

# Ku-ring-gai High School

## Annual Report



2016



*inspire, challenge, create*

8416

## Introduction

The Annual Report for 2016 is provided to the community of Ku-ring-gai 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.

Ms Terri-Anne Kamasz

*BA Dip ED. Honorary Fellow of the Australian College of Educational Leaders.*

Principal

### School contact details

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## Message from the Principal

Since its establishment in 1965 Ku-ring-gai High School has a proud history of fostering student success through learning programs that are *innovative, challenging and creative*. Today, the school's original motto "*Harmony in Diversity*" remains our underpinning philosophy as we focus on teaching and learning that engages students and encourages teachers to be ongoing learners and experts in their craft. We acknowledge that our students are global citizens in an ever changing world and as educators we are committed to engage our students in:

- **Their ways of thinking** : *critical thinking, creative thinking, and deep thinking which encourages them to always question when seeking answers.*
- **Preparation for life and work in the 21st Century**: *developing skills of collaboration and communication.*
- **Understanding of and competency in the tools necessary for success in the 21st Century** : *information and technology literacies to complement numeracy and literacy skills.*
- **Preparation for a successful and fulfilled life** : *an understanding of citizenship, responsibility, resilience, and a strong sense of equity and justice for all.*

Our unique Talent enrichment program puts this commitment into action. It is the epitome of student engagement. The learning environment at Ku-ring-gai, is outstanding and stimulating. 25 acres of beautiful natural grounds, modern science laboratories, outstanding sports facilities, commercial kitchens and flexible learning spaces enhance every students learning experience. With an understanding that the parent is the *First Teacher*, we work closely with our families to ensure each child's learning is positive and supported by a strong committed student well-being and learning support team. I am proud of the personal and academic successes of all of our students and thank their teachers, support and administrative staff and P&C for their dedication and efforts in ensuring a strong meaningful learning community.

Ms Terri-Anne Kamasz

Principal. BA Dip Ed. Honorary Fellow of the Australian College of Educational Leaders.

## Message from the school community

Our school community has valued the educational leadership and direction that has resulted in our children feeling valued, happy and supported at Ku-ring-gai HS. Our parent representative group, the P&C has grown in numbers over the last couple of years which has allowed us to more effectively support the many functions such as the major school production – "Alice", major exhibitions, sports carnivals, Talent Quest and performance evenings. We have continued our environmental plan, expansion of the sporting facilities and purchase of teaching and learning resources. Our fund raising also contributed to technology upgrades. The community has welcomed the new school communication measures including "School Stream" and in particular the opportunity for students to be involved in school improvement such as the development of the new school web page. There is overwhelmingly strong satisfaction and support for our school and the educational and nurturing programs it offers our children. Mr Gordon Isles. President. Ku-ring-gai High School P&C.

## School background

### School vision statement

Our vision is to create a strong learning community with a

futures focus which addresses the needs of 21 Century

Learners. To create a culture of creative thinking and problem solving skills supporting all students in areas of learning to achieve their personal goals and lead successful lives. This vision is underpinned by the school's ethos "Academic excellence in a Creative Environment"

Our vision is to cater for the needs of all students through a culture of creative thinking and problem solving skills. Authentic international educational partnerships are being fostered through a developing international student program, overseas excursions and the widening of our language program to include Mandarin and our organisational structure is underpinned by inclusivity, transparency and the flexibility to respond to the needs of students and changing pedagogies.

### School context

Established in 1965, Ku-ring-gal High School is a comprehensive, co-educational high school situated in the beautiful and stimulating environment adjacent to the Ku-ring-gai National Park. The school specialises in the provision of high quality learning experiences with a focus on academic excellence and creativity in learning. Ku-ring-gai H.S. is a member of the North Shore alliance of five public secondary schools in Northern Sydney. The school has highly visible and collaborative leadership teams which foster a dynamic and innovative culture in teaching and learning. The Talent Enrichment Program is a unique initiative to Ku-ring-gai H.S. which offers a wide selection of subjects in creative and performing arts, humanities, technology and sport. Strong school and community partnerships support a diverse and committed staff in providing enhanced opportunities for all students

## 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.

In the domain of **Learning** the school is sustaining and growing in the areas of Learning Culture and Well Being. With an understanding that a Learning Culture must apply to teachers as well as students the school undertook a two year program 2016–2017, to embed a "Culture of Thinking" guided by Mr Simon Brooks. This professional learning program challenges teachers to look at their practice and how they will engage students to develop the deeper thinking skills needed by 21st Century learners. *Ways of thinking, communication skills, collaborative abilities and technology and information literacy* have guided the innovative Talent Enrichment Program. This program also allows for students to explore and understand the interconnection of knowledge through cross discipline learning. Individual student learning needs were further identified and supported by using the National Disabilities Data. This data also allowed teachers to be better informed in and therefore make effective learning adjustments in the classroom. Extra support through an afternoon tutorial program was made available to students with a language background other than English. The literacy and numeracy strategy 2015–2016 focussed on and was successful in moving students from the lower bands upwards. The focus in 2017 will be on adding value to the middle and top bands. Teachers have employed a number of strategies to further assist student learning and engagement including flipped classroom techniques, and the use of technology platforms such as EDMODO and GOOGLE CLASS ROOM. The focus on student resilience and support of academic performance through study skills programs remained a priority. Anti-bullying programs continued with guest speakers and performances aimed at giving students greater skills in dealing with on line bullying and the appropriate use of social networking. Transition programs were strengthened. e.g. Year 10 interviews took place with executive and year advisers to discuss individual goals and subject selections for HSC study.

In the domain of teaching the school has continued to excel in most areas. The introduction of individual Performance and Development Plans has allowed for more personalised professional learning of teachers as they identify their

professional goals and increase collaboration through peer assessment and professional dialogue. Teachers are more competent in the use of data including RAP and SMART DATA to inform learning. The use of data obtained through the *Tell Them from Me* surveys has also informed planning and programs to further support student learning. Professional discussion has been enhanced with the structuring of Tuesday afternoon meetings rotated between professional learning and School Target Team meetings. The Head Teacher responsible for teacher accreditation has structured a formal whole school induction and accreditation program providing mentoring and workshops within the school and across the NS5 community of secondary schools. This has ensured that the Australian Professional Teaching Standards are understood and adhered to. The result has been a number of teachers have been accredited as Proficient and others are preparing to move towards HAT and Lead. Strong teacher professional networks have formed across the NS5 schools allowing for shared professional learning and sharing of resources to allow for an effective implementation of the new Australian Curriculum. Approximately 50% of teachers attended the weekend conference *ionthefuture* and gained more insight and skills in the integration of technology for student successful engagement in learning.

The school continues to Sustain and Grow in the domain of **Leading**. We continue to develop meaningful links with our wider community through our association with the local ex services particularly with the Bradfield ANZAC Centennial events. Ku-ring-gai HS is the custodian of the Sphinx Memorial and has played an active role on the steering committee for the ANZAC Centennial official functions. We continue to invite primary schools to our Enrichment Days where challenging and engaging programs are led by our teachers and students. These programs have been immensely popular. In 2016 our teachers provided and presented at combined *staff development days*, at professional *teacher meets* including, *Techibrekies*, and *Twilight professional learning evenings*. Ku-ring-gai has had a strong history of outstanding success in all areas of the arts. In 2016 we increased our engagement in the arts with our wider community through increased combined primary school and high school performance evenings in dance, vocal and band. We have led in offering increased opportunities for families to engage in the school through increased numbers of information evenings and seminars on how to better support children to be successful in personal and academic growth. As we move towards our 2018–2020 new School Plan we will continue to seek input from students families and teachers to ensure that we are continuing to offer value added education and strong well being support for students and teachers alike. Our self assessment process will continue to assist the school to refine the strategic priorities identified by our school community.

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

### Student Engagement

#### Purpose

Our purpose is to deliver supportive, creative, high quality differentiated learning practice that promotes visible thinking, relevance and future focused learning.

#### Overall summary of progress

A focus on teacher professional learning to provide relevant engaging learning for students which incorporates the effective use of technology.

A widening of the TEP program and curriculum to include computer coding, robotics, and wider sports choices.

An increased use of and understanding of the use of data to inform quality teaching and learning. This includes the National Disability data Collection to inform individual personal learning programs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To build a culture of thinking through teacher professional learning. To determine an increased satisfaction level of students with engagement and relevance in learning..	100% teacher participation in professional learning opportunities focussed on PDPs and/ school focus area of " <i>Building a Culture of Thinking</i> " through action research.  Student attendance data and responses to surveys indicate above average level of engagement and above level of school attendance when measured state wide.  Tell them from me survey indicated a 5% improvement in positive learning experiences according to the " <i>Tell Them From Me Surveys</i> ".  BYOD devices are used in all subjects to further engage student learning.	\$20,000 Professional learning funds.
To ensure differentiated teaching and learning programs for all students	Head Teachers led faculty workshops on the improved use of data to inform student learning. This included SMART and RAP Data.  One school focus team has undertaken an action research project to track the use of RAP data and student success across 2017.  Individual learning programs are in place for all students with identified needs.  Aboriginal School Focus team has ensured ILPs for all students identifying as aboriginal.	\$ The employment of a LAST teacher three days per fortnight to support student learning.  \$.4,000 tuition fees allocated to support talent enrichment opportunities in dance, vocal and music.

#### Next Steps

We will continue the Action research professional learning program and monitor the implementation of the Culture of Thinking Techniques on student engagement in the classroom— including, protocols and visible thinking. In the interests of student achievement, we will also continue to supplement the LAST teaching position of 0.7 to 1.0 to support student differentiated learning. Our focus will be to ensure challenging and deeper learning for the high level achievers identified through NAPLAN and assessment procedures.



## Strategic Direction 2

### Wellbeing

#### Purpose

Our purpose is to create promote proactive student and staff well being programs to develop confidence, resilience and leadership based on the Principles of Positive Psychology.

#### Overall summary of progress

In 2016, the Student Representative Council identified their goal of encouraging student participation in whole school activities in order to raise School Spirit and school pride. Leadership opportunities for students including, class captains and vice captains for years 7 and 8, Peer Mentoring and Peer Leadership, SRC and Prefects saw greater participation at events such as the sports carnivals and performance evenings. Student Leaders participated across the NS5 in TED talks and Leadership events. All teachers were made familiar with the Student Well Being Framework and discussions held to identify linking our school well being initiatives to that framework for ongoing improvement. Staff wellbeing was addressed through the strengthening of individual professional learning goals, participation in a range of professional learning opportunities across the NS5 and as participants in the "Creating a Culture of Thinking" program. A designated Head Teacher is providing support for new teachers through a revamped teacher induction program. Ms Garcia is also mentoring teachers through their accreditation process. Yoga classes were introduced of a Monday afternoon for all staff and resources identified for the upgrading of the Staff Common Room.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Data collected indicates an "inclusive school ethos" for all students.	Student led initiatives resulted in greater attendance at school carnivals and school events such as performance evenings.	Resources have included– leadership camps \$1000.00
Increase in students agreeing or strongly agreeing that the school offers enrichment opportunities for all students.	<i>Tell Them From Me</i> survey indicated that the majority of students had a high sense of belonging and over 92% of students indicated that positive behaviour was a feature of the school.	Peer support training \$2000 professional learning( also for strategic direction 1) \$25,000.00
Increased teacher involvement in determining professional learning needs and role in determining whole school targets.	100% of all teachers are engaged in a school focus team, have completed their professional Learning Plans and have participated in professional learning opportunities within the school, wider educational community or NS5.	Common Room upgrade \$10,000 flexible learning spaces– upgrade of library, \$12,000.

#### Next Steps

In 2017 we will continue to embed Positive Psychology principles across the whole school and to ensure that the Student Well Being Framework underpins all well being in the school. The Talent Enrichment program will be evaluated to determine its effect on student engagement and satisfaction levels. With an understanding of the connection between student well being, self-esteem and academic success we will focus on years 9 and 10 in order to examine their sense of belonging , engagement and commitment to learning. Designated period allocations have been made available for a teacher mentor to support the identification of and mentoring of our high achievers and gifted and talented students.

In 2017 we will continue the Action Research Project –" Creating a Culture of Thinking " , continue to support teachers who are going for accreditation including those working towards HAT and LEAD and continue to develop and offer wellbeing programs for all staff.

## Strategic Direction 3

### Learning Community

#### Purpose

Our purpose is to develop a collaborative connected learning community with a future focus through the strengthening of connections within our school and the wider community

#### Overall summary of progress

In 2016 the school improved and broadened its communication with our community through the wider use of the School Stream App. – 95% uptake of our families as registered users. The school website has been redesigned by a year 12 student with the expected launch of the new site in 2017. Parent/community engagement increased in 2016. There was a significant increase in the parents attending the Big Fish Little Fish transition evening for year 7 parents. 80% of families attended the Year 11 information and Study Skills evening. There was a 60% increase in the regular attendees at P&C meetings and a strong support team of volunteers assisting with school performance evenings, exhibitions and fund raising. In the interests of student engagement with real life opportunities and experiences, a number of students participated in the Links to Learning program, work placement and Macquarie University workshops on robotics and coding. The primary school Enrichment Day program continued to offer quality authentic learning to our local 5th and 6th class students. Combined performance nights were held with local primary school in Dance, Vocal and Band. Meet the Principal and school walk around tours were held 2–3 times per term and 20–50 families attended at any one time. Collaboration and networking has continued across the NS5 offering increased opportunities for students teachers and families.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased positive community engagement.	60% increase in parent attendance and support at P&C meetings and as volunteers at performance evenings and school events.	\$20,000– School Stream and SENTRAL Platform.
Increased parent involvement.	Improvement in school communications through implementation of SENTRAL and <i>School Stream</i> .	\$6,000 –staff relief costs and advertising for Enrichment Days.
Positive responses to real world and relevant learning experiences	Community learning widened through Links to Learning, Macquarie University <i>ICT programs</i> , work experience and the International Student program.	\$8,000 – resources allocated for the introduction of robotics and workshops through Macquarie University.
	NS5 professional learning opportunities through Twilight workshops, faculty networking SDDs and <i>Teachmeets</i> further widened and reinforced our wider learning community.	

#### Next Steps

The school web page will be launched in 2017 offering an up to date prospectus of the school. SENTRAL will be used for student reporting to families and will offer on–line mark book facilities for teachers across the school to facilitate quick access to student progress across all subjects. Our teachers have expressed their positive responses to the array of professional learning opportunities across the NS5 and also to the ongoing commitment of creating a culture of thinking in the school. We will continue to expand our International Student program in recognition of the global perspectives it offers our students as well. The school team whose focus is the Learning Community will evaluate and implement strategies to further raise the profile of the school and improve our relationship with local primary schools. We will further build on our relationship with Macquarie University ICT as we embed robotics and coding into the curriculum.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Less than 5% of our students identify as Aboriginal. Funding has allowed for extra support to engage more fully in learning and educational opportunities. Students parents and teacher mentors meet to determine the individual student's needs.	\$5,888
<b>English language proficiency</b>	This funding allows for the employment of and release time of our two qualified ESL teachers to both support the students and collaborate across classes where the students may need extra support and mentoring. Release time also allows for the development and modification of teaching programs across the KLAS.	\$79,705
<b>Low level adjustment for disability</b>	This funding allows for the employment of three extra days a cycle of a LAST ( learning and support teacher) teacher as well as the employment of extra support of a SLSO ( student learning support officer). The LAST is responsible for co-ordinating the national disabilities data collection, development of individual student learning programs and works closely with students and families to ensure a smooth transition to High School.	\$107,817
<b>Socio-economic background</b>	School assistance is required to support students and families to ensure equity wherever possible relating to educational opportunities, educational resources and	\$18,140
<b>Support for beginning teachers</b>	The induction of and support of beginning teachers has been a focus of our teacher professional learning in 2016. These funds allow for a lighter teaching load, opportunities to meet with teacher mentors and to take time to develop quality teaching and learning programs. Our beginning teachers meet with the Head Teacher mentor once a fortnight for professional support and skills development. They are able with teacher release time to observe best practice in the classroom.	\$34,917

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	272	275	265	293
Girls	247	215	246	298

In 2016 there were 591 students enrolled at Ku-ring-gai High School and the balance of numbers between male and female reflected the close gender equality of previous years. Enrolment numbers have continued to grow with an expected further increase of numbers in 2016.

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	94.5	91.9	94.6	94.2
8	93.5	92.3	93.1	92.2
9	89.5	92.2	91.6	90.9
10	91.4	87.5	92.6	90.7
11	92.2	91.2	93.2	92.7
12	93.1	90.6	92.6	94.1
All Years	92.2	90.8	93	92.5
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

### Management of non-attendance

The above table indicates the 2016 student attendance rates for years 7–12. The table indicates that we maintained an excellent attendance rate and one consistently above state attendance figures. The school has introduced improved communication measures with families. This includes the ability to use the new School Stream App as well as the SMS messaging service. Year Advisers monitor attendance and work closely with students and families to encourage and support students in engaging with school. Serious issues of

student attendance are referred to the Regional Welfare team for advice and support.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	3	2	21
TAFE entry	3	7	16
University Entry	0	0	61
Other	0	0	0
Unknown	0	0	2

In 2016, 77% of our Year 12 students chose to undertake tertiary studies or training at either university or TAFE. This was a slight increase on the 2015 cohort of 2%. As in previous years our students were offered places at Universities across a range of disciplines including Communications, Law, Education and Global Studies. Macquarie University remains the preferred option for our students.

In 2016, 26% of our students undertook vocational or trade training in areas such as nursing and IT. Apprenticeships and traineeships included Landscaping, Carpentry Hairdressing and Retail Services.

### Year 12 students undertaking vocational or trade training

One student completed a school based traineeship in retail services.

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

Seventeen students studied hospitality at school. Ten students studied Information Computer Technology at TAFE and one student studied automotive at TAFE. All VET courses studied were Board Developed Category B Courses.

## Workforce information

## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	30.4
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
Teacher of ESL	0.6
School Counsellor	1
School Administration & Support Staff	11.48
Other Positions	5.5

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. No members of the school's work force have identified themselves as Aboriginal.

## 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	10

## Professional learning and teacher accreditation

In 2016, our focus on Professional Learning was to build a *culture of thinking* and to improve practice and teacher quality through systematic and rigorous collegial discussion and research into teaching and learning in our school. Mr Simon Brooks, graduate of the Harvard School of Education will lead this professional learning over 2016 and 2017. After an initial whole school PL evening, teacher volunteers became trained facilitators and formed an Action Research Team. Learning is then shared across the school during our PL Tuesday afternoon sessions. 60% of teachers also attended the weekend *ionthefuture* international Conference whose focus was the futures perspective of education and the role of technology in enhancing learning. All staff attended workshops to upskill on the use of EDMODO in the

classroom. In 2016, a revised teacher induction program was implemented and a mentoring program for all teachers seeking accreditation from Proficient to HAT and LEAD initiated. A number of our teachers have been invited to and presented across the NS5 Teachmeets, Twilight professional Learning evenings and on NS5 combined Staff Development Days. They have presented on the use of technology in teaching and learning, project based learning and flipped classrooms.

# School performance

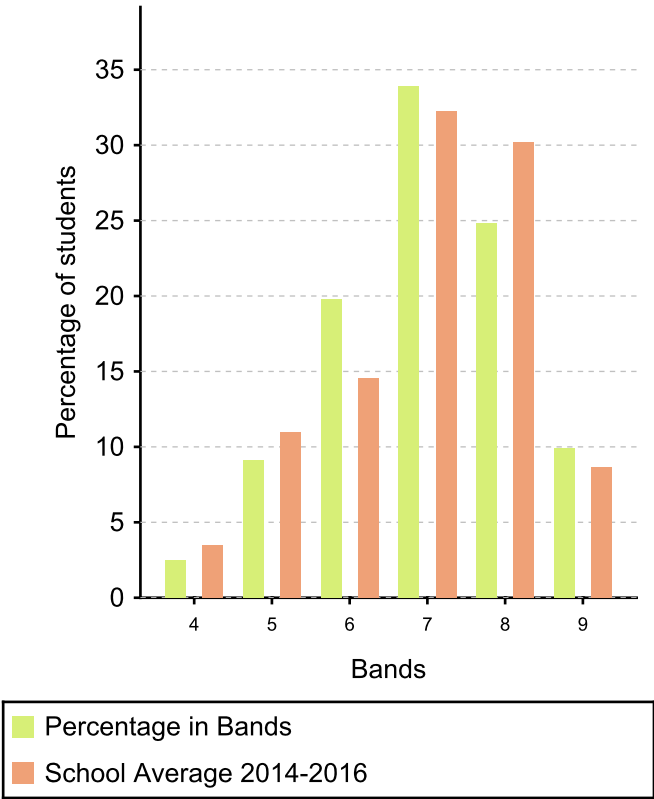
## NAPLAN

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.

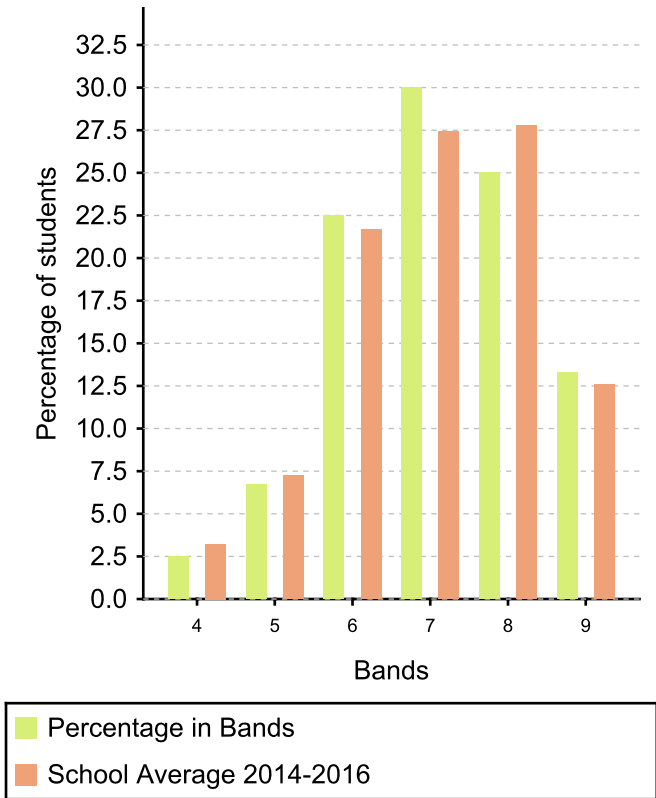
### LITERACY

Literacy testing is divided into four test strands: Reading, Writing, Spelling and Grammar and Punctuation. In 2016 literacy test results were above state average in the top two bands across all areas. The 2015–2017 plan was to decrease the number of students in the bottom two bands. Success was achieved through systematic and explicit teaching of literacy across all KLAs which saw the majority of students in 2016 move to the middle and top bands. NAPLAN results have been fairly consistent with the majority of students achieving in the top three bands and our future focus will now concentrate on adding more value to the top two bands.

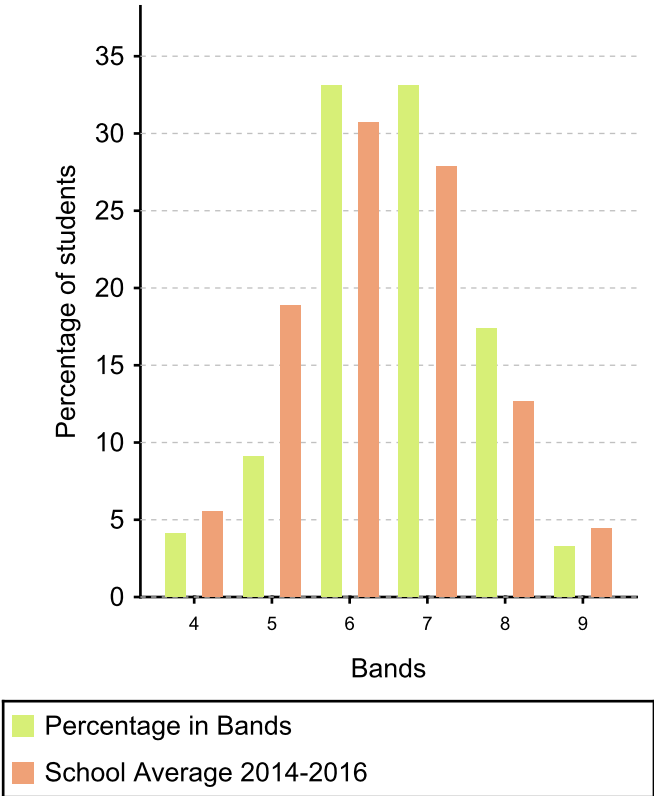
Percentage in bands:  
Year 7 Spelling



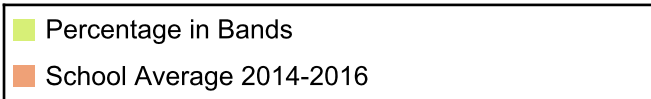
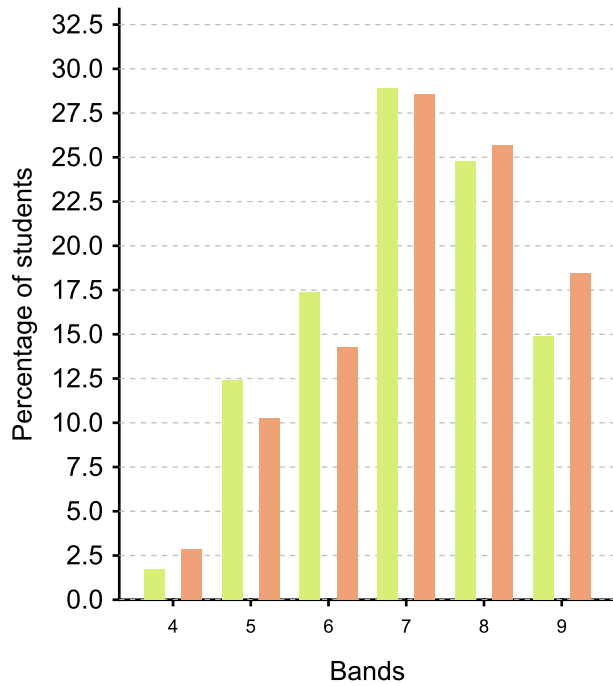
Percentage in bands:  
Year 7 Reading



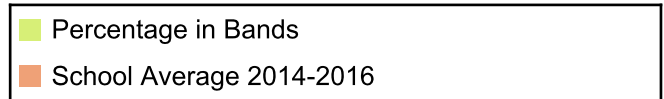
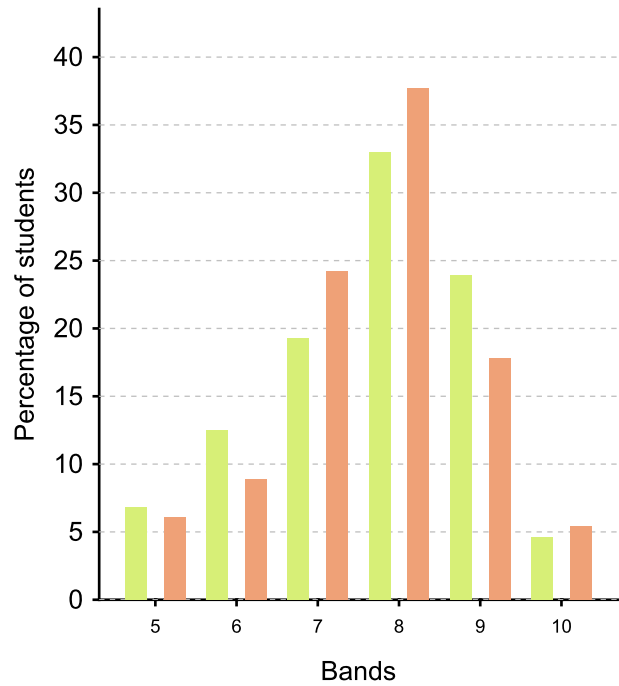
Percentage in bands:  
Year 7 Writing



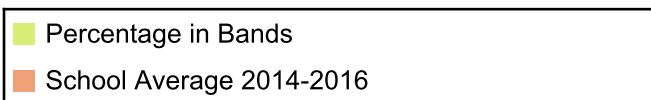
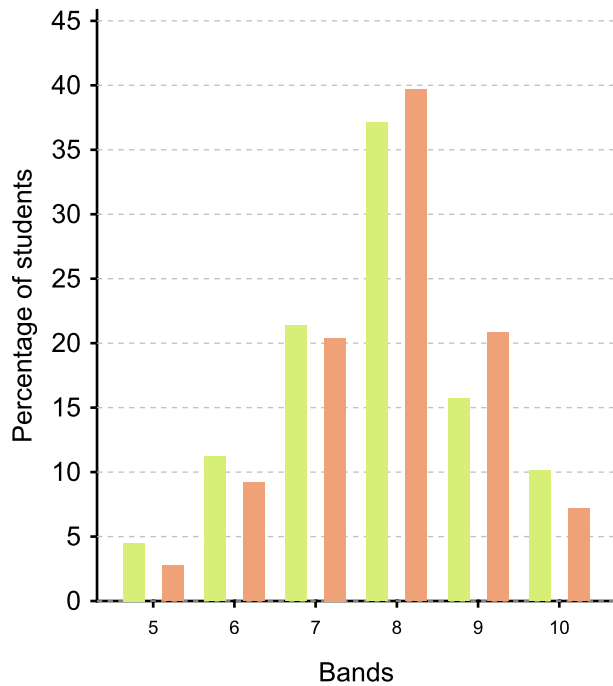
**Percentage in bands:**  
Year 7 Grammar & Punctuation



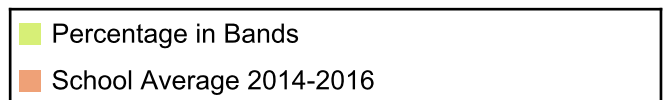
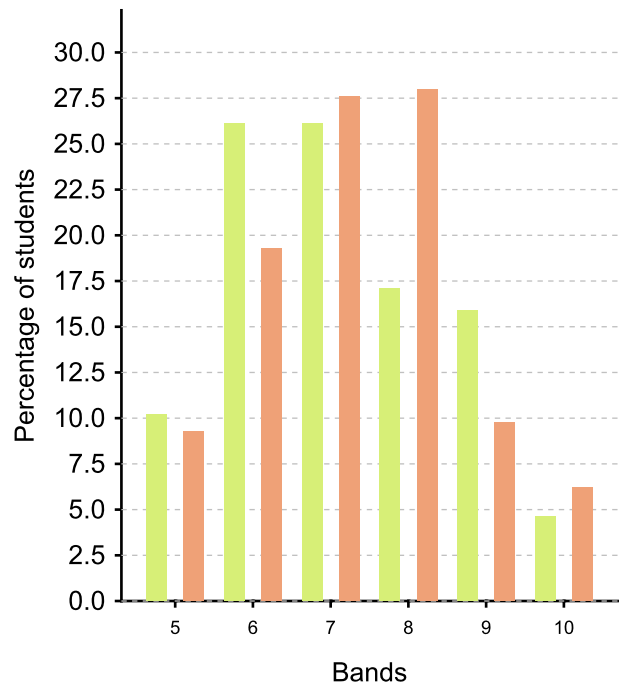
**Percentage in bands:**  
Year 9 Spelling



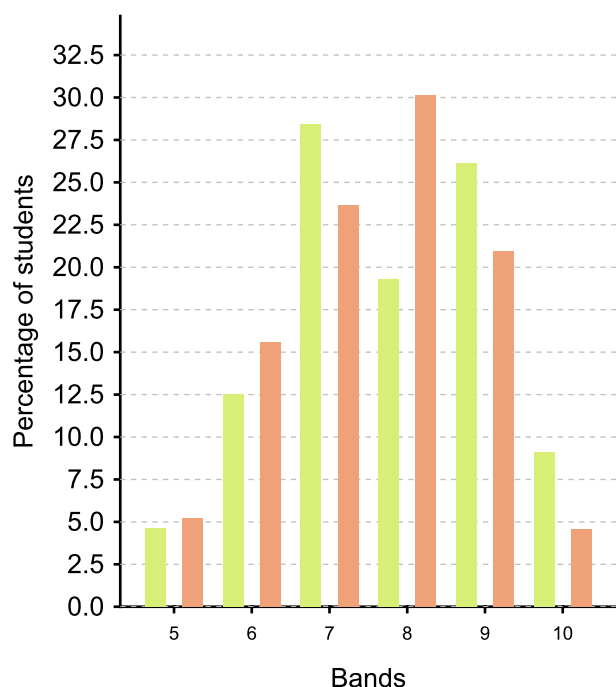
**Percentage in bands:**  
Year 9 Reading



**Percentage in bands:**  
Year 9 Writing



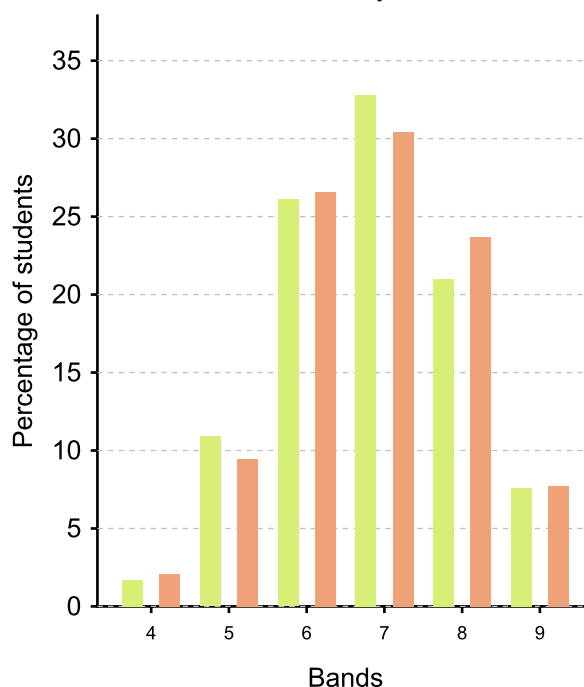
**Percentage in bands:**  
Year 9 Grammar & Punctuation



Percentage in Bands  
School Average 2014-2016

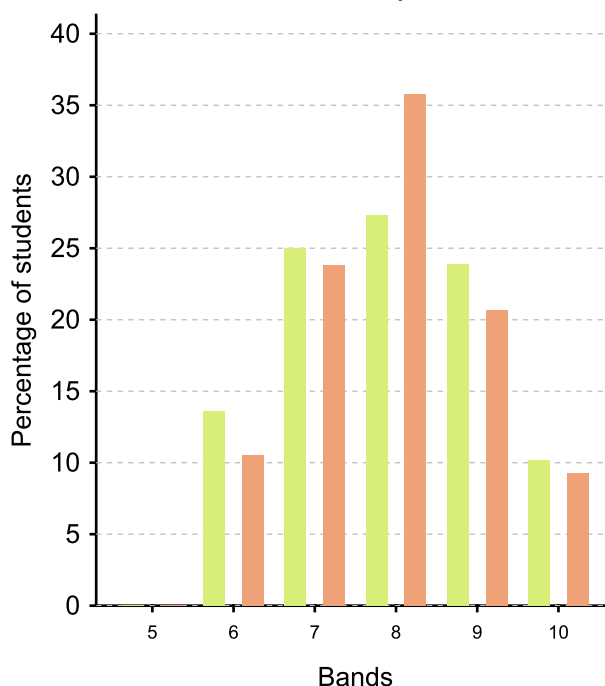
In Year 7, and 9 NAPLAN testing consists of two test strands One strand is data measurement, Space and Geometry. The second strand is Number patterns and Algebra. The NAPLAN results for year 7 , and 9 2016 were consistently above state average in all areas. . With the action research project taking place in the school a tracking analysis is underway to identify the progress of GATS students from year 7 to year 9 with the intention of further support being put into place to continue to add value.

**Percentage in bands:**  
Year 7 Numeracy



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 9 Numeracy



Percentage in Bands  
School Average 2014-2016

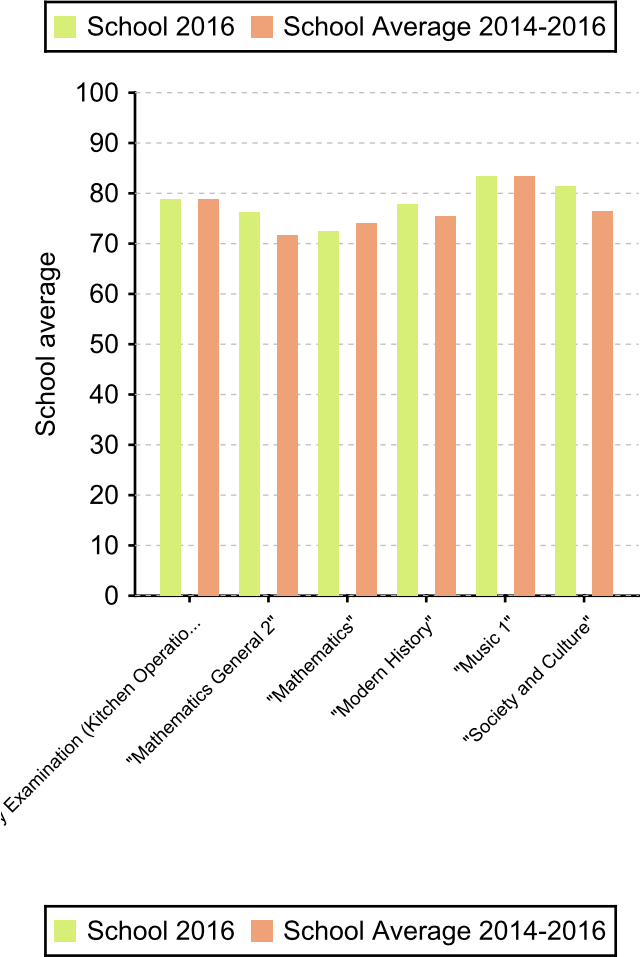
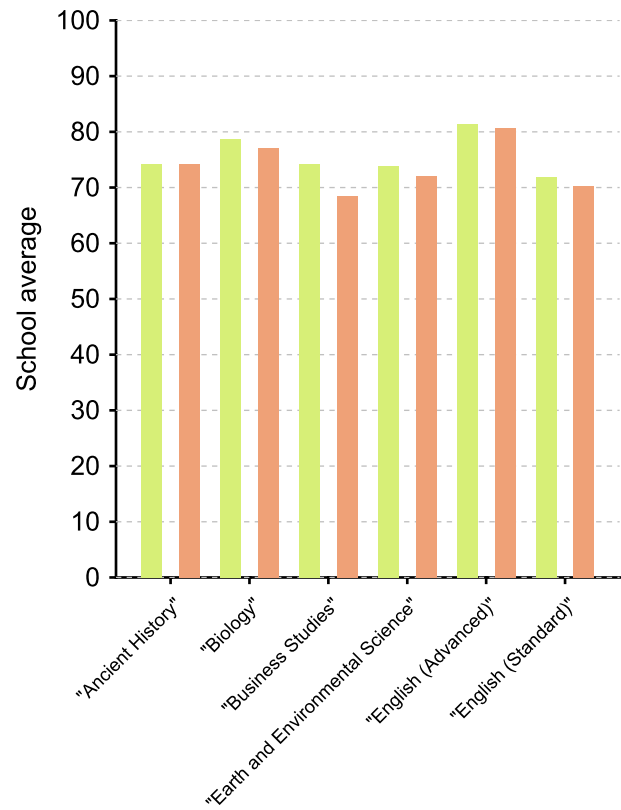
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

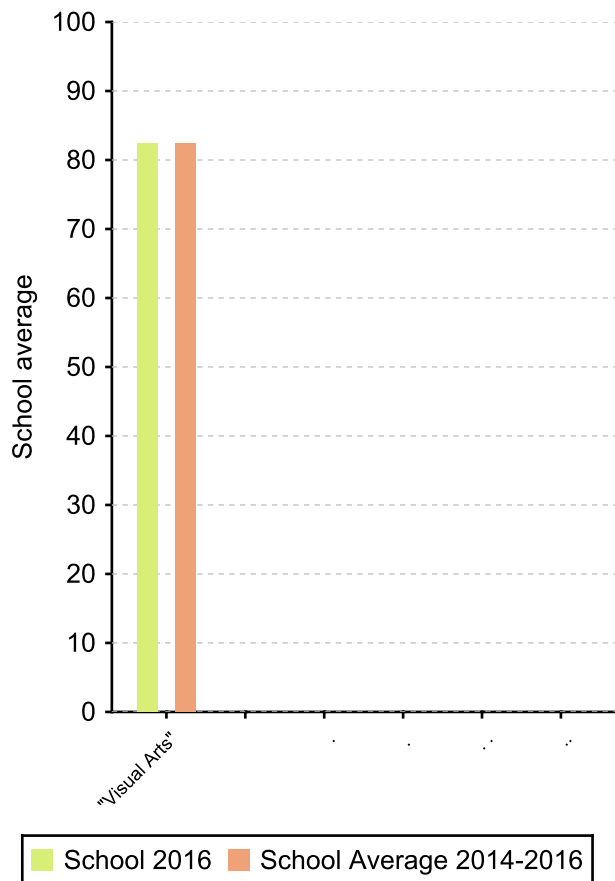


In 2016 and in accordance with the Premiers' Priorities: improving educational results, schools are required to report on their student performance for the top two NAPLAN bands in reading and numeracy. In year 7, 38% of the students achieved above state average in the top two bands of reading and 29% of students achieved above state average in the top two bands of numeracy. In year 9, 24% of students achieved in the top two bands above state average in reading. In year 9, 35% of students achieved above state average in the top two bands of 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).





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## Parent/caregiver, student, teacher satisfaction

In 2016, teacher satisfaction was gleaned through the shared professional learning opportunities at full staff meetings, through the executive meeting structure and through their feedback to the Staff Well Being School Team. Full staff meetings are held regularly and allow for information, discussion and feedback on issues concerning teaching and learning and the school environment. As a result, there is an ongoing program of the upgrading of learning spaces and a dedicated project to improve the staff common room, ambience and facilities to encourage across faculty networking. Teachers have reported feeling valued and acknowledged as more targeted professional learning opportunities were made available to them and with their involvement in determining school direction through the School Focus Teams.

Parents and students were surveyed through the *Tell Them from Me* survey tool. Feedback indicated a strong level of satisfaction with school communication, feeling welcome in the school and with the information regarding student progress. The P&C Committee were successful in increasing the active involvement of parents in school programs and committees. Parent opinions were sought in a number of ways including exit surveys, enrolment surveys and evaluative

comments from information evenings.

Student run assemblies, year meetings and special events such as the Talent Quest have added to student satisfaction as indicated by the increased number of students attending carnivals and performance evenings and exhibitions. Student leaders meet regularly with year advisers, and or senior executive to put forward ideas for school planning which would enhance student well being and engagement.

## Policy requirements

### Aboriginal education

In 2016 a School Focus Team was formed to review the teaching and learning programs across the KLAS to ensure the understanding of and appreciation of aboriginal culture and history. They also prioritised the need to ensure that updated Personal Learning Plans were in place for all aboriginal students at Ku-ring-gai High School. The key areas to be addressed included student reviews—welfare and academic performance student talent and strengths, goals, and support services accessed by the student. The ongoing action plan was devised on a new template and was praised by the Gosford Office of Aboriginal Education.

All teaching and learning programs across the KLAS have aspects of aboriginal history and culture embedded in them. For example, Ku-ring-gai HS. has an indigenous garden whose plants are used in Food Tech and hospitality as students learn about indigenous foods and their preparation. In History, students learn about the history of the struggle of aboriginal people for equal rights and the concept of invasion rather than colonisation. Our aboriginal students acknowledge country at formal assemblies and other occasions. The ceremonial dance of welcome to country is often performed by an ex student at Presentation Day. Resources are allocated to ensure support in learning for our aboriginal students following an interview with them and their families.

### Multicultural and anti-racism education

Ku-ring-gai High School is a multi-cultural environment where diversity is embraced and celebrated. Since the establishment of the school in 1965, the school motto has been *Harmony in Diversity* and a priority has always been to ensure a learning environment where there is respect for others regardless of culture linguistics or religion.

Our Harmony Day celebrations are organised by our International Student Club and their teacher mentors. There are over 140 students of a language background other than English. Student performances, food from home countries and national costumes make for a colourful and popular day. The school has been particularly appreciative of the contribution of these students to our school. They enrich the community by providing the school with a contemporary multi-cultural perspective and understanding of our global world. Our experienced teachers of EALD/LABOTE students offer

professional learning sessions for teachers across the school.

Our SET ( School Experience Transition) programs occur during the year to offer a supportive and successful transition to our school for EALD students. Interpreters are made available where required, particularly for interviews.

Ku-ring-gai High School continues to focus on developing students with a strong commitment to the values that underpin Australian democratic society. The principles of anti-racism are integral to the school ethos. Our Policies and procedures conform to the requirements of the Anti-Racism policies of the Department of Education. Our well being programs reinforce the value of all students and staff and students are encouraged to speak with the anti-racism officer should the need arise. Our school promotes the diversity of our country and does not tolerate racist or discriminatory behaviours.