School context

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 2013 reflect their talents across all areas of the school’s curriculum: academic, sporting and cultural. As well as strong performances in NAPLAN, ESSA and the HSC, a particular highlight of the year was the high level of student participation in extra-curricular activities provided by the school. These ranged from academic competitions, cultural performances, debating, sporting competitions, student leadership programs to involvement in community events such as the Red Cross Appeal and Jeans for Genes Day.

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

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

Henry Kendall High School offers a comprehensive range of contemporary educational experiences allowing students to be exposed to a wide range of exciting and engaging opportunities. Our school’s mission statement is: “Developing confident, responsible citizens who strive for excellence.” We aim to develop the best in each student, and to draw out their talents and interests so that they are well placed to pursue their career options.

We provide a quality education in a caring, secure and challenging learning environment. I am proud to lead a team of highly experienced, professional and skilled teachers who demonstrate their commitment to promoting excellence in student outcomes by ensuring stimulating, contemporary and relevant learning experiences that extend the boundaries of success.

Our school fosters a culture of excellence, recognises and celebrates achievement, and most importantly values the individual qualities and learning of each student. We support and nurture our students to realise their hopes, dreams and aspirations and to prepare them for the brightest possible future.

In 2013 there were excellent results in many areas across the school. High performances were achieved in many HSC courses. 23% of all results were in the top two bands (80% or higher); 58% of our results were in the top three bands (above 70%); 16 courses had more than 20% of students in the top two bands (above 80%); 17 courses had more than 50% of students in the top three bands, and 5 courses had every student in the top three bands. Our highest individual exam result was 96%, and two students received ATAR’s in the 90’s with our highest achievement being an ATAR of 92.45. Henry Kendall High was awarded the most outstanding school in NSW for Industrial Technology by the University of Wollongong, and three students were presented with major individual awards related to their Metals and Engineering HSC Major Projects. Most importantly, almost all of our students who applied for a university placement attained entry in the course of their choice. This is an outstanding achievement and confirms Henry Kendall High School as one of the premier schools on the Central Coast.

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

During 2013 we affirmed our strong relationships with our Gosford City Learning Community partners – Gosford Public School and Point Clare Public School. Our partnership remains focused on building a strong continuity of learning from K-12 in which enriching experiences within and beyond the classroom provide meaningful learning opportunities for all students. The work in 2013 also set the foundation for the move of Gosford Public School onto the Henry Kendall site in 2014. This will bring an exciting range of further experiences that will further develop the learning outcomes of the students in our community.

This past year has seen the school all but completed and we are now ready to welcome Gosford Public School to our location in the 2nd term this year.

Although the renewal and rebuilding process has sometimes been trying, we can now be well pleased with the final result. Full credit must go to the staff and students who have overcome the disruptions that continued through 2013.

The P & C continues to enjoy a strong relationship with the executive of Henry Kendall. I would encourage all parents to have an input in the running of their school through the P&C. The teachers welcome meaningful input and the parents have a first hand account of what is happening in the school.

Through funds raised through the P&C uniform shop, the school significantly benefited from lighting upgrades in the MPC. More will be done as funding permits. The uniform supplier is in the process of being changed in the first part of 2014. Uniforms are available at the uniform shop during the transition and then all items can be purchased direct from Lowes in Gosford.

The Canteen continues to provide quality food at the school and is well patronized by both staff and students. Volunteers in the canteen are always welcome.

The Faunce St upgrade between Bately and the railway station is still an ongoing discussion with Council and we continue to lobby and raise its awareness of its state of repair. Both Henry Kendall and Gosford Public School will benefit from a safer road in that location.

I would like to thank the Parent of the P&C for their time and dedication during the past 12 months and I look forward to seeing some new faces. All meetings are held on the 3rd Tuesday of each month at 7:30 pm in the Library.

Rob Willcox
P&C President

Student representative’s message

In terms of fun at Henry Kendall we had plenty last year, the school held a fantastic talent show, as well as having the School Social run smoothly, it was great to see all the students enjoying themselves. 2013 was an enormous year in regards to the construction and new infrastructure that was implemented around the

Communities are built on a sense of belonging. At Henry Kendall High and across our Learning Community, we aim to nurture that sense of belonging in all students and their families. We enjoy strong and proactive support from our P&C, and I thank them for their work in 2013. The support, shared vision, mutual respect, and active participation of our community help us to provide a proactive school committed to ensuring opportunities and high standards.

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
school. Although at times the construction environment was unsettling it is a positive aspect of our school that the focus of students remained on learning. We look forward to the construction finishing allowing students to learn in a with such environmental distractions.

Previously the past school captains have helped us immensely in showing us what to expect as school captains and ways in which to improve on the things they had not focused on in their year. Therefore as school captains, we hope to achieve a better learning environment for our peers, as well as especially fostering a family-like community by raising the school morale through our efforts with extra-curricular activities such as socials, fund raisers, awareness days and ultimately more fun activities for students within the school. We would like to say to our peers, “Work hard in class but also get involved with everything the school has to offer as it makes your experience in high school that much more rewarding. By getting thoroughly involved in school activities, you will inevitably have a considerably more enjoyable time at school!” Let’s make it a great 2014.

Tahmyna Rad and Matthew Cairns
School Captains 2014

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<td>641</td>
<td>592</td>
<td>519</td>
<td>453</td>
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<td>647</td>
<td>579</td>
<td>522</td>
<td>473</td>
<td>423</td>
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</table>

Management of non-attendance

2013 saw the introduction of an Attendance Coordinator at the school.

Formal Strategies and Processes Used.

Weekly Process for Monitoring Attendance. (using Millennium School Administration software).

1. Check the percentage of attendance per grade
and check this against the previous fortnight for the term to assess the overall attendance levels each fortnight. Where attendance levels appear to be falling without good reason the issue is raised with the cohort on assembly and the 85% minimum attendance benchmark is reaffirmed.

2. Identify students falling below the 85% minimum attendance benchmark. Years 7,9,11 and Years 8,10,12 checked alternate weeks, plus any other students who appear to have concerning attendance patterns.

3. Check 'unjustified' partial and whole lesson absences from classes for the preceding week. Particularly Year 11 and 12 students.

4. Create a list of students from the above research.

5. Email Deputy Principals and Year Advisors the list of students with attendance issues to be followed up.

6. Interview each student on the list to collect information about reasons for absences. Provide students with reminder of 85% minimum attendance benchmark and encouragement, guidance or measured 'chastisement' as situation required.

7. Collate and record the results of interviews with students on follow-up list.

8. Emailing results of interviews with students to Deputy Principals, Head Teachers and Year Advisors.

9. Report on students with attendance pattern concerns to staff at Thursday’s Communication Meeting.

Other Strategies Implemented When Required.

- Phone contact with parents of students with ongoing attendance problems to discuss the cause of these problems and to reaffirm the importance of regular attendance and the 85% minimum attendance benchmark for their child.

- Place students on Attendance Cards and monitoring these students.

- Refer students needing learning support to the Learning Support Team and liaising with the Learning Support Team.

- Refer students with welfare issues to the Welfare team and liaising with the Welfare.

- Respond to enquiries and receive information from parents about their child’s attendance.

- Visit Year assemblies to speak to cohorts about the importance of regular attendance and to provide both positive and negative feedback to cohorts about their overall attendance levels.

- Provide teachers conducting interviews on 'Year 11 Interview Day' with information about Year 11 student attendance patterns.

- Provide Head Teachers with a list of senior students whose attendance pattern may be an indicator of the need for an N Award Warning Letter.

- Liaise with office staff regarding attendance and roll marking issues.

- Liaise with Roll Marking Teachers.

- Review Attendance Policy.

- Liaise with Year Advisors about students with issues likely to affect regular attendance.

- Identify students qualifying for 100% Attendance Certificates, print and distribute 100% Attendance Certificates in Week 10 of each term.

- When time permits, investigate 'suspicious absences from lessons' and report findings back to Deputy Principals.

- Arrange special sign-in provisions for students competing at elite sport level.

Informal Strategies Used.

Apart from the formal processes/strategies used, often the strategy of informal contact with students when passing them in the playground was effective in prompting students to improve their attendance. Also using the 'catching students doing the right thing' strategy of acknowledging and praising poor attenders or late arrivals when they attended regularly or were at school on time seemed to result in some improvement in attendance. Maintenance of positive relationships with students who have chronic attendance patterns is an effective strategy in helping these students move toward more regular attendance patterns.

Outcomes.

- School attendance was 0.3% above state, and represented a 1.4% improvement from 2012.

- Increased awareness in the student population that attendance is being regularly monitored.

- Increasing awareness of the school’s focus on attendance in target parent groups.

- Increased staff knowledge about students.
with attendance issues.

- Student appreciation of recognition positive attendance patterns.
- Increasing assumption of responsibility for attendance patterns among senior students as evidenced by the number of senior students enquiring about their attendance levels.

**Post-school destinations**

Fifty five students received offers via UAC for 2014.

The courses and institutions offered included: Bachelor of Teaching, Bachelor of Computer Science, Bachelor of Engineering, Bachelor of Business, Bachelor of Physiotherapy, bachelor of Nursing, Bachelor of Exercise and Sport Science, Bachelor of Forensic Science. The institutions included: University of Newcastle, Macquarie University, University of New England, University of Technology, Australian Catholic University, University of Western Sydney and Charles Sturt University.

Six students received offers for the Newcastle University Preparation Scheme – Newstep.

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

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

In 2013 we had students enrolled in both school delivered and TAFE delivered courses. We introduced the Metals and Engineering framework to our school delivered curriculum as well as continuing to deliver Retail, Hospitality and Primary Industries.

Our Hospitality and Retail teachers successfully completed further training to update their qualifications. We also had another member of staff commence their training in the Primary Industries framework.

Our Trade Training Centre for Primary Industries was completed and is being used for the delivery of our course.

In 2014 we plan to commence the delivery of Stage 5 Hospitality to a Year 10 class.

We had three students enrolled in the Certificate III Health Services Assistance course delivered by NSW Health Gosford Hospital.

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

**Year 12 students attaining HSC or equivalent Vocational educational qualification**

100% of Year 12 students attained a HSC or equivalent vocational educational qualification in 2013.

**Workforce 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 61.3 teaching positions allocated in 2012. The teaching staff were supported by 4.7 specialist teachers and 17 administrative staff.

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. One member of staff identified as Aboriginal.

At the end of 2013 there was a reduction of one Head Teacher position.

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

Staff continue to devote significant amounts of time to supporting students in extra curricula activities and to leading or participating in a range of professional learning activities.

**Workforce composition**

<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>11</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>47.3</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>83</strong></td>
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</table>

**Teacher qualifications**

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>
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<tr>
<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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</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

30/11/2013

#### Income

- Balance brought forward: $164823.30
- Global funds: $1170089.87
- Tied funds: $317350.07
- School & community sources: $419333.37
- Interest: $11474.30
- Trust receipts: $54941.13
- Canteen: $0.00
- Total income: $2138012.04

#### Expenditure

- Teaching & learning: $445136.49
  - Key learning areas: $44375.54
  - Excursions: $168089.74
  - Extracurricular dissections: $114610.23
- Library: $14375.54
- Training & development: $494.79
- Tied funds: $282967.84
- Casual relief teachers: $117464.44
- Administration & office: $382748.13
- School-operated canteen: $0.00
- Utilities: $164936.15
- Maintenance: $49331.71
- Trust accounts: $78804.05
- Capital programs: $10698.18
- Total expenditure: $1829657.29
- Balance carried forward: $308354.75

A full copy of the school’s 2013 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 2013

#### Creative and Performing Arts

Throughout 2013, the Creative and Performing Arts (CAPA) faculty at Henry Kendall High School (HKHS) continued to build upon its already strong school and community presence while maximising opportunities for students to achieve and engage with their artistic passions.

- HSC results also continue to be consistently strong. All students enrolled in Music 1 achieved Bands 4-5 and all students enrolled in Visual Art achieved in Bands 4-6.
- More than 50% of students enrolled in Music 1 and Visual Arts courses achieved Band 5 or higher results.
- One Visual Arts student achieved a Band 6 – an outstanding result.
- The annual HKHS Performing Arts Night (PAN) was once again held at Laycock Street Theatre in August with over 150 students involved in a diverse collection of Music, Dance and Drama performances and was extremely well received by audiences. This year marked another significant increase in the quality of auditions and performances. Exposure to a real, world-class theatre and technicians in the industry continues to lift students’ personal achievements.

- The Gosford City Learning Community (GCLC) Performing Arts Night ran once again combining the talents of HKHS students with those of Point Clare and Gosford Primary Schools. Highlights of the evening were the combined choir and percussion ensemble items featuring students from all three schools of the GCLC.
- A third annual Lizotte’s Music Showcase was held during May 2013 with another sell-out audience. The standard of performance continues to grow each year and audience reception was extremely positive. Lizotte’s staff are always impressed with HKHS students in regard to their performance, conduct and behaviour during the evening. The money raised from ticket sales funded new bass and electric guitar amplifiers, as well as some guitar effects pedals.
- The Peripatetic Musical Instrument Tutoring program continues to run with great success. Throughout 2013, students attended lessons for Piano, Keyboard, Guitar, Bass Guitar and Vocals.
- We had three artworks selected to be featured in Central Vision 2014 held at Gosford Regional Art Gallery.
In 2013, the CAPA and TAS faculties combined forces to display HSC Major Works and Projects in an exhibition entitled ‘VisTAS’. The evening was a huge success and will continue to be developed and explored in 2014. Photography by Andrew Cooney won the People’s Choice award for the CAPA Faculty.

Drama continued to net high expectations for all students. Brody Gunn continued his work with the NSW Drama Ensemble as well as representing HKHS as a host for the Central Coast Showcase at Laycock Street Theatre.

Breeanna Wardrop (Year 11) represented HKHS as a Featured Vocalist for the DEC’s Star Struck Concert held at the Newcastle Entertainment Centre in June 2013. Mr Clift returned to the production after a year hiatus as Assistant Musical Director.

Several CAPA excursions were held including: An African drumming incursion held in our school MPC for all Music students from Years 8 – 11; Senior Visual Arts students attended the Art Gallery of NSW for the Archibald Prize and ArtExpress galleries.

A number of talented Music, Drama and Dance students competed in the revitalised Henry Kendall’s Got Talent show (a Year 10 Fundraising event) held in the HKHS Hall during Term 4. A rock band featuring Year 8 and Year 10 students won the grand final with an original composition, securing themselves a $100 cash prize. The event was extremely successful, raising over $500 from gold coin entry donations.

The lower G-block CAPA classroom (GLS) was completed in 2013. This classroom now contains a small keyboard practice lab, a class set of guitars and hand percussion instruments.

The construction of the outdoor amphitheatre in the Middle School Quad began during Term 4 2013 and should be complete by Term 2 2014.

A redesign and renovation of the D7 Drama Room and its adjacent store room resulted in a much more usable space for rehearsal and HSC performances. Increased lighting capacity has also been added and will continue to be developed.

The HKHS CAPA Facebook page launched during 2013 and has been an ongoing success. Online interaction is high with many students, parents and other community members regularly commenting and liking posts created by CAPA staff. The Facebook page has been recognised during a school review to be of a high standard and important in addressing the needs of 21st Century Learners.

**Sport**

2013 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** - Samantha Farrant
- **Sportsman of the Year** - Daniel Rogers
- **Kirk Palmer Shield for Swimming** - Laura Ghali
- **Junior Sport Encouragement Award** - Jessica Morrice
- **Rex Bolte Memorial Trophy** - Harmony Edwards
- **Most Outstanding Athlete** - Adam Moyle
- **Most Outstanding Cross Country runner** - Zayne Gray
- **Premiers Sporting Challenge Medal** - Tom Hunt
- **Sydney North Regional Blue** - Daniel Rogers
- **Zone Blues** - Jarrod Lynch (Waterpolo), Daniel Rogers (Baseball)
- **School Blues** – Byron Cavender, Samantha Farrant, Lucy Metcalfe, Daniel Rogers

**Regional Representatives**

<table>
<thead>
<tr>
<th>Sport</th>
<th>Representative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AFL</strong></td>
<td>Tom Hunt</td>
</tr>
<tr>
<td><strong>Baseball</strong></td>
<td>Dan Rogers</td>
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<tr>
<td><strong>Athletics</strong></td>
<td>Dan Rogers, Brendan Saul, Samantha Farrant, Jessica Buth, Jessica Morrice, Andrew Marshall, Sean Portus, Adam Moyle, Daniel Sparkes, Jarrod Lynch</td>
</tr>
<tr>
<td><strong>Water polo</strong></td>
<td>Ryan Mulligan</td>
</tr>
<tr>
<td><strong>Rugby Union</strong></td>
<td>Jackson Parkes</td>
</tr>
<tr>
<td><strong>Football</strong></td>
<td>Lucy Metcalfe, Courtney Muir</td>
</tr>
<tr>
<td><strong>Cross Country</strong></td>
<td>Adam Moyle, Harmony Edwards, Daniel Sparkes, Zayne Gray, Sienna Inglis</td>
</tr>
<tr>
<td><strong>Swimming</strong></td>
<td>Laura Ghali</td>
</tr>
</tbody>
</table>
Araluen House won the school swimming, Narara won both Athletics and Cross Country carnival.

Henry Kendall students’ participation and performance at all zone carnivals was outstanding. All school representatives demonstrated positive school spirit and outstanding sportsmanship.

Academic achievements

NAPLAN

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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

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

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

Higher School Certificate (HSC)

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

Aboriginal education

Henry Kendall High School celebrates a strong cultural program. Aboriginal student population peaked at 52 during 2013. Students at Henry Kendall High are offered the opportunity to experience many aspects of Aboriginal Culture. Significant programs and initiatives in the area of Aboriginal Education have occurred throughout 2013 enhancing student participation, parent and community partnerships, student leadership, creative, sporting and academic pursuits and achievements. Student leadership has been a focus for many of our ATSI students this year with many gaining leadership experiences through school assemblies, community events and partner school activities.

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

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

Personalised Learning Plans (PLP’s) continued to be implemented through family and community meetings for each Aboriginal student to assess student strengths, goals and areas for development. The meetings were generally attended by students, parents, families, community member and/or Norta Norta tutor and the Year Advisor.

- ATSIC students were key organisers and participants in our NAIDOC celebrations and assembly.
- Totem Pole – Men’s Speak boys program continued in 2013 with community support and direction and mentoring from Gavi Duncan. Students learnt about the importance of the totem and began to look at their own totem and the way to carve into wood your totem.
- Sistaspeak – This program targeted young Aboriginal girls in years 7, 8, 9 and 10. Sistaspeak aimed to raise the self-esteem of the participants and encourage them to make positive choices about school, careers and their future lifestyle.
Pathway Planning for all Aboriginal students - university pathway for Year 12 students and successful scholarship applications.

Individual students Success

Jackson Parkes – Australian School Boys football selection and subsequent tour of England, He was successful in securing a Full Scholarship to Macquarie University in a Bach of Arts/Education.

Multicultural Education

20 students from Ujiyamada High School in Japan stayed with Henry Kendall High School host families from 18 March to 27 March 2013 during a cultural visit to the Central Coast. Students participated in our normal school lessons, as well as excursions, including one to Terrigal Beach to participate in Surf Life Saving Drills. The Japanese visitors also shared their own aspects of Japanese culture with the school to large groups in our school hall. The overall visit was a great success with ongoing friendships continuing between individual students.

Harmony Day celebrated the diversity of different cultures. There was a big involvement from students in the Special Education Unit assisting the SRC in organisation and conducting the day that involved 40 of our students. The SRC were sent flags from embassies of different countries to display, sports from various cultures were played on the oval, and a lunchtime BBQ was held. Face painting was another fun activity.

Henry Kendall High has 30 ESL (English as a Second Language) students across the school who are in need of ongoing support from Peter Fisher, our ESL teacher, who works with them each Monday and Friday. In 2014, ESL is rebranded as EALD (English as an Additional Language or Dialect). We continued to host students originally from China who travel each day from Sydney to study in Stage 6 and there is a continuing positive trend. Approximately, 140 of our students are from NESB, but these do include students who have grandparents who speak another language. ESL students have also participated in vocal and keyboard performances including Lizotte’s Performing Arts Evening.

Special Education

In 2013 the Special Education Centre had 59 students 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 Plans that are devised with the consultation of students, school staff, parents and other stakeholders. Work crews operated throughout 2013 with students in our High Support class working for two hours per week at Lazercraft Industries.

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

Students of the Centre attended an excursion to Taronga Zoo in term one. Although the day was very wet from heavy rain, the students and staff made the most of the opportunity. Thirty students and staff from the HKHS Special Education Centre travelled to Newcastle to be
spectators at The Asia Pacific Games. Students had a great interest in the games as two of our Henry Kendall High School students were competing.

Term 2 2013 saw the inaugural Henry Kendall High School “Come Try It Day” This was an opportunity for individuals with physical and intellectual disabilities to both try new sports and engage in a safe social environment. The school is fortunate to have excellent sports facilities and so made this a wonderful opportunity for students to come from the local area and engage with students from Henry Kendall. There were a total of 120 students involved in the day with representatives from Brisbane Water’s Woy Woy Campus, the Tuggerah Lakes Entrance High Campus and Henry Kendall. Previously these day have only been held in Newcastle or Sydney and so it is hoped that Henry Kendall may become a local hub for disability sports on an annual basis. There were 9 activities with coaches from different associations available to instruct the students as they rotated through: Aussie Rules Football, Rugby League, Netball, Boccia, Cricket, Athletics, Soccer, Bean Bag Madness and an NRL Bullying Campaign Video. The school was also lucky to play host to a number of sporting celebrities who had come from far and wide to support the day. They included: Adam Swasnik (Central Coast Mariners), Mario Fenech (NRL Legend and The Footy Show commentator) and Leisel Tesch (Australian Paralympian in basketball and sailing).

Other sporting activities that students from the centre competed in included Northcott swimming and Athletic Carnivals, regional and state CHS Athletics and cross country. Bocce tournaments and Physical disabilities carnivals were well attended.

Students from the centre also attended various camps during the year. High support students attended and independence camp at Nelson Bay, whilst year 11 and 12 students visited the Blue mountains overnight and the year 9 and 10 class journeyed to Canberra.

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

2013 has seen a continued emphasis placed on social skills training with all students of the Centre being exposed to explicit instruction in the social skills domain. This has been complemented by the continuation of an extensive Positive Behaviour Program. Additionally, work experience and work crew options for students who have difficulty accessing mainstream vocations has been further explored with the use of Post School service providers.

**Student Welfare**

HKHS Student Welfare Team purpose is to clearly articulate and develop strategic equity provision for the school and its learning community. Our vision is a school community which embrace’s the principles of equity and justice and to maximise the educational outcomes for all students as well as targeted equity groups which improve retention and reduce educational disparity. The three identified priority areas for 2013 were to develop welfare programs for 21st century learners, Aboriginal education and implementing whole school welfare communication and systems to support students and staff.

The Student Welfare Team conducted research, developed and implemented whole school welfare programs to support the students, teachers and the learning environment. Our focus was on student well-being and building resilience. In addition we had a focus on student wellbeing days which focused on developing a school student culture that fostered strong social skills, sense of self and peer support. This was complimented with study skills days for stage 6 and a focus on making sound choices and balanced wellbeing. Implementation of welfare programs that provide holistic learning opportunities for students by identifying student, cohort need to reach their potential by the Learning and Support Team in 2013 include;
- Shine – Social skills, self-esteem program stage 4, 5 and 6
- Seasons for growth – grief and loss program
- Sista Speak for stage 4 ATSI girls
- RYSS – delivered a Resilience Program for students in stage 4 and 5 once a week for ten weeks each term.
- Craft group – Stage 4 structured play program and extended to stage 5 in semester 2.
- Game Club – Aspergers/Autism structure computer play program
- Cyber-safety – Welfare program delivered through ICT lessons Yr 9
- Girls are Great – Empowerment program for vulnerable girls stage 4
- Peer Support Program – Year 7 skill building by Year 10 leaders
- Assessment Support Stage 5 and 6 Breakfast and Homework Club
- Inspirational and Motivational Speaker for Stage 5 and 6 on making great choices

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

The National Chaplaincy Program continues to foster and fund a fantastic Student Welfare Program for our students. HKHS contract is with Insight a local agency who has committed to fund 4 days a week of support for student well-being programs. This led to great enhancement of our Chaplaincy program and implementation and delivery of welfare programs to improve student success within the learning environment. These include girls Shine Program for stage 4 and 5, Seasons for Growth, Living Skills programs for students with disabilities and craft groups at recess and lunch for students who require additional support in recess and lunch.

In 2013 the use of Millennium, an effective and dynamic ICT software package, enabled fast tracking of welfare and learning support information in real time for all staff. We were able to utilise the software to pilot the dissemination of all files that relate to that student centrally, allowing all teachers, casuals or relief teachers to access immediately thus reducing referrals and poor communication. Documents include risk assessment, mental health and behaviour plans and programs of support such as ILP’s. Building on last year we have also moved to adding notes and increased the depth for the Learning Support to provide live data and information for teachers in the areas of Special Provisions, truancy watch and professional readings for student support.

Student Leadership

During Term One the Student Representative Council (SRC) was was introduced to student leadership with a fun filled, educational training day, highlighting some the student’s future responsibilities and conduct towards their peers. Filled with confidence from this day the students delivered a very successful Harmony Day, drawing students into wonderful stalls with flags and information on others student’s cultures within the Henry Kendall community. To everyone’s delight even a snow cones were on sale during the hot weather.

Setting a 2013 commitment towards supporting peers in the learning community the SRC was quick to inform the school executive of any possible improvements that could be made to facilities around the site and to their credit were persistent in their efforts.

Whilst Term One had been a team effort, Term Two saw specific individuals from the SRC stand up and lead in their own right. Tahymna Khosnoud-Rad raised a massive $6000 for the world’s greatest shave supporting children with cancer, a topic close to the hearts of the students at Henry Kendall. Whilst she found the loss of hair difficult at first, she stated that she had done it for “a very good cause”.

The school captains (Arthur Pratt, Rebecca Davies, Alyssa Kale and Dan Rogers) visited the Gosford Council chambers to see new citizen sworn into country, showing their solidarity in the
community and the female prefects (Michelle Nieass and Brittany Mitchell) attended a Women’s International Day breakfast to engage with their peers from others schools.

The highlight of Term Two was when the SRC helped to engage members of our special education unit, supporting the sport’s “Come and Try” Day hosted at HKHS. With nearly 100 students with physical or intellectual disabilities moving around the school to take part in different sports it was excellent to see SRC members helping to facilitate opportunities for others.

By the time that Term Three came into place the senior members of the SRC were finding that time had become a precious commodity and subsequently attending meetings regularly was proving to be difficult. It had been found that whilst the SRC had communicated successfully on Edmodo it was not used regularly enough for students to remember passwords. So following in the guidelines set out by the CAPA faculty, the SRC developed a Facebook group area where individual members could be invited and participate in discussion. This meant that minutes from meetings could be posted and communication would be possible over holidays periods should students wish to keep in touch.

The SRC coordinated our first school social in several years. With our school captain as DJ the social was well attended. It is hoped that this will continue in the future. As a final farewell the SRC of 2012-2013 raised funds to help support the junior girl’s futsal team going to state finals.

The 2013 group of SRC members had some wonderful ideas to help develop community spirit over their four terms in office including; vertical tutor groups, bullying seminars, valentine’s day promotions, fund raising for specific student needs and greater facilities for students. Whilst it is sad every year to see some students go it is great to see new captains, vice captains, prefects and year representatives appointed and this year was no exception. It is especially pleasing that students who have previously held office are requesting to get back into the SRC showing an ethos of leadership is growing at Henry Kendall.

With new captains; Matthew Cairns and Tahymna Khosnoud-Rad, Vice captains; Daniel Eickelman and Emily Sharpe and Prefects; Sean Gilhooly, Kris Armstrong, Abbey Willcox and Emily Wardle, it is sure to be another leadership filled year. It is always a privilege to work with such ambitious students and I wish them well for the upcoming year.

**Partnerships and Transition**

The Partnerships and Transition program has evolved to embrace the dynamic relationship between Henry Kendall High School and the partner schools Point Clare Public School and Gosford Public school. The positive and open interschools relationship evolving between the schools has allowed for a growth in the diversity and quality of transition planning so that needs of all students moving into Henry Kendall High School are addressed in the best possible way.

2013 saw all three schools share in a collaborative planning and evaluation cycle. As a result of this transparent and shared responsibility is now a culture of the transition process between the GLC school community. Key initiatives implemented in 2013 were:

- Formalisation of a Partnership and Transition plan to explicitly outline timelines and resourcing of the program for all three schools. Staff representatives from all three school are now key stakeholders in the planning and evaluation cycle of this program.
- Embedding transition structures due to the cessation of the DEC transition grant. The Partnerships team spent time evaluating how programs could be sustained long term between the three schools.
- Increased shared information of students for class placement in Year 7. Working in with the Student Services team a meeting time has been embedded with commitment from each school to meet and discuss the formation of Year 7 classes. A planning tool has been
developed to facilitate this information sharing process.

- Shared celebration by the three schools of student achievement and talents in stage 3 and 4.
- Review of the Numeracy +2 program as a part of the curriculum setting.
- Early intervention of High School contact and stage 3 support for transition through the appointment of the Year 7 advisor in term 1 and 4,5,6 information night.
- Improved practices of information sharing and participation in activities in the High School setting such as Year 5 Taster lesson day.
- Improved early communication between key Henry Kendall High School staff and stage 3 students with the implementation of increased school visits and establishment of EDMODO by the Year 7 advisor.
- Diversity of transition experiences for students and staff across Curriculum, extra-curricular and welfare activities.

Outcomes from the initiatives implemented include:

- An improvement in HKHS being listed as the first choice school for students in our partner schools for the incoming year 7 cohort. 2012 to 2013 students from our partner schools seeking first choice enrolment at HKHS for year 7 were at 50%. An improvement in this trend eventuated in 2013 to 2014 with 80% of students in our partner school seeking year 7 enrolments as local enrolments.

- Evaluation of curriculum programs have resulted in the re-introduction of the Numeracy +2 program and the introduction of a Science Experiences program for 2014.
- Year 7 class formations completed on time and with commitment by all schools. The transparent process and new planning tool implemented has improved dialogue about students and led to very settled class formations for 2014.
- Commitment by three Partner Principals to support the program through allocation of school funds in an ongoing basis to ensure sustainability of the transition framework.
- Improved communication and planning processes for students has led to increased information sharing for early stage 3 to assist in supporting external support and placement applications.

An evolving culture of trust and shared responsibility across all schools for the transition process. Partner schools are capacity building for this program by introducing new staff to the Partnership and Transition team for 2014. Staff involvement in the action planning meetings has increased by 50% for each partner school. In addition all Principals have committed school funding to maintain the program in place.

**Gosford City Learning Community**

2013 was the year of strengthening, consolidation and new frontiers. Gosford City Learning Community celebrates the dynamic partnership between Henry Kendall High School, Gosford Public High School, Point Clare Public High School and Gosford High School – schools with strong reputations in our community. The relationships between our schools provide a vibrant learning approach from K-12 and ensure that our schools are an integral part of our community. Our community collaboration acknowledges the importance of nurturing and acclaiming the work of individual’s schools whilst celebrating the collective engagement of school communities.

Building on our strong foundation of the previous year the School Principals invested personnel and finances to continue to build on our partnership within and further into our community. Key to the success of the year was evaluating and building on the strength of our transition team communication and the delivery of its programs. An increase in project developments occurred with the successful application of small grants to develop learning community projects such as Regional youth Services delivering a Resilience and Self Esteem program with stage 4 students and this ran into Stage 3 Transition.
The core strategies achieved in 2013 were the development of GCLC Strategic Communication and Publicity Team (Transition, Professional learning and event planning), Collaborative TPL across stage 3 and 4 was planned and achieved eg. Numeracy +2, Young Achievers Program application increased as did our enrolment s from our partner schools, and enhancement of Learning Community Events such as Partnership PAN, Taster Days Year 5 and 6, NAIDOC Week 2014.

**Improving Literacy and Numeracy National Partnership (ILNNP)**

In 2013 HKHS was included in the Improving Literacy and Numeracy National Partnership Program (ILNNP) funded by the Federal Government. This involved funding of $187,000 over a 2 year period. HKHS elected to focus on literacy as a key area for development and intervention, developing an Action Plan 2013-2014 that detailed targeted strategies and interventions.

The target group for intervention was Year 8. Students were assessed in May 2013 against the Literacy Continuum, and the results from the original testing were:

- 97 students were tested
- 13 well below expectation
- 33 below expectation
- 38 at expectation
- 13 above expectation
- 0 well above expectation

The results of this testing informed key initiatives in our Action Plan, including:

- Establishment of a literacy committee with a delegate from each Faculty and intensive Professional Learning.
- Introduction of the Seven Steps to Writing Success Program – training for ILNNP and Year 8 teachers across the curriculum.
- Newly developed explicit English programs addressing the literacy needs of in line with recommendations from NAPLAN data 2012.
- The placement of students into literacy support groups and extension writing group.
- MultiLit Program – training for ILNNP and identified staff.
- Employment of ILNNP Literacy Coach – small group withdrawal program.
- Ipad Literacy Support Program.

After implementation of key initiatives, particularly the Seven Steps to Writing Success Program, students were retested against the Literacy Continuum in November 2013. The results were:

- 93 students were tested
- 5 well below expectation
- 13 below expectation
- 60 at expectation
- 12 above expectation
- 2 well above expectation

1 Aboriginal student tested at below expectation.

The class that did not participate in the Seven Steps program had overall minimal growth.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Engagement of EXCEL Educational Services to conduct significant and deep evaluations of three key areas of our School Plan. These were the most significant evaluations undertaken at HKHS in 2013. A variety of instruments were used to gather perspectives from leaders, teachers, parents and students in order to gauge the dimensions of progress made:
  - Discussions
  - Focus groups with students, parents and teachers
  - Interviews and phone interviews with partner school personnel, teachers, leaders and parents
  - Survey of staff and parents manually and online
  - Document and data analysis
  - Class observations
  - Research reviews

- Parent surveys.
- Student surveys and focus groups.
- Staff surveys.
- Staff professional learning in key areas leading to significant inputs in strategic planning and teaching and learning interventions.
School planning 2012—2014: progress in 2013

School priority 1

Strategic Communication and Community Engagement

Outcomes from 2012–2014

1. A positive community perception is maintained as measured through qualitative and quantitative surveys.
2. Learning Community collaborations, programs and shared professional learning increased from 2013 involvement.
3. Sustainability of key practices is ensured.
4. Strategic communications processes are embedded in our practice that promote and advocate HKHS in our community.
5. A strengthened collegial transition program is embedded in core practice.

Evidence of progress towards outcomes in 2013:

- An explicit, shared vision about school promotion and the school’s ethos to be promoted is evident in the practices of the senior executive, the leadership of the head teacher and the commitment and enthusiasm of her team.
- Strong leadership by the head teacher, supplemented by the work of the senior executive, has embedded ‘promotional best practice’ policy and strategy across the school.
- Excellent strategic planning has underpinned the development of a comprehensive project calendar, which is monitored to gauge strategic plan execution and progress towards the achievement of targets.
- A strong policy platform has evolved over recent years and is clearly articulated by both the executive and the majority of the teaching and support staff.
- A high functioning, broadly representative team has been established with clarity of roles, a focus on continuous improvement and a commitment to build promotional capacity across the staff through modelling and professional learning.
- Significant commitment is evident among the executive team who have embraced the strategies and undertaken promotional initiatives with the support of the senior executive and the consistent rhetoric and focus provided at executive meetings by the head teacher responsible for strategic communication.
- Consistent key messages are voiced through the school’s vision and mission and banner statements, and are inherent in the range of communication media.
- Effective identification and use of communication opportunities and instruments is evident within the school. Information is disseminated to, and exchanged with families, the business community and within the Gosford City Learning Community via newsletters, media releases, the school website, the Annual School Report, letters, emails, phone contacts and the use of SMS texts.
- The provision of explicit guidelines and templates for promotional material, supported by training in their use, has ensured consistency in the presentation of communication media enabling recipients to discern the ethos of the school at a glance.
- Significant positive development in the appearance and substance of the newsletter and the website since the beginning of the school plan have resulted in these being identified as flagships for school advocacy within the community.
- Visual communication on the school site via photographic and other images, signage, and noticeable improvements to the physical environment has become another avenue by which the school’s vision, mission, ethos and banner statements are articulated.
- Dependable and committed communication team contacts are located in every faculty. These teachers provide additional information to the faculty, and alongside head teachers convey information to the team and for publication. Faculty input to
communication is coordinated by the head teacher and includes end of term highlights.

- Building the capacity of teachers and support staff including cleaners and grounds staff has occurred through a range of professional learning activities and key conversations.
- All faculties have created faculty promotional materials. These are used with partner primary schools, at Year 8 selections and for movement from Year 10 to the senior school. The flyers have consistent presentation and reflect the school’s ethos. Additionally, many teachers have embraced visual communication strategies.
- Year Advisors all contribute to the newsletter and website and use email to communicate with families.
- Office staff led by the school administrative manager have been instrumental in maintaining quality control and the currency of communication tools e.g. letters, promotional material, the newsletter and the website.
- Overwhelmingly positive community perceptions and a high level of parent satisfaction exist among parents regarding the communication strategies of the school, its leaders, first contact staff such as student advisers and office staff and members of the executive team.
- Broad identification of the range of communication strategies used by the school and available for parents was evident in all interviews. Parents generally felt ‘linked in’, able to learn about the school and its culture and able to interact to exchange information about students when the need arose.
- The chief contact people and practices were well understood by parents and the efforts of those people appreciated. Gaining particular mention was the courtesy and commitment to service of front office staff.
- The most utilised communication source is the Newsletter, which parents reported gave them a clear idea of school culture, events and successes. The balance of visual images and information was sound and parents were almost unanimous in their enjoyment of it and their approval that it is emailed.
- The school website is a point of reference for many parents for ‘static’ information such as routines, calendar information, policies and news. They find it easy to access and use. However the utility of the website decreases as students get older. Increasingly parents rely on information from students as they progress through the school. This change, which accelerates beyond Year 8, results in the website being increasingly less used.
- The introduction of the SMS text system has been generally appreciated. Parents recognized the ‘safety net’ it provided them with regard to student attendance. Whilst they identified frustrations with its use (about 50% of respondents) they also saw possibilities to extend its use and utility as a ‘reminder’ alert tool.
- An increasing proportion of parents expressed enthusiasm for ‘mobile’ communication systems that would allow them ‘Anytime, Anywhere’ access to information and alerts. This was especially true of those parents whose children were in Years 7-9. Most frequently mentioned were a mobile phone application for the school, school and faculty Facebook pages, and SMS alerts relating to more than just attendance.
- The receipt of notes and letters was appreciated. Email was favoured by many parents, but not all. Positive communication, whether on paper or electronic was highly valued by families.
- Information communicated in student reports and at parent-teacher nights was consistently positively perceived across parents from Years 7-12.
- The Gosford City Learning Community (GCLC) is seen by parents to be growing in strength and purpose. Families have identified and remarked positively on aspects of the GCLC communication strategy such as its launch, transition to high school program and collaborative events.
- Partner primary schools expressed enthusiasm for the evolution of the Learning Community and the productive partnerships that are developing.
- A positive change in the culture and practices of the school was perceived by about 50% of parents. Many of those who did not discern a change felt the school was already a good school and that no change was necessary.
- Students were positive about communication on the school site and with their families. They identified roll call notices and assembly announcements as being most useful. They also acquired information from friends, notes sent home, accessing the
teachers from the Student Services hub and in Stage 5 and 6, from class teachers.

- The emailed newsletter generates interest within families and aspects of it are often discussed. On average 70% of students mentioned this across Years 7-11. However only about 25% of students regularly saw the newsletter itself.

- There was a clear preference among students for electronic means of communication with their parents such as emails and SMS.

While only 30% of students reported using Moodle for clarification and advice, older students did value the opportunity to email teachers and to submit assessments outside school hours. Currently about 30% of teachers communicate in this way while almost all students would like it to be possible.

- Students who had accessed the CAPA Facebook site were unanimous in praise for it in terms of information, ideas and the opportunity to interact with teachers.

- The HKHS website was infrequently visited by students and parents to check the calendar, read news items and to print off notes.

- Students responded positively to the opportunity to participate in focus groups and felt it should be a regular part of school life with the proviso that the ideas were listened to and acted on.

- Teachers and executive staff will be well satisfied with student focus group responses to the question: What are the best features of learning and school life at Henry Kendall High School? Reviewing these will be important to appraise their opinions.

**Strategies to achieve these outcomes in 2014**

- Focus on team sustainability through creation of leadership depth and broadened team skill base providing a maintained focus on strategic communication beyond 2012-2014 school plan.

- Ensure commitment to GCLC – Principals to develop annual Action Plan, Partnerships team to maintain and further build upon links and opportunities, newsletter to highlight GCLC regularly, Celebration Assembly becomes a GCLC event, NAISDA Day, combined SDD Term 3, and development of a learning community website.

- Further develop and embed partnership and transition practices.

- Review parent communication processes – website, newsletters, student reports, parent teacher nights, electronic communications.

- Review student communication with equal focus as external communication.

- Continued work of the Strategic Communications Team supported by human and financial resources.

- Further improvement of the physical environment promoting school values, culture and a quality learning environment.

- Embed key messages that underline our school communication as an LMG.

- Further embed corporate image and associated publicity and promotional material, ensuring consistency and version control.

**School priority 2**

**School Culture**

**Outcomes from 2012–2014**

1. An effective and supportive student and staff rewards and recognition system is embedded in core practice.

2. Positive exit pathways can be articulated for every student.

3. School values, student centred beliefs, and the ‘hidden curriculum’ are ingrained into
school actions, practices, decisions and management.

4. Strong relationships, collaborative approaches and a shared ownership of school values underline positive staff moral and high expectations reflect a culture of learning.

5. A positive community reputation articulates HKHS as supportive, inclusive and committed to the best outcomes for each individual.

Evidence of progress towards outcomes in 2013:

- Implementation of a new rewards and recognition system by the Student Services team that celebrates achievements of students. The rewards system was embedded and celebrated in the following ways:
  - Year advisor awards at Presentation night utilized the new reward structures for student recognition.
  - Reward days were offered to students who had positively achieved in the reward program.
- Regular staff recognition of contribution each Friday at staff meeting.
- Positive exit pathways improved for students by:
  - Evaluation by the stage 6 curriculum team and refinement of the stage 5 into 6 subject selection process’. This is supported by raising the profile of student and parent information sessions, student planning meetings and the Year 10 subject selection progress.
  - Implementation of stage 6 student interviews by senior executive to monitor student achievement in chosen pathways.
  - Subject interview days supported for years 10 and 11.
- Stage 5 curriculum team formed and explored models of curriculum to consider for implementation in late stage 5 term 4. A result of this was the implementation of a Year 10 Experience week. This program encompassed student skill building in the ‘hidden curriculum’ such as relationship building, organization, team work, celebration as a year group, cultural learning and age appropriate skill building. Evaluations of the program indicated 66% of the year 10 cohort rated the program as excellent whilst 33% rated the program as good. 99% of the cohort indicated they would recommend a similar program for year 10 2014.

- Values and beliefs of the school embedded in Well being Days designed and implemented for specific age appropriate years by Year advisors as a part of the Student Services team.
- TARS and EARS process refined and professional learning planning embedded as part of the process for future staff planning.
- Effective action planning in Partnerships led to successful transition planning and support of incoming students to Henry Kendall.
- An effective school communication program that supports learning community interaction and fostering of positive community connections.
- Implementation of CAPA Facebook page to showcase student achievement.

Strategies to achieve these outcomes in 2014:

- To support a culture of high expectation and collaborative approaches, Executive professional learning is embedded in weekly executive meetings, with specific a planning focus for example head teachers showcasing best practice in Australian Curriculum implementation.
- Further development and implementation of the stage 5 curriculum in term 4 to build positive planning pathways for students, improve the community reputation of Henry Kendall High School through invitation of community connections as a part of the program and to support the ‘hidden curriculum’ in cultural and welfare activities.
- Expand the Partnership program to celebrate success across the Gosford Learning Community for all students at scheduled Celebration Assembly and Performing Arts Night (PAN). Expansion of curriculum promotion with introduction of Numeracy +2 and Science Experiences programs.
- Trial the option of embedding positive phone or text messages to parents to support positive culture.
- Expansion of faculty Facebook concept to celebrate student achievement.
- Publication, discussion and reflection at all school levels of collated student focus group responses in relation to positive school culture.
- Improve reflective practices with all school community to support positive school culture of cohesiveness and inclusivity.
Individual professional learning plans developed and aligned with school professional learning plan to ensure staff are School priority 3

School priority 3

Curriculum

Outcomes from 2012–2014

1. Overall improvement in HSC results with all courses reflecting z-scores above -0.3 and value added above -3.
2. Whole school HSC data shows;
   a. 3% increase in the number of boys achieving in bands 5/6 at HSC level.
   b. 6% overall increase in the number of students in bands 5/6 at HSC level.
   c. 6% overall decrease in the number of students achieving in bands 1-3 at HSC level.
3. 2% decrease from 2012 data in students not attaining minimum standards in all areas of NAPLAN.
4. Increase in greater than or equal to expected growth in NAPLAN Writing from 48.5% to 60% in Year 9 in 2014.
5. Increase % of Year 8 students in Semester 1 2014 performing at or above expectation from 52.5% to 75% as mapped against the K-10 Literacy Continuum

Evidence of progress towards outcomes in 2013:

The school employed Exsel Educational consulting to evaluate our progress on National Curriculum preparedness for 2014 in Year 7 and 9 English, History, Maths and Science. The review found that:

- Staff worked collaboratively in producing programs with a willingness to engage, had positive attitudes and open dialogue was evident.
- Common programming requirements were embedded in policy.
- There is a large awareness of major changes embodied in the new curricula e.g. integration, cross-curricula studies, differentiated and individualised learning.

All courses were completed and ready for implementation for the beginning of 2014.

Significant focus on curriculum implementation and monitoring and supervision practices that were planned by the senior executive to be implemented in 2013. These were achieved.

They included the Improving Literacy and Numeracy National Partnership (ILNNP) Action Plan 2013-2014 budgeted for $187,000 and funded by the Federal Government. Key initiatives commenced include:

- Establishment of a literacy committee with a delegate from each Faculty and intensive Professional Learning.
- Introduction of the Seven Steps to Writing Success Program – training for ILNNP and Year 8 teachers across the curriculum.
- Newly developed explicit English programs addressing the literacy needs of in line with recommendations from NAPLAN data 2012.
- The placement of students into literacy support groups and extension writing group.
- MultiLit Program – training for ILNNP and identified staff
- Employment of ILNNP Literacy Coach – small group withdrawal program
- Ipad Literacy Support Program

Other curriculum monitoring and supervision practices implemented in 2013 include:

- Senior executive visits to Year 12 classrooms to gauge the use of the Quality Teaching Framework in lessons.
- Revised HSC monitoring procedures across all KLAs.

Other Curriculum Outcomes Include:

HSC

- All students in Year 12 Vocational Educational Courses achieved a Certificate II in their chosen course.
- A target was to lift student numbers in the top bands. Although not achieved in all courses, almost all KLAs had courses with significant gains in the top band 6. These included Standard English, General Maths,
Mathematics, Biology, Legal Studies, Industrial Technology and Visual Arts.

- Value-Added HSC data - Girls have improved their average score difference by 6 points from the 2012 data in the test aspect of Science.

Other

- All student information regarding individual learning was developed and centrally located in our school database Millennium, that allowed staff to construct individualised learning programs and curriculum accommodations.
- A renewed focus on the use of technology in classroom practice to provide expanded and relevant learning opportunities was commenced via planning for Bring Your Own device (BYOD).
- Steps taken to ensure curriculum breadth with fewer Stage 6 students have been successful with almost no loss of actual courses running during 2013 and into 2014.
- Overall student absences have been reduced from 11.2% in 2012 to 9.1% in 2013

NAPLAN

Of note, from SMART Data supplied by the Department of Education:

- Year 9 Girls have improved by 34 scale scores from the 2012 data in the test aspect of Reading.
- Year 9 Girls are 16 scale scores above the state average in the test aspect of Reading.
- Year 7 Girls are 14 scale scores above the state average growth in the test aspect of Reading.
- Overall, all areas of NAPLAN for our Year 9 students are above the combined NSW DEC schools and all are trending upwards except for Writing which has remained static. This shows that we are adding value to students as they move from Year 7 to Year 9.
- In Year 7, Writing is trending upwards and above NSW DEC schools. Numeracy is the area that needs additional support.

Strategies to achieve these outcomes in 2014:

- Implementation of a Student Voice project evaluating and analyzing student perspectives on ‘what makes a successful learning culture at HKHS’.
- Stage 4 curriculum review to ensure a flexible and innovative curriculum is delivered that focuses on 21st century learning strategies and high expectations to improve outcomes.
- Use of data to analyse student achievement and develop focus areas/strategies, including Literacy Continuum testing, HSC, NAPLAN and ESSA results.
- Develop and implement a staff professional learning program focused on harnessing the strength of staff experience and building teacher quality.
- Curriculum mapping and development across stages 3/4 with partner schools for curriculum continuity including revitalised transition processes.
- Shared stage 3/4 curriculum programs across learning community in line with new syllabus implementation and with partner school timelines.
- Embed targeted numeracy strategies in Year 8 programs derived from deep analysis of NAPLAN data.
- Embed the literacy committee as a key component in improved literacy outcomes from which targeted literacy support programs are developed and implemented across the school.
- Targeted professional development in explicit teaching of literacy skills including the use of the K-10 Literacy Continuum.
- Implement recommendations of the 2013 Evaluation of the new syllabus implementation readiness in Years 7 and 9, and develop teaching and learning programs for Years 8 and 10 in line with the new syllabus philosophy and requirements for implementation in 2015.
- School Professional Learning Team ensures the annual School Professional Learning Plan is targeted to our changing curriculum context, is integrally linked to school planning priorities, annual school reporting processes and school budgeting.

Professional learning

Professional learning at HKHS is is driven by the School professional Learning Plan. This is closely linked to the School Strategic Plan. Additionally each staff member develops an annual professional learning plan that establishes goals for ongoing development and identifies professional learning to support and attain these.
In 2013 teaching and non-teaching staff were given input on design and delivery of professional learning, with an emphasis placed on the achievement of targets in our three key priority areas:

- Strategic Communication and School Promotion
- School Culture
- Curriculum

The HKHS Professional Learning Plan incorporated after school Staff Meetings, School Development Days, Extended Executive Meetings and the individual learning needs of staff. Tied professional learning funds, totaling over $45,000 were expended in 2013. While emphasis was placed on professional learning that would support key priority areas, there was a continued emphasis placed on the successful completion of mandatory training in 2012. An additional $30,000 was budgeted in 2013 in professional learning, primarily to support the initial development of the National Curriculum programs.

Key developments in professional learning included:

- Effective teaching and learning strategies to extend HSC students that accessed and utilized the depth of experience within the HKHS staff.
- Shared professional learning in strategies to support literacy development across the school with a focus upon writing strategies and explicit skill development.
- Completion of mandatory training in an online environment as well as whole staff forums. Areas of learning included Child Protection, Code of Conduct, Work Health and Safety, Emergency Procedures, HSC Monitoring, Anaphylaxis Policy, First Aid Policy, and Care and Supervision of Students Policy. Successful registration of all mandatory training via the MyPl@Edu site.
- Professional learning opportunities were made available to staff after the release of the NSW K–10 syllabuses for the Australian Curriculum in English, Mathematics, Science and History. The online courses “Teaching and the New Curriculum” and the “Learner and the New Curriculum” were completed by all HKHS teaching staff. Through the development of a comprehensive school professional learning plan, opportunities for staff to continue with online training courses as they become available have been allowed for.

- Faculties participated in professional learning through the DER laptop program. Through an analysis of technology use within key learning areas, faculties were able to develop professional learning that suited their needs. The incorporation of Moodle and developing expertise in the suite of software available through the DER laptops were priorities.
- Professional learning that was centered on the unique learning needs of HKHS students was also a priority in 2013. An overview was provided into the Standards for Disabilities in Education and the Every Student, Every School Policy and how these impact upon every classroom. This learning led to a proactive development of student profiles that inform teachers of the individual learning needs of each student and support the planning of appropriate accommodations.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parent Responses from Evaluation processes

- “I am completely happy with, and use the full range of communication media: newsletters, website, parent nights and parent-teacher interviews.”
- “I am completely satisfied with HKHS. My child has been offered many special opportunities and has benefited from these. The staff show interest in my child, and I have had opportunities to speak with them both casually and formally.”
“Congratulation letters are highly valued and appreciated by families. They open more conversations at home about the school and learning.”

“YAP is about exciting children for education, to inspire them to aim high and to look outside the square. It is about education. The aim is really for them to enjoy their learning. I am seeing this.”

“My son is very happy at school, likes going. That is so important.”

“My son is more interested in his learning... He is motivated and more challenged... He is happier at Henry Kendall.”

Student Responses from Evaluation processes

“A learning relationship built in Year 7 and continuing in Year 8 where we all help each other with problems. We have developed a camaraderie.”

“Our school focuses on a sense of community where we all look after each other...it’s kind of a big family.....this helps in our learning.”

“I feel like students are listened to at Henry Kendall...I wouldn’t want to be anywhere else.”

Teacher Responses from Evaluation processes

“We are trying to build a greater sense of community awareness by improving our standard of public communication. This, in turn, should help build the status of Henry Kendall High School within the community and hopefully ensure greater community support and positive interactions.”

“To promote a positive image to our stakeholders in our community. Investing time and energy into promoting our school as a family and that we really care about our students, that it is more than a school. I think this aspect is a very important part of the communication we have with our community.”

“I love the philosophy of this program. YAP affords the opportunities for students to engage in learning that has a higher level of risk, engagement and opportunity.”

“To provide a challenging, engaging range of learning experiences to a class of high achieving, self motivated students.”

“In gaining the ‘ownership’ of school staff for new initiatives it is challenging to initiate change without creating threat. It is important to build understanding of the advantages of a change in order to build trust. Each change then becomes incrementally easier. Issues must be heard. To be dismissive is to limit discussion and increase animosity. Open discussion is vital.”

Program evaluations

Young Achievers Program

Background
The Young achievers program is a flagship teaching and learning program in stage 4 comprising one class in year 7 and one class in year 8. The Young Achievers program is a selective program in which entry is by application focused upon developing independent learning skills in students based on 21st century learning principles. The program was initially one integrated year 7/8 class known as S4 before being redeveloped in 2012 as young Achievers.

The purpose of this evaluation was to establish as to whether the program is delivering on its philosophy of high quality learning experiences that develop independent learners.

The evaluation was set according to clear parameters. The focus question for the evaluation was;

- Is the Young Achievers program delivering engaging, independent learning experiences for participants?

Contributing questions that the evaluation sought to answer were;

- How effective is the program in catering for student learning needs?
- Is the philosophy of the program well understood by staff delivering it?
- Is there a positive impact on student learning from participating in the YA Program?
- Does the program exemplify best practice?

Findings and conclusions

Findings - Strengths

- The Young Achiever program is not a gifted and talented program, but rather it engages those students who have a desire to learn, who are independent learners, and who are ‘switched on’ to further learning. It aims to instil in students a love of learning and
provide the basis for future academic achievement.

- There was a strong alignment in the views of all teachers, their teaching and learning programs and what was observed in their classrooms.
- Teachers are passionate about the program showing enthusiastic support and dedicated commitment to it. They are clear in their understanding of the purpose of the program and their role in achieving this purpose. They take ownership and responsibility for the success of the program.
- Highly talented and dedicated teachers deliver quality teaching and learning. They work hard to deliver wonderful learning for their students. Their teaching and learning programs reflect the Quality Teaching framework, with clear evidence of differentiation and challenge. They use a variety of strategies to engage and extend the students and to develop independent and group learning skills. YAP encourages the teachers to be innovative in their pedagogy and to excite students in their learning.
- Learners are all focussed on learning. Teachers stated that YAP provides the opportunity for like-minded, enthusiastic learners to be together. The teachers also appreciated the strong parental support and backup from families.
- High expectations in learning and teaching are reported by teachers to be integral to the program. Teachers also believe that the program promotes high expectations for student achievement in that it has built in expectations of teachers to encourage learning excellence.
- All parents contacted (97%) would recommend the program to prospective families and were supportive of the YAP philosophy and the opportunities it is affording their children.
- Parents believe the program has high expectations for students. They believe the program extends, challenges and engages their children. It develops learning skills including their ability to work independently. They also feel that their child is being pushed harder and given the freedom to delve deeper into their subjects.
- Parents believe the program offers more opportunities for their child through the broader curriculum offerings and extra curricula experiences.
- Students believe they are working in a more serious learning environment.
- Students believed they are working in a more positive environment where learning can continue without disruption, students are focussed and settled, and both students and teachers are motivated.
- Independent learning was promoted. Self-guided learning occurred where students learn at their own pace and create their own understanding rather than being teacher led.
- Learning relationships were built with their teachers and with each other. Students stated that their teachers know them and that they know each other. They all share a focus on learning, are motivated and dedicated, relate well to each other, share the learning and don’t judge each other.

Findings - Areas requiring clarity

- Whole school awareness.
- Transparency of the application and selection process.
- The process for movement of students into and out of the program is unclear.
- Programming and resourcing. There appears to be some discontinuity of understanding about responsibility for programming, teaching and learning.
- Transition of programs from Year 7 to 8 is not mapped so progress is not assured.
- No formal collection of data is in place to evaluate student achievement or the progress of the program over time.
- Teacher Professional Learning (TPL) specifically targeted to the needs of YAP is not planned or reflected in teacher professional learning plans.
- The program at present appears to lack coordination, collaboration and communication including homework and assessment, curriculum planning and teacher continuity.
- Parental perception of the need to explicitly teach learning skills.
- Parent, teacher and student feedback regarding the Celebration Night in terms of organization and overall management, the need to be more student-centered, and greater consideration to ensure the quality and content of the presentation.
• Parents are concerned about the progression to Year 9 and beyond.
• Students sometimes felt isolated from the rest of Year 7 and 8.
• Consideration needs to be given to a ‘No child left behind.’ policy. Teachers need to recognise that rates and levels of expertise are different and that all students should be given ample time to learn and succeed.

Conclusions – Focus Question

Is the Young Achievers program delivering engaging, independent learning experiences for participants?

After consideration of the findings of this evaluation the answer must be YES! The Young Achievers program is delivering engaging, independent learning experiences for participants. There is however, some concern regarding the overall management and operation of the program at present that needs attention.

Conclusions – Contributing Questions

How effective is the program in catering for student learning needs?

This program is very effective in catering for student learning needs. The study found that quality teaching and learning are being delivered in the program. Teachers are talented and dedicated and produce innovative, exciting and engaging learning for the students. Students and parents indicated they found the program met their needs in terms of pedagogy, the provision of a supportive and positive learning environment, and curriculum. They valued the work of the teachers, their high expectations, and the positive learning relationships that have been established in their classrooms.

Is the philosophy of the program well understood by staff delivering it?

The philosophy of the program is well understood by the staff delivering it, with all showing passionate commitment, responsibility and ownership of it. Anecdotal evidence suggests that those teachers and executive who are not involved in the program do not have the same level of understanding.

Is there a positive impact on student learning from participating in the Young Achievers program?

The majority of students and parents believed that there has been a positive impact on their learning as a result of participating in the program. The evaluation overall reveals a positive impact. However, as there is no formal process in place to measure the success of the program at this time, this answer is based on anecdotal and observational evidence only.

Does the program exemplify best practice?

A collation of what YAP teachers believed is ‘best practice’ included the following key elements:
• A dedicated, talented team of teachers who want to do their best for students.
• Implementation of the QT framework across all curriculum content.
• A cohesive, collaborative team approach.
• The explicit teaching of learning skills.
• Extension and enrichment in learning both in and outside school.
• Monitoring of student success and progress using a range of agreed criteria.
• The building of a social conscience i.e. a global view for 21st century students.

Promotion of social well being through the building of positive learning relationships and special programs involving extra curricula activities that promote social skills, collaboration and broadened horizons.
On consideration of these key elements, the program possesses aspects that are ‘best practice’ including the quality of teaching and learning that is being delivered. There are however, important areas that could be addressed including the teamwork of teachers, the explicit collaborative approach to the teaching of learning and study skills, the monitoring of student success in the program and the overall assurance of quality and sustainability through effective management practices.

Future directions

The Young Achiever Program is a unique program, which enjoys enormous support and commitment from teachers, parents and students at Henry Kendall High School. This evaluation provides valuable insight into its philosophy, practice, learning tools and outcomes.

Teachers involved in the program demonstrated considerable expertise and dedication in their classroom practice, and a strong belief in the program’s philosophy. They provided valuable professional insights into how to improve the program.

The detailed responses of parents, students and teachers provided a valuable basis for identifying excellent practice, and opportunities to develop pedagogy, student outcomes and the program framework. The vast majority of the recommendations of the evaluation report will be developed and implemented in 2014.

National Curriculum Implementation

Background

The National Curriculum set by the Commonwealth government has been translated in NSW through new syllabus documents in English, Mathematics, Science and History. These are to be implemented in Years 7 and 9 in 2014, and in Years 8 and 10 in 2015. The new NSW syllabus documents represent a significant change from previous curriculum through philosophy and methodology, and a significant focus on cross curricular perspectives that embody philosophies of 21st Century learning, skill development, and content.

As a result 2013 was a significant year as all teaching and learning programs in the four key subjects and in middle school for Years 7 and 9 needed to be rewritten ‘from scratch’. However, to do so required significant staff professional learning in the new syllabuses but also in the philosophies underpinning these. Only from this foundation could staff begin to develop new teaching and learning documents reflecting 21st Century learning principles, new content and new resources to support these.

Teacher professional learning, a revised Teaching and Learning Policy and significant teacher release time formed the framework for curriculum development in 2013.

The purpose of this evaluation was to identify where each faculty is at, and what strategies need to be implemented to ensure faculty readiness and ongoing support for the 2014 implementation of the National Curriculum in Years 7 and 9. The evaluation was set according to clear parameters. The focus question for the evaluation was;

- How ready is Henry Kendall High School to deliver the National Curriculum in 2014?

Contributing questions that the evaluation sought to answer were;

- Are the key curriculum changes in the new syllabi understood by relevant teaching staff?
- Is new curriculum development systematically planned at faculty level with clear timelines?
- Is there broad ownership of curriculum development in each faculty including designated responsibilities?
- How well has new curriculum development been supported by school professional learning?
- What TPL activities have been most helpful?

Findings - Strengths

- The principal and his senior executive team have demonstrated strong leadership of the implementation of the National Curriculum. This has involved planning a course for the school including establishing a time frame and benchmarks, managing delivery of onsite and online professional learning about the National Curriculum and 21st Century learning, and maintaining ongoing executive team and individual head teacher discussion.
- The leadership style of the principal has allowed considerable autonomy for head
teachers and their faculties in program building.

- Professional learning has been provided on site to establish awareness and understanding of the new curriculum at the executive and whole school levels.
- Head teachers have accepted faculty leadership of curriculum development with the support of the senior executive team.
- Acknowledging that HKHS has a very experienced executive and harnessing that experience through negotiation of the teaching and learning policy allowed the executive to have a voice and ownership of policy construction.
- A whole school programming scaffold and a programming policy framework were negotiated at the executive level to underpin National Curriculum programming. This scaffold aimed to align programming practices across all faculties and establish common programming format and inclusions, which would represent school programming best practice.
- The HKHS Teaching and Learning policy previously developed in 2012 now includes a ‘programming expectations’ framework which will provide a valuable monitoring checklist to measure completed programs against to ensure compliance with mandatory school, BOS and NC requirements.
- Executive team building and faculty alignment, with the executive now more confident to collaborate with common purpose and engage in open discussion of issues and concerns.
- Significant budgetary support has been provided for programming with relief days and external professional learning opportunities funded at a cost of $30000.
- Effective monitoring has underpinned faculty preparation, formally at executive meetings and as a focus in faculty monitoring and informally in regular discussions.
- Collaborative learning and collegial conversations within faculties to clarify understanding and practice with regard to programming, have underpinned National Curriculum implementation.
- Team building and strengthening in faculties has emerged as a positive outcome of the implementation process with head teachers seen as the major source of professional learning for their staff.
- Staff willingness to engage with the National Curriculum and to understand, adapt and take responsibility for a role in unit development is clearly identified.
- Positive teacher attitudes towards the National curriculum and the opportunities it provides for rethinking, reinvigorating and release from ‘old’ content and ways of teaching are evident.
- There is strong executive awareness and general teacher awareness of the changes embodied in the new curriculum e.g. integration, cross-curricula studies, and differentiated and individualised learning.
- There has been adherence to the negotiated programming criteria in program formats viewed.

Findings – Areas requiring clarity

- Providing differentiated professional learning at the whole school level for faculties and teachers who are at varying places on a continuum of understanding the National Curriculum has been difficult. As this has affected the level of engagement and appreciation of teachers and faculties in whole school training sessions it bears reflection when designing future professional learning programs.
- Valuable external professional learning has not always been accessed when available, as teachers felt inhibited by the concurrent time pressures of teaching and programming.
- There is a risk that faculties will experience an even greater degree of ‘overload’ as teaching of new programs coincides with supervision of their implementation, and programming of courses for 2015 implementation. Considering the nature and focus of faculty supervision in 2014 will be important in mitigating this.
- Insufficient budget provision to identify and acquire contemporary resources to match the intent of new programs could jeopardise implementation success.
- There were variable levels of readiness and confidence to implement the new syllabus.
- A less systematic approach to programming in some faculties may have resulted in program design errors, and omission of mandatory aspects of the new syllabuses in final faculty programs.
• The lack of Middle School and YAP liaison with faculties regarding mapping curriculum, teaching and learning units and resources is a significant concern.
• There is a risk that highly experienced teachers may not accept the imperative of embracing changes in content, teaching and learning and cross curriculum orientations required by the new syllabuses.
• Opportunity for students to evaluate their own learning was not evident in the programs reviewed (Self and peer assessment).
• Teacher burnout could impact on the integrity of programming as the National Curriculum implementation schedule progresses over the next five years.

Conclusions – Focus Question
How ready is Henry Kendall High School to deliver the National Curriculum in 2014?

Significant work and productivity during the year is evident, yet variable levels of readiness, and confidence to implement the new syllabus was apparent among faculties. All head teachers felt confident that by the end of the 2013 academic year programs would be in place that would allow their faculty to teach Year 7 and 9 students in a manner which reflected the new syllabus documents and the intent of the National Curriculum.

At the same point in time, teachers in these faculties believed there was still much work to do to develop and resource units of work, determine the most effective teaching strategies and provide assessment tasks to assess student knowledge, skills and understanding.

The review suggests that a qualified YES is the best response to the question of readiness. Programs will exist and faculties will refine them concurrently while teaching them, identifying new resources and better ways of assessing student performance through evaluation.

Conclusions – Contributing Questions
Are the key curriculum changes in the new syllabi understood by relevant teaching staff?

Members of the executive team responsible for implementing the new curriculum were able to articulate in detail the key changes embodied in the new syllabus documents and how these changes would impact on program development and teaching practice.

In the survey and faculty focus groups teachers demonstrated that they were also familiar with the salient changes. Teachers however, were less likely to translate their understanding of the changes into modifications in teaching, learning and assessment practice.

Is new curriculum development systematically planned at faculty level with clear timelines?

Faculty leaders approached their preparation for the new curriculum in a variety of ways reflecting their own leadership style and their faculty context. Systematic planning was evident to differing degrees in each faculty.

Some head teachers established a time frame and explicit roles and responsibilities enabling all faculty members to have a clear idea of the implementation plan, their place within it and the outcomes they needed to achieve.

Others developed a time frame for their own work and assumed responsibility for a large proportion of new curriculum program design, leaving teachers the task of unit development. Teachers in these faculties were less likely to understand the program scope and sequence, the status of program development and the requisite teaching, learning, resourcing and assessment required of them when implementing new programs.

Is there broad ownership of curriculum development in each faculty including designated responsibilities?

The majority of teachers were informed and excited about their contributions to curriculum development in both program building and development of teaching strategies and resources within units of work. All teachers understood their role in teaching the new faculty programs.
The degree to which ownership for curriculum development was shared was directly related to the role the head teacher adopted in the process. Greatest ownership was evident where the leader had kept teachers informed, empowered and involved in during program development and where teachers had an explicit role in identifying resources and teaching strategies.

_How well has new curriculum development been supported by school professional learning?_

Significant funds and time have been provided to allow teachers and executive staff to effectively come to terms with the new syllabuses through access to school-based and external professional learning.

_What professional learning activities have been most helpful?_

Access to specific external learning via curriculum and executive networks and state learning initiatives (both online and through conference attendance) were highly valued by executive staff.

While awareness and general understanding were achieved by whole staff training on development days, collaborative learning and collegial discussions and work within faculties to clarify understanding and practice with regard to programming, have most successfully underpinned National Curriculum implementation in the eyes of teachers and faculty leaders.

_Future directions_

This evaluation provides valuable insight into the leadership, management, planning and outcomes of preparation to implement the National Curriculum syllabuses in 2014. It presents the opportunity for the school’s executive team and teachers implementing the new syllabuses to reflect on:

- The significant outcomes already achieved,
- The necessary interim actions to assure readiness to teach the new curriculum to Year 7 and Year 9 in 2014, and
- The future directions that will evaluate implementation and enhance program development in future stages of National Curriculum rollout.

The detailed responses of the senior executive, head teachers and teachers have been closely read to review the depth of the feedback received, appreciate the very positive way in which the task of implementing the new curriculum has been undertaken and to identify aspects of ‘best practice’ implementation that will inform future programming for subsequent courses and in additional faculties. The vast majority of the recommendations of the evaluation report will be developed and implemented in 2014 and beyond.

**About this report**

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

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