

Henry Kendall High School

Annual Report



2017



8467

Introduction

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

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

Andrew Backhouse

Principal

School contact details

Henry Kendall High School

Faunce St

Gosford, 2250

www.henrykenda-h.schools.nsw.edu.au

henrykenda-h.school@det.nsw.edu.au

4325 7754

Message from the Principal

2017 was another highly successful year for Henry Kendall High School. It was highlighted by outstanding academic results, a focus on our school culture, and the implementation of our School Plan 2015–17.

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

2017 was a year which included many momentous occasions and one in which our students excelled across a range of academic, sporting and cultural areas. We are very proud of the achievements of our students.

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

Throughout 2017 Henry Kendall High School has achieved a wide range of success in academic, cultural and sporting endeavours, and these accomplishments have come from the creation of a ‘culture of success’, one in which this school’s community is rightly proud. At Henry Kendall High School success has developed from the significant opportunities that are provided to students, the desire to strive for and achieve ones ‘personal best’, and the enthusiasm in which our students both participate and rise to a challenge. In 2017 this ‘culture of success’ is something that is in evidence on many levels. For some it has provided for outstanding results in the highest competitions in the state, for others it provides the ability to achieve personal milestones, and for others it provides the need to ‘have a go’. No matter what level it is at, this ‘culture of success’ is one of the real strengths behind Henry Kendall High School.

Andrew Backhouse

Principal

Message from the school community

It has been a busy and exciting year for the Henry Kendall P&C. Most of us are new members. It is a very worthwhile team to be a part of as it makes you aware of all the great things going on in the school, and the dedication and tireless efforts of the Executive at the School is outstanding.

This is what makes it the wonderful learning environment that it is. Our children can be proud of their school.

Being involved in the monthly meetings, hearing about the SALSA program, helping the Canteen transition to meet Healthy Canteen standards, hearing about the VIVO Program, attending the Awards Ceremonies, sitting in on the school budgeting process and interview panel for new staff to the school, has certainly kept me very busy.

I look forward to another great year.

Helena Murphy

P & C President

School background

School vision statement

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

School context

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

Within the domain of Teaching our self assessment reflected that the school is excelling in the area of Wellbeing . In the area's of Learning Culture, Curriculum, Assessment, and Reporting the assessment reflected that we are sustaining and growing. In the area of Student Performance Measures we are delivering.

Within the domain of Learning our self assessment reflected that the school is excelling in the area's of Learning and Development and Professional Standards . In the area's of Effective Classroom Practice and Data Skills and their use, the assessment reflected that we are sustaining and growing.

Within the domain of Leading our self assessment reflected that the school is excelling in all four area's of Leadership, school Planning, implementation and Reporting, School Resources, and Management Practices and Processes.

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

Student learning is dynamic, personalised and connected in a purposeful way.

Purpose

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

Overall summary of progress

Learning Culture;

- Validation over 2015–17 of the high quality teaching and learning practices and strong school culture across HKHS.
- Showcasing of high quality, dynamic practices.
- STEM embedded in school curriculum.
- Highlighted connectedness and depth of student support and engagement across the school.
- Clear and continuous growth in student learning outcomes measured through HSC and NAPLAN data from 2014 baseline, and through pedagogical development in 21st Century learning strategies applied across all KLA's.
- Provision of professional learning for staff focussed on teaching and learning and educational research.
- Focus on quality and consistency of teaching and learning programs including embedded components such as 8 Ways of Aboriginal learning.

21st Century Learning

- 21st Century Learning pedagogies now intrinsic in teacher dialogue reflecting significant development of awareness, understanding, initiative and engagement.
- Pedagogies embedded in programming and planning for effective teaching and learning.
- Pedagogies evidenced consistently in classroom practice through Collaborative Peer Learning observations.
- Significant professional learning in 21st Century Learning principles and strategies has underpinned pedagogical shift.
- Student awareness of 21st Century Learning skills and metalanguage has increased providing for increased levels of engagement.
- STEM embedded in the Year 8 curriculum and providing for significant engagement at both a student and staff level. Currently developing a Stage 5 STEM elective course in collaboration with external facilitators for implementation in 2019.
- PBL implemented as a stand-alone curriculum strand in Year 7. Student and staff engagement with this initiative has been significant, leading to outcomes in critical thinking, collaboration, self-directed learning, creativity, capacity to source and apply information, and a range of character outcomes.
- PBL evidenced across all curriculum areas in Stages 4 & 5.
- YAP redesigned to reduce teacher numbers, offer interdisciplinary options, and incorporate an integrated PBL strand within the curriculum.
- Four Collaborative Learning Spaces have been designed and implemented, as well as a flexible learning space in the school library. These are providing for increased student centred learning approaches, flexible delivery and reflect a pedagogical shift across the school.

Student Resilience and Well-being

- Vivo implemented across the school providing a clear student reward framework that is user friendly for staff and provides meaningful rewards to students.
- Mindmatters parent survey completed and results indicate parent belief that the school community is positive, students are explicitly taught resiliency skill and knowledge within the curriculum, that students feel empowered about their mental health, and that the school recognises and responds effectively to students experiencing mental health difficulties.
- Mindmatters framework embedded across the school community involving all stakeholders. Evidenced as best practice with HKHS featured in the Principals Institute newsletter.
- Staff and student evaluations and Sentral data analysis of the Rock and Water program indicate a 20% reduction in negative incidents, behaviour and welfare related referrals on Sentral.
- Explicit teaching of resiliency skills and knowledge across KLA's in stages 4 & 5 strengthen student understanding, self management and capacity.
- Personalised learning and support is embedded in all classrooms providing accommodations and adjustments that

- support all students.
- Nutrition and physical activity concepts taught to all Yr 8 students and embedded in the curriculum.
- Student action team actively influencing the provision of fresh and healthy foods through the canteen.
- Year 10 action team developing leadership skills through the SALSA program.
- Year 10 mental health team developed and implemented a Year 9 well-being day for all of Year 9.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
HKHS learning culture is a holistic, shared approach to, and beliefs about, learning that is articulated and understood by 100% of staff, 90% of students and 50% of parents.	\$58,240	Staff engagement and understanding of learning culture is demonstrated through program involvement, evaluation feedback, high quality practices, individualised learning approaches, pedagogical risk taking and student centred learning practices. Student feedback reflects a shared, holistic learning culture across the school that is valued and understood. Parental engagement with learning culture has been limited.
21st century learning principles and practices are embedded in teaching and learning programs, tasks and assessments across all stages of learning, and evident in student outcomes	\$86,465	21st century learning principles and practices are embedded in teaching and learning programs, tasks and assessments across all stages of learning, and informed by cross KLA evaluations, constructive criticism, shared best practice and a focus on 21st century learning pedagogy. Teaching and learning programs, tasks and assessments in all stages reflect explicit and regular teaching of 21st Century learning skills in critical thinking, problem solving, collaborative learning, intellectual decision making, higher order thinking and questioning, and extended response writing.
20% decrease in student referrals related to resilience and well-being reflective of an increase in social and emotional literacy.	\$46,167	<ul style="list-style-type: none"> A 20% decrease in student referrals related to resilience and wellbeing reflects a measurable increase in student emotional and social literacy based on analysis of Sentral data. An improved understanding and engagement in the learning partnership from students is highlighted by improved resilience and wellbeing as evidenced in the Tell Them From Me student survey – Drivers of Student Outcomes. An informed approach to student resilience and wellbeing is reflected across all learning spaces as evidenced in parent Mindmatters survey results.

Next Steps

Learning Culture

- Amalgamation with 21st century Learning Team in School Plan 2018–20 structures under Futures Learning strategic priority.
- STEM sub team to be formed leading to;
- Increased staff involvement.
- Stage 5 elective implemented.
- Continued development of curriculum.
- Further development and refinement of teaching spaces.
- Continued pedagogical development.
- Focus on girls in engineering.
- Teaching Best Practice document to be utilised as an active resource and continually developed.
- Focus on growth mindset underpinning student learning culture and evident in action plans of 21st Century Learning, STEM, YAP and Student wellbeing Teams.

21st Century Learning

- STEM elective in Stage 5.
- PBL Units implemented in Year 8 curriculum across KLA's.
- Revised YAP implemented, and continued development underpins importance of this program within the curriculum and strategic communication.
- Significant review of Stage 4 curriculum structure and delivery to embed PBL philosophy, principles and concepts as central to teaching and learning outcomes, including;
- Staff professional learning in PBL research, philosophies and outcomes;
- Staff research into PBL structures in other schools;
- Teacher professional learning in PBL design and delivery;
- Remodelling of teaching spaces to support flexible delivery and multimodal options, collaborative approaches, and student centric/self-directed learning;
- Resourcing to support curriculum design and delivery;
- Revised curriculum design and development reflecting new focus and philosophy.

Student Resilience and Well-being

- Wellbeing Team to incorporate staff wellbeing for 2018–20 School Plan.
- Staff wellbeing team to develop strategies to address improved collegiality, support frameworks, burn out rates, early career teachers and staff mental health.
- Student wellbeing team to continue the SALSA program with Sydney university, the mindmatters framework, explicit teaching of resilience skills and knowledge, engaging the parent community in mental health awareness, and expansion of the Vivo rewards program.

Strategic Direction 2

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

Purpose

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

Overall summary of progress

Collaborative Peer Learning

- 100% of staff involved.
- Audit of participation revealed that all staff have observed lessons, have been observed and received feedback, and have completed feedback documentation for colleagues.
- Lesson observation sheets and verbal feedback have provided valuable professional development for teachers.
- Feedback from faculties during whole school evaluation processes revealed significant value is placed in the CPL program across the school.
- CPL is now embedded as the schools core professional learning strategy.

Teacher Accreditation

- All staff requiring accreditation at Proficient have attained this.
- 1 teacher accredited at Highly Accomplished.
- Highly Accomplished support group instigated for aspiring teachers.
- Broad staff awareness ensured regarding accreditation requirements.
- Early Career Teacher Induction Program developed and instigated.
- Aspiring leaders program developed and instigated.
- Professional learning is planned and structured to support accreditation processes at all levels and is targeted to standard descriptors.
- Teacher Accreditation Authority implemented effectively to assess and support teacher accreditation applications.
- Whole school tracking of compliance training supports teacher accreditation processes.

Strategic Communication

- Year 7 2018 now has a waiting list for school entry indicating strong community perception and articulation as the school of choice.
- Parents moving into the area specifically to gain entry to HKHS.
- Promotion of events across the GCLC through the newsletter and social media presence highlighting collaboration and promoting community engagement.
- Alumni project engendering significant engagement with past students as far back as 1974. This is leading to alumni re-engaging with the school as guest speakers, industry workshop presenters and career mentors.
- Year 12 graduation a significant event engaging the parent community and introducing the guard of honour as a rite of passage in our school. Parent feedback extremely positive.
- Strong media presence with the Community Newspaper publishing stories from HK regularly.
- Parent feedback very positive in most contexts, however not reflected in the small TTFM sample.
- School image and beautification program creating significant positive comments from all stakeholders. Anecdotal impact has been a large reduction in playground rubbish and less graffiti indicating an impact on positive school pride and sense of belonging.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff are actively involved in a Collaborative Peer Learning Group focused on continuous improvement and reflective practice.	\$80,000	All staff are actively involved in a Collaborative Peer Learning Group focused on continuous improvement and reflective practice. Collaborative Peer Learning is embedded as our core professional learning strategy

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff are accredited with BOSTES against the National Professional Standards for Teachers and take an active responsibility for maintenance of accreditation.	\$72,504	Overall evaluation indicates all teachers requiring accreditation have achieved expected standards, one teacher has achieved accreditation at Highly Accomplished, teacher accreditation actively supports professional practice, and school processes actively support teacher accreditation requirements and a developed understanding of the National Professional Standards for Teachers.
Henry Kendall High School maintains a strong and positive engagement with its community.	\$54,280	Overall evaluation indicates a strong and positive engagement with our community has been maintained and built upon. Parental and community support of the Gosford City Learning Community as the preferred educational provider is evident in increased enrolment numbers and anecdotally through verbal feedback and enrolment out-of-zone applications. A proactive communications plan complements the GCLC Partnerships and Transition Plan ensuring a strong community and media profile.

Next Steps

Collaborative Peer Learning

- Refinement of CPL groups/teams aligned to new focus areas based on staff feedback.
- CPL program registered with NESA.
- Program embedded in school professional learning strategies involving all teaching staff as the school's core professional learning strategy.

Teacher Accreditation

- Accreditation Coordinator position developed for 2018 replacing the team based approach.
- Ensure a responsive approach to DoE and NESA requirements as policy develops.
- Procedures embedded across the school to support accreditation requirements of temporary and casual teachers.
- Support provided for teachers aspiring to Highly Accomplished or Lead accreditation.
- Support provided for teachers requiring accreditation at Proficient.
- Support provided in guiding teachers through the Maintenance cycle.
- Continued implementation of the TAA.
- Professional learning supports accreditation

Strategic Communication

- Alumni Program to continue to develop as a strong vehicle for community engagement. Data to be analysed and future directions considered.
- 2020 represents the 50th Anniversary of Henry Kendall High School, and significant events recognising and celebrating this milestone will be planned and driven through the Strategic Communication Team.
- Focus on improved teacher / parent connection and communication channels.
- Maintain a strong electronic and social media presence.
- Presentations and assemblies ensure a professional community profile.
- Implementation of a parent portal on Sentral to further engage the parent community.
- Maintain our focus on the physical presentation of the school grounds and buildings articulating our pride and value placed in our school and fostering positive school culture

Strategic Direction 3

Implementation of the Bump It Up Strategy

Purpose

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

Overall summary of progress

Student Literacy

- NAPLAN 2017 data 75.9% of Year 9 students achieving greater than or equal to expected growth, and average scaled growth significantly exceeding that of both the state and our surrounding schools.
- Establishment of explicit programs addressing data identified deficit areas in reading and writing.
- Review of programming in English and Middle School to ensure explicit teaching of skills and to address identified literacy deficit areas from NAPLAN data.
- Scope and Sequence review across English programs to ensure cohort learning needs are catered for and learning sequencing maximises skill attainment.
- Seven Steps to Writing Success strategies explicitly implemented across Years 7–9.
- Staff member trained as an accredited Seven Steps coach. All English staff trained in Seven Steps to Writing Success.
- Year 9 class formed to address identified needs in writing based on minimum standards implications.
- Writing resource kits developed based on Seven Steps concepts and strategies.

Student Numeracy

- Testing of Year 7 students at entry indicates fundamental weaknesses in numeracy skills.
- Explicit instruction in stage ¾ numeracy fundamentals incorporated into Year 7 programs.
- Greater emphasis in numeracy skill building booklets and resources with a focus on data identified deficit areas.
- NAPLAN item areas mapped and deficit areas identified to inform holistic strategies and program focus.
- Staff professional learning in the maths faculty in both formal and informal contexts provide for collaborative approaches, peer based learning, broadened knowledge base, shared strategies, increased understanding of data analysis and application, developed skills in programming, deepened professional capital in pedagogical application, and increased application of online and flipped learning opportunities.
- Only 16.2% of Year 9 students achieved Band 9 or 10 in NAPLAN, falling well short of the 2017 target of 20.4% and representing a decrease from the 2015 baseline of 17.4%.
- Data indicates that 92% of Year 8 students have achieved greater than or same growth. For Bump It Up students this is at 94%.
- Problem solving kits and strategies for cross KLA implementation developed.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students are assessed at Cluster 16 against the Literacy Continuum by the end of year 10.	\$0	The Literacy Continuum Improvement Measure was abandoned with the introduction of BIU and Minimum Standards.
Increase from 20.2% of Year 9 students achieving in the top two bands in Reading in 2015 to 24% in 2017 (with a target of 26.2% by 2019).	\$26,510	<p>Despite intensive strategies employed, a decrease from baseline data occurred in Year 9 students in 2017 from 20.2% to 18.6% of students in the top two NAPLAN bands. This is despite 75.9% of Year 9 students achieving greater than or equal to expected growth, and average scaled growth significantly exceeding that of both the state and our surrounding schools.</p> <p>Teaching and learning across Stages 4 & 5 reflects a consistent data driven approach to literacy improvement. Specific pedagogy is evidenced in teaching programs aimed at moving students</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase from 20.2% of Year 9 students achieving in the top two bands in Reading in 2015 to 24% in 2017 (with a target of 26.2% by 2019).		towards higher band attainment in NAPLAN at Year 9 level.
Increase from 17.4% of Year 9 students achieving in the top two bands in Numeracy in 2015 to 20.4% in 2017 (with a target of 23.4% by 2019).	\$32,010	<p>Despite intensive strategies employed, a decrease from baseline data occurred in Year 9 students in 2017 from 17.4% to 16.1% of students in the top two NAPLAN bands. This is despite 77.3% of Year 9 students achieving greater than or equal to expected growth, and 92% of Year 8 students achieving greater than or equal to expected growth.</p> <p>Teaching and learning in Stages 4 and 5 mathematics courses reflect a data driven approach to student numeracy improvement.</p> <p>Specific pedagogy in student numeracy is evidenced in all Stage 4 and Year 9 teaching and learning programs</p>

Next Steps

Student Literacy

- Implementation and delivery of the new Year 8 English program.
- 2018 NAPLAN and subsequent analysis.
- Reflection and refinement of strategies.

Student Numeracy

- Year 8 2017 to sit NAPLAN test in term 4 to provide baseline data for 2018 growth measures.
- Curriculum mapping of explicit numeracy strategies within specific subjects / KLA's.
- Problem solving kits and strategies tailored to KLA areas implemented to reinforce subject specific numeracy content.
- Professional learning for whole staff and for executive in strategies for developing subject specific numeracy content.
- Professional learning for mathematics faculty staff in both formal and informal contexts is ongoing to build professional capital and deepen pedagogical application. • Increased focus on numerical literacy through skill building kits.
- Program evaluation and review across Stages 4 and 5.
- Continued development and refinement of problem solving kits.
- Continued analysis of student growth against baseline data.
- Professional learning for Stage 3 teachers in partner schools with a focus on addressing skills in student deficit areas.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$161,717	Through strategic priorities our impact ensured a range of student support programs were in place; significant teacher professional learning was undertaken; strategic employment of support staff; and all team milestones were attained.
Socio-economic background	\$162,565	Through the strategic priorities our impact was; a range of significant student support programs were put in place; significant teacher professional learning was undertaken; strategic employment of key support staff; flexible and collaborative learning spaces were established supporting learning attainment for all students; and all team milestones were attained.
Support for beginning teachers	\$33,609	Through Strategic Priority 2 individualised mentoring and significant professional learning supported a range of early career teachers specific to individual needs.
Aboriginal background loading	\$32,536	Through strategic priorities our impact was; a range of significant student support programs were put in place; significant teacher professional learning was undertaken; strategic employment of key support staff; flexible and collaborative learning spaces were established supporting learning attainment for all students; and all team milestones were attained.
English language proficiency	\$28,394	Through strategic priorities our impact was; a range of significant student support programs were put in place for our EALD students; significant teacher professional learning was undertaken; strategic employment of key support staff; and all team milestones were attained.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	371	361	373	354
Girls	393	383	378	385

Student attendance profile

School				
Year	2014	2015	2016	2017
7	92.8	92.8	92.1	93.3
8	89.3	89.8	89.5	89.7
9	88.2	88.2	87.5	87.6
10	89	88.1	85.4	85.8
11	89.7	88.5	88	86.7
12	91.1	91	88.6	87.7
All Years	90.1	89.6	88.5	88.6
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

An allowance is provided to a member of staff to monitor student attendance and intervene in cases where attendance patterns show cause for concern. Where linked to identified learning and support needs, intervention plans are developed by the school's Learning and Support Team. Serious cases of non-attendance are managed by the Deputy Principal's, and where appropriate the Home School Liaison resource is accessed.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	5
Employment	5	75	15
TAFE entry	95	25	15
University Entry	0	0	45
Other	0	0	15
Unknown	0	0	5

Year 12 students undertaking vocational or trade training

In 2017 28 students studied externally across 11 TVET courses, including Nursing, Animal Studies, Automotive, Beauty, Construction and Design Fundamentals.

SVET courses were particularly sought after with 117 students studying across Hospitality, Retail, Human Services, and Screen and Media. In 2017 Stage 5 Hospitality was again successfully offered as a 100 hour course, providing greater breadth of options and a strong platform for students entering stage 6.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of Year 12 students completing Year 12 in 2017 attained an HSC or equivalent Vocational Educational qualification.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	1
Head Teacher(s)	9
Classroom Teacher(s)	44.7
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	16.68
Other Positions	1

*Full Time Equivalent

Two members of staff identify 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	97
Postgraduate degree	3

Professional learning and teacher accreditation

Total TPL expenditure for 2017 was \$471,024. In 2017 we were provided \$65,504 for TPL by the DoE. The school committed the equivalent of \$405,520 in funds towards teacher professional learning. This was made up from; flexible staffing component (17%), beginning teachers funding (31%) and equity funding (53%). This compares to a total of \$52,000 spent in 2014, \$330,000 in 2015 and \$386,000 in 2016.

In 2016 the school accessed 441 'events' + Collaborative Peer Learning (396 in 2016 and 355 in 2015) – both whole school PL and individual PL combined. Of this, 376 individual PL applications were approved.

The main areas of TPL undertaken as a whole staff were curriculum development, compliance training, 21st century and futures focussed learning, and student

resilience and wellbeing.

Key areas focussed on in individual TPL were;

- Curriculum Development (53%)
- Pedagogical Development (9%)
- Welfare and Disabilities (24%)
- Administration and Capacity Building (6%)
- Leadership Development (12%)
- Vocational Education (2%)
- Extra Curricular and Sporting Skills (1%)
- ICT (1%)
- WHS (1%)
- Teacher Accreditation (2%)
- Teacher Wellbeing (3%)

Key areas focussed on in whole school TPL were;

- Innovation in schools
- Compliance training
- Collaborative peer learning
- Curriculum Development
- Student Wellbeing
- Safe Schools Coalition
- 21st Century and Futures learning – STEM and PBL
- Learning culture – implications from educational research
- Alumni Project
- Neuro Teaching and adolescent development
- Supervising Pre-service teachers

Key areas focussed on in executive TPL were;

- Data analysis
- NESA Inspections
- Policy and Practice
- Vicarious Trauma
- School Planning

The number of teachers in the process of gaining accreditation in the following stages of the Australian Professional Standards for Teachers is;

- Proficient – 9
- Highly Accomplished – 2
- Lead – 0

The number of teachers maintaining accreditation in the following stages of the Australian Professional Standards for Teachers is;

- Proficient – 23
- Highly Accomplished – 1
- Lead – 0

Schools Development Days play an integral role in the professional development of teaching and non-teaching staff, and are carefully planned within the annual school professional learning plan. Particularly valued is the combined School Development Day across the Gosford City Learning Community.

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.

The schools Financial Management is the responsibility of the Principal and School Administration Manager, and is monitored by the Finance Committee which has representatives of the staff, P&C and Senior Executive.

Available funds are targeted to meet educational delivery needs, specialised programs and School Plan priorities.

Receipts	\$
Balance brought forward	459,968
Global funds	467,597
Tied funds	277,826
School & community sources	158,173
Interest	4,682
Trust receipts	21,081
Canteen	0
Total Receipts	929,359
Payments	
Teaching & learning	
Key Learning Areas	128,475
Excursions	62,190
Extracurricular dissections	44,263
Library	6,085
Training & Development	0
Tied Funds Payments	283,929
Short Term Relief	26,961
Administration & Office	115,433
Canteen Payments	0
Utilities	90,505
Maintenance	31,739
Trust Payments	44,114
Capital Programs	0
Total Payments	833,693
Balance carried forward	555,634

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 (\$)
Opening Balance	0
Revenue	1,512,472
Appropriation	1,260,969
Sale of Goods and Services	29,918
Grants and Contributions	219,910
Gain and Loss	0
Other Revenue	0
Investment Income	1,675
Expenses	-974,159
Recurrent Expenses	-974,159
Employee Related	-381,429
Operating Expenses	-592,731
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	538,313
Balance Carried Forward	538,313

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.

	2017 Actual (\$)
Base Total	6,919,832
Base Per Capita	122,072
Base Location	0
Other Base	6,797,761
Equity Total	385,212
Equity Aboriginal	32,536
Equity Socio economic	162,565
Equity Language	28,394
Equity Disability	161,717
Targeted Total	1,373,887
Other Total	282,005
Grand Total	8,960,936

also attained outstanding growth of 77.3% of students achieved greater than or equal to expected growth.

We are clearly doing well with our lower performing students with fewer students in the lower bands than any other data group in every area of NAPLAN. Trend data in Year 9 is now very positive, however student growth and attainment in the upper bands clearly continues to be our focus area.

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.

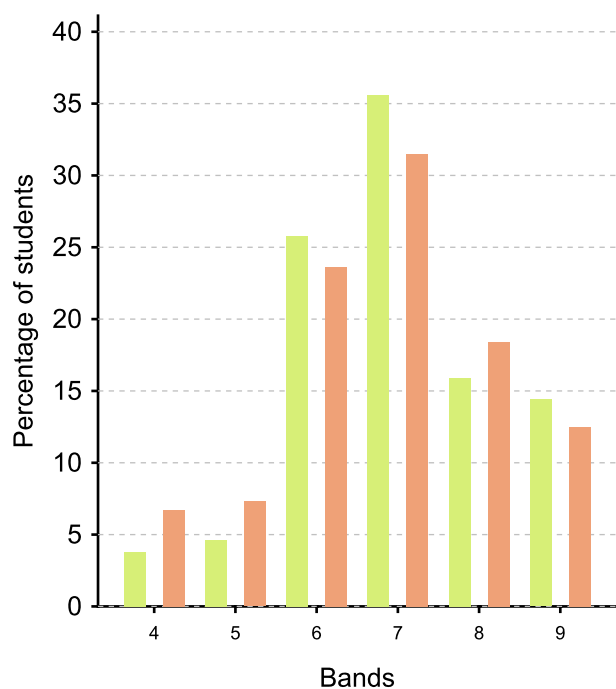
We are particularly achieving good results with lower performing students in all areas of Literacy, however the performance of our higher performing student's needs particular analysis.

We have now exceeded state data in each of the literacy components in Year 9.

With the exception of Reading, Year 7 Literacy data is excellent. Writing and Numeracy are particularly outstanding.

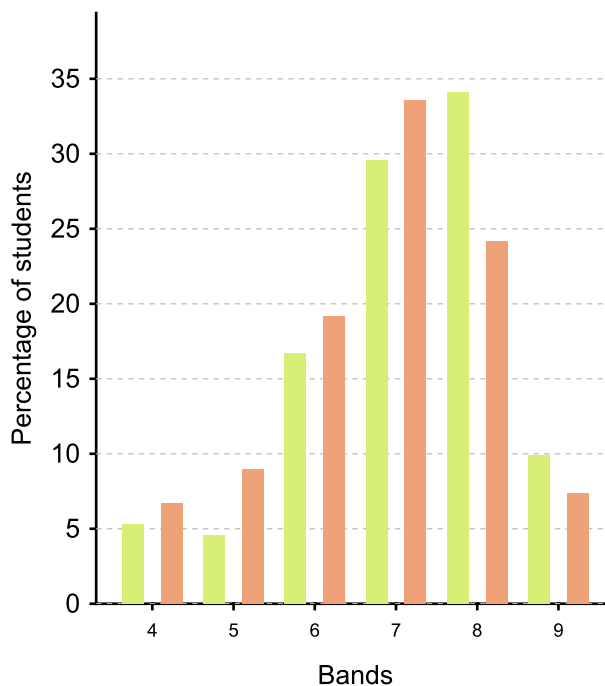
Particular focus is on the Year 9 data in light of both Minimum Standards and Bump It Up. This data shows both positive signs and a need for renewed focus. Year 9 writing out performed the state and our non-selective schools in reference to band 8 attainment for minimum standards. , however again our higher performing students did not reach expected benchmarks. Overall, however, 75.9% of students achieved greater than or equal to expected growth in Year 9 reading. Numeracy

Percentage in bands:
Year 7 Grammar & Punctuation



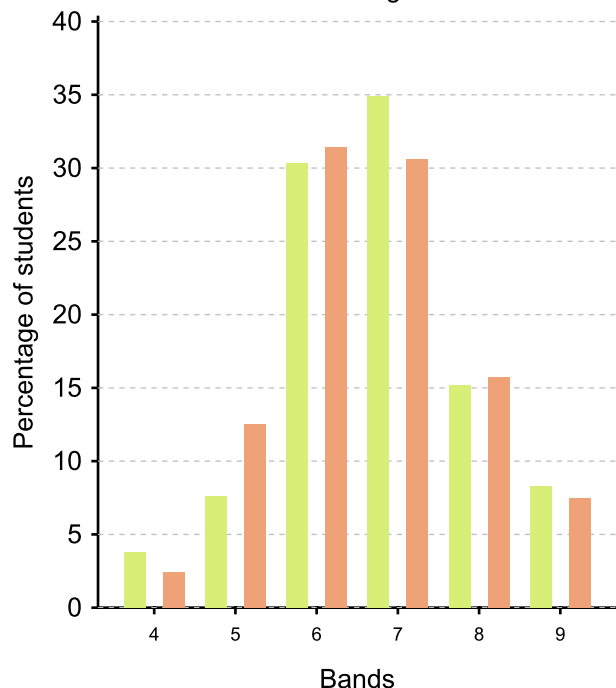
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Spelling



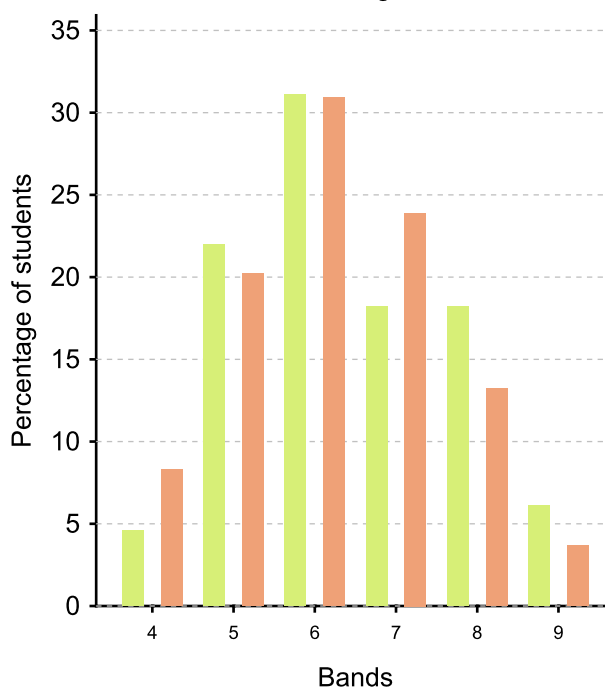
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Reading



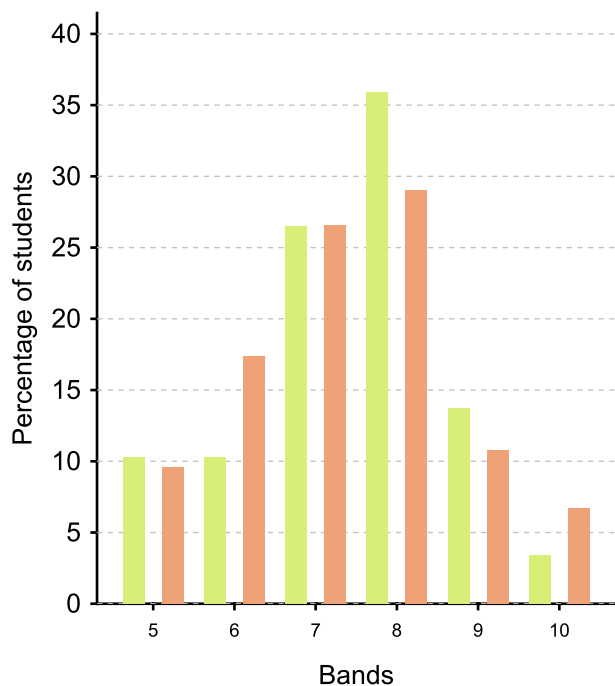
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Writing

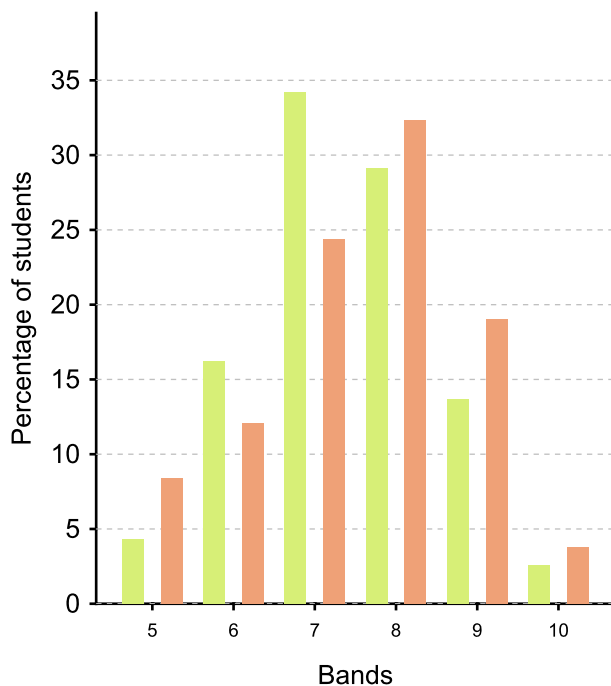


Percentage in Bands
School Average 2015-2017

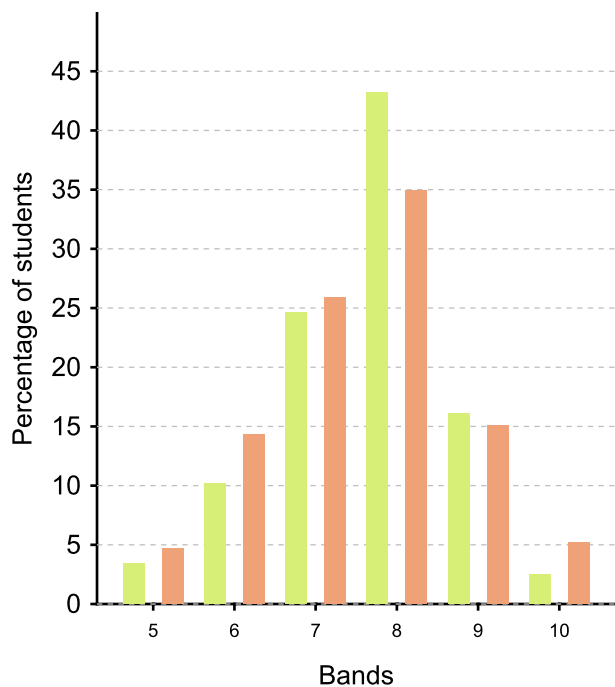
Percentage in bands:
Year 9 Grammar & Punctuation



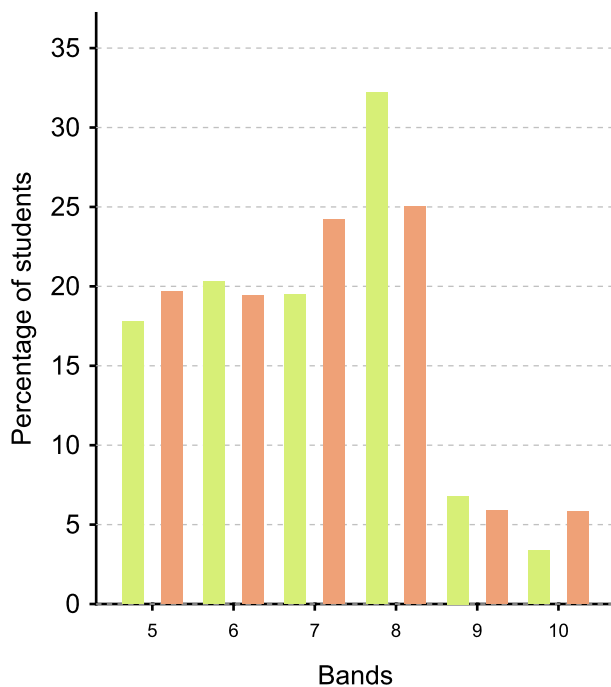
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing

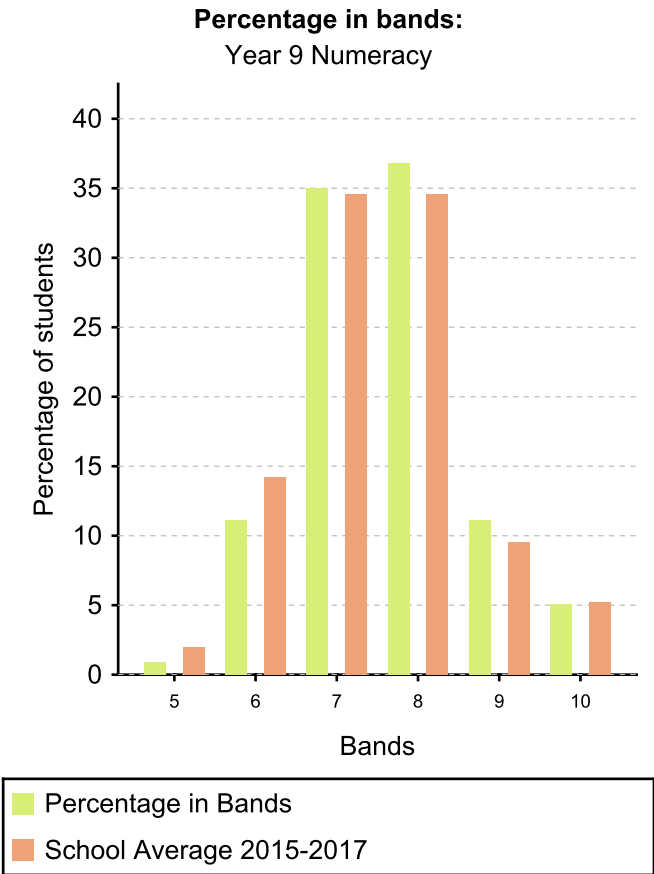
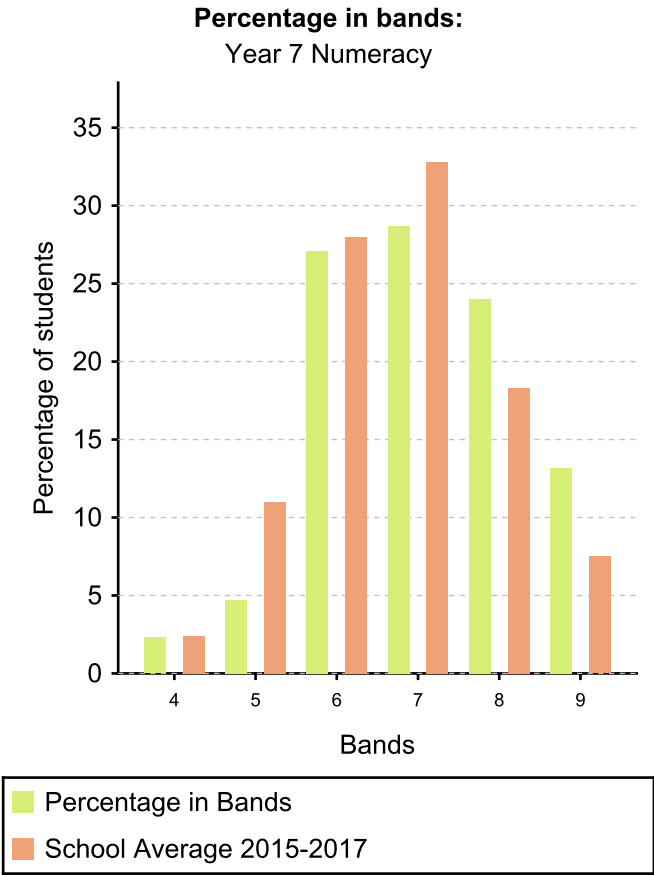


We are particularly achieving good results with lower performing students in all areas of Numeracy, however the performance of our higher performing student's needs particular analysis.

Year 7 Numeracy data is particularly outstanding.

Year 9 Numeracy attained outstanding growth of 77.3% of students achieved greater than or equal to expected growth.

We are clearly doing well with our lower performing students with fewer students in the lower bands than any other data group in every area of NAPLAN. Trend data in Year 9 is now very positive, however student growth and attainment in the upper bands clearly continues to be our focus area.



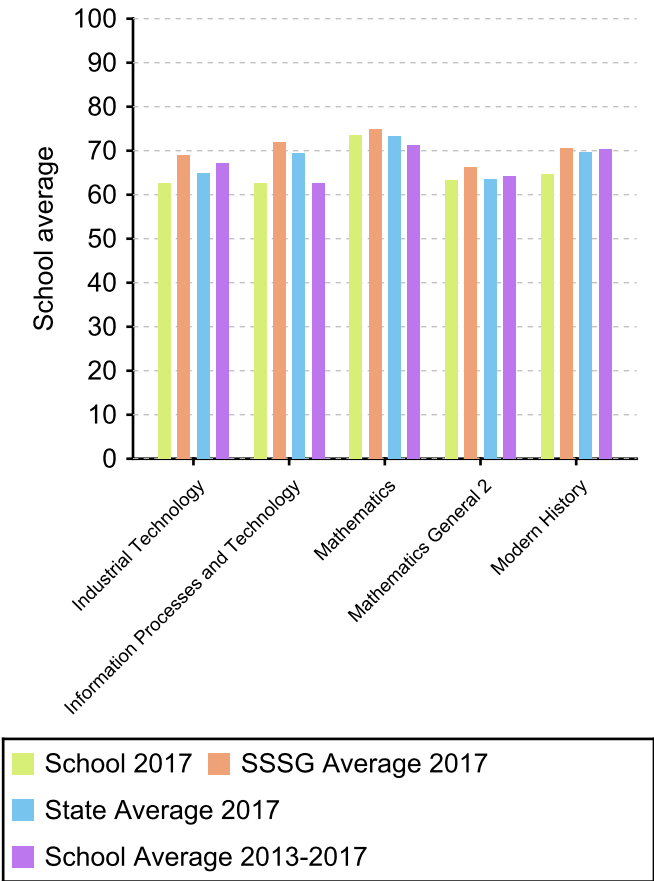
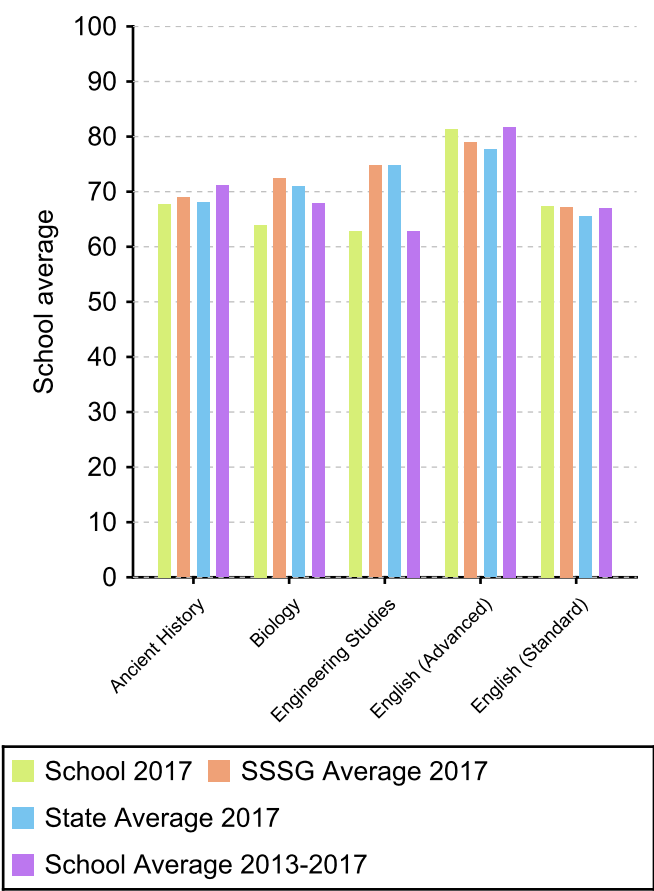
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

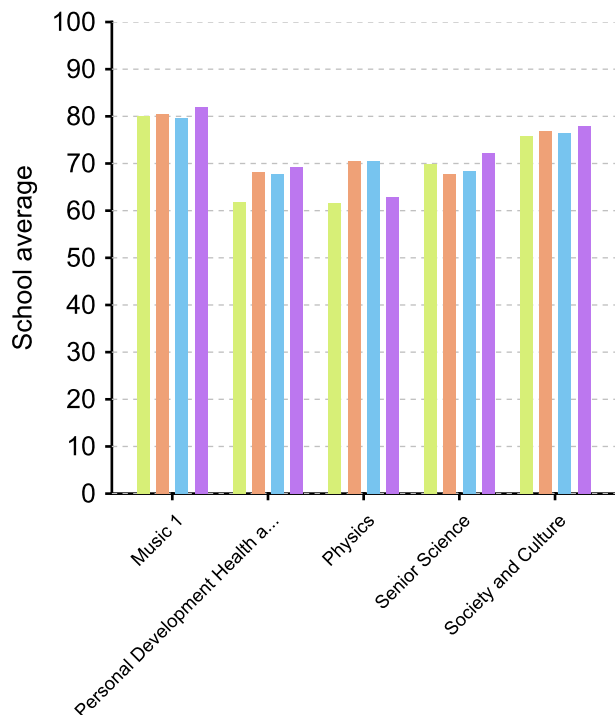
18.6% of Year 9 students achieved in the top two bands in Reading, and 16.1% of Year 9 students

achieved in the top two bands in Numeracy.

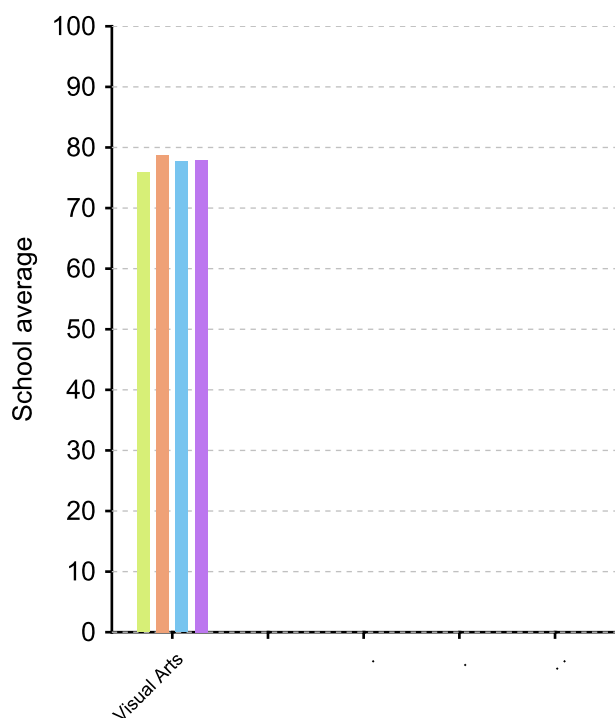
Higher School Certificate (HSC)

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





■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017



■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017

Parent/caregiver, student, teacher satisfaction

In 2017 the school engaged in several key evaluation strategies to underpin the strategic directions of our 2018–20 School Plan. Included in these processes was

engagement with the Tell Them From Me survey, providing information on students, teachers and parent/carer satisfaction with our school. These findings are reported below.

Key findings from the Student Survey;

- Years 8 – 9 10 decline across all areas – both social/emotional and learning. Although an issue in Years 8–9 across the state, we are also below state norms.
- Teacher student relationships positive across the school.
- Relevance of learning an issue in Years 8 and 9 – lacking purpose.
- Drivers of student outcomes – above state average in all classroom based areas.
- Year 8 – very low levels of academic self-concept.
- Achievement levels above state average as reflected in core subjects.
- Bullying an issue – particularly in Year 8 and 9.
- Students from a lower SES status tend to have a lower sense of self concept, lower sense of belonging, have a lower value of schooling outcomes and are less interested and motivated.
- Students lack exposure to the world beyond the Central Coast.
- Coast effect – apathetic about schooling outcomes.
- Student learning clearly indicates preferences for approaches that are personal, not technology based.
- Student lack a positive sense of belonging.
- Student do not value in schooling outcomes.
- Student representatives on the evaluation team commented that this school is far better than others on the CC, but our students don't realise this because they haven't been to any other school.

Key findings from the Staff Survey;

- We rated above the NSW norm in all of the eight drivers of student learning and the four dimensions of classroom and school practices.
- Areas that rated the highest were; Learning culture; Inclusive school; Teaching strategies; Collaboration.
- Areas that rated the lowest were; Technology; Parent involvement.
- 59% believe that staff morale is good.
- 96% of staff felt that school leaders are leading improvement and change and 91% believe that we strongly articulate our strategic vision and values for our school.
- Comments relating to School culture indicate a high belief in the positive culture of our school.

Key findings from the Parent Survey;

- Very small engagement. Those who did engage were largely negative and at times demeaning of the staff and the school. This is disappointing and is at odds with all other parent evaluation feedback we have gathered where a high degree of satisfaction has been expressed.
- In all 7 areas those who completed the survey rated the school significantly below the NSW norm.

- Areas that rated the lowest were; Parents are informed; Inclusive School; School Supports Learning.
- Areas that rated the highest were; Parents support learning at home; School supports positive behaviour.
- However, 60% of these parents indicated that they would recommend our school to parents of Primary School students; 63% believed the school has a strong community reputation; and 69% believed that the school provides good communication.

Policy requirements

Aboriginal education

2017 has been a culturally and educationally progressive year for our ATSI students. Our Personalised Learning Plans have proved to be a beneficial aspect of our ATSI students' learning and engagement with school. The process, this year, has been shared with Year Advisers engaging in the implementation and process of the plans. This has enabled our teachers to become more aware of how culture, family and school interaction is essential for student success academically. We have had many successful meetings with parents where deeper connections were made and more knowledge built around the personal lives of our students and how they learn.

Our Literacy and Numeracy program continues to be implemented and the program has been influential to all students in their academic studies and wellbeing evident in increased levels of school attendance, retention rates and increased engagement in all school activities. Our tutors; Tegan Perkins, Janelle Wilkinson and Lesley Coote have assisted all students in the areas of literacy numeracy across all KLAs and have been instrumental in completing scholarships and school-based traineeship applications such as Mia Cincotta in her success with SBAT and a future career in Nursing. Through our Individual Sponsorship Program students have been offered tutorial assistance through study periods, with assessment tasks and general in-class work and support. Staff have also assisted students in applying for vocational positions, interview skills, resume writing and university transition visits.

The Aboriginal Resource Room has brought many students and their families together with the greater community. In conjunction with the AECG, TeachMeet and our parent and teaching community we held an afternoon where teachers from the Central Coast area met and shared their teaching ideas with other members. Gavi Duncan smoked all community members into the room and spoke about his own personal experiences about life as an Indigenous man but also his experiences with the school system. Questions were asked and stories told and the afternoon was received extremely positively with all feedback given.

Our older students welcomed our Year 7s into the room

with afternoon tea and stories of how their culture and the room are two important aspects of their learning at Henry Kendall High School. The girls spoke of connection and significance of the room and shared their personal stories about the room. The Year 7 students placed their hand prints on the wall and then the older students helped them compose their own Acknowledgement to Country, which they use every morning at the beginning of Roll Call. Furthermore, our ANZAC Day ceremony continues to acknowledge the Indigenous contribution towards efforts both defending and on the home front. This has raised awareness and knowledge of the extent of the contribution our Aboriginal soldiers endured.

Henry Kendall continues to work closely with Macquarie University's Walanga Muru Office of Indigenous Strategy where Amelia Corr and Taylah Pearce provided educational workshops on culture, identity, lore, racism, spirit animals and stories to our students. This has proven to be a popular and engaging activity for our ATSI students as it allows them a space to share stories and affirm their identity as an Aboriginal person. To enhance this process we have also run the iBelieve program with Dominic Dates with our junior students. This program focuses on self-esteem and self-belief and every year shows great engagement with our students and their beliefs in themselves as learners and individuals.

For NAIDOC week this year Gosford High School welcomed Gosford Public, Point Clare Public and Henry Kendall High School. All students participated in workshops such as bush tucker, weaving, painting and bush food cooking. Gavi Duncan spoke about the benefits of our native foods and how they were sourced and eaten.

Patricia Muscat on behalf of our Mathematics Faculty attended the Tuggerah Lakes Secondary College Campus' Aboriginal Literacy Day where Holly Miller Yr 9, Angel Gould Yr 9, Johannah Walkley Yr 8 and Maikira Barber Yr 7 participated with great success. This is also an annual event where our students consistently hold a strong position. It is also a great opportunity for all schools to engage in Numeracy and learning. Additionally, many of our students annually become involved in our 'Come and Try' day run by our Special Education unit. This event hosts schools from the district and encourages participation in sporting activities. Many of our students – Angela Sibley, Angel Gould and Holly Miller volunteer to be leaders and they are a great asset to this event.

This year we celebrated our student's achievements at the second AECG Education Awards at Gosford Public School. Some of our students have had outstanding achievements academically and with leadership. The following students received awards: – Angel Gould for the Cultural Participation Award, Ashleigh Vandenberg for Dedication to Learning Award and Sharnae Bergen for the Creative and Performing Arts Award. Karen Campbell and Sarah Campbell are the coordinators and instigators of these awards and it was an incredibly positive experience for students and their families. Furthermore, Henry Kendall's end of year Award Presentation Night now has an Aboriginal

Academic Achievement Award category for each year group and this is where students' academic success and leadership is celebrated for the year. This year awards went to:– Lachlan Muir Yr 12, Angela Sibley Yr 10, Holly Miller Yr 9, Johannah Walkley Yr 8 and Sharnae Bergen Yr 7.

All Henry Kendall High School staff now apply and implement 8 Ways of Learning into their pedagogical practices and teaching programs. Tracy Smith, Janelle Wilkinson, Tegan Perkins and Lesley Coote from Student Services have been an integral part of our Aboriginal community at school in their roles as Literacy and Numeracy tutors and mentors for our ATSI students.

Multicultural and anti-racism education

Multicultural education has continued to grow at Henry Kendall High School during 2017, with a large number of LBOTE students enrolling from a range of language backgrounds. At the conclusion of 2017, we had students from 50 different language backgrounds and a further 108 LBOTE students enrolling in 2018. English as an Additional Language/Dialect support has been refined throughout the year with the guidance of the EALD Coordinator, Central Coast. Students are supported based on need with provision of an individualised and differentiated program underpinning the learning program of each EALD student.

Intervention varied based on the needs of each student.

- In class support and co teaching was the most common type of support for students. This support focused on English lessons and ensured students did not miss any key content.
- Withdrawal – Students withdrawn to complete classwork in a quiet environment if they became easily distracted in class.
- Assessment support – Students request support for some tasks they may be experiencing difficulty with. This includes creation of individual scaffolds to ensure students achieve the required outcomes being assessed. Many students also practice their English speech delivery before school, to build confidence in their ability.
- Wellbeing support – It is essential that EALD students feel happy and supported at all times. The EALD teacher ensures regular contact with students to ensure they have made friends and work with them to develop their conversational English, building confidence.
- Referral support – There is a large number of students (45) who are shown on the EALD learning progressions, with some needing more support than others. All students were aware of additional support if they face difficulty and are welcome to access additional help when necessary.

We have a range of abilities at Henry Kendall High School. This includes:

- 28 students working at a consolidating level – referral and wellbeing support only.
- 9 students working at a developing level
- 6 students working at an emerging level – weekly

support

- 2 students working at a beginning level – intensive support

The EALD teacher developed strong links with the Central Coast EALD Coordinator throughout 2017, including several mentoring meetings. She attended EALD network meetings which occur each term, making links with other High School EALD teachers. She was additionally involved in working with the EALD Coordinator and staff from Gosford Regional office to plan and implement a 2018 Central Coast project. In 2018, staff will be further supported in teaching EALD students through EALD caseload booklets and professional development.