

# Kingsgrove North High School

## Annual Report



2018



8221

## Introduction

The Annual Report for **2018** is provided to the community of Kingsgrove North 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.

Angelo Stasos

Principal

### School contact details

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## School background

### School vision statement

Our Kingsgrove North High School community envisions a school that produces life long learners in a safe, supporting, caring, respectful and professional environment. Our school aims to develop 21st century learners who can achieve their personal goals while becoming resilient, compassionate, informed and ethical members of the wider community.

### School context

Kingsgrove North High School is a public comprehensive, coeducational high school in the Canterbury Network of schools. It is a school that offers every student a place to learn, lead and achieve their personal best. Kingsgrove North High School has a current enrolment of 860 students. Our diverse community includes students from 47 different cultural backgrounds. HSC academic achievements have meant that our high achievers pursue sought after courses at universities of their choice and many other students follow promising pathways through TAFE and work.

Kingsgrove North High School is involved in a dynamic Community of Schools which includes Bexley North PS, Clemon Park PS, Earlwood PS and McCallum's Hill PS. Kingsgrove North High School is involved in a wide range of community partnerships which aim to broaden student learning experiences. These include Fusion, Campsie LAC, Max Potential, ABCN, Links to Learning and MTC Solutions. The school has also developed links with a number of local businesses that have contributed towards improving student learning outcomes.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated (external validation) was a very successful one for our school as we were validated across all 14 areas of the School Excellence Framework. The Validation day was November 1 and the school was visited by a panel who toured the school as well participated in a formal meeting with the Senior Executive.

This year, our staff members at Kingsgrove North High School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Presentation sat staff meetings and executive meetings have taken place to examine in detail the elements of the School Excellence Framework that our school plan addressed. Staff reflected on the progress being made across the school as a whole to ensure our alignment with these high level expectations.

In the domain of **Learning**, our effort sat Kingsgrove North High School have primarily focused on differentiated teaching and learning. The school performed strongly in the 2018 HSC and this is as a result of a strong culture within the school that has created a positive and productive learning culture amongst staff and students. There has also been more attention given to individual learning needs with specialised input from support staff, a speech pathologist and our LAST staff. This has resulted in all teaching staff having a better understanding of students and catering individually for each. Students who have high learning needs are also being identified much earlier with testing carried out at the start of the year, which assists with the development of individual learning plans

Our major focus in the domain of **Teaching** has been the consolidation of a consistent approach across all faculties. All faculties were provided with in-lieu days so they can update all teaching and learning programs and to ensure they align with the new syllabuses that were released by NESA during 2018. All programs that were developed were checked to ensure that a differentiated focus was evident as well as a literacy and numeracy component. This ensures that the programs catered for the learning needs of all students.

In the domain of **Leading**, our school priorities have been to promote leadership and management practices processes. The school executive has established a series of teams for staff to participate in and take a leadership role within the school. These teams include: welfare; senior review team; literacy; numeracy and promotions.

The new approach to school planning, supported by the new funding model to schools, is making a major difference to our school. The achievements and identification of further directions for our school have been outlined in the following pages of this report. Our self–assessment process will further assist the school to refine the strategic priorities in our School Plan.

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

For more information about the School Excellence Framework:

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

## Strategic Direction 1

### Teaching

#### Purpose

To develop a teaching culture where staff have access to professional learning which supports their teaching and learning practices in the school community. To have a staff that is actively engaged in its knowledge and understanding of pedagogy, assessment and reporting, leadership and collaborative teaching practices in line with both the Australian Professional Teaching Standards and the School Excellence Framework.

#### Overall summary of progress

1. Team that was established for the implementation of the (LEP) Learning Enrichment Program in 2016 has expanded its role to implement the program across all Year 8 classes. The success of the trial program in 2016 in developing a whole school literacy project has ensured that students now have a literacy program that is easy to use in class and has delivered positive results. These were clearly reflected in the NAPLAN data that the school achieved.
2. The establishment of the learning platform to improve HSC results has continued with phase 2 implemented in 2017. This also involved all staff having completed their training in ALARM and GERRIC training (Certificate of Gifted Education) from the University of New South Wales.
3. Feedback received from the TTFM survey indicates that students continue to be happy with the ongoing changes in the school. The main message that was clearly evident was that they wanted the changes to continue into 2018
4. Upgrade of the school has continued with selected classroom reorganised to reflect a change in teaching strategies and increase student engagement.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An Increased percentage of year 8 students demonstrating expected growth in literacy and Year 7 students in numeracy proficiency.	\$16000	Speech Pathologist allocated to the school on selected days to withdraw students and assist with support in both literacy and numeracy strategies.
An increased number of staff participating in teacher identified professional learning, including the effective use of Sentral	\$65000	All staff are required to participate in at least two professional learning workshops over and above the five SDD that are allocated every year. Staff have been actively involved in a variety of professional development during 2018
An increased proportion of staff participating in Instructional Rounds.	\$1000	Visits have been made to a number of other schools to look at the models that they have in place for Instructional Rounds and what model best suits our school.

#### Next Steps

1. All Staff that were trained in the delivery of the LEP (Learning Enrichment Program) in 2018 to improve literacy across all KLAs as well as Naplan results, will continue to implement the LEP project to maintain the positive results and data gathered.
2. Programs to be reviewed and evaluated by the Senior Executive to ensure they reflect a differentiated approach across the school, with engaging teaching and learning strategies.
3. Feedback received from TTFM surveys to be again reviewed and used in the planning for future whole school events and projects. Concerns raised from the TTFM surveys to be addressed.
4. Planning and budgeting process conducted with Finance committee to continue to develop and upgrade the sporting facilities in the school as well as changing the appearance and look of teaching classrooms.

## Strategic Direction 2

### Learning

#### Purpose

To develop an understanding and ownership in students of their learning in an inclusive and engaging environment that prepares them to be responsible productive citizens. Students will be supported to develop their literacy, numeracy, technology, and creativity skills to prepare them to be lifelong learners and responsible, productive citizens for the future.

#### Overall summary of progress

1. The GERRIC training that all staff undertook in 2016/7 has allowed led to staff implementing a change in direction in their classes with a focus on differentiation as well as catering for the needs of gifted and talented students.
2. Staff completed workshops with a greater understanding on Naplan data, how to access online strategies and implement these into their teaching and learning practice.
3. All Staff have adjusting their teaching and learning programs to show evidence of a differentiated approach and cater for a variety of learning needs as well as align to the new syllabuses that have come out.
4. Initial planning for the implementation of Instructional Rounds completed with the Walk Through program with neighbouring schools completed as a trial to gauge staff response and assist with future planning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. An increased number of students individual needs being met.	\$25000	A focus for the school has been to ensure that the learning needs of all students are met and catered for. Progress in this area has ensured that at risk students now have individual learning plans
2. An increased proportion of students achieving the top two bands for Naplan reading, writing and numeracy.	\$6500	Extra teaching resources allocated to assist students achieve higher bands
3. An increase proportion of students achieving in the top two bands in the HSC..	\$18000	HSC results 2018 have shown an improvement in this area with an increase in the number of both Band 5 and 6 (see school performance)

#### Next Steps

1. All staff having completed GERRIC Training will now implement both a differentiation focus in their teaching and learning programs as well as ensuring strategies are embedded that reflect a gifted and Talented focus.
2. LEP (Learning Enrichment Program) to continue with a whole school focus. All staff to be training in the implementation of the program with Year 8 across all classes. All staff that have not completed the initial program training will complete this at the Staff Development Day Term 2, 2018.
3. The full implementation of Instructional Rounds to promote collaboration, observation and professional sharing amongst staff.

## Strategic Direction 3

### Wellbeing

#### Purpose

To develop a safe, respectful, and supportive environment where staff, students, and community are valued and nurtured to achieve their full potential. Students, parents, school staff and the community organisations play critical roles in this process. and are highly valued in their contribution to the school's educational outcomes.

#### Overall summary of progress

Progress has been made during the year with the implementation of a series of new initiatives to acknowledge and recognise students work around the school in different capacities.. These include recognising students at whole school assemblies, year meetings and presentation day. The school also has developed a partnership with Frutex Australia who provide a \$100 cheque to students who successfully complete the top level of the merit system that is in place for all students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. A increase in the number of positive referrals and recognition for student achievements	\$3000	Postcard/merit certificates printed for faculties to use and ensure students have been acknowledged for the work that they have done.
2. To maintain and increase the number of students attending school above the state average.	\$22000	Community Liaison Officers and support staff employed on a part time basis to ensure students that are at risk are now coming to school and engaged in their work
An increase in the number of awards and recognition to students and staff and staff wellbeing measured through TTFM (Tell Them From Me) surveys.	\$2500	Regular ceremonies conducted on whole school assemblies and year meetings to acknowledge students and celebrate their work. Staff recognition conducted at staff meetings and morning tea.

#### Next Steps

The school will continue to build on the strategies put in place and have through the welfare team developed a number of other recognition ideas and strategies that will be put to the staff for input and feedback. A further new initiative to be implemented is the printing of postcard type merit cards that are addressed and sent to parents with a series of boxes that are ticked indicating the success that the student has achieved in that area.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$2800 \$3700	<ul style="list-style-type: none"> <li>• Development of Individual learning plans for students</li> <li>• Students provided with the opportunity to attend workshops and activities as part of their learning</li> <li>• Employment of liaison officer to work with students on a one to one format</li> <li>• Students worked on special projects with community liaison officer.</li> <li>• Resources purchased for students.</li> <li>• Recognition of students at Deadly Students Awards</li> </ul>
<b>English language proficiency</b>	\$5800	<ul style="list-style-type: none"> <li>• Development of Individual learning plans for students</li> <li>• Employment of staff to assist in student learning and support in the classroom</li> <li>• Purchase of resources for students</li> </ul>
<b>Low level adjustment for disability</b>	\$88000	<ul style="list-style-type: none"> <li>• Employ SLSO to support students with disability in the mainstream classes</li> <li>• Release time for staff</li> <li>• Use of extra funds provide laptops and associated software for students to use that assist in their learning.</li> </ul>
<b>Socio–economic background</b>	\$110000	<ul style="list-style-type: none"> <li>• Implementation of LEP project (Learning Enrichment Program)</li> <li>• Stage 2 of Learning Platform to cater for the learning needs of all students</li> <li>• Development of Technology centre and STEM room</li> </ul>
<b>Support for beginning teachers</b>	\$38000	<ul style="list-style-type: none"> <li>• 2 hour release per week for each beginning teacher and 1 hour release for mentor</li> <li>• Hiring of casual teachers for beginning teacher release time</li> <li>• Purchasing of teacher resources</li> </ul>
<b>Targeted student support for refugees and new arrivals</b>	\$14000	<ul style="list-style-type: none"> <li>• Employ staff to provide support and mentoring for students</li> <li>• Withdrawal of students from classes</li> <li>• Resources purchased to support students integration into school</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	559	572	589	565
Girls	284	282	295	306

School Enrolments declined slightly in 2018. While the marketing and promotional strategies that have been put in place in recent years have resulted in a greater profile for the school and increased community engagement, as well as the close links that the school has developed with neighbouring schools has also lifted the school profile, the school executive at the start of 2018 made a decision to reduced the number of students to ensure maximum learning opportunities were provided for all students.. As a result the school while receiving more enrolments from out of area, has restriction the number of students who are choosing to come to the school. .

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	93.6	93.5	94.3	93.2
8	90.1	92.3	90.8	87.8
9	88.5	92.1	89.3	90.7
10	88.5	91.4	90.5	86.7
11	87.9	92	92.3	89.6
12	89.6	92.9	93.4	88.7
All Years	89.6	92.3	91.7	89.3
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

School attendance has continued to increase and has now exceeded the State average. Once again the new procedures and attendance policies that were

implemented in 2016 have resulted in attendance being over 91%. This is a pleasing result for Kingsgrove North and it indicates the positive environment and learning culture that now exists in the school. Students are happy to attend school and the many physical changes that have been happening over the past few years adding to student attendance increasing. The school has also continued to work closely with the HSLO (Home School Liaison Officer) with the implementation of a new set of procedures to monitor attendance.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	2	4	8
Employment	2	3	17
TAFE entry	7	3	16
University Entry	0	4	43
Other	13	3	10
Unknown	13	7	6

The majority of students from the 2018 cohort (67%) gained entry into University into a variety of courses, these include Business, Commerce, Engineering, Science and Law. The students who gained employment were also successful in gaining apprenticeships in a variety of skill based occupations. The opportunities that the school has provided in VOC education greatly contributed towards this figure. Students who have decided to pursue their careers through TAFE courses has also increased over the past few years. Post school destination surveys have indicated that a number of students have found the financial burden of various university courses have steered them away from university courses and have considered TAFE as their alternate pathway..

### Year 12 students undertaking vocational or trade training

In 2018, 31 students undertook Vocational Education at Kingsgrove North High School in the subject areas of Construction, Hospitality, Metal and Engineering and Retail. Thirteen students undertook Vocational Education at TAFE (TVET) in a range of subjects including: Beauty, Community Services, Tourism, Travel and Events, Salon Assist, Early Childhood Education and Care, Property Services, Human Services– Nursing and Electro technology.

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

2018, all 31 students who undertook Vocational Education at Kingsgrove North High School in the subject areas of Construction, Hospitality, Metal and Engineering and Retail. Thirteen students undertook Vocational Education at TAFE (TVET) in a range of subjects including: Beauty, Community Services, Tourism, Travel and Events, Salon Assist, Early Childhood Education and Care, Property Services, Human Services– Nursing and Electro technology, managed to either achieve a full certificate or a statement of attainment

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	45.7
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
Teacher ESL	2
School Counsellor	2
School Administration and Support Staff	15.48
Other Positions	1

\*Full Time Equivalent

The Australian Educational Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. During 2018, the school had one teacher of Aboriginal Background. This staff member was also responsible for overseeing the implementation and development of all aboriginal programs and initiatives.

### 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	12

### Professional learning and teacher accreditation

Professional learning continues to play an important role in the ongoing development of our staff at

Kingsgrove North High School. During 2018 all staff successfully completed their PDPs (Personal Development Plans) including areas they would like to further develop.

Professional learning continues to play an important role in the ongoing development of our staff at Kingsgrove North High School. All staff have included as part of their individual PDPs (Personal Development Plans) areas that they would like to further develop. This is on top of the whole year Professional Development Plan that has been developed which also includes mandatory training and development. During 2018 there was a focus on programming and greater engagement in the classroom. Staff also attended various workshops and in-service courses that enriched their teaching practice with the latest pedagogical research. There was also a strong focus on the implementation of technology into teaching and learning programs.

All Staff are now GERRIC trained and as a result in 2018 commenced work on providing both a differentiation focus in their teaching and learning programs. The second stage of the three year plan to implement a learning platform was also completed during the year with development days focusing on Technology and its use in the class.

Teacher Accreditation was also addressed during the year. There were a number of new scheme teachers that maintained their accreditation as well new teachers who were appointed to the school. The school has developed a strong and detailed beginning teacher support program that provides valuable information to new scheme teachers. Staff are also supported with the allocation of funding attracted when they are appointed to the school and this is used for release time as well as opportunities to attend workshops and various in-services.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,107,956
<b>Revenue</b>	11,588,678
Appropriation	10,841,574
Sale of Goods and Services	83,122
Grants and Contributions	549,430
Gain and Loss	0
Other Revenue	105,086
Investment Income	9,466
<b>Expenses</b>	-11,041,248
Recurrent Expenses	-11,041,248
Employee Related	-9,413,157
Operating Expenses	-1,628,091
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	547,430
<b>Balance Carried Forward</b>	1,655,386

The school has set up a series of processes to ensure all financial aspects and details are open and transparent. A finance team meets every term to monitor the income and expenditure of the school's finances and this information is also supplied to all individual faculties so they can make sure that they are spending their allocated money to the budget requests that they have put in.

The school has continued to pursue external sponsorship and advertising revenue that is vital to the continual upgrade of the schools facilities and resources.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	7,665,647
Base Per Capita	181,415
Base Location	0
Other Base	7,484,232
<b>Equity Total</b>	1,000,046
Equity Aboriginal	5,347
Equity Socio economic	452,878
Equity Language	240,993
Equity Disability	300,828
<b>Targeted Total</b>	1,190,444
<b>Other Total</b>	247,669
<b>Grand Total</b>	10,103,806

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.

Literacy has become a whole school focus with several new projects that were implemented in 2016 continuing in 2017. The overall results in 2018 were pleasing with significant gains in all areas of Naplan. A number of factors can be attributed towards this, a change in classroom teaching and strategies, the full implementation of the LEP (Literacy Enrichment Program) and a greater awareness of staff in the classroom in regards to literacy. The school is also

working with its neighbouring schools to address the literacy concerns with students that are coming from primary schools into high school with a number of staff development projects planned

A focus on Numeracy has also been a priority for the school with solid gains and growth being recorded from year 7 to 9. Students have been subjected to a series of new strategies across all KLAs to assist with their numeracy skills. This whole school approach has been embraced by all staff as they understand the importance of developing numeracy skills that are used in some capacity in the courses offered at our school.

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

The school only has 7 students of Aboriginal background who are provided with support to assist them in their learning. The students' achievements in NAPLAN have been pleasing with solid gains in their results. Continual support will be provided to students with one on one work and the withdrawal from some classes at different times.

### Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). HSC results have remained consistent with the school again achieving a number of outstanding individual results. The majority of courses studied in the 2018 HSC remained on par with the school average with very pleasing results achieved in all English levels. Overall HSC results in 2018 showed other courses that achieved better than average results included Mathematics which are always consistent, especially with the 4 unit class, Music, Senior Science and Modern History. The implementation of the Learning Platform as well as staff trained in GERRIC (Certificate of Gifted Education) and a more consistent approach across the school has seen improvements in individual results.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of students, parents and teachers about the school.

Their responses are presented below

The school participated in the TTFM (Tell Them From Me) surveys during the year and gathered the following information from staff, parents and students.

**Students' responses** and feedback gathered from the TTFM survey continued to be positive from the information that was gathered in 2018. It is clear that students continued to be satisfied with the direction that the school was taking. Students were happy to come to school and seemed to be pleasantly surprised with the many physical changes that have been occurring at the school, making the school a more inviting learning environment. Students also felt that teachers are responsive to their needs, show care and encourage them in their work.

**Parents' feedback** – this also continued to be very positive and this message also came across in the increase in attendance at P&C meetings. Parents also commented on the physical changes that were happening at the school as well as the different whole school projects that were implemented in 2018. There was a strong feeling that teachers are genuinely friendly and warm and show this to students in the classroom. Parental interest in students' school work continues to be high with the majority of parents taking a keen interest in what their children are doing at school. This is clearly reflected in the high number of parents who attend parent teacher evenings.

## Policy requirements

### Aboriginal education

The school has a small number of students from Aboriginal backgrounds (7) and 1 Aboriginal Teacher. Various and differing mentoring programs are undertaken with Aboriginal students. Students visited various universities listening to many seminars and success stories from people of Aboriginal background. The Aboriginal contact person and senior executive established links with the community, where we had various elders come and talk to our students at events such as Harmony Day. Aboriginal perspectives are taught throughout the mainstream curriculum. Our future aim is to continue to develop links (see below) which give our Aboriginal background students the opportunity to excel.

### Multicultural and anti-racism education

Kingsgrove North High School serves our culturally diverse community with over 92% of our students being LBOTE. The school provides a strong welfare system that promotes a safe and peaceful environment encouraging empathy and understanding. In 2018 our students were able to study Modern Greek and Chinese. In line with the school plan, the school has reviewed its teaching and learning programs to ensure that culturally inclusive classroom and school practices are embedded. Further, to this our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

Our Confucius Classroom continues to strengthen our ties with, and understanding of, Chinese culture. IFTAR night was celebrated with the GWS Giants and will be a common event at the school from 2019. The

introduction with the PACFEST team has strengthened our ties with our Pacific Islander community seeing more families and community members getting involved with the school project. Kingsgrove North High School is extremely fortunate to have two involved, passionate Community Liasion Officers (CLOs) in Ghandi Sindyan and Sina Winterstein who work closely with the school with outreach programs and ongoing development of community relations.