

Ku-ring-gai High School

Annual Report



inspire, challenge, create

8416

Introduction

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

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

Ms Terri-anne Kamasz

Principal

School contact details

Ku-ring-gai High School
Bobbin Head Rd
NORTH TURRAMURRA, 2074
www.kuringgai-h.schools.nsw.edu.au
kuringgai-h.school@det.nsw.edu.au
9144 3477

Message from the Principal

Ku-ring-gai High School is a community that values the individual worth and contribution of all its members. Our school ensures excellent student centred co-educational and comprehensive education with a positive focus on developing students through future focussed learning. As a learning community we ensure that "*Harmony in Diversity*" remains our underpinning belief. Our teachers are passionate educators who know their students and how they best learn. Our learning environment fosters creativity.

2018 was a very positive year for Ku-ring-gai High School with planning begun for the exciting new building project to be undertaken in 2018–2019. This project includes a new school hall, and up to 15 new flexible learning spaces..

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

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

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

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

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

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

School background

School vision statement

Our vision is to promote harmony in diversity within a strong learning community, where the individual worth and the contribution of all members is valued, as are high expectations and the development of students into global citizens.

School context

Ku-ring-gal High School is a growing, comprehensive, co-educational high school situated in a stimulating natural environment adjacent to the Ku-ring-gai Chase National Park. The school specialises in the provision of high quality learning experiences with a focus on academic excellence and creativity in learning.

Ku-ring-gai High School is a member of the North Shore alliance of five public secondary schools in Northern Sydney. The school has highly visible and collaborative leadership teams which foster a dynamic and innovative culture in teaching and learning. The Talent Enrichment Program (TEP) is a unique initiative to Ku-ring-gai High School which offers a wide selection of subjects in creative and performing arts, humanities, technology, STEM and sport, in a vertical stream. Strong school and community partnerships support a diverse and committed staff in providing enhanced learning opportunities for all students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. 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.

In the Domain of **Learning** our school has been sustaining and growing. 2018 was an exciting year where cross-faculty teams worked together with the guidance of the Executive in order to review and evaluate teaching and Learning programs. This review identified the need to further develop 21st century learning skills within our programs. We wanted explicit teaching and learning of the skills to ensure student learning became lifelong and that they were equipped to become adaptable and creative problem thinkers. This resulted in providing all our staff with professional learning in Visible Thinking and Thinking Routines. This resulted in students and teachers learning about making thinking visible and valued within the classroom and school community.

Similarly, student voice in was highly visible and authentic in the teaching and learning routines delivered. This was achieved through whole school and classroom level surveys. This data was powerful in determining student engagement within learning sequences and activities. The school's Talent Enrichment Program is also driven by student choice, these programs are designed and delivered to cater to student interest and ability. Student and Teacher learning is underpinned by quality and powerful learning opportunities designed to cater for specific needs and interests. Learning within the school community is delivered in many ways, which include but is not limited to sharing expertise using the 'Train the Trainer Model' but also outsourced to quality and registered professionals.

The establishment and delivery of individual learning paths have been created in consultation with our school community including parents, specialist teachers, students, and other agencies working together as needed. Our learning community and relevant stakeholder collaborate to device appropriate, achievable and engaging learning experiences for our students and educators.

In the **Domain of Teaching** our school has continued to grow and sustain throughout 2018. We have achieved this by delivering quality, engaging, challenging and yet achievable learning sequences and activities. Our teaching is improved by teacher reflection and feedback via formal and informal lesson observations and professional learning. Both experienced and beginning teachers engage in team teaching activities and lesson observation. Regular time is set aside for cross curricular staff and faculty meetings designed to share and evaluate teaching practice– looking at what works best. These meetings often involve feedback from LaST, Wellbeing and GATS teams where they bring in additional information to assist in the sharing of expertise to aid in the delivery of teaching designed to meet the needs of all students. Once again, student surveys, including *'The Tell Them From Me'* and whole school, Faculty and class student feedback was taken into account in the delivery of teaching sequences and activities. NAPLAN and HSC Data analyses saw the need to add additional resources into student support in writing and numeracy skills. As a whole school extension and support program to teaching, *WordFlyers* and *MathsOnline* was introduced. These valuable programs are

easily accessed by students and parents to support student learning outside the classroom.

Moreover, the tracking of student data suggests that it is our differentiated quality teaching programs, quality assessments and student progress that indicate the school has continued to deliver and sustain progress in the Teaching Domain.

The **Domain of Leading** the Principal as the main Instructional Leader has ensured the school continues to grow and sustain by creating a schoolwide culture of high expectations in the pursuit of excellence. This has provided each individual with the opportunity to lead in the classroom, the school and wider community. Professional learning opportunities are made available to all staff in a timely manner and linked to school and departmental priorities and personal needs. This effective instructional leadership and management skills lead to whole school improvement while offering all staff leadership development opportunities. The delivery of a strong induction program also supports new and beginning teachers in developing their craft and leadership skills within the school. The executive team seek regular feedback on school performance from students, parents and community in order to continue delivering high quality education. 2018 provided staff with the opportunity to step into leadership roles in a supportive and guided environment which contributed to capacity building. The opportunities included team leading, Head Teaching and subject coordinating, team leading, including the opportunity to step into a deputy role was made available. Staff also had the opportunity to lead strategic direction teams ensuring that all staff were engaged as part of the process in identifying and working towards milestones. Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

Strategic Direction 1

Student engagement

Purpose

High expectations of quality teaching and rich learning practices in an environment promoting and encouraging curious, creative and critical thinkers. A learning environment that ensures creating a "Culture of Thinking", equity of learning opportunities for all students and one in which practice and policy are underpinned by evidence, research and data.

Overall summary of progress

The Strategic Direction 1 Team focussed on student engagement. The team promoted and ensured high expectations, ensuring the delivery of quality teaching programs and rich learning experiences in an environment promoting and encouraging curious, creative and critical thinkers. Building a 'Culture of Thinking' within a literate and numerate student body was paramount and underpinned by student external assessment data data, student voice and evidence.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Literacy and numeracy– increased numbers of students achieving in the top two bands in Year 9. All faculties implement a self reflection survey for all students at the end of each term which self identifies student progress and engagement. 60% of all teachers have implemented visible thinking techniques into classroom practice.	\$53,696 total Professional learning funds.	The team analysed student literacy and numeracy data and analysed it through the lens of student engagement and confidence. 2018 saw some staff changes hence, Visible Thinking Routines were delivered by trained facilitators during PL evenings and afternoons.
	\$10,00	As a school we completed a daily routine published in our internal announcements platform for teachers and students to practice . Additionally a representative from each faculty was part of the team responsible for driving the Visible Thinking Routines within faculty.

Next Steps

In 2019 the Student Engagement Team will continue to work across the school to incorporate a twenty minute subject specific literacy activity at the commencement of each day. Similarly, the literacy plan in 2019 will include the establishment of two literacy periods per cycle for our year 7 students giving them a boost as identified from their year 5 NAPLAN data analyses. Increasing student literacy skills lead to quality engagement as students are better equipped to access the curriculum in a meaningful and more confident way.

Having achieved an overall 60 percent of teachers utilising thinking routines in their everyday teaching allowed for student engagement on a deeper level. Thinking routines made thinking visible and valued within our school. The aim in 2019 is to in-service new staff and continue to increase the number of teachers using visible thinking routines in their teaching. Student, teacher and parent feedback will continue to drive positive change aimed at improving student engagement..

2019 based on student and parent feedback and data analyses, literacy and numeracy continue to be paramount in student engagement and progress in learning. To support students and parents MathsOnLine and WordFlyers have been made available to students for additional support forming part of the junior homework plan in Numeracy and Literacy. Moreover, our ILC staff have been utilising MultiLit in order to further support students in this area.

Strategic Direction 2

Wellbeing

Purpose

To provide a supportive and authentic learning environment with a focus on the holistic development of the student through student wellbeing programs that encourage them to succeed, to thrive and to become resilient, confident life long learners. An environment where diversity, and the contribution and views of others are respected and valued.

Overall summary of progress

The wellbeing team has been focused on ensuring that the delivery of quality wellbeing programs are relevant and meet the needs of the students we teach. Our aim is to have resilient , critical thinkers learning in a safe and creative academic learning environment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the number of students attending extra-curricular activities at school.	\$5000 \$6000	Increased extra curriculum activities included– public speaking, debating, computer club and debating–student participation increased by 50%..
Increased focus on professional learning of staff in understanding the relationship between wellbeing and student personal		Focus included analyses of data, explicit teaching,– Increased Twilight Professional Learning also focused on Numeracy and Literacy.

Next Steps

The next steps for 2019 will be to extend our professional learning community involving our Pittwater network and extend our links with local primary school through the delivery of innovative enrichment programs. These professional learning opportunities will also include training all staff to be competent in analysing student data to enhance student outcomes.

Strategic Direction 3

Learning community

Purpose

Enhance learning both within our school and with the wider community, through strong communication, and collaboration (with and between students staff, parents, other learning institutions and our wider community). Staff are encouraged to pursue and develop their own ongoing professional learning and to share professional innovative practice within our school and also with our partner schools. Continue to generate opportunities for greater links between our local primary schools and with the universities.

Overall summary of progress

The aim of the team has been to enhance learning within the school and the wider community. The team has progressed well by establishing a website in which all staff have access to resources shared during twilight professional learning, SDD and the professional learning opportunities. The Ku-ring-gai website is available to all staff. We have also made a clear link with UTS through the mentoring of teachers via the Inside mentoring teacher program. Our learning community has facilitated access to local primary schools staff and NS5 schools colleagues to be included in our professional learning activities. Moreover, the team has ensured primary links were strengthened via the organisation of enrichment days involving our primary schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased opportunities for students to engage with real life problem solving through university/business initiatives. Increased opportunities for parents to engage with the school. Increased interaction with local primary schools.	\$11, 000	Year 11 and 10 students participated in the Macquarie University's 'Business Challenge Initiative'. Increased Information evenings for parents and carers, including social evenings for each parental year group. Drama, English and performance evenings with local primary schools. Including a reading and writing children's project.

Next Steps

The next steps for 2019 will be to extend our professional learning community involving our Pittwater network and extend our links with local primary school through the delivery of innovative enrichment programs. These professional learning opportunities will also include training all staff to be competent in analysing student data to enhance student outcomes.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	45,000	Staff professional learning around language proficiency. The funding has allowed relief time for two EALD teachers to facilitate and support student learning and curriculum differentiation across the various faculties in the school., including after school support for EALD students..
Low level adjustment for disability	\$30,000	Staff Professional Learning at induction and whole school staff meetings, including the hiring of a new SLSO.
Quality Teaching, Successful Students (QTSS)	\$15,000	Professional learning and mentoring, including co-teaching and lesson observations. Relief provided to support adequate time to reflect on Quality Teaching and better student outcomes.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	265	293	306	323
Girls	246	298	313	347

Student enrolment has shown gender equality across most Year groups. This fact has remained so regardless of an almost 700 student enrolment. Student enrolment has been increasing yearly.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	94.6	94.2	94.9	93.2
8	93.1	92.2	91.6	92.7
9	91.6	90.9	91.5	90.3
10	92.6	90.7	89.4	88
11	93.2	92.7	93.5	88.3
12	92.6	94.1	91.4	91
All Years	93	92.5	92	90.6
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

Student attendance is successfully recorded onto Sentral. Year Advisers and Year Head Teachers regularly review attendance data and contact is made with families and carers in order to support student attendance, learning and wellbeing. Regular fortnightly Wellbeing meetings and assemblies ensure liaison between the Wellbeing Teamsmembers, Senior Executive, School counsellor, Careers Adviser and LaST teams as needed.

Our excellent communication with parents and carers via Sentral, face to face, email or phone minimise unexplained absences as it allows both parties to work together with the student to best support their learning outcomes and engagement.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	1
Employment	0	3	19
TAFE entry	6	7	14
University Entry	0	0	76
Other	0	5	0
Unknown	0	0	1

Year 12 students attaining HSC or equivalent vocational education qualification

All students who completed Year 12 met the requirements for the Higher School Certificate and were awarded the certificate. In 2018. Over 53% of Year 12 students received multiple offers into university.

Year 12 students undertaking vocational or trade training

Year 12 students undertaking vocational or trade training

There were a range of apprenticeships undertaken by Year 12 students after completing their Higher School Certificate. The apprenticeships represented include Carpentry, Locksmith, Hairdressing Automotive, Landscaping and Electrical.

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Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	39.7
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	12.28
Other Positions	1

*Full Time Equivalent

As per requirements of the Australian Regulation 2014 the schools report on the Aboriginal composition of their workforce, 2014, we have one staff member identifying as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	11

Professional learning and teacher accreditation

2018 was a year of growth and consolidation of learning. New staff have have received professional learning on developing and maintaining a "Culture of Thinking". As a result, teachers have reflected upon their classroom practice and strategies to engage students in deeper thinking and problem solving. Volunteers have become trained and will work within faculties to embed practice. Twilight professional learning opportunities continued in 2018 with 100% of all teachers participating. Professional learning sessions also focussed on differentiation of learning, positive psychology, and EALD awareness teaching strategies. A Head Teacher mentor is in place to run induction programs and assist teachers with accreditation. A number of our teachers have been invited and presented at workshops across the NS5 schools on topics such as the use of technology in teaching and learning and also on project based learning.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	1,156,218
Revenue	8,682,290
Appropriation	7,919,616
Sale of Goods and Services	170,972
Grants and Contributions	525,616
Gain and Loss	0
Other Revenue	47,310
Investment Income	18,776
Expenses	-8,080,578
Recurrent Expenses	-8,080,578
Employee Related	-7,127,510
Operating Expenses	-953,068
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	601,712
Balance Carried Forward	1,757,930

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.

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	6,516,412
Base Per Capita	122,720
Base Location	0
Other Base	6,393,692
Equity Total	317,123
Equity Aboriginal	2,640
Equity Socio economic	26,908
Equity Language	175,482
Equity Disability	112,093
Targeted Total	724,983
Other Total	109,083
Grand Total	7,667,601

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.

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.

School performance

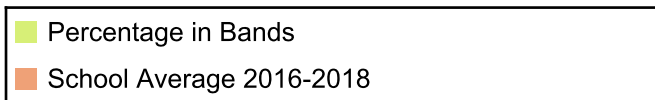
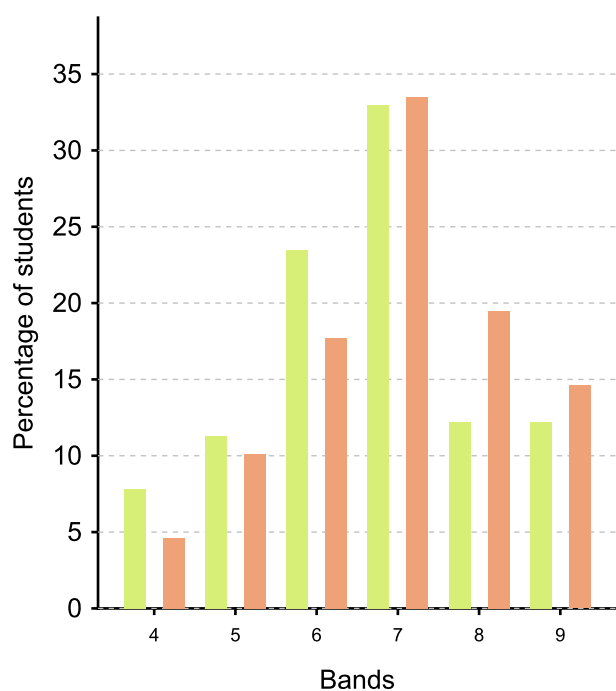
NAPLAN

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.

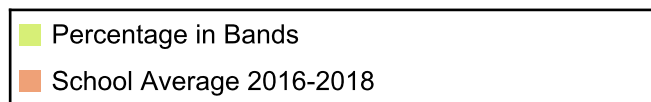
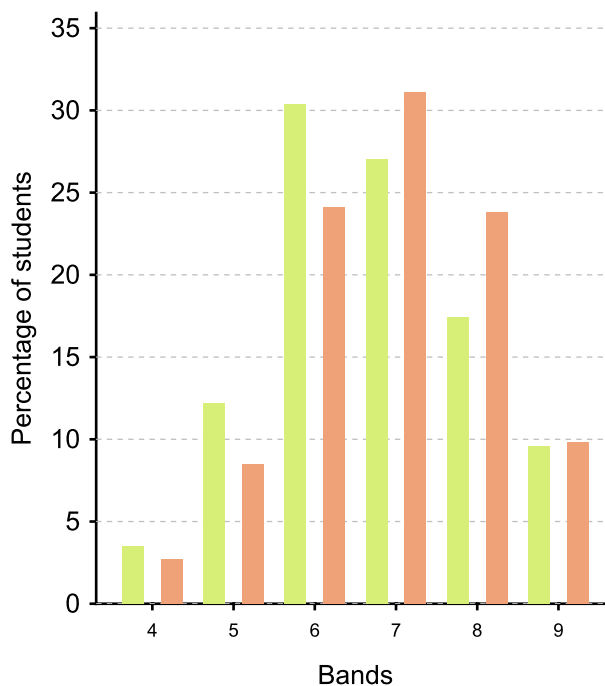
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

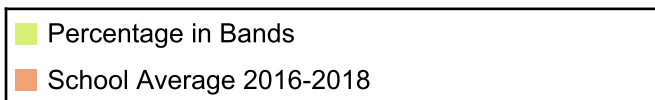
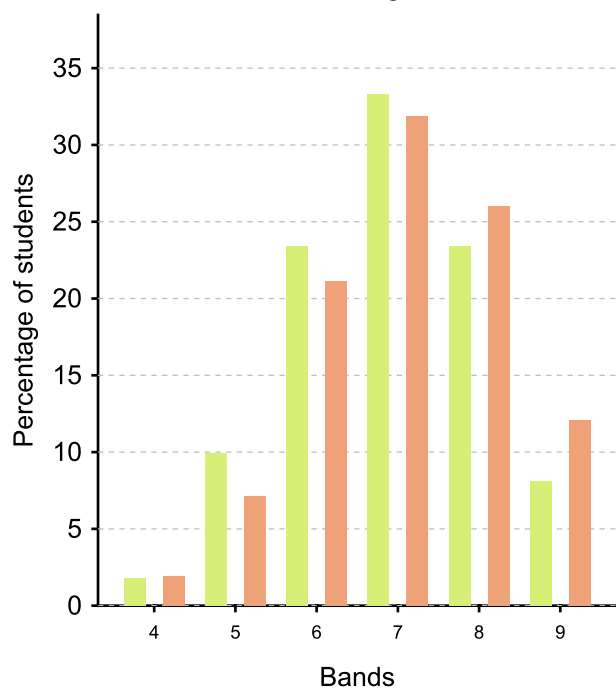
Percentage in bands:
Year 7 Grammar & Punctuation



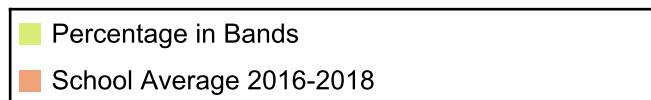
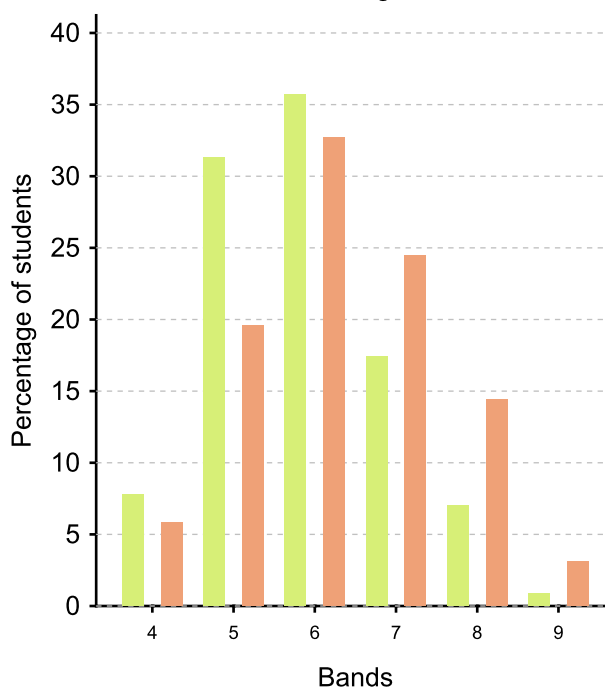
Percentage in bands:
Year 7 Spelling



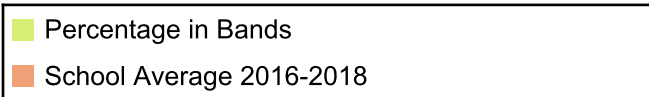
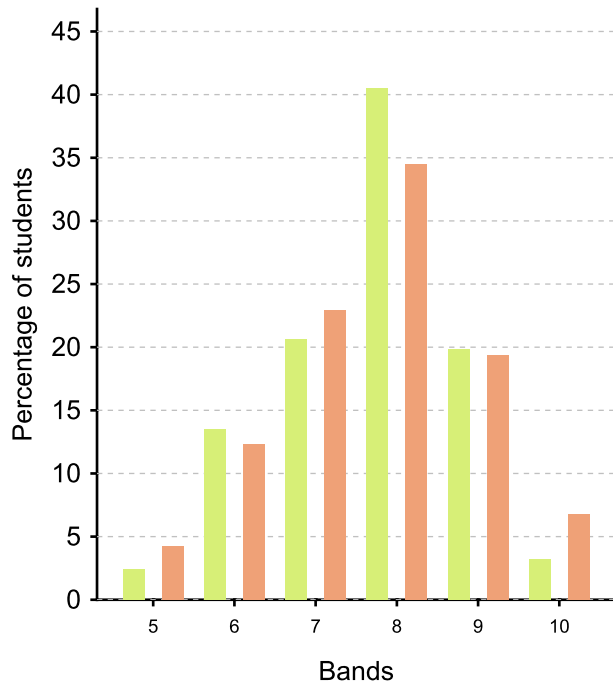
Percentage in bands:
Year 7 Reading



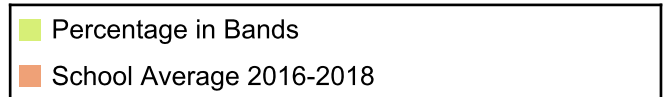
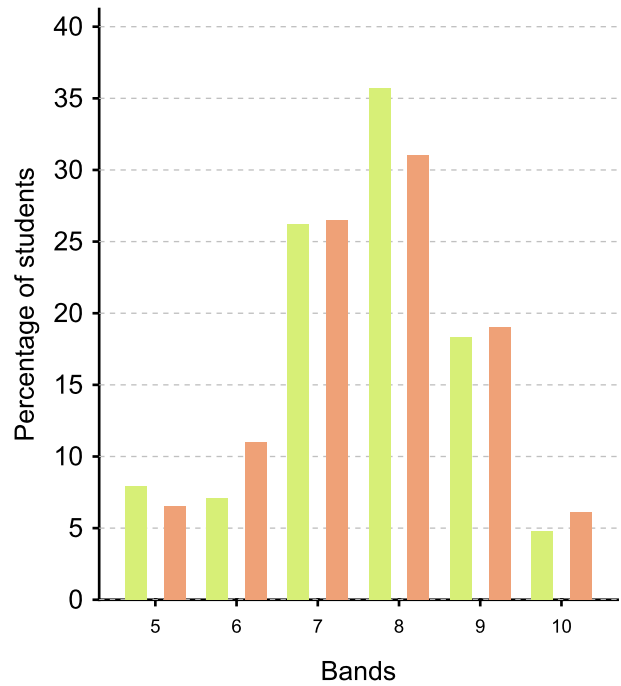
Percentage in bands:
Year 7 Writing



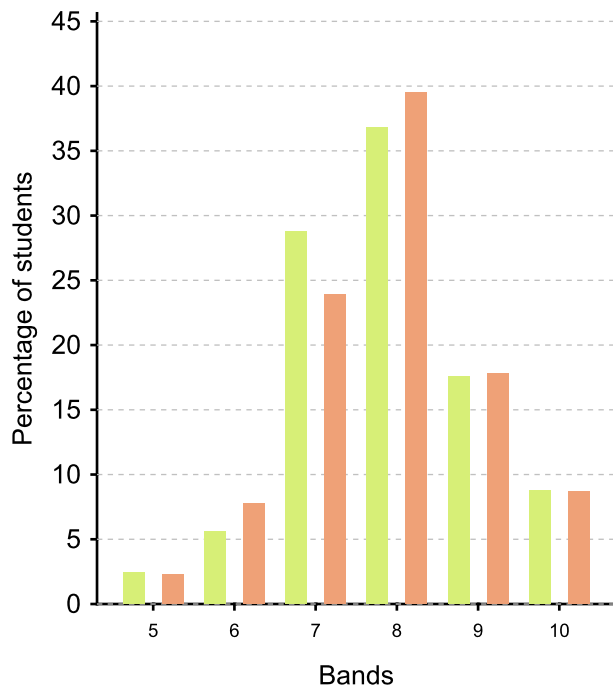
Percentage in bands:
Year 9 Grammar & Punctuation



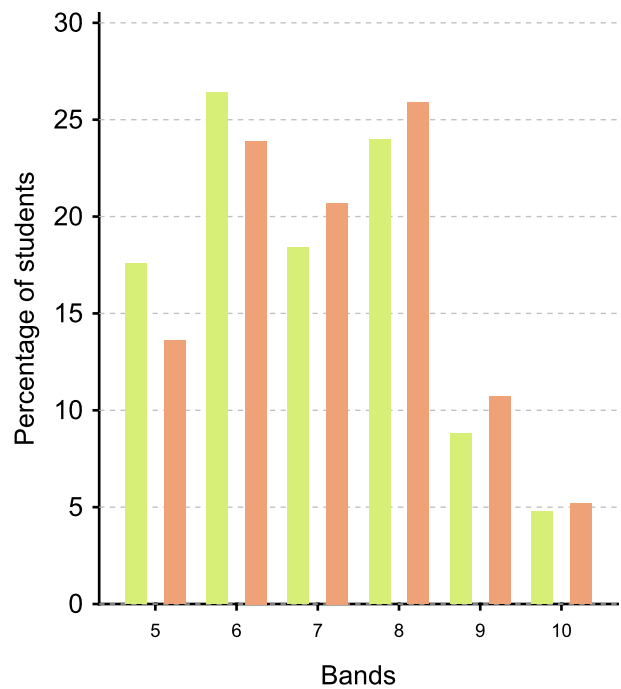
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing

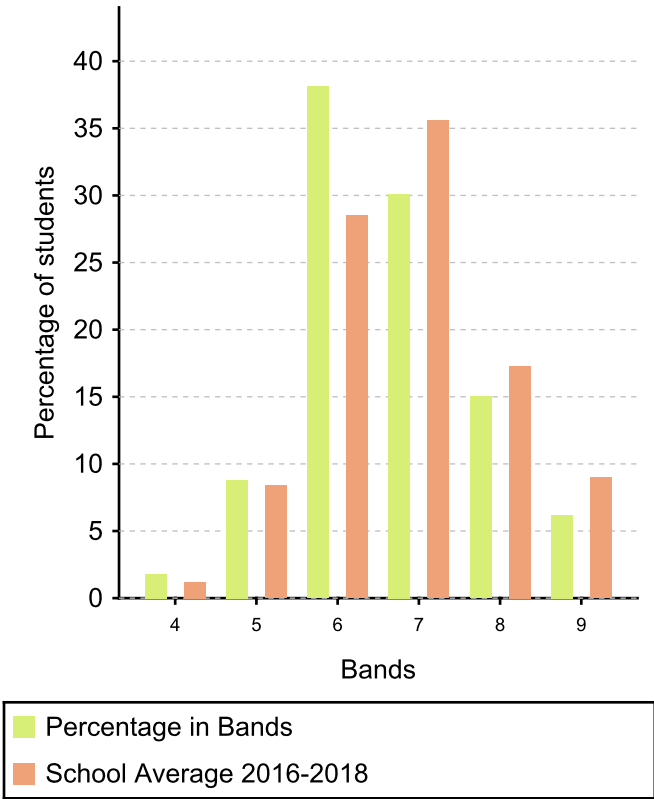


The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

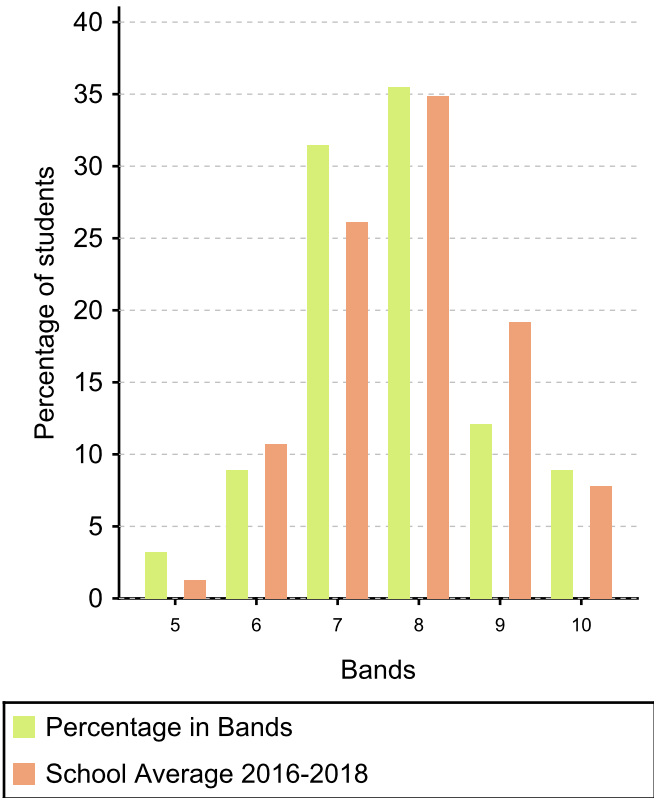
and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data

In accordance with the Premier's Priorities: improving educational results, schools are required to report on their student performance for the top two NAPLAN bands in reading and numeracy. At Ku-ring-gai High School, 32% of Year 7 students achieved above state average in the top two bands in Reading and in Year 9 Reading, 26% of our students performed above state level in the top two bands. In numeracy 21 per cent of students achieved in the top two bands.

Percentage in bands:
Year 7 Numeracy



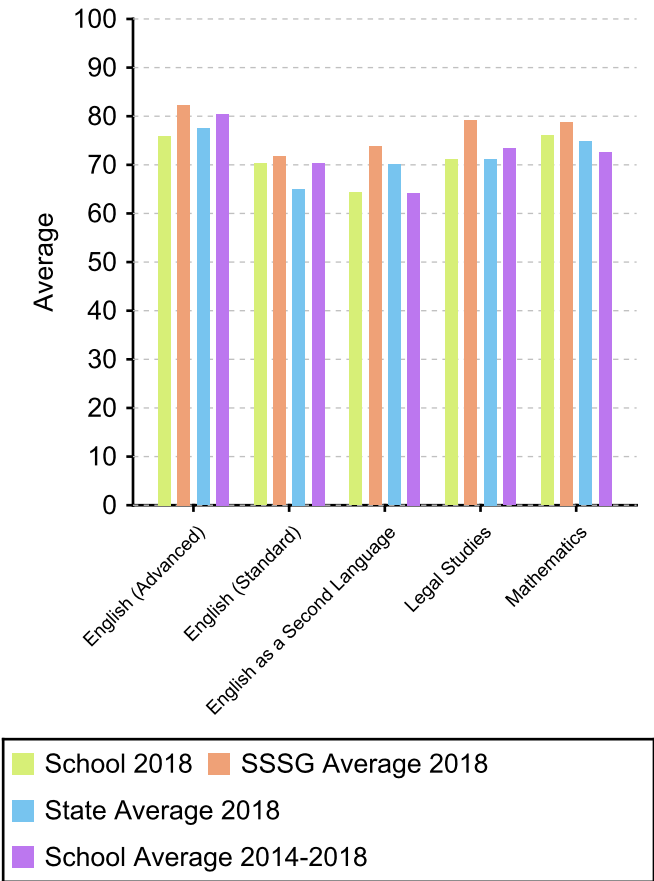
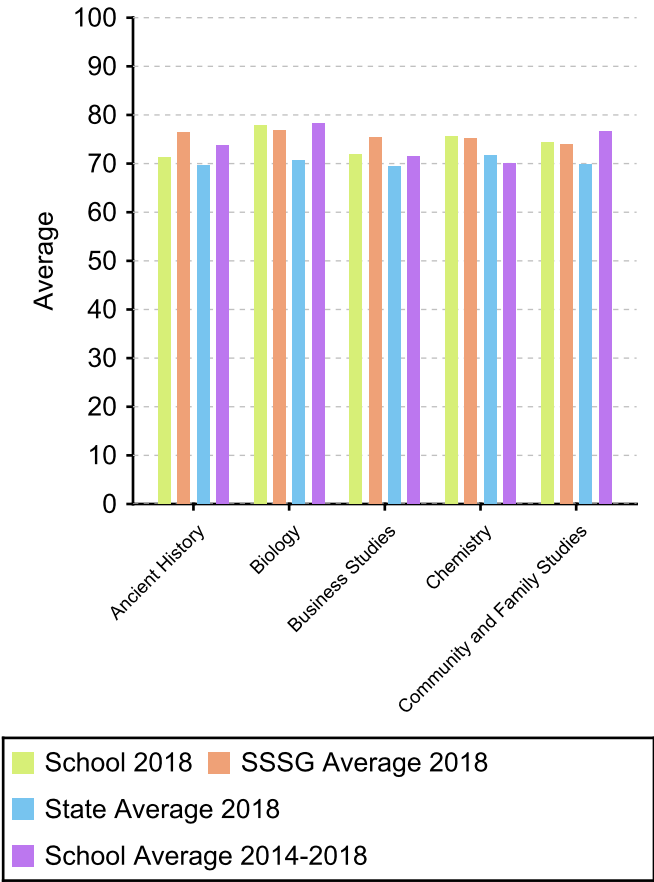
Percentage in bands:
Year 9 Numeracy



The My School website provides detailed information

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Our students performed able state average in most subjects.

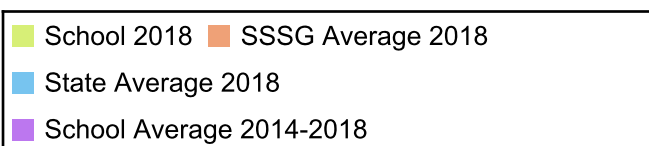
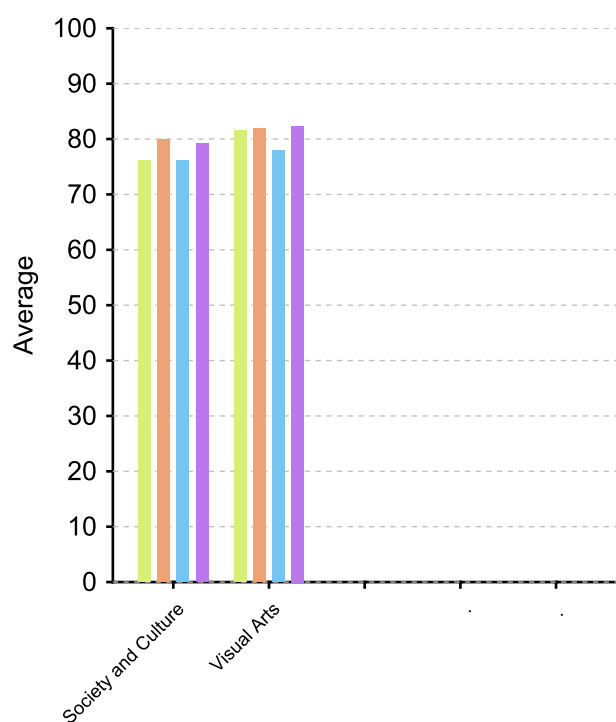
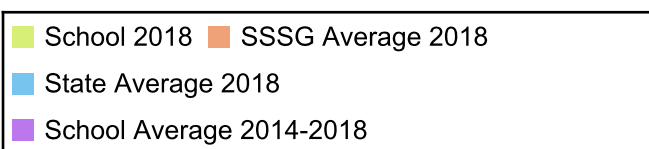
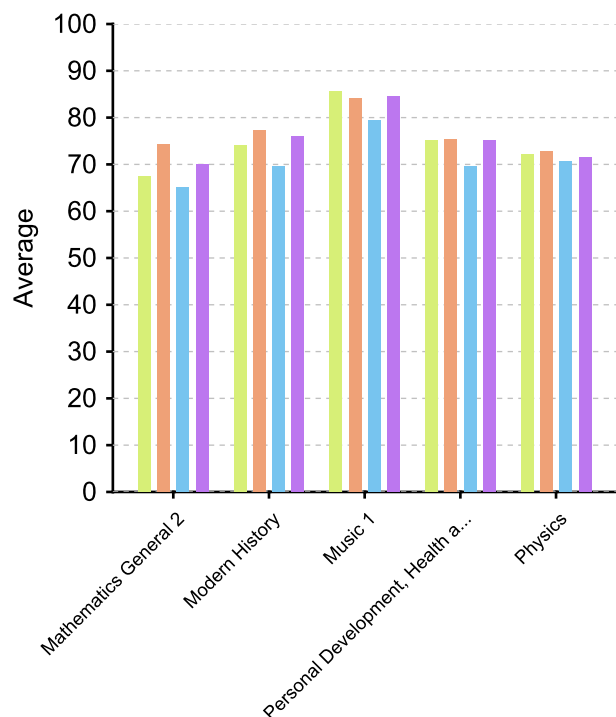


Parent/caregiver, student, teacher satisfaction

2018 was our post external validation year. It was the year where we implemented the programs to make satisfaction higher as identified in the 'Tell Them From me Survey'. We successfully revamped the student Merit System and provided more opportunities for parent/carer engagement in the school through an array of information evenings.

Both these changes were welcomed by parents/carers and students. Regular assemblies and opportunities for feedback suggest a high level of satisfaction. More student activities and team work has been introduced in order to increase student's sense of belonging and engagement.

Similarly, teacher feedback meant that we have been able to structure SDD, Executive and staff meetings with targeted professional learning as identified. This has resulted in the creation of timetabled meetings designed to accomodate authentic and relevant professional learning tailored to our teachers.



Policy requirements

Aboriginal education

Our teaching and learning programs across the curriculum have Aboriginal history and culture embedded, an example of this is our indigenous garden where its plants and herbs are used by students in hospitality and Food Technology. Our Aboriginal students acknowledge country at formal assemblies. We also have an active School Focus team that ensures all individual Learning Plans are updated and relevant for all Aboriginal students attending Ku-ring-gai High School. Moreover, wellbeing and academic access of students is ensured via communication with students, parents/carers and the

Multicultural and anti-racism education

In 2018 we have had 4 members of staff successfully complete the ARCO training in order to be able to support the school community should issues arise. We also have various informative and educational events which provide our students and staff with the opportunity to share their culture and learn about other and their cultural background. We also celebrate Chinese New Year in an inclusive and positive way.

Moreover, our international students form part of our SRC in order to ensure inclusivity and the representation of all students' voices. We uphold the school's motto of 'Harmony in Diversity..