

# Kurri Kurri High School

## Annual Report



2016



8177

## Introduction

The Annual Report for 2016 is provided to the community of Kurri Kurri High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

TRACEY BREESE

Principal

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### Message from the Principal

We are a proudly public school offering a world class education to our local community, driven by continuous improvement. Our school is settled in the community of Kurri Kurri and has actively served the community for over 50 years.

Kurri Kurri High is an emerging leader in 21st century school, investigating and researching the best ways to serve our community. We are currently leading the way in innovative shifts and changes commensurate with current research. Our school is looking to improve teaching and learning, creating world class teaching practices for all our students.

Our staff are committed to the best practice of their craft and have worked to better understand new pedagogical practices to improve student engagement.

As a PBL school (positive behaviour for learning) KKHS continues to strive for consistency to create a safe, exciting and rigorous place to learn.

Our motto 'making the best of ourselves' applies to all members of our learning community. Our goal is to ensure students see school as a relevant, vibrant and exciting place to be with a true focus on their personal excellence.

# School background

## School vision statement

Kurri Kurri High School is a community of life-long learners who are productive global citizens, inspired to excel in a complex changing world. Excellence is promoted through high expectations with a focus on individual needs. Our broad curriculum, supported by an extensive range of extra-curricular activities provides all students with the opportunity to live up to the school motto, "Making the best of ourselves".

## School context

Kurri Kurri High School was established in 1956 and serves Kurri Kurri and surrounding areas within a low socio-economic context. The school is an active member of the Kurri Kurri Learning Community which involves five partner schools – Kurri Kurri Public, Weston Public, Pelaw Main Public, Mulbring Public and Stanford Merthyr Infants Schools. These schools work together to promote a comprehensive education from Kindergarten to Year 12 in the Kurri Kurri area. QuickSmart has been successfully implemented throughout the Kurri Kurri Learning Community to improve student numeracy skills.

Our values of respect, responsibility, honesty, care, fairness and doing your best are consistent with our partner schools in the Learning Community. The Kurri Kurri High School has over 860 students from Years 7–12 and 65 teaching staff. There are 103 students who have identified as Aboriginal and in 2010 a Junior Aboriginal Education Consultative Group (AECG) was established in partnership with the Korreil Wonnai Aboriginal Education Consultative Group (AECG).

A strong link exists with the University of Newcastle through the Aim High program.

In 2012 the school commenced a partnership with the Beacon Foundation to increase educational opportunities for students through enhanced links with the local community and since that time the school has extended its links with the local community. Students are provided with significant opportunities through extracurricular activities. Examples include the Manufacturing and Education (ME) program with robotics projects in Year 8 Science and robotics competitions, creative and performing arts and sport. The P&C Association has provided strong financial support to the school, operating two minibuses for excursions and with resourcing, particularly for technology, sport, student recognition and awards and the creative and performing arts.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

### Learning

In the learning domains, our school self-assessment was undertaken by the executive members of the school through a number of processes to determine our progress throughout the year. In the areas of Learning Culture, Well Being, and Assessment and Reporting the school is delivering in these areas. In the area of Curriculum and Learning, we believe we are sustaining and growing.

### Teaching

A key focus in 2016 has continued to be the development of engaging pedagogy to inspire student learning. In the areas of Effective Classroom Practice, Collaborative Practice and Learning and Development we are sustaining and growing. In the areas of Professional Standards and data skill and usage we are delivering.

### Leading

In this domain and using our on-balance assessment tools the school views itself as sustaining and growing in the areas of Leadership, School Planning and Implementation and Reporting and Managing School Resources. In the area

of management practices and processes, we place ourselves in the delivering category.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### STUDENTS ARE SUCCESSFUL LEARNERS, LEADERS AND RESPONSIBLE AND PRODUCTIVE CITIZENS

#### Purpose

To develop a learning community which builds the capacity of all students so that they are involved in planning and monitoring their own learning development and career pathway goals.

#### Overall summary of progress

Kurri Kurri High School is a community of life-long learners who are productive global citizens, inspired to excel in a complex changing world. Excellence is promoted through high expectations with a focus on individual needs. Our broad curriculum, supported by an extensive range of extra-curricular activities provides all students with the opportunity to live up to the school motto, "Making the best of ourselves".

To support students, develop their learning, communication and thinking skills to excel in our complex changing world, three major initiatives have been implemented using Equity funding.

1. Improvement in student performance in Literacy, Numeracy and the Higher School Certificate. In collaboration with partner schools, the KKHS Instructional Leader, Special Education Head Teacher and Stage 4 Learning and Support Teacher, reviewed, identified and tracked the K-10 writing Literacy Continuum markers. As a result of this process, a cohesive approach to writing skills development K-10 has been established. Promoting student engagement and ownership in the process, "I can" statements as descriptors of the markers were published in "student language". During literacy week, all Stage 4 and Special Education students participated in using the "I Can" statements to self-evaluate which writing cluster best reflected their writing sample. Incorporated in these activities were also specific cross KLA writing workshops that specific writing targeted skills from the literacy continuum. Throughout each term in 2016, Professional development workshops have been conducted. As a result, all staff used the DoE interactive literacy continuum to identify teaching resources. During the implementation phase, executive identified specific writing markers relevant to their KLA with the view to embed explicit teaching of those markers throughout terms 3 and 4. In all stages Equity funding was allocated to improve students who are falling below national benchmarks in literacy and numeracy. Learning Support Officers have been employed to deliver the Quicksmart and MultiLit programs to students in Stage 4. Throughout the 2016 Executive review process, professional learning, targeted focus on writing intervention and enrichment activities have been delivered.

2. Increase in students intellectual, social and institutional engagement (positive behaviour, belonging, intellectual engagement and aspirations). Engagement and learning go hand-in-hand: engagement drives learning and learning drives engagement. Equity funding has been used to continue the employment of Stage 4 Deputy Principal and the support the introduction of Positive Behaviour for Learning (PBL) which has had a positive impact on learning and engagement at KKHS. During 2016, PBL was implemented at KKHS. Three school values; Respect, Excellence and Safety have been explicitly taught through a series of lessons, signage and a structured approach to discipline and wellbeing have been resulted in an increase of 9% of students reporting positive behaviour at school. Student sense of belonging has increased throughout the year as a result of intervention programs; peer support, Anti-bullying, Stage 3-4 transition, wellbeing support, camps and rewards system. The decline in students' intellectual engagement is evident in Stages 4 and 5. Evaluation of teaching and learning programs and assessment as well as staff survey "Focus on learning" indicate a need to establish a clear scope and sequence of learning and assessment to support intra disciplinary approach to student learning. The Stage 5 and 6 career focused programs account for the increase in student aspirations during 2016. In collaboration with the careers advisor and Stage 6 learning and support teachers all stage 6 students have developed post school pathway plans. A strengthened transition program for year 10 to year 11 students has resulted in individualised subject selection processes and senior learning plans.

3. Future focused learning. Throughout 2016, supporting the 2017 introduction of Year 7 future focused learning hubs an extensive professional learning program coupled with refurbishment of learning spaces has been delivered. The three day Project Nest unconference held in Term 4 2016 resulted in KKHS staff collaborating to develop project based learning programs. Staff meet regularly to refine teaching and learning programs based on the three intra disciplinary themes: Quest, STEM and lifestyle. Five learning spaces and the library have been refurbished to support staff implementing pedagogical practices which engage students in creative and critical thinking, collaboration and communication. The employment of .6 transition coordinator Years 5 – 8 has strengthened communication between partner schools and broader school community. Further the employment of an additional Head Teacher Teaching and Learning has established the Bring Your Own Device initiative throughout 2016.



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>All student achievement in literacy and numeracy will be measured, tracked and monitored using NAPLAN. Yr 9 Student average growth rate in:</p> <ul style="list-style-type: none"> <li>• reading will improve from 31.5 (2015) to 34.1 (2016) to 37.7 (2017).</li> <li>• writing will improve from 1.8 (2015) to 10.5 (2016) to 22.3 (2017)</li> <li>• numeracy will improve from 43.2 (2015) to 45.0 (2016) to 46.8 (2017)</li> </ul>	<p>Student average growth rate in:</p> <ul style="list-style-type: none"> <li>• Reading – 2016 target was met with 34.2 average growth rate.</li> <li>• Writing – 2016 improved from 29015 14% students in Bands 8,9,10 to 18% in 2016</li> <li>• Numeracy – 2016 average student growth rate has decreased to 36.8</li> </ul>	<p>2 SLSO's and PL \$130,000</p>
<p>Stage 4 students will progress one year each year along the literacy and numeracy continuum by 2017.</p>	<p>Progress to this target continues to be data monitoring to be implemented using Canvas LMS</p>	<p>15,000</p>
<p>An increase in</p> <ul style="list-style-type: none"> <li>• student positive behaviour from 72%(2015) to 78% (2016) to 87% (2017) – Yr 7 from 84% 2016 to 90% 2017</li> <li>• belonging from 47% (2015) to 44% (2016) to 58% (2017) – Year 7 from 61% 2016 to 71% 2017</li> <li>• engagement from 41% (2015) to 44% (2016) to 44% (2017) Yr 7 37% 2016 to 50% 2017</li> <li>• Aspirations to complete Yr 12 from 68% (2015) to 77% (2016) to 85% (2017)</li> </ul> <p>As indicated by the Tell Them From Me Survey</p>	<p>2016 improvements include an</p> <ul style="list-style-type: none"> <li>• Increase in positive behaviour to 87%</li> <li>• Increased sense of belonging to 53%</li> <li>• Decrease in intellectual engagement to 35%</li> <li>• Increase in aspirations to complete Yr 12 to 75%</li> </ul>	<p>PL and signage. \$10,000</p>
<p>Improvement in</p> <ul style="list-style-type: none"> <li>• teaching strategies from 75% (2015) to 80% (2016) to 85% (2017) as indicated by the Tell Them From Me Staff Survey.</li> </ul> <p>Establish future focused learning spaces</p> <ul style="list-style-type: none"> <li>• 3 spaces (2016)</li> <li>• 6 spaces (2017)</li> </ul>	<p>75% of teaching Staff report that they have revised their teaching strategies to better meet the individual learning needs of students. In particular, a third of staff have been involved in implementing project based learning in 2017. Three future focussed learning spaces have been established in 2016 with planned expansion in 2017. Both infrastructure and furnishing have created more flexible collaborative classrooms.</p>	<p>\$110,000</p>

## Next Steps

### Literacy, Numeracy and HSC

- Explore the use of PLAN, Sentral and/or Canvas LMS to track and monitor student progress in writing and comprehension along the literacy continuum. Align LSO and LAST positions to literacy and numeracy targets and intervention programs to the Student Wellbeing Framework. Implement Numeracy Skills Framework through the role of Transition Coordinator.
- Expand Focus on Writing and Focus on Reading professional learning by re aligning the roles of HT Administration and Instructional Leader. Audit Stage 6 teaching and learning programs to establish and strengthen explicit teaching of Focus on Writing.

### Intellectual Engagement

- Increase student intellectual engagement through future focused pedagogies, learning hubs, project based learning, refurbished learning spaces, extra-curricular activities and enrichment programs.

### **Positive behaviours**

- Embed PBL and school values into all aspects of the school thereby creating a cohesive and consistent approach to student wellbeing, learning and discipline.

### **Belonging**

- Embed Student Wellbeing Framework into practice in all aspects of the school.

### **Aspirations**

- Strengthen student aspirations by establishing post school option plans, diverse senior pathways, alternate exit credentialing.

## Strategic Direction 2

STAFF LEADING INNOVATIVE PRACTICE, LEARNING ABOUT WHAT WORKS AND CONNECTING WITH OTHERS.

### Purpose

To develop a school culture in which staff members take responsibility for their own ongoing learning, strive for innovation and improvement and make strong connections within and beyond the school.

### Overall summary of progress

At the heart of all Professional Learning opportunities on offer at KKHS in 2016 was the requirement that they be strategically linked to school and/or faculty targets and/or individual goals embedded in staff Performance and Development Plans. Additionally, all such Professional Learning opportunities also needed to be linked to the Australian Professional Standards for Teachers and be measureable so that progress could be monitored. In general, the focus of Strategic Direction 2 was divided into three areas: whole school professional learning, staff induction procedures and the Performance and Development process.

1. A whole school Professional Learning Program has been implemented which simultaneously aligns to the Australian Professional Standards for Teachers, supports staff to attain the goals outlined in their Performance and Development Plans (PDPs) and builds the capacity of staff to improve student learning, wellbeing and engagement. All staff at the classroom teacher, school executive and senior executive level have engaged in strategic school planning by designing the goals in their PDP's to support the Kurri Kurri High School Plan, relevant Faculty Plan and individual career aspirations. The Head Teacher Teaching and Learning then collated the goals from staff PDP's and incorporated Departmental mandatory training requirements and school plan priorities to design a comprehensive Professional Learning Program which run throughout the year during whole school, faculty, after school and weekend sessions. All of these sessions were aligned to the Australian Professional Standards for Teachers and many of them supported the desire of staff members to upskill in 21st century and future focused strategies as a means to increase student engagement and maximise learning outcomes. Similarly, the sustained focus on Positive Behaviour for Learning throughout 2016 has ensured that improving student wellbeing has remained at the forefront of our core business.

2. A revised induction program has been implemented in 2016 to support beginning teachers and new teachers to the school as they become accustomed with the KKHS context. The introduction of this structured, comprehensive induction program which aimed to upskill new staff on KKHS systems and procedures was well received by staff who were new to the school at the beginning of the year but it became apparent that teachers who were engaged in teaching positions throughout the year did not receive the same level of support. This area will become a focus for development in 2017. In addition to supporting beginning teachers in their acquisition of contextual skills and knowledge unique to KKHS, regular meetings and sessions were also run to support staff who were undertaking accreditation at the Proficient or Maintenance levels, as well as those staff who were supervising teachers who were undertaking various levels of BOSTES accreditation, or who would be embarking on the accreditation process for the first time in 2017 when new accreditation process for pre-2004 trained teachers begin to roll out.

3. Staff have been supported in developing strategic PDP's which reflect system priorities, school and faculty priorities, personal teaching and career aspirations, as well as accreditation requirements. Staff members have attended whole school professional learning on designing SMART goals for their PDPs in line with Department, school and faculty priorities, as well as their individual career aspirations. All teachers also consulted with their Head Teachers to help them develop goals for their PDP which supported whole school and faculty goals whilst also progressing the personal goals teachers had in relation to their individual career development. 2016 saw the full Performance and Development Framework cycle implemented in its entirety for the first time and Head Teachers seemed to be able to guide staff through the PDP development, lesson observation, self-reflection and review phases of this process without any difficulty.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff members have developed and implemented a detailed and effective Professional Learning Plan in line with School management plan.	100% of staff PDPs for permanent and temporary teachers are aligned to the school plan, faculty plan and the Australian Professional Standards for Teachers in 2016. This measure greatly exceeds our target for 2016 and meets our 2017 target. Classroom observations increase from 43% (2015) to 100% (2016) as indicated by Professional	\$80,000



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff members have developed and implemented a detailed and effective Professional Learning Plan in line with School management plan.	<p>Learning Plan reviews and Tell them From Me Staff Survey results.</p> <p>100% of PDP's included lesson observations.</p> <p>Tell them from me survey results indicated that 52% of teachers reported that school leaders have observed their lessons.</p>	
Quality teaching and learning practices across the school, demonstrated through differentiated lessons and assessments to improve student achievement.	<p>The Professional Learning Program designed by the Head Teacher Teaching and Learning strategically linked 100% of all Professional Learning to the Australian Professional Standards for Teachers.</p> <p>100% of Executive Staff at KKHS engaged in professional learning to align practice to the lead level of the Australian Professional Standards for Teachers in 2016.</p> <p>100% of new scheme teachers are engage in BOSTES accreditation.</p>	nil

## Next Steps

### Professional Learning Plans (Performance and Development Plans)

- Consolidate practice of HT consultation and delivering Professional Learning on development of SMART goals for permanent and temporary teachers to ensure they continue align PDP goals to the school plan, faculty plan and the Australian Professional Standards for Teachers.
- All goals reviewed by Head Teachers and Deputy Principals.
- Collation of these goals in One Note to identify common areas and strategically plan professional development.

### Classroom Observations

- Continue current practice of having 100% of PDPs reflect that lesson observations have taken place.
- PDP Observations to occur within the Quality Teaching Rounds structure.
- Tell Them From Me Staff Survey question clarification. Ensure staff understand that "school leaders" refers not just to Executive when answering the question regarding observation of lessons.

### Professional Learning

- Continue to use whole school and faculty priorities, as well as PDP data to develop a yearly Professional Learning Program that aligns all KKHS Professional Learning to the Australian Professional Standards for Teachers in 2016.

### Beginning Teacher Accreditation

- Ensure that new Head Teacher Teaching and Learning liaises with outgoing Head Teacher Teaching and Learning to ensure continuation of these processes which support teachers undertaking the accreditation process.

### Using Data to Inform Teaching Practice

- Aim to use other data sets such as HSC analysis and class learning plans created with SMART data to measure the attainment of this target, rather than just the tell Them From Me staff survey results.
- Identifying opportunities for Student Voice and Staff feedback to be collected to provide context and triangulation for Tell Them From Me.
- Staff to receive professional development in the use of data and utilising data for planning.

### Assessment Task Submission Rate

- Head Teachers to be required to track submission rate for all tasks for all years with the goal of improving the submission rate as the year progresses.
- Continue to utilise the Learning Centre and faculty based strategies to ensure students catch up on missed tasks.
- Tasks to be submitted to Lisa Scobie to review

### Strategic Direction 3

## CONSISTENT HIGH STANDARD EDUCATIONAL PRACTICES ACROSS THE KURRI KURRI LEARNING COMMUNITY OF PUBLIC SCHOOLS

### Purpose

To ensure learning for students across the Kurri Kurri Learning Community (KKLC) is continuous K–12, and is based on quality educational delivery and consistent, high standards and shared professional practices.

### Overall summary of progress

Strategic Direction 3 milestones aim to promote his educational practices across the KKLC and increased community participation within Kurri Kurri High School.

Improvement measures seek to improve the attendance of community members at the annual Business Breakfast to 40 attendees in 2017. This milestone was successfully achieved in 2016 with over 80 attendees at the event held in term 1. Attendees and key note speakers included; Olympian Nadine Neumann, Brian McGuigan OAM, Cessnock Mayor: Bob Pynsent, Clayton Barr MP and a variety of prominent business and community members who continue to support this event demonstrating a strong and growing sense of community support and recognition for the positive students and programs occurring within Kurri Kurri High School.

In 2017, the Business Breakfast will be utilised to support the achievement of another milestone of linking real life learning opportunities for all faculties. This measure was not achieved in 2016, in which it was hoped that 85% of faculties would be connected to local business. However, faculties such as HSIE and CAPA have successfully maintained positive learning links with local businesses and organisations including Belvoir Street Theatre, Legal Practitioners and Aboriginal Elders. In 2017, Faculties will promote the learning initiatives and content occurring within a targeted stage, with attendees at the Business Breakfast asked to support and establish a link with faculties.

Tell Them From Me data was utilised to attempt to achieve another improvement measure of improving 'Belonging' as measured in TTFM data in Year 7 from 70% in 2015 to 74% in 2016. Unfortunately, this result in 2016 was 53% for the whole school, however, this was a significant rise of 6% from 2015. Year 7 did demonstrate the highest score for all students (61%) demonstrating that transition activities, including Peer Support, and attempts to consolidate students positive relationships at school are having a positive impact on Year 7. Similarly, Positive Relations at school was 76% which is an increase of 6% from 2015 and only 2% below NSW norm. Increasing links within the local community, including student support and wellbeing days indicate successful and positive participation from students. Increasing the role of the Year Advisor in 2017, will lead to an increased sense of belonging from all students within Kurri Kurri High School in the coming year.

Student attendance milestone of achieving 88.3% attendance was not achieved, as whole school attendance was measured at 85.58%. Year 11 and 12 attendance data for Semester 2 demonstrates student attendance at 90% and above, with Year 7 (Sem 2) also achieving above target results (89.14%). Semester 2 Attendance demonstrated an increase of 2.46% from 84.35% to 86.81%. This demonstrates a positive shift in student attendance and will hopefully assist in achieving 2017 milestone of 90%. A focus on student attendance in 2017, with an emphasis on partial truancy, should see this number be maintained and increase over the coming year.

There was a significant increase in the number of positive referrals made by staff, supporting the implementation of Positive Behaviour for Learning and promotion of the school values: Respect, Excellence and Safety. In week 8, Term 4 there were 2331 positive entries made on SENTRAL achieving 2016 and 2017 targets and improvement measures. The Creative and Performing Arts faculty have made the most positive entries with 179. Successful links within the local community have led to student rewards and positive promotion of student achievement, leading to increased participation and positive feedback from students.

Enrichment Activities for year 5–6 students have been occurring following the appointment of a school funded transition advisor. These activities, however have not been coded and placed on the Gifted and Talented Matrix. This data will be collated at the beginning of Term 1, 2017, to be utilised as benchmark data for the implementation of the HUB based learning systems, which will be implemented following the success of Project NEST in Term 4, 2016. Participation on these days has been well received with participation number ranging from 88% – 100% of 2017 Year 7 students attending, successfully achieving 2016 target of 50%.

Future direction of this Strategic Direction will be focusing on creating a *Community* between partner schools and like High Schools, to align processes including Stage 3 – 4 Transition dates, combined professional learning opportunities (utilising staff expertise), staff wellbeing, increased community links to faculty learning, with a focus on Kurri Kurri High

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
students regularly attend school, are engaged in their learning, and complete their HSC, or have a successful post school pathway	Overall school attendance for 2016 is 85.7%.  Post school survey data indicates that 26.3% of students completing HSC were enrolled at University and 2.6% enrolled at TAFE, with 47.7% in employment and 22.4% of students actively seeking employment.	nil
Accelerate improvements in the educational outcomes of all students, through high expectations	Positive Behaviour For Learning (PBL) was utilised to explicitly teach students targeted lessons to reinforce the school values of respect, safety and excellence  100% of students in year 10 completed the Authentic Assessment Process  All students in year 10 were supported through subject selections into Stage 6 Courses	\$10,000
Increased parent / family participation in home school partnerships	The ongoing work of the Community Liaison officer continues to strengthen partnerships between school and home and promote student achievement.  School social media accounts continue to be a positive means of partnership.  Parent support of students during transition points also continues to increase.	\$56,000

### Next Steps

Throughout 2017, student attendance is being monitored through the employment of an Attendance Officer and regular review of attendance through Year Advisor role statements.

Student expectations will be targeted through the implementation and strengthening of the school values utilising data and staff professional learning to positively reinforce students displaying the school values of excellence, respect and safety. Students will also be supported with a range of career activities engaging with the local community and tertiary organisations.

There is an emphasis on increasing parent engagement within the school working through parent learning groups being facilitated by the Head Teacher; Teaching and Learning. Current practices to support student transitions from Stage 3 to 4 and Stage 5 to Stage 6 and beyond will be ongoing and build upon successes achieved in 2016

## Purpose

To ensure learning for students across the Kurri Kurri Learning Community is continuous K–12, and is based on quality educational delivery and consistent, high standards and shared professional practices

## Overall summary of progress

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
average school attendance for Aboriginal students above 90% in all settings	Our combined average school attendance across all settings in 72.5% with four of our six schools achieving our targeted improvement measure to have their average school attendance for Aboriginal students at or above 90%	\$5000 for NAIDOC – bus fares and Art Workshop including days for casual relief  Balance of funds from Stronger Smarter Grant (\$27500) utilised for Personalised Learning Plans to be uploaded on MGoals
Completion rate of HSC or movement to successful post school pathways	Career education and links within the local community were evident with 20 businesses attending Speed Career Day for students in Year 10. Local organisations were also utilised within the classroom with experts linking curriculum to career opportunities. Links with University of Newcastle were also strengthened through the Aim High program, including students in Year 9 attending the Live It and Girls Choices programs	\$2000.00
Evidence of community engagement with community services and agencies and the KKLC group of school	Throughout 2016 there was very clear links and partnerships established and maintained between local community engagement. These partnerships were clearly evident from the participation of over 90 local organisations at the Annual Business Breakfast. Community organisations are also supportive of the KKLC with Kurri Kurri Community Centre and Hunter Headspace utilising spaces at KKHS to support the students and their families with Youth Workers and Adolescent Counsellors.  Parents and students indicated engagement through strong attendance and participation in the popular Ed–Fest Celebration. Promotion of student achievement was clearly evident and celebrated.  Positive Behaviour for Learning initiative also extensively involved local community businesses and services such as the Kurri Kurri Library and students and staff working together.	\$4000
Partnership established with community services in motivation, engagement and challenge across KKLC schools	Career education and links within the local community were evident with 20 businesses attending Speed Career Day for students in Year 10. Local organisations were also utilised within the classroom with experts linking curriculum to career opportunities. Links with University of Newcastle	\$5000 promotional materials for Community PBL

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Partnership established with community services in motivation, engagement and challenge across KKLC schools	<p>were also strengthened through the Aim High program, including students in Year 9 attending the Live It and Girls Choices programs</p> <p>Community Based PBL was a major initiative throughout 2016 with the completion of student workshops, parent and community workshops. This initiative aims to support current PBL practices in KKLC schools and extend this into community organisations.</p>	
Cluster data for TTFM identifies improvements in motivation, engagement	A focus group was established in Term 4 to analyse data from Tell Them From Me surveys for the planning of milestones for 2017. One of the areas that was very evident across the KKLC was the engagement of boys and their over representation in behaviour data.	\$1600 for release to analyse TTFM surveys.
data related to participation in programs supported transition points from & to school leaving collated	Transition programs went well with KKHS transition coordinator liaising more with the Primary Schools for transition programs from Year 6 –7. There were many opportunities for students starting Kindergarten in 2017 to participate in a range of programs, supported by the Early Childhood Network Team. The 'I am go to' t-shirts were very popular and the students wore them proudly on Kindergarten transition days and the Teddy Bear Picnic. Careers days ran smoothly and the students were involved across all Primary Schools. The University of Newcastle was involved during Careers day as well as the Aim High Program	<p>\$200 per school for volunteers morning tea</p> <p>\$2 per child across KKLC for Careers booklet</p> <p>\$7 per child for 'I am going to' T-shirts</p>
Staff participation in professional learning and collaborative practices across the KKLC	<p>Throughout 2016, stage 3 teachers from Weston Public School, Pelaw Main Public School and Mulbring Public School have contributed to work, with Stage 4 from KKHS on integrated Curriculum Planning. This was trialed by KKPS, however it was determined that the planning did not align with scope and sequences of existing school programs. Evaluation has concluded the integrated Curriculum planning has enhanced collaborative practices across the KKLC. Units have been developed to follow a two year scope and sequence so that they can continue to be used with minor adjustments at a school level. Staff from all schools in the KKLC have received training into 8 Ways and the embedding of the pedagogy into teaching programs and practices is ongoing. Executive staff from each school monitor programs and regular feedback has been provided to the Aboriginal Team. All staff have completed introductory online modules for Stronger Smarter and all schools in the KKLC have received training in M Goals. The aim for all schools in the KKLC to have personalised learning plans on the MGoals website is 83% complete. Learning Circle saw a larger group of teachers come together, however only Pelaw Main and Kurri Kurri Public Schools were involved and an aim for 2017 is to gain more involvement from all schools in the KKLC.</p> <p>Staff Development Day was held where Simon Breakspeare was invited as the Key Note Speaker.</p>	<p>\$2800 for 8 days casual relief for debating competitions, 3 days release for adjudicator training \$1200</p> <p>\$5000 for SDD to pay for Simone Breakspeare</p> <p>\$1000 for books for the Learning Circle</p> <p>Quality Teaching Rounds \$3000</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff participation in professional learning and collaborative practices across the KKLC	KKLC debating programs continued with great success. Unfortunately, three out of the four Primary Schools in KKLC took part with 24 students participating in a debating competition that took place at KKPS. Feedback on the day was positive. The day was set up as a workshop for students but also facilitated for staff professional learning. Teacher were able to work together to teach all KKLC students debating and public speaking skills. 32 student participated in a debating gala day held at Weston Public School and evaluation concluded that this was viewed as a positive collaborative learning opportunity for all.	

## Next Steps

Aboriginal Education Team:

Continue to monitor and encourage school attendance for Indigenous students, utilising school-based reward systems as required to improve student attendance rates.

Continue implementation of 8 Ways of Aboriginal learning, with teacher professional learning, and school-based decision making regarding the prioritising of two symbols per term to be reviewed and incorporated into lesson programming, with the aim of embedding 8 Ways pedagogy into teaching programs and practices across the Kurri Kurri Learning Community.

Stronger Smarter Philosophies to be embedded in teaching and learning practices, and all staff trained in Stronger Smarter to be invited to attend a regular network meeting for sharing of ideas and resources.

Ongoing commitment to cultural events across the Kurri Kurri Learning Community, with students from each school within our learning community participating and performing in a Drumbeat group, and a series of Art workshops to create an Aboriginal-themed mural for display in one of our schools. Ongoing support of the Stanford Merthyr Boy's Dance Group performances and participation in Traditional Games, by all students throughout NAIDOC Week.

All schools to use MGoals to update, review and create Personalised Learning Plans for Indigenous students throughout 2017.

Provide funding and support to the Kurri Kurri High School, Junior AECG to promote and encourage Student Voice in their planning and hosting of a combined Junior AECG networking day.

Community Team:

In 2017 the Community Team is working on strengthening and extending current practices; Community PBL has been launched within the community and has received many positive responses and publicity. The expansion of the KKHS Bring Your Own Device policy is being explored for use across the KKLC. To support this initiative A Digital Technologies workshop has been coordinated with Microsoft Education and staff across the KKLC will be collaborating on these new syllabus requirements. The creation of strong community links will also be facilitated by the organisation of a joint schools Staff Development Day, focusing on Positive Psychology to support all initiatives including Positive Behaviour for Learning.

Join the Curriculum Team with Aspiration and Achievement Team (renamed the Teaching and Learning Team) to promote increased input from teachers in each school in the KKLC to foster and accelerate improvements in the education outcomes of all students.

## Teaching and Learning Team

Writing is an area of concern that was identified by the LMG schools. This year we are going to provide opportunities for teachers across the LMG to participate in consistency of teacher judgement workshops, analysing a range of work samples, to further develop an understanding of assessing work using the continuum and syllabus.

Continue the LMG debating competition in its current format and new staff from schools to take on coordination of debating teams.



Train more Quality Teaching Facilitators so that the QT rounds can be implemented at LMG schools, allowing more participation of staff within each school.

Engaging teachers from more of the KKLC schools to participate in Learning Circle and sharing of strategies and practices across schools based on current evidence based practices.

Continue to hold term meetings for the Early Childhood Network, encouraging attendance by all schools, childcare and preschools and services from the Kurri Kurri area

Establish more transition to High School opportunities for Year 5 students to encourage a greater percentage of students enrolling at the local high school

Use Tell Them From Me data to devise milestones based on the data across the LMG

Continue future pathways through careers days and University of Newcastle programs relevant to school directions

#### **Future pathways:**

Students are becoming more aware of a range of careers through opportunities to participate in careers days and events. There is more involvement from a range of community members in these activities.

#### **Tell Them From Me**

Identified improvements in some areas of motivation and engagement. The boy's data showed less motivation and engagement in the later primary years and high school years. The decrease of motivation as the student progressed through the grades was not as evident in the data for 2016.

#### **Transition:**

The LMG implemented a number of initiatives to support preschool to school transition, through the establishment of the Early Childhood Network. Attendance at transition to school events increased across the LMG.

The high school employed a transition coordinator, which saw more liaison with the LMG primary schools and opportunities for students in Year 5 to attend some transition activities.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Kurri Kurri High School is committed to Aboriginal education and to improving the experiences and maximising outcomes for the 110 Aboriginal and Torres Strait Islander students enrolled in the school during 2016.</p> <p>Students in Years 8 and 10 continued to be supported in their learning through the employment of a Norta Norta tutor and an SLSO for Aboriginal students financed through Aboriginal RAM equity funding.</p> <p>Senior students were also supported through the provision of a Norta Norta tutor who assisted students outside of class times in the completion of assessment tasks and the fostering of improved time management and study skills. Each student is offered a staff member as a mentor to help them through their school day and for an added element of support in our school.</p> <p>Access to such support with class work and assessment tasks has been valuable to improved outcomes for Aboriginal students. Evidentiary to the success of Kurri Kurri High School's Aboriginal education program, it was pleasing to see that NAPLAN results indicated that 64% of our Year 9 Aboriginal students performed at a level above the expected growth for Literacy and Numeracy. Furthermore, 29% of our Aboriginal students who completed their High School Certificate in 2016 have gone on to further education at university or alternate tertiary institutions.</p> <p>Further, a set of 20 laptops and a charging trolley were purchased to provide equity to our students accessing the Learning Centre to give direct ICT access to students completing assessments and research.</p>	\$102547.00
<b>English language proficiency</b>	The small number of students in this cohort were supported in their development of English skills. ICT was a hook for students to engage with their language proficiency, with a particular focus on film making and creation of web developed assessments. Students were also supported by teacher and SLSO support.	\$5487.00
<b>Low level adjustment for disability</b>	The employment of a Primary School Specialist Teacher was employed to add expertise to the adjustment and differentiation in Stage 4. This expertise was utilised across Year 7 and 8 to improve student outcomes and engagement across the Stage work created. Further to this, another staff member was employed two days a week to assist students in Stage 5 who were unable to access the regular curriculum.	\$98200. 00
<b>Socio-economic background</b>	The funds from this area offer the greatest use of funds to create equity across the school. All funds were targeted in the school	<p>\$500,000</p> <p>SLSO support</p>

<b>Socio-economic background</b>	<p>plan to promote high engagement and provide extra support to students in the greatest need.</p> <p>SLSO support framed the support offered in the classroom and also across the delivery of two important programs– MultiLit and QuickSmart. These programs are tracking solid improvements for students in Stage 4 and Stage 5.</p> <p>Future focused learning was investigated over 2016 with a view to implement in 2017. The creation of HUB groups through Project Nest was a focus of term 3 and 4 and involved more than 30 staff in intensive training and planning.</p>	<p>extra teachers</p> <p>HT T&amp;L</p> <p>Deputy Principal</p> <p>PL</p> <p>Resources</p> <p>Future focused learning</p>
<b>Support for beginning teachers</b>	<p>Three teachers were identified through GTIL funding in 2016. Teachers were consulted and had a choice in how they wanted to best utilise their funds. All chose to have the 1 hour release and an extra hour a week with a mentor. All teachers were supported by the HT T&amp;L to facilitate their development in line with their PDP goals. The funds were expended in this way and through extra PL sessions that were developed and designed based on teacher need and consultation.</p>	<p>\$33,115.00</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	407	414	417	398
Girls	407	402	421	439

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	91.8	91.8	89.4	90.7
8	90.1	90.7	86.2	84.4
9	86.2	88.2	87.4	81.8
10	87.7	85.8	87.6	86.2
11	87.2	86.9	85.9	85.7
12	90.8	87.6	90	85.5
All Years	88.9	88.7	87.7	85.7
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	7.7	22.4
Employment	12.5	38.5	47.7
TAFE entry	50	23.1	2.6
University Entry	0	0	26.3
Other	28	7.7	0
Unknown	0	11.5	0

## Post School Destinations

In March 2017, all Kurri Kurri High School HSC graduates from 2016 were contacted for the purpose of the Post School Destination report. Of the 2016 HSC cohort 34 (42%) students were undertaking a pattern of study that gained them an Australian Tertiary Admission Rank (ATAR). Research has indicated that the Yr 12 student cohort of 2016 had 26.3 of students' progress into University courses. Over 25 separate early entry applications were lodged by about 10 students to various universities, some of which were successful. Many students took up these early offers in December. The majority of students have enrolled at Newcastle Uni while 4 students have moved to Western Sydney University, UNE and University of Sydney. 4 students have chosen to defer their university offer and will attend in 2018. Research has indicated that 47.47% of the 2016 cohort are gainfully employed whether it be part time, casual or an apprenticeship. It is known that 2.6% of 2016 Yr 12 have continued with their education at TAFE or private providers while 17 students (22.4%) are currently seeking employment. Year 12 students undertaking vocational or trade training.

### Year 12 students undertaking vocational or trade training

During 2016 at Kurri Kurri High School in the Vocational Education Department approximately 19 of students studied a VET subject as part of their HSC. It must be noted that 1 student had undertaken one or more VET subjects during the final year of their HSC. Within the Preliminary year of 2016 research has indicated that 55 students (46%) had undertaken a VET subject while 2 of those students had chosen one or more VET subjects. During 2016 students also availed themselves of VET courses offered by other providers. We had students studying Animal Studies, Human Services and Automotive, Business Services and Outdoor Recreation. These courses provide students the opportunity to access and complete additional modules of work and attain higher levels of certification prior to leaving school. 2016 also saw students completing School-Based Part-Time Traineeships (SBPTT) in Aged Care Nursing, Hospitality and Business Services. School-Based Apprenticeships and Part-Time Traineeships see students provided with paid work in their chosen area of study whilst they attain vocational qualifications and a HSC. Teaching staff from Construction, Hospitality and Metals have all undertaken additional training to ensure that they all have the latest qualifications, ensuring that Kurri Kurri High students receive the best possible instruction. Year 12 students attaining HSC or equivalent Vocational educational qualification.

### Year 12 students attaining HSC or equivalent vocational education qualification

During 2016 there was a student cohort of 72 (94.7%) students who attained their HSC while at Kurri Kurri High School. From those students who gained the HSC there were 24 (31.5%) students who undertook one or

more VET subjects and successfully gained a statement of attainment or more in their qualifications. These courses were conducted at either Kurri Kurri High School or TAFE institutions included Construction, Hospitality, Metals and Engineering, Retail, Community Pharmacy, Outdoor Recreation and Automotive. These students received a full Certificate II or a Statement of Attainment toward Certificate II in additions of their HSC qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	42.8
Learning and Support Teacher(s)	2.5
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	13.88
Other Positions	5.3

\*Full Time Equivalent

In 2016 the school employed a Deputy Principal and a Head Teacher above establishment to complement the programs being delivered by the school from our RAM funding. Further details can be located in the key initiatives area of this report.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	5

## Professional learning and teacher accreditation

### Professional Learning

Our school is committed to developing a culture of learning across the school. Teaching and learning programs are developed, evaluated and reviewed

across the school to ensure quality, relevant lessons and assessment of students. The total allocated to this area was \$66,000.00. This was further supplemented with other funds as an element of highest priority in the school.

From Term 2, a commitment was made by staff to develop a weekly session of PL delivered to all staff based on their PDP goals. This schedule was developed by the Head Teacher Teaching and Learning after an analysis of the data collected from each individual staff member. This was presented at Executive Level and developed for implementation with the focus and commitment to developing our staff in their identified areas of need.

Professional development outside of this community was on a case by case basis and was managed by targeting the goals of individual staff. All applications had to connect to the school plan or personal PDP goals. Data was gathered to assess the transfer of the learning to the delivery in classrooms or a change in practice in faculties.

From this data, over 95% of all staff attended over 40 hours of in school PL each Thursday afternoon. This included mandatory training and staff identified training.

\$20,000 was also allocated to extra PL sessions across the 'Project Nest', as staff deeply investigated a shift in the way that Stage 4 would approach learning in a rich future focused environment. This resulted in a three day conference engaging over 30 staff. Expert staff were engaged from across the State to train and invigorate staff in the conference.

A total of almost \$100,000 was spent on whole school TPL with over 900 events attended by staff. This cements our commitment to creating world class teachers delivering a quality education to our students.

In 2017 the focus of our PL will be to:

- support staff in the development of HUB learning in Stage 4
- Develop staff in consultation with their PDP goals.
- Engage an ICT specialist to enhance staff skills
- Employ an extra HT T&L for teacher development and quality
- ensure all mandatory PL is completed by all staff

### Teacher Accreditation

The Head Teacher Teaching and Learning manages the processes of initial accreditation and maintenance across the school. This year the school had 4 teachers receive accreditation. 3 Staff completed their maintenance.

We currently have 3 teachers looking to move to the accreditation at the higher levels and are seeking preliminary advice and skills to develop in this area.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 1st December 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>1 207 833.71</b>
Global funds	738 603.31
Tied funds	1 113 232.12
School & community sources	217 383.50
Interest	24 574.91
Trust receipts	59 650.40
Canteen	0.00
Total income	3 361 277.95
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	175 327.60
Excursions	85 862.56
Extracurricular dissections	131 727.94
Library	2 161.61
Training & development	34 162.84
Tied funds	1 215 769.98
Short term relief	253 458.35
Administration & office	140 067.51
School-operated canteen	0.00
Utilities	140 585.68
Maintenance	124 821.05
Trust accounts	53 475.05
Capital programs	87 114.35
Total expenditure	2 444 534.52
<b>Balance carried forward</b>	<b>916 743.43</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### 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.

The my School website provides detailed information on our NAPLAN results. This shows longitudinal school data for public reference. This information is publicly available and updated yearly.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

*Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

NAPLAN results indicated that 64% of our Year 9 Aboriginal students performed at a level above the expected growth for Literacy and Numeracy.

### Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

In 2016 the school was rewarded following many years of professional learning and developing students to achieve in the higher bands. Our school had a significant improvement in the Band 5 results achieved by our students across a range of subjects, cementing the work completed by staff and students on academic voice and nominalisation in writing extended responses.

Of particular note is the cohort results in the English Faculty following over 5 years of rigorous development of Focus of Writing strategies. At the highest level of Extension 1 and 2 students performed in the top two bands in the State.



## Parent/caregiver, student, teacher satisfaction

In our quest for continuous school improvement, we actively engage with community, staff and students to ensure quality communication and to use data to refine our processes. The community engagement survey conducted in 2016 has helped us to better identify the perceptions within our community and given use scope to improve our connections and communication.

The level of student, parent and staff satisfaction has been tracked using the Tell Them From Me survey and participation data. During 2016,

- 53% of students reported a positive sense of belonging rising 2% over the year
- 76% of students reported that they had positive relationships at school a 4% rise over the year
- 87% of students reported that they had positive behaviour at school a rise of 4%
- 81% of staff report that they create an inclusive learning culture in their classrooms a rise of 2%
- 63% of staff report that parent involvement in the school has increase during 2016.

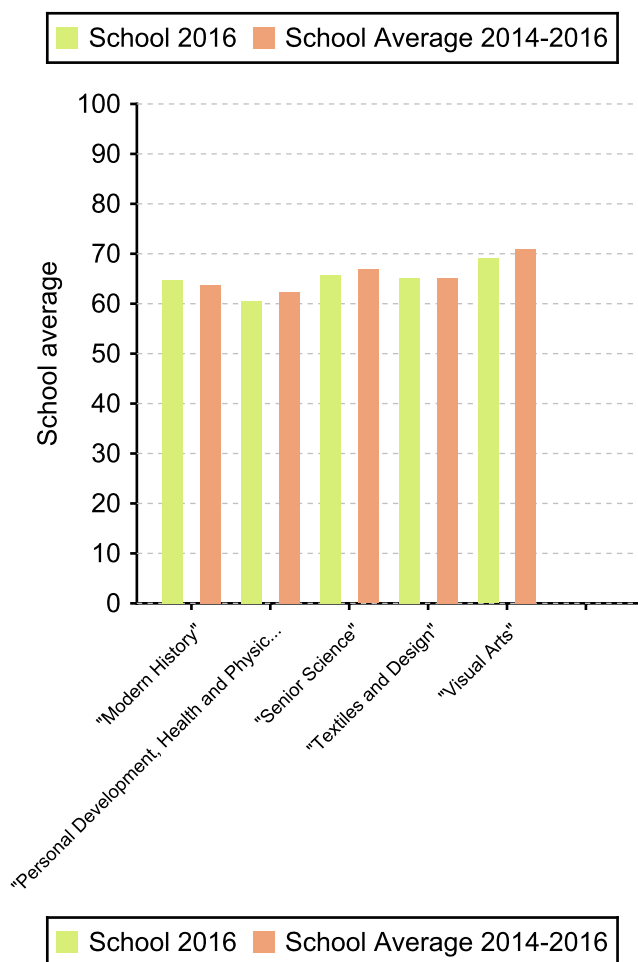
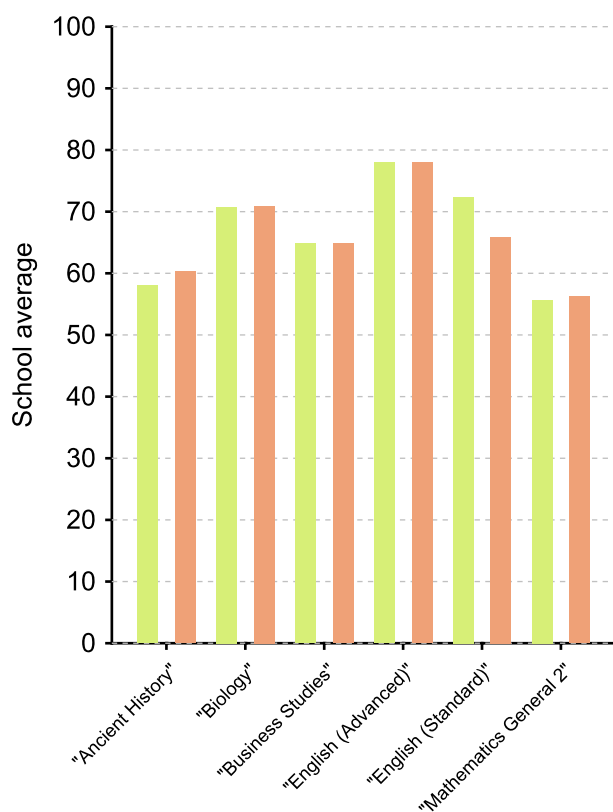
In 2016 parents and community,

- were included in school evaluation processes with one third of the Parents and Citizens Association being trained and involved in the Schools Excellence Framework,
- participated in school activities such as: The Nostalgia Festival, Business Breakfast, MADD nights, Parent teacher evenings, Fun Run and sporting events.
- 100% participated in the revised senior subject selection process. Each student was interviewed by a senior staff member and their parent/carer to plan senior school goals and subjects and post school aspirations,
- Participated in the Authentic Assessment program which had 100% of students complete.

## Policy requirements

### Aboriginal education

Aboriginal cultures are respected and promoted at all major school events and weekly assemblies and the school's priority for Aboriginal education is evidenced by the following achievements and initiatives. As a follow-up to the Stronger Smarter introductory training modules which all staff members from Kurri Kurri High School completed in professional learning in previous years, a number of staff from across the Kurri Kurri Learning Community participated in the next level of Stronger Smarter Leadership Training, as well as the Stronger Smarter Jarjums Training to ensure that our commitment to the education of Aboriginal students remains a central focus at all times. In a bid to improve the collaborative nature of our Personalised Learning Plans, we have made the decision to utilise the MGoals planning tool to create online PLP's which are accessible to staff, students, parents and carers at all times. This innovative new resource, not only allows



The graphs reveal a steady trend of improvement in the growth of students across most subjects offered at the school level. The school is on or above state average in most subjects.

students to set and modify goals at any time, but also incorporates a feature where students work with their staff mentor to develop and input a number of milestone steps they will need to take in order to achieve their desired goal/s. There is also a notifications element to the MGoals package which allows parents and carers to receive electronic updates when students reach each of their milestones on the way to achieving their ultimate goals. Key staff and Year Coordinators were trained in the use of MGoals in 2016 and all PLP data was input to the system ready for the first run through with students and parents in Term 1 2017. The Junior Aboriginal Education Consultative Group continued to maintain a high profile in 2016 with members of the executive team providing exemplary leadership role models to other Aboriginal students, as well as the broader school community, through their officiating of Junior AECG meetings, organising cultural events and participation in a range of other activities as members of the Student Representative Council. In fact, Emily Lloyd of Year 11 was recognised in the broader community for her exceptional leadership skills through her receipt of the Uncle Les Elvin Memorial Award for her contribution to Aboriginal education at the Kullaburra Awards hosted by the Korreil Wonnai AECG in August. Similarly, Dylan Andrews of Year 10 was announced as the Cessnock Electorate's 2016 Local Aboriginal Student of the Year and was selected as one of the top 20 students in NSW to attend an Emerging Leaders Forum at Parliament House, Sydney. It is so pleasing to see the confidence, maturity and leadership skills that students develop by taking an active part in the JAECG. To celebrate NAIDOC Week, Year 10 student Dylan Andrews represented the school through his attendance at a flag raising ceremony at Cessnock. Staff and students in attendance at Kurri Kurri High School's weekly assembly during NAIDOC week were treated to a dance performance from the boys Aboriginal dance group from Stanford Merthyr. Two Year 9 students also participated in an art workshop at Stanford Merthyr Infants School with students from local primary schools to make a collaborative artwork for NAIDOC Week. To reciprocate the inter-school spirit of NAIDOC celebrations, students from Kurri Kurri High School visited our local feeder school to run workshops on traditional games. This activity strengthened links between the high school and primary and infants schools and enabled the high school students to develop and display their leadership skills. On other occasions throughout the year Kurri Kurri High students were involved in many cultural experiences including traditional dance and music performances, drama interpretations, storytelling, film presentations and a range of cultural immersion activities. Students were also fortunate to have the opportunity to listen to guest speakers, including two members of the Stolen Generations who shared their personal experiences with students in Year 10 who were studying Aboriginal Rights and Freedoms. A number of students also attended Aboriginal dance lessons at Cessnock High School and performed at the Secondary Principals Conference at the Crowne Plaza Hotel in the Hunter Valley. A highlight for the year was our successful grant application which saw us receive \$1000 from the Hunter Local Land Service. This money allowed us to

establish bush gardening as a weekly sport and students worked with Mr Scarcella to construct a beautiful Aboriginal bush garden and traditional yarning circle which will be utilised as an outdoor learning and meeting space for all students at Kurri Kurri High School. This area was officially opened with a traditional smoking ceremony on December 7th, 2016. In Term 4 Darcie Cliff from Year 11 attended a number of Stronger Smarter teacher training days at Kurri Kurri TAFE to deliver the Acknowledgement of Country and share her personal story about how the provision of personalised, genuine support for Aboriginal students with the focus on building high-expectations relationships has had a profound impact on her confidence, self-esteem and future aspirations. Darcie's leadership skills have also been recognised by her peers with her recently being elected as the JAECG President. Continued support for, and involvement with, the local Aboriginal Education Consultative Group substantiated the importance the school places on collaborative decision making. Monthly meetings are attended by the Principal and Deputy Principals and the school always values the support offered by the local AECG President and ACLO Sonia Sharpe.

- Continue to monitor and encourage school attendance for Indigenous students, utilising school-based reward systems as required to improve student attendance rates.
- Continue implementation of 8 Ways of Aboriginal learning, with teacher professional learning, and school-based decision making regarding the prioritising of two symbols per term to be reviewed and incorporated into lesson programming. The aim is to embed 8 Ways pedagogy into teaching programs and practices across the Kurri Kurri Learning Community.
- Stronger Smarter Philosophies to be embedded in teaching and learning practices, and all staff trained in Stronger Smarter to be invited to attend a regular network meeting for sharing of ideas and resources.
- Ongoing commitment to cultural events across the Kurri Kurri Learning Community, with students from each school within our learning community participating and performing in a Drumbeat group, and a series of Art workshops to create an Aboriginal-themed mural for display in one of our schools. Ongoing support of the Stanford Merthyr Boy's Dance Group performances and participation in Traditional Games, by all students throughout NAIDOC Week.
- All schools to use MGoals to update, review and create Personalised Learning Plans for Indigenous students throughout 2017.
- Provide funding and support to the Kurri Kurri High School, Junior AECG to promote and encourage Student Voice in their planning and hosting of a combined Junior AECG networking day.

## Other school programs

### Representative Sport

Representative sport in 2016 was a huge success with KKHS offering a range of diverse sporting opportunities for our students. On a school level, our Annual Swimming Carnival was held at East Maitland Pool where Kyeema house were declared winners. We had 20 students represent KKHS at the Zone Swimming Carnival with two students, Jack Sheehan and Denver Kearney qualifying for the NSW Swimming Championships. Denver Kearney excelled at this race meet winning a number of medals.

In athletics, our annual carnival was held at the Glendale Athletics Centre. House winners of the day were Lutana. Kurri Kurri High students Aiden Harvey, Blake Whiteley, Brodie Linnane and Tyson O'Neill all qualified for the NSW State Athletics Championships. All students performed well however special mention to Aiden Harvey for breaking the record in the 17 years and over Shot Put event with a throw of 19.11 metres. Year 7 student Tyson O'Neill also smashed a record in the Under 15 years 100m Para Event with a time of 14.38 seconds. Aiden Harvey also competed at All Schools and National levels for Shot Put where he was crowned the Australia Junior Shot Put Champion.

In team sports Kurri Kurri High also excelled with our Lawn Bowlers making it to the final 16 in the State Knockout competition with the team placing an impressive 6th in the State! Our U15's Bill Turner Cup Soccer Team made the area finals and our Futsal teams continue achieve excellent results. We continue to represent in Netball, Rugby League, Basketball, Cricket, Touch Football and Soccer at regional levels. We also welcomed Goal ball to our extensive list of representative sports available to students at KKHS in 2016.

Four students participated in the Coalfields Zone Gifted and Talented Sport Day, which involved expert coaching in recovery, nutrition and exercise physiology at the University of Newcastle. This day is a new initiative designed

We had two students receive a Regional Blues Award; Aiden Harvey (Athletics) and Lauren Gardner (Lawn Bowls). Denver Kearney also received a Regional Sports Award for Swimming. Aiden Harvey was the first student from KKHS to receive a Blues Award.

In an effort to promote representative sport within the Kurri Kurri Community, all students achievements were promoted through school newsletters, articles in local papers and over 30 representative sport related Facebook posts on the KKHS Facebook page. The purchasing of new uniforms for Netball, Basketball and Touch Football led to corporate sponsorship from Dominos Kurri and IGym Kurri further strengthening the links between KKHS and the wider Kurri community.

### Creative Arts

The Arts have the power to transform, educate, inspire

and motivate. With this in mind the Creative Arts faculty focused on create innovative future focussed teaching and learning programs that develop student's skills in communicating, critical thinking, creativity and working collaboratively. Students were provided with a number of opportunities to develop existing skills, learn new ones and to achieve outcomes at a high level through a number of activities outside of the classroom. Relevant experiences outside of the classroom that link to the real world and community were planned to compliment classroom lessons. A number of these experiences were funded through Equity funds and were free to students; Belvoir Theatre performance workshops, African Drumming workshop, Belvoir Street Theatre series of free tickets to view live theatre performances, Sydney Theatre Company Performances, Sydney Symphony – students attended 4 concerts, The musical Aladdin, Sculpture By The Sea, Art Express, On Stage, Reprise, a trip to Nobby's Beach to take photos. Visual Arts excursion to see the Archibald Prize and the Friday Kahlo exhibition. Project-based learning was explored through a Visual Arts Project where students designed skateboards which then created an exhibition at Cessnock Regional Art Gallery along with year 9 Visual Arts paintings. All year 10 CAPA classes worked collaboratively to create an original mini musical. As part of NAIDOC week celebrations an Art mural was created with partner primary schools and displayed at one of the primary schools.

To extend students' performance skills and showcase their talents a number of performance opportunities were provided at school and community events. Students perform regularly at school events, merit assemblies, weekly assemblies, presentation evenings, MADD Night, Hunter Dance Festival and Kurri Kurri Community Festival. KKHS has become the go to school for performances at many community events. The highly supportive, committed and hardworking staff ensures that students are well rehearsed and prepared to deliver outstanding performances, thus our reputation is excellent.

### Student Achievements

- Sam Maddon was selected to perform at Reprise which showcased outstanding HSC music performances from 2015.
- 32 students performed at Start Stuck in dance and the choir. 2016 saw the first group of male vocalists from KKHS participate and our boys formed half of the males represented in the massed choir.
- Dance students Chloe Myers, Chloe Musgrave and Tiffany Musgrave were selected to participate in Flipside Dance projects which culminating in an inspired performance at Maitland Regional Gallery.
- 2 Bands competed in Bandwith with Emily McGowan–Crook winning the Vocalist with the Most Potential Award.
- OperationArt – Shae Hunter, Jessica Gear and Chelsea White's works selected to be part of exhibitions held in hospitals around NSW.
- Weston Art show First place junior winner Sophia Bacon Year 7
- Emily Lloyd & Kimberley Vince–Threw participated in Drama works and their group was

selected to perform at the State Drama Festival in Sydney.

- Dance students performed in the mass Hairspray arena production at Newcastle Entertainment Centre.
- Dance students Chloe Musgrave, Tiffany, Amy Stewart and Jessie Pull successfully auditioned to perform as part of the ensemble for Grease the arena production at Newcastle Entertainment Centre in 2017.

Participation in EdFest continues to support and encourage students from Kindergarten to Year 12 to celebrate their talents in art, dance, drama and music. MADD night has become one of the highlights for the year. The participation rate is high and the support from parents, carers, friends and the community is outstanding. Community support has increased through the generosity of many local businesses that donated prizes for fundraising events. Funds raised provided additional resources for the school hall to enhance performances.

Musos Corner has generously provided a \$1000 scholarship for the past 4 years and continues to support a music student at Kurri Kurri High School in their musical endeavours. The successful recipient for 2016 was Jed Kinch.