

# Kurri Kurri High School

## Annual Report



2017



8177

## Introduction

The Annual Report for **2017** is provided to the community of **Kurri Kurri High School** as an account of the school's operations and achievements throughout the year.

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

TRACEY BREESE

Principal

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### Message from the Principal

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

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

Kurri Kurri High is an emerging leader in future focused delivery, investigating and researching the best ways to serve our community beyond the walls of our school. We are currently leading the way in innovative shifts and changes commensurate with current research. Our school is looking to improve teaching and learning, creating world class teaching practices for all our students. This year we have been a part of future schools collaborating with other Public High Schools in our work. We have created some exciting learning spaces in 2017 and have the focus on creating more future focused spaces in 2018. We know that this is more about the practice that we apply to the spaces and will continue to offer deep Professional Learning to all staff to create exciting lessons and authentic tasks to showcase learning experiences.

A school is so much more than academic results. Whilst these provide a frame and a continuous focus on improvement, the holistic development of the child at the forefront of our work is the most significant factor every single day. The development of 360 interviews for stage 4 have created new and innovative ways to engage parents in the learning experience of their child. We look to fortify this work in the new school plan.

In this work we are preparing our students through our work as a learning community through:

- **shared vision and goals**
- **purposeful and authentic teaching experiences**
- **high expectations**
- **stimulating environments**
- **professional leadership**
- **a focus on teaching and learning**

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

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

## School background

### School vision statement

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

### School context

Kurri Kurri High School was established in 1956 and serves Kurri Kurri and surrounding areas within a low socio-economic context. The school is an active member of the Kurri Kurri Learning Community which involves five partner schools – Kurri Kurri Public, Weston Public, Pelaw Main Public, Mulbring Public and Stanford Merthyr Infants Schools. These schools work together to promote a comprehensive education from Kindergarten to Year 12 in the Kurri Kurri area. Our values of **respect, excellence and safety** are consistent with our partner schools in the Learning Community.

Kurri Kurri High School has over 860 students from Years 7–12 and 65 teaching staff. There are 140 students who have identified as Aboriginal and in 2010 a Junior Aboriginal Education Consultative Group (AECG) was established in partnership with the Korreil Wonnai Aboriginal Education Consultative Group (AECG). We have a strong Junior AECG who are active in the school and local area. Our Learning Centre supports our students with academic and social outcomes, offering all day support for students across all stages of learning.

A strong link exists with the University of Newcastle. Students are provided with significant opportunities through extracurricular activities. Examples include the Manufacturing and Education (ME) program with robotics projects in Year 8 Science and robotics competitions, creative and performing arts and sport.

The P&C Association has provided strong financial support to the school, operating two minibuses for excursions and

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

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

#### Learning

In consultation with all staff and the community, including student focus groups, we looked closely at the SEF document to ascertain our process in the Learning Domain. Our staff in 2017 undertook a number of rich professional learning activities to engage with new research and to actively seek moments where their teaching and learning activities could be rigorous and future focused. In Stage 4, we are certainly tracking to sustaining and growing, with students engaged in developing foundational skills particularly in numeracy and literacy across the Stage. The growth in this area will be seen in results in NAPLAN over the coming few years. There is a full commitment from staff around high expectations for Learning.

We continue to monitor attendance and have shifted our practice to look at the strategies with our newly appointed (2017) Attendance Officer to support fractional truancy and all day absences. In 2018 we look forward to strengthening these processes to see more change.

In terms of wellbeing, the school is tracking at sustaining and growing. Four core teams operate in this space. The Learning and Support Team, The Wellbeing Team, The Aboriginal Education Team and the Positive Behaviour for Learning Team. These groups are fundamental to data analysis and the development of strategies to best support the buoyancy of Wellbeing in the school. Our school also employs 2 Support officers with Additional funds to work on student

conflict and mediation.

The trans disciplinary approach to curriculum delivery in Stage 4 has been a focus. HUB development has developed on the last 2 years with a strong research base and a significant amount of PL. Teaching and learning programs have been recalibrated to be holistic and focused on the general capabilities and future focused skills. Our work with the futures unit in this has been of great benefit to our knowledge and understanding and has been lead by an exceptional team.

Our LAST team, supplemented with extra staffing work with all staff to ensure that we are delivering and working towards sustaining and growing in all areas of differentiation.

## **Teaching**

As a key focus of our Professional Learning, Staff have used the PDP process to guide self development and reflective practice. The introduction of observational rounds has been testament to their commitment to excellence. In response to teachers, the school have designed Faculty and Staff PL time according to the direct goals of the staff they look after. This has created a collaborative and shared approach to learning. Staff are utilising this time to develop and design lessons, review assessments and teaching programs and have quality feedback for students, based on data and evidence sets.

The leadership teams are working to design quality PL sessions that include Twilight sessions to enhance quality teaching. in 2017 we expanded these sessions to include our local High Schools at Cessnock and Mount View to widen our reach and draw on the experts in each of these schools.

The Professional Standards are often accessed to drive our work. The explicit teaching of Literacy and Numeracy as embedded practice in classrooms is evidenced in the high quality professionals of the school.

Our school have been asked to present at a number of local and State events. We also ran ProjectNEST for the second time. This quality PL event was well researched and had over 100 participants in 2017.

## **Leading**

Instructional and distributed leadership are embedded in the structures of the school. The leadership team maintains a focus on improvement and developing the leaders in the school to ensure quality student outcomes. data and the milestones of the school plan are evaluated twice a term to look at tracking and refining our goals. We use design thinking, prototyping and scaling our programs to ensure we are tracking our progress.

Our school plan aligns closely to the needs of our staff and students. We reflect on our practice to ensure quality delivery. School resources are well maintained and shaped creatively for the optimum experiences for al students and staff. We have developed in 2017 an active technology plan to create an equitable solution in the BYOD space of the school. This has had significant community involvement including the TWLIGHT sessions and our work with Cessnock East Public School.

We are consistently looking at ways to improve teacher practice that translate into quality earning experiences and outcomes for all students. We are sustaining and growing in this area.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>



## Strategic Direction 1

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

#### Purpose

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

#### Overall summary of progress

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

**Future focused learning.** In 2017 the Year 7 future focused learning hub structure was implemented. To support its implementation extensive professional learning programs coupled with refurbishment of learning spaces was delivered. The three day ProjectNest unconference held in Term 4 2017 resulted in KKHS staff collaborating to develop project based learning modules based on EOS learning paradigm. Staff meet regularly to refine Stage 4 teaching and learning programs based on the three interdisciplinary themes: Quest, STEM and lifestyle. Five learning spaces and the library have been implemented to support staff implement pedagogical practices which engage students in creative and critical thinking, collaboration and communication. Classroom refurbishment has revitalised Rooms 5, 31, 15, 45, 33, Staff Common Room and the Library. The employment of .6 transition coordinator Years 5 – 8 has strengthened communication between partner schools and broader school community. The Head Teacher's Teaching and Learning role was expanded to review assessment tasks ensuring that future focussed learning skills; collaboration, creative thinking, communication and co-creating were embedded and assessed. As a result, English, HSIE, Mathematics, Creative Arts KLAs submitted tasks for evaluation and refinement.

**Technology** – The employment of an additional Head Teacher Teaching and Learning responsible for implementing BYOD, day laptop loan program and Canvas Learning Management System was established in 2017. By the end of 2017, 68% of Year 7 students were signed up for the BYOD program. The program extended into Stage 6 with at least 20% of Years 11 and 12 students bringing their devices as part of their learning program. During Semester 2 the day laptop loan system was created. Thirty Year 7 students participated in this program bringing the total percentage of year 7 students using laptops or their own devices in learning to 83%. The introduction of Canvas LMS has been a significant initiative throughout 2017. Professional learning activities; workshops, masterclasses, point of need supporting and mentoring has resulted in 88 staff members designing 251 courses delivered to over 800 students. This initiative has been a major achievement in 2017.

**Literacy** Throughout 2017, the Head Teacher Administration role was refined to allow the implementation of the Focus on Writing project. This role was expanded to allow the head teacher led strategies to improve student performance in Literacy and the Higher School Certificate. All Stage 6 assessment tasks were reviewed to ensure writing strategies and marking criteria were embedded in each task. Professional learning workshops, team teaching and mentoring are all incorporated in this role. As a result, specific cross KLA writing workshops that specific writing targeted skills were designed. The success of this initiative is demonstrated by the continued rise in HSC student performance as indicated by improving z-score trends in seven courses delivered in 2017. To address the learning needs of target students a smaller literacy and numeracy support Hub was established. RAM funding resourced the employment of additional teachers and learning support officer as well as learning resources.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All student achievement in literacy and numeracy will be measured, tracked and monitored using NAPLAN. Yr 9 Student average growth rate in: <ul style="list-style-type: none"><li>• reading will improve from 31.5 (2015) to 34.1 (2016) to 37.7 (2017).</li><li>• writing will improve from 1.8 (2015) to 10.5 (2016) to 22.3</li></ul>	HT Focus on Reading and Writing  LAST extra support on HUBS  150,000.00	Student average growth rate in: <ul style="list-style-type: none"><li>• Reading – 2017 target was met with 38.1 average growth rate • Writing – 2017 target was not met, however growth rates improved by 2% from 2016 – 2017</li><li>• Numeracy – 2017 was not met, however growth rates improved by 8% from 2016 – 2017</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
(2017) • numeracy will improve from 43.2 (2015) to 45.0 (2016) to 46.8 (2017)		Student average growth rate in:  • Reading – 2017 target was met with 38.1 average growth rate • Writing – 2017 target was not met, however growth rates improved by 2% from 2016 – 2017  • Numeracy – 2017 was not met, however growth rates improved by 8% from 2016 – 2017
Stage 4 students will progress one year each year along the literacy and numeracy continuum by 2017.	HT Focus on Reading and Writing  LAST extra support on HUBS  150,000.00	Tracking of students using the literacy and numeracy continuum ceased in 2017 because of the introduction by DoE of the literacy and numeracy progressions. In 2017 the tracking of student achievement was trialled at KKHS.
An increase in • student positive behaviour from 72%(2015) to 78% (2016) to 87% (2017) – Yr 7 from 84% 2016 to 90% 2017 • belonging from 47% (2015) to 44% (2016) to 58% (2017) – Year 7 from 61% 2016 to 71% 2017 • engagement from 41% (2015) to 44% (2016) to 44% (2017) Yr 7 37% 2016 to 50% 2017 • Aspirations to complete Yr 12 from 68% (2015) to 77% (2016) to 85% (2017) As indicated by the Tell Them From Me Survey	6,000. VIVO rewards and focus days for student engagement	2017 improvements include an  • Increase in positive behaviour to 79% however, target not met  • Decrease sense of belonging to 43%  • Decrease in students not participating in intellectual engagement to 34%  • Increase in aspirations to complete Yr 12 to 60% This target was not met
Improvement in • teaching strategies from 75% (2015) to 80% (2016) to 85% (2017) as indicated by the Tell Them From Me Staff Survey. Establish future focused learning spaces • 3 spaces (2016) • 6 spaces (2017)	150,000.00	This improvement in teaching strategies target was not met. 77% staff report improved teaching strategies throughout 2017.  Rooms 5, 31, 15, 45, 33, Staff Common Room and the Library have been refurbished.

## Next Steps

### Literacy, Numeracy and HSC

- Explore the use of PLAN, Sentral Curriculum Tracker, to monitor student progress in writing and comprehension along the literacy continuum.

Align LSO and LAST positions to literacy and numeracy targets and intervention programs to the Student Wellbeing Framework.

### Intellectual Engagement

- Increase student intellectual engagement through future focused pedagogies, learning hubs, project based learning, refurbished learning spaces, extra-curricular activities and enrichment programs. Positive behaviours
- Embed PBL and school values into all aspects of the school thereby creating a cohesive and consistent approach to student wellbeing, learning and discipline. Belonging

- Embed Student Wellbeing Framework into practice in all aspects of the school.
- Strengthen student aspirations by establishing post school option plans, diverse senior pathways, alternate exit credentialing.

## Strategic Direction 2

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

### Purpose

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

### Overall summary of progress

To develop a school culture where staff take responsibility for their own learning, strive for innovation and improvement and make strong connections within and beyond school, several strategic approaches were taken:

#### Twilight Professional Learning

Staff professional development was delivered after school in conjunction with Cessnock High School and Mount view High Schools. Both the Head Teacher Teaching and Learning and the Head Teacher Technology coordinated these sessions. These were designed with the strategic directions from all schools in mind and differentiated for staff to select sessions based on their needs as outlined in their Professional Development Goals. These optional sessions have included professional learning on Technology, Aboriginal Education and Literacy. There have been opportunities for staff to demonstrate leadership through delivery of sessions and opportunities for improvement through collaboration with staff within their Key Learning Areas from other schools. At the beginning of this year, 91% of staff recommitted to this form of professional development in 2018 and over 80% of staff indicated that there is enough variety in the sessions.

#### Instructional Rounds

All teaching staff participated in Instructional Rounds as an avenue to complete one of the observations as part of their Professional Development Plans. These rounds were an opportunity to observe each other's lessons and provide feedback. Staff were placed into cross faculty and stage groups, allowing for staff to discuss pedagogy with peers and improve practice through substantive discussions. 64 observations occurred over Term 1 in 2017, evenly across the three stages across the school. These rounds opened up communication between faculties, increasing opportunities for cross KLA collaboration.

#### Strategically Planned Professional Learning

Professional learning in 2017 was planned from a collation of Professional Development Plan goals. These were grouped by interest areas and needs, and then planning was completed around those goals. Both Head Teacher Teaching and Learning and Head Teacher Technology also provided a creative professional opportunity for staff to experience future focused skills such as collaboration and creativity through authentic projects. Staff were grouped by common interests to complete a project during Term 2 and presented to a full staff meeting at the end of the term. Staff also were able to access in school coaches for targeted improvements around FoW, FoR with Anne Morrice and Future focused pedagogies through work with Pip Cleaves.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff members have developed and implemented a detailed and effective Professional Learning Plan in line with School management plan.	78,000.00	<ul style="list-style-type: none"><li>• 122 goals, all set against the teaching standards grouped into ICT, Classroom Management, Future focused skills, FoW/FoR reflecting the strategic directions</li><li>• 68% of staff indicated in TTFM that they believed senior staff were leading improvement.</li><li>• Year 7 reporting data shows a 100% increase in Mastery of Future Focused Skills such as collaboration, critical thinking and communication</li></ul>
Quality teaching and learning practices across the school, demonstrated through differentiated lessons and	25,000.00 PL time from RAM equity Funding	<ul style="list-style-type: none"><li>• 100% participation in Rounds, 64 observations in total.</li><li>• 90% of staff opted into Twilight sessions. 75% of staff agreed that they enjoyed attending these.</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
assessments to improve student achievement.		<ul style="list-style-type: none"><li>• Coaching with Anne Morrice and Pip Cleaves: 100% of staff who worked with Pip found their practice had improved, and they had a better understanding of Anne Morrice's pedagogy.</li></ul>

## Next Steps

- Differentiate professional development for staff, providing greater opportunities for staff choice.
- Increase the "reach" of 'in school' coaching through staff driven opportunities
- Continue Instructional Rounds, expanding them to incorporate non – negotiables such as Literacy, Numeracy and Future Focused skills. Provide greater structure to enable staff to engage in substantive feedback to improve practice.
- Increase opportunities for cross faculty planning and collaboration.
- Strategically plan for all staff to complete EOS 5P professional learning to ensure consistency in all project based learning delivery.



### Strategic Direction 3

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

### Purpose

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

### Overall summary of progress

In 2017, Strategic Direction 3 aimed to ensure consistent high standard educational practices were in place across the Kurri Kurri Learning Community and throughout Kurri Kurri High School. To support the achievement of this Strategic Direction product of ensuring that local community links are in place to support and inspire student aspirations. The Annual Business Breakfast is the first of events in the Kurri Kurri High School calendar to engage local businesses. In 2017 the Business Breakfast was focused on positive community relations and student behaviour. Keynote Speaker Lakin Agnew from Cessnock Youth Centre Outreach Services, spoke of the concerns within the local community and the importance of a joint approach to support young people. Following this, Marilyn Burton, Principal, Pelaw Main Public School, introduced the KKLC Positive Behaviour for Learning initiative. This breakfast was attended by over 80 local community members and organisation, demonstrating an ongoing commitment to the schools within the KKLC from local businesses and organisations.

Post school pathways are utilised as a positive measure of student achievement and the outcomes of linking within the local community. Students in Years 10, 11 & 12, have engaged with outside agencies, local tertiary education providers and employers throughout their senior years of education. Surveys with students who graduated Year 12 indicate that 30% of students entered University, a further 8% attending TAFE and 38% entering the workforce. This supports the positive pathways and tertiary / vocational education that is taking place within Stage 6 to make positive decisions regarding their future. To support the development of creative and innovative learning opportunities Kurri Kurri High School introduced a Bring Your Own Device policy and engaged a number of pedagogical coaches. To assist aligning practices within the KKLC, Anne Morrice extended her work within partner primary schools to demonstrate literacy pedagogy within KKHS. All faculties worked with this coach to assist in improving the delivery of literacy within their classroom. Also in 2017, Pip Cleaves was utilised to support the development of Project Based Learning and innovative technology within to classrooms including the implementation of Canvas Learning Management System. As a result student learning was transferred onto Canvas and faculties introduced OneNote faculty folders to assist in the management of essential planning documents and staff Personal Development Plans.

In 2017, Year 7 parent conferences were introduced to implement a student focused 360 degree interview to increase parent engagement with the school. This new process is aimed at increasing parent and family participation in student learning events with students presenting samples of their learning activities and explicitly linking these to their projects. Student centred conferences allow students to demonstrate their own understanding of their learning and discuss areas for improvement. Throughout 2017, three 360 Parent Conferences were held with overwhelmingly positive responses with 53% of parents attending rating the interviews 'five stars' and 34% giving the process 'four stars'. Although parent attendance at these events decreased throughout the year, overall attendance and feedback were very positive. Feedback from these events will be utilised to ensure improvement in 2018. Student attendance continues to be an area of concern within Kurri Kurri High School, with overall attendance of 83%. This is a decrease of 2.58% from 2016. Year 11 and 12 attendance data continues to be the highest rates within the school with 87.5% of attendance. Year 10 attendance data is the lowest overall within the school of 80% for the year of 2017, demonstrating a need for a focus within year 10 to ensure engagement within school. Overall, it is essential that attendance is an ongoing focus for improvement within Kurri Kurri High School. In 2018, Kurri Kurri School introduced a new system to record and promote positive student behaviour, achievement and educational outcomes.

The VIVO reward system is an electronic system, aligned to school values, in which students are awarded points (called VIVOS) which students can then save and spend on a range of products in the online VIVO shop. In 2017, teachers within Kurri Kurri High School, embraced the VIVO system with a total of 171751 points being awarded throughout the year. In total Year 8 received the highest number of VIVOS every term, receiving 34% of all VIVOS rewarded. In 2018, the VIVO system will be expanded to establish closer links to our school values of Respect, Excellence and Safety. Tell Them From Me data was utilised to attempt to achieve another improvement measure of improving 'Belonging' as measured in TTFM data in Year 7 from 70% in 2015 to 74% in 2016 to 76% in 2017. Unfortunately, this result in 2016 was 43% for the whole school, a decrease from 2016. Year 7 did demonstrate the highest score for all students (67%) demonstrating that transition activities, including Peer Support, and attempts to consolidate students positive relationships at school are having a positive impact on Year 7. Positive Relations at school was 68% which is decrease of 8% from 2016. Increasing links within the local community, including student support and wellbeing days indicate

successful and positive participation from students, which is something that must be a focus for 2018.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
students regularly attend school, are engaged in their learning, and complete their HSC, or have a successful post school pathway	LAST support in Study centre  0.6 and 0.4  104,000.00	Student attendance is slightly below state average, however, this many year groups are above this figure.  Attendance officer employed in 2017 to support this.
Accelerate improvements in the educational outcomes of all students, through high expectations	Transition Coordinator and Studio School research  0.4  46,000.00	Surveys with student who graduated Year 12 indicate that 30% of students entered University, a further 8% attending TAFE and 38% entering the workforce. This supports the positive pathways and tertiary / vocational education that is taking place within Stage 6 to make positive decisions regarding their future.
Increased parent / family participation in home school partnerships	parent learning groups  HT Stage 4 research and HUB review  35,000.00	Still an area for improvement, however, online booking for parent teacher evenings, 360 parent conferences were all introduced in 2017 to support the engagement of parents and families within KKHS

### Next Steps

Employment of a Head Teacher Engagement, increasing the role of the Year Advisor in 2017, and the introduction of Positive Psychology will lead to an increased sense of belonging from all students within Kurri Kurri High School in the coming year.

Ongoing support from pedagogical coaches.

Increasing 360 Parent Conferences in to Year 8

Further alignment of VIVO rewards to school values.

## Strategic Direction 4

### Purpose

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

### Overall summary of progress

The Aboriginal Education team, combined NAIDOC events are a wonderful celebration of culture and a great opportunity to showcase and share talents across our Kurri Kurri Learning Community. Feedback from all schools, regarding the launch and initial reaction to MGoals was positive but the follow-up in using MGoals, is not as consistent as we'd hoped for due to a number of issues in schools, including the amount of teacher-time required to monitor/review goals and plans and lack of/poor quality internet access for some families.

Schools in the Kurri Kurri Learning Community continue to embrace Stronger Smarter and 8 Ways of learning, with all schools now taking responsibility for up-skilling their own new staff members in these methodologies, at the beginning of each school year.

Surveys with student who graduated Year 12 indicate that 30% of students entered University, a further 8% attending TAFE and 38% entering the workforce.

The combined Staff Development day in Term 2 included presentations on positive psychology, and also highlighted current practices in KKLC schools including restorative justice, learning Hubs and writing strategies. Positive psychology will be a major focus for professional learning and collaborative practice for the KKLC in 2018.

Curriculum/aspirations committee. Work of this committee in combining with early childhood providers and community support agencies has been effective in establishing links that support families with children 0–8 and their engagement with health services, early education and in making links with their future schools.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
average school attendance for Aboriginal students above 90% in all settings	\$4061	Funds expended across the KKLC have supported transitions for Aboriginal students and cultural and academic programs to engage students. Attendance for Aboriginal students is near or above 90% in all settings
Completion rate of HSC or movement to successful post school pathways	\$0	Positive pathways and tertiary / vocational education continues to support students in Stage 6 to make positive decisions regarding their future, as evidenced in the Pathways Survey data.
Evidence of community engagement with community services and agencies and the KKLC group of school	\$4835	Establishment and implementation of Community PBL was a focus towards achievement related to this measure. Community PBL has extended its business and community partners in the local area, who are involved in recognising students demonstrating the community PBL expectations and awarding BASAs. This is being effectively implemented within the KKLC.
Partnership established with community services in motivation, engagement and challenge across KKLC schools	\$10347	The Kurri Kurri Early Connections committee continued to operate within the . Attendances at two key events, the Community Expo and Teddy Bears picnics have increased, with agencies reporting follow up in connecting with families.  Kurri Kurri Community Centre and Hunter

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Partnership established with community services in motivation, engagement and challenge across KKLC schools		Headspace utilised spaces at KKHS to support students and families with youth workers and adolescent counsellors.
Cluster data for TTFM identifies improvements in motivation, engagement		TTFM data indicated that KKHS student motivation was within 5% of state Norm.
data related to participation in programs supported transition points from & to school leaving collated	\$40000	Combining with early childhood providers and community support agencies has been effective in establishing links that support families with children 0–8 and their engagement with health services, early education and in making links with their future schools. Surveys with student who graduated Year 12 indicate that 30% of students entered University, a further 8% attending TAFE and 38% entering the workforce.
Staff participation in professional learning and collaborative practices across the KKLC	\$24146	<p>Quality teaching rounds continued to be implemented across the KKLC in 2017, with an increased number of facilitators trained. QTR enabled professional interaction and sharing of practice for teachers K–12.</p> <p>Additional combined PL for the KKLC included programs related to Aboriginal education and debating.</p>

## Next Steps

A review of the KKLC teams have established new teams and focus areas into Curriculum, Positive Psychology and Professional Learning.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$102,389	<p>Kurri Kurri High School is committed to Aboriginal education and to improving the experiences and maximising outcomes for the 132 Aboriginal and Torres Strait Islander students enrolled in the school during 2017.</p> <p>Aboriginal students from Years 7–12 were assisted through the provision of in–class support as well as one–on–one support in the school's Learning Centre depending on their individual needs. Our curriculum has also been enhanced by the delivery of Aboriginal language classes by Mrs L'Green.</p> <p>Trend data for Year 7 NAPLAN results demonstrated improvement in all areas of literacy and numeracy with the exception of the writing component. Year 9 NAPLAN student growth data also demonstrated positive growth in all literacy components. This result highlights the need for further development in numeracy components for this cohort.</p> <p>An Aboriginal Education Team was established in 2017 to help drive Aboriginal education initiatives across the school. One of the first initiatives of this team was the establishment of an Aboriginal Mentoring Program to ensure that all Aboriginal students in Years 10 and 11 had a staff mentor to assist them in dealing with any concerns which may have a negative impact on their achievement of outcomes. It was great to see so many staff volunteer to be part of this program and students showed genuine appreciation for this additional layer of support.</p> <p>The school adopted the MGoals platform this year as a tool to create Personalised Learning Pathway Plans for all Aboriginal students in consultation with families. This tool allows for more effective communication between students, parents and carers and the school and has inbuilt properties the help students achieve their goals by following a number of steps to success.</p> <p>As a measure of our success for HSC students, 33% of our Aboriginal students who completed the Higher School Certificate last year have moved on to university studies, 45% have gained employment and 22% remain unemployed, which is in line with the broader Hunter region youth unemployment rate of 21.8%.</p> <p>The Junior Aboriginal Education Consultative Group continues to provide exceptional leadership development for the students involved. Testimony to the quality of these young leaders is the regularity with which they are invited to present at other schools, staff development days and community events.</p>



<b>English language proficiency</b>	\$7,895	Employment of a School Learning Support Officer was used to increase students' participation and engagement in learning and formal assessment initiatives which resulted in students being awarded NSW High School Certificate and Record of School Achievement.
<b>Low level adjustment for disability</b>	\$352,150	Regular Learning and Support Team meetings took place to monitor students' progress and arrange further support where appropriate. Specialised programs included Individual Learning Plans, Personalised Learning Plans Peer support programs, Fluency programs, Literacy and Numeracy programs, Mindfulness and social skills programs were used to address specific student learning needs and to enhance the academic achievement of all students with a specific learning need, were completed by Learning and Support Teacher (LaST) in consultation with students and parents/caregivers. In 2017 this funding was used to provide targeted students with support to develop their academic, physical, social and emotional needs. The Learning and Support Teacher worked collaboratively with classroom teachers and Student Learning Support Officers (SLSO) to provide assistance to students across all stages to access the curriculum.
<b>Socio-economic background</b>	\$1,054,418	<p>These funds were expended on a number of programs as shown in the strategic directions of the school.</p> <p>The greatest expenses being the employment of staff. This has included:</p> <p>Extra Deputy Principal</p> <p>HT BYOD Technology</p> <p>SASS support for Attendance</p> <p>Student Assistance funds</p> <p>BYOD support with Devices</p> <p>Technology co-coordinator</p> <p>Business Manager</p> <p>Extra LAST teachers to supplement the Learning Centre</p> <p>Extra teachers on HUBS in Year 7</p> <p>Future Focused Learning areas</p> <p>Upgrade to Library Space</p> <p>Professional Learning experiences for all staff</p>
<b>Support for beginning teachers</b>	\$45,814	Each new teacher was given time in their regular timetable for support and mentorship. Some temporary teachers took their allocation in full days and PL training as required.

Support for beginning teachers	\$45,814	<p>Some training was designed as part of the full induction processes within the school.</p> <p>Project NEST was also a big component of new teachers and their professional development.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	414	416	397	427
Girls	402	419	437	403

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	91.8	89.4	90.7	87.2
8	90.7	86.2	84.4	87.4
9	88.2	87.4	81.8	84.1
10	85.8	87.6	86.2	82.6
11	86.9	85.9	85.7	87.8
12	87.6	90	85.5	90
All Years	88.7	87.7	85.7	86.4
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

### Management of non-attendance

Overall, attendance improved from 2016, with significant gains in both Year 8 and Year 9 and in the senior years. Whilst still below DOE attendance rates positive growth can be attributed to the implementation of a number of processes in 2017. Throughout 2017, student attendance was monitored through the employment of an Attendance Officer and regular review of attendance through Year Advisor role statement and Student Welfare meetings. The appointment of a dedicated SASS staff member to monitor roll marking and student attendance has significantly improved both the accuracy of attendance registers and point of contact with parents and community. Kurri Kurri High School continued to work in partnership with the Home School Liaison Officer to support students in transitioning into regular attendance or exploring post school pathways. Students enrolled in Alesco and other alternative learning settings also

supported reengaging students in their learning.

Student expectations were targeted through the implementation and strengthening of the school values utilising data and staff professional learning to positively reinforce students displaying the school values of excellence, respect and safety. Students were supported with a range of career activities engaging with the local community and tertiary organisations. For 2018, the establishment of the SNAC Studio School for STAGE 6 is designed to increase student engagement and improve student attendance, establishing further community connections and real world experiences. The appointment of a Head Teacher Engagement and Retention who will coordinate the attendance team (the Attendance Officer, SNAC Studio School and SASS Attendance Officer) and attendance programs to further support student transitions from Stage 3 to 4 and Stage 5 to Stage 6 and beyond will build upon successes achieved in 2016.

### Structure of classes

**Guided by the work and research of global experts, our teachers and leaders have contextually designed and developed innovative ways of learning, beginning with new pedagogical practices in Stage 4.**

This pioneering work was undertaken in May of 2016, with implementation beginning in 2017. The expectation of the work is to engage students in higher levels of engagement and see the learning as meaningful to their lives. Teachers have undertaken many hours of extra Professional Learning to develop their skills and refine their knowledge as teachers. This has included embracing a Co-Teaching model of learning.

### HUB DEVELOPMENT

In 2017 we embarked on a journey of future focused learning in Stage 4. The structure and delivery of curriculum to these classes has seen a shift in the way we 'do' school. Students in Year 7 learn in HUBS. These learning groups shift into Pods and Huddles. BYOD was implemented for year 7 in 2017 with a 78% uptake from our students. Teaching staff co-teach in these spaces with the co-constructed delivery of work. Students learn in authentic projects that help to develop them to become critical thinkers, collaborative workers and independent learners.

### MOVING ON

In 2018 we will be reviewing Stage 5 to look at innovations in how we may shift teaching and learning to better meet the needs of our students. Student voice will be a key area for this work.

### STAGE 6– STUDIO SCHOOL

Offering an alternate pathway has been a key area of review in 2017. In 2018 we have engaged a teacher, Mr Buswell to begin a new pathway for those students who would like to move into the work of work. This new

program has already attracted 24 students for the first class in 2018.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	7.14	15.5
Employment	36.66	57.15	37.6
TAFE entry	16.66	7.14	8.75
University Entry	0	0	29.9
Other	43.33	28.57	8.25
Unknown	3.33	0	0

In March 2018, all Kurri Kurri High School HSC graduates from 2017 were contacted for the purpose of the Post School Destination report. Of the 2017 HSC cohort 34 (42%) students were undertaking a pattern of study that gained them an Australian Tertiary Admission Rank (ATAR). Research has indicated that the Yr 12 student cohort of 2017 had 29.9% of students' progress into University courses. Over 25 separate early entry applications were lodged by about 15 students to various universities, some of which were successful. Many students took up these early offers in December.

The majority of students have enrolled at Newcastle Uni while 3 students have moved to UNE, 1 to Charles Sturt University and 1 to Southern Cross University. 5 students have chosen to defer their university offer and will attend in 2019. Research has indicated that 37.71% of the 2017 cohort are gainfully employed whether it be part time, casual or an apprenticeship. It is known that 8.25% of 2017 Yr 12 have continued with their education at TAFE or private providers while 14 students (15.5%) are currently seeking employment.

## Year 12 students undertaking vocational or trade training

During 2017 at Kurri Kurri High School in the Vocational Education Department, approximately 39 of students (42%) studied a VET subject as part of their HSC. It must be noted that 5 students had undertaken one or more VET subjects during the final year of their HSC. Within the Preliminary year of 2017 research has indicated that 52 students (35%) had undertaken a VET subject while 7 of those students had chosen one or more VET subjects. Kurri Kurri High School also had 14 students from Stage 5 undertake Prelim VET Business Services as accelerated students.

During 2017 students also availed themselves of EVET courses offered by other providers. We had students studying Animal Studies, Human Services and

Automotive, Business Services and Outdoor Recreation. These courses provide students the opportunity to access and complete additional modules of work and attain higher levels of certification prior to leaving school.

2017 also saw students completing School-Based Part-Time Traineeships (SBPTT) in Aged Care Nursing, Hospitality and Business Services. School-Based Apprenticeships and Part-Time Traineeships see students provided with paid work in their chosen area of study whilst they attain vocational qualifications and a HSC. Teaching staff from Construction, Hospitality and Metals have all undertaken additional training to ensure that they all have the latest qualifications, ensuring that Kurri Kurri High students receive the best possible instruction.

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

During 2017 there was a student cohort of 83 (91.2%) students who attained their HSC while at Kurri Kurri High School. From those students who gained the HSC there were 36 (38.7%) students who undertook one or more VET subjects and successfully gained a statement of attainment or more in their qualifications.

These courses were conducted at either Kurri Kurri High School or TAFE institutions included Construction, Hospitality, Metals and Engineering, Retail, Community Pharmacy, Outdoor Recreation and Automotive. These students received a full Certificate II or a Statement of Attainment towards Cert II in additions of their HSC qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	11
Classroom Teacher(s)	49.6
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.5
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	14.88
Other Positions	1

\*Full Time Equivalent

In 2017 the school employed a Deputy Principal and a Head Teacher above establishment to complement the programs being delivered by the school from our RAM funding. Further details can be located in the key initiatives area of this report.

This led to an exceptional conference with 100% of participants recording a 5 as feedback for the significance of the course to their daily work.

### 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	6

### Professional learning and teacher accreditation

The school places a high emphasis on the engagement of quality Professional Learning for staff. The PDP process drove our PL calendar in 2017 with staff expressing their needs and the school being responsive to individual and faculty needs. An additional 50,000 of funding was provided to our budget in 2017.

In 2017 we engaged an ICT future focused coach to work individually and in small groups with staff to enhance the shift in pedagogical practice across the school. In addition, we engaged the services of another Literacy professional to further grow our knowledge and understanding of delivering literacy strategies across the school. This work has supplemented our cross curricula work particularly in Stage 4 where we have interdisciplinary learning across the curriculum.

A number of casual relief days (100) from our unfilled vacancy allocation to the school was accessed by the HUB teachers in Stage 4 to co-plan, co-assess and co-create units of work for their classes. These days offered staff time to work together in new ways utilising the 4 C's of future focused learning.

Our Twilight sessions were well received in 2017 with feedback indicating that 96% of participants felt the PL was transferrable into classroom practice. This year we partnered with CHS and MVHS to offer a broad range of targeted PL sessions in accordance with staff PDP requirements.

In the Stage 6 space we have worked to create PL around alternate curriculum. The creation of a 'Studio School' for 2018 has been instrumental to our preparations in 2017.

Our 'Project Nest' work in 2017 included the employment of EOS from the UK. This conference offered the region and state an opportunity to connect with highly experienced teams and work together to improve the work of REAL projects in their schools.



## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>916,743</b>
Global funds	549,804
Tied funds	748,711
School & community sources	103,126
Interest	10,530
Trust receipts	23,660
Canteen	0
<b>Total Receipts</b>	<b>1,435,831</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	119,574
Excursions	42,657
Extracurricular dissections	94,114
Library	1,803
Training & Development	8,402
Tied Funds Payments	777,456
Short Term Relief	146,636
Administration & Office	86,018
Canteen Payments	0
Utilities	103,238
Maintenance	76,472
Trust Payments	30,586
Capital Programs	26,613
<b>Total Payments</b>	<b>1,513,569</b>
<b>Balance carried forward</b>	<b>839,005</b>

	2017 Actual (\$)
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>1,948,831</b>
Appropriation	1,851,013
Sale of Goods and Services	7,270
Grants and Contributions	89,974
Gain and Loss	0
Other Revenue	0
Investment Income	574
<b>Expenses</b>	<b>-955,619</b>
Recurrent Expenses	-955,619
Employee Related	-522,352
Operating Expenses	-433,266
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>993,213</b>
<b>Balance Carried Forward</b>	<b>993,213</b>

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Base Total</b>	7,621,662
Base Per Capita	131,895
Base Location	0
Other Base	7,489,766
<b>Equity Total</b>	1,516,852
Equity Aboriginal	102,389
Equity Socio economic	1,054,418
Equity Language	7,895
Equity Disability	352,150
<b>Targeted Total</b>	1,136,951
<b>Other Total</b>	157,430
<b>Grand Total</b>	10,432,895

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

**NAPLAN improvement continues to be a high area of focus in the school.** Teachers are working with expert literacy and numeracy consultants to develop their own skills in how the areas of whole school practices relate to their teaching. We continue to see gains in our reading. Reading is a core area of development in Stage with all faculties developing a consistent approach to reading with the 6 steps of the Focus on Reading strategy embedded in all core areas. Staff PL has been rigorous in this area and all assessment tasks have been cross referenced to include elements of reading and writing where applicable.

**Focus on Writing** continues to provide a benchmark of practice and all students across all years can articulate the frames through which this writing occurs. The development and adoption of this common approach is providing our learners with a very clear avenue to pursue higher results. We shall continue to embed this practice in the next school plan.

### Numeracy

In 2017, Kurri Kurri High School, were successful in a submission to engage within the Improving Numeracy Outcomes project with staff from Department of Education State Office. The key element of this program was to initiate and implement numeracy throughout all key learning areas. To begin this program, students within year 7 were baseline tested against NAPLAN level questions revealing that the majority of all students were currently performing below their required national standard. As a result, a whole school numeracy program evolved incorporating the Basic Skills determined by the State priorities.

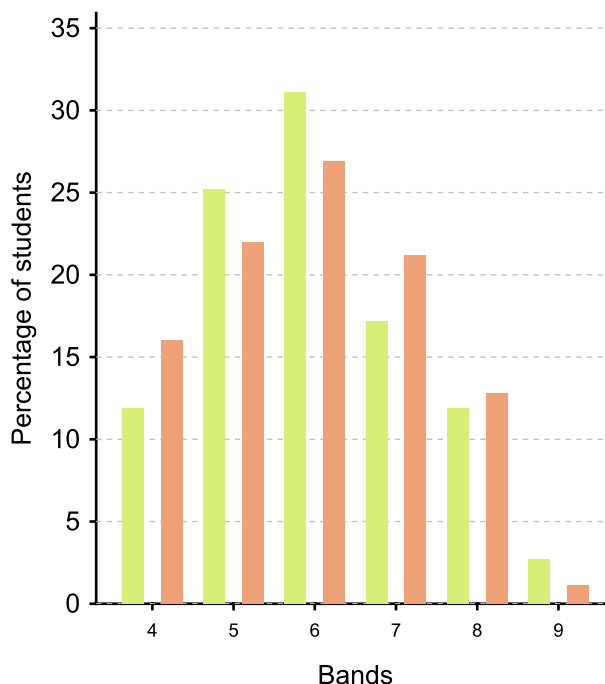
All students in Stage 4 are now taught basic skills throughout targeted teaching lessons to ensure that all students are capable of completing basic numerical skills. The targeted teaching lessons of basic skills also ensure all staff are supported with lessons to develop their capacity to teach basic numeracy skills. Students are required to utilise their numeracy skills in the application of these skills in daily problem solving activities

Students utilise the newly designed problem solving 'Think board'. This new resources has been designed to assist students to think like a mathematician and develop their skills in extracting mathematical

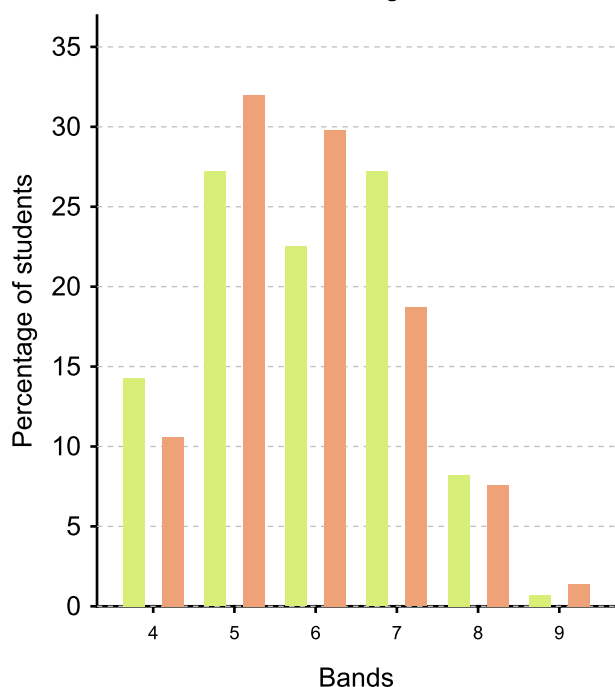
information and utilising this to solve problems and mathematical questions. Although designed to support students in Stage 4, the 'Think board' is now utilised throughout KKHS Mathematics in all stages. The final element of this initiative is to Contextualise mathematical skills and applies these into all different subject areas. As a starting point staff within the PDHPE faculty were supported in developing Numeracy activities within their Stage 4 lessons. Staff were provided with a Targeted Teaching lesson and then supported to develop a subject specific example. As a result, numeracy concepts are reinforced throughout all subjects.

The success of this program has been highly evident as Numeracy coordinators have presented at the Improving Numeracy Outcomes project day, the Hunter Gatherers Literacy and Numeracy Conference and also the State Numeracy Conference. This program will also expand in 2018 to include all subject areas and be implemented across Stage 4.

**Percentage in bands:**  
Year 7 Spelling



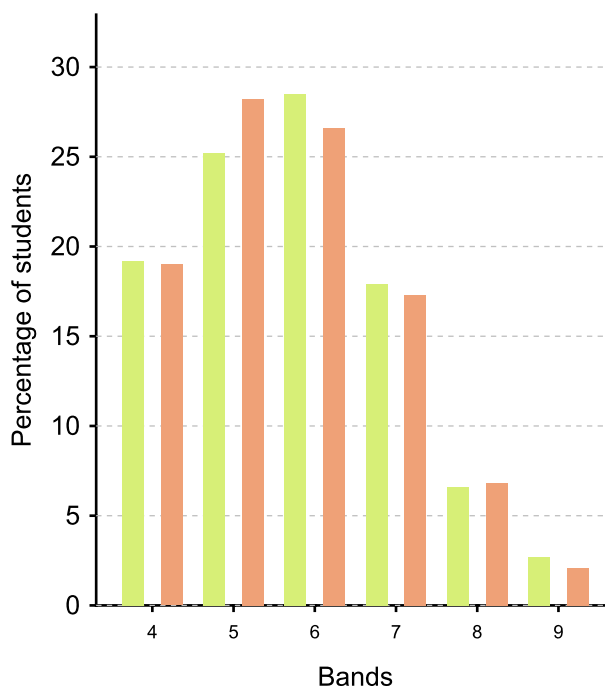
**Percentage in bands:**  
Year 7 Reading



Percentage in Bands						
School Average 2015-2017						

Band	4	5	6	7	8	9
Percentage of students	11.9	25.2	31.1	17.2	11.9	2.7
School avg 2015-2017	16.0	22.0	26.9	21.2	12.8	1.1

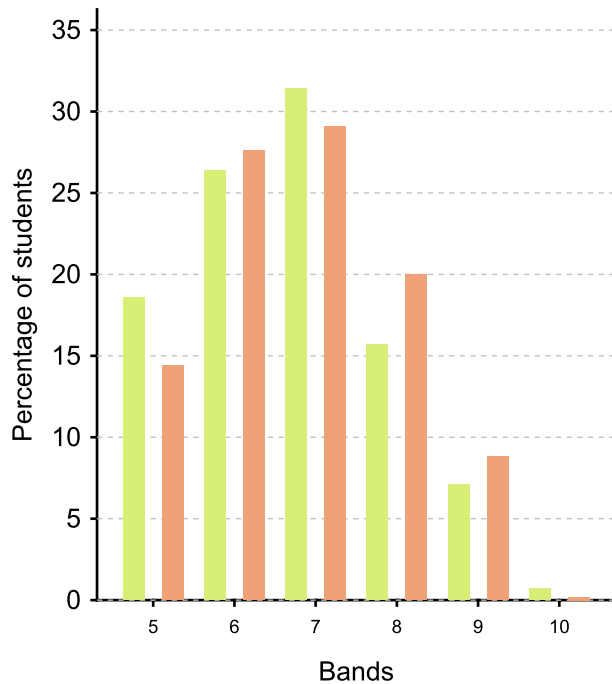
**Percentage in bands:**  
Year 7 Grammar & Punctuation



Percentage in Bands						
School Average 2015-2017						

Band	4	5	6	7	8	9
Percentage of students	19.2	25.2	28.5	17.9	6.6	2.7
School avg 2015-2017	19.0	28.2	26.6	17.3	6.8	2.1

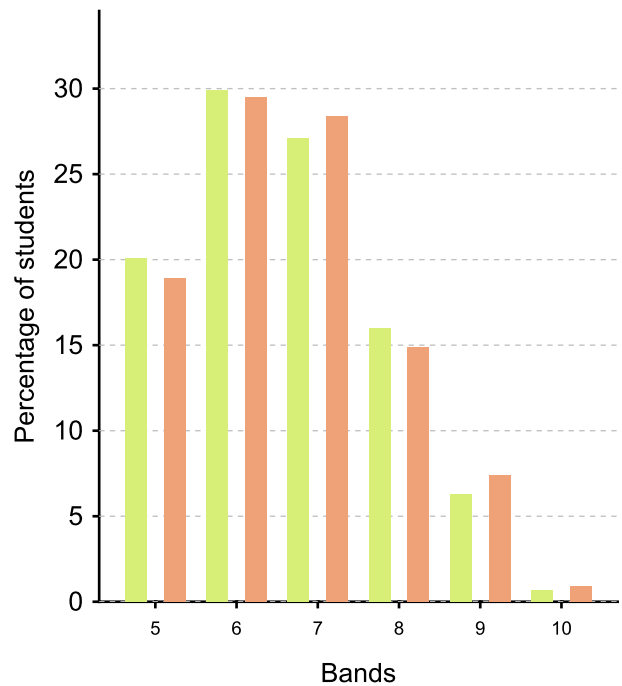
**Percentage in bands:**  
Year 9 Reading



Percentage in Bands  
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	18.6	26.4	31.4	15.7	7.1	0.7
School avg 2015-2017	14.4	27.6	29.1	20.0	8.8	0.2

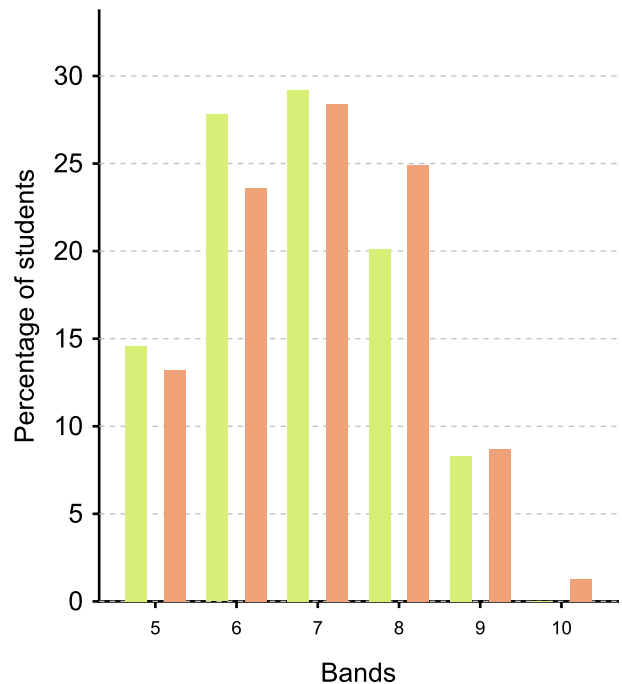
**Percentage in bands:**  
Year 9 Grammar & Punctuation



Percentage in Bands  
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	20.1	29.9	27.1	16.0	6.3	0.7
School avg 2015-2017	18.9	29.5	28.4	14.9	7.4	0.9

**Percentage in bands:**  
Year 9 Spelling



Percentage in Bands  
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	14.6	27.8	29.2	20.1	8.3	0.0
School avg 2015-2017	13.2	23.6	28.4	24.9	8.7	1.3

## Numeracy

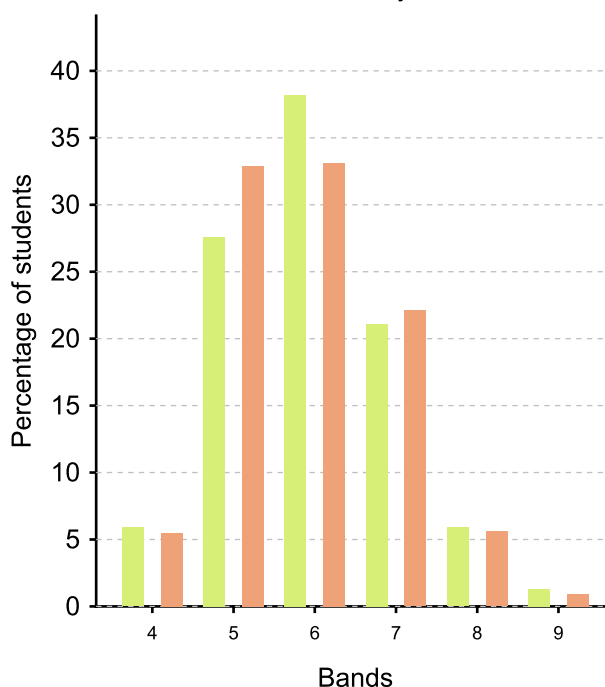
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All students in Stage 4 are now taught basic skills throughout targeted teaching lessons to ensure that all students are capable of completing basic numerical skills. The targeted teaching lessons of basic skills also ensure all staff are supported with lessons to develop their capacity to teach basic numeracy skills. Students are required to utilise their numeracy skills in the application of these skills in daily problem solving activities

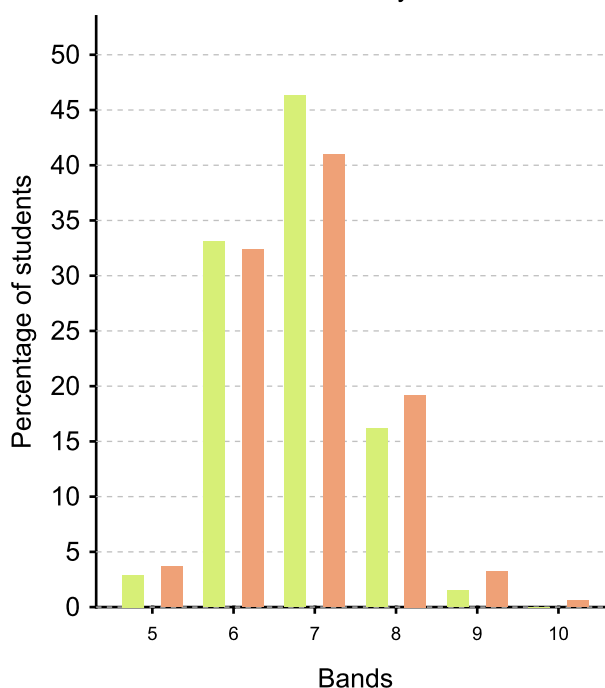
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**Percentage in bands:**  
Year 7 Numeracy



**Percentage in bands:**  
Year 9 Numeracy





Band	5	6	7	8	9	10
Percentage of students	2.9	33.1	46.3	16.2	1.5	0.0
School avg 2015-2017	3.7	32.4	41.0	19.2	3.2	0.6

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.



### Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). There were many outstanding achievements in the 2017 HSC. Over 20% of ATAR students received Band 5's or Band 6 equivalent. The sustained improvement in Stage 6 student performance attests the success of the Focus on Writing professional learning program. This program aims to lift student performance in HSC assessment items requiring extended written responses. Over 50% of HSC courses delivered by the school obtained Band 5 or above. Of particular note is the outstanding results gained by the English Faculty. At the highest level of English Extension 1 and 2 students' performed in the top two bands. Further of the nine English Advanced students six obtained Band 5's. The English Faculty was the top performing faculty in our Hunter Network of schools and against our FOEI.

Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	62.7	58.9	68.1	60.8
Biology	62.1	65.3	70.9	68.8
Chemistry	61.3	62.8	72.1	61.3
English (Advanced)	77.2	71.7	77.6	74.9
English (Standard)	65.5	60.7	65.6	65.8
Geography	58.5	64.5	70.7	58.5
Mathematics	50.1	58.7	73.2	57.9
Mathematics General 2	54.3	57.5	63.6	55.8
Personal Development Health and Physical Education	54.2	61.2	67.7	59.6
Physics	58.4	61.7	70.4	58.4

Senior Science	61.9	63.3	68.3	65.6
Visual Arts	72.3	72.6	77.7	71.3

## Parent/caregiver, student, teacher satisfaction

We actively engage with community, In our quest for continuous school improvement. In 2017 we continued to obtain feedback via staff, student and parent surveys and interviews and used that data to refine our processes. The school designed community engagement survey was conducted again in 2017 and has helped us to better identify the perceptions within our community and given use scope to improve our connections and communication.

The level of student, parent and staff satisfaction has been tracked using the Tell Them From Me survey and participation data. During 2017,

- 43 % of students reported a positive sense of belonging a decline of 10% over the year
- 68% of students reported that they had positive relationships at school a 10% decline over the year
- 79% of students reported that they had positive behaviour at school a decline of 9%
- 81% of staff report that they create an inclusive learning culture in their classrooms consistent with 2016 data, and
- 63% of staff report that parent involvement in the school again consistent with 2016 data.

In 2017 parents and community,

- were included in school evaluation processes during regular Parents and Citizens meetings.
- participated in school activities such as: The Nostalgia Festival, Business Breakfast, MADD nights, Parent teacher evenings, Fun Run and sporting events.
- 100% participated in the senior subject selection process. Each student was interviewed by a senior staff member and their parent/carer to plan senior school goals and subjects and post school aspirations,
- Participated in the new 7/360 interview for Stage 4 over 84% of parents came to these events.
- Attended Parent Learning groups conducted for Senior and junior student on Study Skills, accessing the Sentral Parent Portal, BYOD information evening and Year 8 HUB design evenings.
- Participated in Year 10 into 11 transition interviews. 87% parent and student commitment.
- Participated in the Authentic Assessment program which had 100% of students complete.



## Policy requirements

### Aboriginal education

Aboriginal cultures are respected and promoted at all major school events and weekly assemblies and the school's priority for Aboriginal education is evidenced by the following achievements and initiatives. Following up from the commitment by the Kurri Kurri Learning Community Schools in 2016 to utilise the MGoals planning tool to create online Personalised Learning Plan's, this innovative new planning tool was implemented at Kurri Kurri High School in 2017. It not only allows students to set and modify goals at any time, but also incorporates a feature where students work with their staff mentor to develop and input a number of milestone steps they will need to take in order to achieve their desired goal/s. There is also a notifications element to the MGoals package which allows parents and carers to receive electronic updates when students reach each of their milestones on the way to achieving their ultimate goals. Year Advisers and Aboriginal support staff helped drive the creation of our students' first online PLP's this year and they have proven a major success. The Junior Aboriginal Education Consultative Group continued to maintain a high profile in 2017 with members of the executive team providing exemplary leadership role models to other Aboriginal students, as well as the broader school community, through their officiating of Junior AECG meetings, organising cultural events and participation in a range of other activities as members of the Student Representative Council. Our JAECG Executive Team also organised an Aboriginal Leadership Networking Day this year to build stronger connections with Aboriginal student leaders from surrounding primary and high schools. They also liaised with the broader Aboriginal community to include guest speakers in their networking day to present on a range of issues including educational prospects, cultural awareness and leadership development. To celebrate NAIDOC Week, students in attendance at Kurri Kurri High School's weekly assembly during NAIDOC week were treated to a dance performance from the boys Aboriginal dance group from Stanford Merthyr. Two Kurri Kurri High School students also participated in an art workshop at Stanford Merthyr Infants School with students from local primary schools to make a collaborative artwork for NAIDOC Week. To reciprocate the inter-school spirit of NAIDOC celebrations, students from Kurri Kurri High School visited our local feeder school to run workshops on traditional games and Aboriginal story telling. This activity strengthened

links between the high school and primary and infants schools and enabled the high school students to develop and display their leadership skills. On other occasions throughout the year Kurri Kurri High students were involved in many cultural experiences including traditional dance and music performances, drama interpretations, storytelling, film presentations and a range of cultural immersion activities. Students were also fortunate to have the opportunity to listen to guest speakers, including two members of the Stolen Generations who shared their personal experiences with students in Year 10 who were studying Aboriginal Rights and Freedoms. A highlight for the year was seeing the Aboriginal bush garden and Yarning Circle, which were established last year, utilised as a valuable outside learning space by classes across the school. This area was also rendered and a mural project is planned for 2018. An extra layer of support was also provided for students in Years 10 and 11 with the establishment of the Aboriginal Mentoring Program. This program sees all Aboriginal students in Years 10 and 11 supported by a volunteer staff mentor to help them navigate the demands of senior schooling. Continued support for, and involvement with, the local Aboriginal Education Consultative Group substantiated the importance the school places on collaborative decision making. Monthly meetings are attended by the Principal and Deputy Principals and the school always values the support offered by the local AECG President and ACLO Sonia Sharpe.

#### **Aboriginal Education Team– Where to Now**

- Continue to monitor and encourage school attendance for Indigenous students, utilising school-based reward systems as required to improve student attendance rates.
- Continue implementation of 8 Ways of Aboriginal learning, with teacher professional learning, and school-based decision making regarding the prioritising of two symbols per term to be reviewed and incorporated into lesson programming. The aim is to embed 8 Ways pedagogy into teaching programs and practices across the Kurri Kurri Learning Community.
- Stronger Smarter Philosophies to be embedded in teaching and learning practices, and all staff trained in Stronger Smarter to be invited to attend a regular network meeting for sharing of ideas and resources.
- Ongoing commitment to cultural events across the Kurri Kurri Learning Community, with students from each school within our learning community participating and performing in a Drumbeat group, and a series of Art workshops to create an Aboriginal-themed mural for display in one of our schools. Ongoing support of the Stanford Merthyr Boy's Dance Group performances and participation in Traditional Games, by all students throughout NAIDOC Week.
- All schools to continue in the use of MGoals to update, review and create Personalised Learning Plans for Indigenous students throughout 2017.
- Continuation of the Aboriginal Mentoring Program for students in Years 10, 11 and 12.
- Provide funding and support to the Kurri Kurri High School, Junior AECG to promote and

encourage Student Voice in their planning and hosting of a combined Junior AECG networking day.



#### **Multicultural and anti-racism education**

Our school welcomes students, families and community members from all cultural backgrounds. We appreciate difference and diversity. We aim to provide a culturally inclusive and responsive learning environment that benefits all students.

The Multicultural Education Policy outlines the NSW Department of Education's commitment to providing opportunities that enable all students to achieve equitable education and social outcomes and participate successfully in our culturally diverse society. Our teaching and learning programs develop intercultural understanding, promote positive relationships and enable all students to participate as active Australian and global citizens. Our school fosters student wellbeing and community harmony by faculties promoting multicultural perspectives through a variety of strategies and resource included in their programs and units of work. Year 7 were involved in two cultural immersion days with most Year 7 French classes cooking pastries and chocolate croissants, whilst Year 7 Italian cooked pasta and years 8 and 9 cooked crepes. The expansion of a French elective into stage 5 was welcomed.

The Anti-Racism Policy confirms the department's commitment to rejecting all forms of racial discrimination in NSW public schools and eliminating expressions of racism in its learning and working environments. The school has one staff member trained as Anti-racism Contact Officer (ARCO) – Mr A Davis who provide individual assistance for any incidence of racism.

The school community has 11 students who speak a language other than English at home and 136 students who are identified as Indigenous or Torres Strait Islander. Kurri Kurri High School actively promotes the initiatives of the AECG such as Harmony Day and engaging with the broader community.

#### **Other school programs**

#### **CAPA Annual School Report 2017 – F Dunlevie**



The Arts have the power to transform, educate, inspire and motivate, with this in mind the CAPA faculty focused on designing learning programs with an emphasis on future focused education and real world experiences. Students were provided with a number of opportunities to develop existing skills, learn new ones and to achieve outcomes at a high level through a number of activities outside of the classroom. Relevant experiences outside of the classroom that link to the real world and community were planned to compliment classroom lessons. Belvoir Street Theatre continued to provide an excellent program for students from low socio-economic areas through their provision of free theatre tickets. Students enjoyed 3 productions that linked to their theatrical studies at school.

Charlotte Rose, professional fashion designer worked with drama and visual arts students to develop their knowledge and understanding of the word of fashion design and the role of a designer. The year 8 photography class did a professional fashion shoot at Facon Australia studio with international magazine editor and stylist Lara Lupish. Music students attended a series of performances by the Sydney symphony at the Sydney Opera House and Visual Arts students attend the Gallery of NSW and the Museum of Contemporary Art. To extend students' performance skills and showcase their talents a number of performance opportunities were provided at school and community events. Students perform regularly at school events, assemblies and presentation evenings.

The Nostalgia High Tea, MADD Night, Hunter Dance Festival and Kurri Kurri Community Festival are annual events that provide students with real world experiences, increasing their skills in the performing arts. KKHS has become the go to school for performances at many community events. The highly supportive, committed and hardworking staff ensures that students are well rehearsed and prepared to deliver outstanding performances, thus our reputation is excellent. For the first time Kurri Kurri High School participated in the Wakakirri Secondary Challenge. The competition requires a student directed team to create a dance piece communicating a story. Students develop the choreography, designed costumes, lighting and stage the work at the Civic Theatre. Students demonstrated outstanding skills in collaboration, creativity, critical thinking and communication. Kurri Kurri High School was awarded a state award for best ensemble and show awards for best teamwork and minimal use of props, sets and costumes.

Musos Corner continues to support a music student at Kurri Kurri High School in their musical endeavours with a \$500 voucher. The successful recipient for 2017 was Lachlan Campbell.

### **Student Achievements**

- Strong HSC results – 7 band 5's in Drama, Music and Visual Arts.
- Emily Lloyd, Yr 12 received a scholarship to attend NIDA for acting
- Natasha Findlay Yr 12, Chelsea White Yr 10 and

Jessica Gear had art works selected to be exhibited in Showcase at Maitland Regional Art Gallery.

- Justess Jones and Jed Kinch performed at ConnectEd, Principals conference
- Yr 7/8 rock band 'Adrenaline competed in Bandwidth.
- Operation Art – a number of student works were selected to be exhibited around NSW.
- Choir and the senior band participated in Count Us In. 650,000 students from around Australia took part
- Justess Jones was a finalist in the Today's Country 94.1FM Band new star competition
- Students featured and performed in Kirsty Lee Akers music clip 'Ain't that Kind of Girl'.
- Kurri Kurri Community Art show prize winners – Bianca Clinch Yr12, Tegan Randall Yr 11 and Lucy Bacon Yr 8

### **EOS**

Kurri Kurri High School's project based learning pedagogy moved forward in leaps and bounds in 2017, mainly through a successful collaboration with EOS Education. Based in the United Kingdom, EOS supported staff at the annual Project NEST conference to understand and plan for the implementation of REAL projects. These projects built upon the project based learning already taking place within the HUB learning systems, REAL projects aim to ensure that the integrated curriculum is Rigorous, Engaging, Authentic, Learning. Project NEST saw EOS and Kurri Kurri High Staff, in collaboration with Cessnock East Public School, present to over 120 participants from a range of primary and secondary schools from across NSW.

Staff from KKHS were able to utilise this expertise to plan REAL projects across Stage 4. Utilising this pedagogy, curriculum leaders utilised community Problems, student's Passions, local People and Places to create a Project that is REAL for all students.

This partnership with EOS will continue throughout 2018 to enhance the HUB Pedagogy and Project Based Learning already taking place within Kurri Kurri High School. The feedback from this event saw 100% of participants extremely satisfied with their learning and the relevance to their everyday work.

### **Numeracy**

In 2017, Kurri Kurri High School, were successful in a submission to engage within the Improving Numeracy Outcomes project with staff from Department of Education State Office. The key element of this program was to initiate and implement numeracy throughout all key learning areas. To begin this program, students within year 7 were baseline tested against NAPLAN level questions revealing that the majority of all students were currently performing below their required national standard. As a result, a whole school numeracy program evolved incorporating the

following elements: Basic Skills; All students in Stage 4 are now taught basic skills throughout targeted teaching lessons to ensure that all students are capable of completing basic numerical skills. The targeted teaching lessons of basic skills also ensure all staff are supported with lessons to develop their capacity to teach basic numeracy skills. Students are required to utilise their numeracy skills in the Application of these skills in daily problem solving activities

Students utilise the newly designed problem solving 'Think board'. This new resource has been designed to assist students to think like a mathematician and develop their skills in extracting mathematical information and utilising this to solve problems and mathematical questions. Although designed to support students in Stage 4, the 'Think board' is now utilised throughout KKHS Mathematics in all stages. The final element of this initiative is to Contextualise mathematical skills and applies these into all different subject areas. As a starting point staff within the PDHPE faculty were supported in developing Numeracy activities within their Stage 4 lessons. Staff were provided with a Targeted Teaching lesson and then supported to develop a subject specific example. As a result, numeracy concepts are reinforced throughout all subjects.

The success of this program has been highly evident as Numeracy coordinators have presented at the Improving Numeracy Outcomes project day, the Hunter Gatherers Literacy and Numeracy Conference and also the State Numeracy Conference. This program will also expand in 2018 to include all subject areas and be implemented across Stage 4.

### Representative Sport

Representative sport in 2017 was a huge success with KKHS offering a range of diverse sporting opportunities for our students. Elected sporting house captains were given more leadership opportunities outside of representative sport, encouraging physical activity on a daily basis by running lunch time sport activities and contributing to school assemblies with the school sport reports.

On a school level, our Annual Swimming Carnival was held at East Maitland Pool, **where Kyeema** house were declared winners. We had 25 students represent KKHS at the Zone Swimming Carnival with one student, Jack Sheehan, qualifying for the NSW Swimming Championships.

In athletics, our annual carnival was held at Birrallee Sporting fields with great success, seeing an increase in student participation. House winners of **the day were Lutana**.

Kurri Kurri High student **Zoey Kinch** represented at the State Carnival in Homebush, achieving her personal best. Zoey was also acknowledged by the Premier of NSW for her achievements in Athletics competing at both state and national levels for consecutive years.

In team sports, Kurri Kurri High also excelled with our Lawn Bowlers making it to the final 16 in the State

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

Further sporting success was also found in our Year 8 HUBS who ran the Indigenous Oz Tag Tournament at Belmont. Led by Mrs Gavenlock and Mr Crocker, students undertook this massive task and achieved great success on the day. They ran the scheduling, recording and refereeing. Returning to school, the students were able to crunch all the relevant data in their numeracy work. This was an exceptional authentic task for our students.

**We had one student receive a prestigious CHS State Blues Award; Lauren Gardner (Lawn Bowls) for her outstanding achievements in her CHS sporting career. Lauren was also awarded a Hunter Blue for her performance in 2017.**

In an effort to promote representative sport within the Kurri Kurri Community, all students' achievements were promoted through school newsletters, articles in local papers and **over 30** representative sport related Facebook posts on the KKHS Facebook page. The purchasing of new uniforms for girls' soccer and rugby league led to corporate sponsorship from Happy Smiles Dental Practice. We have continued partnership with Dominos Kurri and IGym Kurri, Kurri Little Athletics and Kurri Soccer Club, further strengthening the links between KKHS and the wider Kurri community.

### Other Student Achievements

Darcie Cliff from Year 12 received the CFMEU Mining and NSW Energy School Grant of an iPad for herself and \$3000 for the school. 8G English class were winners of the Cessnock City Council Waste Ops Competition with a prize of \$1000 for the school. Year 9 Creative Writing self-published a compilation of short stories called Eunoia. Georgia Clark from Year 11 won a position through her involvement with Interact to travel with Rotary to Papua New Guinea for the "Real Schoolies" Program. Zakk Cherry and Rhys Field from Year 11 and Jack Benic from Year 10 all were accepted and participated in the Max Potential mentoring program.

### Student Representative Council

At Kurri Kurri High School, students were offered a myriad of opportunities to develop their leadership skills. After our selection of the Student Representative Council in early 2017, we held our annual Leadership Day at Kirkton Park in the Hunter Valley. Students were able to connect with people who held leadership positions in the community, including Clayton Barr, member for Cessnock, to investigate the qualities of a good leader. Students were also able to plan their fundraising goals for the year. In May, our school captains visited Parliament House, where they had the

opportunity to interact with leaders from across the state and developed their knowledge of our system of government and parliamentary procedures.

On the 5th June 2017, Kurri Kurri High School held our yearly Fun Run raising money for the charity, Fight for Connor. Their choice was inspired by one of our own students, Hannah Rye, who had Ewing's Sarcoma, along with other children who have a terminal disease. The students raised an impressive \$1600 for this charity and, as always, it was an opportunity for all students of the school to work together to achieve their aims.

The current school captains, Brayden Bean and Jessica Eades, passed the leadership of Kurri Kurri High School to Angus Lathan and Georgia Dembeck at the beginning of Term4 in a Prefect Induction Ceremony. The SRC also completed fund raising activities with the goal of purchasing water chillers to provide students with access to cold water all year round.