

# Henry Kendall High School

## Annual Report



2016



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## Introduction

The Annual Report for **2016** is provided to the community of Henry Kendall 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.

Andrew Backhouse

Principal

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## Message from the Principal

2016 was another highly successful year for Henry Kendall High School. It was highlighted by outstanding academic results, a focus on our school culture, and the implementation of our School Plan 2015–17.

The driving ethos of our school is embodied in our motto, “Persevere”, and defined in the concept of “Personal Best.” Our challenge is for every member of our school community to deliver that consistently so that every student has the opportunity to maximize their potential. Students learn in a positive, caring, supportive environment which is characterised by mutual respect between the students themselves, and between students and staff. Student achievement is given strong recognition with regular celebrations and, both formal and informal acknowledgement of their work.

2016 was a year which included many momentous occasions and one in which our students excelled across a range of academic, sporting and cultural areas. We are very proud of the achievements of our students.

The teaching and administrative staff at the school deserves enormous credit for the intelligence, determination and hard work that delivered these outcomes. That, combined with the outstanding support of our P&C and student leaders, resulted in another extraordinarily successful year for Henry Kendall High School. Our continued focus on quality teaching and learning, contemporary 21st Century Learning pedagogies, leadership, teacher quality, learning culture, and wellbeing serve to increase the esteem in which the school is held within the wider community, and sets a foundation from which to launch further individual and school achievements and growth.

Throughout 2016 Henry Kendall High School has achieved a wide range of success in academic, cultural and sporting endeavours, and these accomplishments have come from the creation of a ‘culture of success’, one in which this school’s community is rightly proud. At Henry Kendall High School success has developed from the significant opportunities that are provided to students, the desire to strive for and achieve ones ‘personal best’, and the enthusiasm in which our students both participate and rise to a challenge. In 2016 this ‘culture of success’ is something that is in evidence on many levels. For some it has provided for outstanding results in the highest competitions in the state, for others it provides the ability to achieve personal milestones, and for others it provides the need to ‘have a go’. No matter what level it is at, this ‘culture of success’ is one of the real strengths behind Henry Kendall High School.

Andrew Backhouse

Principal

## Message from the school community

It has been a fruitful year being involved with the Henry Kendall P&C. We haven't been inundated with attendees, but we have had a quorum and have enjoyed many diverse discussions about life in the school. We have had limited funds to distribute, but the money we have received from the Canteen, and the Uniform commission from Lowes, has been put to good use within the school. We assisted with funding for setting up the new Middle school room, partly funded the Acoustic panelling in the MPC, and paid for some new School signage to name a few areas where our money has been spent. I have had the pleasure of being involved in a number of Merit selection panels for Teacher and Head Teacher positions, and I have enjoyed reading the resumes of the applicants and participating in the interviews. The high calibre of applicants is a testament to the status that the school holds in the teaching community, and is a credit to the school leadership. My children have moved on to university and a different school, so I haven't been a "HKHS parent" for two years now. I feel that it would be beneficial to have someone in this position who is a parent of a current student, so my time as President has come to an end. I would like to say "thank you" to the regular P&C attendees and to the school senior executive who have been here to support and advise me during this time. I have enjoyed my eight years attending meetings and my two years as President.

David Booth

President

Henry Kendall High School P&C

## School background

### School vision statement

At Henry Kendall High School we value holistic personal and academic excellence in a supportive school and community based environment. Henry Kendall High School provides students with the foundation to develop skills to persevere and are supported within an environment embraced by cultural diversity and strong teacher/student relationships. Our students are confident, creative and innovative individuals who are leaders, critical thinkers, problem solvers and engaged learners whose achievement is measured in personal growth. Our students will exit Henry Kendall High School as responsible and productive community members who value life-long learning and continue to reflect our values of respect, courtesy and kindness.

### School context

Henry Kendall High School is a coeducational comprehensive high school with a student enrolment of approximately 750 students including 55 students in the Special Education Centre and 49 Aboriginal and Torres Strait Islander students. Henry Kendall High School is located near the CBD of Gosford City. We have a proud academic, sporting, cultural and student welfare tradition.

The school's mission statement is: "Developing confident, responsible citizens who strive for excellence." We aim to develop the best in each student, and to draw out their talents and interests so that they are well placed to pursue their career options. Henry Kendall High School holds strong beliefs about the relationships we build with our parents and our community in order to provide a proactive school committed to ensuring opportunities and high standards.

Henry Kendall High School provides a curriculum that is relevant, current and challenging incorporating 21st Century Learning principles. Key features include excellence in the creative and performing arts, sporting programs, a middle school structure, the Young Achievers Program, valued relationships with the Aboriginal Community and AECG, the Special Education Centre, Vocational Education opportunities, Interact program, a broad extra-curricular opportunities, and a holistic focus on student welfare. Henry Kendall High School is a proud member of the Gosford City Learning Community through our partnerships with Gosford Public School and Point Clare Public School. These relationships provide a dynamic learning approach from K–12, and ensure that our schools are an integral part of our community.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### For schools participating in external validation processes:

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of the self assessment and external validation processes indicated that in the School Excellence Framework domain of Learning the Self-Assessment Team reached the judgement of Sustaining and Growing in the elements of Curriculum and Learning; Assessment and reporting; and Student Performance Measures. Our evidence base confirms that we maintain an integrated approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence and is responsive to student learning needs. The schools work in the areas of 21st Century Learning and Futures Education, Learning Culture, our teaching and learning framework, transition, pathways, student and parent engagement in planning for learning, and quality learning outcomes are key indicators. Consistent and explicit processes are used to collect, analyse and report internal and external performance data, informing trends in achievement and areas for focus. Key indicators include explicit analysis processes for NAPLAN and HSC analysis; and the work of the Literacy Team. Feedback is utilised as a key practice in supporting student learning. Student assessment practices underpin learning approaches, and provide explicit feedback that encourages student self-regulation and often scaffolds exemplar responses to guide future learning. Student reports twice a year provide detailed information about individual learning achievement and areas for growth. The school further engages our community in reflecting on student performance measures through newsletter and P&C reports, and parental letters are utilised to encourage direct support



and provide strategies. At both NAPLAN and HSC levels the school is performing above its surrounding comprehensive schools. External performance measures place the school at Delivering, whilst internal measures and evidence based judgements suggest we are Sustaining and Growing. Of particular note is that HSC performance in the past two years has consecutively seen the highest results attained in the schools history; highlighted by nearly 30% of results being in the top two bands; and the school is the highest achieving comprehensive school in the Central Coast and Hunter regions two years consecutively. On internal performance measures, student growth against the Literacy Continuum exceeds expected growth and is above our School Plan targets. The Self-Assessment Team reached the judgement of Sustaining and Growing in the element of Learning Culture; however much consideration was given to a judgement of Excelling in this element, with a belief that we are very close to this standard when evidence is considered against the School Excellence Framework. School culture is an area of ongoing significance for HKHS, and demonstrates the building of educational aspiration and ongoing performance improvement across the community. Strong commitment is embedded within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and quality conditions for student learning. Student learning needs are supported through an effective policy framework, programs and processes. Key indicators are the research framework underpinning directions; the work of the Learning Culture Team; student and staff articulation of the school's culture; the work of the 21st Century Learning Team, the Student Resilience and Well Being Team, and the Strategic Communication Team; our learning frameworks focussed on success for all students; and parent connectedness with our school. The Self-Assessment Team reached the judgement of Excelling in the element of Wellbeing. Through the Student Services faculty, Learning & Support Team, Resilience & Wellbeing Team, the Welfare Team, student leadership programs, and the Student Representative Council, the school has developed a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students. Individual learning is supported by the effective use of expertise. Students are increasingly self-aware, build positive relationships and actively contribute to the school, community and wider society.

The results of the self assessment and external validation processes indicated that in the School Excellence Framework domain of Teaching the Self-Assessment Team reached the judgement of Sustaining and Growing in the elements of Effective Classroom Practice; and Data Skills and Use. All teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence based practices. Clear indicators of this are evident in the Collaborative Peer Learning Program, data application, PDP reflections, and student feedback. Student assessment data is regularly used across the school to identify student achievements, progress and to inform school directions. School leadership, the Literacy team and teachers all analyse data to identify areas for focus in planning for learning. The school community is engaged in reflecting on performance data. Key indicators include the school-wide explicit analysis process for HSC data; NAPLAN analysis; the work of the Literacy Team; and the ways in which explicit item analysis is incorporated into teaching and learning. The Self-Assessment Team reached the judgement of Excelling in the elements of Collaborative Practice; Learning and Development; and Professional Standards. Explicit systems for collaboration and feedback sustain, develop and build quality teaching practice and professional capital. Teachers collaborate within and across stages and faculties to ensure quality of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. Explicit and embedded systems for collaboration, classroom observation, modelling of effective practice, and feedback sustain ongoing, holistic improvement in teaching practice and ongoing development of all staff. Key indicators include the Collaborative Peer Learning program. Professional learning is explicitly aligned with the School Plan, and its impact on the quality of teaching and student learning outcomes is evaluated. Teachers draw on and implement evidence based research to improve performance and development, and provision of support to early career teachers is holistic. Key indicators include the School Professional Learning Plan; professional learning evaluations; the Induction Program for early career teachers; and evidence based research undertaken by school teams to inform practice. The responsibility for maintaining and developing their professional standards is understood by staff; ensuring very high levels of expertise, contemporary content and pedagogical knowledge, and evidence based strategies inform practice. Key indicators include engagement with professional learning; leadership in contemporary research and evidence based professional learning; Engagement in HSC marking including high levels of senior and judge markers; and the work of the Accreditation Team.

The results of the self assessment and external validation processes indicated that in the School Excellence Framework domain of Leading the Self-Assessment Team reached the judgement of Excelling in the elements of Leadership; School Planning, implementation and reporting; School Resources; and Management Practices and Processes. Leadership supports a culture of high expectations and engagement as evident through the deep and authentic evaluation, planning, vision development, implementation process, and reporting of the School Plan to deliver sustained and measurable whole school improvement. The School Plan has been developed upon a strong foundation of authentic evaluation processes that engaged all levels of the school community, driven by a strong evidence base and extensive engagement with qualitative and quantitative data. Significant commitment to the school's strategic directions and practices is evident. Purposeful leadership roles based on expertise and strategies to build leadership capacity and professional capital are embedded. Evidence based approaches and innovative thinking ensure a responsive, dynamic and embedded school plan is at the core of continuous improvement and builds a culture of shared school-wide responsibility. Collaboration with key stakeholders underpinned the development of the school vision, strategic directions and team action plans. School wide responsibility is evident through the evaluation process and delivery framework. Key indicators include the research base underpinning School Plan development; engagement with key stakeholders; the School Plan 2015–17; school team framework; and dynamic Action Plans for School Plan implementation. School planning and implementation strategically aligns key resources to drive whole school improvement including student outcomes. School Plan implementation framework provides strategic leadership development and succession planning.

Longer-term financial planning is integrated with the School Plan and implementation framework. The use of school facilities is optimised to meet both student and community needs. The school's management systems, structures and processes underpin ongoing school improvement and professional effectiveness of all staff. School self-assessment provides explicit information on school plan progress. Various processes are utilised to gain feedback that guides future directions in a responsive manner. Key indicators include the School Plan 2015–17; RAM Budget targeted expenditure; the school Professional Learning Plan and expenditure; school team framework; community feedback and school responsiveness; community use of facilities; and evaluation processes.

Our self-assessment and the external validation 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 learning is dynamic, personalised and connected in a purposeful way.

### Purpose

To develop a contemporary learning culture through shared ownership and learning partnerships focused on high expectations and success in a framework that meets and extends individual pathways and learning needs. This learning culture is underpinned by 21st century learning principles and high expectations about teaching and learning that are shared by staff, students and parents alike in order to promote self-confident, resilient, holistic learners whose achievement is measured in personal growth and engagement in learning.

### Overall summary of progress

#### Learning Culture;

- In collaboration with the 21st Century Learning Team collaborative and flexible learning spaces were researched, including visits to Macquarie Uni and local schools. Suitable spaces identified within the school (TAS and Library) incorporating flexible learning and STEAM facilities. Application of research to develop space designs that enhance flexible pedagogies. Additional incorporation of a café into the TAS space provides opportunities for SVET students. Quotes scoped and project commenced.
- Staff invited to submit EOIs to transform faculty classrooms into flexible learning spaces through two \$10k grants. Awarded to MS with a single \$20k grant.
- Analysis of Yr 8 student behaviour entries on Sentral to determine baseline data for the Henry program.
- Analysis of 2015 HSC band performance to determine baseline data for Personal Best program.
- Cross faculty STEAM projects instigated. STEM roadshow attended the school, involving 200 students from Years 9/10. Five staff attended the STEM Showcase. Research into STEM programs implemented into other schools and alliances formed for collaborative approaches. Selected as a mentor school under the STEM Mentoring Program – alliance with Narara Valley HS. School Stage 4 curriculum reviewed to embed STEAM into Yr 8 from 2017.
- ASSM workshop on the theory/work of Covey. PL for all staff raising awareness and promoting future school directions.
- Team review of the Learning Culture research project findings to determine specific areas of focus and provide recommendations for school action. Findings and recommendations presented to all staff.
- Staff professional learning in the 8 Ways of Aboriginal Learning at SDD – whole day workshop. Collated stage 4 teaching programs across all KLA's identifying specific incorporation of Aboriginal perspectives and 8 Ways of Aboriginal Learning. Feedback to faculties provided. Identification and further development of Aboriginal leadership programs and opportunities across the school. Evidence of enhanced cultural connection, pride and identification in our Aboriginal students, such as Yr 12 SAC PIP's.

#### 21st Century Learning;

- Three team members audited Stage 4/5 assessments tasks from all KLA areas against the 21st Century Learning Rubric. Findings from the audit revealed key strength and deficit areas in assessment practice against 21st Century Learning principles. These findings validated those of the Learning Culture research. Findings were collated and presented to the team and the executive. The findings further drove team directions, and prompted an alliance being formed with St Catherine's and the Futures Learning Directorate. A whole day workshop focussed on futures education concepts, development of high quality assessment practices against the rubric, and explicit 21st C teaching strategies.
- Alliance formed with The Association of Independent Schools NSW through the ELEVATE program. This program supports agile curriculum design for high potential learners through collaboration across a community of schools in productive pedagogy.
- 21st Century learning principles and concepts embedded in faculty dialogue and reflected in faculty minutes ensuring ongoing professional learning, collaboration and capacity building.
- Policy review delayed to allow for evolution of teaching strategies and STEAM. Framework for policy review determined and will include; coding of assessment tasks against the rubric; STEAM framework embedded in curriculum; PBL incorporation.
- Team members identified specific strategies to be developed and trialled in learning programs. Implementation of strategies, evaluation and documentation via Google Classroom and video. Strategies and findings shared with all staff.
- PBL module developed and implemented in Year 7 with significant improvements in engagement, self directed learning, collaborative learning, student feedback and creativity. Further modules under development. Program and work samples evidence impact.
- Development of a film documenting 21st Century Learning strategies in practice across the school and published on Google Classroom; demonstrating a broad array of dynamic strategies applied in quality practice whilst being a valuable professional learning resource.

#### Student Resilience & Wellbeing;

- Team divided into 5 subteams; student rewards; parent liaison; rock & water; resilience programming; learning adjustments.
- Rock & water program implemented to the most vulnerable students identified at the beginning of Year 7 to build self control, self reflection and self confidence skills through themes of safety, assertiveness and positive communication. Student evaluations reveal significant confidence developed; students are utilising terminology in the playground; and peer teaching of skills are evidenced. Program now expanded and delivered to all Yr 7 students.
- Universal Design for Learning (UDL) framework identified as an appropriate mechanism to embed T&L adjustments within programs, starting with Stage 4. Initial training of all executive and one teacher from every faculty. Focus on learning accessibility catering for differentiated needs in every classroom in teaching, learning and assessment. UDL now embedded in all stage 4 programs. Anecdotal evidence reflects reduced classroom disruptive behaviour suggesting increased engagement and a broader range of teaching strategies. Yr 8 behaviour issues are now predominantly playground/relationship related, not classroom. UDL supported by class profiling.
- Mindmatters parent survey conducted to ascertain impact of strategies employed in 2015. Student survey (2015) findings revealed a deficit in explicit teaching of resilience and mental health. Parent surveys (2016) displayed an improved awareness of resilience teaching in the curriculum, and a significant improvement in student sense of belonging, inclusion and positive relationships.
- Team research and PL in contemporary developments and evidence based practice in teaching and developing resilience in young people. As a result all team/subteam directions/actions are informed by a strong research base.
- Stage 4/5 T&L programs revised to incorporate explicit teaching of resilience skills and knowledge areas identified in 2015 student Mindmatters survey. Evidence is reflected in the positive parent survey responses 12 months later.
- GLBTI support group developed, and is now the largest school support group in NSW (Liz Hammond, Safe Schools Coalition). Safety and inclusivity programs delivered through Stage 4/5 PDHPE building student awareness, tolerance and understanding of same sex attracted, intersex and gender diverse peers. Staff PL delivered by Safe Schools Coalition.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
HKHS learning culture is a holistic, shared approach to, and beliefs about, learning that is articulated and understood by 100% of staff, 90% of students and 50% of parents.	<ul style="list-style-type: none"> <li>• Research completed in collaborative learning spaces – documented. HKHS Spaces identified, designs complete, quoted and projects instigated.</li> <li>• Faculty flexible learning project – MS grant submission.</li> <li>• Yr 8 behavioural baseline data collated for Henry project.</li> <li>• HSC baseline data collated for Personal Best project.</li> <li>• Cross faculty STEAM project instigated – STEM roadshow, showcase, collaboration with other schools, mentoring.</li> <li>• Staff PL workshop on theory/work of Covey.</li> <li>• Learning culture review complete and recommendations presented.</li> <li>• Aboriginal perspectives in T&amp;L through 8 ways and programming. Improved student connection evidenced in SAC PIP's.</li> </ul>	Transition and Partnerships Program \$20,000 Elevate education Program \$6,000 Stage 6 Preparation Program \$4,300 Learning Culture Team \$650  <b>Total \$30,950</b>
21st century learning principles and practices are embedded in teaching and learning programs, tasks and assessments across all stages of learning, and evident in student outcomes	<ul style="list-style-type: none"> <li>• Assessment task audit across stage 4/5 against 21st century rubric. Findings documents and presented.</li> <li>• Team workshop driven by audit findings and in collaboration with St Catherines, Surry Hills, focused on Futures Education concepts, quality assessment incorporating 21st Century Learning, and explicit teaching and learning strategies.</li> <li>• Alliances formed with St Catherines, Futures education Directorate and The Association of Independent Schools of NSW.</li> <li>• Ongoing faculty based dialogue promoting and exploring 21st Century principals in teaching and learning is embedded.</li> <li>• Policy review delayed to reflect evolution of teaching strategies and STEAM.</li> <li>• Teaching strategies developed and trialled with documentation via Google Classroom and video. All team members involved.</li> <li>• PBL module developed and implemented in Year 7 with significant evidence of improved engagement, self directed learning, collaboration, student feedback and creativity. Further modules under development.</li> <li>• Development of a school film documenting 21st Century Learning strategies in practice.</li> </ul>	Young Achievers Program Development \$4,500 Universal design for Learning Program \$18,000 Collaborative Learning Pace Program – TAS \$25,000 21st Century Learning Team \$10,320 STEM Integrated Program \$8,000 Technology Upgrade – student laptops \$20,000 Collaborative Learning Space Program – Library \$30,969 Collaborative Learning Space Program – Faculty \$20,000  <b>Total \$136,789</b>



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
20% decrease in student referrals related to resilience and well-being reflective of an increase in social and emotional literacy.	<ul style="list-style-type: none"> <li>• Rock and Water program materials, student organisation documents, and student evaluations.</li> <li>• T&amp;L programs and assessment tasks across multiple KLA's evidencing adjustments to support differentiated needs.</li> <li>• Class profiles from every staff member identifying learning, medical and behavioural needs of every student in every class.</li> <li>• Mindmatters parent survey.</li> <li>• Team minutes reflecting engaged professional dialogue in contemporary resilience research, and professional readings that support these.</li> <li>• Student work samples from several KLA's demonstrating explicit teaching of resilience knowledge and skills in the curriculum.</li> <li>• GLBTI support group implemented and now the largest school support group in NSW.</li> <li>• Safety and inclusivity programs delivered through Stage 4/5 PDHPE building student awareness, tolerance and understanding of same sex attracted, intersex and gender diverse peers.</li> <li>• Staff PL in GLBTI delivered by Safe Schools Coalition.</li> </ul>	<p>Aboriginal Education Program \$3,000 Student Assistance Scheme \$6,000 Special Education Programs \$3,000 Student Resilience and Well-being Team \$6,201</p> <p><b>Total \$18,201</b></p>

## Next Steps

### Learning Culture;

- STEM activities embedded in Year 5 Taster Day.
- Learning Culture review and recommendations presented at ASSM.
- Collaborative Learning Space and café utilised across the school.
- Analysis of 2016 Yr 8 behavioural data.
- Six staff trained in STEM projects.
- ASSM presentation on the theory/work of Hattie, Gagne and growth mindset.
- Analysis of year 8 behaviour data to determine effectiveness of Henry Program.
- Survey parent, staff and students re Personal Best program. Results presented in team meeting.
- Stage 6 student focus groups to determine evidence of 21st Century Learning principles evident in T&L compared to 2014 research.
- School mantra published reflecting learning culture and school connectedness.
- Analysis of HSC growth data 2016–17 against 2014 baseline data.
- Learning culture strategies analysed and results published.
- Paddock to Plate project with Gosford Public School.
- ASSM Workshop – High expectations and explicit teaching.
- All members of the TAS, Science/Maths faculties trained in STEM Projects.
- Teaching Best Practice document developed and presented to staff.
- ASSM Workshop – student motivation.
- Student voice research project reflects a dynamic Learning Culture across the school.

### 21st Century Learning;

- School Professional Learning Plan reflects planned approach to collaborative curriculum development.
- Links to relevant TED talks emailed to staff monthly.
- School Professional Learning Applications reflect team engagement with PL focussed on 21st century learning.
- 21st Century learning team run a voluntary after school sharing meeting once a term for teachers to share strategies and techniques with colleagues.
- At least one newsletter and website article per term focussed on an aspect of 21st Century Learning in practise is evident.
- Increased ICT access through school investment.
- Team meeting minutes reflect shared responsibility for PL within the team.
- School PL Plan reflects a minimum 2 PL sharing sessions.
- Collaborative Peer Learning Evaluation processes reflect evidence of 21st Century Learning application.
- Project based learning elective implemented in Year 8 curriculum.
- Audit of all stage 4 and 5 teaching and learning programs reflect explicit teaching of one or more 21st Century Learning skills.

### Student Resilience & Wellbeing;

- MindMatters framework implemented.
- Revised Rewards system implemented across the school.
- MindMatters parent survey.
- Rock and Water program evaluated.
- Stage 4 and 5 students participate in PD/H/PE lessons developing resiliency skills and knowledge.
- Revised rewards system evaluated.
- All staff implement and evaluate their Personalised Learning Support Plans.
- Mind Matters framework implementation evaluated.

## Strategic Direction 2

Teaching and learning reflects best practice and an engaged professional culture.

### Purpose

To build a collaborative and supportive culture of high expectations in student learning and commitment to the teaching profession in a changing demographic and systemic environment. Our best practice embraces continuous improvement, reflective practice and a learning culture that is actively modelled and facilitated by teachers.

### Overall summary of progress

Collaborative Peer Learning;

- Throughout 2015 the team investigated, presented, discussed and formulated a holistic program specific to the culture of HKHS. The program has been developed with the concept of universal ownership as central.
- Professional readings provided to executive to facilitate faculty discussion about the importance of collaborative practice and to raise understandings.
- AITSL classroom observation and peer observation instructional posters displayed in all staffrooms.
- 3 staff trained in peer coaching in 2015. These trainers then facilitated training in peer mentoring for CPL team leaders term one 2016. This allowed for and ensured the development of an explicit set of protocols to be applied across the program.
- CPL leadership team creation of explicit instructional guidelines for the effective implementation and establishment of observation rounds – distributed to all staff.
- Classroom observation video developed to embrace the positive nature of collaboration and engage staff in the program.
- 8 CPL groups comprising all teaching staff are engaged in the CPL program by June 2016. This exceeds our School Plan target of 4 groups, and means that all teaching staff are involved in the program six months earlier than forecast. This enthusiastic and positive approach reflects the value placed in the program and perceptions of its authenticity.
- Positive feedback exceeds expectations and is evidenced in written form.

Teacher accreditation;

- 'How to' YouTube clip developed to guide staff in the process of recording professional learning hours for accreditation documentation. This is accessible to all staff on Google Classroom and on YouTube, providing a specific point of reference and a clear support structure.
- APTS explicitly linked to all activities on the School Professional Learning Plan, providing staff with a clear understanding of the link between scheduled activities and APTS. Assists teachers in the maintenance cycle and those working towards proficiency to map PL hours and collect evidence against school identified activities.
- Workshop 'Accreditation – Everyone's Business' delivered to all staff on 21 March, increasing awareness and understanding of the standards and evidence compilation. Through regular provision of accreditation information, teacher concerns are alleviated and accreditation processes are de-mystified whilst also providing a forum for questions to be raised and worked through.
- Staff Handbook updated to ensure provision of a succinct, relevant and easy to access point for information that supports both new and current staff.
- Executive professional learning workshop raised awareness of the APTS, how the APTS underpins professional practice, and the alignment of the APTS with the professional development of each teacher through the Performance and Development Framework. The workshop explored the concepts behind productive performance conversations and provided a framework to structure PDP meetings to ensure a supportive, collaborative and valued conversation that is also specific, targeted and goal orientated.
- Accreditation tracking system is in place and monitored via BOSTES school report. Each teacher with impending accreditation requirements is flagged and regular communication channels instigated with the team leader to ensure an accreditation plan is developed and instigated. Tracking system for casual and temporary teachers is being refined.
- Information pack for beginning/new teachers to HKHS has been developed and implemented, providing guidance and support for Day One/Week One/Month One. This pack ensures new/beginning teachers have an immediate point of reference and support.

Strategic Communication;

- On-line newsletter has improved parent accessibility to school information and student success stories. The 'click-through' framework facilitates ease of access to relevant information. Parent survey revealed a high level of satisfaction and improved engagement. The newsletter complements the schools other online digital presence through the website and facebook pages.
- Community engagement funding plan structured to provide support and to underpin the work of other teams in implementing community focussed actions. The plan also focuses on increased school promotion through projects such as class movies.
- Professional photography updated annually utilising MSP photography to ensure currency and a variety of high quality images supporting school image and promotional opportunities.
- HKHS articles in the partner school newsletters currently in consultation phase.
- Significant physical

ensures a professional, aesthetically appealing visual image that promotes our high quality learning environment. Physical improvements include garden development, painting of buildings, exterior and internal signage, new fencing, development of flexible learning spaces, and an emphasis on grounds maintenance. • Professional learning package delivered to all staff in an after school staff meeting. This package built an understanding of photographic skills and techniques and encouraged staff to utilise photography to document activities 'as they happen'. Staff were also encouraged to share images with the Strategic Communications Team for digital publications within our School Promotion Strategy. Increased staff awareness and confidence to use their devices has seen a significant increase in engagement with promotional opportunities.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff are actively involved in a Collaborative Peer Learning Group focused on continuous improvement and reflective practice.	<ul style="list-style-type: none"> <li>Professional readings to staff.</li> <li>CPL leaders trained in peer mentoring.</li> <li>CPL implementation package.</li> <li>SDD focused on CPL professional learning and implementation;               <ul style="list-style-type: none"> <li>Agenda</li> <li>Planning minutes and team protocols</li> <li>Presentation</li> <li>video</li> </ul> </li> <li>8 CPL groups operating incorporating all teaching staff;</li> <li>CPL timetable/structure.</li> <li>Observation documentation.</li> <li>Staff feedback.</li> <li>2017 milestones attained by June 2016</li> </ul>	Collaborative Peer Learning program \$80,000  <b>Total \$80,000</b>
All staff are accredited with BOSTES against the National Professional Standards for Teachers and take an active responsibility for maintenance of accreditation.	<ul style="list-style-type: none"> <li>You tube clip developed providing staff with a 'how to' process for recording professional learning hours for accreditation.</li> <li>School Professional Learning Plan explicitly links APTS to each professional learning activity.</li> <li>Staff workshop 'Accreditation – Everyone's Business'.</li> <li>Updated Staff Handbook provides direct support to the needs of new and beginning teachers.</li> <li>Extended executive meeting workshop in performance conversations linked to APTS.</li> <li>Accreditation tracking system in place and aligned to TAA.</li> <li>Information pack for new/beginning teachers to HKHS to support entry needs.</li> </ul>	Beginning Teacher Funds \$113,690  <b>Total \$113,690</b>
Henry Kendall High School maintains a strong and positive engagement with its community.	<ul style="list-style-type: none"> <li>On-line newsletter</li> <li>Parent survey feedback indicating high levels of satisfaction and improved engagement.</li> <li>Community engagement funding plan.</li> <li>Professional photography completed annually through MSP and catalogued on the staff drive.</li> <li>HKHS articles in partner schools newsletters delayed – currently under consultation.</li> <li>Significant physical improvements to the school site catalogued in photographic evidence.</li> <li>Powerpoint presentations evidence ASSM workshop for staff in photography for social media.</li> </ul>	GCLC Shared School Development Day %5,500 GCLC NAISDA Celebration Day \$500 Sound and Lighting \$17,089 Partner School Scholarship \$1,000  <b>Total \$24,089</b>

## Next Steps

Collaborative Peer Learning;

- 2017 milestones now attained. CPL program evaluation to occur and revised milestones developed for 2017. These will include; Registration of the CPL course with BOSTES. Focus on stage 6 observation and classroom management to support early career teachers. Incorporation of evaluation responses.

Teacher accreditation;

- Regular emails ensure staff awareness of PL opportunities.
- Staff emailed APST information fortnightly and collated in centralised folder.
- Beginning teacher induction program developed and implemented.
- Aspiring leaders program developed and implemented.
- HKHS has investigated processes to become a BOSTES registered provider.
- Staff emailed APST information fortnightly and collated in centralised folder.
- Charts provided to staff matching T&L practice

with specific standards.

#### Strategic Communication;

- Facebook page reviewed for increased community engagement.
- Prospectus for 'migrating' students developed and implemented.
- Year 7 Prospectus developed and implemented.
- Planning of Facebook Alumni Page to determine effect.
- Streamlined collection of school photographs reflects community engagement.
- Review of print and social media presence.
- Team action plan developed 2018–2020.

## Strategic Direction 3

### Implementation of the Bump It Up Strategy

#### Purpose

To ensure an embedded approach to the development of student skill base in literacy and numeracy is reflected across data analysis, teaching and learning programs, and high quality pedagogies.

#### Overall summary of progress

##### Student Literacy;

- Literacy Team presentation to executive 15 March 2016 on 2015 NAPLAN data and the Learning Continuum data. This presentation provided in depth data analysis and provision of specific strategies employed across middle school and English curriculum's to address whole school writing targets. Data identified Year 7 and 8 placement on the literacy Continuum. Strategies include;
  - o Training of a staff coach in the Seven Steps to writing success program;
  - o Seven Steps embedded in the LTN middle school program.
  - o Year 7 assessment tasks rewritten to address high level literacy rigour.
  - o Super Six comprehension strategies embedded into Year 7 programs.
  - o Wide reading program established practice in Years 7 & 8.
  - o Explicit scaffolding and modelling of high expectations in writing.
  - o Higher order assessment tasks utilised to raise expectations.
  - o Specialist support in intensive instructional writing.
  - o Corporate marking and effective feedback.
- In 2016 all Year 7, 8 & 9 students mapped against the Literacy Continuum through the Literacy Team. Marking criteria developed explicitly linked to the continuum. Sample scripts collected and retained demonstrating growth against the continuum clusters. Results of the findings distributed to staff and tabled at executive meetings• As at June 2016, 86% of Year 9 students are working at cluster 14 or above, which is above our school plan improvement measure target. • 2016 NAPLAN Year 9 has students in the top 2 bands exceeding state data in writing.

##### Student Numeracy;

- With the Bump It Up Strategy being introduced during term 3 2016, student numeracy has only had a limited time to become established within school strategic directions. The following strategies were attained in 2016;• Establishment of a numeracy team and development of an Action Plan through to the end of 2017;• In depth data analysis from 2015 and 2016 NAPLAN to identify key numeracy deficit areas; • NAPLAN style quick quizzes written and introduced booklet style. • Student self assessment included; • NAPLAN classes established on SMART for Year 8 and 9; • Trial digital resources for future purchase. Investigate application of I-Pads in this process; • Budget submission for BIU Numeracy support; • Revise Mathematics Programs for stage 4 ( Year 7 and 8) , 9.5.3 and 9.5.2;• Development of explicit units of work for Year 8 and 9 focussed on skill development in numeracy areas identified in data analysis; • Faculty day for sharing and discussion of implementation of programs.Staff to analyse their own maths classes for 2017 using SMART data– classes already established; • Investigate peer tutoring program for maths– Year 10 for year 7, Year 11 for year 8; • Reporting on student progress; BIU team released to analyse data for years 7, 8 and 9 and provide report.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% of students are assessed at	• Executive presentations NAPLAN and Literacy	Teacher Relief \$2,500



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Cluster 16 against the Literacy Continuum by the end of year 10.	Continuum 2015. • Specific classroom strategies addressing areas identified. • Year 9 students tracked against the continuum, with 86% working at or above expectation. • Literacy team minutes. • Marking criteria explicitly linked to the continuum. • Sample scripts. • Year 7 2015 and 2016 tracked against the continuum to ensure baseline data.	<b>Total \$2,500</b>
Increase from 20.2% of Year 9 students achieving in the top two bands in Reading in 2015 to 24% in 2017 (with a target of 26.2% by 2019).	• 2016 NAPLAN Year 9 has students in the top 2 bands exceeding state data in writing.	Teacher Relief \$3,000 <b>Total \$3,000</b>
Increase from 17.4% of Year 9 students achieving in the top two bands in Numeracy in 2015 to 20.4% in 2017 (with a target of 23.4% by 2019).	• Numeracy Team established and Action Plan 2016–17 developed. • Data analysis to identify key deficit areas. • Specific classroom strategies addressing areas identified. • Student self assessment strategies introduced. • Class structures altered based on data findings. • Investigation into digital resources to support classroom strategies. • Revision of Maths teaching and learning programs.	Teacher Relief \$3,000 <b>Total \$3,000</b>

## Next Steps

### Student Literacy;

- Year 8 proforma used by English staff to place all year 8 cohort 2016 into an appropriate cluster with attached strategies.
- Year 9 proforma created and applied to all Year 9 classes mapping students against the literacy continuum clusters.
- Middle School staff revise Year 7 cluster placements and strategies
- School Plan rewritten to incorporate Bump It Up focus on Reading and target of 6% increase in top 2 bands of Year 9 NAPLAN by 2019.
- Explicit item analysis of 2016 NAPLAN data – reading and writing.
- Program revision in Years 8 & 9 English curriculum to incorporate explicit strategies addressing data findings.
- Presentation to executive of data analysis and intervention strategies of 2016 NAPLAN.
- Year 7 proforma used by Middle School staff to place all year 7 cohort 2017 into an appropriate cluster with attached strategies.
- External standardised testing of students within BIU.
- Year 8 proforma used by English staff to place all year 8 cohort 2017 into an appropriate cluster with attached strategies.
- Year 10 to be tested against continuum to assess growth.
- Year 9 proforma used by English staff to place all year 9 cohort 2017 into an appropriate cluster with attached strategies.
- Analysis report to be written by English staff regards the Year 10 test and the strategies used to improve knowledge and skills in literacy. All HTs to also write a report from all KLAs as feedback for the Literacy Team.
- Professional Learning time given to feedback from all HTs at Executive meeting.

### Student Numeracy;

- Implementation of targeted units through the Mathematics curriculum for the identified classes;
- Data Collection: Quick quizzes; Digital quiz data eg Google forms
- Tracking data
- NAPLAN quizzes based on the booklet. Authentic assessment will be in place and staff to record results.
- External assessment
- Reporting on student progress – BIU team released to analyse data for years 7, 8 and 9 and provide report;
- Ongoing implementation of targeted units through the Mathematics curriculum for the identified classes.
- Specific NAPLAN practice
- NAPLAN Testing including breakfast snack supplied to years 7 and 9 each day.
- Evaluate effectiveness of BIU Numeracy interventions– inform planning for 2018 school planning cycle.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Low level adjustment for disability</b>	Through Strategic Priorities 1 & 2 our impact ensure a range of student support programs were in place; significant teacher professional learning was undertaken; strategic employment of support staff; and all team milestones were attained.	\$47,358
<b>Socio-economic background</b>	Through strategic priorities 1 & 2 our impact was; a range of significant student support programs were put in place; significant teacher professional learning was undertaken; strategic employment of key support staff; flexible and collaborative learning spaces were established supporting learning attainment for all students; and all team milestones were attained.	\$57,968
<b>Support for beginning teachers</b>	Through Strategic Priority 2 individualised mentoring and significant professional learning supported a range of early career teachers specific to individual needs.	\$113,6900
<b>Aboriginal background loading</b>	Through strategic priorities 1 & 2 our impact was; a range of significant student support programs were put in place; significant teacher professional learning was undertaken; strategic employment of key support staff; flexible and collaborative learning spaces were established supporting learning attainment for all students; and all team milestones were attained.	\$22,650
<b>English language proficiency</b>	Through strategic priorities 1 & 2 our impact was; a range of significant student support programs were put in place for our EALD students; significant teacher professional learning was undertaken; strategic employment of key support staff; and all team milestones were attained.	\$42,784

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	370	371	361	373
Girls	423	393	383	380

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	92.5	92.8	92.8	92.1
8	91.4	89.3	89.8	89.5
9	88.5	88.2	88.2	87.5
10	87.6	89	88.1	85.4
11	89.3	89.7	88.5	88
12	91.2	91.1	91	88.6
All Years	90.2	90.1	89.6	88.5
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

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	6
Employment	5	80	15
TAFE entry	95	20	20
University Entry	0	0	50
Other	0	0	5
Unknown	0	0	4

### Year 12 students undertaking vocational or trade training

In 2016 we had 23% of Stage 6 students enrolled in both school delivered and TAFE delivered vocational courses. Our SVET courses included Retail and Hospitality.

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

100% of Year 12 students completing Year 12 in 2016 attained an HSC or equivalent Vocational Educational qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	1
Head Teacher(s)	9
Classroom Teacher(s)	41.2
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	16.68
Other Positions	4.8

\*Full Time Equivalent

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. Three members of staff identified 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	94
Postgraduate degree	6

## Professional learning and teacher accreditation

Teacher professional learning (TPL) was again an area of significant focus in 2016, underpinning key areas of strategic planning. In 2016 the school committed the equivalent of \$386,314 in funds towards teacher professional learning. This was made up from; flexible staffing component (25%), Equity funding(35.5%), Beginning Teachers funding (26%) and DoE Global funding (13.5%). This compares to a total of \$330,000 spent in 2015. In 2016 the school accessed 396 'events' ) – both whole school PL and individual PL combined. Of this, 386 individual PL applications were approved. 2016 TPL covered 39 broad areas of learning. Individual TPL applications covered 31 of these, with the remaining falling into whole school areas

Of the 396 TPL events, 39% were directly aligned with our School plan Priorities (not including CPL). These can be broken down into;

- Student Resilience and Wellbeing (28%)
- Leadership (3%)
- 21st Century Learning (27%)
- Learning Culture (24%)
- Teacher Accreditation (3%)
- Student Literacy & Numeracy (13%)
- Strategic Communication (2%)

Key areas focussed on in individual TPL were;

- Curriculum Development (18%)
- Pedagogical Development (12%)
- Welfare and Disabilities (21%)
- Administration and Capacity Building (14%)
- Leadership Development (11%)
- Vocational Education (8%)
- Extra Curricular and Sporting Skills (4%)
- Assessment and Reporting (2%)
- Classroom Management (2%)
- ICT (2%)
- Teacher Accreditation (2%)
- Teacher Wellbeing (3%)

Key areas focused on in whole school TPL were;

- Innovation in pedagogy
- Compliance training
- Collaborative peer learning
- Implementing Sentral
- Teacher accreditation
- Safe Schools Coalition
- 21st Century learning in practice
- Learning culture – implications from educational research
- Media releases
- Learning culture – personal best and Henry projects
- Learning culture – collaborative curriculum design and learning spaces.

Key areas focussed on in executive TPL were;

- Neuro Teaching and adolescent development
- Active Leadership
- Managing challenging staff

- Performance conversations and links with professional standards
- NAPLAN analysis and holistic approaches
- Sentral reports.

In 2016 the school had 9 early career teachers who received beginning teachers funding. 23 teachers are involved in Board of Studies Teaching and Educational Standards (BoSTES) accreditation processes. Of these 10 were working towards accreditation at Proficient and 13 were maintaining their accreditation at Proficient. One member of staff was seeking voluntary accreditation at Highly Accomplished. All early career teachers are provided with ongoing support and guidance from experienced members of staff, and set specific professional learning goals as reflected in their Professional Development Plan.

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

### Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

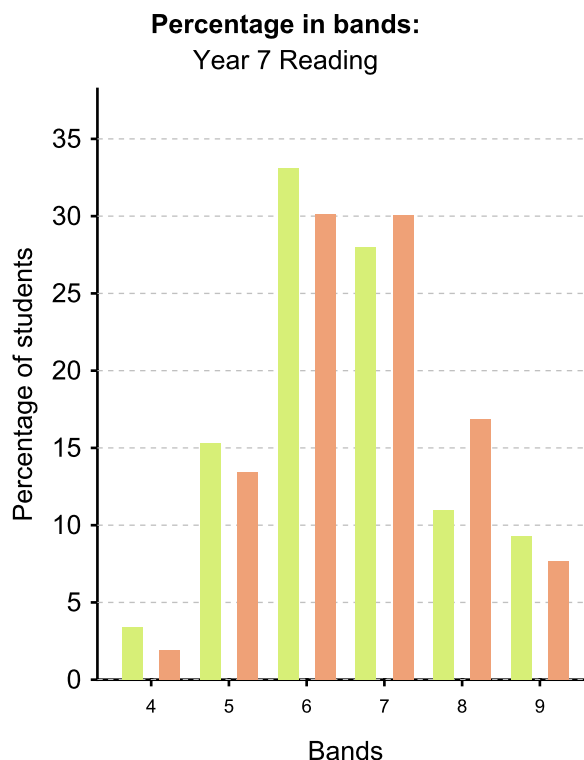
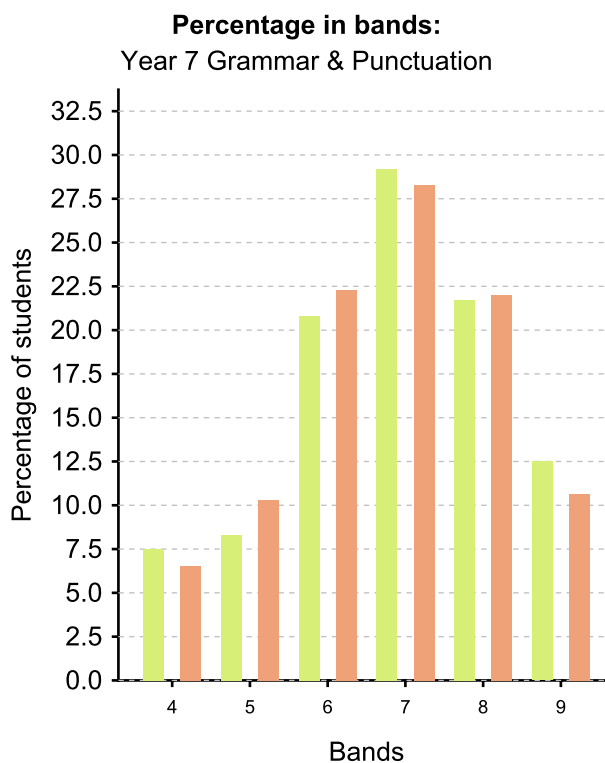
Income	\$
<b>Balance brought forward</b>	<b>525 376.50</b>
Global funds	733 687.31
Tied funds	580 379.35
School & community sources	373 345.35
Interest	12 291.81
Trust receipts	54 594.70
Canteen	0.00
<b>Total income</b>	<b>2 279 675.02</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	237 719.18
Excursions	221 841.50
Extracurricular dissections	73 743.70
Library	6 409.36
Training & development	0.00
Tied funds	568 906.29
Short term relief	146 837.90
Administration & office	243 764.99
School-operated canteen	0.00
Utilities	167 603.08
Maintenance	84 709.50
Trust accounts	68 171.43
Capital programs	0.00
<b>Total expenditure</b>	<b>1 819 706.93</b>
<b>Balance carried forward</b>	<b>459 968.09</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

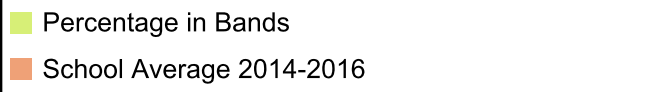
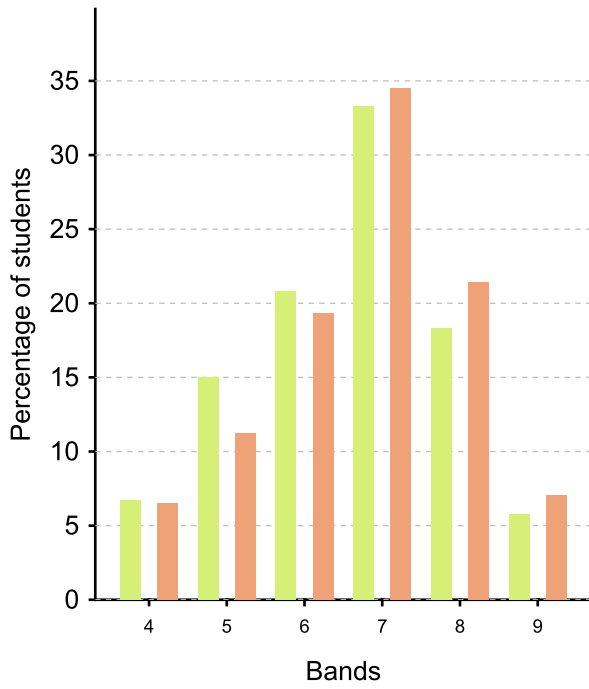
### NAPLAN

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.

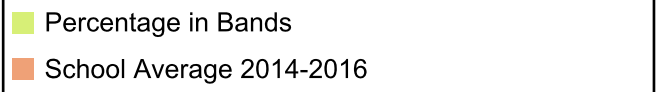
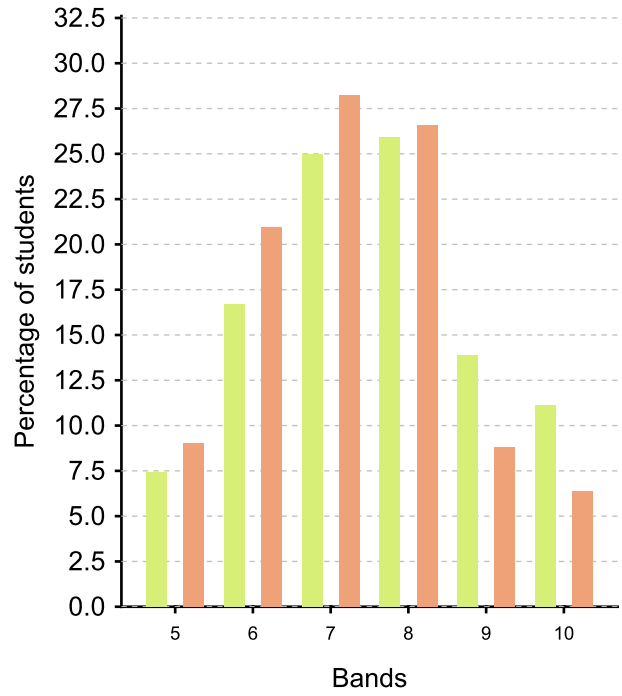




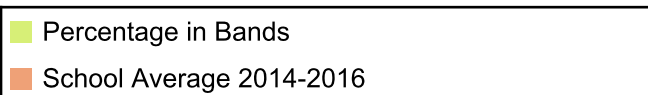
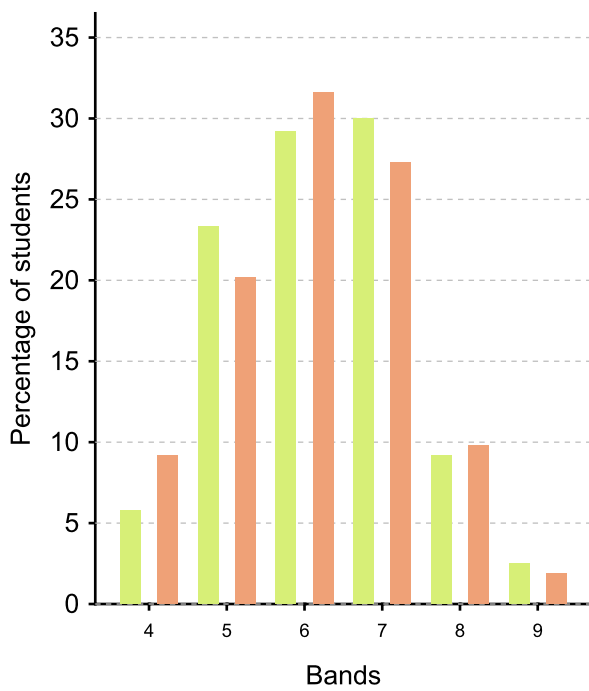
**Percentage in bands:**  
Year 7 Spelling



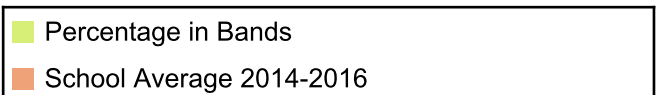
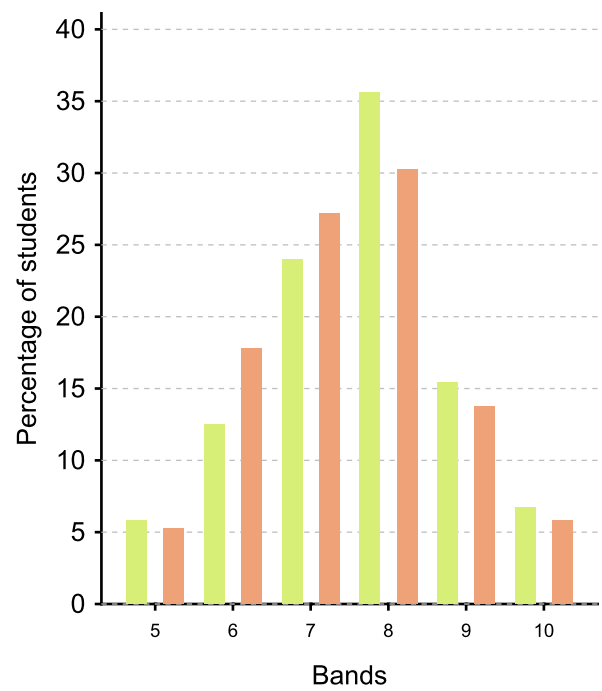
**Percentage in bands:**  
Year 9 Grammar & Punctuation



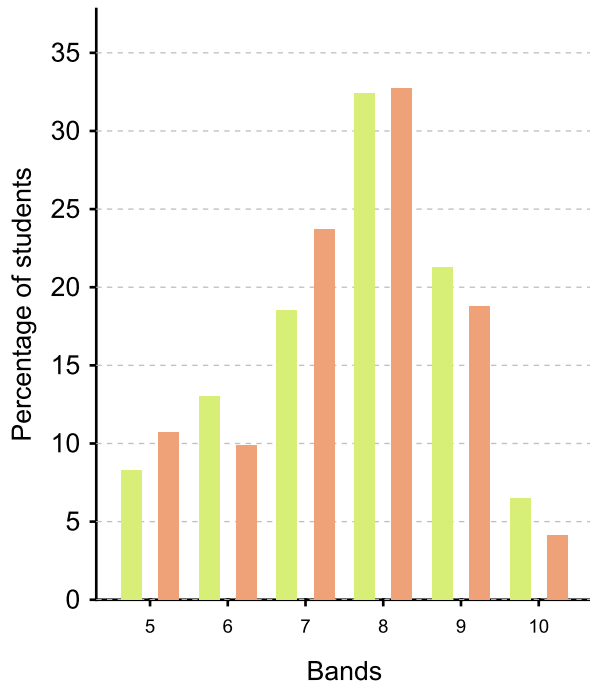
**Percentage in bands:**  
Year 7 Writing



**Percentage in bands:**  
Year 9 Reading

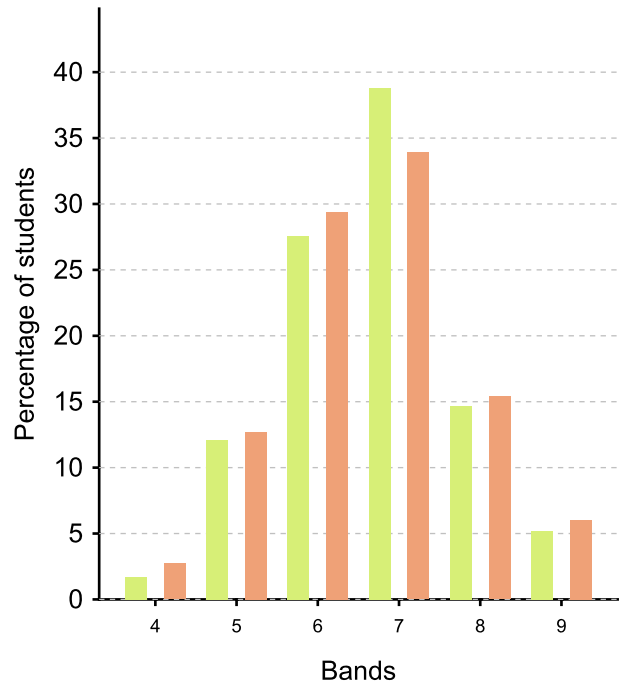


**Percentage in bands:**  
Year 9 Spelling



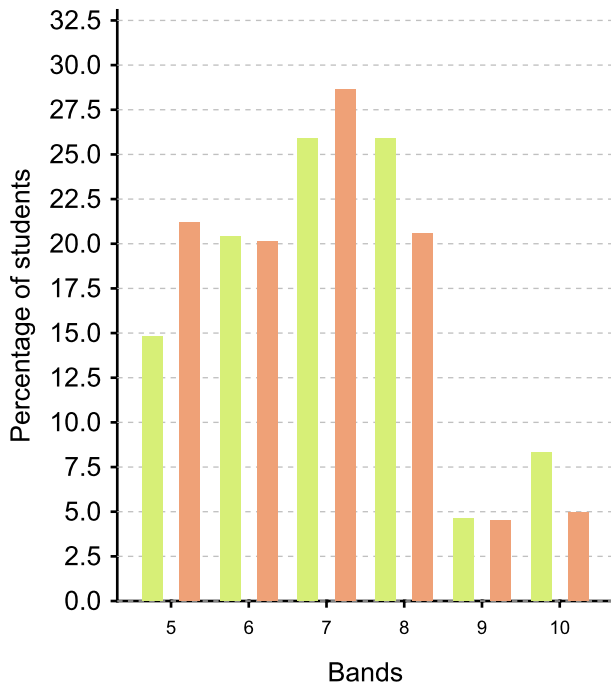
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 7 Numeracy



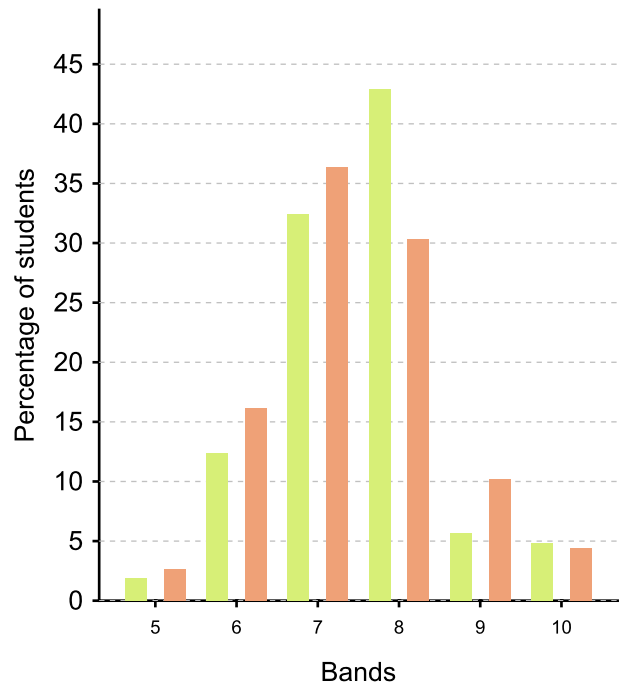
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 9 Writing



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 9 Numeracy



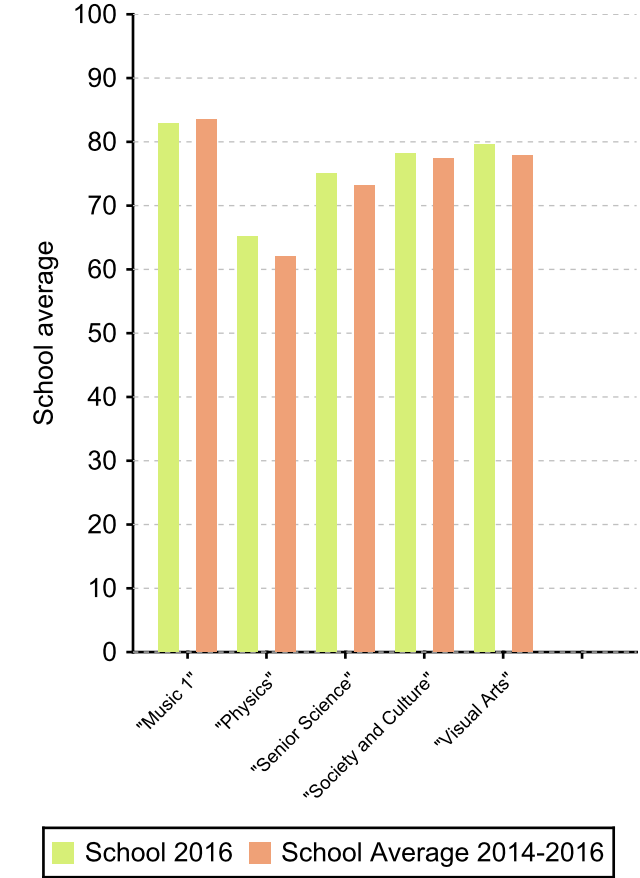
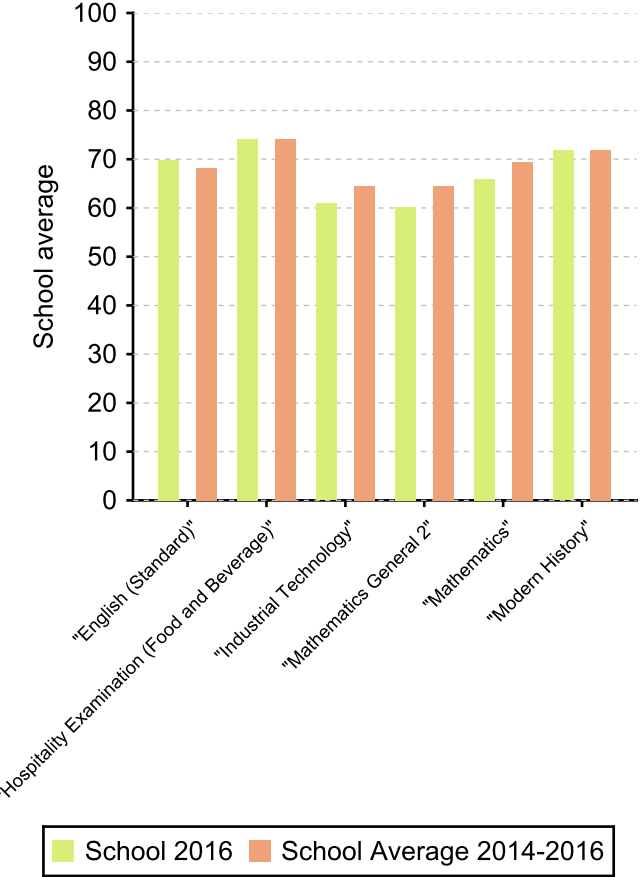
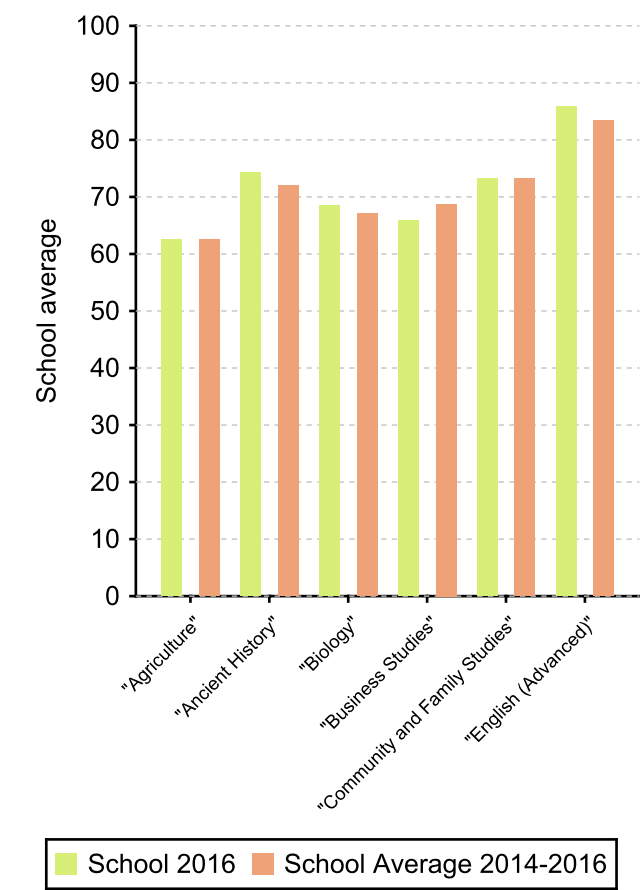
Percentage in Bands  
School Average 2014-2016

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.

Reflecting mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results*, in 2016 Henry Kendall High School had 23% of students achieve in the top two bands of NAPLAN in Year 9 Reading, and 11% of students achieve in the top two bands of NAPLAN in Year 9 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).



### Parent/caregiver, student, teacher satisfaction

Throughout the preceding years the school directly engaged the three stakeholder levels of the school community – students, parents and teachers – in extensive survey's, working parties and focus groups in

development of the School Plan 2015–17. 2016 was a year in which there was a significant focus on ensuring quality implementation of the School Plan and made a conscious decision to engage with our stakeholders informally, however with provision of extensive information to stakeholders about the progress attained. Throughout 2016 the school received a large amount of informal feedback that indicated significant satisfaction from all stakeholder groups. In particular, letters from parents, were overwhelmingly positive and indicate a very strong level of satisfaction with the school.

## Policy requirements

### Aboriginal education

2016 has been a productive year for our ATSI students and staff. Our Norta Norta program continues to be implemented and the program has been influential to all students in their academic studies and wellbeing evident in increased levels of school attendance, retention rates and increased engagement in all school activities. Our tutors have assisted all students in the areas of literacy across all KLA's and have been instrumental in completing scholarships and school-based traineeship applications. Through our Individual Sponsorship Program students have been offered tutorial assistance through study periods, with assessment tasks and general in-class work. Staff have also assisted students in applying for vocational positions, interview skills, resume writing and university transition visits.

The cultural room has brought many students and their families together with the greater community. We had our Cultural Enrichment Day where many students and their families placed their hand prints on our community wall in F1. This year we have participated in an Acknowledgement of Country workshop with Katie Clulow and Jeb McMinn where our students wrote their own Acknowledgement/Welcome to Country which they now read out every morning at roll call.

Henry Kendall High School places a high emphasis on partnerships with local AECG, Aboriginal parents and community members. The local AECG (Cooinda) support our students and parents in cultural competencies and understanding of outcomes. Our students have been provided with opportunities such as annual implementation of Personalised Learning Plans helping to support students and plan, with parents, family and teachers, their learning goals for the year. To enhance this process we have also run the iBelieve program with Dominic Dates with our junior students. This program focuses on self-esteem and self-belief and every year shows great engagement with our students and their beliefs in themselves as learners and individuals.

Our Aboriginal Leadership Group continues and had 34 ATSI students involved where they meet every morning and are kept up to date with school, community and national Indigenous perspectives and issues. Earlier on this year all our Indigenous students enrolled in a cultural program through Macquarie University's

Walanga Muru Office of Indigenous Strategy, where they spent time with Amelia Corr, a Bundjalung woman, who provided lessons and guidance in Aboriginal history, culture and knowledge. Our students learnt about many aspects of Aboriginal culture and what has been most rewarding is to see our students now embark on their own personal journeys of learning about their family history and their people. The group composed an artwork which now hangs in our room and unites all of us who contributed.

### Multicultural and anti-racism education

The 2016 SRC organised a combined event for National Day of Action Against Bullying and Violence 18 March and Harmony Day 21 March. On Friday the 18th March, SRC students distributed wristbands at year assemblies which had 'Bullying no way' written on them. Students also spoke about the National Day of Action Against Bullying and Violence and how that was related to Harmony Day. Posters were made and hung with positive messages about valuing yourself and others. SRC members felt that they were all able to contribute in some way to raise awareness about the negative effects of bullying and to promote an inclusive culture in the school.

At Henry Kendall High School, we currently have 106 students from a Non English Speaking background. 11 Students are on the EAL/D caseload and 7 are receiving intensive EAL/D support. These students display a range of languages such as South Korean; Polish, Chinese, Russian, Indonesian and Columbian.

EAL/D programs focus on English development (oral interaction, reading, writing and responding), assessment assistance, mentoring and wellbeing support. The type and degree of support varies between students on a needs basis and may decrease when the student excels in specific areas. Support for students with low English skills include in-class support (predominantly English), development of conversational English and assessment task breakdown. Students whom may need extra support at a particular time may also be withdrawn in a calm and comfortable environment. Support is also provided to teachers, particularly within the English faculty to support development of these students.

Our students are continually improving and developing confidence within the classroom and playground. This term, two year 12 students received nominations for the DE International Academic Awards at Sydney Opera House. These students are placing within the top 5 for all subjects and continually strive for academic excellence.

Transition between Primary to High School takes place through ongoing communication between EAL/D supports and classroom teachers. These students are closely monitored during first term to ensure they are transitioning appropriately and to identify any problems that may impact on their learning.

### Other school programs

## Creative and Performing Arts

Throughout 2016, the Creative and Performing Arts (CAPA) faculty at Henry Kendall High School (HKHS) has once again continued to build upon our strengths, maximising opportunities for students to achieve and engage with their artistic passions, as well as engaging with their community through extracurricular events. HSC results also continue to be very strong.

- All Creative and Performing Arts subjects achieved outstanding HSC results. 90% of HSC Visual Arts students achieved Bands 4–6. All students enrolled in HSC Music 1 achieved Bands 4–6, with 50% getting a Band 5.
- 50% of students enrolled in the HSC Visual Arts course achieved either Band 5 or Band 6 results. 67% of students enrolled in Music 1 achieved a Band 5 or 6.
- One HSC Visual Arts student achieved a Band 6 and two students enrolled in HSC Music 1 achieved a Band 6 – an outstanding result.
- The annual HKHS Performing Arts Night (PAN) was held in the HKHS MPC in Term 3 with over 150 students involved in a diverse collection of Music, Dance and Drama performances. It was once again extremely well received by audiences and attendance was high.
- The Gosford City Learning Community (GCLC) Performing Arts Night ran once again combining the talents of HKHS students with those of Point Clare and Gosford Primary Schools. A highlight of the evening was the combined choir item featuring students from all three schools of the GCLC performing 'Geronimo' by Shepherd.
- The Peripatetic Musical Instrument Tutoring program continues to run with great success. Throughout 2016, students attended lessons for Piano, Keyboard, Guitar, Bass Guitar and Vocals.
- Our HKHS Dance Ensemble produced some amazing performances for the Central Coast Dance Festival, PAN and Presentation Night. These were all choreographed by the students themselves.
- Visual Arts students in Year 10 once again contributed large scale outdoor installation works to the 'Sculpture on the Green' exhibition and were featured heavily in the event's programme. Students developed their sculptures using video-conferencing technology to contact the Coordinating Artist for the exhibition – Col Henry.
- In 2016, the CAPA and TAS faculties once again combined forces to display HSC Major Works and Projects in our 'VisTAS' exhibition held in Term 3. The evening was well attended and highly valued by parents and students.
- No HSC Drama class ran in 2016, however numbers are strong in the Preliminary HSC course as well as in our Stage 5 class. Drama students performed

brilliantly at PAN. • Several CAPA excursions were held including: a wonderful group of passionate CAPA students went to the Capitol Theatre in Sydney to see the simply magical musical adaption of 'Aladdin'; Photography and Visual Arts students attended 'Sculptures by the Sea' at Bondi Beach; Senior Visual Arts students attended the Art Gallery of NSW for the Archibald Prize and ArtExpress galleries.

- The HKHS CAPA Facebook page continues to operate and has been an ongoing success since 2014. Online interaction is high with over 630 students, parents and other community members following the page. Many are regularly commenting and liking posts created by CAPA staff celebrating student achievement and talent.