

Kurri Kurri High School

Annual Report



2018



8177

Introduction

The Annual Report for **2018** is provided to the community of Kurri Kurri High School as an account of the school's operations and achievements throughout the year.

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

This year has been a very busy one, with the winning of a National Award from 'The Educator' and also a Department of Education 'Secretary's Award' for an innovative project. We were very proud of our HSC results, showing more improvements from the work we have achieved as a strong team who have a clear moral purpose on improving the educational and life outcomes for our students.

Our staff have worked tirelessly, for and with, our students to uphold our school values of Excellence, Respect and Safety.

TRACEY BREESE

Principal

School contact details

Kurri Kurri High School
Stanford & Deakin Sts
Kurri Kurri, 2327
www.kurrikurri-h.schools.nsw.edu.au
kurrikurri-h.school@det.nsw.edu.au
4937 1877

School background

School vision statement

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

School context

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

Kurri Kurri High School has over 860 students from Years 7–12 and 65 teaching staff. There are 150 students who have identified as Aboriginal and in 2010 a Junior Aboriginal Education Consultative Group (AECG) was established in partnership with the Korreil Wonnai Aboriginal Education Consultative Group (AECG). We have a strong Junior AECG who are active in the school and local area. Our Learning Centre supports our students with academic and social outcomes, offering all day support for students across all stages of learning.

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

On 20/09/2018 our school participated in external validation. In preparation for this meeting, the required body of evidence was prepared, reviewed and annotated. The Executive Summary synthesises the annotated information provided in the body of evidence.

There has been significant change in the school over last three years in leadership and therefore the vision of the school. A focus has been on creating a clear purpose and a concerted effort to establish very clear priorities for all students and staff. There has been a consolidation of practices used across the school to create consistency of practice. Some of these practices and processes are contained in the evidence sets within this evaluation. The clear directions created from targeted professional learning opportunities for staff have enabled this consistency to be amplified across the school. Our clear priorities around continuous improvement are embedded in the strategic directions. A Deputy Principal drives the implementation of the milestones and tracks improvements.

The school leadership team have led the work on External Validation. All staff have had a voice on the impact of our work through combined staff meetings to evaluate and reflect on the data sets. This has made the process a very collaborative one and has given the full staff an opportunity to engage with the School Excellence Framework (SEF) in an authentic way. We have utilised data sets that provide evidence of our work in tracking our impact on students learning and the performance of teachers. Our commitment to quality learning and leading is evident throughout this work. Both qualitative and quantitative sets of evidence allow for a deep consideration of our collective impact on student learning. The executive team collated, analysed and reflected deeply on the evidence to make informed judgements across all elements of the SEF.

This self-assessment has led to some clear directions that we can address as a school and recalibrate some areas that have been highlighted through the processes. This work is located in the 'next steps' section of the annotations in the evidence sets.

Our evidence sets are organised against the School Excellence Framework and are aligned to each of the three

domains.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

The results of this process indicated that in the School Excellence Framework domain of Learning we are tracking at: Sustaining and growing

From the beginning of the transition process in Year 6, our students are nurtured and academically challenged through clear processes of teacher evaluation of data gathered through a variety of sources including primary school teachers, LAST interventions and work collected through pre-testing experiences. Our vision through our Learning Culture to create successful learners is embedded in Stage 4 experiences, which track towards the legacy works created in REAL projects (rigorous, engaging, authentic experiences). The planning documents that have been created over the past two years reinforce the deep work around learning experiences. Across Stage 5 we are tracking the Unicef areas for global sustainability and the understanding that students should 'think global and act local'. In Stage 6 we are tracking to develop unique learning pathways to ensure quality outcomes and well-designed learning so that every student reaches their potential. Within the domain of Learning, we have determined that we are Sustaining and Growing in the elements of Learning Culture, Curriculum and Learning and Assessment and Reporting.

In line with the quality, practice outlined by the Centre for Education Statistics and Evaluation (CESE) the school has explicit processes in place to analyse external and internal data sets. Our work on formative assessment has been a key driver in the development of quality tasks. Teachers work in a responsive way to address the learning of all students to ensure that 'one year's worth of teaching results in one year's worth of learning' (Hattie 2007). The quality of our reporting process has been reviewed and refined in 2017 in response to feedback and quality practice. Parents receive twice-yearly reports to inform them of their child's progress.

The planned and committed approach to fostering happy and healthy students is framed by our wellbeing network. The employment of quality and expert professionals to lead in this space has shaped the sense of belonging the students are now feeling within the school. This team triages students to the correct support, whether inside or outside the school.

Our work in attendance has paid dividends as outlined in the evidence sets which demonstrate the impact of the monitoring practices and the reduction of staff on classes. In Stage 4, Year 7 students only have four teachers across the whole curriculum.

In the delivery of Positive Behaviour for Learning the school has tracked towards a relaunch and rebranding of the behaviour management processes across the school with the implementation of Positive Psychology across the LMG. Our participation in Tell them From Me has informed many of the decisions made by the teams across the school to engage students in the learning process. Our practices and processes to support our ATSI students has further enhanced attendance and learning experiences resulting in sustained growth in NAPLAN results.

In Student Performance Measures, we have been closely tracking our NAPLAN results. In some areas, we are moving towards Sustaining and Growing and we look forward to meeting that benchmark. Our English HSC results are considerably strong and have us tracking at the best results within the network and in this area, we are at Excelling. It is our intention to replicate this across more faculty areas with our work in Focus on Writing.

We have determined that we are at Delivering in the elements of Student Performance Measures and Sustaining and Growing in Wellbeing.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

The results of this process indicated that in the School Excellence Framework domain of Teaching we are tracking at : Sustaining and Growing

Creating a team of world class teachers is a key value of the school community through quality, targeted and timely professional learning. School wide professional learning and collaboration underpin the work of our staff in creating improvements in learning for students. In setting high expectations and raising the watermark, we have seen improvements in knowledge, data analysis, feedback and responsive teaching. The consistency of practice is evident in the artefacts provided in the evidence sets around Numeracy, STEM and feedback sheets.

Our leadership, in using data to inform practice is evident in our Executive Planning Evenings and in the way that we use data to inform learning. Our effort in the Best Start Trial has given us extra benchmarks for students starting year 7. Our Head Teacher Symposiums further show our sharing and collaborative practices across the whole school.

A rigorous and strategic approach to quality professional learning underpins the instructional leadership role that we

strive for at Kurri Kurri High. Our twilight sessions, teacher choice, our 'DLE Coach in Residence' and formal mentors culminate to produce a culture of high expectations and collective improvement.

In all areas of Effective Classroom Practice, Data Skill and Use, Professional Standards and Learning and Development, we believe we are most definitely ***Sustaining and Growing***.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading:

The results of this process indicated that in the School Excellence Framework domain of Leading we are: Sustaining and Growing

The cornerstone of quality schools is quality leadership. Our school this ideal as a pinnacle part of our work and consequently we have a shared responsibility in the creation of a culture of excellence. Excellent leaders are defined by their contribution to a (OR commitment to a) culture of high expectations and continuous improvement. As the 'Lead Learners' within the school, we strive to create an air of creativity and inquiry to develop quality teachers. This strategic leadership is the key to developing a shared collective (what?) and plays host to quality experiences for all sectors of the school. The Performance Development Process underpins many of the conversations and experiences that we provide for staff, students and the community. Students have benefited from the school's planned and proactive engagement of the leadership of the school. In the element of Educational Leadership, we judge ourselves at Sustaining and Growing.

In the Element of School Planning, Reporting and Implementation, we have judged ourselves as Excelling. The school remains committed to providing relevant responsive and timely experiences for all stakeholders, students, staff, parents and other community members. The school plan drives our work and is an agile document that consistently changes to meet the needs of the school.

Our work in creating new spheres of influence to other schools to share our journey at ProjectNEST (nurturing excellence in students and teachers) has led to other schools implementing our HUB pedagogy.

In the elements of School Resources and Management Practice and Processes, the team has made an on-balance judgement of Sustaining and Growing. The school budget is clearly aligned to the school priorities and strategic directions. Decisions are made ethically and in the best interests of our students which improve learning experiences, amenities, and assist in creating a harmonious and safe school for all our students.

Clear processes exist to create equitable opportunities across the school to create new and innovative practices. Our special projects money to fund innovation is testimony to this practice. Our implementation of BYOD further enhances the ICT opportunities for students to enhance learning.

The physical environment and the relationship to quality pedagogy has been a strong priority in the last two years. The shaping of new teaching experiences, co teaching and co-planning has clearly evolved and shifted the way teachers work and the way that children learn. The fiscal opportunities afforded by strategic spending on improvements have enabled the school to receive a National Award for 'Innovative Design and Use of Spaces'. The new practices in Stage 4, have invigorated teachers and offered highly engaging lessons and learning for students.

The feedback from the 7/360 conferences was positive and cemented the new work that staff were doing in the area of student and parent engagement.

The review and refining of processes including the N Award Procedure help us to refine and improve teacher understanding and consistency across all faculty areas, with the understanding that we would like all students to track towards success.

Our community satisfaction survey was helpful in pinpointing some areas of improvement. Despite our best intentions, parent engagement in the later years of schooling continues to remain a challenge despite our innovative efforts. ***We will continue to explore and innovate, as we track towards Excellence.***

For more information about the School Excellence Framework:

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

Strategic Direction 1

Students in Stage 4 are successful learners

Purpose

Students in Stage 4 are successful learners who are actively engaged in a rigorous and academic curriculum incorporating REAL projects, while embedding a culture of consistency and achievement in Literacy and Numeracy.

Overall summary of progress

Achievement & Aspirations: Students are engaged and progressing in their basic skills in a rigorous academic curriculum, designed to inform future pathways, where learning matters.

Through a series of checks and processes Stage 4 curriculum has been designed to place a focus on student achievement in basic skills. All REAL Projects in Stage 4, have undergone a rigorous planning process including linking to student passions and real world problems. Targeted teaching strategies were introduced in Semester One to ensure consistency of practice within Stage 4 and across the whole school. Targeted and strategic delivery of Focus on Writing strategies, paired with consistent teaching of Focus on Reading strategies in lessons, ensure all students are receiving explicit teaching of literacy in every lesson to support achieving Improvement Measures. The introduction of Literacy 'Do Now' lessons in Year 8 Quest have identified student weaknesses in Year 7 NAPLAN and the development of literacy activities to target these areas occur in every Quest lesson in every period. Similarly, the introduction of the Numeracy Thinkboard into this 'Do Now' time has allowed students to develop their mathematical processing skills on a regular basis with support in problem solving basic numeracy questions. Through accesses the Numeracy Coordinator, targeted teaching lessons have been created to support the contextualisation of numeracy across all KLAs such as Creative Arts, Quest and PDHPE.

Student engagement in learning can be seen through submission of assessment data of Year 7 Scientific Report Assessment Task data as high at 98% in 7Blue and rates of 89% in 7 Silver and 68% in 7Gold. No student in this task received a grade lower than a D with 45% of students receiving a B Grade or above. Year 7 Visual Arts has a submission rate of 100% for both the Art Marking and the Art History Literacy Task.

Project planning processes have been developed to ensure academic rigour, with all Projects going through a process of Project Tune before initial planning is complete to allow for all staff members to provide feedback on upcoming projects.

School Values & Wellbeing: Planned whole stage wellbeing processes and initiatives to support the wellbeing of all students

The creation of a whole school learning and wellbeing calendar was created through the employment of a Head Teacher Engagement to focus on student attendance and wellbeing. As a result, students in Stage 4 engaged in a Smart Choices program over a four week period to assist in their transition to high school and providing information on a variety of topics from local agencies such as Cessnock Youth Centre and Outreach Services, local police and healthcare providers. Students in Stage 4 were also supported through Youth of the Streets programs and an increased focus on school values through Positive Behaviour for Learning. As a result, of an increased focus and coordinated approach to PBL, school referral system through SENTRAL was aligned to school values in Term 2. A whole school decrease of negative entries is evidence of a successful approach to student behaviour with an increased focus on learning in every classroom. Across the school a decrease of 584 negative entries were observed within SENTRAL data from Term 1 to Term 3, 2018.

Student attendance has also been a focus in 2018 in working towards a target of 90% attendance for students in Stage 4. Through the employment of a Head Teacher Engagement students with attendance concerns have been supported through a Student Support Officer, Home School Liaison Officer, and Year Advisors to increase participation in learning.

Staff Learning and Development: Stage 4 staff are engaged in a structured and meaningful program of professional learning to inform and improve practice utilising and implementing evidence based teaching strategies.

HUB Pedagogy and practice has been a major focus of professional learning to support student learning through 2018.

All staff on Stage 4 have accessed and utilised the expertise of Coach in Residence, Pip Cleaves, to support in planning REAL Projects in Stage 4 and utilising the REAL Project Planning documents. 100% of Year 7 Teachers attended Project NEST in Term 4, 2017 to develop their understanding of the REAL Project planning cycle and support their integrated planning model. Through an audit of assessment tasks, submission rates and grade distribution, a new Stage 4 Assessment Task notification and standardised marking criteria has been created. Professional Learning on the use of this template was introduced in Term 3 and has continued throughout Semester Two, 2018.

To support a full implementation of consistent practice within the Stage 4 Learning HUBs a new pedagogical model was designed to support student learning. As a result, all lessons start with a 'Do Now' activity before a choice of four lesson structures are utilised. Teachers coordinate lessons to support a choice of HUB, Pod, Huddle, Pod Stations, Parallel Teaching or Bring Your Own Device content delivery. All lessons now end with an Exit Ticket to ensure student learning. To ensure the consistent delivery of these pedagogies, Professional learning was delivered through a forum of Observational Rounds, in which 100% of Stage 4 teachers observed other lessons to see the HUB Pedagogy modelled and put into practice. The evaluation and use of this pedagogy will be an increased focus for 2019.

Despite not achieving improvement measures for Literacy and Numeracy, there have been significant advances in the pedagogy of Stage 4. Through the use of experts within the school, consistent practice of a newly designed HUB pedagogy and a targeted professional learning plan, students in Stage 4 are embracing their learning opportunities in REAL Projects. Staff within Stage 4 are now experienced in this pedagogy, planning and utilising professional learning to plan and implement a rigorous academic curriculum of REAL projects throughout 2019 to ensure students in Stage 4 are successful learners.

| Progress towards achieving improvement measures | | |
|---|----------------------------------|---|
| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
| Literacy & Numeracy: 75% of all students achieving above Projected Growth in NAPLAN in Year 9 | HT Stage 4 135,000 | Working towards the Improvement Measures, can clearly be seen in 2018 NAPLAN Data with 59% of students achieving above expected growth in Reading, with 55% in Spelling and 60% in Numeracy. Continued work and development in these areas will assist in achieving the target of 75% as it is clear that student growth is occurring as: 86% of students achieved Growth in Numeracy and 88% achieved Growth in Reading. Writing, however is the lowest growth areas with on 55% of students in Year 9 achieving growth, therefore this must be an area for increased focus in 2019. |
| Premier's Priorities: 8% increase in students achieving in top two bands in NAPLAN | increase LAST Support 106,000 | In line with Premier's Priorities in Literacy and Numeracy there has been an increase in limited areas of NAPLAN, however the targeted 8% has not yet been achieved. Grammar and Punctuation, Spelling and Numeracy have seen a rise in the top 2 bands from 2017 of 4%, 1% and 3% respectively. |
| Aboriginal Priorities: 30% increase in students achieving in the top two bands of NALPAN | SSO– 85,000 | Data for Aboriginal students has seen an increase in the top two bands increase in Grammar and Punctuation with 16% of students in the top two bands and a 12% increase in students achieving a Band 9 in spelling. |
| Attendance: Stage 4 Attendance rate is over 90% | HT Engagement 135,000 | Twenty students have had interventions through attendance and as a result Stage 4 attendance is currently 86% which is working towards the target of 90%. Attendance continues to be an area of weakness which must be a focus for 2019 and beyond. |
| Future Pathways: Stage 4 Teaching and Learning creates effective links and pathways to future education and career curriculum to support student aspirations. | Stage 4 HT 135,000 | Authentic links to careers and community have been established through on going project launches which have engage community organisations such as museums, SES, local counsellors and other community organisations |
| Implementation of a whole school wellbeing program having a | Stage 4 HT 135,000 | Tell Them From Me Data also supported the positive impact of whole school wellbeing and PBL |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|--|
| positive impact on student wellbeing and school culture as evidenced through TTFM and Positive Psychology | | initiatives as students identified a score of Positive Teacher Student Relations as 5.9 which is above the state average by 0.2. Similarly students scored the positive learning climate within Kurri Kurri High School as 5.7, once again above the NSW Government Norm of 5.6. |
| Professional Learning is evident and consistent in all staff practice as demonstrated in student work samples. | PL experiences 8,000 | All staff were immersed in quality PL that has translated into classroom practice. 98% expressed that this year they have worked to embed the practices into classrooms. |

Next Steps

- To support the processes in Stage 4 there will be a focus on improving the quality of assessment tasks to ensure all students have the ability to achieve. In order to support students in this process Peer Critique will be a major component introduced in 2019 to move through all subjects at years in Stage 4.
- Continuation of literacy and numeracy explicit teaching will be supplemented with the introduction of Best Start Year 7 and the Learning Progressions and Plan 2 which will assist in informing teacher planning and classroom practice to ensure ongoing achievement.
- Student engagement will be monitored with a newly appointed Head Teacher Engagement to monitor all aspects of student attendance.

Strategic Direction 2

Stage 5: Global Citizens

Purpose

To develop students who are self-directed problem solvers who have an active voice and impact in their community.

Overall summary of progress

Learning: High expectations and engagement

Through a process of backward mapping and strategic communication with Head Teachers, the new curriculum structure for Stage 5 is ready for implementation in 2019. This Stage 5 curriculum will have learning that is transdisciplinary, encouraging students to make links and deepen their learning. Collaboration with relevant instructional leaders finalised curriculum design and expectations for programming and planning. Head Teachers of key learning areas unpacked their syllabuses seeking connections for transdisciplinary learning and assessment, consequently Scope and Sequences for years 9, 2019 and 10, 2020 core subjects are planned. These Scope and Sequences align to current practice and will sit comfortably into the existing timetable and class structures, ensuring the success of this initiative.

Clear guidelines were provided around the design of electives for Year 9, 2019 as part of the development of Stage 5 curriculum. These were in line with continuing project-based learning and student self-regulation, in addition to ensuring learning is authentic and leaves a legacy with an understanding that students need to "think global and act local". Electives were designed and submitted by Head Teachers, then electronic promotional material was uploaded to Canvas for viewing. 78 electives were created for Year 8 to select from, and over the course of two weeks, the average number of page views in the Canvas course was 21, with a maximum number of views of 200 in one day. After the selection process was complete, Head Teachers selected an elective mix that is suitable for staffing, reflects student interests and a variety of abilities and will operate within timetabling constraints. The elective lines for 2019 are complete and reflect a clear change from "traditional" electives offered in Stage 5, students will co-author the planning of these at the beginning of 2019.

There will remain three mini outcomes throughout projects in both core and electives that act as formative assessment points on which students are subsequently given feedback which then informs their learning and further teaching.

Teaching: Culture of continuous improvement

A three-year Action Research Project has been initiated, including a review of literature from a variety of sources, including the Centre for Education Statistics and Evaluation, Future Frontiers and Harvard Education to provide the drive for change. These readings highlighted the significance of interdisciplinary work, and its impact on learning and collaboration. Using this as the basis for change and building upon the successful data from Stage 4 Curriculum Survey which indicated that 78% of year 8 students agree that since coming to high school their ability to work independently has improved as well as 86% indicated their ability to work in a group has improved. This first year of review has formed the basis of the design of Stage 5 learning for 2019.

Performance and Development processes in 2018 were planned to ensure a clear line of sight between the School Plan, Faculty developed plans and professional development goals. Professional learning around Specific, Measurable, Attainable, Relevant and Timely (SMART) goals and the vision of the school's Strategic Directions was provided to staff. Staff were then provided with time to write their goals in light of this information – a personal professional goal, a goal relating to the faculty plan and one linked to the school plan. Performance and Development Plan goals in 2018 aligned with the school plan and are clearly linked to the Australian Professional Standards for Teachers, and all professional learning, including classroom observations is geared towards supporting staff for continuous improvement. Professional learning needs are identified then by exporting staff goals from Professional Development Plans, matching that with needs within the School Plan to identify areas where we needed to build the capacity of staff. Weekly professional learning has been coordinated to focus on these areas, in particular, staff identified a desire for differentiation of their learning and a clearly planned sequence of sessions, so weekly professional learning was planned into differentiated workshops for staff to select and therefore strategically plan their own learning, determining how they can improve their practice in line with their own PDP goals. Staff have rated these sessions 4.7 out of 5.

Leading: Instructional leadership and shared practice.

Twilight sessions with Cessnock and Mount View High Schools continued into 2018. Staff from all three schools selected four out of eight themed sessions in a differentiated professional learning schedule, delivered and hosted by staff from all schools. Sessions offered in 2018 included; Information & Communication Technology (ICT), Focus on Reading, Embedding TEEEC, Positive Psychology and Aboriginal Education. Instructional leadership opportunities for staff to contribute and support the learning of others was provided through the delivery of sessions. First term this year included an afternoon where faculties from three schools combined and designed their own professional development, this provided an opportunity for the collaborative development of new syllabuses due for introduction in 2019. 90% of staff have expressed a desire to participate in 2019 and rated the sessions at Kurri Kurri High School 4.85 out of 5.

In weeks 3 and 8 each term sessions are planned with an on-site coach (Pip Cleaves; Senior Education Consultant), ensuring equal access for staff. Pip is available to work with staff to develop their creative application of technology and their development of future – focused skill pedagogy within existing classroom activities. Her work is heavily differentiated, providing staff with a very effective opportunity for targeted professional learning and purposeful planning time which supports teaching and learning. Pip has been invaluable during the development of the Stage 5 curriculum development for 2019, building on consistency of practice which has been critical for the success of curriculum in Stage 4.

| Progress towards achieving improvement measures | | |
|---|--|--|
| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
| <p>Learning: High expectations and engagement</p> <ul style="list-style-type: none"> Stage 5 Student attendance rate is over 90% 15% reduction in negative wellbeing entries and suspensions over Stage 5. Increase in students receiving "Always" in Attitudes to Work on reports. Reports reflect future focused learning. Increase students in the top two bands by 8%. 10% increase in students meeting HSC requirements by the end of Stage 5. 30% increase in students achieving in the top two bands of NAPLAN | <p>Extra DP \$157 000 Executive Team HT Engagement \$124000</p> | <p>Attendance has not reached over 90%, however there has been an improvement.</p> <p>Yes, there has been a 15% reduction in negative wellbeing entries and suspensions.</p> <p>Yes, more students are receiving "Always" in Attitudes to Work on reports. Teacher report comments reflect future focused learning through assessing the 4C's.</p> <p>An increase in students achieving in the top 2 bands has been met.</p> <p>There has been an increase in the number of students meeting HSC requirements.</p> |
| <p>Teaching</p> <ul style="list-style-type: none"> An increase in Staff confidence in providing engaging problem based learning. Published report outlining the findings of the Action Research Projects 15% reduction in negative wellbeing entries and suspensions over Stage 5. | <p>PL funds, in residence coach.</p> <p>Head Teacher Engagement</p> <p>150,000</p> | <p>Target met – Staff have increased their confidence to develop learning experiences that are engaging, and problem based through participation in professional learning and implementing effective teaching strategies.</p> <p>Target not met due to a change in personnel.</p> <p>Target met with a 15% reduction in negative wellbeing entries and suspensions.</p> |
| <p>Leading: Instructional leadership and shared practice.</p> <ul style="list-style-type: none"> Increase in staff presenting at | <p>Extra DP \$157 000 Executive Team HT Engagement \$124000</p> | <p>Target met. A number of staff presented at whole school professional development, Twilights and state conferences.</p> |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|--|
| professional development opportunities. • Increased diversity of assessment tasks ("for", "of" and "as" learning) | | Target met, Instructional leader assessment introduced to support staff. |

Next Steps

Over 2018 from Term 1 to Term 4 has seen a 70% reduction in negative referrals, and from Term 4, 2017 to Term 4, 2018 there has been a 61% reduction in referrals for this Stage.

Attendance in Stage 5 remains below 90% and has been steady at 79.19%

75% of Attitude to Learning Grades over Stage 5 were "Usually" (no "Always" on reports currently).

The percentages of students in the top 2 bands of NAPLAN remains mixed. From 2017 to 2018 there have been significant gains of Students in the top 2 bands in Grammar & Punctuation (68% increase), Numeracy (233%) and Spelling (26% increase), with falls in Writing and Reading.

Strategic Direction 3

Successful and Productive Citizens

Purpose

Purpose

To create a Stage 6 learning culture in which students are lifelong and innovative learners equipped to thrive in their chosen post school pathway and who are productive and healthy citizens in the community.

Overall summary of progress

Learning:

This year KKHS has seen the implementation of the Studio School which was established to meet the needs of the Stage 6 students who did not previously engage with their learning but had little opportunity outside of the traditional, mainstream environment. The Studio School embraced the Big Picture philosophy, taking on a holistic approach to deliver a blended curriculum that encompassed students working in flexible ways. The Studio School's success in meeting the needs of the students was clearly evidenced through the quick expansion of the courses on offer (expanding to include mathematics) as well as the growing number of students enrolled. This expansion resulted in the employment of a temporary advisory teacher to assist in the delivery of course content and supporting the learning of the students. The quality relationships established with the community has also been a benefit of the Studio School with parents taking an active role in their student's learning through engaging in regular meetings. The Studio School's expansion into Stage 5 into 2019 is evidence of the growing need for this style of learning within the school and the value that school places on it.

The successful mentoring and support of Stage 6 continued through the role of the Learning Centre where teachers and SLSO mentors were employed this year to consolidate student learning. The number of students accessing the assistance from the Learning Centre steadily grew over the year, evidenced by the number of students signing in as well as utilising the support services both after hours and through the school holidays. In Term 2 student numbers averaged at 65 per day while in Term 3 as Year 12 began preparations for their HSC examinations, the average per day increased to 81. The creation of study timetables and a targeted intervention approach to develop study skills, through the check in times, has allowed students to establish good study habits and understand the importance of preparation and planning when completing assessment tasks. This also resulted in the increased engagement of students in their lessons and the more successful completion of HSC course work and assessments. This in turn has KKHS on track for the improvement measure of positive expected growth trends in HSC performance.

Our collaboration with the Aim High program from The University of Newcastle was not successful this year as a result of their change in direction and subsequent folding of this initiative. However, this did not mean that we did not focus on student aspirations in Stage 6. In the School to Work survey conducted in September, 35% of Year 12 students indicated that they felt confident with their progress to be applying to University while a further 30% indicate they were aspiring to continue their learning at TAFE. Using the tutoring and mentoring opportunities from within the school, we continued to have a significant number of students gaining early entry in university this year with 11 open offers and additional 3 conditional offers from 14 applications at UNE. The school also supported a number of students through the schools recommendation scheme where students were able to access tertiary education opportunities before the HSC results were released. While the HSC results have not been released and the University offers are still open, we anticipate meeting the School improvement measure of increasing the numbers of students gaining early University entrance.

Teaching:

The teaching domain continues to be a source of strength at KKHS with teachers actively engaging with various forms of data to inform practice. At the start of the year, each teacher delivering a HSC course was required, in consultation with their Head Teacher, to analyse their 2017 HSC student performance data. This has become common practice at KKHS which allows teachers to identify strengths and weaknesses within their course content delivery as well as identify ways to increase student results. Another source of evidence used this year to inform teaching practice was assessment task submission data. Completed by all KLAs to identify strength and weakness of student performance, this analysis of data allowed staff to support student learning by identifying their strengths and weaknesses and was another measure put in place to ensure we are on track to achieve the improvement measure of HSC band 3 or higher as well as an increased engagement of students, carers and teachers in the N-determination process. This resulted in no Year 12 student

receiving an N-determination for their HSC courses.

Through interconnections with the other local high schools (Mount View High and Cessnock High) during the Twilight PL sessions, faculties were able to connect and share knowledge, resources and information about their respective KLAs. While this had varying degrees of success, the development of the Trial HSC examinations across the three schools did not eventuate. With many KLAs moving into Stage 6 new syllabus implementation, the general response across the three schools was that they had enough resources to develop their own examinations this year. However, as the schools move towards preparing for the new HSC examination requirements in 2019, and the limited information that is being passed on through NESAs to support staff delivery of content and student being prepared for success, this is something that we can investigate for future planning.

Consistency of pedagogy involved in the Stage 6 extended writing skills for HSC responses continues to be a strength as all KLAs embed the school wide Focus on Writing strategies into their teaching and learning activities as well as incorporating them into their marking criteria to support student's understanding and to ensure that they are writing for success. Through ongoing support from the HT T&L and through various Professional Learning opportunities held through the professional learning schedule, all teachers are supported to deliver the strategies to students and can model and guide students when composing extended written responses. Masterclasses have also been utilised to support student learning by having the HT T&L involved in the classroom to reinforce the strategies. The HT English has also supported the drive to improve extended written responses through the delivery of a writing workshop before school one a day a week, working towards achieving the improvement measure of increasing the mean marks for extended written responses. This was clearly seen through the improved Higher School Certificate results where in 2017 36% of the overall results were Band 1 and Band 2 while in 2018 we reduced that to 29% indicating that students are accessing higher bands through the continuation and success of the writing strategies.

KKHS has put a lot of time into preparing staff and students for the use of CANVAS as a learning management system. Through numerous professional learning opportunities, staff have been able to utilise CANVAS to upload work, provide support documents, allow students to submit assessments and record results which has streamlined the learning of the students. This has had success across the school with all Stage 6 teachers utilising CANVAS within their courses to ensure that students always have access to relevant documents and enable a more flexible curriculum delivery.

Leading:

Staff have used modelled, guided and independent activities to support the delivery of flexible on line learning this year which has allowed students to access revision, coursework and syllabus documents whenever they were required. This also supported staff through the reduced face to face teaching periods by allowing a platform for course content to be stored and students to systematically progress through it in order to ensure required work is completed. This is evidenced through the Extension Mathematics teachers using CANVAS to deliver links to the Khan Academy to help develop student understanding of concepts and Standard English using CANVAS and HSC Coach to share resources for student access across the three classes. This is direct evidence of the improvement measure of incorporating CANVAS to deliver learning.

Focus on Writing combining with innovative assessment has also been a source of development for KKHS this year. Building upon the changes to learning and assessment underway in Stage 4 and the developing changes beginning in Stage 5 this was an opportune moment to evaluate current practice in assessment. Through the development of the new assessment template to ensure the 4C criteria is part of every assessment task throughout the school, this has led faculties to implement more engaging tasks for students to demonstrate their knowledge and skills. This has been well received by the students as evidenced by the audit on submission rates and the opportunity to build rigorous, engaging, authentic learning tasks (REAL) has started to be implemented in Stage 6. This has led to a continuous improvement in teaching and learning programs and further benefits for students who, by seeing the relevance of the task and finding them interesting, are less likely to find themselves in danger of not satisfying course requirements.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|--|
| HSC Band 3 or higher, and /or Certificate II or higher in 2020 HSC. | PL and Study Centre support 100,000 | We continue to make progress towards this goal through improved Higher School Certificate results where in 2017 36% of the overall results were Band 1 and Band 2 while in 2018 we reduced that to 29% indicating that students are accessing higher bands through the continuation and success of the writing |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|---|
| HSC Band 3 or higher, and /or Certificate II or higher in 2020 HSC. | | <p>strategies.</p> <p>47 students were also undertaking VET subjects as a part of their pattern of study. These students completed competencies in their courses and achieved a Certificate II or a Statement of Attainment in addition to their HSC qualifications.</p> |
| an increase in the mean marks for extended written response by 6 points by 2020 | <p>PL for staff and study skills for students</p> <p>12,000</p> | This was up slightly and is a continued area for improvement into 2019 which reflects the ongoing need to establish a focus on the writing strategies in all assessments for seniors and will further direct the professional learning in 2019 |
| Positive expected growth trends in HSC performance | <p>HSC PL for staff and extra LAST</p> <p>106,000</p> | This was successful in English Extension 1, Mathematic Extension 1 and Society and Culture. A targeted intervention approach has allowed students to increase engagement and successfully complete HSC course work. This has KKHS on track for the improvement measure of positive expected growth trends in HSC performance and will guide 2019 professional learning. |
| Increased engagement of students, careers and teachers in the N Determination process. | <p>SSO 85,000</p> <p>extra Last Support</p> <p>106,000</p> | This was successful as it resulted in no Year 12 student receiving an N-determination for their HSC courses in 2018. Further refinement of the processes will continue in 2019 |
| increased numbers of students gaining early University entrance | <p>career experiences and options 5,000</p> | This year there were 11 open offers and additional 3 conditional offers from 14 applications for early entry into university. The school also supported a number of students through the schools recommendation scheme where students were able to access tertiary education opportunities before the HSC results were released. We are meeting the School improvement measure of increasing the numbers of students gaining early University entrance. |
| HSC courses incorporate Canvas and/or other interactive technologies to deliver learning | | CANVAS has streamlined the learning of the students across the school with all Stage 6 teachers utilising CANVAS to ensure that students always have access to relevant documents and enabled a more flexible curriculum delivery. Support will be given to new staff to implement this in 2019. |
| 100% of Aboriginal Students attain either HSC and/or Certificate II | | This goal was met in 2018 as all ATSI students enrolled to achieve NESA HSC certification or obtain their Certificate II through the study of VET courses were successful. |

Next Steps

- Implement strategies to support Student wellbeing through assessment practices
- Stronger emphasis on student achievement and ensuring students access successful pathways post HSC
- Increase staff professional learning to improve practices in order to reduce Band 1 and 2 achievement across the

school even further in 2019.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|-------------------------------|--------------------|---|
| Aboriginal background loading | 145,845 | <p>This is an area of growth in 2018, with over 130 students now identifying as ATSI. Kurri Kurri High School remains deeply committed to Aboriginal education and to improving the experiences and maximising outcomes for the 132 Aboriginal and Torres Strait Islander students enrolled in the school during 2018.</p> <p>Our curriculum has also been enhanced by the delivery of Aboriginal language classes by Mrs L'Green. in the Wanaruah Language development.</p> <p>Aboriginal students from Years 7–12 were assisted through the provision of in–class support as well as one–on–one support in the school's Learning Centre depending on their individual needs. We employed an SSO to run this facility with LAST support each day. This year we were able to open each morning and three afternoons after school for extra support.</p> <p>Trend data for Year 7 NAPLAN results demonstrated improvement in all areas of literacy and numeracy with the exception of the writing component. Year 9 NAPLAN student growth data also demonstrated positive growth in all literacy components. This result highlights the need for further development in numeracy components for this cohort.</p> <p>An Aboriginal Education Team was established to help drive Aboriginal education initiatives across the school. One of the first initiatives of this team was the establishment of an Aboriginal Mentoring Program to ensure that all Aboriginal students in Years 10 and 11 had a staff mentor to assist them in dealing with any concerns which may have a negative impact on their achievement of outcomes. It was great to see so many staff volunteer to be part of this program and students showed genuine appreciation for this additional layer of support.</p> <p>The school adopted the M–Goals platform as a tool to create Personalised Learning Pathway Plans for all Aboriginal students in consultation with families. This tool allows for more effective communication between students, parents and carers and the school and has inbuilt properties the help students achieve their goals by following a number of steps to success.</p> <p>As a measure of our success for HSC students, 33% of our Aboriginal students who completed the Higher School Certificate last year have moved on to university studies, 45% have gained employment and 22% remain unemployed, which is in line with the broader Hunter region youth unemployment rate of 21.8%.</p> |

| | | |
|--|---------|--|
| Aboriginal background loading | 145,845 | The Junior Aboriginal Education Consultative Group continues to provide exceptional leadership development for the students involved. Testimony to the quality of these young leaders is the regularity with which they are invited to present at other schools, staff development days and community events. |
| English language proficiency | 2760.00 | Employment of a Student Learning Support Officer was used to increase student engagement in learning and formal assessments supporting the work of the Learning and Support |
| Low level adjustment for disability | 142,705 | <p>An extra LAST teacher with a Primary School background was employed along with an extra 0.2 LAST for Stage 5 support with these funds .</p> <p>Weekly Learning Support and Wellbeing meetings took place to monitor, support, engage and connect students in all aspects of school. Specialised programs, Individual Learning Plans, Personalised Learning Plans, Peer Support Programs, Literacy and Numeracy Support Programs, Mindfulness and Social Skills programs were used to address specific needs of student learning and wellbeing. In 2018 this funding was used to provide targeted support to develop academic, physical, social and emotional needs. The Learning and Support Teacher and Student Learning Support Officer worked collaboratively with classroom teachers providing invaluable support to students in the classroom and in implementing learning adjustments to teaching programs.</p> |
| Socio-economic background | 912,640 | <p>In line with the school plan, these funds were expended on a number of programs that have longevity and are now embedded into the culture of the school to support learning.</p> <p>The greatest expenses being the employment of staff. This has included:</p> <p>Third Deputy Principal</p> <p>HT BYOD & Technology</p> <p>HT Attendance & Engagement</p> <p>Student Assistance funds</p> <p>BYOD support with Devices on day loan</p> <p>Technology co-coordinator 5/6 Grade</p> <p>Business Manager (0.4)</p> <p>Extra LAST teachers to supplement the Learning Centre</p> <p>Development of HUBS in Year 7 with additional support</p> |
| Support for beginning teachers | 47.542 | Time was created in the timetable for |

| | | |
|---------------------------------------|--------|--|
| Support for beginning teachers | 47.542 | <p>targeted mentoring and work with the accreditation process through coaching. Further to this extra PL opportunities were created across the year, in line with the PDP process. Much of the money this year was provided for our Temporary Staff who appreciated the extra time. 4 of these Temporary staff completed the accreditation process with our coach.</p> <p>GTIL teachers were also able to access our very successful ProjectNEST conference to hone their skills in Future Focused learning. All Temporary staff at the school accessed this learning in 2018.</p> |
|---------------------------------------|--------|--|

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2015 | 2016 | 2017 | 2018 |
| Boys | 416 | 397 | 427 | 412 |
| Girls | 419 | 437 | 403 | 388 |

Enrolments remain steady in the school with a growth in Stage 4 enrolments over 2018.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2015 | 2016 | 2017 | 2018 |
| 7 | 89.4 | 90.7 | 87.2 | 85.9 |
| 8 | 86.2 | 84.4 | 87.4 | 85 |
| 9 | 87.4 | 81.8 | 84.1 | 83.9 |
| 10 | 87.6 | 86.2 | 82.6 | 80.3 |
| 11 | 85.9 | 85.7 | 87.8 | 82.1 |
| 12 | 90 | 85.5 | 90 | 83.1 |
| All Years | 87.7 | 85.7 | 86.4 | 83.5 |
| State DoE | | | | |
| Year | 2015 | 2016 | 2017 | 2018 |
| 7 | 92.7 | 92.8 | 92.7 | 91.8 |
| 8 | 90.6 | 90.5 | 90.5 | 89.3 |
| 9 | 89.3 | 89.1 | 89.1 | 87.7 |
| 10 | 87.7 | 87.6 | 87.3 | 86.1 |
| 11 | 88.2 | 88.2 | 88.2 | 86.6 |
| 12 | 89.9 | 90.1 | 90.1 | 89 |
| All Years | 89.7 | 89.7 | 89.6 | 88.4 |

Management of non-attendance

Management of non-attendance

Overall, attendance in 2018 has reflected data rates in statistically similar groups and trends in NSW DoE state averages. Throughout 2018, student attendance was monitored by a Head Teacher Engagement and an attendance team consisting of Year Advisers, a dedicated SASS Attendance Officer, Home School Liaison Officer, Student Support Officer and Wellbeing Team. This team attributed to increased student re-engagement in learning either at Kurri Kurri High School or Post School Pathways and alternative learning settings such as Alesco and Links to Learning.

Student attendance expectations were targeted through the implementation and strengthening of the school values utilising data and staff professional learning to positively reinforce students displaying the school values of excellence, respect and safety. Students were supported with a range of career activities engaging with the local community and tertiary organisations. The continuation of the Studio School for STAGE 6 has noticeably increased student engagement and improved student attendance. It has also establishing further community links and connections and real world experiences leading students into traineeships and apprenticeships.

Structure of classes

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

The expectation of the work is to engage students in higher levels of engagement and see the learning as meaningful to their lives. Teachers have undertaken many hours of extra Professional Learning to develop their skills and refine their knowledge as teachers. This has included embracing a Co-teaching model of learning.

Year 7 Hub Pedagogy

In 2018, Year 7 Hub Pedagogy was further refined to improve student learning. Students continued to operate in Hubs of 50–60 with two teachers but these co-teachers delivered English, History, Geography, Mathematics, Science and Technology Mandatory. This combination of KLAs led to a reduction in the number of teachers students encountered across their timetable and allowed for students to be better known, valued and cared for as they transitioned to high school. Delivery occurred via a four-week Boot Camp project, followed by three longer term projects. Boot Camp was framed around the essential question, "How Can I Keep Being Awesome?" and introduced students to how to learn and thrive at Kurri Kurri High School. The first major project was "What are the Building Blocks of my Life?". Project 1 looked back into the past and how we as human beings came to be here at this moment in time. Significant content covered in this project came from the scientific study of Earth and space and biology; the geographical study of landscapes and landforms; and the historical study of the development of ancient cultures and societies. Students created a mural as a legacy within the school to represent themselves and their community. Project 2 considered, "Is it easy being green?". Students looked at where we are currently as a species, focusing specifically the role of sustainability and ensuring we manage the Earth's resources. They learnt about food and timber for Technology Mandatory and Water in the World for Geography to design and create gardens from recycled materials. During Project 3, the question of, "Game On: How Can I Create the Future?" was tackled. Students used their prior knowledge from Projects 1 and 2 to think about the world they would like to see into the

future and created Minecraft worlds and games to represent this understanding. In these technological realities, the students applied their understanding of circuits and forces as well as digital technologies.

Overall, this prototype for a new approach to Year 7 curriculum delivery worked well and it has been evaluated and refined for Year 7, 2019.

MOVING ON

In 2019 stage 5 will focus on developing global awareness through the 17 sustainable Global Goals and Real projects. Student voice will be a key component of project development and be co-designed with students and teachers. They will focus on authentic audiences, innovation and community links. Year 9 electives will be studied as semester courses and studied across years 9 and 10. The VET Hospitality course will be introduced in year 10 for students wanting to commence their hospitality training and achieve a certificate 1 qualification.

STAGE 6 – STUDIO SCHOOL

At the commencement of 2018 a Studio School was established with the aim to re-engage students who had become disengaged with the traditional education system. Students study a non-ATAR pathway where individualised learning plans are developed around a student's passions and interest. Curriculum is differentiated and assessment conducted through student Exhibition, group tasks and individual tasks.

The Studio School began the year with twenty-three, year 11 students and one staff member. Throughout the year an additional nine, year 11 students enrolled and then ten, year 10 students joined at the commencement of Term 4. Another temporary staff member was added during Term 2.

During 2018, eighteen students left to full-time employment, of these nine gained apprenticeships or traineeships.

Curriculum includes English Studies, Mathematics Standard, SLR, Work Studies and Portfolio and Presentation all delivered through the online canvas portal. Students were also able to attend subjects from the suite of traditional courses at KKHS and/or external providers, such as TAFE.

Attendance for the year improved, for all but three students compared with their previous year at an average around 10%. Some students dramatically increased their attendance with one student going from 18% to 80%. For most students, negative Sentral entries were down and there was a reduction in suspensions for this cohort.

Post-school destinations

| Proportion of students moving into post-school education, training or employment | Year 10 % | Year 11 % | Year 12 % |
|--|-----------|-----------|-----------|
| Seeking Employment | 17.3 | 15.4 | 16.3 |
| Employment | 26.2 | 69.2 | 31.6 |
| TAFE entry | 39.1 | 7.7 | 9.1 |
| University Entry | 0 | 0 | 31.6 |
| Other | 0 | 0 | 6.1 |
| Unknown | 0 | 0 | 5.3 |

Postschool destinations

In March 2019, all Kurri Kurri High School HSC graduates from 2018 were contacted for the purpose of the Post School Destination report. Of the 2018 HSC cohort 48 (51%) students were undertaking a pattern of study that gained them an Australian Tertiary Admission Rank (ATAR). Research has indicated that the Yr 12 student cohort of 2018 had 31.6% of students' progress into University courses. Over 30 separate early entry applications were lodged by about 18 students to various universities, some of which were successful. Many students took up these early offers in December. The majority of students have enrolled at Newcastle Uni while 3 students have moved to UNE, 2 to Charles Sturt University and 1 student to Swinborne, Sydney and Wollongong Universities. 3 students have chosen to defer their university offer and will attend in 2020. Research has indicated that 31.6% (Yr12), 69% (Yr11) and 26% (Yr10) of the 2018 cohorts are gainfully employed whether it be part time, casual or an apprenticeship. It is known that 7.4% (Yr12), 7% (Yr 11) and 39% (Yr10) of 2018 have continued with their education at TAFE or private providers while an average of 16.2% of school leavers from all three Year groups are currently seeking employment.

Year 12 students undertaking vocational or trade training

Year 12 students undertaking vocational or trade training

During 2018 at Kurri Kurri High School in the Vocational Education Department approximately 45 of students (42%) studied a VET subject as part of their HSC. It must be noted that 1 student had undertaken one or more VET subjects during the final year of their HSC. Within the Preliminary year of 2018 research has indicated that 35 students (35%) had undertaken a VET subject while 4 of those students had chosen one or more VET subjects. Kurri Kurri High School also had 8 students from Stage 5 complete the VET Business Services as accelerated students.

During 2018 students also availed themselves of EVET

courses offered by other providers. We had students studying Animal Studies, Aviation (Drones), Human Services, Tourism, Design, Music Industry and Childcare. These courses provide students the opportunity to access and complete additional modules of work and attain higher levels of certification prior to leaving school.

2018 also saw students completing School-Based Part-Time Traineeships (SBPTT) in Aged Care Nursing, Hospitality and Business Services. School-Based Apprenticeships and Part-Time Traineeships see students provided with paid work in their chosen area of study whilst they attain vocational qualifications and a HSC. Teaching staff from Construction, Hospitality and Metals have all undertaken additional training to ensure that they all have the latest qualifications, ensuring that Kurri Kurri High students receive the best possible instruction.

Year 12 students attaining HSC or equivalent vocational education qualification

Year 12 students attaining HSC or equivalent Vocational educational qualification

During 2018 there were 96 (90.2%) students who attained their HSC while at Kurri Kurri High School. From those students who gained the HSC there were 45 (42.5%) students who undertook one or more VET subjects and successfully gained a qualification. These courses were conducted at either Kurri Kurri High School or TAFE institutions included Construction, Hospitality, Metals and Engineering, Aviation (Drones), Human Services, Tourism, Design, Animal Studies, Music Industry and Childcare. These students received a full Certificate II or a Statement of Attainment towards Cert II in additions of their HSC qualification.

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 2 |
| Head Teacher(s) | 11 |
| Classroom Teacher(s) | 47.6 |
| Learning and Support Teacher(s) | 2.7 |
| Teacher Librarian | 1 |
| School Counsellor | 1 |
| School Administration and Support Staff | 14.48 |
| Other Positions | 1 |

*Full Time Equivalent

2 staff members identify as First people descendants. They are both actively involved in being exceptional role models for all students and work with our ATSI students to improve their life outcomes.

Delete text not required.

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 | 4 |

Professional learning and teacher accreditation

COACH IN RESIDENCE

Professional Learning is an essential cornerstone of our work at KKHS. This year we engaged the service of Pip Cleaves as a coach for staff. This consistent approach to PL was actively sought by more than 80% of staff over the year to improve their skill set. This was especially notable by the new Tech that was being accessed and used by staff. The premise on which Pip operates is to work to develop something with staff—programming, lessons, activities and assessment—then return as few weeks later and evaluate the process. 97% of staff surveyed were supportive of a return of this coaching in 2019.

ProjectNEST

This has become an integral part of our school calendar. This three-day program invests heavily on our consistency of practice arm of the school plan. The school has now trained over 55 staff in REALprojects from 2017. This framework underpins all work in HUBS in Stage 4. In 2018, we began the journey to implement the REAL projects into stage 5 to follow learners. Staff were able to access Valerie Hannon and REALProjects educators to enhance their learning. This year saw the project move to a national level with educators joining us in the learning from Queensland. 96% of 150 participants stated they would be back in 2019.

FUTURES LEARNING

Our futures team continued their work around the 17 goals of sustainability. This work, in conjunction with ProjectREAL is in line with the school plan around developing global citizens who think global, but act local. Staff have been immersed in the goals and have started the learning experiences with planning in Stage 5. Over 30 staff trained in ProjectREAL this year.

LEARNING SPRINTS

We have a team working with Simon Breakspear to improve literacy outcomes for stage 4. This work will centre on the new progressions and PLAN 2. Initial training began in 2018 and will continue with the Stage 4 team, led by Alan Hope.

DIFFERENTIATED LEARNING PL

This is the weekly PL time for staff to engage with these sessions were harvested from the PDP process and the data provided from staff. Some sessions included– working with an expert, wellbeing and school values, aboriginal education, differentiation in the classroom, numeracy training and activities, literacy– focus on reading/writing, the 4C's in assessment, peer marking, HSC simulation of tasks/marking.

TWILIGHT SESSIONS

Staff had the privilege of some excellent experiences that were offered in the Network. These included curriculum sharing opportunities, wellbeing and positive psychology sessions, SCOUT data training, CANVAS– for beginners and master classes. Other sessions included mandatory anaphylaxis, report writing, accreditation and assessment.

In addition to the PL monies from state, the school invested an extra 30,000 in PL experiences.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

| | 2018 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 993,213 |
| Revenue | 11,444,526 |
| Appropriation | 11,221,280 |
| Sale of Goods and Services | 32,654 |
| Grants and Contributions | 189,695 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 897 |
| Expenses | -11,791,650 |
| Recurrent Expenses | -11,791,650 |
| Employee Related | -10,471,013 |
| Operating Expenses | -1,320,637 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | -347,124 |
| Balance Carried Forward | 646,089 |

During 2018 fund rolled over from 2017 were used to:

- purchase initial stock for the set up of a school funded uniform shop. The funds utilised will be gradually recouped as profit from sales is earned.
- make a contribution of 30% being \$150,000 to a Port Cochere project to create a safe drop off and pick up point at the front of the school particularly our Support Unit Students. The other 70% will be funded by the Department of Education.

Financial summary equity funding

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

| | 2018 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 7,626,591 |
| Base Per Capita | 166,905 |
| Base Location | 0 |
| Other Base | 7,459,686 |
| Equity Total | 1,651,551 |
| Equity Aboriginal | 143,328 |
| Equity Socio economic | 1,080,269 |
| Equity Language | 4,143 |
| Equity Disability | 423,810 |
| Targeted Total | 1,171,615 |
| Other Total | 159,632 |
| Grand Total | 10,609,388 |

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The Kurri Kurri High School Focus on Writing and

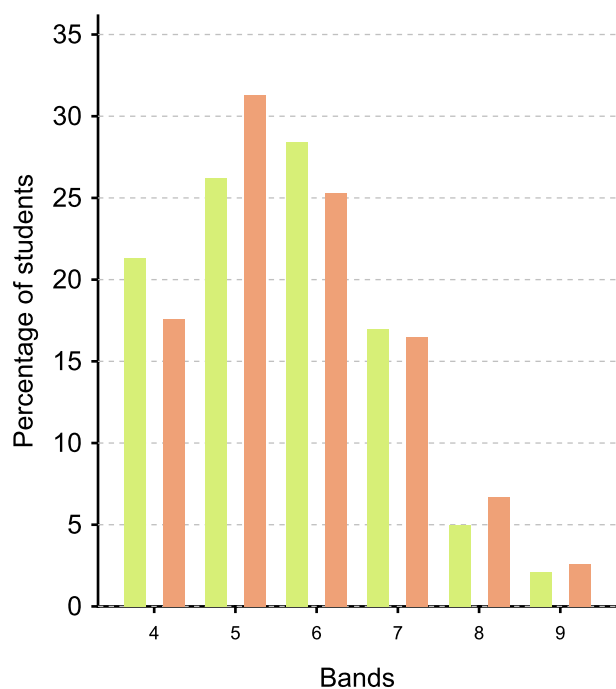
Focus on Reading Programs continue to provide a benchmark for pedagogical practice. This common approach to literacy, including the language and thinking surrounding literacy, has been deeply embedded into Stage 5 and 6 teaching and learning and is now a focus in Stage 4.

During 2018 all staff engaged in ongoing professional development at a whole school, faculty and/or individual level, with mentoring provided by the newly refined Literacy Coordinator position. Professional Learning on targeted teaching lessons, differentiation of marking criteria and embedding real literacy opportunities in assessment tasks, in combination with the practice of literacy cycles – planning, demonstration lessons, team teaching and reflection – has ensured that literacy has been prioritised at Kurri Kurri High School. Subsequently, all students in stage 4–6 are now explicitly taught both reading and writing strategies to support literacy across all subject areas. Targeted teaching of specific literacy strategies, embedding literacy into Do Now and Exit Ticket strategies, and the development of specific literacy Learning Intentions supports the ongoing commitment to improving student and staff literacy outcomes at Kurri Kurri High School.

In 2018 Kurri Kurri High School were participants in the Best Start Year 7 Trial which assesses literacy and numeracy skills and maps outcomes across the new literacy Progressions. As one of only 44 schools involved in the trial Kurri Kurri High School was able to provide feedback on the process of Best Start testing prior to the State wide DOE implementation of Best Start Year 7 in 2019. Teachers were also able to immediately access valuable information via the new SCOUT platform to identify students who may require additional literacy and numeracy support. Whole school literacy strategies were mapped to the Best Start Trial data Literacy Coordinator. Subsequently, Stage 4 teachers were able to adapt teaching and learning programs to support literacy needs in 2018. This practice will also inform the development of Professional learning and further refinement of explicit literacy programs tailored to the needs of Stage 4 students in 2019.

The ongoing success of the Focus on Writing program in 2018 has been highly evident as the key literacy strategies developed by Kurri Kurri High school have been adapted for the Regional Writing initiative led by the DOE Tamworth Directorate. Our Literacy Coordinator led professional learning at Regional DOE writing initiative days and was invited to conduct professional learning in schools across our region that are implementing and adapting the Kurri Kurri High School FOW program. Focus on Writing will continue to be embedded across stage 4–6, with a particular focus on Stage 4 literacy in 2019.

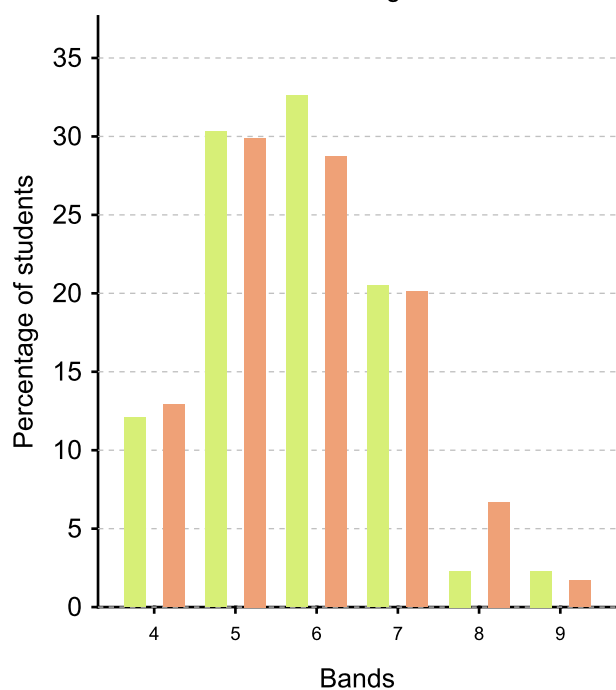
Percentage in bands:
Year 7 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 21.3 | 26.2 | 28.4 | 17.0 | 5.0 | 2.1 |
| School avg 2016-2018 | 17.6 | 31.3 | 25.3 | 16.5 | 6.7 | 2.6 |

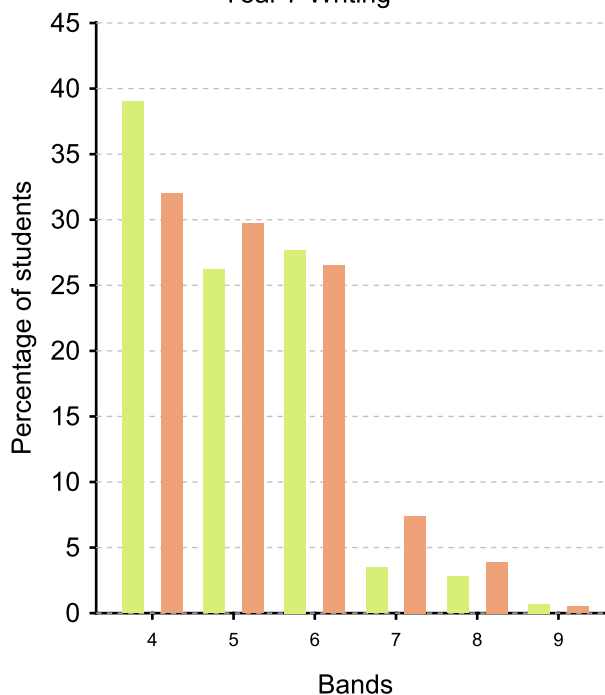
Percentage in bands:
Year 7 Reading



Percentage in Bands
School Average 2016-2018

| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 12.1 | 30.3 | 32.6 | 20.5 | 2.3 | 2.3 |
| School avg 2016-2018 | 12.9 | 29.9 | 28.7 | 20.1 | 6.7 | 1.7 |

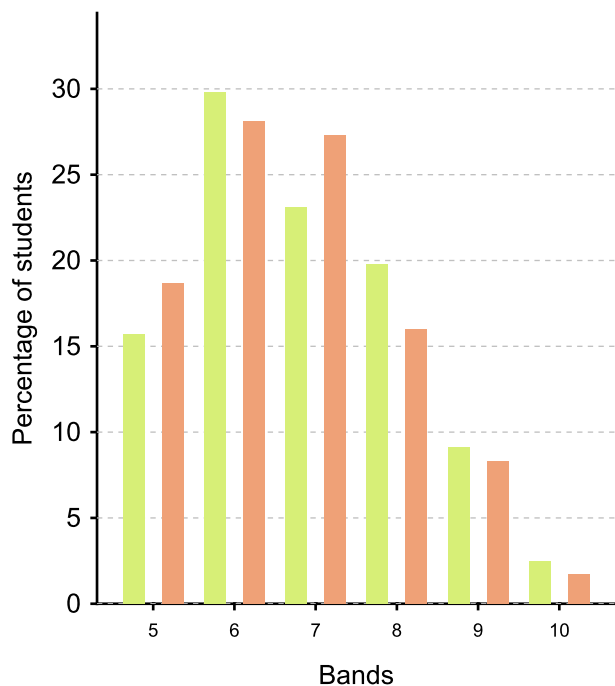
Percentage in bands:
Year 7 Writing



Percentage in Bands
School Average 2016-2018

| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|------|------|------|-----|-----|-----|
| Percentage of students | 39.0 | 26.2 | 27.7 | 3.5 | 2.8 | 0.7 |
| School avg 2016-2018 | 32 | 29.7 | 26.5 | 7.4 | 3.9 | 0.5 |

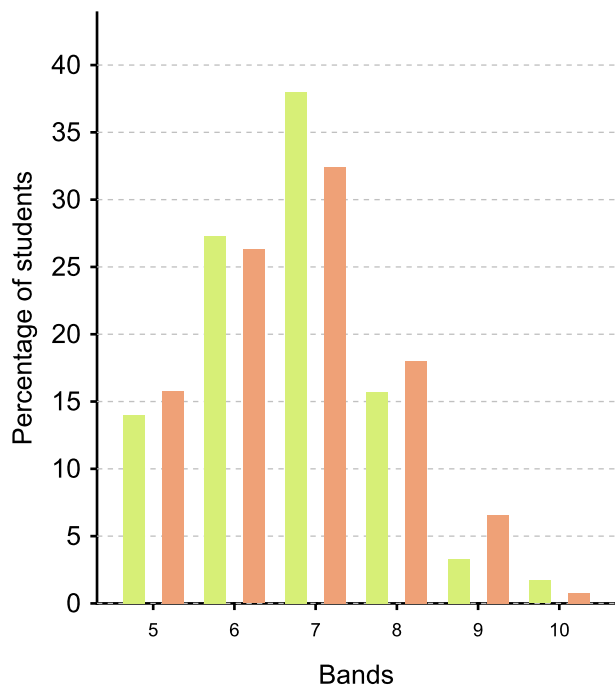
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 15.7 | 29.8 | 23.1 | 19.8 | 9.1 | 2.5 |
| School avg 2016-2018 | 18.7 | 28.1 | 27.3 | 16 | 8.3 | 1.7 |

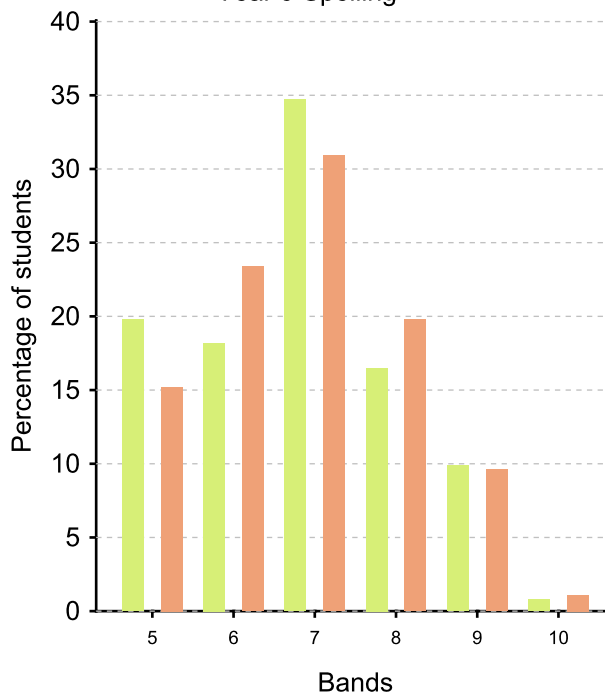
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2016-2018

| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 14.0 | 27.3 | 38.0 | 15.7 | 3.3 | 1.7 |
| School avg 2016-2018 | 15.8 | 26.3 | 32.4 | 18 | 6.6 | 0.8 |

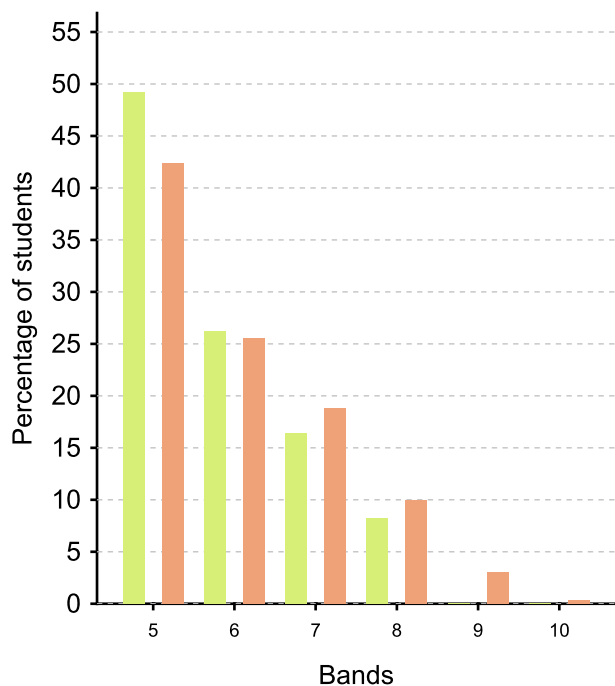
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2016-2018

| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 19.8 | 18.2 | 34.7 | 16.5 | 9.9 | 0.8 |
| School avg 2016-2018 | 15.2 | 23.4 | 30.9 | 19.8 | 9.6 | 1.1 |

Percentage in bands:
Year 9 Writing



| |
|--|
| ■ Percentage in Bands |
| ■ School Average 2016-2018 |

| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|------|------|------|-----|-----|-----|
| Percentage of students | 49.2 | 26.2 | 16.4 | 8.2 | 0.0 | 0.0 |
| School avg 2016-2018 | 42.4 | 25.5 | 18.8 | 10 | 3 | 0.3 |

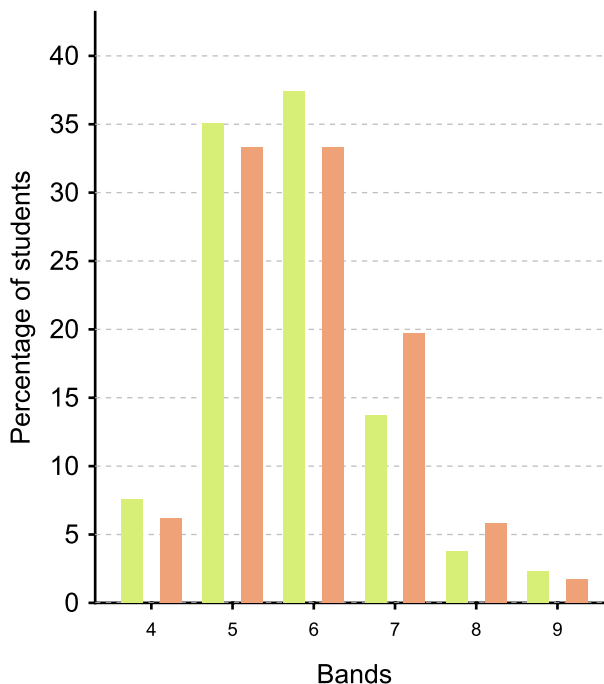
Numeracy initiatives, strategies and interventions have been an overwhelming focus for professional learning and classroom pedagogy throughout 2017 and 2018 in Stage 4 classrooms. Following successful participating in a Department of Education 'Improving Numeracy Outcomes' project the implementation of these strategies has been in place for over 12 months incorporating staff professional learning, targeted teaching lessons, subject specific numeracy examples and the introduction of the Numeracy Think board to support student problem solving strategies.

The introduction of a Numeracy coordinator role within the school has provided additional opportunities to support and strengthen student abilities within the area of numeracy. A 'monthly maths' calendar is created for use within Stage 4 Hub Pedagogy and Stage 5 pedagogy of 'Do Now' activities which ensure students are working on their mathematical abilities within every STEM lesson within their timetable. Students are supported to think like a mathematician by extracting information from word based problems to support achievement in NAPLAN testing. Additional focus on numerical skills are created with 'Target Teaching' lessons created to establishing numeracy teaching opportunities within subjects such as Visual Arts, PDHPE and HSIE. This cross-curricular application of numeracy has supported students to see the importance of numeracy outside the mathematics classroom and enhance their abilities and skills in completing numeracy problems within a range of

subjects/contexts.

The success of these initiatives are demonstrated through Year 9 NAPLAN data analysis. In 2016, before the program began, 53% of students in Year 9 achieved 'Above Expected Growth' in their Numeracy results. In 2018 that figure had risen to 61% with a further 26% achieving growth in their Numeracy results with 82% of ATSI students achieving growth in their Numeracy results. Further success is evident with 18 students achieving results within the top 2 bands of numeracy (Band 9& 10)

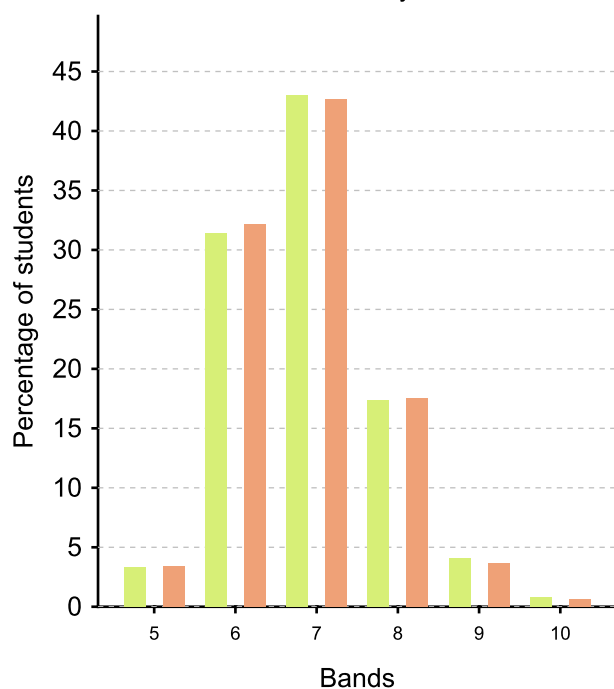
Percentage in bands:
Year 7 Numeracy



| |
|--|
| ■ Percentage in Bands |
| ■ School Average 2016-2018 |

| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|-----|------|------|------|-----|-----|
| Percentage of students | 7.6 | 35.1 | 37.4 | 13.7 | 3.8 | 2.3 |
| School avg 2016-2018 | 6.2 | 33.3 | 33.3 | 19.7 | 5.8 | 1.7 |

Percentage in bands:
Year 9 Numeracy



| |
|--|
| ■ Percentage in Bands |
| ■ School Average 2016-2018 |

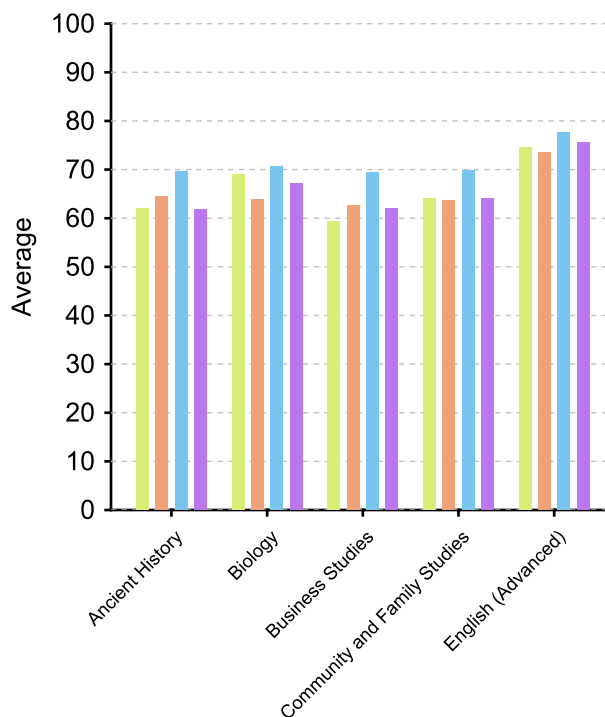
| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|-----|------|------|------|-----|-----|
| Percentage of students | 3.3 | 31.4 | 43.0 | 17.4 | 4.1 | 0.8 |
| School avg 2016-2018 | 3.4 | 32.2 | 42.7 | 17.5 | 3.7 | 0.6 |

Please see the myschool webpage for more details, or contact the school.

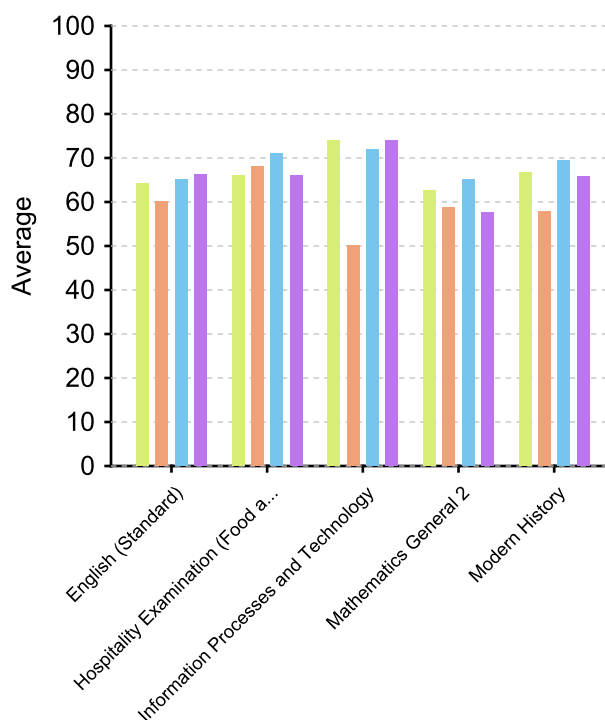
Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). There were many outstanding achievements in the 2018 HSC with students able to access Band 6 achievement in English Extension 1, Mathematic Extension 1 and Society and Culture. There was a significant decrease in the number of Bands 1 and 2 from 36% in 2017 to 29% in 2018 indicating that students are able to access higher bands as a result from the support they are accessing from teachers in the classroom, the extended hours available to them through the Study Centre and programs such as Focus on Writing and being able to access information through the CANVAS delivery of courses.

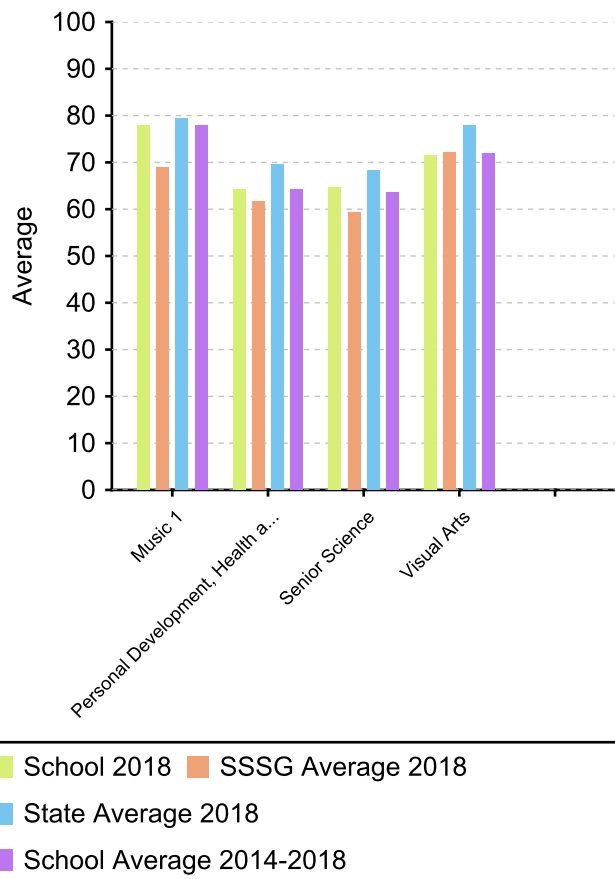
This positive effect on achievement can also be seen through the improved number of Band 5 and Band 6 achievements across the school moving from 8% of total Band achievements in 2017 to 13% in 2018.



| | |
|--|--|
| ■ School 2018 | ■ SSSG Average 2018 |
| ■ State Average 2018 | ■ School Average 2014-2018 |



| | |
|--|--|
| ■ School 2018 | ■ SSSG Average 2018 |
| ■ State Average 2018 | ■ School Average 2014-2018 |



Parent/caregiver, student, teacher satisfaction

In our quest for continuous school improvement we initiate many surveys and focus groups to help us to navigate the journey to improvement. In 2018 we continued to obtain feedback via staff, student and parent surveys and interviews and used that data to refine our processes

The level of student, parent and staff satisfaction has been tracked using the Tell Them From Me survey and participation data. During 2018, the following data sets show the student level of engagement is rising to almost meet the state averages.

Our data reveals we have made gains in:

positive student/teacher relationships

high expectations

advocacy in school

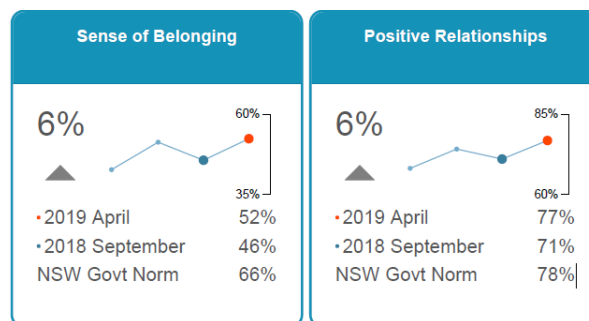
we are tracking closer to meeting the averages for the State. This is a key area for next year, to hit state average.

In 2018 parents and community:

- were included in school evaluation processes during regular Parents and Citizens meetings. Each meeting in 2018 had a Head Teacher presentation.
- participated in school activities such as: The Nostalgia Festival, Business Breakfast, MADD nights, Parent teacher evenings, Fun Run and

sporting events.

- 100% participated in the senior subject selection process. Each student was interviewed by a senior staff member and their parent/carer to plan senior school goals and subjects and post school aspirations.
- Participated in the 7/360 and 8/360 interview for Stage 4 with over 84% of parents attending Year 7 and 78% of Year 8 parents. From 2019 these interviews will count towards assessment outcomes to encourage more authenticity in the process and give more credibility to the interviews.
- Attended Parent Learning groups conducted for Senior and junior student on Study Skills, accessing the Sentral Parent Portal, BYOD information evening and Year 8 HUB design evenings.
- A 45% increase in parents accessing the parent portal.
- 68% of parents attending Stage 5 & Stage 6 parent teacher evenings and booking online.
- Participated in Year 10 into 11 transition interviews. 92% parent and student commitment of those going on the HSC study.
- Studio School– 96% of students had parents attend their exhibitions
- 100% attendance at IEP meetings in Special Education
- 78% attendance at Aboriginal PLP meetings.
- Participated in the Authentic Assessment program which had 100% of students complete.



Policy requirements

Aboriginal education

Aboriginal Education– Everybody's Business.

Aboriginal cultures are respected and promoted at all major school events and weekly assemblies and the school's priority for Aboriginal education is evidenced by the following achievements and initiatives. Utilising the MGoals planning tool to create online Personalised Learning Plan's, was implemented again in 2018, allowing students to set and modify goals at any time, but also incorporating a feature where students work with their staff mentor to develop and input a number of milestone steps they will need to take in order to achieve their desired goal/s. Over 85% of parents were able to attend the meetings.

Junior AECG & Leadership days

The Junior Aboriginal Education Consultative Group continued to maintain a high profile in 2018 with members of the executive team providing exemplary leadership role models to other Aboriginal students, as well as the broader school community, through their officiating of Junior AECG meetings, organising cultural events and participation in a range of other activities as members of the Student Representative Council. Our JAECEG Executive Team also organised an Aboriginal Leadership Networking Day this year to build stronger connections with Aboriginal student leaders from surrounding primary and high schools. They also liaised with the broader Aboriginal community to include guest speakers in their networking day to present on a range of issues including educational prospects, cultural awareness and leadership development.

NAIDOC

To celebrate NAIDOC Week, students in attendance at Kurri Kurri High School's weekly assembly during NAIDOC week were treated to a dance performance from the boys Aboriginal dance group from Stanford Merthyr. Two Kurri Kurri High School students also participated in an art workshop at Stanford Merthyr Infants School with students from local primary schools to make a collaborative artwork for NAIDOC Week. To reciprocate the inter-school spirit of NAIDOC celebrations, students from Kurri Kurri High School visited our local feeder school to run workshops on traditional games and Aboriginal story telling. This activity strengthened links between the high school and primary and infants schools and enabled the high school students to develop and display their leadership skills. On other occasions throughout the year Kurri Kurri High students were involved in many cultural experiences including traditional dance and music performances, drama interpretations, storytelling, film presentations and a range of cultural immersion activities. Students were also fortunate to have the opportunity to listen to guest speakers, including two members of the Stolen Generations who shared their personal experiences with students in Year 10 who were studying Aboriginal Rights and Freedoms.

DAY LOAN BYOD DEVICES

This year we implemented a BYOD DAY LOAN system to help students who were not able to access a laptop from home. The uptake of these devices has exceeded our expectations with all devices loaned at an average of 94% each day. Students have reported that this capacity has enabled them to access all the work on Canvas and work on enhancing their tech skills. These devices are loaned and managed by our Learning Centre SSO.

MENTORING

An extra layer of support was also provided for students in Years 10 and 11 with the continuation of the Aboriginal Mentoring Program. This program sees all Aboriginal students in Years 10 and 11 supported by a volunteer staff mentor to help them navigate the demands of senior schooling. Continued support for,

and involvement with, the local Aboriginal Education Consultative Group substantiated the importance the school places on collaborative decision making. Monthly meetings are attended by the Principal and Deputy Principals and the school always values the support offered by the local AECG President and ACLO Sonia Sharpe.

CONNECTING TO COUNTRY

The local connecting to country program received outstanding reviews from the 12 staff who trained with the program in 2018. The school invested well into this course to deepen our knowledge of the local first people and the stories of this land.

Aboriginal Education

Indigenous culture is promoted daily at Kurri Kurri High School with the continued implementation of the 8 Ways of Aboriginal Learning being incorporated into lesson programming across the Kurri Kurri Learning Community. The display of Aboriginal artwork throughout the School and the inclusion of Indigenous culture at all major school events and weekly assemblies demonstrates the School's strong commitment to fostering Indigenous cultural attitudes, values and beliefs. The School's priority for Aboriginal Education is evidenced by the following achievements and initiatives.

In 2018, there were just over 120 Aboriginal and Torres Strait Islanders (ATSI) administered by Kurri Kurri High School and all ATSI students attending the School had a Personal Learning Plan (PLP), including at least two MGoals. The PLP not only allowed students to set and modify goals at any time, but it also incorporated a feature where students worked with their staff mentor to develop and input a number of milestones they would need to reach in order to achieve their desired goal/s. There is also a notifications element to the MGoals package which allowed parents and carers to receive electronic updates when students reached each of their milestones on the way to achieving their ultimate goals.

The Mentoring Program for all ATSI students in Years 10, 11 and 12 was run for the second year in 2018 and was very effective in providing feedback to carers and students on progress and a contact person for students and carers to speak with if any student had any personal problems. The Aboriginal Education Team also continued to monitor and encourage school attendance for Indigenous students, utilising school-based reward systems as required to improve student attendance rates.

The Junior Aboriginal Education Consultative Group (JAECEG) continued to maintain a high profile in 2018 with members of the executive team providing exemplary leadership role models to other Aboriginal students, as well as the broader school community, through their officiating at Junior AECG meetings, organising cultural events and participating in a range of other activities as members of the Student Representative Council (SRC). Many younger members of the JAECEG showed strong academic and

social growth and demonstrated that they may play a major part of the future of the JAECG Executive Team and members.

The School conducted three education and empowerment programs during the year. All three focused on leadership and cultural awareness. Young Mob is a leadership course for both boys and girls and is sponsored by World Vision. In 2018, the program ran for 12 weeks and was very successful. In addition, BroSpeak (boys only) and SistaSpeak (girls only) were run in the second half of the year. They focused on matters that are for men and women separately in Indigenous culture. Each course went for 10 weeks and both programs were well accepted and enjoyed by ATSI students of all grades.

Members of the Executive organised an Aboriginal Leadership Networking Day in 2018 to build stronger connections with Aboriginal student leaders from surrounding primary and high schools. They also liaised with the broader Aboriginal community to include guest speakers in their networking day to present on a range of contemporary Indigenous issues including educational prospects, cultural awareness and leadership development.

To celebrate NAIDOC Week, Kurri Kurri High School's weekly assembly showcased a dance performance by the boys Aboriginal dance group from Stanford Merthyr. Two Kurri Kurri High School students also participated in an art workshop at Stanford Merthyr Infants School with students from local primary schools making a collaborative artwork including a mural and handprints. To foster the inter-school spirit of NAIDOC celebrations, students from Kurri Kurri High School visited our local feeder school to run workshops on traditional games and Aboriginal story telling. This activity strengthened links between the high school and primary and infants schools, encouraging Student Voice in their planning, hosting and networking.

On other occasions throughout the year Kurri Kurri High students were involved in many cultural experiences including traditional dance and music performances, drama interpretations, storytelling and film presentations. Students were also fortunate to have the opportunity to listen to guest speakers in BroSpeak and SistaSpeak, whose stories told of their amazing journeys to overcome separation from their families and culture. A highlight for the year was using the Yarning Circle and Bush Garden which are now well established and utilised as a valuable outside learning space by classes across the school. This area was also rendered and a mural project is planned for 2019.

Continued support for, and involvement with, the local Aboriginal Education Consultative Group (AECG) substantiated the importance the school places on collaborative decision making. Regular monthly meetings were attended by the School Executive. The School was well supported by the AECG and its local AECG President and ACLO Sonia Sharpe.

Multicultural and Anti-Racism Education

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

The Multicultural Education Policy outlines the NSW Department of Education's commitment to providing opportunities that enable all students to achieve equitable education and social outcomes and participate successfully in our culturally diverse society. Our teaching and learning programs develop intercultural understanding, promote positive relationships and enable all students to participate as active Australian and global citizens. Our school fosters student wellbeing and community harmony by faculties promoting multicultural perspectives through a variety of strategies and resource included in their programs and units of work.

The Anti-Racism Policy confirms the department's commitment to rejecting all forms of racial discrimination in NSW public schools and eliminating expressions of racism in its learning and working environments. In 2018, the School had one staff member trained as Anti-Racism Contact Officer (ARCO) (Mr Davis) who provided individual assistance and guidance in any situations that involve the concern that racism may be involved.

The school community had a small number of students who speak a language other than English at home and 123 students who identified as Indigenous or Torres Strait Islander. Kurri Kurri High School actively promotes the initiatives of the AECG such as Harmony Day and Close the Gap as well as engaging with the broader Kurri Kurri community. In order to increase the deeper understanding of the Aboriginal culture, selected Kurri Kurri staff participated in the Connect to Country Course conducted by the local AECG.

Aboriginal Education Team– Where to Now

- Add to the DAY LOAN device pool.
- Enable more staff to be trained at Connecting to Country in 2019.
- Continue to monitor and encourage school attendance for Indigenous students, utilising school-based reward systems as required to improve student attendance rates.
- Continue implementation of 8 Ways of Aboriginal learning, with teacher professional learning, and school-based decision making regarding the prioritising of two symbols per term to be reviewed and incorporated into lesson programming. The aim is to embed 8 Ways pedagogy into teaching programs and practices across the Kurri Kurri Learning Community.
- Stronger Smarter Philosophies to be embedded in teaching and learning practices, and all staff trained in Stronger Smarter to be invited to attend a regular network meeting for sharing of ideas and resources.
- Ongoing commitment to cultural events across the Kurri Kurri Learning Community, with students from each school within our learning community participating and performing in a Drumbeat group,

and a series of Art workshops to create an Aboriginal-themed mural for display in one of our schools. Ongoing support of the Stanford Merthyr Boy's Dance Group performances and participation in Traditional Games, by all students throughout NAIDOC Week.

- All schools to continue in the use of MGoals to update, review and create Personalised Learning Plans for Indigenous students throughout 2017.
- Continuation of the Aboriginal Mentoring Program for students in Years 10, 11 and 12.
- Provide funding and support to the Kurri Kurri High School, Junior AECG to promote and encourage Student Voice in their planning and hosting of a combined Junior AECG networking day.



Multicultural and anti-racism education

We appreciate difference and diversity. We aim to provide a culturally inclusive and responsive learning environment that benefits all students.

Our school welcomes students, families and community members from all cultural backgrounds.

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

The school community has 6 students who speak a language other than English at home and 151 students who are identified as Indigenous or Torres Strait Islander. Kurri Kurri High School actively promotes the initiatives of the AECG such as Harmony Day and engaging with the broader community.

Our school fosters student wellbeing and community harmony by faculties promoting multicultural

perspectives through a variety of strategies and resource included in their programs and units of work. Year 7 were involved in two cultural immersion days with most Year 7 French classes cooking pastries and chocolate croissants, whilst Year 7 Italian cooked pasta and years 8 and 9 cooked crepes. The expansion of a French elective into stage 5 was welcomed.

The Multicultural Education Policy outlines the NSW Department of Education's commitment to providing opportunities that enable all students to achieve equitable education and social outcomes and participate successfully in our culturally diverse society. Our teaching and learning programs develop intercultural understanding, promote positive relationships and enable all students to participate as active Australian and global citizens.

Other school programs

CAPA Report 2018 – F Dunlevie / J King

Study in the Creative Arts provides students with strong discipline based knowledge and the fundamental skills, creative expertise, learning mindset and critical capabilities for the future world of work. In 2018, the CAPAL faculty worked together to engage and challenge all students to maximise their talents and develop their capabilities to be lifelong learners through designing future focused programs and taking learning outside of the classroom. Relevant experiences outside of the classroom that link to the real world and community complimented most CAPAL programs and have assisted students to develop their skills to achieve at a high level.

In Visual Arts, students were given opportunities to participate in workshops and excursions, design murals for the local community and also enter their work into various art shows and competitions. Students visited the Brett Whiteley Studio, Art Express, NSW Art Gallery, Sculpture by the Sea and Maitland Regional Art Gallery and participated in a Wendy Sharpe Workshop. Year 9 Visual Arts were commissioned to create two murals to be displayed at the Chelmsford Hotel in Kurri Kurri. This real world project gave the students the experience of being professional artists, and they were able to work collaboratively to create two colourful artworks to be displayed in the community.

Performing Arts gave students many opportunities to experience future world of work through performances, workshops and experiences. Kurri Kurri High School has developed a reputation for providing strong performances due to the dedication of the staff who ensure that students are well rehearsed and prepared to deliver outstanding performances. The Nostalgia High Tea, MADD Night, Hunter Dance Festival, Kurri Kurri Community Festival and Star Struck are all annual events that provide students with the opportunity to develop their skills in performance in front of a real audience. Music students were given a taste of university with a day at Newcastle Conservatorium, engaging hook events with a rock concert by KidZro and interactive African Beats performance, and

instrument workshops throughout the year. Dance students also engaged in workshops by Sydney Dance Company and Australian Choreographer Sue Healey, and viewed the Australian Ballet in rehearsal. In Drama, students experienced theatrical performances at Belvoir Street Theatre and the Sydney Theatre Company. Year 8 Drama students entered the Waste Ops challenge where they created a storyboard and scripts for a short film that would encourage people living in the Hunter Region to reduce the amount of waste they generate. They were selected as finalists and had the opportunity to film their video that went to a public vote on the Waste Ops website, which they subsequently won.

French joined the CAPAL team in 2018 and also delivered on creating Real World experiences to students. In a collaboration with the TAS team, students from years 7–10 French classes participated in a French cooking day where they experienced French culture through making pastries. 2018 saw the largest LOTE cohort for some time, with students engaging in French and Aboriginal Language in Year 7 and French elective classes in Year 9, 10 and 11.

Student achievements

- **Strong HSC Results—7 Band 5s in Music and 2 Band 5s in Visual Arts**
- **Justess Jones was nominated for Encore and selected for Reprise for her exceptional HSC Performances in Music**
- **Zane Andrews and Chelsea White were 2 of 75 Year 11 Visual Arts selected from across the state to attend the Dobell Drawing School at the National Art School Sydney**
- **Tyler Sutton, Caitlin Stewart and Jade Gear had artworks selected to be displayed in Operation Art. Tyler's was later selected to remain at John Hunter Hospital**
- **Students from Year 7–11 had their work chosen to be displayed at the Kurri Kurri Town of Murals art show**
- **Year 8 Drama students won the Waste Ops Challenge**
- **Year 9 and 10 Students participated in the DramaWorks Camp**
- **Musos Corner Scholarship was awarded to Samuel Grills and Noah McIntyre**
- **Choir and Dance students participated in MADD Night**

SCHOOL INITIATIVES

Project NEST– Alan Hope

Project NEST is an annual professional learning conference facilitated by staff of Kurri Kurri High School to support other educational leaders in shaping the future of education. Now in its third year Project NEST aims to Nurture Excellence in Students and Teachers through engaging the leading faces of educational theory and change and support best practice through workshops leading the engagement of staff over the three day event. Working in partnership with the Cessnock East Public School leadership team, the 2018 event was a sold out event with attendees from across Australia engaging current best practice in the

field of education.

This years Keynote address was provided by educational leader Valerie Hannon the co-founder of the United Kingdoms' Innovation Unit. Flying in for this conference Valerie was accompanied by Tom Beresford, also from the Innovation Unit, to introduce staff to the concert of REAL Projects.

Project NEST was ran through two three streams to support the journey to educational excellence of the attendees; Novice attendees were engaging in creating their own REAL Projects, while Intermediate attendees engaged in a selection of choice workshops to revisit and refine their current practice, with Executive attendees working in partnerships with the Kurri Kurri High School and Cessnock East Public School Leadership teams to revisit their leadership in facilitating change management in education.

Workshops in the the creation of Rigorous Engaging Authentic Learning Experiences were facilitated by Deputy Principal Jane Somerville and Head Teacher Quest Kylie Edwards, KKHS, while Intermediate attendees were facilitated by Deputy Principal Alan Hope and supported through other KKHS staff including Lisa Scobie, Tracey Gavenlock, Jane Lewis, Kasey Brady and Samantha Golding. Sharing the theories and principals behind the creation of Learning Spaces, Alan Hope shared the inspiration behind our HUB Learning Spaces to all attendees and carefully explained the process that eventuated in KKHS winning and Australian Education Award for matching pedagogy with learning spaces.

Once again, Project NEST was an exceptional three day event with overall ratings for the conference of 4 +/5, demonstrating similar success 94% of Novice attendees said that they would recommend the conference to other staff and 97% of Intermediate and Expert attendees recommending this professional learning experience to others. Project NEST continues to grow and develop creating an annual event of learning and sharing best practice in educational change and highlights the innovative practices happening at Kurri Kurri High School and the ability of staff within KKHS to lead the professional learning of staff across Australia.

Representative Sport – Sara Da Silva

Kurri Kurri High saw a record number of students participate in Representative sporting teams in 2018 continuing to expand on the variety of sports offered and competed in. Sports Captains continued to be involved in whole school leadership activities and responsibilities to improve sport and physical activity within the school and in the wider community.

On a school level Our Annual Swimming Carnival was held at East Maitland Pool were Kyeema once again took out the house championship. We had 21 students represent at the Zone swimming carnival.

Our Athletics carnival was held at our local Athletics track, Birrallee Sporting Fields with increase in student

participation increasing by 10% from the previous years. Kurri High Student **Zoey Kinch** competed at the State Athletics carnival achieving a personal best. She placed 6th overall in Shot put and placed 2nd in the Discus. Zoey was shortlisted for the NSW ALL schools team that competes in the Australian All Schools Carnival in December.

Kurri Kurri High School has a record number of students participate in the Zone Cross Country Carnival with 8 students progressing to the Hunter carnival.

Ashley York ran a personal best and earned a spot to compete in the State carnival.

Our Representative Sporting team participation has increased with students representing in Soccer, Futsal, Basketball, Rugby League– Boys and Girls, Netball, Lawn Bowls, Touch football, Oz–tag and Goalball. Our Girls Rugby League Team being our most successful team for 2018.

We have had 2 students represent in Hunter Representative Teams and compete in state carnivals.

Brooke Kennedy for Open Girls Football (Soccer) where the team were extremely dominate placing 1st in their pool and moving through semi and quarter finals to play off for 3rd and 4th, ending in a devastating loss in a penalty shootout. **Emily Gordon** captained the Hunter Softball team and was MVP. **Tyson O'Neill** has continued to develop in his sport of Goalball. He was selected in the Open Men's National Goalball team, competing in numerous local, state and pan pacific championships– winning a gold medal.

Our students have broadened their skills through Coaching and Officiating programs to cater for our feeder primary schools in Cricket and Touch football. Through expansion of our elective pathways students have been able to attain accreditation in basic coaching principles and officiating.

In an effort to continue to build and promote Representative Sport within the Kurri Kurri and wider Hunter, all student achievements were promoted through school newsletters, articles in local papers and over 40 representative sport related social media posts on the KKHS Facebook and Instagram pages. We are thankful to our community partnerships with Dominos Kurri, iGym, KFC, Happy Tooth Kurri Little Athletics Club, Kurri Minor Rugby League club and Kurri Bowling Club and Kurri High P & C, who continue to support the school and our students in all their sporting goals.

Other School Achievements – Peta Smith

- Year 10 students Benji Lambert and Year 9 student Chloe Hope on receiving the Young Person of the Year awards at the recent Regional Youth Services Awards (RYSA)
- Zane Andrews and Chelsea White of year 11 were selected to participate in The Dobell School at the National Art School, Sydney.
- The two P&C Scholarships for Year 12, 2017 have

been awarded to Jed Kinch and Hannah Waters.

- Riley Jones (9), Callen Ingham (9), Harmonee Wells (12), Chloe Chedzey (12), Georgia Dembeck (12), Clarissa White (12), Caitlyn Ashman (12), Chloe Allaway (12), Deon See (12), Cobie Hudson (12), Luke O'Driscoll (12) and Jessica Smith (12) were awarded the Kullaburra Award for their hard work and dedication
- Year 12 student Harmonee Wells was awarded the Marrung Award which she earned as she is a very dedicated student who is very proud of her culture and her connections to country are strong.

Student Representative Council – Lisa Curran

The SRC also completed fund raising activities for the year such as Mark Hughes Foundation, Hay Day and our annually Fun Run.

The SRC have support the Mark Hughes Foundation to raise funds to support patients undergoing treatment for brain cancer as well as researchers striving for a cure and Kurri Kurri High School got behind the cause. On Thursday, June 7 students wore a Beanie for Brain Cancer to help Mark's cause which was all the more relevant thanks to his visit to the school and the SRC helped raise \$540 on the day.

On the 24th of August 2019, Kurri Kurri High school participated in the Hay Day fund raiser to raise money for the struggling farmers in drought–affected areas. A total of \$1, 201 was raised by the SRC, from gold donations, and the Interact sausage sizzle. We would like to congratulate all the students and teachers for their participation in this successful "flanno" fundraiser.

On the 17th September 2019, Kurri Kurri School held our yearly Fun Run raising money for the charity. The Australian Asthma. The Students raised a grant total of \$462 for this charity and as always it was an opportunity for all students of the school to work together for another amazing year of raising fund for other people in need.

The current school captains, Angus Lathan and Georgia Dembeck, passed the Leadership of Kurri Kurri High School to Jack Benic and Emily Davison at the beginning of Term 4 in a Perfect Induction Ceremony.

SPECIAL PROJECTS 2018

CAPA – F Dunlevie

The CAPAL faculty successfully applied for special projects funding to the value of \$10,000 in 2018 to assist students experience the arts beyond the classroom.

The purpose of the project; to enable students to develop an awareness of the world they live in and the role art plays in communicating ideas. For students to gain inspiration, develop their creativity, form personal

opinion and strengthen their views, they need to live the arts. This can be challenging for students as they reside outside of Sydney and rarely have the opportunity to travel to Sydney or Newcastle to experience the wealth of opportunities city students have access to.

The funding allowed teachers the flexibility to plan and organise experiences outside of the classroom without the burden of having to cover their classes in order to take students out of the classroom environment. It also took the financial burden away from parents/cares and provided students with exciting and diverse experiences.

The funding paid for a range of activities:

- Belvoir Street Theatre – 2 plays. Free tickets as part of the school access program. Funding paid for bus and casual relief for each show – \$2100 – 20 students
- Sydney Theatre Company – 2 plays – Half price tickets through their access program – \$600, bus and casual relief for each show – \$2100 – 20 students
- Maitland Gallery Art workshops – \$905 – workshop and casual relief 30 students
- Sculpture By the Sea – \$2080 – Bus and 2 casuals 60 students
- Australian Ballet – \$ 1297 – 20 Tickets, make-up workshop, bus and casual relief
- Sydney Dance Company workshop – 60 students, free workshop, \$500 casual relief
- African Drumming workshop – all of year 8 \$841.50
- Guitar workshop – 40 students stage 4, 5 and 6 – \$700
- French cooking days – all of year 7 and elective classes – \$ 1500 Casual relief and ingredients
- Free Ekersley's art workshop – Purchased materials – \$500

Participation Fees:

- Dramaworks – 5 Gifted and talented year 9 & 10 students – \$750
- Town of Murals entry fees – \$60
- National Art School Camp – 2 Gifted and talented Year 11 students – \$180
- Operation Art – \$259

Knowledge and skills gained from these experiences were utilised in the classroom and linked to programs taught throughout 2018.

Authentic Assessment – M Taylor

Celebrating 20 years.

2018 marked a significant milestone for Kurri Kurri High School with the 20th year of our highly successful Year 10 Authentic Assessment Program. Established in 1999, and honoured with a Director General's Award for Education, the Authentic Assessment Program provides students with the real world experience of presenting their learning, and themselves, to a panel consisting of a year 9 student, a teacher and a community member. During an Oral Presentation, lasting 20 to 30 minutes, the Year 10 student displays

products of learning from each subject and talks about the process of learning and planning involved in completing the task.

In 2018 114 students completed their interview, representing 99% of eligible year 10 students. Our Special Education students also participated in 2018, and they were commended for their preparation and presentation skills which significantly impressed their panel members. Community feedback was very positive, with a number of new and old representatives commenting on the professionalism and confidence of our students. This was clearly reflected in the awarding of grades, with 37% of students achieving a High Distinction.

Hub Furnishings – Lisa Scobie

A significant investment was made into the provision of flexible furniture for Year 7 Hub classrooms in 2018. Two rooms were completely refurbished, Room 5 and the Connected Classroom. These rooms were fitted with an array of pieces designed to support the future focused pedagogy being delivered in Hubs. Examples of the types of furniture include: high desks for standing or working at using stools, this allowed for students to be tiered to different heights within the classroom; modular desks, some with whiteboard tops, allowing for learning spaces to be quickly and easily rearranged to suit a range of pedagogical practices and for students to record group ideas using whiteboard markers when collaborating; the new chairs were also ergonomically designed to ensure students could face different directions flexibly and without having to move their chairs around continuously, making for a more streamlined and organised classroom environment.

The installation of new furniture allowed for improved student learning by supporting the pedagogy that was in place in the classroom. Further, the innovative use of space across Kurri Kurri High School was recognised when the school won the inaugural Australian Teaching Award for Innovative Learning Space Design.

Construction Shed/Concrete paths J O'Neill

Construction received special project funding to complete substantial group projects in 2018. The funds were utilised to purchase materials necessary for the mandatory group project. The group project in 2018 was to fully construct a complete 'room' to the standard required of actual construction projects in the building industry. Students participated with enthusiasm in this task and it was successfully used to achieve competencies within the VET Construction course.

Technology Chrome Books – J Rennex

Access to quality technology is essential for future focused learning. Stage 4 students have programs in place for technology access and equity. Our Stage 5 and 6 students require quality technology access to engage as successful and productive global citizens. During 2018 the ICT team purchased, configured and replaced 24 end of life laptops in B Block, with new Chromebooks at a cost of \$12800. Existing laptops

were pooled and parts combined to obtain 12 working devices which were used as backup devices for existing faculty trollies. The new Chromebooks were made available for booking under close supervision from ICT Team. The existing charging trolley was replaced with a new trolley to ensure security of devices.

The Provision of this Chromebook technology allowed engagement with online materials hosted in Canvas, Office365 and G Suite. As a result, a culture of effective collaboration and communication was fostered between staff and students. During 2018 the project enabled students to access quality technology on 427 separate occasions. Anecdotal feedback suggested increased speed and performance of the devices had improved student efficiency in classes and improved the quality of teaching and learning.

General Technology – Brian Grono

The integration of technology in teaching and learning continued to be major strategic priority in 2018. The provision of a diverse networked ICT learning environment, managed by Mr Rennex, Mr Grono & Mr Hill allowed staff and students to enhance their learning using digital media.

The school's large SmartBoard and Interactive Panel fleet was again increased, enabling 100% of classrooms to use advanced technologies to improve engagement and provide stimulating learning environments across all faculties. Additional devices including desktop PCs, Laptops, Chromebooks and iPads were purchased to ensure KKHS remains a highly connected school.

Internet bandwidth was upgraded from 50Mb/sec to 70Mb/sec to ensure faster access for all students and staff resulting in huge benefits for our school. This extra capacity ensured SharePoint, Sentral and Canvas could be accessed more effectively to support teaching, learning and administration.

Our Bring Your Own Device and Day Loan laptop programs encouraged students to communicate and collaborate across all KLAs within a secure cloud-based learning environment.

A structured and consolidated approach to training in digital teaching strategies, further network infrastructure upgrades and the extension of DoE's Integrated Imaging programs will be priorities in 2019.

Maker Space – A Ayling

The purpose of creating a Makerspace was to deliver engaging lessons through Project Based Learning, to give all students an opportunity to explore their creativity and have a chance to make something of their own design.

Money was spent on tools, equipment and materials. Students have had the opportunity to investigate and explore the design process through planning, researching, designing, evaluating and creating a

product in response to a real life situation.

Through before school and lunchtime clubs, students have had an opportunity to create something of their own choosing, truly student led learning.

Students have had the opportunity to interact with students from other classes and year groups, developing their social skills in a relaxed and productive environment.

Maths Republic Spheros – J O'Neill

The STEM Faculty were granted a special project to fund the purchase of iPads and a storage / charging trolley to support the use of the Sphero robots in Mathematics lessons. The iPads were purchased and placed in the school at the end of Term 1 2018. A series of Spheros for Geometry lessons were designed and implemented across Stage 5 classes. These lessons improved students understanding of the geometrical properties of shapes – which was the intended purpose of the lesson sequence. Student data collected from surveys also indicated an improvement in knowledge of block coding and as well problem solving skills. The iPads were also used extensively in Stage 6 mathematics lessons to complete a variety of tasks such as; research, graphing and data tasks, as well as linear and non linear modelling tasks. This project was highly successful with positive feedback from all of the students using the technology purchased.

HSIE Stage 6 Computers – Kylie Edwards

HSIE was provided with \$2000 for the purchase of 4 Chromebooks to make a total of 20 Chrome books available for use by senior HSIE students. As a result, 100% of Stage 6 HSIE students had equitable access to a BYOD curriculum which utilised Canvas to deliver course content and teaching and learning activities. Furthermore, the purchase of the Chromebooks also supported the successful delivery of the Preliminary Modern and Ancient History's Historical Investigation Project, with all students being able to access a laptop, increasing their skills in technology, time management, organisation, critical thinking, collaboration and communications skills. The success of the Chromebook use can be measure through Ancient History data, with 81% of students submitting the task and 81% of students obtaining a grade of C or higher.

Year 7 Chromebooks– Jane Lewis

In the Hub Learning Environment, there is a focus on the future focused skills of critical thinking, communication, creativity and collaboration. A device to access the internet for research and ICT tools is necessary for students to thrive. Technology and the integrated use of software such as Canvas, Google, Minecraft and Office 365 is utilised substantially to deliver content, collaborate in the classroom, keep track of progress and submit assessment.

Teaching and Learning where many students are unable to access the technology they require to learn

effectively to survive in our society as it is evolving is a challenge. As little as 36% of households in Kurri Kurri earn the least amount per week of under \$750. This is more than the highest and medium highest household income earners at 31%, of anything over \$1500 per week.

Currently between 80%–85% of content and collaborative activity is driven through access to a laptop or personal device. This was set to increase with CANVAS becoming KKHS' mandatory Learning Management System for 2018..

Only 63% of students in Year 7 had access to a BYO Device in 2018. With this the reality of ICT access for students transitioning to High School, it was decided that Kurri Kurri High School would need to provide students with an equitable and cost effective solution, where all Students in Stage 4 have access to technology for learning in a 21st Century Classroom.

With the addition of 32 Chromebooks to the Year 7 Faculty, including additional Aboriginal and Torres Strait Islander funding for day loan and term loans, 100% of students in Year 7 now have access to the technology they require to thrive.

Students borrow a Chromebook every morning before school begins in a process that requires them to be responsible for the laptop during the day. With the initiative to provide students with the access to the ICT tools they require, every day, 100% of the laptops are borrowed, accessed and returned to charge for the next day of learning.