

2020 Annual Report

Henry Kendall High School



8467

Introduction

The Annual Report for 2020 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

2020 was a difficult year on so many levels. It presented challenges on the largest of scales, but also for each of us as individuals. Our school and community were impacted by changes to our daily lives, where we can go and what we can do. For many there has been loss. For all of us there has been uncertainty, fear, and anxiety.

Through all of this in 2020 there was also achievement, and it is important that we recognise this. Our school and community have achieved greatly by adapting, persevering and finding a way. As a school community we rose to the challenge. Whether it be in adapting to online teaching and learning, whether it be through ensuring the best possible outcomes for our HSC cohort, through keeping a focus on being our 'best self', or whether it be through providing that bit of extra support to each other that keeps us unified, we have achieved much this year. These achievements reflect our motto; Persevere.

Our individual and collective capacity to persevere throughout 2020 - a year like no other experienced in our lifetimes - is to be celebrated. For better or for worse, 2020 has changed us. There are lessons to be learned - about health, resilience, community, and our values - and hopefully these will stay with us throughout our lives ahead.

I would like to thank our teaching and support staff for their collegiality and dedication through the 2020 school year. Our teachers rose to the challenge with determination, expertise, selflessness and resilience. Of the many things we have learned in 2020, one of these is that teachers are essential to our society. I would like to thank our administrative and support staff who work tirelessly to support the operation of the school. When the school went into remote learning, they were still here every day making sure that everything worked.

Thank you to our executive team for your unwavering drive in ensuring the ongoing evolution of our school. Your leadership in support of what is best for our students ensures that we will continue to be a school meeting the needs of our learners through this continually changing educational landscape.

Thank you to our parents and families for your partnership in the education of your children. We continue to value your support as we continually build upon this inspiring and nurturing school community. I particularly note the support and work provided by our P&C, led by Helena Murphy. Although small in number, your perspective, efforts and unwavering support make a difference.

Finally, to our students. Congratulations on your achievements this year. We have a school of passionate, engaged and enthusiastic young people who excel and display their talents in so many different ways. It is wonderful to see the confidence and pride grow in each of you over your journey through Henry Kendall High. This is developed through the opportunities that you seize, those that you create, the opportunities your teachers inspire, and the opportunities that this school offers you.

School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
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

Extensive work was undertaken throughout 2020 in the development of the schools revised Stage 4 curriculum model. This included;

- Employment of a Head Teacher Applied Learning.
- Establishment of an Applied Learning faculty.
- Development of an Applied Learning curriculum and associated resources.
- Rewriting all Stage 4 teaching and learning programs across all KLA areas.
- Development of a Wellbeing course in Stage 4.
- Development of the Aboriginal Studies curriculum in Year 7.
- Continued development of the STEM curriculum through interfaculty delivery.
- Expansion of formative assessment across all KLA area with holistic staff training in the pillars of learning intentions and success criteria.
- Student reports remodeled to focus on real world skills.
- P-Tech program linked to the iSTEM course, with a ministerial launch, workplace mentoring program and robotics course.
- Significant investment in technology and technology based learning spaces underpinned futures education pedagogies.

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)
Stage 4 Curriculum - All teaching and learning programs across all KLA areas were rewritten to align with the new curriculum model to be implemented in 2021. A Head Teacher Applied Learning was employed from school funds, an Applied Learning faculty was established and an Applied Learning curriculum was developed. With the introduction of the new Stage 4	Stage 4 curriculum - \$290,000 Technology Upgrade - \$241,000

Progress towards achieving improvement measures

curriculum model the Young Achievers program will cease from 2021. Therefore little additional work was conducted in this area in 2020.

School curriculum delivery was supported by partnerships with external organisations, particularly IBM through the P-Tech program.

Formative assessment embedded across the school with Pillars one and two. Continued development to occur in 2021.

The iSTEM course aligned with the P-Tech Program, expanding opportunities for student learning. A workplace mentoring program and a robotics workshop highlighted development in this area. There has also been a steady increase in student numbers in Engineering Studies, IPT & SDD in Stage 6

A significant technology upgrade further supported futures focussed pedagogies.

Next Steps

The introduction of our revised Stage 4 curriculum model in 2021 will be a significant undertaking. This model will see;

- Applied Learning (or Project Based Learning) become a core learning application in years 7 and 8 from 2021.
- New teaching and learning programs will be implemented across all KLA areas.
- Wellbeing and Aboriginal Studies will be introduced as stand alone subjects in the Stage 4 curriculum.
- Assessment processes will continue development with a focus on formative assessment practices across all KLA area, including teacher training in pillars three and four.
- Student reports will be remodeled to focus on student skill attainment and application in real world areas such as communication, collaboration, critical thinking and creativity.
- 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 2021.

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.

The use of a Language Conventions booklet to support development of sophisticated inference skills.

Year 11 Minimum Standards PRACTICE - Every English and Mathematics 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 12 have reached the Standards in Readings 97% of students reached the Standards in Writing and 96% in Numeracy.
- Year 11 - 95% of students who completed the Reading test reached the Standard. 70% - Reached the Standard in Writing. 80%- reached the standard in Numeracy.

Embedded Numeracy Starter Problem Solving experience into ALL Stage 4 and 5 mathematics programs that are employed every Mathematics lesson. This consistent approach to embedding the development of numeracy skills into each lesson ensures ongoing development of critical numerical skills.

Employed a focus on Intensive Numeracy Strategies for Year 9 - Weeks 1 and 2 of Term 2. Although this was targeted at NAPLAN preparation, the extensive and consistent exposure to wide variety of numeracy strategies and a range of problem solving methods will ensure strong outcomes despite the cancellation of the NAPLAN examinations in the face of the pandemic.

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)
Unable to report against targets due to the cancellation of the NAPLAN examinations.	\$10,000

Next Steps

All students will completed BestStart testing at the beginning of Year 7, 2021 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.

Completion of the 2021 Minimum Standards testing in the same manner as 2020 as students felt supported and the results indicated effective 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 faculty 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 at last NAPLAN testing in 2019.

Mathematics 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 2021, 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 2021 targeting areas of weakness.

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

2021 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 2022. Programs to continue to be monitored and modified if necessary to continue to meet the targeted needs of students.

To further support our students in 2021 identified students within Year 7,8, and 9 are to be provided with additional support to develop and refine these crucial life skills. The groups will work in a tutorial style with up to 6 students. This will allow intensive skill acquisition as they work closely with trained literacy and numeracy teachers.

Literacy and Numeracy team will also be develop longer term structures for continued growth in mandated target areas. They will be working closely with Stage 3 teachers at our partner primary schools to ensure continuity of instruction from primary school to secondary school, as well as developing professional learning programs to empower the entire school faculty, regardless of subject area. The final aspect of the program will be the development of Literacy and Numeracy tools for parents, available through the school Facebook page and the newsletter.

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

Extensive work was undertaken in the area of wellbeing with an amended focus on supporting the community, particularly students, during COVID. This included;

- COVID lockdown family support offered through Student Services creating a call centre.
- EaLD Google classroom support for students during COVID
- LST Google Classroom support for students during COVID.
- Celebration Assemblies.
- A range of wellbeing programs delivered.
- Student leadership opportunities with SRC voting procedures enhanced to ensure sense of belonging and student voice was extended.
- Student Reward System remodelled.
- Ongoing chaplaincy and school counsellor support throughout the year. Counselling was available through teleconferencing during COVID.
- Care packages/hampers for needy families at Xmas
- Lunch/breakfast service provided to students without food.

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)
<ul style="list-style-type: none">• COVID lockdown family support offered through Student Services creating a call centre whereby all staff were assigned a set number of families to phone each day. Issues discussed were access to technology for online learning, welfare concerns of the parents for their children, student engagement in the online lessons, troubleshooting communication issues between teachers and students. Families were contacted at least 3 times across the lockdown period. Google Sheets was used for record keeping and follow up actions. All staff were given access to the document so they could track their students. Anecdotally this support was very well received by parents and carers.• EaLD Google classroom support for students during COVID• LST Google Classroom support for students during COVID.	<p>Equity Funding \$49,050</p> <p>Integration Funding Support \$98,762</p>

Progress towards achieving improvement measures

- Celebration Assemblies facilitated to embed sense of school pride and connection.
- Safetalk and Mind Your Mates delivered to Yr 11 and Yr 10 students
- Student leadership opportunities with SRC voting procedures enhanced to ensure sense of belonging and student voice was extended.
- RUOK Day activities facilitated to include an outdoor COVID safe concert.
- School 50th Anniversary function has now been postponed twice however commitment by the school community to celebrate this milestone is evident by number of past and present staff who have remained on the guest list and paid for their ticket.
- Student Reward System remodelled to meet student need. Student recognised at Celebration Assemblies.
- Top Blokes facilitated for Term 1 until lockdown began. Resumed in Term 4
- Ongoing chaplaincy and school counsellor support throughout the year. Counselling was available through teleconferencing during COVID.
- Let's Move at Lunchtime facilitated in Term 4 by Student Engagement Leadership Team.
- White Ribbon Day
- Care packages/hampers for needy families at Xmas
- Lunch/breakfast service provided to students without food

Next Steps

School Culture is Strategic Direction Three of the School Plan 2021-24, with a focus on three key areas;

- Creating a strength based proactive approach to Wellbeing which allows students to engage across multiple platforms and grow as confident and capable individuals within the classroom and school community.
- Increased cultural awareness and shared ownership of Aboriginal Education across the school as evidenced in teaching and learning programs.
- A proactive student leadership program provides multiple opportunities for all students to engage in student driven initiatives and development of explicit leadership skills.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$37,047	Delivery of NAISDA Celebration Day, Aboriginal Education programs, student wellbeing programs, room modifications, and staffing.
English language proficiency	\$68,351	Employment of an EALD teacher.
Low level adjustment for disability	\$68,054	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	\$157,920	Delivery of teacher professional learning, the Stage 6 Preparation Program, staff employment, 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	\$28,962	Professional development of beginning teachers.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	354	399	384	406
Girls	385	388	375	403

Student attendance profile

School				
Year	2017	2018	2019	2020
7	93.3	91.8	91.8	92.5
8	89.7	90.9	89.3	89.3
9	87.6	88	89.8	90.3
10	85.8	87.6	85.1	90.2
11	86.7	88.6	89.5	91.4
12	87.7	91.2	90.2	92.2
All Years	88.6	89.8	89.1	90.9
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	2	11	25
Employment	5	9	17
TAFE entry	5	7	8
University Entry	0	0	34
Other	12	10	8
Unknown	1	3	8

Year 12 students undertaking vocational or trade training

36.89% of Year 12 students at Henry Kendall High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

97.9% of all Year 12 students at Henry Kendall High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training 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)	46.6
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	17.08
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Total Professional Learning expenditure for 2020 was \$418,116. In 2020 we were provided \$71,554 for professional learning by the DoE. The school committed the equivalent of \$306,000 in funds towards professional learning. This was made up from; flexible staffing component \$98,100, beginning teachers funding \$28,962 and equity funding \$219,500. This compares to a total of \$471,024 spent in 2017 and \$395,859 in 2018 and \$296,636 in 2019.

Due to COVID circumstances there was a substantial shift towards online learning in 2020.

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
- Student wellbeing
- Staff wellbeing
- Stage 4 Curriculum
- Formative Assessment

Key areas focussed on in individual professional learning were;

- Curriculum Development 22%
- Quality Teaching 14%
- SASS Skill Development 13%
- Student wellbeing, mental health and disabilities 11%
- Leadership Development 8%
- Formative assessment 6%
- Administration 5%
- Applied learning 4%
- Teacher wellbeing 4%
- Vocational Education 4%
- Teacher Accreditation 3%
- Aboriginal Education 1%
- ICT 1%

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	697,966
Revenue	10,562,656
Appropriation	10,415,493
Sale of Goods and Services	38,713
Grants and contributions	93,999
Investment income	1,171
Other revenue	13,280
Expenses	-10,699,985
Employee related	-9,678,148
Operating expenses	-1,021,838
Surplus / deficit for the year	-137,330
Closing Balance	560,636

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.

	2020 Approved SBA (\$)
Targeted Total	98,762
Equity Total	473,571
Equity - Aboriginal	37,047
Equity - Socio-economic	157,920
Equity - Language	90,228
Equity - Disability	188,376
Base Total	8,992,432
Base - Per Capita	192,981
Base - Location	0
Base - Other	8,799,451
Other Total	555,943
Grand Total	10,120,707

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

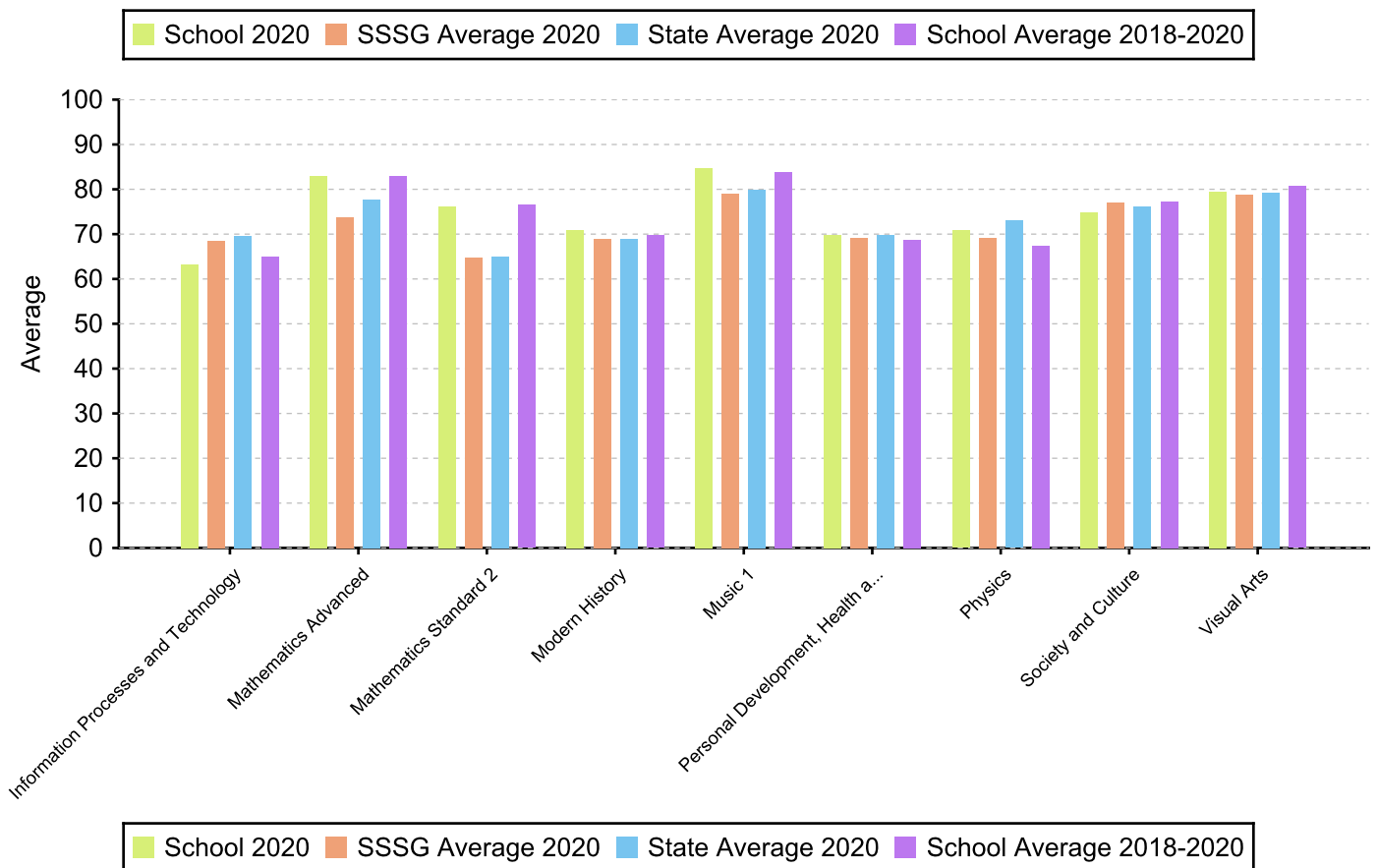
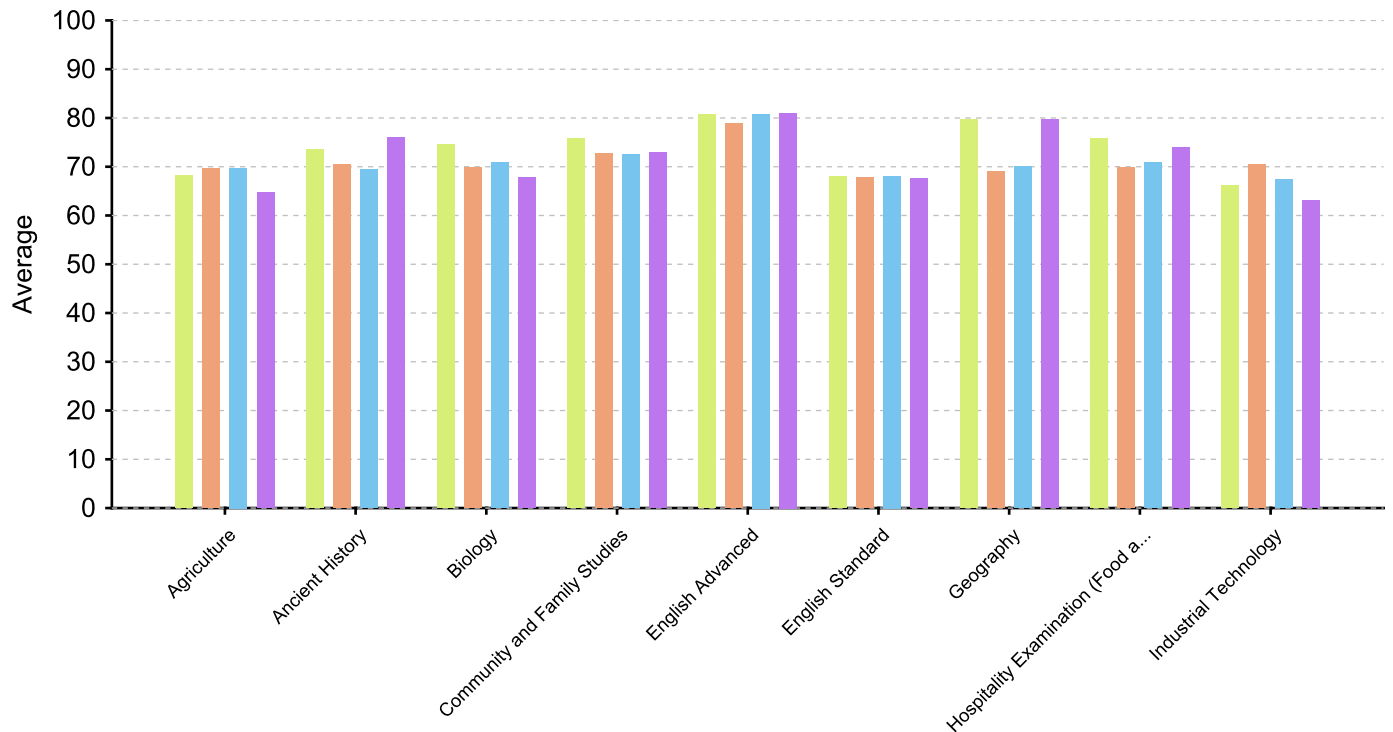
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020	SSSG	State	School Average 2018-2020
Agriculture	68.2	69.7	69.7	64.7
Ancient History	73.6	70.6	69.4	76.0
Biology	74.5	69.8	70.8	67.8
Community and Family Studies	75.8	72.7	72.4	72.9
English Advanced	80.8	78.8	80.8	81.0
English Standard	68.0	67.8	68.1	67.6
Geography	79.7	69.1	70.1	79.7
Hospitality Examination (Food and Beverage)	75.8	69.9	70.8	73.9
Industrial Technology	66.1	70.4	67.5	63.0
Information Processes and Technology	63.3	68.5	69.6	65.0
Mathematics Advanced	82.9	73.8	77.7	82.9
Mathematics Standard 2	76.2	64.7	64.9	76.5
Modern History	70.9	69.0	68.9	69.7
Music 1	84.7	79.0	79.8	83.8
Personal Development, Health and Physical Education	69.8	69.1	69.9	68.8
Physics	70.8	69.2	73.0	67.4
Society and Culture	74.8	77.0	76.2	77.3
Visual Arts	79.4	78.8	79.2	80.7

Parent/caregiver, student, teacher satisfaction

In 2020 Henry Kendall High School placed a significant focus on positive engagement with the parent community as a strategy to manage the impacts of the pandemic on education, belonging and connectedness. Parent response to this strategy demonstrated a high level of satisfaction;

- Thank you for providing regular communication during this tricky time.
- Thank you!!! The enormous effort and professionalism of all the staff is greatly appreciated.
- The effort by the staff team to keep the parents informed during these constantly changing times has been truly amazing.

The school also conducted the 'Tell them from Me' surveys in 2020 over a 4-6 week period in Term 3 and were used to capture student, parent and teacher voices, providing evidence for the school to use in identifying strengths and areas for improvement. The data was gathered from survey results from 349 students and 14 teachers who volunteered to participate. Examples of the findings from the surveys included:

- 78% of students felt that they have friends at school they can trust and who encourage them to make positive choices.
- An average of 82% of students perceived working as part of a team, communicating effectively, 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 behavior, positive teacher-student relationships, and their expectations for success, however the same students scored below the surveyed state average in having a positive sense of belonging.

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

- effective learning time
- positive relationships at school and,
- important concepts were taught well.

Teachers reported higher results than the state average in the area of being an inclusive school, effective leadership, collaboration, learning culture and teaching strategies, however scored below average in providing written feedback to students at least once per week.

92% 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. All teachers agreed that the school provided strong support during the learning from home experience.

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.

2020 was a very different year than all other years but we still managed to keep some of our programs running and our connection with our students was vital and essential.

When we were at school in the early part of the year we continued with our Acknowledgement of Country every morning as well as our class discussions about anything topical and cultural. When COVID took hold and we were forced into isolation our students could connect via Google Classroom with their teachers where lessons and activities were uploaded to ensure their education continued.

Unfortunately, in 2020 we could not celebrate NAIDOC Day with our partnership schools so we had to conduct an in-school day where Ms Selsby and Mr Rozario presented informative workshops for each year group. This involved drawing upon the students' knowledge of culture nationally and locally. Ms Selsby then used a range of activities to build on their local knowledge of local language and place names as well as general knowledge questions. An art competition was also run across the whole school and some of the artworks were exceptional. Ari Dunn's art work was submitted to Central Vision and is currently on exhibition at East Gosford Regional Gallery. The feedback from the day was extremely positive and raised the profile of our Cooinda group.

Our Personalised Learning Plans were a little different this year as we were not able to meet with parents on school grounds. We decided to form year groups with our Year Advisers and Ms Selsby and conduct the PLPs as a year group with all Cooinda students from that year group contributing to each other's PLP feedback and goals. This proved to be a very productive and positive exercise because the students shared some wonderful positive affirmations about each other and seemed to unify them even more.

When COVID restrictions eased we were able to run the Walanga Muru program once again in the latter half of 2020 and this focused on Culture, Leadership and Indigenous Role Models. Our Year 12 students were farewelled at our graduation and Angel Gould was the recipient of the Cooinda Education Award because of her enormous contribution to our students in Cooinda, she was mum and sister to many of our students. We also said good-bye to our school captain Holly Miller who has been an inspirational leader and role model to our Cooinda students.

The 2020 year has been extremely rewarding, not because of results or marks but watching our students 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 have spoken our truths, laughed and cried but we have always supported each other.

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.

Language background other than English (LBOTE)

In 2020, we had 182 LBOTE students (21.8% of total student population) **and 40** language backgrounds other than English within our school community. Our EAL/D community has increased, with further growth predicted in the future. Henry Kendall High School continued our close relationship with DE International, supporting four International Students throughout 2020. Predominate languages within our school include Tagalog, Hindi, Korean, Mandarin and Russian.

English as an additional language/dialect (EAL/D)

The number of students placed on progressions has increased from 41 students in 2019 to 50 students in 2020 (6% of total student population). Students are placed across four phases (beginning, emerging, developing and consolidating) in listening, reading/viewing/writing and speaking. In the 2020 Annual Survey, data collected showed 2 students working at a beginning phase, requiring significant in class support. Data also showed 6 students working at an emerging phase, 17 students within the developing phase and 25 students working at a consolidating phase.

Within the EAL/D program, 26 of the 50 students were included in the EAL/D program and supported at varying levels. These students were supported through:

- In-class support - English focus with other subjects supported as requested and required
- Withdrawal - Assessment scaffolding and support
- Welfare Support - Connections, social skills and mentoring
- Minimum Standards and NAPLAN practice support
- Transition to University - Educational disadvantage scheme, applications and interviews
- Online support - EAL/D google classroom, check in and support for families during the online learning phase.

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 EAL/D network meetings throughout the year via Microsoft Teams and collaborated with Emma Roncari, EAL/D mentor for the Central Coast region to deliver up to date information and support for Classroom Teachers. In 2020, the EAL/D teacher completed the Teaching English Language Learners (TELL) program and developed a website for staff. This website allows staff to access information about the English Learning Progressions, planning and backward mapping, differentiation strategies and assessment of EAL/D students.

Celebrating the success of our EAL/D students

In 2020, we nominated Tai Ho for an Academic Achievement Award at DE International. Tai was also successful in obtaining Dux of Henry Kendall. We are very proud of the achievements of all EAL/D students and will continue celebrating developments in their English language proficiencies and personal successes.