, provided flexibility of delivery and gave access to a curriculum that engaged students who may have traditionally moved into the workforce.

Post-school destinations

- 100% of Year 12 students attained a HSC.
- 43.8% of Year 12 gained a TAFE qualification at Certificate II level.

Students chose a number of post school destinations.

- 55 students received offers via UAC for 2011 in a wide variety of courses including Arts/Law, Communication, Teaching, Occupation Therapy, Exercise and Sports Science, Design Architecture. These courses were offered from institutions such as the University of Newcastle, University of Sydney, Macquarie University, University of Canberra and Charles Sturt University.
- Others indicated they were entering the workforce, enrolling in TAFE, or had gained traineeships and apprenticeships.

Year 12 students undertaking vocational or trade training

In 2010, students enrolled in both school delivered and TAFE delivered courses. Our school-delivered courses expanded to include Primary Industries and our delivery of Retail Services and Hospitality strengthened. The TAFE-delivered courses included Construction, Tourism, Business Services, Community Services, Automotive, Hairdressing and Animal Care.

In August, Alexandra Lund, Renee Sommerville, Alexander Vassilimis and Lisa Hughes received TVET Awards of Excellence.

- 31.90% of Year 12 studied a School delivered VET course
- 16.9% of Year 12 included a TAFE course in their pattern.
- The number of school based trainees increased to four.

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 79.3 teaching positions allocated in 2010. The teaching staff were supported by 10.4 specialist teachers and 19.52 administrative staff.

The 15 head teachers included a Head Teacher Mentor, based at Henry Kendall High who worked across five schools to support newly appointed teachers and those seeking their NSW Institute of Teachers’ Accreditation. Two members of the teaching staff identified as Aboriginal.

At the end of 2010 there was a reduction of two Head Teacher positions.

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.
Relay For Life Team 2010

Staff continued 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

<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>15</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>60.3</td>
</tr>
<tr>
<td>Careers Advisor</td>
<td>1</td>
</tr>
<tr>
<td>Secondary Support Supplementation</td>
<td>2.4</td>
</tr>
<tr>
<td>Secondary Moderate Intellectual Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Secondary Teacher Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Secondary Teacher Autism</td>
<td>1</td>
</tr>
<tr>
<td>Secondary Teacher Physical Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</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</td>
<td>19.572</td>
</tr>
<tr>
<td>Total</td>
<td>110.672</td>
</tr>
</tbody>
</table>

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>97</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>3</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.

A full copy of the school’s 2010 financial statement is tabled at the meeting of the School P & C. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>301 775.52</td>
</tr>
<tr>
<td>Global funds</td>
<td>804 291.99</td>
</tr>
<tr>
<td>Tied funds</td>
<td>464 949.98</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>431 058.17</td>
</tr>
<tr>
<td>Interest</td>
<td>13 669.58</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>78 455.18</td>
</tr>
<tr>
<td>Total income</td>
<td>2 094 200.42</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>248 829.41</td>
</tr>
<tr>
<td>Excursions</td>
<td>98 871.95</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>175 148.04</td>
</tr>
<tr>
<td>Library</td>
<td>27 992.80</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>468.50</td>
</tr>
<tr>
<td>Tied funds</td>
<td>540 846.46</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>254 869.61</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>245 406.49</td>
</tr>
<tr>
<td>Utilities</td>
<td>159 614.91</td>
</tr>
<tr>
<td>Maintenance</td>
<td>76 689.99</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>91 654.59</td>
</tr>
<tr>
<td>Capital programs</td>
<td>5 189.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>1 925 581.75</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>168 618.67</td>
</tr>
</tbody>
</table>

School performance 2010

Achievements

Arts

Henry Kendall High School holds a long tradition of strength in the Creative and Performing Arts. 2010 showed a continued provision of exceptional opportunities for the students of the school, producing outstanding outcomes in both academic and extra-curricular activities.

- The school’s annual Performing Arts Night was held at Laycock Street Theatre and included Drama, Music and Dance performances from over 150 students.
• A new and successful development was a second night performance highlighting the combined talents of Henry Kendall High School and its two partner schools, Gosford and Point Clare Public Schools. We hope this will be the first of many combined ventures.

• The Vocal Ensemble performances included: 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 and supported by expert tutors in Woodwind, Brass and Percussion instruments. Members of this new ensemble participated in a workshop with the NSW State Wind Orchestra during their visit to the school.

• HKHS was one of three schools in the Hunter Central Coast Region to participate in a Boys Vocal Development program. Alexander Lappan, Harry Woodhead, William McKenzie, Chris Eickelman, Jeff Edwards and Etchakia Austin worked with conductor and composer, Sally Whitwell from the Gondwana Voices.

• Jacob Daalmeyer, Jennifer Hankin, Nateshia Barlin, Emily Chapman & Millie Densom were selected to perform at the Regional Showcase, a prestigious concert event celebrating the top performers of our Region.

• Gabriella Mileto, Emily Perry and Megan Harper represented Henry Kendall High School in the Regional Choir – The Central Coast Singers, an elite Central Coast DET Ensemble.

• Our Choir represented the school at Starstruck and at the Hunter Central Coast Music Festival held at the Civic Theatre.

• Hester Kogler, Elise Gibson, Hannah Alcock, Melanie Compton, Lara Clarke, Jessica Watson, Nathan Molenaar and Breelle Varman 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. Elise Gibson was honoured with the prestigious Russ Graham Memorial Award for her work in the exhibition.

• Visual Arts and Photography continued to provide opportunities through workshops, exhibitions and competitions to challenge students and give exposure of their work to the wider community.

• Senior Photography students had their work displayed in the Wyong Shire Council Photography Competition and Exhibition. Taylor Berry gained a special mention for her work.

• Year 9’s Nature Photography Exhibition, showcased the Special Education Nature Garden. The interaction between these groups of students was a highlight of this project.

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

Sport

2010 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: Emily Gunn
- Sportsman of the Year: Warwick Jones; Andrew Land
- Kirk Palmer Shield for Swimming: Ashleigh Sloman
- Principal’s Award for Sport: Ashleigh Sloman
- Junior Sport Encouragement Award: Samantha Farrant; Elissa Younger
- Rex Bolte Memorial Trophy: Darcy Cox
- Most Outstanding Athlete: Byron Cavender
- Most Outstanding Cross Country runner: Byron Cavender
Narara House made a clean sweep winning the school swimming, athletics and cross country carnivals.

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

Other

Henry Kendall High School students demonstrated exceptional achievements in a range of areas including:

- Year 10 students taking second place in the Science and Engineering Challenge Day at Newcastle University.
- Participation in the Geography Challenge held at Mingara Recreation Club. A strong first time performance.
- For consecutive years, one of our students has been chosen as the recipient of the Premier’s Anzac Scholarship. In 2010 Kali Herring travelled to France as part of her scholarship and in 2011, Naomi Baxter will be travelling to Vietnam.
- Four HSC Industrial Technology students Arnaya Hamish, Geoff Hollingsworth, Layton Manual and Breelle Varman were nominated for the 2011 Intech Show.
- Michael Johnson and Natasha Van Gorp participated in MaxPotential, a project that provides mentoring in developing leadership skills. Michael highlighted the work of our Special Education Unit, whilst Vanessa focused on the work of Lifeline.

- English students again demonstrated their public speaking skills through their participation in a range of public speaking and debating competitions. Phoebe Rhodes and Lucy Hagar reached the finals of the Bendigo Bank Public Speaking Competition. Phoebe was placed third and received $300.
- Potential writers were nurtured and supported through their entry into a number of competitions, including the Sydney Morning Herald Young Writers’ Competition.
- Twenty girls from Years 8-12 took part in the Gosford International Women’s Day March. The girls were able to gain valuable perspectives relating to women’s rights over a long period.

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 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)

ESSA:

Year 8 Students performed above the state average for all areas of the testing program, with strong performances by the girls in “Thinking Scientifically”.

Literacy – NAPLAN Year 7

Improved performances were evident in reading and spelling, whilst top band results in writing, punctuation and grammar indicate a refocus on those skills is needed.
Numeracy – NAPLAN Year 7

Year 7 Numeracy saw an overall improvement especially in Bands 6, 7 and 8, however, work needs to continue in order to lift students into the top band in 2011.
Percentage of students in bands:
Year 7 numeracy

Percentage of students in bands:
Year 9 writing

Percentage of students in bands:
Year 9 reading

Percentage of students in bands:
Year 9 spelling

Literacy – NAPLAN Year 9

Percentage of students in bands:
Year 7 numeracy

Percentage of students in bands:
Year 9 writing

Percentage of students in bands:
Year 9 reading

Percentage of students in bands:
Year 9 spelling

- Percentage in band 2010
- School average 2008 - 2010
- SSG average 2010
- State average 2010

- Percentage in band 2010
- School average 2008 - 2010
- SSG average 2010
- State average 2010

- Percentage in band 2010
- School average 2008 - 2010
- SSG average 2010
- State average 2010

- Percentage in band 2010
- School average 2008 - 2010
- SSG average 2010
- State average 2010
School Certificate

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
English and Australian History and Citizenship continue to positively value-add, whilst negative value-added data in Mathematics, Science, Australian Geography and Citizenship and Computer skills, continues to be of concern.

2011-12 Targets will address aspects of engagement and enrichment, focusing especially on moving top students into the top bands.

Higher School Certificate

A strong performance in courses across a broad spectrum of the curriculum highlighted the strengths of the teaching and learning in the senior school.

Fifteen of the twenty four courses offered achieved results on or above the state average and 31 Band 6 results were achieved across 17 courses.

Layton Manual gained a place in the Premier’s All Rounder’s List by achieving above 90 in 5 of his courses and Kye Bruce was placed 8th in the State in Retail Studies.
Higher School Certificate relative performance comparison to School Certificate (value-adding)

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.

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above the minimum standard in 2010</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 2010**

<table>
<thead>
<tr>
<th>Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>92.4</td>
</tr>
<tr>
<td>Writing</td>
<td>87.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>88.6</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>90.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94.2</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

In 2010 the Federal Government’s Norta Norta literacy and numeracy program provided learning support for students in Years 11 and 12. A tutor was employed to support all senior students. Particular areas of focus were the preparation of students for in-class assessment tasks and the completion of assignments. Students were also given support in the development of effective study programs. Our Norta Norta tutor, Miss Chantal Steane-Gould, has been a valuable member of our support staff and a wonderful role model for all students at Henry Kendall High School.

Involvement with the Gosford Aboriginal Education Consultative Group (AECG) has continued in 2010. A significant number of staff have been active participants in these meetings and reflect the school’s on-going commitment to improving educational outcomes for Aboriginal students and connection to the community.

The inclusion of year advisers in the development of Personal Learning Plans (PLPs), was trialed in 2010. This has resulted in closer links with families for those directly involved in the pastoral care of students. Not all PLPs were completed and processes to ensure all families are able to engage in this journey have been established for 2011.

Aboriginal Education continues to be a priority in professional learning for school personnel. Staff have been involved in programs designed to support engagement with the community and continue the development of the 2009 Aboriginal Education Policy.

Aboriginal students accessed a range of culturally enriching experiences, from art workshops to Aboriginal performances. Aboriginal students lead NAIDOC Week celebrations at the school and performed Acknowledgment of Country at all major school events.

**Multicultural education**

Students continued to celebrate the rich cultural diversity at Henry Kendall High with the celebration of Harmony day. In 2010 the activities of this day were led by Mr Fisher, the SRC and our ESL students.

**Connected learning**

The installation of the Connected Classroom has facilitated the professional learning of staff in the technology area. Weekly morning sessions “Breakie with a Techie” provided tasters for the range of resources available to support the DER program. A number of staff took advantage of these and have added an engaging range of resources to their teaching and learning programs.

Other areas of professional learning that have been delivered includes National Curriculum consultation, Board of Studies requirements, and DET welfare policies.

An exciting development made possible through the Connected Classroom has been the development of the delivery of Japanese Beginners to a combination of Henry Kendall High and Elderslie High School students. This will begin in 2011 and allows the strong expertise of our LOTE staff to support languages in other schools where previously it may not have been possible.

Year 7 students in the S4 class were able to demonstrate their debating skills without leaving the school by participating in an on-line debate.

**Progress on 2010 targets**

There have been significant improvements in all 3 target areas.

**Target 1**

**Numeracy**

NAPLAN data indicates an improved trend from 2009. However, we remain highly represented across all numeracy areas in the middle bands and need to lift individual student performance towards higher bands.

Our Strategies included:

- Data analysis to identify trends in weaknesses for student learning
- Explicit remedial teaching of algebraic skills
- Improved electronic resources to engage students
Increased use of Maths-On-line to support student understanding of mathematical concepts.

Our achievements include:

- Above State averages in Bands 6, 7 and 8 in Year 7
- 15% increase in Year 7 students for the highest bands
- Upward trends in bands 9 and 10 in Year 9
- The number of students achieving below the minimum standards decreased. In Year 9 by 0.6% and in Year 7, by 4.3%

**Target 2**

**Revision of Assessment and Reporting**

Our Strategies included:

- Year 10 received Assessment and Reporting Booklets that mapped their assessment program for the year, allowing for better student management of study and homework programs.
- Assessment tasks continue to be critically evaluated, ensuring alignment with learning outcomes and providing for the full range of achievement.
- Comment banks were developed and edited to provide greater clarity and more effective language in reporting student progress.

Our achievements include:

- Stage 5 Assessment tasks have greater uniformity and student expectation is explicit. Work on this area is continuing.
- 2010 saw the introduction of a new reporting system, Millennium. This allowed for greater efficiency in the systems that support the quality of the reporting processes.
- 2011 will see further refinements in the systems.

**Target 3**

**Quality Teaching and Learning**

This target centered on building the capacity of teachers in using emerging technologies to effectively engage students in their learning.

Our strategies included:

- Terms 3 and 4 Staff Development Days targeted acquisition of ICT skills for use in the classroom. These workshops ranged across a variety of ICT skills including Web 2.0 tools
- The installation of the school’s wireless network was finalised and all permanent teaching staff had access to DER devices.
- The delivery of lessons using ICT was supported by the installation of permanently mounted data projectors in 20 classrooms.
- 10 classrooms have interactive whiteboards installed.
- Teacher expertise improved in the following areas:
  - use of video conferencing resulting in the connected classroom being used to deliver professional learning from a range of providers as well as development of the external delivery of Japanese Beginners Course
  - Use of the interactive whiteboards
  - Web 2.0 tools including blogs, Edmodo,
  - HK Moodle and its applications for the classroom.
- A survey of Year 9 students showed 93.6% felt their learning had improved as a result of the DER program.
- 92% of students indicated that the laptops were being used for 50% or more of their lessons.
- There was a significant increase in the use of the school’s Moodle to deliver aspects of the curriculum and to cater for more independent learning. All faculties have begun to develop resources for student use.
- A survey of staff indicated that they felt more confident in the use of emerging ICT technologies in their classrooms and were committed to continuing their professional learning in this area.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational management practice and the other related to curriculum. In 2010 our school carried out evaluations of the communication of school expectations to the junior school and the Stage 4 Curriculum.

The findings are outlined below:

**Educational and Management Practice**

**Consistency in Communication to Years 7-10**

**Background**

Communicating a common understanding of school and community expectations around a number of
school policies was problematic as students only met once per week with their Year Advisers and all other messages were conveyed via student notices during roll call. Time factors meant that at times students did not get access to all the required information.

Findings and conclusions

- Monitoring of uniform and clear daily communication of school events needed greater consistency
- Students had mixed messages as to what the school’s expectations were around our Code of Conduct
- Opportunities to recognise and celebrate success had to wait for a weekly cycle and spontaneity of the moment was lost.

Future directions (Some implemented in 2010)

- Daily Assemblies run by the Deputies at the beginning of the day were put into place by Term 2 2010
- Monitoring of uniform to become part of the assembly
- Marking of rolls to be carried out on assembly and notices distributed centrally
- Daily notices to be read by Deputy Principals
- Presentations and acknowledgement of student achievement
- SRC activities facilitated via larger groups

As the school becomes smaller, whole school assemblies will be accommodated under one roof facilitating a greater sense of unity.

Curriculum

Stage 4 Review

Background

Establishment of Kariong Mountain High and our changing demographics provided the opportunity to examine the relevance and rigour of the Stage 4 curriculum.

Jan Gillespie (Deputy Curriculum HKHS), Rebecca Bartlett (Head Teacher Welfare and parent) and Simon Andrews (Head Teacher Administration Gosford High), interviewed staff, parents and student focus groups and examined over a 3 day period our teaching and learning programs, welfare programs and school structures with a particular focus on the following areas:

- Transition from Middle School to Year 8
- Stage 4 COGs program
- Literacy and Numeracy strategies
- Continuity of learning between Years 7 and 8, and teacher expectations
- Student engagement
- Assessment practices
- Consistency in classroom management practices.

Findings and conclusions

The review’s findings were quite detailed and are summarised by the following:

There was recognition of the strengths in the Stage 4 structures including the connectedness in student learning through the integrated curriculum, the nurturing environment of the Middle School structures especially when transitioning to high school and support given to students with learning difficulties. It also provided a focused approach to literacy.

It found the success of the Stage 4 class in challenging high achieving students was providing a model for the development of COGs across the Year 8 curriculum and had resulted in highly engaged teachers and students in the teaching and learning processes.

Parents reported a high level of satisfaction with both models.

Other findings included:

- A second transition point between Year 7 and Year 8 emerged where teacher expectations were unclear.
- Support for students with learning difficulties fragmented in Year 8 when dealing with nine faculties.
- Greater subject expertise in preparing students for Year 8, for example Science, TAS and CAPA was needed.
- Continuity in learning across Stage 4 would be enhanced with a focus on student skills outcomes and a clear understanding of anticipated student levels when beginning Year 8.
- Year 7 integrated curriculum was crowded and the rewriting of programs in collaboration with faculties would reduce the number of outcomes being targeted.
- Student engagement in Year 7 would be increased with greater opportunities for more “hands-on”
learning experiences especially in the Science and Creative and Performing Arts areas.

- Homework in Mathematics was not explicitly linked to classroom learning.
- Assessment Tasks across Stage 4 to be audited for Higher Order Thinking skills.

Future directions

- A Stage 4 Co-ordinator will be appointed to implement the curriculum recommendations of the review.
- Homework policy has been reviewed and will be monitored.
- Year 7 workshops to be staffed and programmed by TAS, CAPA and Science faculties.
- Stage 4 syllabus outcomes to be backward mapped to avoid duplication.
- Intellectual Quality of Stage 4 programs to be increased and a common understanding of teacher expectations to be developed.

Parent, student, and teacher satisfaction

In 2010, the school surveyed the opinions of parents and Year 7 students about the school.

Their responses are presented below.

Areas HKHS was doing well:

Introduction of access to the newsletter online; provision for high achieving students in the S4 class; strong organization of staff and executives; positive work being done on enforcing Code of Conduct for Students; Parent Teacher nights provided good opportunities to discuss student progress; opportunities for extra curricula activities; positive experiences from Year 7 to Year 12.

Areas HKHS could improve on:

Increase communication from teachers on student performance; increase in the number of newsletters; school beautification – an improvement of the landscaping of its grounds; updating of school website especially to celebrate student successes.

The school is reviewing its practices in 2011 that will address areas of improved communication.

Professional learning

In 2010 HKHS spent over $55,000 on teacher professional learning, approximately $676 per teacher. Key areas included:

- Technology, including skills to integrate the Digital Education Revolution (DER) laptops into innovative teaching, learning and assessment strategies. The development of Web 2.0 teaching and learning strategies through participation in video conferencing and online training.
- Training in the use of the school’s student management, assessment and reporting program, Millennium.
- Further development of key student welfare and curriculum areas. This included mandatory training in child protection (Keeping Them Safe) and CPR.
- Numeracy and student management strategies to support students on the Autism Spectrum.

Henry Kendall High School staff joined colleagues from Gosford High and our partner primary schools to hear a presentation on “Future Schools” by psychologist and social researcher, Mark McCrindle. This activity further enhanced our partnership with local schools and added to a greater understanding of the role of technology in the lives of our students.

100% of teachers participated in professional learning activities during school development days. The majority of our School Development Day sessions have been expertly facilitated by existing executive and non-executive teachers.

A significant proportion of Professional Learning funds were used to fund casual relief enabling staff to attend courses run by DET and private training providers. The availability of online courses, increased use of video-conferencing as method of course delivery and the capacity of staff to develop and lead professional learning, should reduce financial expenditure in the future.

School development 2009 – 2011

The focus for the School’s 2009-2011 Management Plan has been Numeracy, Aboriginal Education and Student Engagement. Our 2011 targets are about building on the progress made in these areas during 2009-2010.

Targets for 2011

Target 1

Middle Years Numeracy

In 2011, Henry Kendall High School will work with its partner schools, Gosford Public and Point Clare Public, to improve the teaching of numeracy across Stages 3 and 4.
Strategies to achieve this target include:

- Developing a standards framework through shared professional learning
- Exchanging of and analysis of NAPLAN data
- Developing a uniformity of the metalanguage across Stages 3 and 4
- Use of connected classroom to model teaching of mathematical concepts that underpin numeracy
- Consultancy support at District and Regional levels

Our success will be measured by:

- Achieving Regional targets: Expected growth in Numeracy between Years 5 - 7 students will equal or exceed the percentage of all state DET students
- Continuity between Stage 3 and 4 programs of the partner schools as evidenced by the use and understanding of the metalanguage of numeracy
- Strengthening data analysis and sharing of strategies between partner schools.
- Development of appropriate teaching and learning resources and strategies to support improved numeracy across Stages 3 and 4.

**Target 2**

*Enrichment of Teaching and Learning Programs to promote high achievement.*

Data indicates that the top 30% of students are not reaching their potential in NAPLAN, SC and the HSC. This is supported by a broad consensus of staff based on qualitative evidence.

Strategies to achieve this target include:

- Conducting a situation analysis to identify key issues
- Teacher analysis of data on a class basis
- Establishing a management team responsible for driving improvement
- Teacher Professional learning to centre on the Quality Teaching Framework and curriculum differentiation.
- Audit programs for Intellectual Quality and Student Engagement
- Evaluate the quality of assessment tasks ensuring the opportunity for students to demonstrate a full range of academic achievement

Our success will be measured by:

- The findings of the Situation Analysis having been implemented.
- By 2012, programs having been audited for Intellectual Quality and adjusted accordingly
- By 2012, all formal assessment tasks are critically evaluated and adjusted to provide opportunities for students to demonstrate a full range of academic achievement levels.
- Observations of increased student self-direction in classrooms
- By 2013, student value added data in the High end is moved into the positive growth area

**Target 3**

*15-17 Years in a New Context*

A combination of the 2009 School Leaving Age Legislation and the school’s reduced student numbers by the of beginning 2014 will require different approaches to delivering a diverse senior curriculum that retains a depth and breadth for student of all ability levels.

Strategies to achieve this target:

- Evaluate the current practices and curriculum structures for sustainability
- Second Staff Development Day 2011 to focus on future school planning 2012-2014
- Research good curriculum practice in schools with student populations of 750-840 in HCC and Sydney
- Further explore curriculum delivery via the Connected Classroom
- Management team inclusive of the CAT team to drive implementation and build sustainability

Our achievements will be measured by:

- Curriculum Framework in place for beginning of 2013
- Strong retention through the next 3 year plan 2012-2014 to be measured against Regional targets of 64.5% of students progressing from Year 10 to complete Year 12.

**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 Principal
Robert Cox, Deputy Principal
Mark Macdonald, Head Teacher Teaching and Learning
Natalie Wearne, Head Teacher HSIE
Robert Willcox, P & C President

HKHS School Executive

School contact information

Henry Kendall High School
Faunce Street, Gosford. 2250
Ph: 43 25 2110
Fax: 43 23 2685
Email: henrykenda-h.school@det.nsw.edu.au
Web: 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