

Henry Kendall High School

Annual Report



2018



8467

Introduction

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

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

Andrew Backhouse

Principal

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Message from the Principal

The last twelve months have again been highly successful for Henry Kendall High School. It was highlighted by outstanding academic results, a focus on our school culture, and the implementation of our School Plan 2018–20.

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

The past year has included many momentous occasions and one in which our students excelled across a range of academic, sporting and cultural areas. Of particular note is the performance of our students in both NAPLAN and the HSC. Our NAPLAN results reflected significant growth in all areas, particularly highlighted by significant growth in numeracy. Additionally, the school exceeded our targets for the % of students in the top two NAPLAN bands in both Years 7 and 9. At HSC level, for the first time the school exceeded state average across the 29 courses studied and attained the third highest results in the school's history. This placed Henry Kendall as the highest ranking comprehensive school on the Central Coast for the fourth time in the past five years. We are very proud of the achievements of our students.

The teaching and administrative staff at the school deserves enormous credit for the intelligence, determination and hard work that delivered these outcomes. That, combined with the outstanding support of our P&C and student leaders, resulted in another extraordinarily successful year for Henry Kendall High School.

Our continued focus on quality teaching and learning, contemporary 21st Century Learning pedagogies, leadership, teacher quality, learning culture, and wellbeing serve to increase the esteem in which the school is held within the wider community, and sets a foundation from which to launch further individual and school achievements and growth.

Throughout 2018 Henry Kendall High School has achieved a wide range of success in academic, cultural and sporting endeavours, and these accomplishments have come from the creation of a 'culture of success', one in which this school's community is rightly proud.

At Henry Kendall High School success has developed from the significant opportunities that are provided to students, the desire to strive for and achieve ones 'personal best', and the enthusiasm in which our students both participate and rise to a challenge. In the past twelve months this 'culture of success' is something that is in evidence on many levels. For some it has provided for outstanding results in the highest competitions in the state, for others it provides the ability to achieve personal milestones, and for others it provides the need to 'have a go'. No matter what level it is at, this 'culture

of success' is one of the real strengths behind Henry Kendall High School.

Andrew Backhouse

Principal

School background

School vision statement

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

School context

Henry Kendall High School is a coeducational comprehensive high school with a student enrolment of approximately 800 students including 55 students in the Special Education Centre and 46 Aboriginal and Torres Strait Islander students. Henry Kendall High School is located near the CBD of Gosford City. We have a proud academic, sporting, cultural and student welfare tradition.

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

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

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

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

For more information about the School Excellence Framework:

Strategic Direction 1

Futures Learning

Purpose

To build upon our contemporary learning culture and embed innovative, personalised and dynamic approaches to curriculum design and teaching and learning practice with a focus on Stages 4 and 5. These approaches will ensure shared ownership in learning partnerships that build capacity in self-direction and increase relevance in, and engagement of, learning outcomes for all students.

Overall summary of progress

Futures Learning

- PBL Curriculum review in Year 7 with evaluation findings informing teaching and learning program development for 2019 implementation.
- 'Yes' project developed and implemented in Year 7 focussing on awareness and interaction with digital technologies.
- Typing Tournament program developed as a result of digital technologies survey across stage 4 to support student acquisition of typing skills within the 21st Century environment.
- Year 8 careers day planned and implemented to raise awareness of skills required for future learning needs in stages 5, 6, tertiary learning and post school career directions.
- Proposal and research for teaching of careers in Year 7 for 2019 and development of resilience in students. GRIT scale adapted to evaluate current levels of resiliency in students that will ultimately inform teaching and learning practice.
- Innovative Schools Tour conducted with four staff visiting five Victorian schools that were identified as implementing high levels of innovative, future focused practice and research based approaches. Comprehensive research document developed from this professional learning and presented to the senior executive. Synthesised version presented to all staff. Significant professional dialogue around the possibilities of futures learning approaches engendered.

STEM

- Establishment of a dedicated STEM team directed at establishing STEM as an integral part of the curriculum. This has led to a high level of engagement in Year 8, and has resulted in an oversubscribed STEM elective in Year 9 for 2019.
- Inclusion of an IST specialist teacher has facilitated student connections between information technologies and STEM principles.
- Enthusiasm of staff and commitment to the program has had a tangible impact on student engagement.
- HKHS accepted into the University of Sydney STEM Academy, broadening teacher development and networking opportunities that will subsequently strengthen teaching and learning pedagogy and deepen expertise.
- HKHS successful NESA registration of iSTEM stage 5 elective course.
- Significant resource development to underpin program delivery including robotics, coding, electronics and 3D printing.
- Teaching and learning programs developed utilising a broad range of strategies and learning opportunities to expand student learning outcomes.
- Significant professional learning investment underpins teacher development and broadens capacity in program delivery.
- Range of projects utilises teacher expertise to ensure deeper learning opportunities through project based learning philosophies.

Young Achievers Program

- Interdisciplinary tasks and programs developed and embedded reflecting a significant focus on futures learning and deeper learning concepts.
- High level of engagement in extra curricular learning opportunities that encourage deeper learning for students.
- Student centred learning fundamental to program directions and demonstrates high levels of knowledge and understanding of metacognition and growth mindset, translating into high quality projects. This is evidenced in student reflection statements and work samples.
- Teacher practice focused on student centric pedagogy and promotion of skills complementing knowledge attainment. Development of teacher capacity in this area is significant in 2018.
- Shared practice and professional learning in futures education pedagogies within the school and across the

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Stage 4 delivery (including the Young Achievers Program) reflects consistent and dynamic approaches to curriculum design, teaching and learning approaches, and learning environments centred around Project Based Learning philosophies, principles and concepts.	\$36,500	Significant progress achieved in curriculum development with specific focus on futures learning concepts, philosophies and pedagogies. Project based learning embedded in STEM, Young Achievers and Middle School programs. School curriculum delivery supported by partnerships with external organisations, particularly High Resolves.
Increased student engagement with Science, Technology, Engineering and Mathematics curriculum areas is evident from 2017 baseline data as reflected in curriculum choice, achievement levels and course satisfaction, with a particular focus on girls in stage 5 courses.	\$0	15% increase in girls in stage 6 Technology and Science based courses, however no girls elected to enrol in the Stage 5 iSTEM course.
Increased student engagement for STEM subjects evidenced in Stage 5 by student elective choices in 2019.	\$15,000	iSTEM Year 9 elective in 2019 Curriculum.
Improved physical learning environments to support Futures Education pedagogy, evidenced by school commitment to providing financial support for classroom upgrades.	\$84,000	Faculty flexible learning spaces program, MPC high performance laboratory, technology and whole school Wi-Fi upgrades.

Next Steps**Futures Learning**

- Principal to lead a holistic review of Stage 4 curriculum structures, pedagogical approaches, teaching and learning planning, and learning and wellbeing outcomes. This significant review will inform a restructure of the stage 4 curriculum and teaching and learning approaches with a futures learning focus.
- Ongoing research and development of hidden curriculum aspects that inform teaching and learning practice including resilience and digital technologies.
- Mapping of stage 3 digital technology teaching and learning to inform stage 4 curriculum directions.
- Expand careers planning across all of stage 4.
- Scope and sequence of careers teaching across 7–10 with a futures learning focus.
- Review of 'Yes' program pilot for embedding in Stage 4 PBL 2019 and beyond.
- Professional learning for all strategic direction one teams in instructional leadership.
- Partnership with High Resolves in order to provide professional learning experiences that build staff understanding and capacity in Futures Learning concepts and pedagogies.

STEM

- STEM delivered across Years 8 and 9 and embedded in curriculum delivery.
- University of Sydney STEM Academy partnership facilitates development of resources, networks and expanded ideas.
- iSTEM introduced providing for a breakdown of gender stereotyping and real life connections to learning experiences.
- Teacher expertise enhances deeper learning experiences and ensures quality of pedagogy is underpinned by

deep content knowledge.

- Continued development of quality teaching and learning programs that employ significant project based learning strategies and futures learning principles.
- Teacher professional learning is significant and targeted at both pedagogical and content understanding and expertise.
- Links strengthened with CASE.
- Development of industry partnerships to provide for real world application and industry based learning opportunities that complement school based learning.
- Develop partnerships in pTech program with IMB and other Central Coast High School's.

Young Achievers Program

- Further promotion of the Young Achievers Program within partner schools highlighting research and evidence base and benefits of approaches and delivery to student learning with the aim of ensuring attraction of high achieving students.
- Continued development of project based learning components.
- Expansion to incorporate KLA's beyond the core explicitly within program delivery.
- Embed partnerships with High Resolves within program delivery.
- Continue to build the quality of the Celebration Evening and PBL showcases.
- Revise YAP application package.
- Continued teacher professional learning in futures pedagogies.

Strategic Direction 2

Fundamentals in Learning

Purpose

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

Overall summary of progress

Literacy

- Investigation of the NSW Literacy Strategy and examination of application to our school and context. Rewrote teaching programs for Year 8 centred on explicit practices focussed on modelled writing responses. Continued program revision focussed on explicit teaching practice throughout 2018 and into 2019.
- Professional learning undertaken in the Literacy Progressions. Informed decision to become a Year 7 Best Start school in 2019.
- Writing program in Year 9 was not as effective as desired. Evaluation processes revealed that teaching strategies were not explicit enough and were not supported by consistent explicit modelling of good writing.
- NAPLAN analysis determined a slight growth in reading, however School Plan targets were not met.
- NAPLAN Preparation, Reading comprehension and Writing Scaffold guides developed for each faculty with KLA specific activities and strategies for 2019 implementation in the Year 9 curriculum.

Numeracy

- Intensive skill building prior to NAPLAN focussing on targeted strategies and work booklets in Yr 9 mathematics, including collaborative learning, portfolios of learning and student self-reflection. Focus on numeracy based problem solving.
- Portfolios of learning implemented across stages 4 and 5 throughout 2018 to provide fundamental skill building targeted to student development level.
- Head Teacher professional learning in application of DoE numeracy mapping grids. Faculty mapping of numeracy areas in KLA curriculum. Collation of whole school numeracy mapping within teaching and learning.
- Professional learning in Numeracy Progressions. Learning shared with Numeracy Team and mathematics teachers. Decision made to delay implementation.
- Year 9 students completed Numeracy testing to determine growth from Yr 8 baseline data. Growth of +5.24% evident in top 2 bands.
- Skills building kits for every KLA developed but implementation delayed until 2019.
- Analysis of 2018 NAPLAN revealed Yr 9 numeracy growth of +8.07%, exceeding 2018 target of 20%.
- Evaluation of stages 4 and 5 mathematics programs and numeracy skill building booklets leading to adjusts for 2019 addressing identified weakness areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase from 18.6% of Year 9 students achieving in the top two bands in Reading in 2017 to 21% in 2018 (with a target of 26.2% by 2019 and maintained into 2020).	\$15,000	18.7% of students attained results in the top two bands. Whilst an increase on the previous years data, we failed to reach our target.
Increase from 16.1% of Year 9 students achieving in the top two bands in Numeracy in 2017 to 20% in 2018 (with a target of 23.4% by 2019 and maintained in 2020).	\$15,000	24.17% of students attained results in the top two bands, exceeding our target by 4.17%.

Next Steps

Literacy

- Implementation of Year 7 Best Start underpinned by teacher development.
- NAPLAN preparation guide provided to every faculty for implementation in the Year 9 curriculum.
- Reading comprehension guide provided to every faculty for implementation in the Year 9 curriculum.
- Writing Scaffold guide provided to every faculty for implementation in the Year 9 curriculum.
- Individual faculty booklets encompassing faculty specific NAPLAN questions for implementation in Year 9 ensuring a holistic approach towards the NAPLAN Reading paper.

Numeracy

- Intensive focus in numeracy skill building for Yr 9 prior to NAPLAN. Differentiation ensures learning is personalised.
- Portfolios of learning implemented holistically across stages 4 and 5.
- Summary of numeracy mapping used to create numeracy resources for each faculty area. These to be presented to staff at an ASSM for faculty implementation in teaching and learning practice.
- Numeracy testing for Year 9 to determine growth from Yr 8 baseline data.
- Analysis of 2019 NAPLAN and adjustment of teaching programs to address identified areas of development.
- Purchase of additional laptop set to facilitate increased implementation of online numeracy skill building strategies.

Strategic Direction 3

Wellbeing

Purpose

To ensure that a holistic approach to wellbeing is central to our school vision and focuses on students, staff and the wider community.

Overall summary of progress

Student Wellbeing

- Yr 9 completion of YAM program. Subsequent student survey revealed that 55% found the program helpful and 25% had used the strategies. 90% of students indicated they had developed skills that would allow them to assist a friend in need of help, and were able to identify external agencies.
- Mental Health training by Lifeline to 30 Year 11 students resulted in student evaluation that they felt prepared to provide assistance to someone in need of help and the training was of high value.
- 'Thirsty; Drink Water' program in conjunction with CC Health revealed an overall increase in student water consumption and data indicated HKHS had the highest uptake of similar CC schools.
- All staff completed Safetalk training in suicide prevention.
- P&C canteen removed and replaced by an external operator, who was also removed for not meeting contractual obligations. Second contractor installed and the school is now recognised as a leader in implementation of the Healthy Canteen Strategy. Aesthetic refurbishment complements healthy food strategies.
- Yr 7 & 8 students surveyed regarding screen time with results presented to parents.
- Student reward processes promoted with significant increase in the use and value placed in Vivo.
- 50 students attended 'Stand Tall' event expanding knowledge of resilience and wellbeing. Student presentation at the event demonstrated understanding.
- Vulnerable Yr 7, 9 & 10 boys identified and participated in Top Blokes' program expanding belonging, self awareness, decision making skills, social connectedness, personal wellbeing and a decrease in anti-social behaviours.
- Introduction of celebration assemblies improving school culture and connectedness, and publically celebrating belonging and achievements.
- Student led mental health initiatives highlighted by increased awareness, RUOK Day grant, SRC fundraising for the Black Dog Institute, and White Ribbon Day.

Staff Wellbeing

- Engaged staff in dialogue and sought broad input to identify areas of workplace stress and areas for impacting wellbeing (positive and negative).
- Provision of a variety of workshops for the four schools of the Gosford City Learning Community directed at the development of personal skills in managing wellbeing.
- Implementation of a variety of social activities focussed on building collegiality and support frameworks including yoga, a bowling night, period 6 Friday.
- Implementation of positive pigeons aimed at enhancing a positive workplace environment that values individual contributions. High uptake evidences the value of the initiative.
- Plans developed for the staff common room refurbishment aimed at improving collaboration, social interaction and collegial approaches.
- Team professional learning in staff wellbeing resulted in improved understanding of workplace psychology and provides practical approaches.

Strategic Communication

- Alumni format developed and refined for the 2017 cohort. Engagement in the survey by 30% of the 2017 cohort. Survey data provides strong information regarding student post school directions and satisfaction with preparation by the school for post school opportunities. Over 500 past students or Alumni have now engaged with the Alumni survey dating back to the schools inception in 1970.
- Planning for the school's 50th Anniversary Celebration commenced. Curation of historical images, articles and artefacts from school archives to create a lasting digital archive of the school's history. This will be ongoing into 2019. School promotion planning to celebrate the school's history and raise awareness. Graphic Design Company engaged to create Anniversary branding and logo. Initial planning of Anniversary Celebration completed. Promotional concepts (Flashback Thursday, Throwback Friday, Celebration Assemblies, guessing competitions) determined.
- Major ceremonies planned and delivered by Strategic Communication Team (Year 12 Graduation, GCLC

Celebration Assembly, and Presentation Night). Central resource created for event management. Significant positive parental and community feedback reflecting strong school culture and positive community perception of the school.

- Sentral parent portal developed and released. Strong engagement evident for parent teacher night bookings. Slow uptake of parental usage and daily access.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students As Life Style Activists (SALSA) program (in partnership with Sydney University) and mental health awareness frameworks are embedded ensuring targeted approaches in school wellbeing.	\$45,300	YAM Program, mental health training, Thirsty? Drink Water program, suicide prevention training for staff and students, Vivo program, Stand Tall program, SALSA program in conjunction with new canteen operators, Celebration Assemblies, Top Blokes program, RUOK Day grant, Black Dog Institute, and White Ribbon Day.
Strong staff wellbeing is reflected in positive collegiality, effective support frameworks, professional outlook, and positive mental health.	\$42,000	Professional learning in staff wellbeing, range of wellbeing activities initiated, staff common room refurbished.
Henry Kendall High School maintains a strong and positive engagement and profile with its community, and is articulated as the local school of choice.	\$7,000	Alumni program, professional delivery of significant ceremonies, planning for the school's 50th Anniversary, Sentral parent portal.

Next Steps

Student Wellbeing

- Hospitality program to develop partnerships with the canteen to provide work placement opportunities for students.
- SALSA team to continue promotion of healthy foods with HKHS identified as implementing the Healthy Canteen Strategy and meeting benchmarks.
- Canteen menu to reflect seasonal changes.
- Continued refurbishment of canteen facility.
- Development of student awareness and understanding of nutritional wellbeing through the PDHPE curriculum.
- Expansion of Vivo incentives for staff to promote usage.
- Vivo team to develop further incentives that encourage student engagement.
- Continued development of student Mental Health initiatives and programs including 'Mind Your Mates', 'Safetalk', 'Stand Tall', YAM and "RUOK Day".
- A further four staff trained in ASSIST Suicide Prevention 2 day course.
- Embed SALSA and YAM programs within Yr 9 PDHPE curriculum.
- Screen Addiction surveys and parent presentations maintained to develop awareness and intervention frameworks. Student workshops in screen addiction introduced.
- Wear It Purple Day introduced to promote LGBTI awareness and support.
- Introduction of the 'Creating Chances' program delivering sport based youth leadership development.

Staff Wellbeing

- Professional learning focus in staff capacity in managing, dealing with and resolving conflict and stress in the workplace environment.
- Identification and improvement of school systems where streamlined practices may minimise the environmental impacts of workplace stress.
- Identification and development of means for better managing the impacts of car parking pressure in the school locality.
- Continuation of social and collegial opportunities with a focus on positive and proactive wellbeing.
- Completion of the staff common room refurbishment and development of strategies to promote interactive and collaborative usage.

Strategic Communication

- Continued development of the Alumni Project with enhanced engagement from graduated students. Improved awareness of Alumni by current students. Increased focus on data analysis around university entry in relation to relevance of the HSC. Inclusion of Alumni data in whole school analysis processes. Expansion of the team working on the Alumni project. Publication of Alumni stories within school promotion. Investigation into the creation of a Teachers Alumni for HKHS and link this to the 50th Anniversary.
- Planning towards the school's 50th Anniversary in 2020 is maintained. Continued digital curation of historical images, articles and artefacts into a central resource. Anniversary branding utilised on all correspondence and promotional materials. Promotional strategies instigated (Flashback Thursday, Throwback Friday, Celebration Assemblies, guessing competitions). Event details planned. Faculty involvement representing a decade of the school's history planned.
- Completion of major event resource facilitates delivery of high quality ceremonies that professionally showcase the school to its community. Planning and delivery of four major ceremonies in 2019.
- Enhanced / shared responsibility for school photography of daily events / school life. All staff to build mindsets of contributing to visual documentation. Provision of teacher professional learning in uploading images from smart devices. Investigation of a team drive / year group drive that students and teachers can upload images to.
- Work towards 100% parental sign up to the parent portal, and significantly increased regular engagement. Increased staff usage for posting assignments, etc.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$31,450	Delivery of GCLC NAISDA Celebration Day, Aboriginal Education programs, student wellbeing programs, room modifications, and staffing.
English language proficiency	\$41,000	Employment of an EALD teacher.
Low level adjustment for disability	\$62,870	Delivery of our partnerships and transition programs, special education targeted programs, MPC modifications, provision of technology and student scholarships.
Socio-economic background	\$155,588	Delivery of teacher professional learning, the Stage 6 Preparation Program, external provider study skills programs, literacy and numeracy programs, Futures Learning programs and initiatives, curriculum development, flexible learning spaces project, and student wellbeing initiatives.
Support for beginning teachers	\$66,941	Professional development of beginning teachers.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	361	373	354	399
Girls	383	378	385	388

Student attendance profile

School				
Year	2015	2016	2017	2018
7	92.8	92.1	93.3	91.8
8	89.8	89.5	89.7	90.9
9	88.2	87.5	87.6	88
10	88.1	85.4	85.8	87.6
11	88.5	88	86.7	88.6
12	91	88.6	87.7	91.2
All Years	89.6	88.5	88.6	89.8
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

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

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	6	8
Employment	2	9	25
TAFE entry	2	4	9
University Entry	0	0	48
Other	11	9	7
Unknown	0	4	5

Year 12 students undertaking vocational or trade training

In 2018 13 students studied externally across 8 TVET courses, including Nursing, Animal Studies, Automotive, Beauty, Construction and Design Fundamentals.

SVET courses were particularly sought after with 68 students studying across Hospitality, Retail and Human Services. In 2018 Stage 5 Hospitality was again successfully offered as a 100 hour course, providing greater breadth of options and a strong platform for students entering stage 6.

Year 12 students attaining HSC or equivalent vocational education qualification

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	1
Head Teacher(s)	9
Classroom Teacher(s)	45.3
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	16.68
Other Positions	1

*Full Time Equivalent

Two members of staff identify as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	97
Postgraduate degree	3

Professional learning and teacher accreditation

Total Professional Learning expenditure for 2018 was \$395,859. In 2018 we were provided \$65,880 for professional learning by the DoE. The school committed the equivalent of \$329,979 in funds towards professional learning. This was made up from; flexible staffing component (17%), beginning teachers funding (20%) and equity funding (63%). This compares to a total of \$52,000 spent in 2014, \$330,000 in 2015, \$386,000 in 2016 and \$471,024 in 2017.

In 2016 the school accessed 616 professional learning 'events'. In addition, every member of the teaching staff participated in the Collaborative Peer Learning program in which lessons were observed by peers and feedback given, as well as the observation of their colleagues. This program contributed to 13 hours of registered professional learning for teacher accreditation across the year.

The main areas of professional learning undertaken as a whole staff were;

- Literacy and Numeracy;
- Risk Management Planning;
- Neuropsychology of screen addiction;
- Suicide awareness;
- Compliance training;
- Futures focussed learning;
- Student wellbeing;
- Acknowledgement of Country;
- Teacher Wellbeing;
- School Planning;
- EALD Students;
- Policy review.

Key areas focussed on in individual professional learning were;

- Curriculum Development (32%)
- Futures Learning (17%)
- Leadership Development (11%)
- Welfare and Disabilities (17%)
- Vocational Education (5%)
- Extra Curricular and Sporting Skills (5%)
- Administration (4%)
- Pedagogical Development (4%)
- Community Engagement (3%)
- Teacher Wellbeing (3%)
- Aboriginal Education (1%)
- Teacher Accreditation (1%)

Key areas focussed on in executive professional learning were;

- Leadership in times of disruption and change;
- Data analysis;
- Quality teaching and consistent practice;
- Tough conversations for school leaders;
- Leadership and personal effectiveness;
- Staff wellbeing;
- Classroom management framework;
- School Planning;
- School finance;
- Futures focussed learning.

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

- Proficient – 6
- Highly Accomplished – 2
- Lead – 0

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

- Proficient – 56
- Highly Accomplished – 1
- Lead – 0

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

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	538,313
Revenue	10,241,704
Appropriation	9,812,633
Sale of Goods and Services	48,307
Grants and Contributions	368,718
Gain and Loss	0
Other Revenue	5,525
Investment Income	6,522
Expenses	-10,260,195
Recurrent Expenses	-10,260,195
Employee Related	-8,994,819
Operating Expenses	-1,265,377
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-18,491
Balance Carried Forward	519,822

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The schools Financial Management is the responsibility of the Principal and School Administration Manager, and is monitored by the Finance Committee which has representatives of the staff, P&C and Senior Executive. Available funds are targeted to meet educational delivery needs, specialised programs and School Plan priorities.

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	7,176,906
Base Per Capita	151,625
Base Location	0
Other Base	7,025,281
Equity Total	411,133
Equity Aboriginal	35,482
Equity Socio economic	155,588
Equity Language	42,313
Equity Disability	177,750
Targeted Total	1,428,004
Other Total	290,032
Grand Total	9,306,075

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.

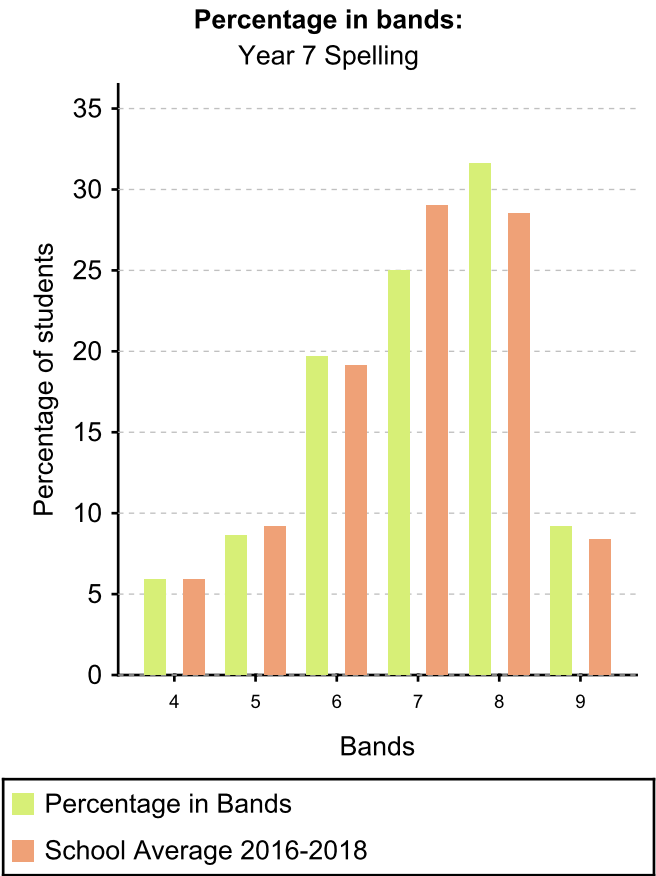
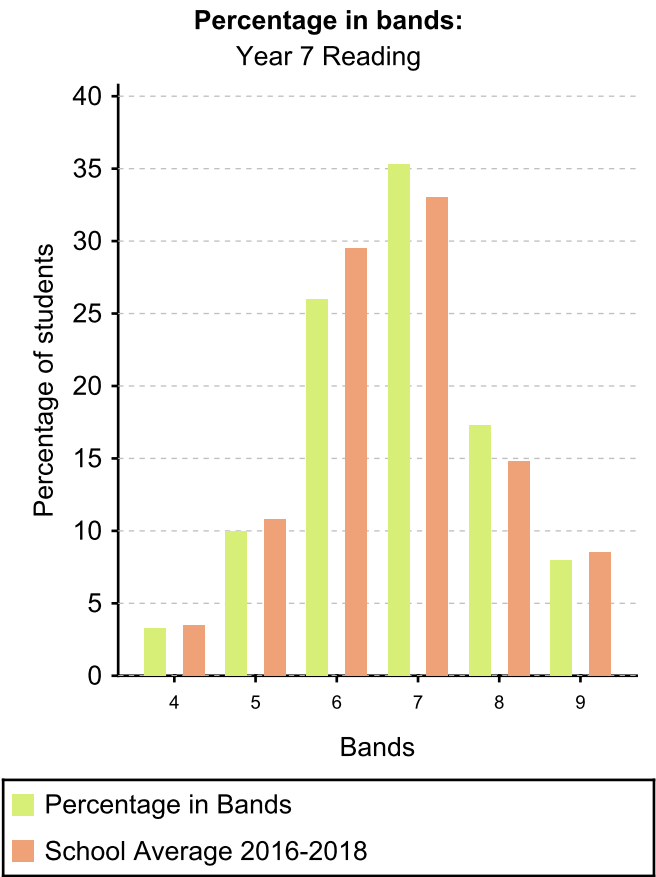
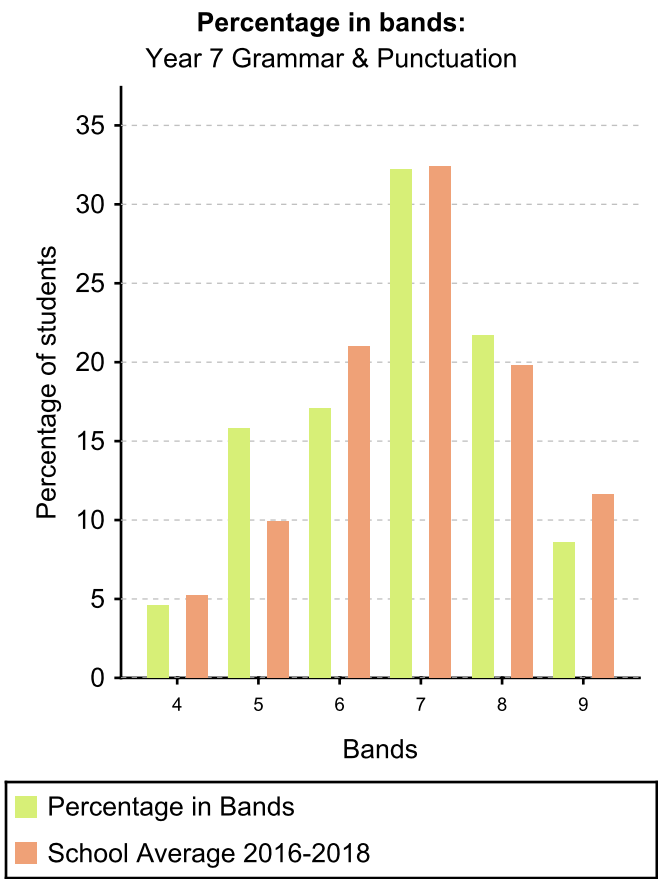
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

We are achieving consistent results with lower performing students in all areas of literacy.

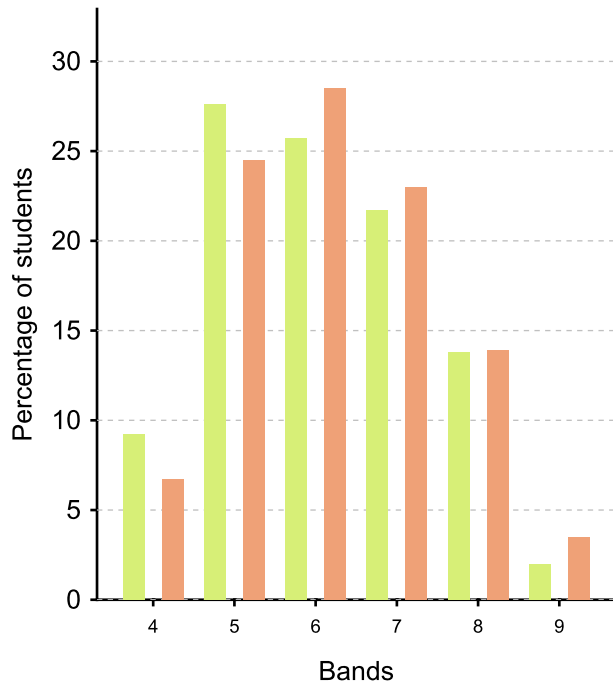
In Year 7 Literacy, the performance of our higher achieving students is consistent and above state average in writing, and close to or at state average for spelling, reading and grammar and punctuation. For reading 25% of students achieved in the top two bands.

In Year 9 Literacy, growth was indicated from the lower bands to the higher bands, with outstanding results for higher achieving students in reading, spelling and writing. 19.49% of students achieved in the top two bands for reading.

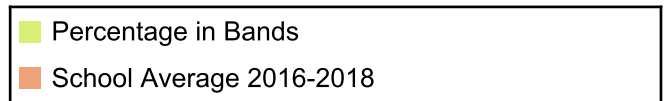
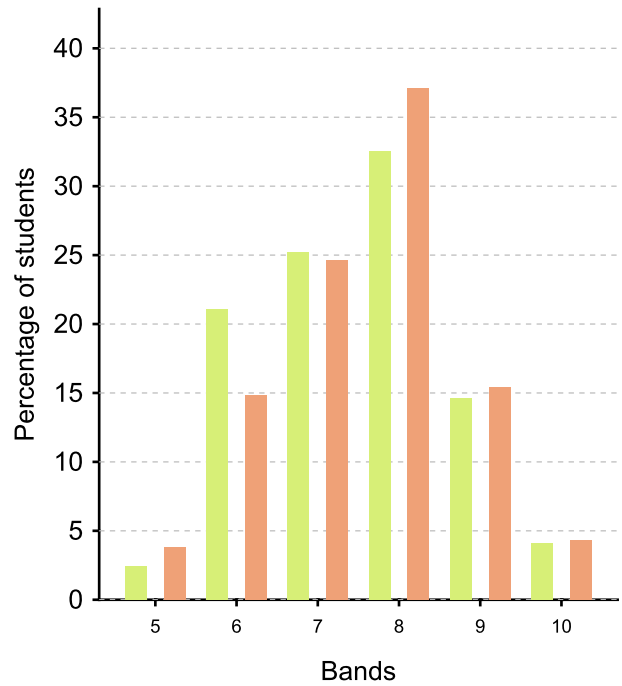
Particular focus is on the Year 9 data in light of both Minimum Standards and Bump It Up. This data shows both positive signs and a need for renewed focus. Year 9 writing and reading out performed the state and our non-selective schools in reference to band 8, 9 and 10 attainment for minimum standards.



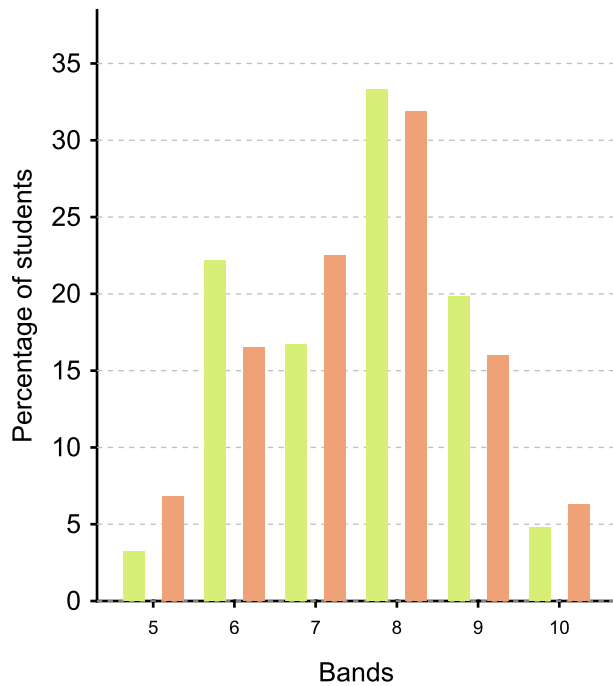
Percentage in bands:
Year 7 Writing



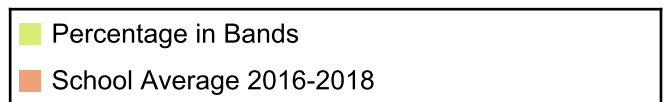
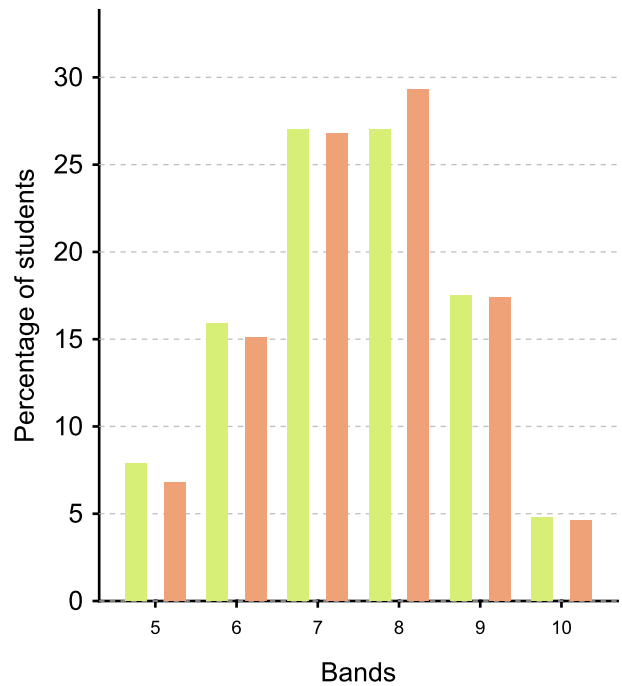
Percentage in bands:
Year 9 Reading



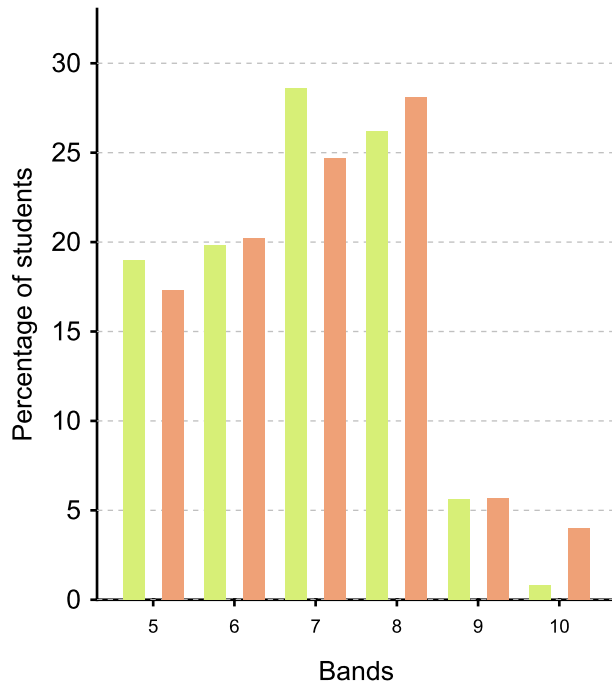
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Writing



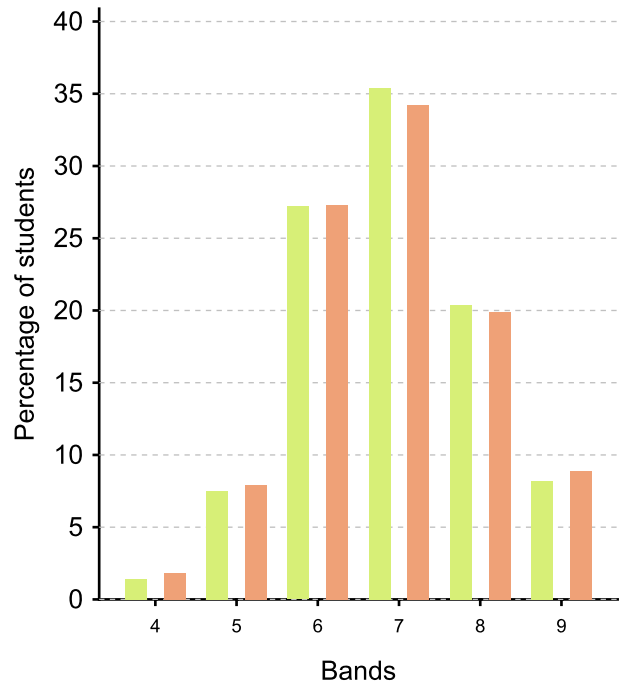
Percentage in Bands
School Average 2016-2018

We are particularly achieving good results with lower performing students in all areas of Numeracy. However performance of our higher achieving student's in Year 9 needs particular attention.

Year 7 Numeracy data is particularly outstanding. 29.08% attained results in the top two bands.

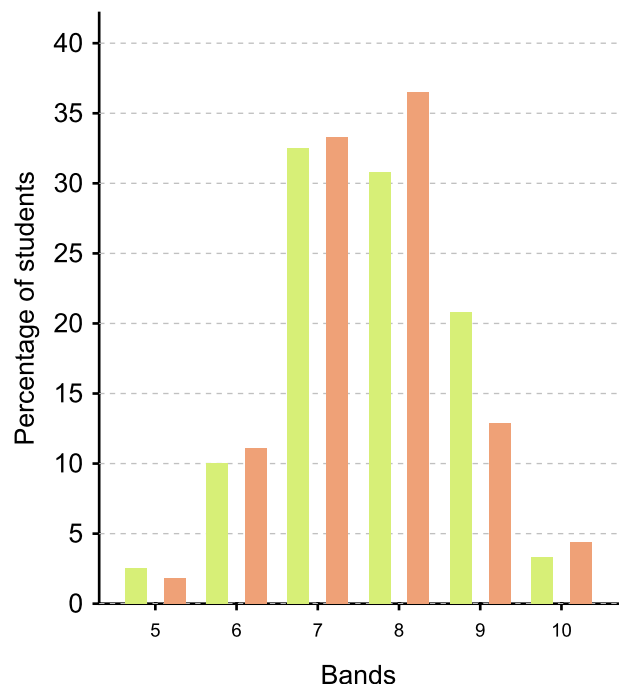
Year 9 Numeracy attained 25.22% of results in top two bands.. We are clearly doing well with our lower performing students with fewer students in the lower bands than any other data group in every area of NAPLAN. Trend data in Year 9 is now very positive, however student growth and attainment in the upper bands clearly continues to be our focus area.

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Numeracy



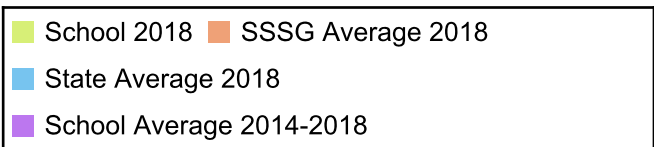
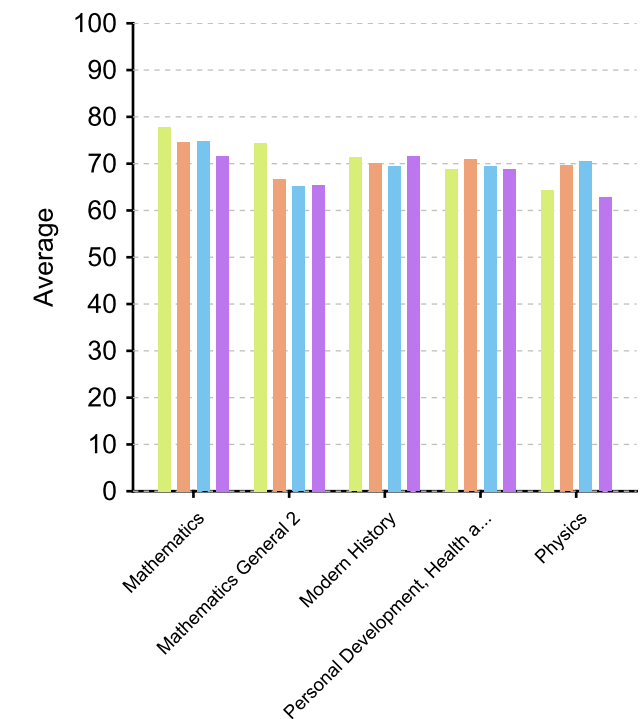
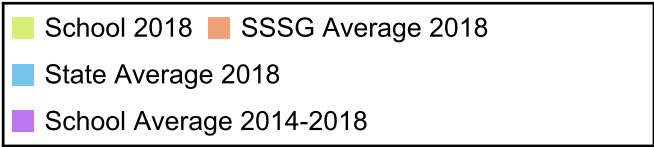
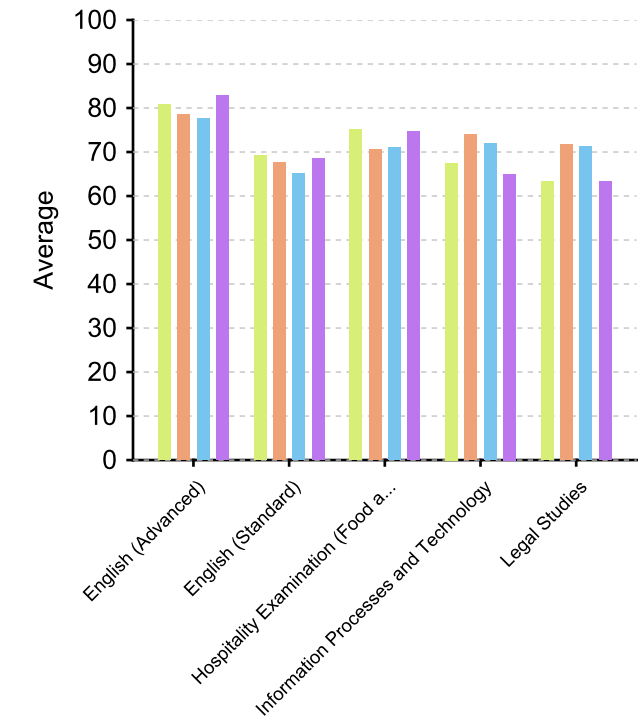
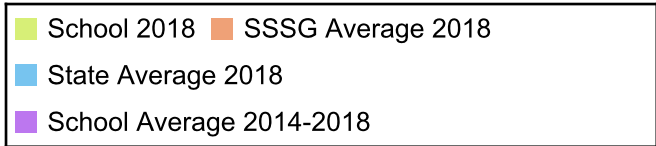
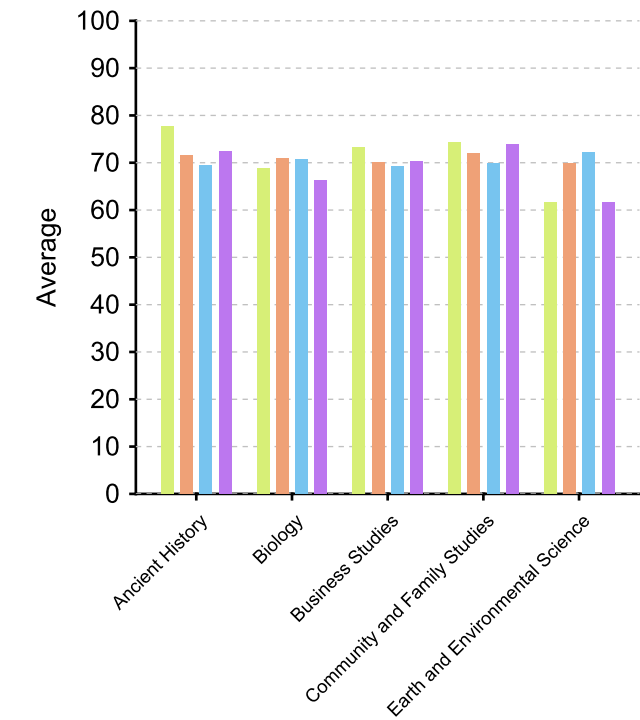
Percentage in Bands
School Average 2016-2018

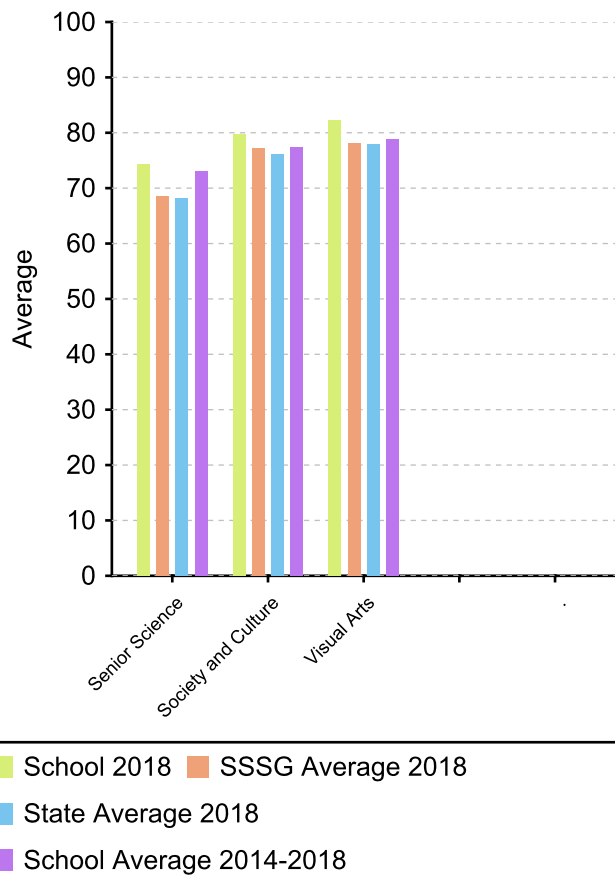
The Premiers Priority for Aboriginal and Torres Strait Islanders is to have 30% of all ATSI students in Years 7 and 9 in the top two bands for numeracy and reading. We are moving towards target with Year 7 numeracy results indicating 16.67% achieved in the top two bands and year 7 reading indicating 33.33% achieved in the top two bands.

For year 9 numeracy and reading 0% of students achieved in the top two bands. Clearly from these results, student growth and attainment in the upper bands will continue to be our focus area.

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 a total of 417 examinations attempted by 80 students in the 2018 cohort.





The school also engaged with the People Matter 2018 NSW Public Sector Employee Survey as an independent source of data, and the results were analysed by the Executive team. Significant points from this data included;

- High levels of employee engagement, including a 13% increase from 2017 and 8% higher than the public sector as a whole.
- High levels of satisfaction with school leadership, including a 22% increase from 2017 and 23% higher than the public sector as a whole.
- Significant sense of pride in working at Henry Kendall High School.
- 81% of staff indicated a strong sense of personal attachment to Henry Kendall High School.
- Staff are strongly motivated to perform at a high level of performance and take personal accountability for ensuring they consistently maintain high performance levels.
- A strong belief exists that Henry Kendall High School supports and values diversity and inclusion.
- Staff identify the promotion of our values as integral to our culture as a school. This data was 10% higher than the NSW Public Sector.

Policy requirements

Aboriginal education

2018 has been a great year where many of our programs that were implemented a few years ago continue to be enhanced with deeper knowledge and experience and through stories and activities, we continue to learn about each other. Our Personalised Learning Plans have proved to be a beneficial aspect of our ATSI students' learning and engagement with school. Year Advisers have worked hard to bring together the students and their parents in these meetings where the awareness of how culture, family and school is essential for student success academically.

This year our close connection with the Wollotuka Institute was consolidated through the iBelieve program run by Dominic Dates. This is where Dominic works closely with our Year 7 students where they focus on their educational future and the importance of culture. Angel Gould also attended the Insight Day at Newcastle University where she got to experience campus life and the requirements of being a full-time university student.

We were honoured to meet Riverbank Frank Doolan, a poet and writer, who sat down with students from Year 9 and our Year 12 Society and Culture classes and shared the stories of his past, his family and his experiences throughout his life. Our students listened intently as Riverbank's wisdom and stories provided an insight into a very personal perspective on growing up in Australia.

Our senior students Mia Cincotta and Kira Morgan, presented an Acknowledgement to Country workshop

12 of the 18 subjects attempted by students indicated the school average exceeded state average.

All subjects exceeded the school average of 2014–2018.

Henry Kendall High School exceeded the state examination mean by +2.6– the first time in the schools history of HSC examinations.

The graphs are indicative that as results were consistently above state average, and above the school average for 2014–2018 the cohort of students attained the highest percentage of results in bands 4–6 in the schools history.

Parent/caregiver, student, teacher satisfaction

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

Included in these processes was a Communications Survey of parents to ascertain satisfaction levels regarding our communication processes. Of the 92 parents surveyed, 80% believed the school's communication to parents and our community is excellent, with a further 15% rating it as very good. The majority of these parents indicated that they were accessing multiple sources of information, including our Facebook page, the newsletter, the website, and directly from their children. 98% of parents surveys have begun utilising the Parent Portal in the school's Sentral software.

to all staff members in one of our after school staff meetings. The girls were passionate and knowledgeable about their culture and their leadership skills were enriched by this presentation. We continued to engage in the cultural affirmation workshops with Macquarie University's Walanga Muru Office of Indigenous Strategy. These have been invaluable to all our students learning about Aboriginal history, culture and knowledge.

Once again Gosford High School hosted NAIDOC week this year where our students participated in cultural workshops and shared their knowledge with other school students from Gosford Public, Point Clare Public and Gosford High School. Our students interacted with other members of the Aboriginal community and shared experiences and stories with the group. The students participated in bush food cooking workshops, art workshops and boomerang throwing activities.

Our annual ANZAC day ceremony once again portrayed the Aboriginal perspective of a woman Eliza Saunders which was linked to the 2018 theme of 'Because of her, we can.' Many of our students received dedication, leadership and academic achievement awards at the annual AECG Education Awards and we were very proud of the levels of success our students are reaching. Our Year 12 students Lachlan Muir and Thomas George both received early entry into Macquarie University and we wish them success in their chosen degrees. Sonya Parkins was awarded the Aboriginal Education Award this year because her dedication to learning and committing to finishing her HSC.

This year has been extremely rewarding, not because of results or marks but watching our kids grow into proud individuals who have learnt more and more about their culture and their place in this world. Their voices are becoming passionate and curious about the past and their futures. Every morning we laugh, sometimes we've cried but most of all we have supported each other. Because of them, we can feel assured our futures are in safe hands.

Multicultural and anti-racism education

Henry Kendall's inclusive culture is supported by curriculum focuses on multiculturalism in all subject areas. The delivery of quality lessons that highlight diversity, acceptance, understanding and appreciation of other cultures is an importance part of curriculum development. The TAS faculty deliver lessons that focus on learning about the influence of Multiculturalism in Australia and the Australian diet. This includes learning about different ingredients, different recipes and the many different restaurants that are now accessible in Australia. They concentrate on the positive effect this has on our eating patterns. The students also learn about the health benefits of ingredients such as olive oil for heart health. The students also learn about different cultural aspects such as religion, traditions, festivals and celebrations in relation to food.

In the Senior Years VET students learn about Social and Cultural Understanding in the workplace. They learn about the traditions, mores and the ways to interact on a positive level with tourists and customers form around the globe. They learn how to greet customers and how to cater for their specific cultural needs. In Society and Culture, the students learn how to become socially and culturally literate people. They learn how to understand and how to empathise with many different cultures, they learn that different cultures have different expectations, mores and rules. The students learn in depth about different cultures such as The Indigenous people of Australia, The Amish, The Maasai and the Core of the course is about Vietnam and how it is changing from a country steeped in history to a very modern world. They learn how this occurs through globalisation and westernisation. The last unit in Year 11 is devoted to Intercultural Communication and the students learn about the forms of communication and they complete a cultural study on Indonesia. The students Personal Interest Project has a cross cultural perspective which is a mandatory component of the project.

The English Department prioritises the study of multicultural texts and experiences due to the mandated cross curriculum focuses of Intercultural Understanding, and Australia's Engagement with Asia and also the firm belief that a rounded and critical knowledge of multicultural texts, perspectives and experiences shapes student understanding of the world around them. As a result, students study a range of poetry across Stage 4 and 5 that convey multicultural experiences. These include, but are not limited to, 'Caged Bird' by Maya Angelou, 'Then and Now' by Oodgeroo Noonuccal, and 'Australia' by Ana Walwicz. In the junior school, students also have the opportunity to explore multicultural perspectives in such novels as 'Trash' by Andy Mulligan, 'Hannah's Suitcase' by Karen Levine, 'Does My Head Look Big in This?' by Randa Abdel-Fattah, and 'Looking for Alibrandi' by Melina Marchetta.

Students in the senior years are able to build on this exploration through their study of the elective, 'Literary Homelands' in English Extension 1, where students investigate a range of multicultural texts, discerning and evaluating depictions of the immigrant experience ('Burning Rice' – Eileen Chong), and the impact of globalisation in a changing world ('The White Tiger' – Avarind Adiga).

The evaluation of varying multicultural perspectives and voices is paramount in shaping students who are active and informed global citizens, and as such, is held in high regard by the faculty.

The HSIE Department has a strong focus global history and geography. In Year 7 students explore Ancient Egypt, as well as Ancient China. Particular attention is given to the historical and cultural legacy of these two nations. We explore Medieval Europe and Asia as part of the Year 8 History program, and explore global conflict as part of study of World War I and II. A study of Popular Culture in Year 10 looks at global influences. The study of Geography across Stages 4 and 5 has

focus on exploring geographical issues at a local, national and global scale.

There is a strong emphasis on the exploring of other cultures throughout the Middle School's integrated curriculum. Students have explored multimodal texts that connect to migration and the experience of refugees

The CAPA department also focus on developing an appreciation of diversity and learning from others through Exploring Call & Response structures in African stylistic features; using Djembes and exploring cultural and social context and meaning; influence and inclusion in a range of styles; how it has influenced other cultures and musical styles; and comparing with other rhythmic and ensemble characteristics from other cultures. In the area of Visual Arts a study of artworks is influenced by traditional Japanese Notan Designs; examining other styles is fundamental to developing Skills and knowledge; developing an autonomous approach to artmaking through the lens of Identity; and art historical and critical studies and subject knowledge is explored across cultural sphere's.

Mathematics programming also includes clear links to multicultural elements: in Stage 4 there are links to Ancient Greece – Life and Times of Pythagoras; Stages 4 and 5 – GST in Australia, VST and Sales Tax in other countries; Stage 5 – various methods of earning money in jobs around the world: wages, salary, commission, piecework; Stages 4, 5 & 6 – Time-zones around the world, location coordinates of countries around the world, time differences when travelling between countries; Stage 6 Standard – Life Expectancy: considering data and mortality rates in various countries around the world and possible causes for this. Consideration of link between mortality and SES; Stage 6 Advanced/Ext 1 – Applications of Trigonometric functions representing weather patterns in various countries around the world: investigation.

English as an additional language/dialect

In 2018, we had 169 students and 50 language backgrounds other than English within our school community. This makes up 21.4% of the total student population and has shown a significant increase when compared to 2016–17. Predominate languages within our school are Tagalog, Indonesian, Russian, Pilipino, Cantonese and Mandarin.

English as an additional language/dialect has also shown a significant increase across all stages. The number of students placed on the progressions has increased from 11 in 2016 to 42 students in 2018. Students are placed across a four phases (beginning, emerging, developing and consolidating) in listening, reading/viewing/writing and speaking.

In 2018, we had 19 students who were placed in the beginning, emerging and developing phase. These students received regular support, delivered in a range of ways. Consolidating students were supported through ongoing dialogue, check in and progress monitoring. These students were able to self-refer at

any time.

Students who were placed in the beginning, emerging and a small number of students in the developing phase received support in the following areas:

- In class support – English focus. French, PBL and IC were also supported.
- Withdrawal – Reading and Comprehension
- Assessment scaffolding and support
- Social Support – friendships, connections within the school and group work tasks
- Minimum Standards and NAPLAN practice support
- Transition to university support

Professional Development

The EAL/D teacher has attended 100% of the EAL/D network meetings throughout the year and has collaborated with Emma Roncari, EAL/D mentor for the Central Coast region to deliver professional development to all staff members at Henry Kendall High School. The one hour presentation gave staff an overview of the growing LBOTE and EAL/D demographics within our school community. Staffs were guided in supporting EAL/D students in every classroom and the importance of collaborative planning between the EAL/D teacher and classroom teacher to enhance teaching and learning programs was presented. Outcomes of this presentation included:

- An increase in dialogue between staff members and the EAL/D teacher
- Language demands, cultural assumptions and prior knowledge required in teaching and learning programs was reviewed
- Differentiation strategies were developed to best support the EAL/D learning within the classroom

DE International Academic Excellence Awards

One student received a nomination for the DE International student awards to be held on the 21st February, 2019 at the Australian Conservatorium of Music. This student received an outstanding ATAR of 93.1 for his Higher School Certificate.