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 endeavor.

The outstanding achievements of our students in 2011 reflect their talents across all areas of the school’s curriculum: academic, sporting and cultural. As well as strong performances in NAPLAN at the HSC, a particular highlight of the 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

Gosford Public School Relocation

2011 brought significant planning in the relocation of Gosford Public School and the associated refurbishment of Henry Kendall High.

During the last weeks of Term 3 and over the subsequent holiday period, work to vacate all classrooms and staffrooms in Henry Kendall High School’s J Block was successfully completed. This was part of the BER work to enable redevelopment of the upper floor for the first stage of Gosford Public School’s relocation. Maths and Science rooms were moved to relocatable rooms on the school oval with associated plumbing, electrical and data cabling, pathways and ramping also completed. Data projectors were relocated to other classrooms around the school and a computer room created in one older classroom. This resulted in all classes being successfully taught in rooms from period 1 on the first day of term 4.

Pluim Construction will convert the upper level of J Block into Primary School classrooms. This will involve completely ‘gutting’ the upper storey, providing a new roof, guttering and stormwater drainage, new electrical and data cabling, and construction and refit of specialist rooms. This work will go into 2012, with an anticipated handover in early April.

In the Christmas holiday’s 2011/12 the English staffroom was relocated, and purpose built music and drama rooms were constructed, as well as the relocation of a computer laboratory into a refurbished space in Block C. Significant consultation, negotiation and planning was undertaken towards the design and scope of works towards the new Special Education facility, and the new Metal’s workshop and storeroom. These works will commence from the end of term 1 2012.

The cooperation and efforts of all parties – Public Works, DEC, Pluim Contractors, and Henry Kendall High staff – is to be recognized in ensuring minimal disruption, rapid resolution of issues, and most importantly a smooth transition for all students with teaching and learning proceeding without any significant disruption.

Learning Support Team

The learning support team focuses on addressing the learning needs of students by ensuring that collaborative planning and programming occurs, that effective implementation strategies are in place, that available and appropriate school resources are being utilised, and that monitoring, assessment and reporting strategies have been agreed upon. In 2011 our LST caseload included:
• The Learning Assistance Program at HKHS supports students experiencing difficulties in learning in regular classes, regardless of the cause. It includes support for students with significant learning difficulties, mild intellectual disabilities and language disorders. We develop, create, and implement short and long term programs of support.

• Health Care and Medical Planning - A health care plan will assist in the management of support for students with complex health issues. Individual health care plans are reviewed annually and distributed through OHS and Executive to all staff. They are developed for: severe asthma, type 1 diabetes, epilepsy and anaphylaxis, any student who is diagnosed as being at risk of an emergency, any student who requires the administration of specific health care procedures.

• Out of Home Care (OoHC) funding is available for students enrolled in government schools who are experiencing significant instability in their home circumstances. We apply, case manage, implement, evaluate and report back to DoCs twice annually.

• Assessment of students – The LST accepts referrals for functional assessments, cognitive assessments, and behavioral assessment and appropriately refers to the relevant team for action. All information is collected and communicated back to all parties with feedback and suggested strategies for teaching and learning issued for all welfare folders.

• Integrated funding – all students who receive funding are case managed and are reviewed twice annually. ILP’s are written and distributed and reported to parents, region and counselor team. Students are supported with a variety of strategies depending on DCS, parent requests, student requests and the requests of staff.

• Special Projects – 2011 the LST trialed two pilot programs. “Shine” a welfare program for disengaged girls with disabilities (LAP or DCS) and ran a support program with the STL team during sport. It was very successful and funding application for 2012 has been successful. Secondly we hired a male SLSO to work with our behavior and LD students in term 4, specifically targeting literacy and numeracy. At early stages of evaluation this program will become a permanent component of our LST strategies.

Career and Transition Team
The Careers and Transition Team undertook a number of initiatives in 2011 including the consolidation of the role of our Transition Adviser Ms Lyn Hawker, the establishment of The Job Club, participation in Try a Trade, and ongoing mentoring for students who required assistance with seeking employment and training.

Student achievement in 2011
The Henry Kendall High School community can be justly proud of the 2011 NAPLAN results. Student growth trends were very favorable. Year 7 HKHS students were well above state and HCC averages in Reading, Grammar and Punctuation, Numeracy and Data, Measurement, Space and Geometry (DMSG). While Year 9 students were above and HCC averages in Reading, Grammar and Punctuation. Significant growth was achieved in Year 9 in the DMSG component of the assessment, While Year 9 students are above HCC averages in all areas of numeracy, there were below state averages in each numeracy aspect of NAPLAN.

The 2011 School Certificate represented the last of the external examinations at Year 10 level, and again Henry Kendall had some strong results. 213 results were in bands 5 or 6 (80% or higher), and 560 results were in bands 4-6 (70% or higher).
This include 88% of results in English and 66% of results in Mathematics attaining 70% or higher. Science attained 17 Band 6 results (90% or higher) – 14 of these from one class. History and Geography both showed significant growth with 3 and 6 Band 6 results respectively. The Computing Skills results showed every student within the Competent range, and 43% in the Highly Competent range.

In 2011 the schools Higher School Certificate results again reflected consistent high academic achievement. 55% of results were in Bands 4-6 (70% or higher); 15 courses had more than 20% of students in Bands 5 or 6 (80% or higher); 22 courses had more than 50% of students in Bands 4-6; and 4 courses had every student in bands 4-6. The state exam mean for 2011 was 72.3. Our students averaged 69.85 – below the state figure, but in 2010 our average was 69.86 – a difference of .01. While we are down on the higher band results in comparison to other years, overall our results are not dissimilar. Detailed analysis and identification of strategies for continued improvement will be undertaken and implemented in 2012.

In 2011 Georgia Formston and Carly Perkins represented our school at regional level in the Retail section of the National Worldskills Competition. This competition aims at giving students the opportunity to demonstrate their vocational skills and competencies in a simulated Retail environment.

In 2011 Hayden Robertson was awarded a Defense Technical Scholarship valued at $1500. This scholarship aimed at increasing awareness of the wide range of trades available in the Navy, Army and Airforce and included a Defense Experience Tour.

Messages

Principal’s message

Henry Kendall High School has a deserved reputation for providing quality education in a comprehensive Years 7 – 12 environment. We take pride in our achievements in the areas of academic, sporting and cultural endeavours, and in working closely with and reflecting the needs of our local community.

Our school has approximately 980 students who are drawn primarily from our local area with a small percentage from other areas of the Central Coast. We offer a range of courses which are as wide and diverse as possible to ensure that all students can have an opportunity to experience success in their chosen field - academic patterns of study, vocational based courses, a range of representative sporting teams, an extensive creative and performing arts program and experience other enriching programs such as Duke of Edinburgh and Student Representative Council.

In 2011 there were excellent results in many areas across the school. High performances were achieved in many HSC courses where results not only exceeded the school’s 2006-2010 average but they also exceeded the state average. In the School Certificate there were strong achievements across the top performance bands in English, Mathematics, Science, Geography and History. However, our strongest academic achievements were realised in the NAPLAN examinations where our students scored results that exceeded both regional and state averages in most aspects of the examinations. 2011 saw the efforts of staff and students rewarded with these results.

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

During 2011 we engaged with our Gosford City Learning Community partners – Gosford Public School, Point Clare Public School and Gosford High School - in the areas of student leadership, Aboriginal Education, creative and performing arts, academic programs, staff professional learning and in our dynamic Partnerships program supporting student transition. This level of cooperation across our learning community can be celebrated as best practice by any standards.

I would like to thank our canteen staff and the P&C for their assistance and dedication to achieve the best possible outcomes for the students of Henry Kendall High School. The innovative ways in which our P&C seeks new ways to become involved in school life was highlighted this year with our Car Boot Sale in September. We look forward to continuing our very productive partnership as Henry Kendall High focuses on further engaging with our community at all levels in the coming years.

2012-14 sees the beginning of a three year school planning cycle. After a rigorous and comprehensive evaluation process at the end of 2011 we have determined that our priority areas over the three years will be;

1. Strategic Communication and Community Engagement.
2. School Culture.
3. Curriculum.

I would like to thank staff, students, parents and caregivers for their efforts in 2011 and look forward to continuing to build the future directions of our wonderful school and Learning Community in 2012.

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

Andrew Backhouse
Principal

P & C and/or School Council message

Another busy year has passed with some significant milestones being achieved.

2011 saw the school uniform shop returning to the school grounds. This has provided more convenient and easy way for parents and children to obtain uniforms at a cost competitive price.

A car boot sale was held in September 2011 and proved very successful. It allowed a positive interaction between Staff, students and parents and at the same time raising funds for the school.

Considerable time was given to the co-location of the Gosford Public School and its effect on Henry Kendall. This process is an ongoing one and at its conclusion we hope to achieve a significantly better teaching amenity for our community and our students.

Traffic congestion in Faunce Street is still an ongoing issue, and we have secured a commitment that this will be remedied by the time Gosford Public School is complete.

The Canteen continues to provide quality food at realistic prices for the students and staff. We are
short on volunteers and need help to prepare the food on a daily basis. That could range from a couple of hours a month to helping every day. The P&C comprises a small number of dedicated parents. Being a member of the P&C gives you direct contact with the Principals and keeps the parents informed of current schools activities and allows input into the running of the school. We are looking for more parents of Year 7 & 8 students. If you want to be a part of the team, we meet on the 3rd Tuesday of each month. You can follow our link on the schools web site.

Rob Wilcox
P&C President

Student representative’s message

The SRC has had a busy and fulfilling year. Under a previously introduced format the SRC has been meeting once a week to discuss upcoming events and issues involving the student body. The consultation process continued with the new constitution and new roles and responsibilities issued to the members of the SRC and the School Captains and Vice Captains meeting once every two weeks with the principal, advocating for students and gaining feedback on upcoming school events, issues and concerns.

The charity work of the SRC continued to be a central focus for the SRC to promote itself throughout the community. The SRC and school as a whole raised funds for the Brassall State Primary School to help with the rebuilding of the school, following the Queensland floods, we raised a total of $1,508. Another successful, charitable cause was Jeans for Genes Day where the school raised $500. The SRC has engaged in developing leadership skills amongst our leadership team, with in-school leadership workshops which followed in the SRC attending the National Young Leaders Day which was a worthwhile, rewarding experience for all members.

The SRC has had charitable events which involved the community and the school to promote Henry Kendall High School. The school successfully participated in “Relay For Life” which was a satisfying and rewarding accomplishment for the students who were involved. The school and the SRC had students involved in the Triple T program helping individuals with special needs to learn basic skills for life, and help promote integration within special education and mainstream students. The SRC has currently created a connection between the P&C and the SRC to work together and recognise and promote the SRC throughout the community. These events are indicative of how busy the SRC has been but also how successful we have been. Upcoming events such as our second car boot sale (following the successful one we had last year), and Harmony Day which is aiming to promote acceptance and multiculturalism) are continually keeping the SRC active.

The leadership teams attendance in a number of events including State Leadership conferences and District SRC meetings. As a result of this, a number of students in our SRC leadership team have been awarded positions in the State SRC leadership team. Deen Khoushnoud-Rad was elected the position of President, Tahmyna Khoushnoud-Rad was awarded Assistant to CCSRC, Lauren Riley and Sharmilla Schumacher have been thoroughly involved. It is a great honor and achievement to have such a successful and rewarding student leadership team and we look forward to a bright, fulfilling future.

Stephanie Thornton
School Captain 2011-12

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.
Management of non-attendance

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

- A Head Teacher was given a whole school responsibility to track attendance. This was effective in part and did see some improvement in term 1. However this strategy was dissolved term 3 and a return to SMS system to notify parents of students’ attendance was revisited.

- SMS system to notify parents has led to a reduction of whole day truancy and partial truancy has also decreased significantly in term 4.

- Whole day absences were reported to parents after 4 days via mail.

- All students identified as partial truant are interviewed on the next school day and fractional truancy decreased and roll errors were quickly tied down and professional development of staff was targeted.

- Students with a history of non-attendance are referred to LST for support and investigation.

- In term 3 and 4 we moved to all staff electronically marking their rolls on millennium, providing live and immediate identification of students not in class.

- Reduced number of HSLO referrals due to improved school based programs and support. In 2011 it is worth noting that our referrals are not disengaged year 10 students but rather students across all years.

Retention to Year 12

100% of Year 12 students attained a HSC.

7% of Year 12 students gained a TAFE qualification at Certificate II level.


Students also indicated that they were intending to undertake employment, TAFE courses, traineeships, and or apprenticeships in 2012.

Year 12 students undertaking vocational or trade training

Vocational and/or trade training continued to be an important element of our curriculum in 2011. 37% of our Year 12 cohort studied Retail, Hospitality or Primary Industries. 7% of our Year 12 cohort studied a TVET course. 46% of our Year 12 students studied a vocational course in their 2011 HSC pattern.
In 2011 we had students enrolled in both school delivered and TAFE delivered courses. We consolidated and strengthened our delivery of the school delivered vocational courses: Retail, Hospitality and Primary Industries. Our TAFE delivered courses included Construction, Tourism, Business Services, Community Services, Automotive, Hairdressing and Animal Care.

We also increased our number of school based Retail trainees to 6.

In 2011 we successfully applied for additional funding support through CITE Operational Funds to provide a designated Coffee Shop to assist in the delivery of our Stage 6 Hospitality course.

In 2011 we also lodged a successful application to establish a Trade Training Centre in Primary Industries. This project is to be undertaken in 2012-2013.

Dan Wilson was successful in gaining a lateral transfer to Lambton High as Head Teacher CAPA, and Mr Russell Trimmer gained lateral transfer to Gorokan High as Head teacher TAS. Mrs Jan Gillespie retired at the end of term three after spending the majority of the year as Relieving Principal.

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

Staff 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>12</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>48</td>
</tr>
<tr>
<td>Teacher of Mod Intellectual Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Physical Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Emotional Disturbance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Multi-categorical 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>18.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>90.8</td>
</tr>
</tbody>
</table>

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

**Qualifications**

<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.
**Date of financial summary:** 30/11/2011

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>168618.67</td>
</tr>
<tr>
<td>Global funds</td>
<td>681775.06</td>
</tr>
<tr>
<td>Tied funds</td>
<td>356948.99</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>586647.93</td>
</tr>
<tr>
<td>Interest</td>
<td>17585.19</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>89190.47</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>1900766.31</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>175242.06</td>
</tr>
<tr>
<td>Excursions</td>
<td>229405.61</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>132468.94</td>
</tr>
<tr>
<td>Library</td>
<td>23992.24</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>415476.44</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>151708.33</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>203394.79</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>169485.64</td>
</tr>
<tr>
<td>Maintenance</td>
<td>59689.71</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>85472.49</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>1646336.25</strong></td>
</tr>
</tbody>
</table>

**Balance carried forward** 254430.06

A full copy of the school’s 2011 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 2011**

**Achievements**

**Creative and Performing Arts**

Henry Kendall High School holds a long tradition of strength in the Creative and Performing Arts. 2011 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 Visual Art and Music 1 with 50% of students achieving within the region of Band 5 or above, including Band 6 results in Music 1.
- The school’s annual Performing Arts Night was held at Laycock Street Theatre and included, Drama, Music and Dance performances from over 120 students. A second performance was held the following night incorporating performances from Henry Kendall High School and it’s two partner schools, Gosford Primary School and Point Clare Primary School.
- The Music Department held an extremely successful performance night at Lizotte’s Kincumber, greatly lauded by the owner and industry professional Brian Lizotte as “one of the best nights of youth music he has witnessed”.
- The Henry Kendall High School 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 tutors expert tutors being brought in to train students in Woodwind, Brass and Percussion instruments. Their first public performances were held during 2011.
- Jacob Daalmeyer and Jennifer Hankin were selected to perform at the Regional Showcase at Laycock Street Theatre, a prestigious concert event celebrating the top performers of our Region.
- Gabriella Mileto, Emily Perry 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.
- Our school was represented the school at Starstruck in the Massed Choir and in the
Features Vocalists groups at the Newcastle Entertainment Centre
- Stephanie Zachman and Kim Ward had their works selected for “Central Vision” which is an annual exhibition held at Gosford Regional Gallery.
- Visual Art and Photography continued to provide opportunities through workshops, exhibitions and competitions to challenge students and expose their work to the wider community.
- Madison Billett and Millie Densom gained recognition in the Ilford Images National Photography Competition. Millie’s work won first place out of all entries in Australia.
- The school’s Dance Ensemble successfully performed an item in the Central Coast Dance Festival. Two of students were selected in the regional Dance Company which went onto perform at the State Dance Festival in Sydney.
- The Creative and Performing Arts faculty ran workshop programs with our Partner Schools in the areas of Drumming, Choir, Concert Band, Clowning, Improvisation, Drama, Animation, Painting & Sculpture.

**Sport**

2011 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 - Ashleigh Sloman.
Kirk Palmer Shield for Swimming - Laura Ghali.
Junior Sport Encouragement Award - Trinity Carson.
Rex Bolte Memorial Trophy - Samantha Farrant.
Most Outstanding Athlete - Samantha Farrant.
Most Outstanding Cross Country runner - Byron Cavender.
Zone Blues- Samantha Farrant, Laura Ghali.

**Regional Representatives**

Tennis - Trinity Carson.
Cricket - Alyssa Kale.
Softball - Dan Rogers.
Athletics - Brendan Saul, Callum Blinco, Byron Cavender, Samantha Farrant, Brody Gunn, Michael Orphin.
AWD Athletics - Aaron Adams, Andrew Golding, Trent Reidl, Daniel Sparkes.
Baseball and Softball - Jake Thew.
Water polo - Emma Mulligan.
Rugby League and Athletics - Darcy Cox.
Waterpolo - Brittany Tait.
Basketball - Imogen Debenham.
Cricket - Harry Woodhead.
Rugby Union - Jackson Parkes.

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

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

In the National Assessment Program, the results across the Years 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)

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
Percentage in bands:
Year 9 Spelling

Percentage in Bands
School Average 2008-2011
SSG % in Band 2011
State DEC % in Band 2011

Percentage in bands:
Year 9 Grammar & Punctuation

Percentage in Bands
School Average 2008-2011
SSG % in Band 2011
State DEC % in Band 2011

Percentage in bands:
Year 9 Numeracy

Percentage in Bands
School Average 2008-2011
SSG % in Band 2011
State DEC % in Band 2011

Numeracy – NAPLAN Year 9
School Certificate

### Percentage of students in performance bands: School Certificate English

<table>
<thead>
<tr>
<th>Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2007-2011</th>
<th>SSG % in Band 2011</th>
<th>State DEC % in Band 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2007-2011</th>
<th>SSG % in Band 2011</th>
<th>State DEC % in Band 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Percentage of students in performance bands: School Certificate Mathematics

<table>
<thead>
<tr>
<th>Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2007-2011</th>
<th>SSG % in Band 2011</th>
<th>State DEC % in Band 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2007-2011</th>
<th>SSG % in Band 2011</th>
<th>State DEC % in Band 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
School Certificate relative performance comparison to Year 5 (value-adding)

- English
- Mathematics
- Science
- AHC&C
- AGC&C
- Computer Skills

- School 2011
- School Average 2007-2011
- SSG Average 2011

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

- Percentage in Bands
- School Average 2007-2011
- SSG % in Band 2011
- State DEC % in Band 2011

Percentage of students in performance bands: Computer Skills

- Percentage in Bands
- School Average 2007-2011
- SSG % in Band 2011
- State DEC % in Band 2011
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 achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>99.1</td>
</tr>
<tr>
<td>Writing</td>
<td>95.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>86.3</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>89.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>89.5</td>
</tr>
</tbody>
</table>

### Percentage of Year 9 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90.1</td>
</tr>
<tr>
<td>Writing</td>
<td>78.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>90.6</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>88.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92.3</td>
</tr>
</tbody>
</table>

### Percentage of Year 7 students achieving at or above minimum standard (exempt students excluded)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>99.1</td>
</tr>
<tr>
<td>Writing</td>
<td>95.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>93.9</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>97.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97.4</td>
</tr>
</tbody>
</table>

### Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95.1</td>
</tr>
<tr>
<td>Writing</td>
<td>82.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>95.7</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>93.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97.5</td>
</tr>
</tbody>
</table>

Ten students were exempt from the Year 7 Reading test, and none from the Year 9 Reading test.
test as they were in the Support Unit. The exclusion of the students who did not sit the tests significantly alters our data.

**Significant programs and initiatives**

**Aboriginal education**

The Norta Norta Program continued to be a focus for students at Henry Kendall High School. Under the program, in class support was given to junior students after close analysis of NAPLAN results. Miss Chantel Steane-Gould has worked extensively with students and teachers in the classroom in order to improve literacy and numeracy skills. Chantel has been a valuable member of our support staff at Henry Kendall High School and a role model for all indigenous students.

Involvement with the Gosford Aboriginal Education Consultative Group (AECG) has continued in 2011. 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.

Students, parents, community and teachers came together to develop Personalised Learning Plans for students in 2011. Meetings were informal, round table discussions and students were appreciative of plans which were tailored to meet their unique, academic, social and cultural needs.

Our Aboriginal resource room (F1) continues to be an important meeting point for students, teacher and community. Its importance to the community was acknowledged during negotiations over the Gosford Primary School relocation. F1 will remain unchanged and continue to play an important part in the lives of HKHS students and community.

Junior students took part in a cultural program designed and facilitated by Mr Gavi Harrison. Gavi is the Aboriginal Cultural and Heritage Adviser at Central Coast Youth Connections. Students were able to gain invaluable knowledge about their cultural heritage through the creation of a wood carving that is now a feature of the gardens at Henry Kendall High School.

Stacy Kennedy, Jessica Gage and Ashleigh Young Reid participated in the Freedom Rides tour in 2011. The girls were joined by HKHS staff – Mr Alan Herring and Miss Chantel Steane-Gould. The 2011 group retraced the journey of the original Freedom Ride of the 1960s. This was important cultural and emotional journey for the HKHS students and staff. A key role for the group was the gathering of community views on the process of ensuring constitutional recognition for Aboriginal and Torres Strait Islanders. HKHS students and staff were able to meet with constitutional review panel in January 2012. We pass on our heartfelt thanks to Central Coast Youth Connections for making this amazing journey possible.

Congratulations to Anthony Smith who successfully completed his HSC in 2011. Anthony was a role model for many Aboriginal students at HKHS and his contribution to cultural events and ceremonies was greatly appreciated.

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**

Throughout the year, several of our NESB and ESL students participated in live performances at both school assemblies and the HKHS Lazottes Performance Night. Activities included singing and keyboard playing, both solo and in groups.

Several group functions were held in the ESL Room at lunchtimes to celebrate special occasions for our ESL students.

Members of staff are trained Anti Racism Contact 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 might occur.
HKHS had a total of 180 students from Non-English-Speaking-Backgrounds (Note: this figure also includes students who have grandparents who spoke another language). Of these, 23 were in Australia less than seven years and qualified for ESL support. At present the fastest growing group of new migrants at HKHS is from China.

**Special education**

The Special education Centre has 56 students currently enrolled in a range of programs. The programs cater for students with Mild intellectual, Moderate intellectual, Severe intellectual, physical and Autism Spectrum disabilities. The Centre has an active Vocational education program that allows students in their senior years the opportunity to participate in work experience one day per week. Various work experience placements are sourced as a result of the students Individual Transition Plan that is devised with the consultation of students, school staff, parent and other stake holders. Work Crews operated throughout 2011 with students in our High Support class working for two hours per week at Fairhaven Industries. This year the Work Crew will operate at Lasercraft industry.

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

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

The students of the High Support classes; the 9/10 class and 11/12 class all participated in camps in 2011. The High Support students went to Nelson Bay as an independence experience. The 9/10 class visited Canberra and the 11/12 class visited Katoomba.

Nine students from the center have participated in TVET access courses at Wyong, Ourimbah and Gosford campuses. This initiative allows students with disabilities access to trade style courses in line with mainstream students.

In 2012 more emphasis will be placed on social skills training with all students of the center being exposed to explicit instruction in the social skill domain. Work experience and work crew options for students who have difficulty accessing mainstream vocations will be further explored with the use of Post School service providers.

**Student welfare**

The welfare team initiated a whole school focus on three areas in 2011.

1. A review of our Anti Bullying Policy in line with the whole state review.
   - Parent focus group were held and unanimously supported the policy.
   - Student focus group were held with SRC and Stage 4 and 5 students on Bullying and its prevention.
   - Document drafted and is ready for implementation by the welfare team as a target for 2012.
2. A whole school focus on “the pack mentality” of all students in particular in cyber-crime and bullying and harassment.
   - Employed the services of Bamboo Theatre group for a week to conduct performances and Forum theatre experiences for all students in stage 4 and 5. The welfare budget supplemented and a parent performance was held on an evening for local LMG and community.
   - Whole school welfare focuses for term 2 and 3 around cyber citizenship and empowering the bystander, work booklets in welfare week and PDHPE unit was written to support stage 4 and 5. All KLA’s endeavoured to support this focus through their teaching units. In evaluation stronger support could have been sourced earlier to allow for preparation of units.
   - In addition we held a self-esteem workshop with a Motivational speaker to talk to girls around self-appreciation and positive outlooks to address concerns on stage 4 and 5 girls.

3. Consolidating and evaluating our systems of support through the LST.
   - Evaluation of system changes in welfare and LST.
   - Improvement of communication and distribution of support in particular of LAP funding.
   - Increased referrals of Mental Health and Anxiety by over 145% which has resulted in significant referrals to outside agency, distance education and applications for Integrated Funding.

Data suggests an increase of referrals on Millennium for all incidents. Anecdotally this is likely due to increased teacher confidence with using the new software. In comparison to the previous two years the data is on par. The only notable difference was the large number of N award warning letters for year 9, 10 and 11 students for whole cohorts missed tasks or lack of equipment e.g. shoes. A review of faculty procedures to help support students to resolve n awards is recommended for 2012.

Staff professional development in how to use millennium has improved (data supports with increased referral) however a guide is needed to support staff for 2012. Data has been entered in wrong categories in particular welfare and learning support.

Investigation in using millennium to profile students and add Medical information, ITP’s and accurately track contact with families will potentially improve our capacity to have accurate up to date information immediately. Requiring new incidents and actions to be entered and reviewed by the millennium team in the new year.

Whole School Assemblies for stage 4 and 5 were introduced in 2011 term 4 and have been very successful in a number of ways.
   - Developing a sense of school community.
   - Effective dissemination of information to all students.
   - Effective monitoring of uniform, attendance and monitoring student behaviour cards.

Student leadership

The SRC (Student Representative Council) has had a busy 2011 and whilst sometimes being regarded as a “behind the scenes” group they are slowly starting to emerge and develop their abilities to engage with both local and school communities. In 2011 the SRC has worked hard in areas of fund raising, attending community events, liaising with different representative groups whilst growing in the own capacity as a group.

Some highlights that the SRC contributed to were; Brassall Primary School, Queensland was hit hard by floods and assisting the Special Education Unit raised a total of $1,508 to help the school rebuild. This partnership was to continue to flourish with a fundraiser for Camp Breakaway.
raising $224) and gave the SRC the opportunity to help Special Education students to develop their leadership and communication skills. Natasha Van Gorp was also involved in the “3T Program” helping to build skills for life with some of the Unit’s students. Other fundraising events included collecting money on Jeans for Genes Day and members supported the local Relay for Life walk to collect money for the Cancer Council.

The school has always worked to be positive in its relationship with the community and this continued with SRC members attending the Anzac Day service in Gosford, P&C meetings to give students opinions, various events such as regional and state wide SRC meetings and worked with the school’s interact group and local Rotary Club.

Moving into the latter half of the year, the SRC held it’s Investiture and said goodbye to some excellent SRC members including Dylan Mansfield, Annie Reid, Natasha Van Gorp and Michael Johnson (to name but a few). Dylan and Annie were excellent school captains and not only attended all the events possible in their HSC year but also visited Government House at a School Captains Leadership Program.

The changing of the guard saw a change in the tone of the SRC and it was decided with the alterations to the size of the school community that adjustments needed to be made to the size and dimension of the SRC. The SRC developed a new constitution and democratic processes for gathering on decisions and pushing to make positive change within the school community. New positions were created to try and help members engage with the process and give them ownership of their own title. Two training days were held to not only develop students understanding of leadership but also allowing for SRC members to run workshops sharing their own experiences. In a growing technological world the group created an online web forum through “Edmodo” an interactive school based forum so the students could communicate more quickly and the concept of a school newspaper slowly became a reality engaging year 7 students to help out. Finally the members were rewarded at the end of the year with a trip to Darling Harbour attending the National Leaders Day event listening to speakers such as Jessica Watson and Delta Goodrem talk about achieving goals and reaching dreams.

Looking towards the next year the SRC has developed a calendar of events and hopes to continue to drive forward with the help of the P + C and members of the school. This is an exciting time for the group and I hope that they achieve as highly in 2012 as they have in 2011.

Progress on 2011 targets

Target 1

Middle Years Numeracy – Numeracy +2.

The Numeracy +2 program was developed due to ongoing concerns and NAPLAN data that students at Point Clare PS, Gosford PS, and Henry Kendall HS struggled to develop numeracy skills. Students had been at or below state average in Numeracy, DMSG and NPA.

A key feature of the Numeracy +2 program was a shared commitment to the development of numeracy strategies in the classroom. It gave teachers an opportunity to enhance their understanding of the Stage 3 and 4 Mathematics program that is taught within each school. A significant proportion of professional learning time was used to develop a shared understanding of “working mathematically” across Stages 3 / 4.
The Numeracy +2 program gave teachers the opportunity to work collaboratively on a Stage 3 and 4 program that could be taught within the primary school setting in Term 4, 2011. Time was spent sharing and preparing teaching and learning materials, investigating online support materials and writing the program. Primary school teachers were appreciative of the Mathematics expertise provided by Tristan Densham and Ralph Harrison.

A key focus of the Numeracy +2 team was the use of data to transform existing teaching practice. The HKHS Middle School was able to develop a program in LTN that addressed weaknesses highlighted in the 2011 NAPLAN data.

Ralph Harrison successfully trialed a practical numeracy activity with Year 7 students, that would be used as part of the Stage 3 (Year 5) Taster Program. Students were highly engaged in these activities and the primary schools were very appreciative of his efforts.

The program allowed HKHS and primary schools to further develop our “partnership”. HKHS and the primary schools had previously worked in isolation in areas of the curriculum and the Numeracy +2 program was able to break down administrative and personal barriers that prevented true collaboration in this area.

There is an ongoing commitment from HKHS and primary school partners to continue the program in 2012. A joint submission to continue this Middle Years Initiative was developed and submitted in Term 4, 2011. We are currently awaiting the outcome of this submission.

Our achievements include:

- Year 7 HKHS students were well above state and HCC averages in Numeracy, Data, measurement, Space and Geometry (DMSG) in 2011 NAPLAN results.
- Year 9 HKHS students were well above HCC averages in Numeracy, Data, measurement, Space and Geometry (DMSG) in 2011 NAPLAN results.
- Improved continuity between Stage 3 and stage 4 programs of partner schools as evidenced by the use and understanding of the metalanguage of numeracy.
- increased understanding of the primary and secondary syllabus.
- detailed analysis and sharing of NAPLAN data. Teaching and learning programs across all settings were able to be refined through shared interpretation of data. HKHS Middle School was able to develop a practical numeracy program that focused on areas for development from the 2011 NAPLAN tests.
- shared teaching and learning strategies that are designed to enhance students’ understanding and skills in numeracy.
- Development of the Term 4 Stages 3 and 4 Mathematics program that was taught in primary schools. This gave Year 6 students an opportunity to explore numeracy concepts that would traditionally be introduced when they enter Year 7.
- A shared commitment to the development of numeracy across participating schools. HKHS and its partner primary schools were able to secure their involvement in the Middle Years Initiative in 2012. Numeracy +2 will continue to engage students in numeracy.
- It is anticipated that there will be an improvement in numeracy results when Year 7 sit the NAPLAN test in May 2012.

Target 2

Enrichment of Teaching and Learning Programs to promote high achievement.

Data indicates a significant improvement in NAPLAN achievement for the top 30% of students, however this area remains an area of focus for the HSC.

Our strategies included:
- Conducting a situation analysis to identify key issues.
- Stage 4 Review was undertaken and showed that the Middle School program was highly valued.
- Teacher analysis of data on a class basis and staff professional learning to support this.
- The Young Achievers class for independent learners is highly valued by staff and students.
- Introduction of Stage 4 COGS.
- The Maths faculty strengthened the use of Maths Online as a tool to lift students into higher bands. This contributed to the rise in NAPLAN numeracy achievement.
- Teacher Professional learning centered on the Quality Teaching Framework and curriculum differentiation.

Our achievements include:
- In NAPLAN Year 7 students were well above state and HCC averages in Reading, Grammar and Punctuation, Numeracy and Data, Measurement, Space and Geometry (DMSG). While Year 9 students were above and HCC averages in Reading, Grammar and Punctuation. Significant growth was achieved in Year 9 in the DMSG component of the assessment, Year 9 students performed above HCC averages in all areas of numeracy.
- In the School Certificate 213 results were in bands 5 or 6 (80% or higher), and 560 results were in bands 4-6 (70% or higher). This include 88% of results in English and 66% of results in Mathematics attaining 70% or higher. Science attained 17 Band 6 results (90% or higher) – 14 of these from one class. History and Geography both showed significant growth with 3 and 6 Band 6 results respectively.
- The school continues to perform strongly in the HSC against both state and HCC and schools. 55% of results were in Bands 4-6; 15 courses had more than 20% of students in Bands 5 or 6; 22 courses had more than 50% of students in Bands 4-6; and 4 courses had every student in bands 4-6.
- Creative Arts Performance Evenings and Workshops such as Lazottes, Starstruck, Six in the Afternoon, the Laycock Street Theatre Performing Arts Night, and the Partnership Workshops and were highly rated with public endorsements emailed to the school from parents and from staff at Partner primary Schools and again created excellent links between schools, lifting the profile of Henry Kendall High
- Senior programs show Quality Teaching is highly embedded in programs.
- An increased use of technology including the Moodle and Maths Online.
- Taster days for Partner Primary Schools’ students were highly successful. Positive feedback was evident across staff involved, parents and students from both high school and primary schools. Additional benefits included structural support for next year such as planning appropriate Year 7 class groupings and refining individual student welfare issues.

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.

Our strategies included:
- Evaluation of the current Stage 5 practices and curriculum structures for sustainability.
- Further exploration of curriculum delivery via the Connected Classroom.
- Management team inclusive of the CAT team to drive implementation and build sustainability.

Our achievements include:
• Implementation of a stage 5 vertical curriculum structure for elective courses to provide breadth.
• 2011 retention exceeded the Regional target of 64.5% of students progressing from Year 10 to complete Year 12.
• Successful attainment of Trade Training Centre funding for Primary Industries (Horticulture).
• CAT Team highly successful in assisting students facing academic concerns and assisting many in successful transition into alternative educational settings or employment.
• Successful connected classroom delivery of Stage 6 Japanese (Beginners) to students at Eldersley High School.

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 2011 our school carried out evaluations of the Partnerships Program and Stage 5 Curriculum Structures.

Educational and management practice

Partnerships Program

Background

The changing context of HKHS has placed a renewed emphasis on the relationships held with our partner schools, Gosford PS and Point Clare PS. The Partnerships Program was initiated in 2010 and focused on strengthened relationships and strong communication between the schools. However the program coordinator obtained a promotion, and was taken over by two head teachers in 2011, Dan Wilson and Natalie Wearne. 2011 also saw the continued development of the collaborative middle years numeracy project, Numeracy +2. The range of partner school collaborations, performance evenings, projects and transition programs throughout 2011 provided the foundation for the emergence of a genuine learning community to be built upon 2012 and beyond.

Findings and conclusions

Partnership relationships need to be a school focus and that every faculty must have an active input into the process.
• Broader involvement across the Henry Kendall High School community need to become an active part of the Partnerships schools community through such means as attendance and assistance at school events like fetes, sports events and presentation nights.
• School representatives, including students, need to become part of partner school occasions, for example assemblies.
• Henry Kendall High School should make contributions weekly in the partner schools newsletter with a focus on inclusive language that builds strong relationships focussed on Henry Kendall High as our students local school.
• The 4,5 & 6 night was seen as an important way to showcase the school. There was an extremely positive response to the event with the school well represented by staff, past and present students, and presenting concrete ways for parents to see the results of academic achievements of the school and commitment of staff to students’ learning.
• Taster days seen by the community and building students connection to the school and the community. These are a major talking point at home and school among the wider community.
• Numeracy +2 project formed the basis for a genuine interchange of teaching methodologies and cross stage curriculum understandings that are valued by all participating schools and it is firmly believed that these will translate into concrete improvements in student outcomes.
• Gifted and Talented students foster positive relationships within the school communities through writing competitions, public speaking and creative arts.
• Sports day seen as a positive experience for all participants.
• 20 students from Gosford Public will be attending another local high school in 2012, and is an issue requiring investigation.

Future directions
• Formation of a partnerships team that maintains broad staff representation and allocates specific roles: editing and collecting of weekly news item, the liaison contact with the primary schools, organisation of the 4, 5 & 6 night, the development and organisation of the links program with the primary schools eg creative writing, drama and music workshops.
• The continuation of the taster days in Term 4.
• Development of increased curriculum interchange to enhance teaching and learning opportunities, understandings and pedagogies.
• Continuation and further development of the Numeracy +2 Project.

• Information – the effectiveness of the elective information evenings and its delivery.
• Student engagement.
• Elective contraction –Due to the decrease in student numbers, finding working models that maintain comprehensive and robust elective diversity.
• Investigate ways to maintain community perception of a comprehensive high school with a diverse curriculum.

Findings and Conclusions
The curriculum committee’s findings were detailed and are summarised by the following:
• It was recognised that the stage 5 curriculum in its current form was a strength and students identified elective choice as a significant quality in transition to stage 5. The diversity and the delivery were recognised by both the students and the parents as excellent. Research of like schools with smaller numbers provided working models of curriculum patterns and timetabling. Four models were offered to the curriculum committee and a vertical curriculum in stage 5 was agreed to. A vertical curriculum essentially at HKHS allows Year 9 and 10 students to sit in the same course and be accredited for 100 hour elective. With smaller numbers in both years the by joining them you are able to double the elective choices offered. This system also allows the students to drive the curriculum. Students are required to complete 1 x 200hour course and 2 x 100 courses by the end of 2013. In 2013 Students must choose one 100 hour courses that terminate at the conclusion of 2012. In 2013 HKHS will offer twice the elective choices with electives being run as a stage course. Thus allowing us HKHS to maintain the broad elective delivery and maintain depth in the senior curriculum.

Future directions
• Curriculum committee to meet early in 2012 to discuss 2013 working model.
• A focus on thorough faculty research into courses that can be offered.
• With the abolishment of SC and implementation of ROSA, greater opportunities are available to diversify in elective choices. As a result, a working party will be established early 2012 to investigate possible options focused on independent learning, development of work readiness and skills necessary in a 21st century world.

• Early planning by the curriculum committee for 2014 with a specific focus on Stage 6 curriculum breadth.

• Thorough evaluation of the Stage 5 vertical curriculum at the end of the first twelve months of implementation.

**Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school through written surveys, random phone surveys and forums.

Their responses are presented below.

**Areas valued as high achieving at Henry Kendall High School.**

Strong academic results; a broad curriculum; the school cares for its students; discipline is fair; effective communication with parents; broad range of opportunities for students; student welfare; high expectations; Special Education Unit; quality teaching; experienced and committed staff; students feel safe; students are motivated to achieve.

**Areas of future focus for Henry Kendall High school.**

School/Community partnerships and promotion; partner school programs; curriculum opportunities; academic results; quality teaching; high expectations; school culture; inconsistency in enforcing school rules; physical environment.

All aspects of our evaluation reflected very positive overall satisfaction for the school from parents, students and teachers.

**Professional learning**

In 2011, Henry Kendall High School spent over $45,000 on teacher professional learning, approximately $569 per teacher. Key areas included;

• Development of the school Moodle site. Digital Education Revolution (DER) funds were used to fund whole faculties to work with a Moodle consultant. The focus was to develop the capacity of HKHS staff to use the Moodle site as a vital tool for instruction, assessment and engagement.

• Michael King from Quality Learning Australia was employed to support teaching staff to develop a shared school vision and lead staff in planning for change in the years to come. This full day professional development activity allowed staff to share ideas and renew our commitment to ensuring quality educational outcomes for students. Our findings from the day were used to support on-going professional development throughout the year.

• Completion of mandatory training (Emergency Care and Anaphylaxis Training) in on-line environment. Successful registration of all mandatory training via the MyPl@Edu site.

• Middle School and Mathematic faculties were engaged in ongoing professional development as part of their Numeracy+2 program. Staff gained valuable knowledge and experience through working with our partner primary schools and with numeracy consultants.

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 planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Strategic Communication and School Promotion
Outcome for 2012–2014
A proactive and responsible communications plan supports Learning Community directions and ensures a strong community profile.

2012 Targets to achieve this outcome include:
- Strategic communications processes are developed and implemented.
- Increased Learning Community collaborations.
- Increased student enrolments from our drawing area reflecting HKHS as the school of choice.

Strategies to achieve these targets include:
- Develop a Strategic Communications Team supported by human and financial resources.
- Regular media releases promotes school and student achievement.
- Introduction of a fortnightly ‘brag’ newsletter in addition to the communications newsletter once a term.
- Implementation of a community contact person and a media liaison person.
- Expand and develop the Young Achievers Program.
- Development of a corporate image and associated publicity and promotional material.

School priority 2
School Culture
Outcome for 2012–2014
A high performance culture is valued and ingrained through high expectations and targets for academic and professional rigour, and continuous improvement.

2012 Targets to achieve this outcome include:
- An effective and supportive student and staff rewards and recognition system is clearly recognised by students, staff and the community.
- A positive community reputation articulates HKHS as supportive, inclusive and committed to the best outcomes for each individual.
- High expectations reflect a culture of learning.
- Strong relationships, collaborative approaches and a shared ownership of school values underline positive staff moral.

Strategies to achieve these targets include:
- Develop, publicise and implement a renewed rewards and recognition system that celebrates achievements of students and staff.
- Revise school rules with student ownership and consistency in application by staff.
- Implement the new Anti-Bullying policy.
- Structures that support high expectations of a supportive and collaborative staff team that is led and modeled by the school executive.
- Ensure an effective school communication program supports learning community interaction and builds community connections.

School priority 3
Curriculum
Outcome for 2012–2014
Every student has access to an appropriate, inclusive, relevant and engaging curriculum that pushes that value adds and challenges the boundaries of individual achievement.

2012 Targets to achieve this outcome include:
- 2% overall increase in the number of students in bands 5/6 at HSC level.
• 2% overall decrease in the number of students achieving in bands 1-3 at HSC level.
• 2% overall improvement in all areas of NAPLAN.
• Curriculum structures embedded that provide pathways that meet the needs of our students.
• Implementation of an annual School Professional Learning Plan targeted to our changing curriculum context.

Strategies to achieve these targets include:
• Development and implementation of appropriate curriculum pathways in stage 6 to the HSC or equivalent.
• Use of data to analyse student achievement and develop focus areas/strategies, including HSC, NAPLAN and ESSA results.
• Attendance data analysed regularly and intervention strategies planned and implemented.
• Programming policy developed and implemented to provide explicit expectations and clear frameworks.
• Student support structures ensure all student needs are addressed including CAT Team, Welfare team, LST, special education and vocational education.

Gaby Jones, Teacher
Alan Herring, Teacher
Rod Pratt, Teacher
Rob Wilcox, P&C President
School Captains 2012

School contact information
Henry Kendall high School
Faunce Street, Gosford, 2250.
Ph: 43252110
Fax: 43232685
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:

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

Andrew Backhouse, Principal
Bob Cox, Deputy Principal
Donna Loveridge, Deputy Principal
Natalie Wearne, HT HSIE
Mark MacDonald, HT Teaching & Learning
Rebecca Bartlett, HT Welfare
Gary Holland, HT Science
Caroline McTeigue, Teacher