

Henry Kendall High School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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Message from the principal

2019 has been an outstanding year for Henry Kendall High School. We have again seen exceptional academic results, fresh new school focus areas and the continued implementation of our School Plan 2018 – 2020.

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 maximise 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 notable achievements and many in which our students have 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. In 2019, we actually exceeded our 2020 target by 5.4%. This is an extraordinary achievement.

At HSC level, the schools results were again very strong, placing Henry Kendall as the highest ranking comprehensive school on the Central Coast for the 5th time in the past six years. We are very proud of the achievements of this cohort.

In 2019 we undertook the most significant curriculum review the school has seen in a long time, with very revealing results. The review focussed on Stage 4 and found a clear need to;

- Focus on what students need to be successful in a rapidly changing world
- Teach students to 'Learn how to Learn' rather than content driven curriculum
- Be learner focussed and personalised
- Provide real world connections and relevance in learning
- Be problem driven; with students as the creators of knowledge and teachers as intellectual guides
- Provide the foundations by which all students can achieve success.

As a result of this review the entire stage 4 curriculum is being renewed to include;

- A focus on subject specialisation and integrity
- Introduction of Applied Learning (Project Based Learning) as a fundamental mode of learning
- Implementation of formative assessment across the curriculum
- A focus on skills and learning pathways in student reporting
- Introduction of Wellbeing and Aboriginal Studies as stand-alone courses for all stage 4 students.

These significant and innovative developments will be planned for across 2020 for implementation in 2021, and place Henry Kendall High at the forefront of contemporary educational delivery across the Central Coast.

2019 saw the redevelopment of our student leadership model with a focus on a unified, inclusive approach that reflected student voice as central. The broad range of leadership groups that existed came together to form action teams focussed on the areas of significance to the students; diversity, wellbeing, student engagement and global awareness. Each action team will collaborate, plan and implement projects that reflect student leadership and voice in their priority area. Students also developed a student voice mission Statement that reflected their purpose and beliefs as young leaders in their community.

The highlighted achievements in this report represent only a fraction of the schools achievements in 2019. Our continued focus on quality teaching and learning, contemporary 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 in the coming years.

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 820 students including 50 students in the Special Education Centre and 49 Aboriginal and Torres Strait Islander students. Henry Kendall High School is located near the CBD of Gosford City. We have a proud academic, sporting, cultural and student welfare tradition.

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

Henry Kendall High School provides a curriculum that is relevant, current and challenging incorporating 21st Century Learning principles. Key features include excellence in the creative and performing arts, sporting programs, a middle school structure, the Young Achievers Program, valued relationships with the Aboriginal Community and AECG, the Special Education Centre, Vocational Education opportunities, Interact program, 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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.

Improvement Measures

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.

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.

Increased student engagement for STEM subjects evidenced in Stage 5 by student elective choices in 2019.

Improved physical learning environments to support Futures Education pedagogy, evidenced by school commitment to providing financial support for classroom upgrades.

Overall summary of progress

An extensive Stage 4 Curriculum Review was undertaken utilising the expertise of an experienced Principal to ensure objectivity, transparency and independence across the process. The purpose of this project was to ensure that our vision for contemporary learning design prepares all students for ongoing, relevant learning as global citizens in a rapidly changing world. The project scope recognised that the current curriculum in Stage 4 has three distinct structures – mainstream, middle school and YAP. The aim was to determine what is working and what is not in meeting the needs of our students for future learning in each of these structures in relation to knowledge, skills and character. In future years this project needs to ensure there is scope to move into a review of Stage 5 following the evaluation/review of Stage 4 changes, and then to prepare students for Stage 6 within a futures focussed delivery methodology – project management, time management, flexibility within the syllabus documents. The project considered contemporary educational research as well as the views of our students, teachers and parents. When we consider how we are educating for the future, the research base revealed;

- 65% of jobs in 2035 are yet to be conceived.
- 375m people will need to retrain or change jobs by 2030.
- Learning how to learn is what industry now looks for, not content driven education. 'Hard skills' are constantly outdated requiring retraining.
- Students need to focus on what cannot be automated and what is not Googleable – emotional intelligence, collaboration, creativity, passion.
- Companies recognise the value of hard skills, but now value and employ based on soft skills – emotional intelligence, creativity, communication, critical thinking, collaboration, problem solving, adaptability.
- Education is no longer the exclusive realm of schools – real world partnerships and learning is essential.
- We work in a GIG economy – people will move from job to job rapidly and require a range of skills, not hard knowledge.

About our current curriculum and our future directions, the interview and survey feedback revealed;

- Real world connections in learning are essential.
- Skills – Problem solving, Communication, Creative and Critical Thinking, Collaboration, Citizenship – must be the focus of learning, not content.
- Growth mindset, adaptability and resilience need to be explicitly taught.
- Subject integrity and subject specialist teachers are valued over integrated approaches.
- Project Based Learning is an effective approach.
- Deeper Learning approaches – problem driven, teacher as intellectual guide, student as creator of knowledge, real world application of learning.
- Formative assessment practices allow students to develop effectively in the learning process rather than being restricted to receiving an end product mark only.

- STEM is important.
- Connections between subject disciplines (Interdisciplinary learning) gives students relevance and real world understandings.
- Aboriginal Studies and perspectives are essential to the learning of all students.
- Desire for continual improvement.
- Current structures do not meet needs and at times create a divide in the student body.
- Opportunities given to some students to succeed should be available for all students.
- Learning should be personalized for each student with opportunities for students to have control in the process.

Following the review process, a future focused Stage 4 curriculum model was developed and presented to staff and parents for consultation. The model was subsequently endorsed, with planning through 2020 for 2021 implementation.

Investigation into Growth Mind sets and Formative Assessment implemented. The school committed to the High Impact program through RNOD, with a focus on embedding formative assessment practices into the Mathematics and Science faculties.

Significant professional learning and research conducted into Formative assessment, including direct work with DoE School Services team. This has led to learning intentions and success criteria embedded in maths programming in stage 4, with the vision to move planning now into stage 5. Student focus group follow-up indicated a shift in learning in maths but not in science.

Additional Professional Learning organised for HT Science to work with School Services in the later part of the year to resolve implementation concerns with the faculty and set direction for increased Professional Learning Term One, 2020.

Commitment to move to whole school implementation of Formative Assessment in 2020, beginning with the pillars learning intentions and success criteria and effective questioning. Planning for 2020 implementation.

Implementation of Project Based Learning in stage 4 French. Data from Futures Education Survey informed development of an assessment task in line with the 2019 Scope and Sequence. Project implemented in term 3, with the students being highly engaged and enjoyed the authenticity of the task. Completion of student survey pre and post task highlighted desired skills and elements enjoyed by students.

Analysis of project-based learning strategies across Stage 4 focussing on; a review of teaching and learning programs in Middle School and YAP; a focus group with relevant staff; a student survey; and communication of results to teaching staff. This analysis determined that there is a high level of innovation and interest in the development of teaching/learning programs that engage students and foster collaborative approaches. These findings further informed the schools stage 4 curriculum review.

Introduction of early careers education working with partner primary schools. In order to lead students to begin to think about their future paths sooner in order to help tailor their learning and provide assistance earlier in their education. This was expanded in the secondary school to introduce students to new career paths and to consider their options in a rapidly changing economy, and to provide additional education around the digital economy and its direct impact on students employment prospects.

Research into teacher digital technology understanding and application in order to inform resource and professional learning planning that will support quality teaching and learning. Increased exposure of digital technology strategies for staff through sharing of platform 'Tech Stuff'.

The delivery of STEM in 2019 was enhanced by the mode of interfaculty delivery. This enabled the students to tap into the expertise across disciplines, and through creative timetabling classes rotated through the various projects which gave the students a realistic and holistic experience of STEM.

The Sydney University STEM Academy team developed the HKHS STEM project. This has been completed and implemented in Year 7 in 2019. The impact of this has been to raise awareness of the principles of STEM to Year 7 before they engage in embedded STEM curriculum in Year 8.

Instigation of the P-Tech partnership with IBM International. This partnership aims to establish agreements between Henry Kendall High School, IMB and Central Coast Area Health to develop pathways, industry experience and job readiness within the Health Sector. The Principal attended an International P-Tech Conference in New York City hosted by IBM International, engaging in significant professional learning to inform program directions for 2020 and beyond. This initiative was introduced to Year 9 students where it generated a lot of interest, and the first students registered their interest and have visited IBM in Sydney.

Evaluations of STEM effectiveness and engagement were conducted through surveys at the end of each term to measure both student and staff engagement & satisfaction. The results of these surveys have demonstrated a pattern of increased engagement by both students and staff. It has also resulted in many students choosing iSTEM as an elective

in Stage 5 and there has been an increase in the number of girls who have chosen these courses. There has also been a steady increase in student numbers in Engineering Studies, IPT & SDD in Stage 6.

Young Achievers Program curriculum development focussed on development of Project Based Learning Units. The team created an addition four PBL units, each with relevant real world links, and a product that has impact on the world around them. Videos for Change, Resilience Workshops, Rollercoaster Creation and Garden Design all build the students' creativity, critical thinking and collaboration skills. This has been assessed through teacher observation, as well as student reflection data. The Videos For Change project culminated in a film festival for GCLC students, and were uploaded as part of the national competition. Each PBL unit has associated links with the real world. This was also encouraged in KLA areas. For example, students attended the Holocaust museum during their novel study in English. Excursions were also organised in HSIE and Science. The Rollercoaster PBL unit explicitly explored physics and mathematics in practice. The Garden Design unit answers a problem particular to HKHS.

In 2019 the Young Achievers Program moved towards reporting on skills rather than outcomes. From observations, it was noted that students engaged with the Design Thinking process to ensure that collaboration was effective throughout each project. Students were unafraid to ask questions and seek answers, highlighting a keen sense of critical thinking. The high quality of projects across both year groups for all projects illustrates the effect of focusing on these 'soft skills'.

Progress towards achieving improvement measures

Process 1: School Teams are implemented within school structures to develop, implement and sustain action strategies in school focus areas:

- Futures Education Learning Principles
- Young Achievers Program
- STEM

Evaluation	Funds Expended (Resources)
<p>Stage 4 Curriculum – 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 and P-Tech.</p> <p>Extensive curriculum review undertaken across Stage 4, resulting in the development of a revised curriculum model for 2021 implementation that places Applied Learning at the centre of delivery. Formative assessment embedded in Mathematics and Science curriculums.</p> <p>STEM – Evaluations of STEM effectiveness and engagement were conducted through surveys at the end of each term to measure both student and staff engagement & satisfaction. The results of these surveys have demonstrated a pattern of increased engagement by both students and staff. It has also resulted in many students choosing iSTEM as an elective in Stage 5, and there has been an increase in the number of girls who have chosen these courses. There has also been a steady increase in student numbers in Engineering Studies, IPT & SDD in Stage 6.</p> <p>Physical environment to support futures focussed pedagogies – Faculty flexible learning spaces program, MPC high performance laboratory, significant technology upgrade and major library refurbishment.</p>	<p>Stage 4 Curriculum – \$37,250</p> <p>STEM – \$22,400</p> <p>Physical environment to support futures focussed pedagogies – \$216,897</p>

Next Steps

Planning for the introduction of our revised Stage 4 curriculum model in 2021 will be the schools core focus in 2020. This model will see;

- Applied Learning (or Project Based Learning) become a core learning application in years 7 and 8 from 2021. This will require the creation of a new Applied Learning faculty, led by school funded, specialist Head Teacher position. Our applied learning curriculum will see learning that focusses on strong interdisciplinary links and attainment of skills through real world application.
- This significant change will see both the Middle School and Young Achievers programs cease. All students will now be given the same learning opportunities, with the top stream class extended and further challenged. We will

- also be introducing Well-being and Aboriginal Studies as stand-alone courses in our curriculum for all students.
- All curriculum areas in Years 7 and 8 will be remodelled and teaching programs rewritten, and our assessment processes will move into a focus on formative assessment practices. This means moving from assessing a student's 'end product' of learning to assessment throughout the learning process, allowing students to build upon feedback given.
- Additionally, student reports will be remodelled in 2020 to focus on student skill attainment and application in real world areas such as communication, collaboration, critical thinking and creativity.

Formative assessment to be expanded across the school as a core strategy in teaching and learning practice, evident in all classrooms and learning contexts. Significant staff training, supported by expertise from School Services and the University of Newcastle, will underpin these directions. Professional learning will focus on both executive leadership and teacher practice. Significant professional learning funds will be directed towards ensuring these developments are supported.

The P-TECH program in the Henry Kendall context will be a significant focus across 2020 with the establishment of industry partnerships with Central Coast Health District, IMB International, and Central Coast Council. Future partnerships will include Newcastle University and Northcott Private Hospital. As the Health Sector is the largest employer on the Central Coast region generating 17,170 FTE jobs in 2017/18 and growing rapidly with new hospitals and medical precinct in planning, Henry Kendall High School is ideally placed to form industry partnerships that will provide long term support to this development. The P-TECH Program at Henry Kendall High aims to provide students with;

- The skills necessary to thrive in a rapidly changing world – Skills for the Future; communication, creativity, emotional intelligence, critical thinking, self-regulation, collaboration, citizenship.
- Rich workplace experiences including mentoring, worksite visits, speakers, project days, skill-based internships, and possibly paid internships.
- Job readiness skills.
- Connections that will open doors in the future.
- A pathway into University or TAFE.
- The skills to achieve in post-secondary education.

The Henry Kendall P-TECH Partnership will give students real world relevance and connectivity in their high school learning directly aligned with the growing demand for employability skills within the expanding Health Sector.

The delivery of STEM in Yr 8 will continue in 2020, it will be embedded in both Maths & Science. iSTEM will be delivered in TAS in 2020 and there will be 2 classes. This will build upon the principles the students have learnt in Stage 4 STEM. TAS, Science and Mathematics staff will continue involvement in the STEM Share community to allow our students to have a range of experiences using different technology mediums and equipment.

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.

Improvement Measures

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).

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).

Overall summary of progress

Facilitation of knowledge and understanding of the NSW Literacy and Numeracy Strategy 2017–2020. Staff were made aware of the testing procedure and were given access to and assistance with the data and strategies to support its impact on student outcomes.

Literacy booklets aligned with individual faculty content: Distribution of the holistic literacy Strategies and attached activities to individual faculty areas. All staff members were given access to the booklets, however, engagement could have been stronger. Some HTs were unaware of staff using the booklets. The faculties who used the booklets supported the overall impact of the 2019 NAPLAN results in Year 9.

The development of a Language Conventions booklet to support Year 8 2019 in line with need from data 2018.

Year 11 Minimum Standards *PRACTICE* – Every English and Maths class focused on the Minimum Standards test in class. They all completed the Practice test and had time to ask questions after and clarified issues for all students.

Year 10 Minimum Standards – The well published and organised testing rounds and students preparation led to very pleasing results.

- 100% of students in Year 11 have reached the Standards in all domains.
- Year 10 – 100% of students who completed the Reading test reached the Standard.
- 87% – Reached the Standard in Writing.
- 85%– reached the standard in Numeracy

NAPLAN 2019 – Bump It Up Targets – Meeting the Premier's Priority to increase the proportion of NSW students in the top two NAPLAN bands for reading by 8% by 2020 from a 2016 baseline of 18.28%. The 2019 target in reading was 23.4%. Henry Kendall attained 26.21% of students in Year 7 reading in the top 2 bands, and 26.36% of students in Year 9 in the top 2 bands – an overall result of 26.29%. This exceeded the target by 2.89%.

Embedded Numeracy Starter Problem Solving experience into ALL Stage 4 and 5 mathematics programs that are employed every Maths lesson. This consistent approach to embedding the development of numeracy skills into each lesson across Stages 4 and 5 has resulted in both Year 7 and Year 9 exceeding the Bump It Up Targets for 2019 and even 2020.

Employed a focus on Intensive Numeracy Strategies for Year 9 – Weeks 1 and 2 of Term 2. The extensive and consistent exposure to wide variety of numeracy strategies and a range of problem solving methods contributed to achieving above Bump It Up Targets.

Additional laptops purchased for use in Mathematics classrooms. These assisted with preparation for online testing such as NAPLAN and Minimum Standards, gave students the opportunity to experience using an online calculator, which resulted in exceeded NAPLAN Bump It Up Targets and the majority of students reaching minimum standards in Numeracy (86%).

NAPLAN Data Analysis ensured cohort and individual data identified areas of weakness. The analysis of data revealed a significant lift in the cohort mean in the 'Bump It Up' comparison test from 46% in 2018 to 55% in 2019. There was also

an increase in the top mark in the cohort from 87% in 2018 to 89% in 2019.

Mathematics program evaluations and revisions to incorporate strategies for targeted areas of weakness across Stages 4 and 5. These resulted in the Numeracy Skill building booklets being adjusted to address targeted student weaknesses.

Progress towards achieving improvement measures

Process 1: School Teams are implemented within school structures to develop, implement and sustain action strategies in school focus areas:

- Student Literacy
- Student Numeracy

Evaluation	Funds Expended (Resources)
Literacy – 26.36% of Year 9 students attained results in the top two bands, exceeding our target by 0.16%.	Literacy – \$5,000
Numeracy – 30.71% of Year 9 students attained results in the top two bands, exceeding our target by 7.31%.	Numeracy – \$18,211

Next Steps

All students will complete BestStart testing at the beginning of Year 7, 2020 and data will be distributed and supported by strategies to all staff.

Literacy booklets will be updated increased awareness pushed with all teaching staff to promote engagement. They will again distributed through Head Teachers so that they can monitor their uses.

Trial of the Language Conventions Booklet with YAP classes in 2019. Deficit in particular Language Convention areas (Spelling and Grammar) in 2019 NAPLAN results indicates that Year 8 2020 may need support strategies. English staff to research Evidence-based spelling and grammar improvement strategies.

Completion of the 2020 Minimum Standards testing in the same manner as 2019 as students felt supported and the results indicated effective engagement.

Definitely complete the tests in the same manner students felt supported and the results indicated the student engagement.

Continue to work on data analysis that indicates areas to focus on. The continuation of the Bump It Up Program at the end of Year 8. The English Department to continue to work on innovative ways to deliver literacy in the classroom. In particular the delivery of the Writing program which has impacted on the writing data for Henry Kendall in 2019.

Maths Faculty to continue with embedded numeracy starters to aid development of numeracy skills, problem skills and critical thinking in all Stage 4 and 5 classes for all of 2020, targeting areas of identified weakness: Scale Drawings, Integers, Area, Rates and Ratios.

Continued Focus on Intensive Numeracy Strategies for Year 9 Weeks 1 and 2 of Term 2 2020 targeting areas of weakness.

Continued use of additional laptops with technological applications of numeracy development embedded into programs and numeracy starter program.

2020 NAPLAN data to be analysed to identify areas of weakness. Identified targeted areas to then be incorporated into Numeracy starters and Numeracy Skill Building booklets for 2021.

Programs to continue to be monitored and modified if necessary to continue to meet the targeted needs of students.

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.

Improvement Measures

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.

Strong staff wellbeing is reflected in positive collegiality, effective support frameworks, professional outlook, and positive mental health.

Henry Kendall High School maintains a strong and positive engagement and profile with its community, and is articulated as the local school of choice.

Overall summary of progress

Wear It Purple Day created a celebration of diversity and tolerance across the school community. Increased acceptance of GLBTI community.

Parent and student Screen Addiction presentations were provided. The Henry Kendall HS online student gaming data examined and presented to parents and students resulting in the increased awareness of health implications of gaming across the school community.

Year 9 YAM program delivered resulting in students developing an increased knowledge of ways to foster positive mental health in themselves and others. Some students with suicidal ideation identified and supported through counselling team.

SALSA program implemented in partnership with the University of Western Sydney and NSW Health. Whole school action plans developed and implemented by students resulting in the realisation of a range of projects focussed on improved lifestyles. These included installation of a water station, change of sports short design, and the Let's Move at Lunchtime program. Whilst the outcomes benefited the wellbeing of all students, for the students within the program leadership skills were developed.

ASIST training completed by 3 staff providing for greater support being available for HKHS students with serious mental health concerns.

The DoE Healthy Canteen Strategy benchmark awarded to the school canteen. Improved nutrition for all members of the school community who purchase food from the canteen. Seasonal menu choices available.

Celebration Assemblies embedded in school culture providing an improved sense of pride and connection across the school community, as well as a greater number of leadership opportunities for students.

'Be You' National Framework used to upskill Student Wellbeing Team members, developing valuable mental health skills and knowledge. Refinement of our action plan has been an effective model for implementing a whole-learning community approach to mental health and wellbeing. Suicide Response resources/manual distributed to senior executive staff.

DV Alert training completed by all teaching staff resulting in an increased capacity amongst staff to recognize, respond and refer students that might be at risk from DV.

HKHS participated in Relay for Life with donations collected for cancer research. Increased sense of citizenship and altruism displayed by students.

Students attended leadership conferences, summits, training. E.g. Grip, Wellbeing, SALSA and Anti-bullying. These opportunities ensured that Student Voice is fostered and is authentic. Increased sense of belonging and connection to school and education from participating students. Leadership skills are developed.

VIVO Rewards System implemented and evaluated. Award recipients acknowledged on assemblies and rewards

excursion completed, however following an evaluation our subscription was cancelled for 2020 due to student feedback.

Safetalk and Mind Your Mates delivered by Lifeline to Year 10 and 11 students. The participating students developed skills in recognising poor mental health in others and how to seek help.

Student leadership structures across the school centralised and restructured, providing for a clear framework around that is student centric and embraces authentic student voice. Students developed mission statement that embraces the purpose of student leadership and student voice at Henry Kendall High School.

Provided information regarding staff wellbeing courses and learning opportunities. Through the development and use of the 'Wellbeing Board' in the common room, PL opportunities around staff wellbeing were provided. One impact of this was seen by the increased number of staff who were recommending courses they had attended.

Staff Wellbeing team to lead a wellbeing activity for the Term 3 Staff Development Day. The team organised 'dog walking' where staff were given the opportunity to walk dogs from the local pound. The feedback collected from this activity was extremely positive. Additionally, the activity allowed staff to exercise whilst volunteering their time to help out others in need, both of which have been proven to positively contribute to wellbeing.

The Staff Wellbeing team reviewed the 2018 survey data to identify areas that we believed were could be improved and would minimise stress. The two area that were identified were the school's excursion procedure and reporting procedure. The actions taken in 2019 regarding these areas included consulting key stake holders in the excursion procedure to provide feedback on sources of confusion and assist by proposing recommendations. As a result, there were key changes made to the procedure and an excursion flow chart was created to assist all staff. New staff in particular, have noted that the flow chart has helped them understand the process and enabled them to identify the next step and who they can seek clarification from.

The Staff Wellbeing team developed a 'Social Calendar' where social events can be developed and annual traditions can be created. Social events that were created throughout 2019 were added to the 'Wellbeing Board' in the staff common room. Initial planning involved a separate board for social events; however, to increase staff engagement it was decided to include the social events on the same board. Upon reflection, this contributed to the congestion of the board and perhaps reduced the effectiveness of communicating these events in this format.

Increase the use of the Staff Common Room as a social hub with social events such as: Pizza/poker night, Friday afternoon debrief, end of term social event, State of Origin night. In 2019, the refurbishment of the staff common room was completed. Consequently, the use of the space has increased considerably. The pigeon holes have been relocated to this area as well as the addition of a coffee machine. Staff are more frequently using this area before school to check their pigeon hole, make coffee, photocopy and socialise. The room has also been used for weekly staff social events for Friday morning teas and Friday afternoons. During 2019, the staff wellbeing team organised and led multiple social opportunities. These have included weekly Friday afternoon socials in the common room, an end of term social event at a local brewery, a social weekend in Newcastle, a staff Christmas party and an end of year social dinner. There were a variety of staff across multiple faculties who attended these events including over 65 staff attending the Christmas party. The feedback from these events has been positive with staff eager to make suggestions for future opportunities.

An extensive Stage 4 Curriculum Review was undertaken utilising the expertise of an experienced Principal to ensure objectivity, transparency and independence across the process. The purpose of this project was to ensure that our vision for contemporary learning design prepares all students for ongoing, relevant learning as global citizens in a rapidly changing world. Significant engagement with the parent community, as well as staff and students, ensured broad consultation and parental engagement in significant school directions.

Alumni format developed and refined for the 2018 cohort. Engagement in the survey by 50% of the 2018 cohort. Survey data provides strong information regarding student post school directions and satisfaction with preparation by the school for post school opportunities. Over 700 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 continued. 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 2020. School promotion planning to celebrate the school's history and raise awareness. Evening celebration event devised and booked at the Reef Restaurant in May 2020 for current and past staff and community. Promotional concepts (Flashback Thursday, Throwback Friday, Celebration Assemblies, guessing competitions) continued.

Major ceremonies planned and delivered by Strategic Communication Team (Year 12 Graduation, Celebration Assembly, and Presentation Night). Central resource updated for event management. Significant positive parental and community feedback reflecting strong school culture and positive community perception of the school.

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

Progress towards achieving improvement measures

- Process 1:** School Teams are implemented within school structures to develop, implement and sustain action strategies in school focus areas:
- Student Wellbeing
 - Staff Wellbeing
 - Strategic Communication

Evaluation	Funds Expended (Resources)
<p>Student Wellbeing programs – YAM Program, mental health training, Thirsty? Drink Water program, suicide prevention training for staff and students, Vivo program, Stand Tall program, SALSA program, NAISDA Day, Creating Chances program, Wear It Purple Day, Celebration Assemblies, Top Blokes program, RUOK Day grant, Partnerships and Transition program, Student assistance program, ASSIST Training, 'Be You' program, DV Alert training, Special Education initiatives, Black Dog Institute, and White Ribbon Day.</p> <p>Staff wellbeing – Professional learning in staff wellbeing, range of wellbeing activities initiated, staff common room refurbishment.</p> <p>Strategic Communication – Stage 4 Curriculum Review, Alumni program, professional delivery of significant ceremonies, planning for the school's 50th Anniversary, Sentral parent portal.</p>	<p>Student Wellbeing programs – \$67,700</p> <p>Staff wellbeing – \$43,000</p> <p>Strategic Communication – \$23,000</p>

Next Steps

Implementation of the new student leadership structures. Student Voice across Years 7–11 is made up of between 30–40 students. These students will be selected by each cohort in Term 3. Through the four student voice priority areas of diversity, wellbeing, student engagement and global awareness (fundraising), students selected will be given the opportunity to choose which priority area/s they would like to be a member of. Once selected and in collaboration with the Senior Leadership Team, Students will plan, organise, implement and review all of the events they are responsible for.

Diversity Student Action Team to coordinate a range of student wellbeing initiatives to support and celebrate diversity across our community in 2020.

Screen addictions presentations to be embedded on an annual basis, coordinated through the Student Services faculty.

The SALSA program will continue in 2020 and will be embedded in the PASS elective in Year 10.

Further sponsorship for the ASSIST training will be sought through North Gosford Rotary.

Term meetings will occur in 2020 with Fresh Food Fast. This will ensure fresh food options and standards are maintained.

Celebration Assemblies will be maintained to ensure student voice, recognition and leadership opportunities are clearly present.

A 'Be You' Action Plan for 2020 created by Head Teacher Student Services. Student Action Teams and staff coordinators to support initiatives in 2020.

Continued participation in Rely for Life.

Opportunities for student leadership training offered provided.

Revised student reward system developed reflecting student feedback.

Safetalk and Mind Your Mates Lifeline programs will be facilitated with North Gosford Rotary sponsorship.

In 2020, the staff wellbeing board will continue as a source of wellbeing information. Additionally, information regarding any upcoming key dates will be included as another point of communication. These can include, staff social events, reporting timelines and celebration assemblies. This would be done in the hope that staff begin to engage more with the board.

Investigate the possibility of using SchoolBytes for VOR procedures. The 2019 staff wellbeing action plan included Henry Kendall staff visiting other schools in the region who were using SchooBytes for VORs, and this will be pursued in 2020.

Creation of a physical social calendar to be placed in the staff common room will occur in 2020. Continued organisation of social events to promote staff cohesiveness, team orientation and overall wellbeing.

Planning for the introduction of our revised Stage 4 curriculum model in 2021 will be the schools core focus in 2020, incorporating feedback from staff, students and parents.

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.

50th Anniversary celebration in May 2020 for current and past staff and community. School open day in August 2020 to celebrate the schools 50th anniversary. A range of events to be held across the day.

Refinement 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 2020.

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	\$37,924	Delivery of GCLC NAISDA Celebration Day, Aboriginal Education programs, student wellbeing programs, room modifications, and staffing.
English language proficiency	\$90,613	Employment of an EALD teacher.
Low level adjustment for disability	\$183,102	Delivery of our partnerships and transition programs, special education targeted programs, library modifications, student wellbeing programs, provision of technology and student scholarships.
Socio-economic background	\$163,547	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, student leadership programs, flexible learning spaces project, and student wellbeing initiatives.
Support for beginning teachers	\$38,196	Professional development of beginning teachers.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	373	354	399	384
Girls	378	385	388	375

Student attendance profile

School				
Year	2016	2017	2018	2019
7	92.1	93.3	91.8	91.8
8	89.5	89.7	90.9	89.3
9	87.5	87.6	88	89.8
10	85.4	85.8	87.6	85.1
11	88	86.7	88.6	89.5
12	88.6	87.7	91.2	90.2
All Years	88.5	88.6	89.8	89.1
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	13	25
Employment	5	10	17
TAFE entry	5	7	8
University Entry	0	0	15
Other	14	10	22
Unknown	2	6	12

Year 12 students undertaking vocational or trade training

25.23% of Year 12 students at Henry Kendall High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

96.6% of all Year 12 students at Henry Kendall High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

In 2019, 16 students studied externally across 8 TVET courses, including Nursing, Animal Studies, Automotive, Beauty, Construction and Design Fundamentals.

SVET courses were particularly sought after with 90 students studying across Hospitality, Retail and Human Services. In 2019, Stage 5 Hospitality was again successfully offered to 25 students, as a 100 hour course, providing a greater breadth of options and a strong platform for these students entering Stage 6.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	1
Head Teacher(s)	9
Classroom Teacher(s)	45.4
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	16.68
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Professional learning and teacher accreditation

Total Professional Learning expenditure for 2019 was \$296,636. In 2019 we were provided \$72,790 for professional learning by the DoE. The school committed the equivalent of \$223,846 in funds towards professional learning. This was made up from; flexible staffing component \$110,000, beginning teachers funding \$38,196 and equity funding \$75,650. This compares to a total of \$330,000 spent in 2015, \$386,000 in 2016, \$471,024 in 2017 and \$395,859 in 2018.

In 2019 the school assessed 596 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. Benefits were also noted for teachers who observed their colleagues in classroom scenarios.

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

- Compliance training
- Leadership mindsets
- Collaborative Peer Learning
- Class profiling
- Sports policy and guidelines
- Developing critical global competencies
- Futures focussed education
- Developing a Aspirant Leadership Program
- Sentral Parent/Student portal
- Staff wellbeing
- Outlook training
- Domestic violence alert training
- Stage 4 Curriculum Review
- Leading formative Assessment

Key areas focussed on in individual professional learning were;

- Curriculum Development 26%
- Quality Teaching 12%
- Welfare, Student wellbeing and Disabilities 15%
- Leadership Development 10%
- Futures Learning/STEM 10%
- Teacher Accreditation/Memberships 7%
- Vocational Education 6%
- New teacher induction/beginning teacher 3%
- Administration 2%
- Formative assessment 2%
- Aboriginal Education 1%
- Pedagogical Development 1%
- Community Engagement 1%
- Teacher Wellbeing 1%
- Management of school grounds/facilities 1%
- Extra Curricular and Sporting Skills 1%

Key areas focussed on in Executive professional learning were;

- SCOUT
- Self-Assessment against the School Excellence Framework
- Effective classroom practice
- Assessment and reporting policy
- HKHS Leadership Program
- E/ALD Reporting to Parents
- Effective School Leadership Reflections
- SENTRAL Portal training
- University of Newcastle Outreach Action Plan
- Tell Them From Me Survey – Analysis
- Stage 4/5 Assessment task proforma findings and recommendations
- DoE Strategic Target: Every student, teacher, school improves every year'.
- Formative Assessment High Impact and the work taking place at HKHS within the Science and Mathematics faculties.

- How effective is our PL Program?
- Faculty budgets
- HKHS Bushfire Plan 2019
- SEF Self–Assessment 2019 – Assessment, Reporting and Student Performance Measures (Learning Domain).
- New Staff Induction

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

- Proficient – 9
- Highly accomplished – 3 (working towards)
- Lead – 0

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

- Proficient – 53
- Highly accomplished – 1
- Lead – 0

School 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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	519,822
Revenue	11,053,951
Appropriation	10,502,250
Sale of Goods and Services	45,773
Grants and contributions	484,620
Investment income	3,990
Other revenue	17,319
Expenses	-10,875,807
Employee related	-9,418,061
Operating expenses	-1,457,746
Surplus / deficit for the year	178,144

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 loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	1,498,301
Equity Total	475,186
Equity - Aboriginal	37,924
Equity - Socio-economic	163,547
Equity - Language	90,613
Equity - Disability	183,102
Base Total	7,240,823
Base - Per Capita	194,951
Base - Location	0
Base - Other	7,045,872
Other Total	570,560
Grand Total	9,784,869

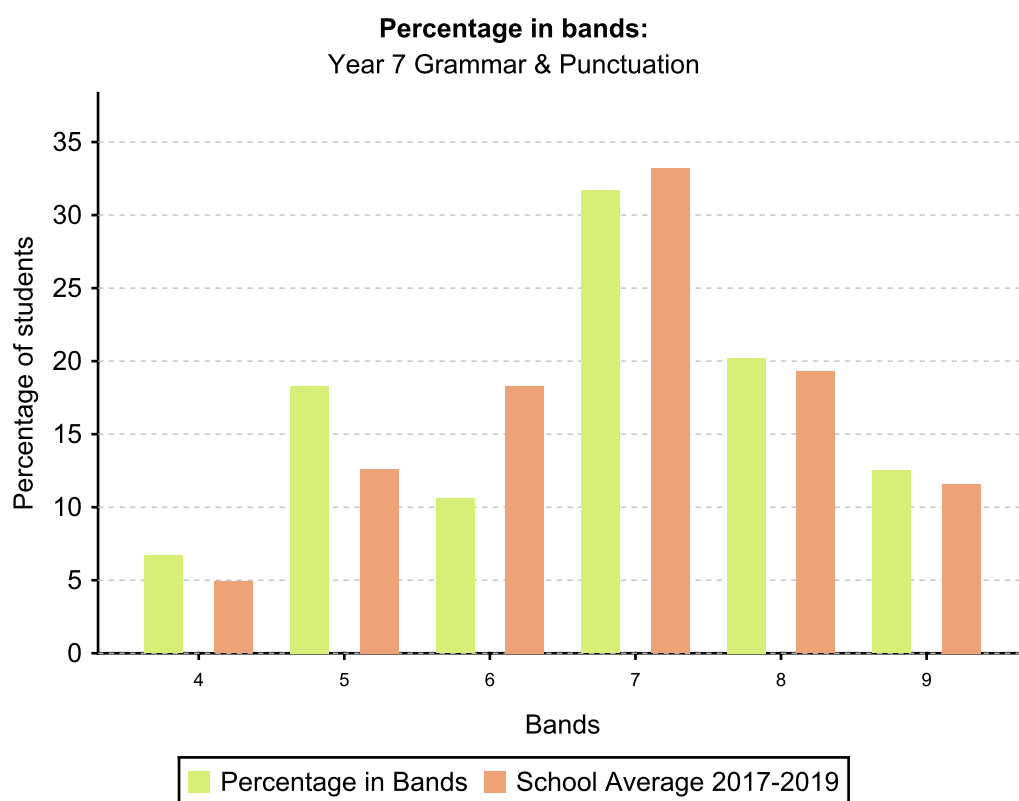
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

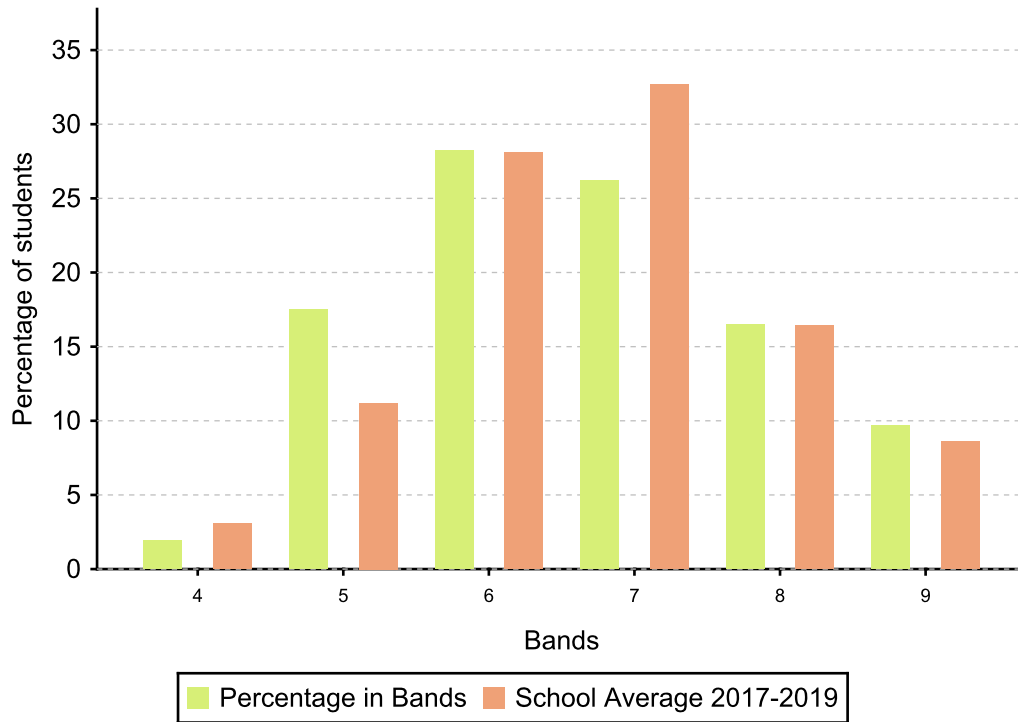
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



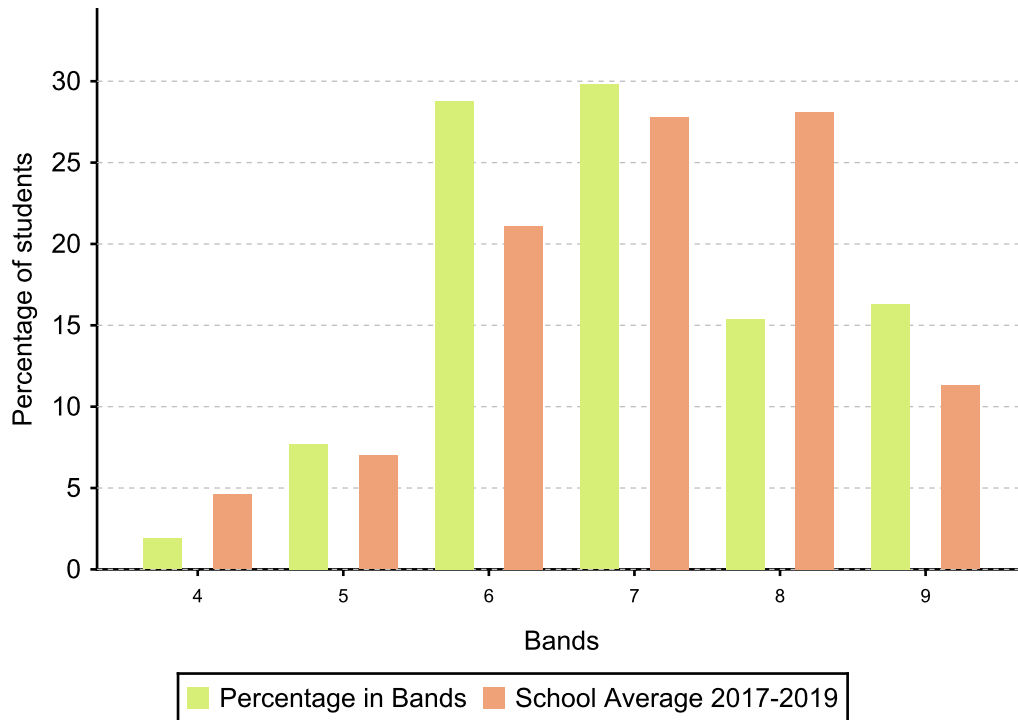
Band	4	5	6	7	8	9
Percentage of students	6.7	18.3	10.6	31.7	20.2	12.5
School avg 2017-2019	4.9	12.6	18.3	33.2	19.3	11.6

Percentage in bands:
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	1.9	17.5	28.2	26.2	16.5	9.7
School avg 2017-2019	3.1	11.2	28.1	32.7	16.4	8.6

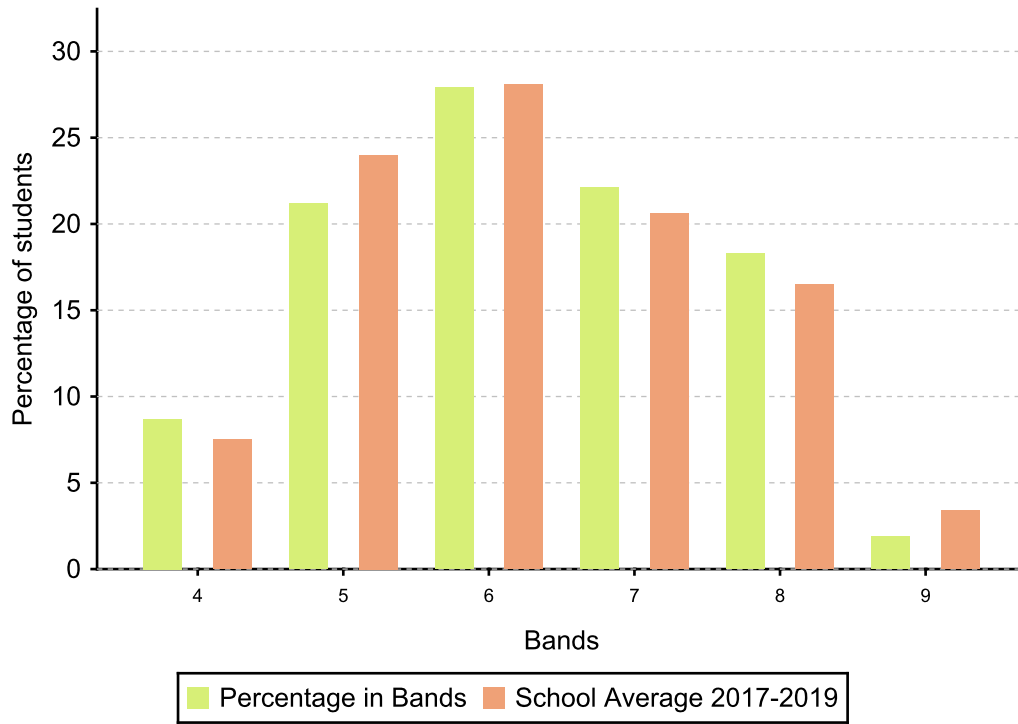
Percentage in bands:
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	1.9	7.7	28.8	29.8	15.4	16.3
School avg 2017-2019	4.6	7	21.1	27.8	28.1	11.3

Percentage in bands:

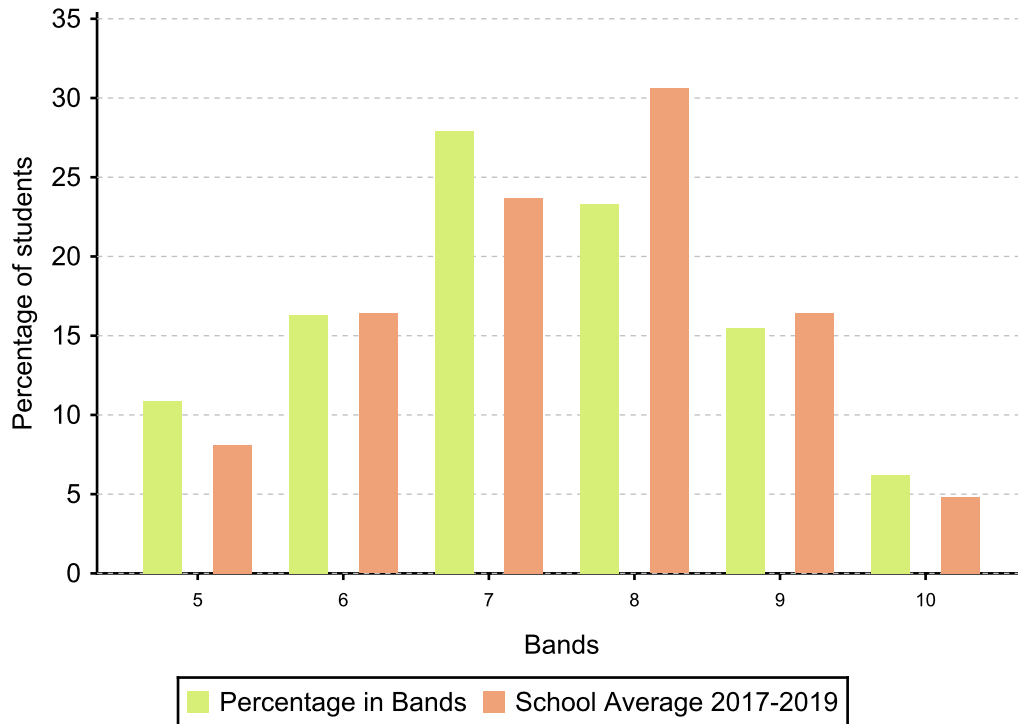
Year 7 Writing



Band	4	5	6	7	8	9
Percentage of students	8.7	21.2	27.9	22.1	18.3	1.9
School avg 2017-2019	7.5	24	28.1	20.6	16.5	3.4

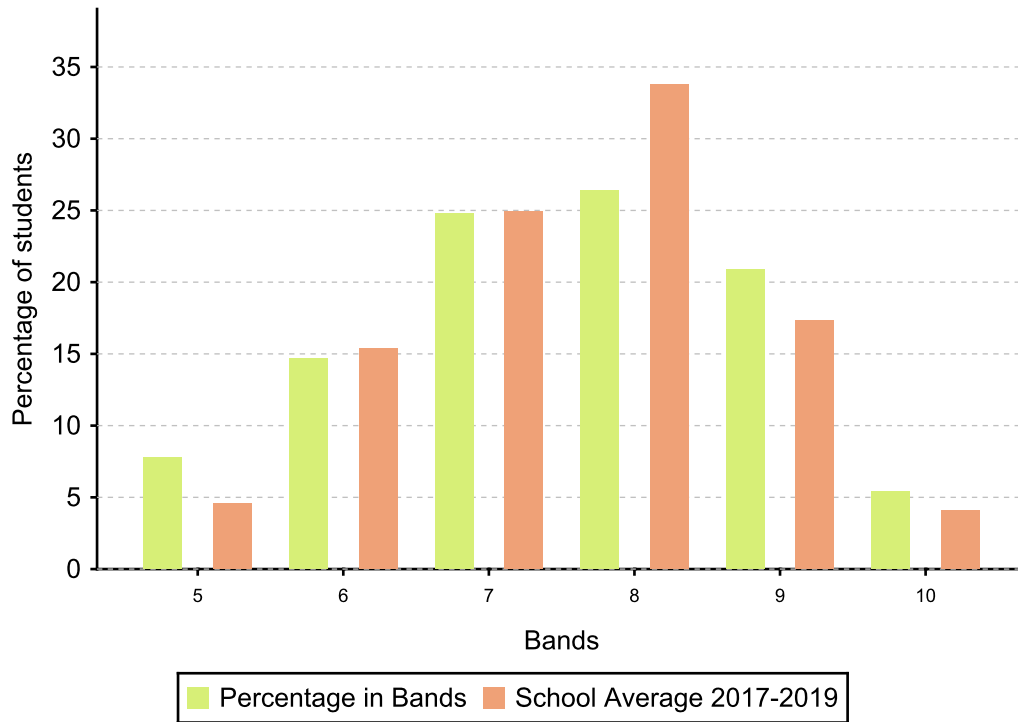
Percentage in bands:

Year 9 Grammar & Punctuation



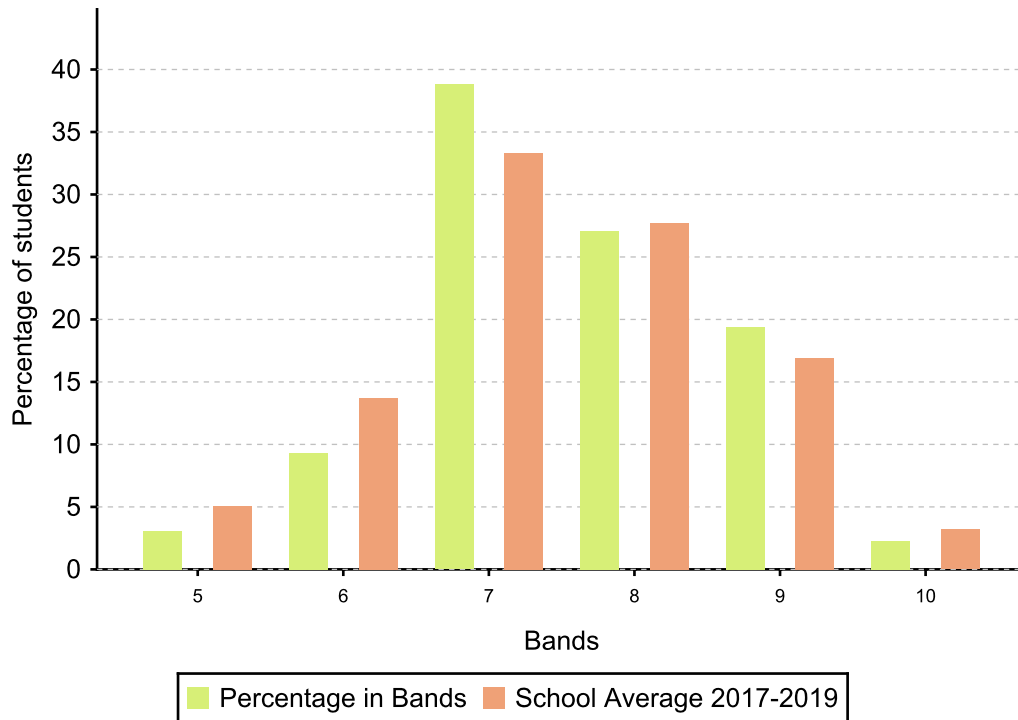
Band	5	6	7	8	9	10
Percentage of students	10.9	16.3	27.9	23.3	15.5	6.2
School avg 2017-2019	8.1	16.4	23.7	30.6	16.4	4.8

Percentage in bands:
Year 9 Reading



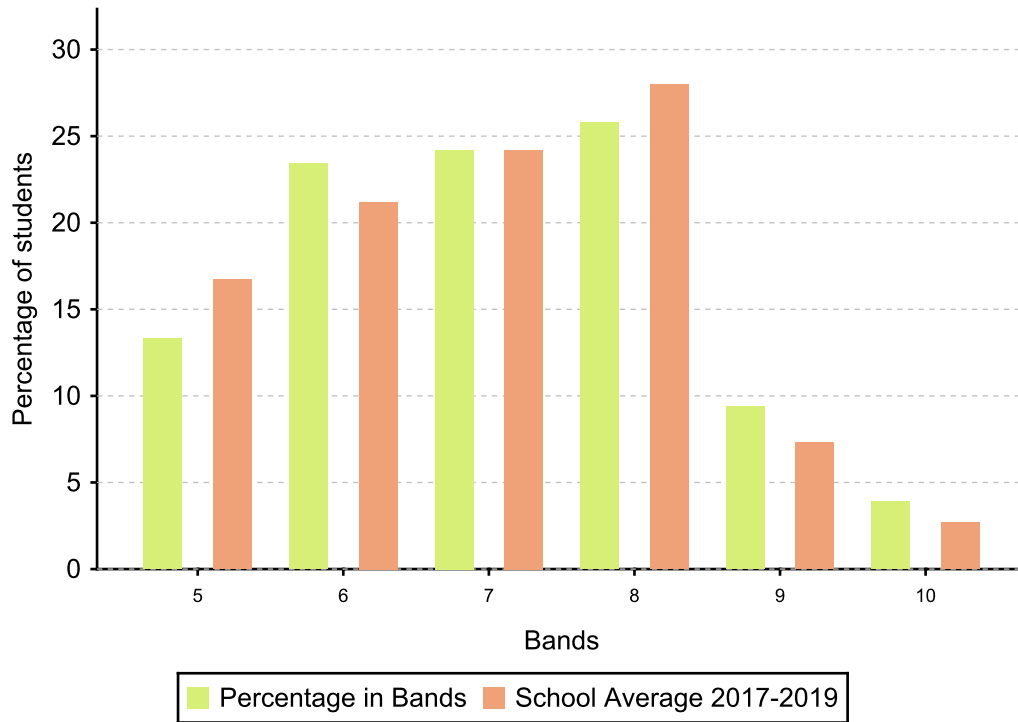
Band	5	6	7	8	9	10
Percentage of students	7.8	14.7	24.8	26.4	20.9	5.4
School avg 2017-2019	4.6	15.4	24.9	33.8	17.3	4.1

Percentage in bands:
Year 9 Spelling



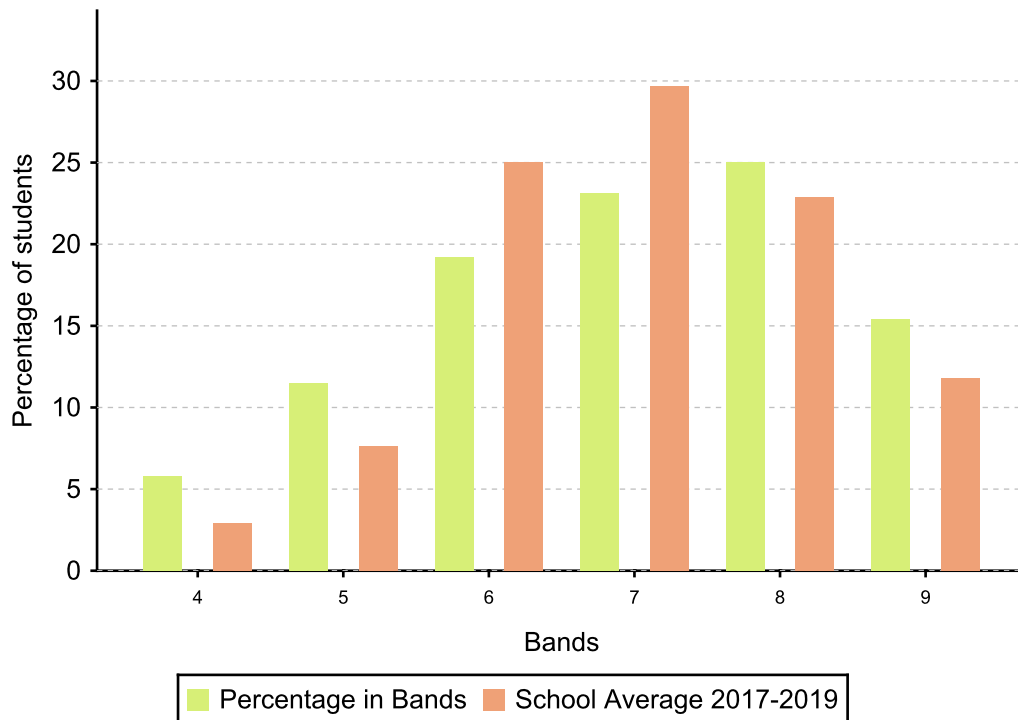
Band	5	6	7	8	9	10
Percentage of students	3.1	9.3	38.8	27.1	19.4	2.3
School avg 2017-2019	5.1	13.7	33.3	27.7	16.9	3.2

Percentage in bands:
Year 9 Writing



Band	5	6	7	8	9	10
Percentage of students	13.3	23.4	24.2	25.8	9.4	3.9
School avg 2017-2019	16.7	21.2	24.2	28	7.3	2.7

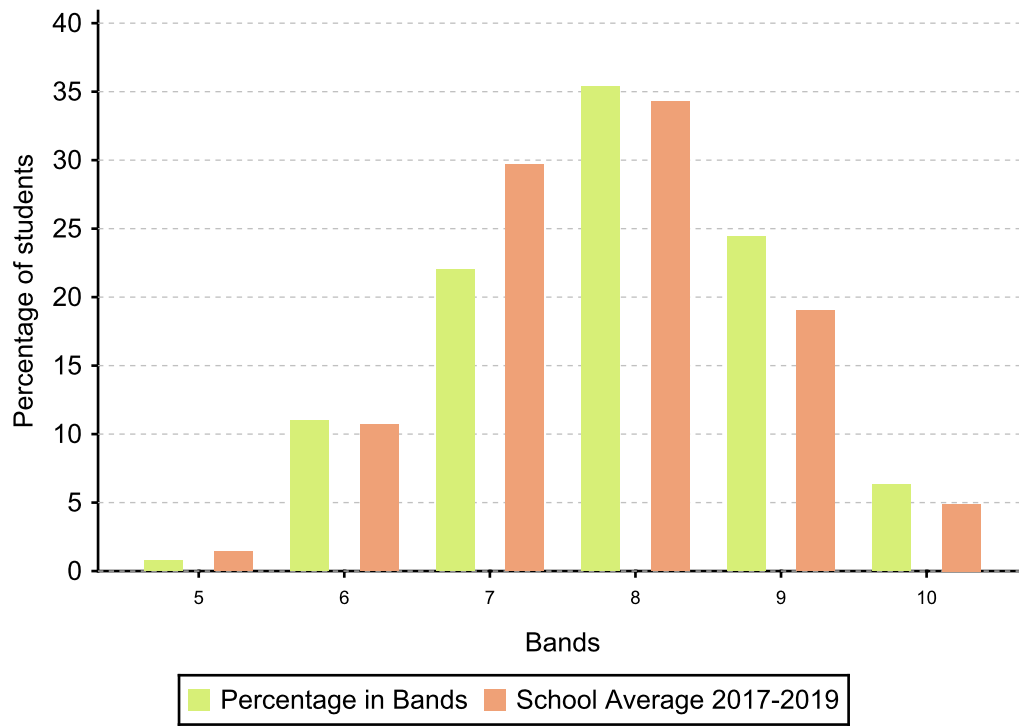
Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	5.8	11.5	19.2	23.1	25.0	15.4
School avg 2017-2019	2.9	7.6	25	29.7	22.9	11.8

Percentage in bands:

Year 9 Numeracy

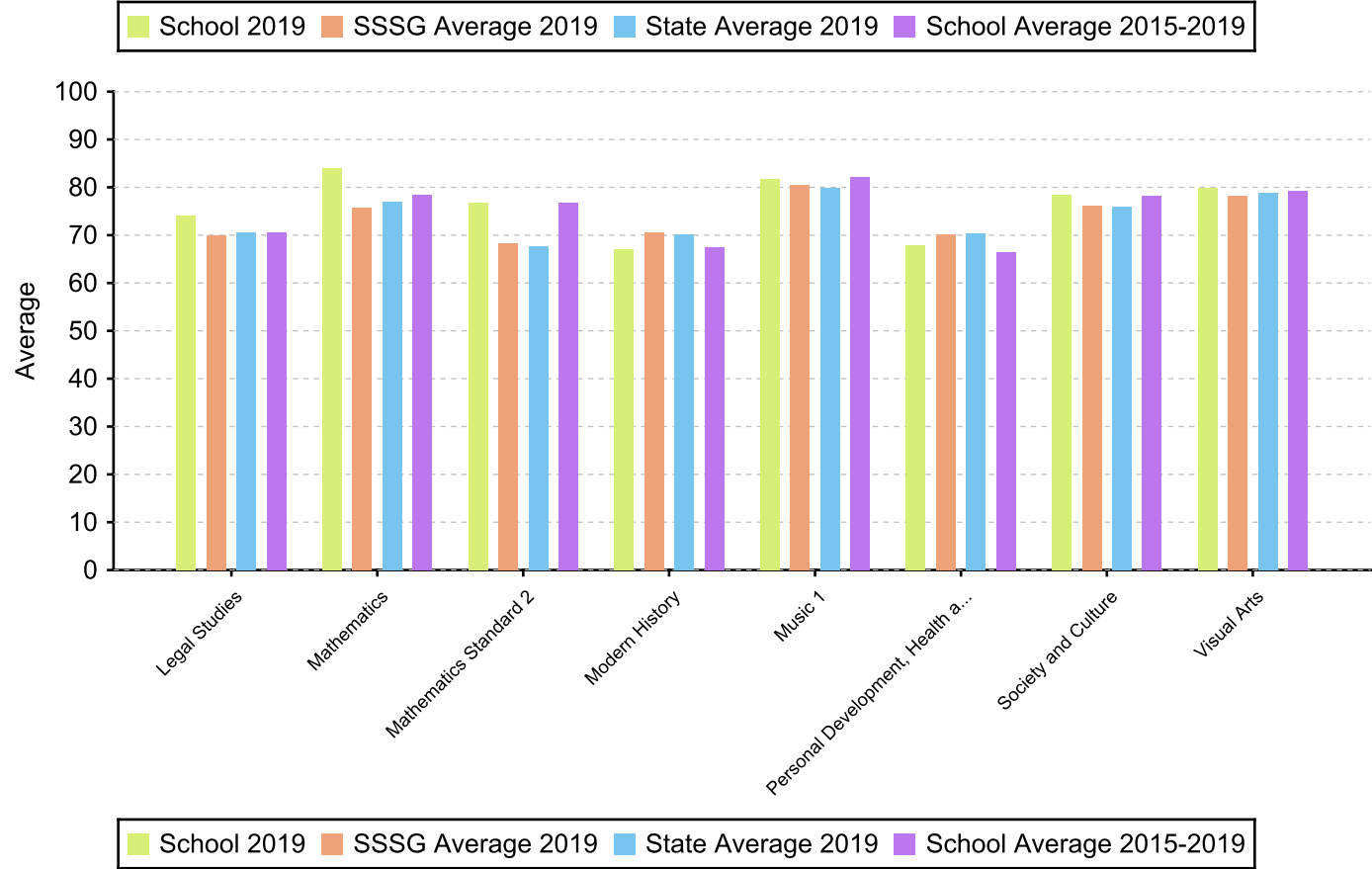
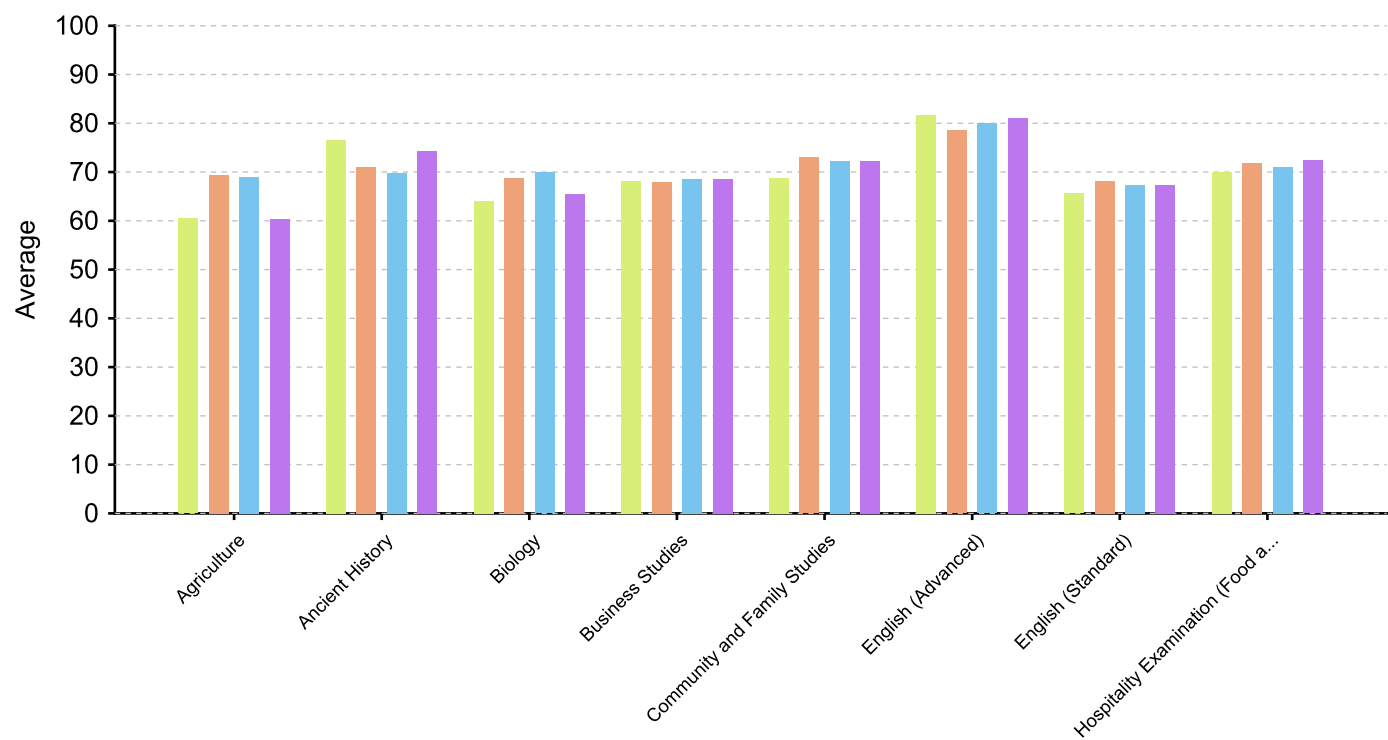


Band	5	6	7	8	9	10
Percentage of students	0.8	11.0	22.0	35.4	24.4	6.3
School avg 2017-2019	1.4	10.7	29.7	34.3	19	4.9

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Agriculture	60.5	69.3	69.0	60.5
Ancient History	76.6	71.1	69.9	74.4
Biology	64.0	68.8	69.9	65.5
Business Studies	68.1	67.9	68.6	68.6
Community and Family Studies	68.8	73.0	72.2	72.2
English (Advanced)	81.7	78.5	80.0	81.2
English (Standard)	65.6	68.2	67.3	67.4
Hospitality Examination (Food and Beverage)	70.0	71.8	71.1	72.4
Legal Studies	74.0	69.9	70.6	70.6
Mathematics	84.1	75.7	76.9	78.4
Mathematics Standard 2	76.8	68.2	67.7	76.8
Modern History	67.1	70.6	70.2	67.4
Music 1	81.7	80.4	79.9	82.1
Personal Development, Health and Physical Education	67.9	70.1	70.5	66.5
Society and Culture	78.5	76.1	75.9	78.1
Visual Arts	79.9	78.3	78.8	79.3

Parent/caregiver, student, teacher satisfaction

In 2019, Henry Kendall engaged in several key evaluation strategies that underpin the strategic directions of our 2018–20 School Plan.

Included in these processes was a suite of comprehensive surveys created by an independent group engaged by the Department of Education. The 'Tell them from Me' surveys, were conducted over a 4–6 week period in Term 3 and were used to capture student, parent and teacher voices, providing evidence for schools to use in identifying strengths and areas for improvement. The data was gathered from survey results from 360 students, 96 parents, and 18 teachers who volunteered to participate.

Examples of the findings from the surveys included:

- 77% of students felt that they have friends at school they can trust and who encourage them to make positive choices.
- An average of 80% of students perceived working as part of a team, thinking critically and thinking creatively as important skills to acquire for their future jobs or career plans.
- Students surveyed scored higher than the NSW Government average in understanding their expectations for classroom behaviour, and their expectations for success, however the same students scored below the surveyed state average in having a positive homework behaviours.

Students' results fell in line with the state average in describing the drivers of student outcomes in relation to:

- relevance of classroom instruction,
- whether the instruction was well organised with a clear purpose and
- important concepts were taught well.

66% of parents surveyed agreed or strongly agreed that they understood the diversity of learning experiences that their child engages in the classroom, however parents generally reported more of a neutral position when it came to supporting learning at home.

More than three quarters of parents were happy with the subjects available for their children.

Close to 80% of parents felt that Henry Kendall High School has a good reputation in the local community, and were satisfied with the general communication via newsletters, emails, school website and social media.

Teachers reported higher results than the state average in the area of collaborating/strategising with other teachers to increase student engagement, however scored below average in providing written feedback to students at least once per week.

89% of teachers felt that staff morale Henry Kendall is good and that school leaders are driving improvement and change and clearly communicate their strategic vision and values.

Teachers surveyed also agreed or strongly agreed that school leaders have supported them during stressful times.

Another key evaluation strategy used in line with the strategic direction of our school plan was the Curriculum evaluation undertaken for Stage Four. This project gave an opportunity to look ahead into what educating for the future might look like, also talking with students and staff and seeking their input on what the stage four Curriculum. Some of the findings for looking ahead to what educating in the future might look like were:

- 65% of jobs in 2035 are yet to be conceived.
- Learning how to learn is what industry now looks for, not content driven education.
- Students need to focus on what cannot be automated and what is not 'Google-able' – emotional intelligence, collaboration, creativity and passion.

Stage 4 Students were asked to provide their input on the curriculum and some examples of what was reported were:

- They valued consistent, whole school teaching practices and real world connections.
- That Middle School wasn't meeting their needs and creates a disconnect.
- Growth mindset and resilience need to be explicitly taught.

Staff said they valued:

- Deeper learning which is problem driven, and has the teacher as the intellectual guide and student as the creator of knowledge.
- Subject integrity and subject specialist teachers.
- Interdisciplinary connections.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

2019 was a successful year where many of our students engaged in programs that are developed by cultural knowledge holders and academics. Each year our students engage in these programs and they continue to be beneficial to our students as future leaders and knowledge holders. Every day begins with an acknowledgement to country and roll call where all our Aboriginal students discuss school-based events and apply their cultural and leadership perspectives on a whole school level. Many of the older students will speak about respect, the benefits of education, share their knowledge of what they have learnt and what it means to be an Aboriginal person in education and in this country. Our students have been learning about the *Uluru Statement from the Heart* and the importance of having a First Nations voice in decision-making in Australia. This creates a united discussion where their visions, hopes and aspirations are shared.

Our Personalised Learning Plans continue to have far-reaching benefits for each student in regards to the importance of culture in education. 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.

In 2019 we continued our connection with the Wollotuka Institute, which was consolidated through the iBelieve program run by Dominic Dates. This program is delivered to Year 7 students where the focus is on their educational future and the importance of culture.

We also formed a 'Didj' group which was inspired by Dave Lorimer who came to talk to our students about circular breathing and the importance of story through their playing. The students also had the opportunity to play their Didj's at various education functions around the coast this year.

We were honoured to have Archie Roach visit the room and place his hand print on the wall very near Kumantjayi Perkins' (Charles Perkins) hand print. It was an honour to meet him and he wrote on the wall – *'Today I am in spirit to be here. Inspired and blessed. 26-4-019'* Archie was deeply moved by the room and how far education has come since he was a boy.

NAIDOC Day was attended by our students and held at Gosford Public School.

Our students participated in cultural workshops and had the opportunity to meet Jonathon Wright from Dhinewan Mentoring. Both Jonathon and his mum shared stories of their childhood and the importance of culture. Some of our students asked Jonathon to come and visit our room where he also placed his hand print on the wall and spoke to the students about the importance of having such a significant place in a school.

Ms Selsby and Mrs James attended a Connecting to Country workshop for three days where they learnt about the importance of applying and teaching cultural perspectives in lessons and in their teaching practices. They connected with various significant sites around the Central Coast such as Bulgandry and Somersby Falls. Some of our students also attended a Blak Douglas artist workshop at the East Gosford Art Gallery. Blak Douglas is a contemporary Aboriginal artist who has had many entries in the Archibald Art Prize. Our students were inspired by his passion for his art and the messages it sends helped our students with their art but also had an impact on their self-pride in their culture.

Our Cooina AECG awards continue to be an affirmation of the hard work our students put in throughout the year and Ms Selsby also won an award this year. Our school also had a visit from a past student Josh Ross, who has had continued success as a world class sprinter. Josh spoke to our Year 10 students about the importance of perseverance and the determination that is needed to become a successful sportsperson. Mr Herring and Ms Selsby also attended the national rain dance day, again it was a very powerful day.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

English as an additional language/dialect

In 2019, we had 168 students and 42 language backgrounds other than English within our school community. Our EAL/D community has increased slightly, with further growth predicted in 2020. Predominate languages within our school include Tagalog, Hindi, Korean, Mandarin and Russian. English as an additional language/dialect. The number of students placed on progressions has increased from 11 in 2016 to 41 students in 2019. Students are placed across four phases (beginning, emerging, developing and consolidating) in listening, reading/viewing/writing and speaking.

In the 2019 Annual Survey, we reported 8 students working at an emerging level, requiring a high level of support and 13 students within the developing phase. These students were supported through:

- In-class support – English focus with other subjects supported as requested and required
- Withdrawal – Reading and comprehension assessment scaffolding and support
- Welfare Support – Connections and Social Skills
- Minimum Standards and NAPLAN practice support
- Transition to University – A large amount of our EAL/D students were placed in the consolidating phase. Consolidating students are supported through ongoing dialogue, check-in and progress monitoring. These students were able to self-refer at any time and continually monitored in regards to achievement, attendance and welfare.

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. In 2019, an ongoing connection has been developed with Andrea Bryne and Kerri Kerry at Gosford Public School. This connection has supported the transition of students moving from Year 6 to Year 7. The EAL/D teacher has also attended the Community Coffee and Chat, which was a fantastic opportunity for parents to ask questions about Henry Kendall High School.

In 2019, teachers of EAL/D students became an integral part of the EAL/D Annual Survey. Staff were required to assess students English Language Proficiency within their subject. Outcomes included a holistic assessment of students within each subject and an increased understanding of the EAL/D Progressions for staff members.