

# Ku-ring-gai High School

## Annual Report



2017



*inspire, challenge, create*

8416

## Introduction

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

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

Ms. Terri-Anne Kamasz

*B.A. Dip Ed. Honorary Fellow of the Australian College of Educational Leaders*

Principal

### School contact details

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### Message from the Principal

2017 was a very positive year for Ku-ring-gai High School with the school being externally validated in the areas of Leading Teaching and Learning. Also we have begun planning for the exciting new building project to be undertaken which will see the building of a new school hall and up to 15 new flexible learning spaces being built.

Since 1965 Ku-ring-gai High School is a community that values the individual worth and contribution of all of its members. Our school ensures excellent student centred, co-educational and comprehensive education with a positive focus on developing students through future focused learning.

Our expectation at Ku-ring-gai is that through personalised innovative and challenging learning programs every student will be an effective learner, challenged in their learning and able to demonstrate their knowledge in a variety of ways. The schools original motto "Harmony in Diversity" remains our underpinning philosophy as we focus on teaching and learning that is relevant and engaging. Our students are global citizens in an ever changing world and as educators we are committed to engage our students in—

**Their ways of thinking:** *critical, creative and deep thinking.*

**Preparation for life and work in the 21 St Century :** *developing skills of collaboration and communication.*

**Competent in the use of the tools necessary for success in the 21 St century :** *information and technology literacies to complement literacy and numeracy skills.*

**Preparation for a competent and fulfilled life:** *an holistic approach to student well being and personal success .*

Epitomising our creative and innovative approach to education is our Talent Enrichment Program. We are fortunate to be located on 25 acres of beautiful stimulating grounds beside the Ku-ring-gai National Park. Our learning spaces are modern, flexible and enhance every student's learning experience. These include, science laboratories, commercial kitchens, and outstanding sporting facilities. With the understanding that the parent is the "*First Teacher*", we work closely with our families to ensure that each child's learning is positive and supported by a strong committed student well-being and learning support team. I am proud of the personal and academic successes of our students and thank their teachers, support staff, administrative staff and P&C for their dedication and efforts in ensuring a strong meaningful learning community.

Ms T.A. Kamasz

Principal

*BA. Dip Ed. Hon Fellow of the Australian College of Educational Leaders.*

### **Message from the school community**

The P&C has continued to grow in numbers and support over the last couple of years enabling more resources and funds to support the teaching and learning programs at Ku-ring-gai HS. Our executive works closely with the senior management of the school its teachers and students to identify areas that we can contribute to and support. Our school community values greatly the educational leadership and direction of the school that has resulted in our children feeling valued and happy in an exceptional learning environment. We have aligned our goals with the school's three year plan targets and formed a number of committees to reflect those goals of student engagement, Student Well Being and Strengthening Community which will oversee new classrooms and a new school hall being built in the next 18 months. Our President represents the parent body on the building planning committee. there is strong support and satisfaction for our school and its educational programs.

Mr Gordon Iles

President

## School background

### School vision statement

Our vision is to create a strong learning community with a

futures focus which addresses the needs of 21 Century

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

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

### School context

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

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework 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 this process indicated that the school achieved validation in all areas of Learning, Teaching and Leading.

In the domain of **Learning** the school is sustaining and growing. Ku-ring-gai HS is committed to ensuring consistent and holistic teaching, learning and wellbeing practices. At the commencement of 2017 a review of Stage 6 Curriculum offerings was undertaken to ensure that subject choices met the needs and expectations of students and the broader community. As a result, Mandarin literature was offered at the school for the first time. The Talent Enrichment Program is the epitome of future focused learning. The subjects offered encourage collaboration and problem solving as students engage in authentic learning in areas such as creative writing, movie making, dance and sporting activities. *Student wellbeing* was also a focus of the domain of Learning. The focus on positive psychology and the PERMA model was embedded through the Wellbeing Team's student support programs. The merit system was reviewed and enhanced to ensure timely and consistent application of merits across all years. Accordingly a new merit system KRS was designed in consultation with students, staff and parents.

Teacher professional learning is recognised as paramount and to that end, the school engaged in its second year of professional learning in the area of *Creating a Culture of Thinking*. Action research was led by Mr Simon Brooks and at the end of 2017, 100% of teaching staff had engaged in professional learning through regular professional learning meetings, twilight evenings or Staff Development Days, and 12 members of staff were fully trained as facilitators to work across the school in 2018. This program has challenged teachers to look at their practice and ways to engage students' deeper thinking skills. Other areas of professional learning were embraced including *communication skills, collaborative learning and technology and information literacy*. The *literacy and numeracy strategy* continued in 2017 with the aim of adding value to the top two bands. Individual student learning needs were further identified and supported by using the

National Disabilities Data. This data allows teachers to be better informed and to then make better learning adjustments in the classroom. The focus on student resilience and effect organisation and study skills was widened with study skills seminars provided for both students and parents/carers.

In the **Domain of Teaching** the school has continued to develop. Teachers' personalised Individual Learning Plans identified personal goals and increased collaboration through professional dialogue. A focus on the increased understanding of and use of educational data including RAP and SMART Data enabled effective teaching strategies and programs for improved student learning. The Tuesday afternoon staff meetings remained as a strategy for shared teaching resources and learning with a focus on Protocols for deeper thinking in the classroom. Enhancing teacher capability saw the revamping of our Teacher Induction Program. This was led by the Head Teacher for accreditation who provided mentoring workshops both within our school and across our collegiate of schools– the NS5. Strong teacher professional networks have been formed across these 5 high schools. The result has been shared professional resources and learning to prepare for the introduction of the new Australian Curriculum. All staff have been trained in the ALARM matrix strategy. This is a learning and responding matrix designed to improve student literacy. ALARM has been embedded into all Stage 6 subjects.

The school continues to sustain and grow in the **Domain of Leading**. Distributive leadership is modelled at Ku-ring-gai and is evidenced through the breadth of official leadership positions available to staff and students. Student leadership is highly valued in the school with a highly active Prefect body and SRC. In 2017 we offered greater opportunities for parents/carers to engage with the learning programs of the school. This included information evenings as part of our transition programs, Year 6 into Year 7; Year 8 into 9 and Year 11 into 12.

We continue to develop meaningful links with our wider community through innovative authentic learning days with our Primary Schools, leading professional learning programs across the NS5 schools including Tekkie Brekkies and twilight Evening professional learning opportunities. We increased our engagement in the arts with our local community through combined primary school performance evenings in dance vocal and band.

Our self-assessment and the external validation 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

### Student Engagement

#### Purpose

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

#### Overall summary of progress

Ku-ring-gai HS continued in 2017 to embed the professional learning focus of creating a culture of thinking with the training of teachers in the use of protocols and the effective use of technology for student engagement in learning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To build a culture of thinking through teacher professional learning. To determine an increased satisfaction level of students with engagement and relevance in learning..	\$25,000 from professional learning funds.	As a result of the focus on building a culture of thinking, 12 teachers have been trained to facilitate further professional learning in this area across all faculties. 100% of teachers participated in at least one evening session focused on student engagement.
To ensure differentiated teaching and learning programs for all students	\$10,000	Better communication of student support programs has been the result of the use of the SENTRAL communications system. Also teachers have reported feeling more confident in the effective adjustments made to student individual programs as a result of professional learning opportunities.

#### Next Steps

In 2018, the leadership team consisting of 12 fully trained teachers will continue the program by working across different faculty areas ensuring that strategies such as the use of Protocols will be embedded in teacher practice. Students then will have skills in deeper thinking and problem solving techniques to improve engagement and understanding.

Ensuring differentiation of learning across all subject areas and differentiation of student assessment will be a major focus for 2018.

## Strategic Direction 2

### Wellbeing

#### Purpose

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

#### Overall summary of progress

In 2017, the well being focus was on improving our positive psychology strategies and introducing a well being program that was scoped and sequenced from Year 7–12. The well being team held a one day conference to plan the PERMA program that would underpin the 2017 well being program. Surveys held during the year of staff parents and students indicated that the schools merit system could be refined and that a priority for each group was resilience and youth mental health. Leadership opportunities continued through peer mentoring, class and house captains and vice captains and Prefect roles.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Data collected indicates an "inclusive school ethos" for all students.  Increase in students agreeing or strongly agreeing that the school offers enrichment opportunities for all students.  Increased teacher involvement in determining professional learning needs and role in determining whole school targets.	Leadership camps \$2000  Peer support training \$2000  Well being team Conference \$3000	Introduction of the KRS ( Ku–ring–gai Merit System). This has been developed by the whole school community to support the school's adoption of the Positive Psychology framework.

#### Next Steps

An evaluation of the new Ku–ring–gai HS Recognition System KRS will be held in 2018. We will also assess the effectiveness of the school's web based student data management software to ensure immediate recognition of student achievement and to monitor attendance. WE will ensure that the school merit award program aligns with the Positive Psychology principals.

## Strategic Direction 3

### Learning Community

#### Purpose

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

#### Overall summary of progress

Our purpose over the last three years has been to develop a collaborative connected learning community with a future focus offering greater real life learning for our students. Our improved communication measures introduced including school stream have been well received by our families– 98% uptake of this App. Significantly more parents have taken the opportunity to attend parent information evenings across all years. The P&C have worked closely with our school and have aligned their planning and fund raising with the School's Three Year Plan target areas.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased positive community engagement.  Increased parent involvement.  Positive responses to real world and relevant learning experiences	\$10,000	P&C structure changed to reflect the school plan target areas.  Increased number of parent information evenings particularly for the transition years.  Increased community consultation on school directions through forums and surveys.  Increased links with tertiary institutions in developing real world learning experiences eg robotics and coding workshops.  enrichment days with Primary schools.  Increased networking with the NS5 schools.

#### Next Steps

We will initiate greater primary school links particularly with primary schools that have been affected by school boundary changes around Asquith and whose parents are expressing greater interest in our school. We will join with Turramurra High and The University of Technology Sydney in a major pre teaching program focused on innovation and technology in learning. We will also seek to link with community organisations that can offer real world experiences for our students.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$2,640	Less than 5% of our students identify as aboriginal. Funding has allowed for resources to be appropriately allocated to support students. Individual learning plans were implemented after interviews with students and families.
<b>English language proficiency</b>	\$44,628	This funding has allowed for relief time for our EAL/D teachers to run professional learning sessions for teachers and to provide extra support in classrooms . Release time has also allowed for the development and modification of teaching and learning programs. to support students.
<b>Low level adjustment for disability</b>	\$108,000	This funding continues to allow for the employment of three extra days a cycle of a LAST ( Learning and support teacher)as well as the employment of a SLSO ( student learning support officer).The National Disabilities Data Collection is collected by the LAST teacher and ids used to develop and modify individual learning programs.
<b>Socio–economic background</b>	\$39,214	School assistance is required to support students and families to ensure equity wherever possible relating to educational opportunities.
<b>Support for beginning teachers</b>	\$14,851	The positive induction and support of beginner teachers has been a focus of our professional learning and mentoring in 2017. These funds allow for a lighter teaching load, opportunities to meet with teacher mentors and time to develop teaching and learning programs.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	275	265	293	306
Girls	215	246	298	313

In 2017 the gender balance of numbers between male and female reflected the ongoing close gender equality of students. 2017 saw a significant increase in student enrolment with expected enrolments in 2018 to be approximately 700 students.

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	91.9	94.6	94.2	94.9
8	92.3	93.1	92.2	91.6
9	92.2	91.6	90.9	91.5
10	87.5	92.6	90.7	89.4
11	91.2	93.2	92.7	93.5
12	90.6	92.6	94.1	91.4
All Years	90.8	93	92.5	92
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

In 2017 new attendance monitoring strategies were introduced through the introduction of the SENTRAL platform. This allowed for more timely intervention, should there be any issues with school attendance of students. Our Wellbeing team and year advisers monitor attendance regularly and work to support families in ensuring that they understand the close link between student success and school attendance. We have maintained an excellent attendance rate as per the table and this rate continues to be consistently above state average.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	1	3
Employment	2	2	25
TAFE entry	6	4	24
University Entry	0	0	44
Other	0	0	2
Unknown	0	0	2

In 2017, 68% of year 12 students were undertaking tertiary studies at university and TAFE. Of the students who applied for university, 51% received more than one offer. 35% of offers were in science and 21% in Business. Double degrees made up 15% of total offers. Macquarie university remains the preferred option. TAFE enrolments included a range of areas including IT childcare and Business.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	8
Classroom Teacher(s)	35.2
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.7
Teacher Librarian	1
Teacher of ESL	0.6
School Counsellor	1
School Administration & Support Staff	11.48
Other Positions	1

\*Full Time Equivalent

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

## Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10

## Professional learning and teacher accreditation

2017 was the conclusion of our 2 year strategy to build a "Culture of Thinking". As a result, teachers have reflected upon their classroom practice and strategies to engage students in deeper thinking and problem solving. Volunteers have become trained and will work within faculties to embed practice. Twilight professional learning opportunities continued in 2017 with 98% of all teachers participating. Professional learning sessions also focussed on differentiation of learning, positive psychology, and EALD awareness teaching strategies. A Head Teacher mentor is in place to run induction programs and assist teachers with accreditation. A number of our teachers have been invited and presented at workshops across the NS5 schools on topics such as the use of technology in teaching and learning and also on project based learning.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

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

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,181,625
<b>Revenue</b>	7,714,498
Appropriation	6,830,599
Sale of Goods and Services	330,520
Grants and Contributions	538,695
Gain and Loss	0
Other Revenue	0
Investment Income	14,684
<b>Expenses</b>	-7,739,905
Recurrent Expenses	-7,739,905
Employee Related	-6,655,025
Operating Expenses	-1,084,881
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-25,407
<b>Balance Carried Forward</b>	1,156,218

The school's financial management processes and governance structures meet the financial policy requirements and have been successfully audited in 2017.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	5,756,588
Base Per Capita	93,050
Base Location	0
Other Base	5,663,538
<b>Equity Total</b>	225,176
Equity Aboriginal	3,251
Equity Socio economic	27,503
Equity Language	87,057
Equity Disability	107,365
<b>Targeted Total</b>	685,818
<b>Other Total</b>	106,572
<b>Grand Total</b>	6,774,154

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.

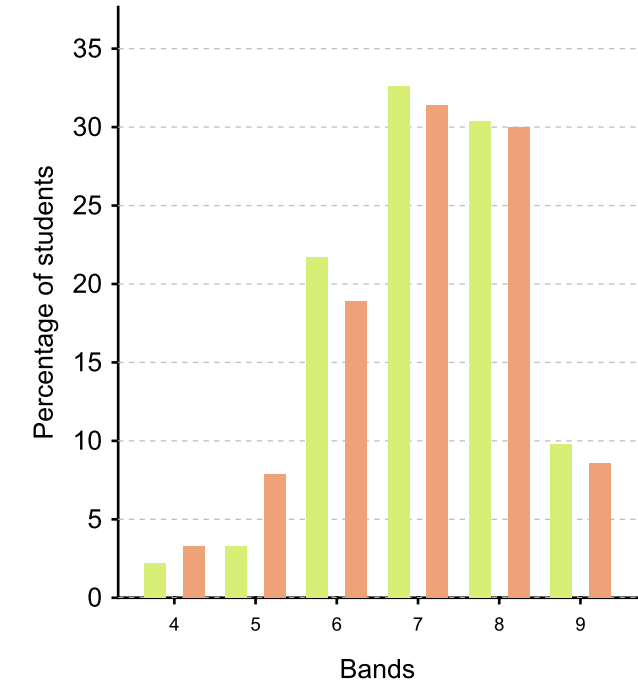
## School performance

### NAPLAN

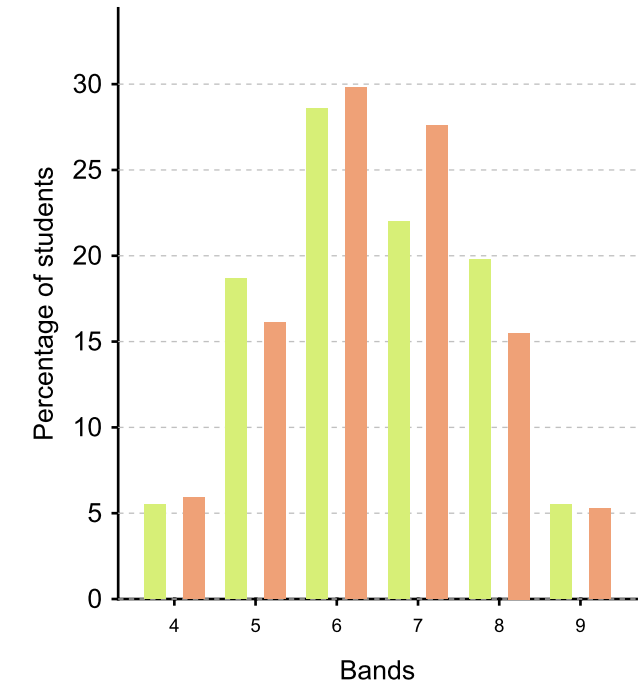
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Literacy testing is divided into four test strands: Reading, Writing, Spelling, Grammar and Punctuation. In 2017 Literacy test results were above state average in the top two bands in all areas. Success has been achieved through systematic and explicit teaching of literacy across all KLAs. NAPLAN results have been fairly consistent with the majority of students achieving in the top 3 bands.

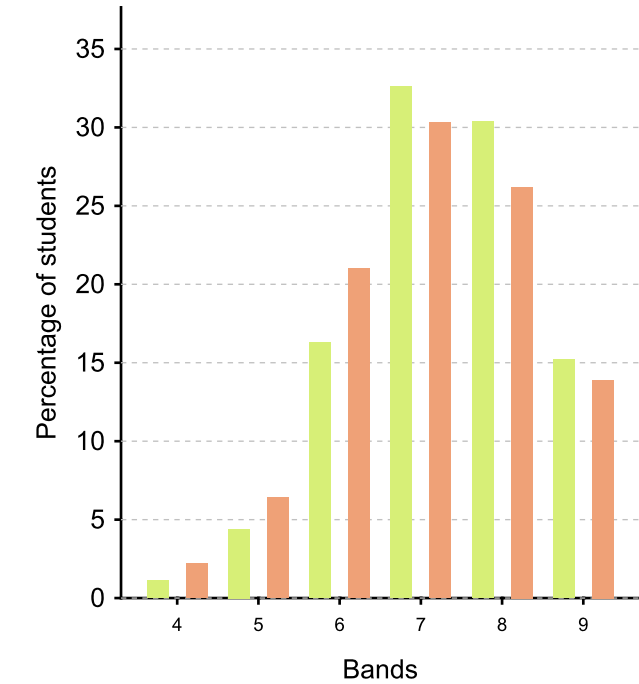
Percentage in bands:  
Year 7 Spelling



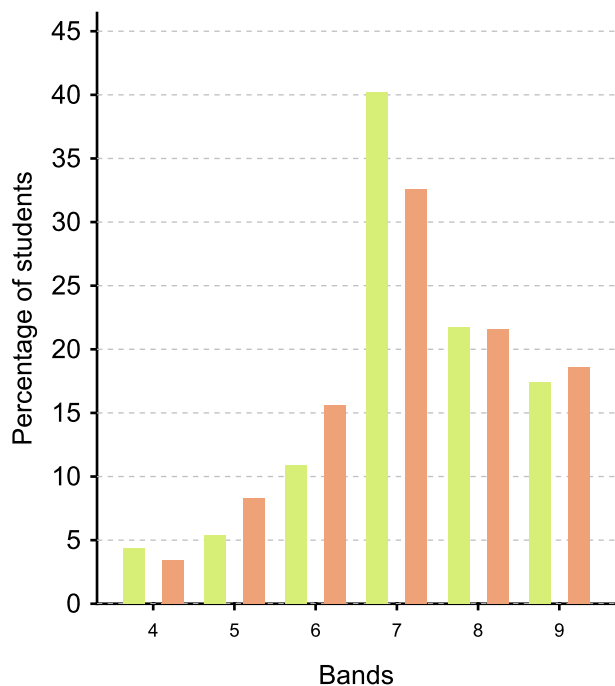
Percentage in bands:  
Year 7 Writing



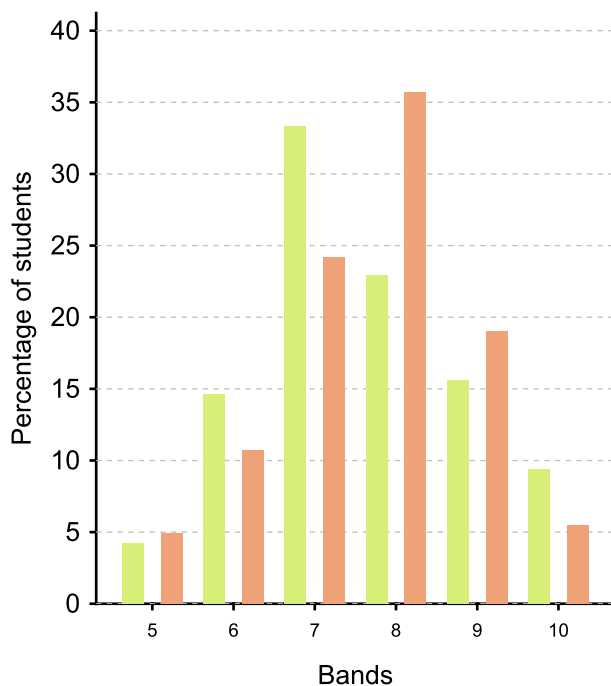
Percentage in bands:  
Year 7 Reading



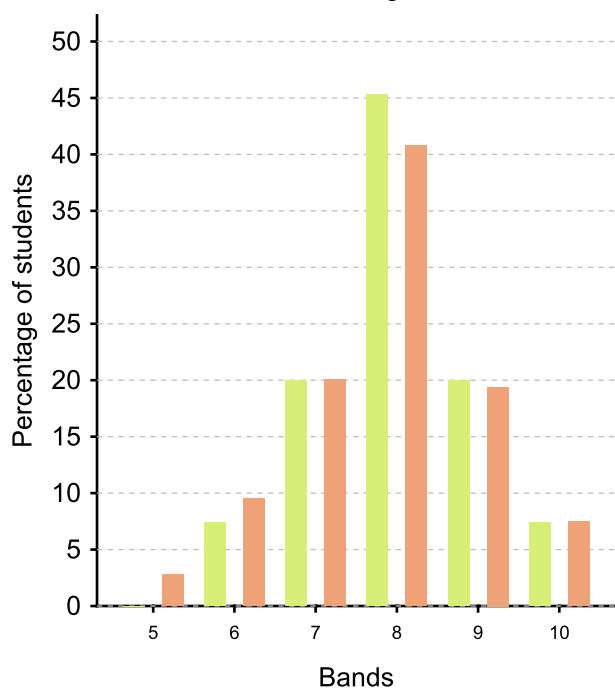
**Percentage in bands:**  
Year 7 Grammar & Punctuation



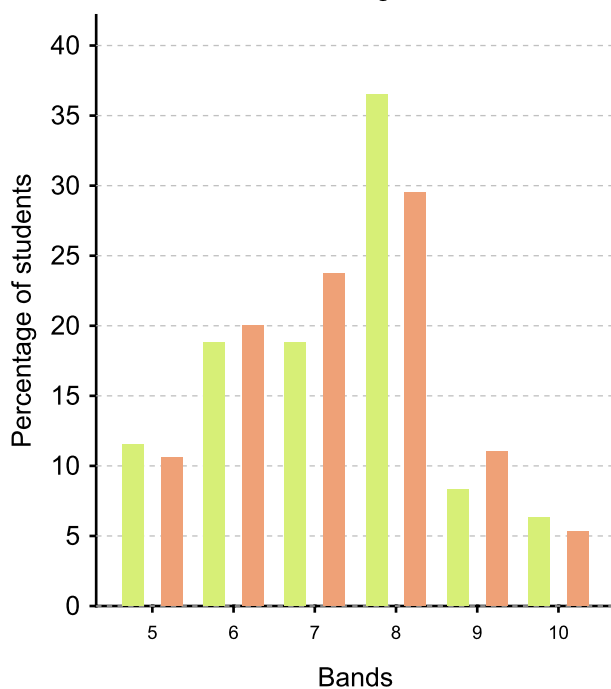
**Percentage in bands:**  
Year 9 Spelling



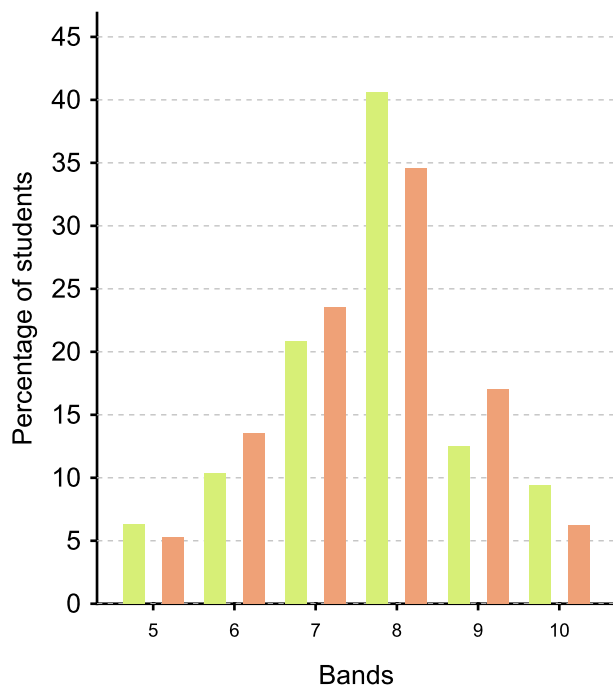
**Percentage in bands:**  
Year 9 Reading



**Percentage in bands:**  
Year 9 Writing



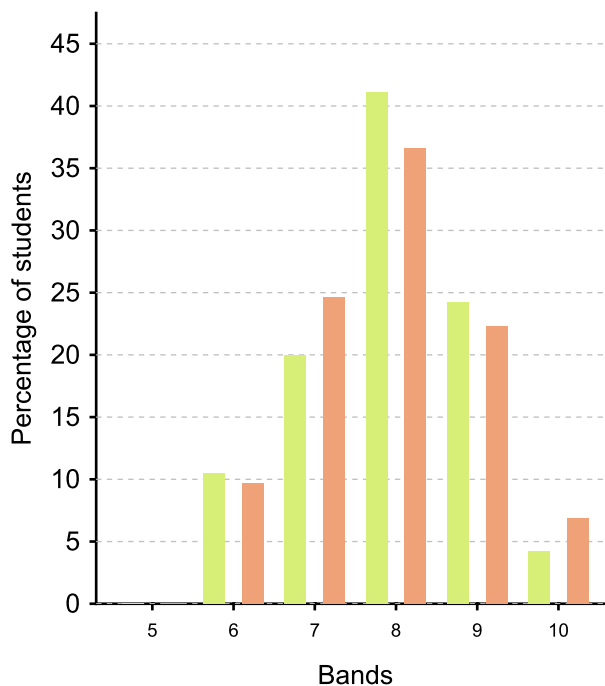
**Percentage in bands:**  
Year 9 Grammar & Punctuation



Percentage in Bands  
School Average 2015-2017

The NAPLAN results for Year 9 in bands 8 and 10 were overall 11% above state average with the average student growth also above state level. The NAPLAN results for Year 7 were also above state average.

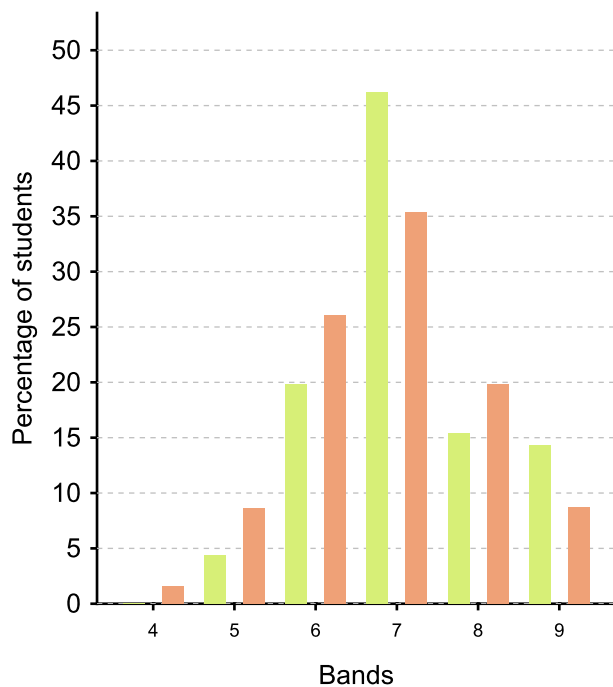
**Percentage in bands:**  
Year 9 Numeracy



Percentage in Bands  
School Average 2015-2017

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.>

**Percentage in bands:**  
Year 7 Numeracy

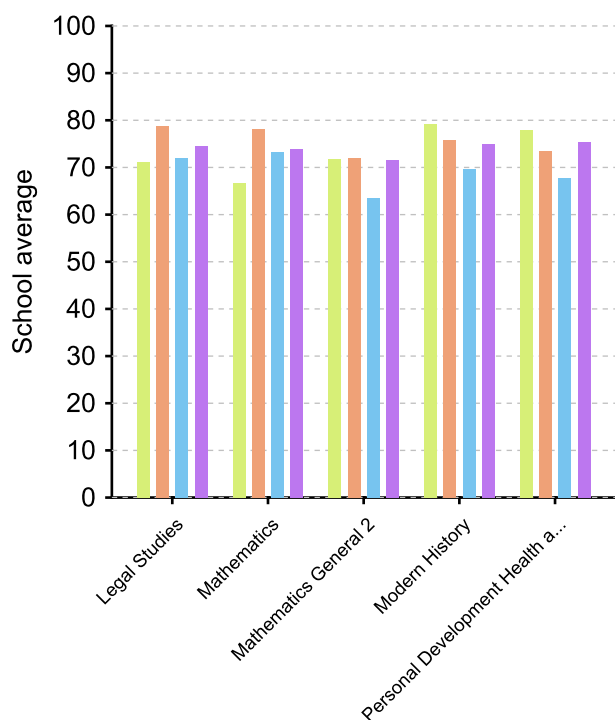
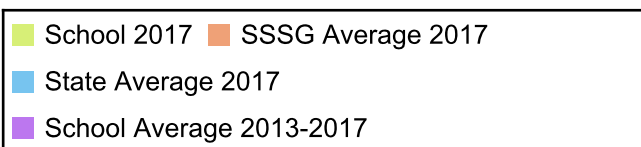
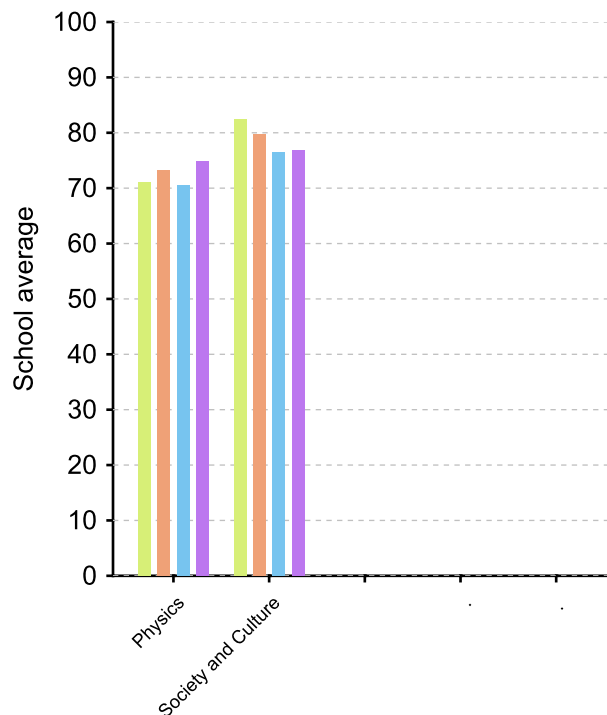
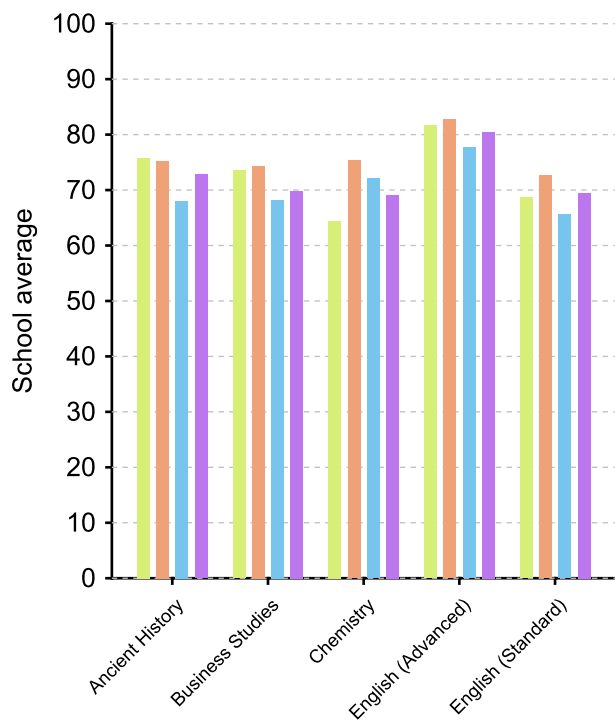


Percentage in Bands  
School Average 2015-2017

In 2017 and in accordance with the Premier's Priorities: improving educational results, schools are required to report on their student performance for the top two NAPLAN bands in reading and numeracy. At Ku-ring-gai High School, 45% of Year 7 students achieved above state average in the top two bands in Reading and in Year 9 Reading, 28% of our students performed above state level in the top two bands. The number of students in Years 7 and 9 achieving in the top two bands in Reading have continued to increasing significantly from the already above state average results achieved in 2016.

### Higher School Certificate (HSC)

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



Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	75.8	75.3	68.1	72.8
Business Studies	73.5	74.3	68.2	69.8
Chemistry	64.4	75.3	72.1	69.1
English (Advanced)	81.6	82.8	77.6	80.5
English (Standard)	68.7	72.6	65.6	69.5
Legal Studies	71.1	78.8	72.1	74.6
Mathematics	66.6	78.1	73.2	73.9
Mathematics General 2	71.7	71.9	63.6	71.6
Modern History	79.1	75.8	69.6	74.9
Personal Development Health and Physical Education	77.9	73.6	67.7	75.3
Physics	71.0	73.2	70.4	74.8
Society and Culture	82.5	79.7	76.4	76.9

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



In 2017, external validation took place. During this process the whole school community had the opportunity to comment on the school directions and focus areas through surveys, forums and the *Tell Them From Me* surveys. Whilst overall satisfaction was high areas for further development were identified. These included a revamping of the school merit system and more opportunities for parent engagement with the school through information evenings.

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

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

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

## Policy requirements

### Aboriginal education

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

them and their families.

In 2017 a School Focus Team continued to review the teaching and learning programs across the KLAS to ensure the understanding of and appreciation of aboriginal culture and history. They also prioritised the need to ensure that updated Personal Learning Plans were in place for all aboriginal students at Ku-ring-gai High School. The key areas to be addressed included student reviews—welfare and academic performance, student talent and strengths, goals, and support services accessed by the student. The key areas addressed included student reviews, welfare and academic performance, student strengths and goals. Our aboriginal students acknowledge country at all formal assemblies.

### Multicultural and anti-racism education

Ku-ring-gai HS prides itself on inclusivity. The school motto—*Harmony In Diversity*—is reflected in our multi-cultural environment where diversity is embraced and celebrated. The international community of students has grown significantly in the last two years. Students are supported and attendance is monitored. Two year 11 international students are elected each year as Prefects into the school student leadership team. An EAL/D skills class has been established for new Year 10 students to provide additional language support. Our Harmony Day celebrations are organised by our International Students club and their teacher mentors. Student performances, food from home countries and national costumes make for a colourful and popular day.

The school's annual Moon Festival celebration provides an opportunity for students to share their culture through performance. We are committed to ensuring a learning environment where there is respect for others regardless of culture linguistics or religion. The school has been particularly appreciative of the contribution of these students to our school. They enrich the community by providing the school with a contemporary multi-cultural perspective and understanding of our global world. Our experienced teachers of EALD/LABOTE students offer professional learning sessions for teachers across the school. Our SET (School Experience Transition) programs occur during the year to offer a supportive and successful transition to our school for EALD students. Interpreters are made available where required, particularly for interviews. Ku-ring-gai High School continues to focus on developing students with a strong commitment to the values that underpin Australian democratic society. The principles of anti-racism are integral to the school's ethos. Our Policies and procedures conform to the requirements of the Anti-Racism policies of the Department of Education. Our wellbeing programs reinforce the value of all students and staff and students are encouraged to speak with the anti-racism officer should the need arise. Our school promotes the diversity of our country and does not tolerate racist or discriminatory behaviours.