

# 2021 Annual Report

## Henry Kendall High School



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# Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

## School contact details

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## 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 a culture of 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 enter future pathways 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 840 students including six classes in the Support Unit and 62 Aboriginal and Torres Strait Islander students. The student population has continued a gradual increase over the past five years. 22% of students have a background where English is an additional language or dialect (EAL/D). Henry Kendall High School is located near the CBD of Gosford City. We have a proud academic, sporting, cultural and student welfare tradition. Students participate in a wide range of learning experiences focussing on enquiry based learning in the pursuit of academic improvement and excellence.

The Henry Kendall High School's staffing entitlement in 2020 was 63 teaching staff and 18 non-teaching staff. The school also employs a Principal Support Officer, Teacher Administration Support and additional Finance Support, as well as a Head Teacher Secondary Studies from school funds. Our executive staff is stable with over 80% being here for more than five years. 30% of our staff are in their early career as teachers. Stability and school culture are reflected in that there is very little turnover of staff each year.

Henry Kendall High School enjoys the support of its culturally and linguistically diverse community. We have also fostered strong partnerships with universities, cultural institutions, external providers, businesses and community groups and, highlighted by our P-TECH partnership with IBM International, Central Coast Local Health District and the University of Newcastle. Students represent the school across the Central Coast area in music and dance ensembles and a wide range of sporting activities, with both state and regional representation.

The school's equity funding will be used to support programs developed in the 2021- 2024 Strategic Improvement Plan.

The school is committed to improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning. The school will introduce Applied Learning as a stand-alone subject in Stage 4, as well as Wellbeing and Aboriginal Studies in our to ensure future focussed learning opportunities enhance student engagement and prepare students for a rapidly changing world. Real world connections, transdisciplinary approaches, and problem driven learning underpin curriculum focus across the school. Research driven formative assessment practices are fundamental to ensuring personalised and responsive approaches tailor learning to each student, and remains a key focus area across the school. Student reporting provides a lens on student skill development and application aligned with what industry and business employers are looking for. There is a continued focus on Higher School Certificate performance including staff professional learning and curriculum development.

Our 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 Future Focussed Learning principles. Key features include excellence in the creative and performing arts, sporting programs, Applied Learning curriculum, Wellbeing and Aboriginal Studies across all stage 4, industry partnerships including our P-Tech program, STEM education, valued relationships with the Aboriginal Community and AECG, the Support Unit, Vocational Education opportunities, and a dynamic and embedded holistic focus on student welfare. 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, as well as with Gosford High 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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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   | 2021 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: Student growth and attainment

### Purpose

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Student growth and attainment is a fundamental element of our core business. This will be delivered through explicit, consistent and research-informed teaching practices.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- NAPLAN Reading and Numeracy
- HSC Achievement
- Attendance

### Resources allocated to this strategic direction

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**COVID ILSP:** \$0.00

**Socio-economic background:** \$7,775.09

**Professional learning:** \$10,000.00

**Flexible Funding for Wellbeing Services:** \$0.00

### Summary of progress

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Across both literacy and numeracy domains several intended initiatives were significantly, negatively impacted by pandemic restrictions. Small group withdrawal through considered planning and programming was successful on a number of levels. Both quantitative and anecdotal data suggests an improvement across student literacy and numeracy as well as a noticeable improvement in student enjoyment of and engagement with literacy and numeracy activities.

Students exceeded targets relating to Top NAPLAN Bands in both Literacy and Numeracy and were close to meeting targets relating to Expected Growth. Expected Growth targets will form the focus of literacy and numeracy withdrawal groups, however, it is important to note that data relating to high performing students does not always accurately reflect actual student growth.

2022 and beyond will see a focus on streamlining literacy and numeracy strategies across the school. Additionally, building meaningful connections within the Gosford City Learning Community to align literacy and numeracy strategies is a priority. 2022 will see a change in medium for NAPLAN tests which may have an impact on student data.

Henry Kendall HS has a proud tradition of students reaching their personal best in the HSC. Processes that have led to this include student mentoring, clear guidelines on subject selection and intensive support through this process, the provision of authentic assessments and constructive feedback, teacher mentoring and HSC marking experience, collegial marking opportunities. These measures allow for a very supportive framework for all students to achieve their personal best. Upheaval caused by Covid-19 guidelines and restrictions did impact on the provision of a traditional HSC program at HKHS.

Henry Kendall HS has a well established and embedded structure in response to the needs of students focusing on attendance. There are effective data collection and communication methods through the use of improved roll marking practices, SASS officer daily communications to families and communication through the Attendance Coordinator. This information is effectively used on a weekly basis by the Learning Support and Welfare Teams to provide up to date and timely support for individual students, their families and their needs. This information through these teams is part of the larger wellbeing system utilised by Year Advisers and DP's to actively intervene with students in regards to attendance. Holistically, a balance has been struck between rewarding and recognising positive attendance and support for students that are at lower attendance levels. This allows for effective identification of a range of internal and external support agencies for individual student needs. It is to be noted that the Special Education Unit mirrors and coordinates effectively for students with special needs. Measures were able to be differentiated and redeployed during COVID to shift the emphasis from attendance to engagement and participation with a strong process of daily / weekly communication with students and families via the Student Services and Special Education staff and resources.

### Progress towards achieving improvement measures

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure   | Progress towards achievement   |
|---|--|
| <p><b>NAPLAN Top 2 Bands Reading</b></p> <p>The % of students achieving in the top 2 bands of reading to exceed 21%.</p> <p><b>NAPLAN Top 2 Bands Numeracy</b></p> <p>The % of students achieving in the top 2 bands of numeracy to exceed 25.8%.</p> <p><b>NAPLAN Expected Growth Reading</b></p> <p>The % of students achieving expected growth in reading to exceed 65%.</p> <p><b>NAPLAN Expected Growth Numeracy</b></p> <p>The % of students achieving expected growth in numeracy to exceed 66%.</p> | <ul style="list-style-type: none"> <li>• NAPLAN Top 2 bands Reading exceeded the target - school result - 29%</li> <li>• NAPLAN Top 2 bands Numeracy exceeded the target - school result - 29%</li> <li>• NAPLAN Expected Growth Reading - school result 63%</li> <li>• NAPLAN Expected Growth Numeracy - school result 61%</li> </ul> |
| <p><b>HSC Achievement</b></p> <p>The % of HSC course results in the top 2 bands to exceed 25.4%.</p>  | <p>15.4% of students achieved in the Top 2 bands in 2021.</p>  |
| <p><b>Attendance</b></p> <p>The % of students attending school more that 90% of the time to exceed 67.5%</p>  | <p>2021 attendance of students more than 90% of the time was 56.7%</p>   |

## Strategic Direction 2: Future Focused Learning Now

### Purpose

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Development and application of contemporary curriculum design, teaching and learning approaches and pedagogical innovation that will prepare students for a rapidly changing world and is responsive to individual student needs.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Applied Learning
- Learning Partnerships
- Formative Assessment
- Skills Based Reporting

### Resources allocated to this strategic direction

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**Socio-economic background:** \$73,780.00

**Professional learning:** \$15,900.00

### Summary of progress

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In 2021 our Learning Partnerships focussed on the school's P-Tech program in collaboration with IBM International. Due to difficulties with establishment of our industry partnership, the early focus was on a student mentoring program and on attainment of IBM Digital Badges in industry recognised short courses. Later in the year an industry partnership was formed with Gosford Private Hospital, and the commencement of planning for a robust collaboration to support student pathways and opportunities over coming years was undertaken.

Within the P-Tech program, students participated in online mentoring in groups of three with a Central Coast industry expert drawn from a wide range of professions. The mentoring sessions focussed on building relationships, professional skills, communication, self-management, and planning goals. In a second element, P-Tech digital badges are industry recognised micro-credentials attained online via IBM Skills Build. Our students in year 9 attained a badge in Cybersecurity, studied in the schools Futures Learning course. This involved significant upskilling of our teaching staff to facilitate delivery.

Next year, in this initiative we will build upon the P-Tech program with a significant focus on engagement with Gosford Private Hospital as our industry partner. This will open opportunities in specialist guest speakers, industry visits, work experience and school-based traineeships and apprenticeships. The mentoring and job-readiness program will be further embedded to build understanding in employability skills. The P-Tech digital badges program will be brought forward to an earlier part of the year to ensure that we increase completion rates.

In 2021 we implemented research driven model of Applied Learning as a core component of our revised stage 4 curriculum. This involved all classes across stage 4 studying 8 hours of Applied Learning per fortnight. Students were strategically guided through one project per term, led by specialist teachers in project-based learning pedagogies. Collaborative practice was a core component in both teaching and learning cycles, and student reflections on their learning was a key activity that also contributed to their report comments.

The Applied (project-based) Learning curriculum was facilitated by the school's establishment of an additional Head Teacher and employment of two specialist teachers. Curriculum delivery was through collaborative design and continuous refinement. Student learning was reinforced through self-directed digital portfolio's that focussed on reflection of individual performance and development, and incorporated teacher feedback as an explicit and effective element. Each project focussed on real, authentic, and engaging learning developed to provide a product for a 'real' audience. Projects were designed to solve real world problems through student directed learning and were delivered in both physical and online forums.

Student engagement in self-directed learning was monitored through establishing baseline data against the ACARA General Capabilities Framework. This data was again taken at the end of 2021 and revealed 92.4% of students demonstrated engagement in self-directed learning between the ARACA levels 1b and 6 - an increase of 3.5%.

Remote learning was a significant barrier in 2021, particularly given the hands-on nature of project-based learning. Collaboration was difficult, and equitable access to technology prevented some students from developing at an anticipated rate.

Next year, in this initiative/strategic direction, we will continue to build upon the implementation of an Applied Learning curriculum, including a focus on enhancing digital portfolio's, increased community participation, and student led 360 conferencing. We believe that this pedagogical approach of problem solving drives an authentic student voice. Our students will continue to be provided with enhanced real world learning opportunities that is inclusive of a KLA interdisciplinary approach.

In 2021 staff were trained in the Formative Assessment pillar of Effective Questioning and further training has had to be delayed to 2022. Pillar One which involved Learning Intentions and Success Criteria was revisited. The Executive worked with their faculties to plan the implementation of Effective Questioning and maintain and the implementation of Learning Intentions and Success Criteria.

Evidence of implementation was collected, collated and presented to staff to inform future directions for improving teaching and learning. A FAC Team was created to provide a resource for support, gathering evidence and providing strategic directions across the whole school.

The school community worked collaboratively to evaluate the effectiveness of the reporting format and content. It was decided through several forums and discussions to move towards a change in focus to skills rather than aptitudes that represent more the currency of student learning and skill development. As a result, all aptitudes were replaced with collaboration, communication, creative thinking and critical thinking as the focus areas of growth. All Stage 4 & 5 reports have been changes and reflect the school focus. Stage 4 reports contain 4 reports contained student reflection statements on their learning both academically in Applied learning and emotionally in Wellbeing. Stage 6 final learning progression statement is collaboratively created with a conference between Year Advisor and student. This personal approach is an excellent way to draw together the holistic achievements of the students. The report across all Years are well written and comprehensive representing a real connection between staff student and subject matter.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure   | Progress towards achievement   |
|---|--|
| <b>Applied Learning</b><br><br>Establishment of baseline data in student engagement in self-directed learning at the commencement of Stage 4.<br><br>Evaluation of student engagement in self-directed learning at the end of 2021.<br><br>Annual evaluation of digital portfolio development to gauge program effectiveness. | Baseline data of student self-directed learning against the General Capabilities set in term 2 demonstrating 88.9% of students were engaged in self-directed learning.<br><br>Data again taken and evaluated at the end of 2021 and revealed 92.4% of students demonstrated engagement in self-directed learning between the ARACA levels 1b and 6 - an increase of 3.5%.<br><br>Evaluation conducted and determined that: <ul style="list-style-type: none"> <li>• 98% of students could identify the 5C's because of engaging with the digital portfolio's</li> <li>• A 50% increase from term 1 in the use of their portfolio</li> </ul> Structured scaffolds were needed to support student access and engagement. |
| <b>Learning Partnerships</b><br><br>Establishment of baseline data in student employability skills at the commencement of Stage 5 for Year 9, 2021.<br><br>Student feedback on P-Tech Mentoring Program.<br><br>Student attainment of digital badges in 2021.   | <ul style="list-style-type: none"> <li>• Students were able to identify key qualities and capabilities that employers seek, however lacked demonstration of these in practice.</li> <li>• Verbal responses from both students and the mentors indicated positive engagement with the program. Covid prevented a formalised evaluation process.</li> <li>• 70.9% of students successfully completed the digital badge.</li> </ul>   |
| <b>Formative Assessment</b><br><br>Baseline data evidence sets collected via student voice in respect to knowledge of LISC in Year 7.   | Baseline data evidence sets was not achieved due to the interruption of COVID however data was collected through lesson observation of classroom practice.<br><br>Classroom observations were conducted for LISC and Effective Questioning but not through the Collaborative Peer Learning Cycle.  |

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|---|--|
| <p>Baseline data evidence sets collected in respect to frequency of questioning across 16 observed lessons.</p> <p>Observation and feedback on Formative Assessment pillars LISC, effective questioning and effective feedback embedded and used in Collaborative Peer Learning cycle.</p>                    | <p>Effective Feedback was delayed to 2022 due to COVID.</p>  |
| <p><b>Skills Based Reporting</b></p> <p>Student reports focus on skill development in the 5Cs rather than Learning Aptitudes.</p> <p>Process devised for student reflection statement development.</p> <p>Stage 6 reports incorporate a trial version of student reflection statements of their learning.</p> | <p>All students in Stage 4 &amp; 5 received comprehensive reports focusing on the 5cs.</p> <p>All stage 4 reports contained student reflection statements on their learning both academically in Applied learning and emotionally in Wellbeing.</p> <p>Year 12 2020 received reports that incorporated student led learning statements. School is focused on completing the same process for the final reports 2022.</p> |

### Purpose

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Skills Based Reporting

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing
- Aboriginal Education
- Student Leadership and Voice

### Resources allocated to this strategic direction

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**Socio-economic background:** \$68,000.00

**Aboriginal background:** \$48,432.86

**Professional learning:** \$4,000.00

### Summary of progress

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Wellbeing at Henry Kendall High School has been successfully embedded into the Stage 4 curriculum. The program is delivered once a week to all students in year 7 and year 8. In 2021, students participated in a skilled-based approach that is comprehensive and thorough.

Students in Year 7 and 8 participated in a school developed survey that aligned with DoE Wellbeing Framework and TIFM criteria of belonging, self-advocacy, and personal success. The survey was conducted in week 6, Term 1 and again in week 6, Term 4 using student friendly language. The establishment of baseline data allowed for us to identify areas of growth or decline in students as they progressed throughout the year. Results were slightly below predicted levels; however, this can be attributed to COVID lockdown and an inability to deliver face to face lessons for 13 weeks. Students in Year 8 will complete another annual round of the survey to establish areas of growth across their two-year cycle of Wellbeing curriculum.

In 2021, students developed Student Learning Reflections that were included in their Semester one and Semester 2 reports. During each lesson, students completed literacy activities that successfully built their capacity to express their thoughts and self-advocacy. As a result, insightful, meaningful and expressive statements were produced that showed depth of knowledge, critical thinking and positive sense of self.

Cooinda has had a long history of teaching and learning of First Nations perspectives. It has a recognised site in the Cooinda Room that is valued by the community and the school. By connecting every student and every teacher to the room and the resources it is one of the most significant and powerful ways to address and embrace how valuable this is, not just to our school but to Australian society as our students are the citizens of tomorrow. By having a school where all teachers are confident cultural practitioners and understand how valuable and important our 60,000+ years of history is we will have successfully addressed a long ongoing societal problem of ignorance and racism simply by building on our knowledge based structures.

Student Leadership and Voice at Henry Kendall consists of three senior leadership groups; senior leaders, house captains, and the SRC as well as four student driven action teams: Diversity, Global Awareness, Student Engagement and Student Wellbeing. These leadership groups develop leadership skills, promote communication, collaboration, critical thinking, creativity and citizenship skills within the student body. Student Action teams have engaged with external providers offering a development in public speaking, whole school planning and implementation.

In Term 1 2021, Student Action Teams undertook two planning days to design, plan and schedule twelve whole school events that would be implemented across the school calendar. Students were able to run Harmony Day in Term 1 2021, however, due to COVID guidelines and restrictions a large range of events organised had to be cancelled in 2021. However, we have identified that through this process we have been able to attract more proactive and self-motivated students who have demonstrated specific leadership skills across the school community. As a result of this process, we have been able to see that through positive progression, 8 out of 9 students who are in the student led action teams are now an active part of senior leadership positions at Henry Kendall.

### Progress towards achieving improvement measures

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure  | Progress towards achievement   |
|--|--|
| <b>Wellbeing</b><br><br>Establish baseline data in student feeling of sense of belonging, personal success and self-advocacy across stages 4 and 5.  | A Wellbeing survey was conducted across Stage 4 om week 6, Term 1 and week 6, Term 4. The survey was conducted successfully across all classes, providing cumulative data for Stage 4. Baseline data, though impacted by COVID, was established.   |
| <b>Aboriginal Education</b><br><br>Establish baseline data in cultural content in KLA programs.  | <ul style="list-style-type: none"> <li>• Teachers engaging with KLA Aboriginal Education Resource.</li> <li>• Year 7 being taught Aboriginal Studies course.</li> <li>• Initial survey of Head Teachers to gather baseline data so that we can move forward from that.</li> <li>• Addition of Bush Garden/Yarning Circle as additional learning and cultural space.</li> </ul> |
| <b>Student Leadership and Voice</b><br><br>Establish 2020 baseline data of the number of students nominating for senior leadership positions who have been involved in Student Action Teams. | 8 out of 9 students that were members of the Student Led Action Teams are now in Senior Leadership Positions i.e. School Prefect, School Vice-Captain or School Captains.  |



| Funding sources  | Impact achieved this year   |
|--|---|
| <p>Refugee Student Support</p> <p>\$923.04</p>         | <p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• SLSO support in class</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Effective student support mechanisms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Development of a targeted plan based on specific students needs in 2022.</p>   |
| <p>Integration funding support</p> <p>\$161,197.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Henry Kendall High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>A comprehensive, individualized program of in class and withdrawal support for identified students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Development of targeted programs to support identified and funded students requiring additional support in 2022.</p> |
| <p>Socio-economic background</p> <p>\$149,555.09</p>   | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Henry Kendall High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• NAPLAN Reading and Numeracy</li> <li>• Applied Learning</li> <li>• Learning Partnerships</li> <li>• Wellbeing</li> <li>• Formative Assessment</li> <li>• Student Leadership and Voice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Development and implementation of the Applied Learning curriculum across Stage 4.</li> <li>• Implementation of digital portfolio's in the Stage 4 Applied Learning</li> </ul>   |



|  |   |
|--|---|
| <p>Socio-economic background</p> <p>\$149,555.09</p>   | <p>curriculum.</p> <ul style="list-style-type: none"> <li>• Continued development of Formative Assessment understanding and practices across all learning areas.</li> <li>• Implementation of two key areas of our industry partnership program in conjunction with IBM.</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Effective development and implementation of key strategic priority areas aimed at providing students with contemporary learning experiences underpinned by quality research based practices.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Continued development in the next phases of each program as key school based priorities in 2022.</p>   |
| <p>Aboriginal background</p> <p>\$48,432.86</p>        | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Henry Kendall High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal Education</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Implementation of Aboriginal Studies in the Year 7 curriculum.</li> <li>• Establishment of a bush garden and yarnning circle as an additional cultural space within the school.</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>The development of a bush garden and yarnning circle as an additional learning space with significant cultural connection. All Year 7 students have undertaken the Aboriginal Studies curriculum, developing a deeper level of cultural intelligence.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>To meet with Head Teachers to discuss what they need in regards to supporting and advising how they can include more First Nations content and perspectives as well as discuss how we can encourage teachers to take more ownership and have more confidence in doing this. We will continue to add resources to the KLA Aboriginal Education Folders on the shared drive. We will continue to review, change and improve the Year 7 Aboriginal Education Program because there are new resources being published and released regularly. We will begin working on the planting, weeding, researching and taking care of the bush garden and yarnning circle and all Coinda students will be participating as we continue the Coinda Cultural Program. We would also like more staff (specifically Head Teachers at this stage) to participate in the Connecting to Country workshops run by the AECG.</p> |
| <p>English language proficiency</p> <p>\$74,668.36</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Henry Kendall High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of</li> </ul>   |

|  |   |
|--|---|
| <p>English language proficiency</p> <p>\$74,668.36</p>         | <p>differentiation initiatives</p> <ul style="list-style-type: none"> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Successful, individualized support for our EALD students based on individual levels of need.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Development of specific programs tailored to support EALD students in 2022 based on specific identified needs.</p>  |
| <p>Low level adjustment for disability</p> <p>\$191,383.40</p> | <p>Low level adjustment for disability equity loading provides support for students at Henry Kendall High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>High level learning and support programs across the school that support identification of student needs and the provision of targeted intervention.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>A continuation of LaST employment so that individualised and specialist needs are met across the school.</p>   |
| <p>COVID ILSP</p> <p>\$276,807.79</p>                          | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• NAPLAN Reading and Numeracy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition.</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups.</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy.</li> <li>• employing staff to provide online tuition to student groups in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>The most significant aspect of the initiative was the small group withdrawal program for literacy and numeracy. This was funded by the COVID ILSP and ran for the duration of the 2021 school year. In Term 1, selected Year 9 students took part in the program. After NAPLAN, every student in Year 7 and 8 took part in the program, however, their engagement was limited due to the lockdown period of the pandemic.</p> <p><b>After evaluation, the next steps to support our students with this</b></p> |

|                                       |   |
|---------------------------------------|---|
| <p>COVID ILSP</p> <p>\$276,807.79</p> | <p><b>funding will be:</b></p> <p>To continue to implement existing literacy and numeracy strategies, both in classrooms and in small withdrawal groups. As Expected Growth targets were not met, literacy and numeracy strategies will have an increased focus in this area.</p> |
|---------------------------------------|---|

# Student information

## Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2018       | 2019 | 2020 | 2021 |
| Boys     | 399        | 384  | 406  | 393  |
| Girls    | 388        | 375  | 403  | 416  |

## Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2018 | 2019 | 2020 | 2021 |
| 7         | 91.8 | 91.8 | 92.5 | 89.8 |
| 8         | 90.9 | 89.3 | 89.3 | 87.8 |
| 9         | 88   | 89.8 | 90.3 | 85.4 |
| 10        | 87.6 | 85.1 | 90.2 | 85.6 |
| 11        | 88.6 | 89.5 | 91.4 | 86.7 |
| 12        | 91.2 | 90.2 | 92.2 | 90.5 |
| All Years | 89.8 | 89.1 | 90.9 | 87.5 |
| State DoE |      |      |      |      |
| Year      | 2018 | 2019 | 2020 | 2021 |
| 7         | 91.8 | 91.2 | 92.1 | 89.7 |
| 8         | 89.3 | 88.6 | 90.1 | 86.7 |
| 9         | 87.7 | 87.2 | 89   | 84.9 |
| 10        | 86.1 | 85.5 | 87.7 | 83.3 |
| 11        | 86.6 | 86.6 | 88.2 | 83.6 |
| 12        | 89   | 88.6 | 90.4 | 87   |
| All Years | 88.4 | 88   | 89.6 | 85.9 |

## Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

### Management of non-attendance

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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         | 6         | 25        |
| Employment   | 5         | 8         | 17        |
| TAFE entry   | 5         | 7         | 8         |
| University Entry   | 0         | 0         | 36        |
| Other  | 3         | 5         | 6         |
| Unknown  | 1         | 3         | 8         |

### Year 12 students undertaking vocational or trade training

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29.06% of Year 12 students at Henry Kendall High School undertook vocational education and training in 2021.

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

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98.9% of all Year 12 students at Henry Kendall High School expected to complete Year 12 in 2021 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)                    | 47.7  |
| 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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

| Staff type     | Benchmark <sup>1</sup> | 2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| School Support | 3.30%                  | 4.40%   |
| Teachers       | 3.30%                  | 3.20%   |

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|                                       | 2021 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 560,636                 |
| <b>Revenue</b>                        | 11,372,451              |
| Appropriation                         | 11,094,804              |
| Sale of Goods and Services            | 39,211                  |
| Grants and contributions              | 233,645                 |
| Investment income                     | 620                     |
| Other revenue                         | 4,171                   |
| <b>Expenses</b>                       | -11,131,457             |
| Employee related                      | -9,874,901              |
| Operating expenses                    | -1,256,556              |
| <b>Surplus / deficit for the year</b> | 240,994                 |
| <b>Closing Balance</b>                | 801,630                 |

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

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

|                         | 2021 <b>SBAR Adjustments</b> (\$) |
|-------------------------|-----------------------------------|
| <b>Targeted Total</b>   | 162,120                           |
| <b>Equity Total</b>     | 464,040                           |
| Equity - Aboriginal     | 48,433                            |
| Equity - Socio-economic | 149,555                           |
| Equity - Language       | 74,668                            |
| Equity - Disability     | 191,383                           |
| <b>Base Total</b>       | 9,256,459                         |
| Base - Per Capita       | 209,623                           |
| Base - Location         | 0                                 |
| Base - Other            | 9,046,836                         |
| <b>Other Total</b>      | 646,577                           |
| <b>Grand Total</b>      | 10,529,195                        |

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

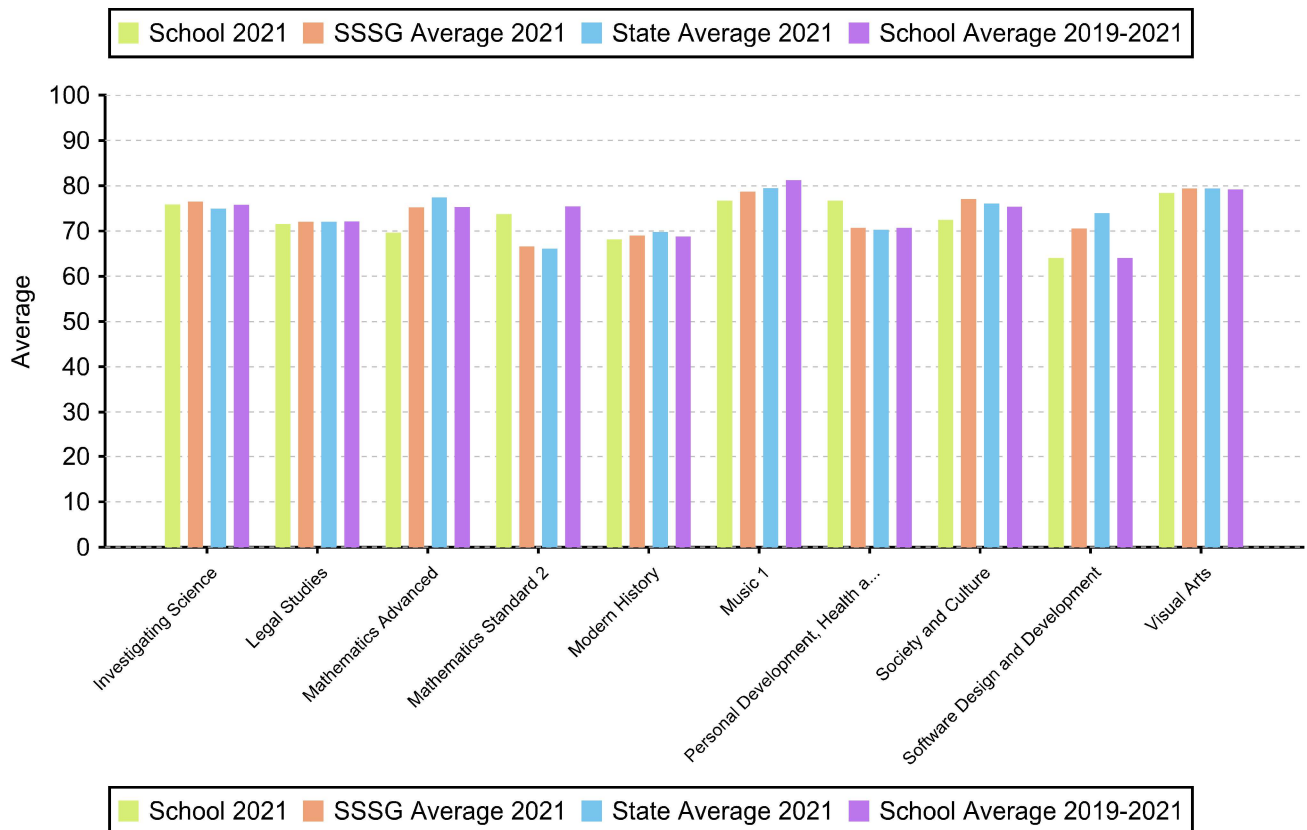
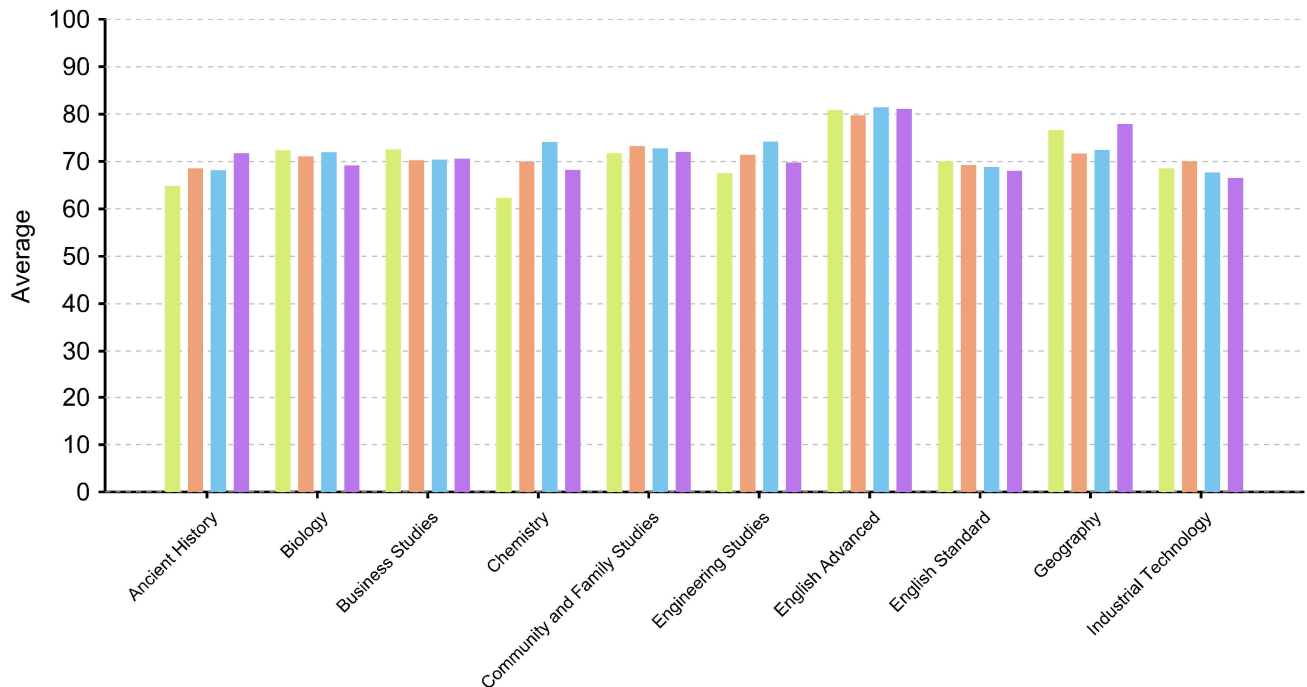
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

# 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.



| <b>Subject</b>   | <b>School 2021</b> | <b>SSSG</b> | <b>State</b> | <b>School Average<br/>2019-2021</b> |
|--|--------------------|-------------|--------------|-------------------------------------|
| Ancient History  | 64.8               | 68.5        | 68.1         | 71.7                                |
| Biology  | 72.3               | 71.0        | 71.9         | 69.1                                |
| Business Studies                                       | 72.5               | 70.2        | 70.4         | 70.6                                |
| Chemistry  | 62.3               | 70.0        | 74.1         | 68.2                                |
| Community and Family Studies                           | 71.7               | 73.2        | 72.7         | 71.9                                |
| Engineering Studies                                    | 67.5               | 71.4        | 74.1         | 69.7                                |
| English Advanced                                       | 80.8               | 79.7        | 81.4         | 81.1                                |
| English Standard                                       | 70.0               | 69.2        | 68.8         | 68.0                                |
| Geography  | 76.6               | 71.6        | 72.4         | 77.9                                |
| Industrial Technology                                  | 68.5               | 70.1        | 67.7         | 66.5                                |
| Investigating Science                                  | 75.8               | 76.5        | 74.9         | 75.8                                |
| Legal Studies  | 71.5               | 72.0        | 72.0         | 72.1                                |
| Mathematics Advanced                                   | 69.6               | 75.2        | 77.4         | 75.3                                |
| Mathematics Standard 2                                 | 73.7               | 66.6        | 66.1         | 75.4                                |
| Modern History   | 68.1               | 69.0        | 69.7         | 68.8                                |
| Music 1  | 76.7               | 78.6        | 79.4         | 81.2                                |
| Personal Development, Health and<br>Physical Education | 76.7               | 70.6        | 70.3         | 70.7                                |
| Society and Culture                                    | 72.4               | 77.0        | 76.0         | 75.4                                |
| Software Design and Development                        | 64.0               | 70.5        | 74.0         | 64.0                                |
| Visual Arts  | 78.4               | 79.4        | 79.4         | 79.2                                |

## Parent/caregiver, student, teacher satisfaction

In 2021 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.

Following concerns with the data accuracy from the Tell Them From Me Survey in the past 2 years, in 2021 Henry Kendall High devised our own Student Wellbeing Survey, **conducted across Stage 4 in Wellbeing lessons in Term 1 and again in Term 4. The survey was created to align with DoE Wellbeing Framework and TIFM criteria of belonging, self-advocacy, and personal success. Notable results were that;**

- 62% of students reported a high sense of belonging within the school environment
- 66% of students reported a high sense of personal success at school
- 54% of students reported a positive sense of self advocacy within the school.

# Policy requirements

## Aboriginal Education Policy

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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.

## Anti-Racism Policy

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.