

2022 Annual Report

Henry Kendall High School



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Introduction

The Annual Report for 2022 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.

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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

School context

Henry Kendall High School is a coeducational comprehensive high school with a student enrolment of approximately 800 students including six classes in the Support Unit and 62 Aboriginal and Torres Strait Islander students. The student population has gradually increased over the past five years, and is now stable in number. 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 2021 was 65 teaching staff and 18 non-teaching staff. The school also employs a Business Manager, 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 Private Hospital 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 2022- 2026 Strategic Improvement Plan.

The school is committed to improving effective classroom practices with staff professional learning being the key to ensuring this. This learning ensures 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. In 2021 the school introduced Applied Learning as a stand-alone subject in Stage 4, as well as Wellbeing and Aboriginal Studies, to ensure future focused learning opportunities enhance student engagement and prepare students for a rapidly changing world. Real world connections, trans-disciplinary 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. 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.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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

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

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
- NAPLAN Reading and Numeracy
- NAPLAN Reading and Numeracy
- HSC Achievement
- Attendance

Resources allocated to this strategic direction

Socio-economic background: \$10,000.00

Professional learning: \$15,000.00

Low level adjustment for disability: \$10,000.00

Summary of progress

In 2022, we worked to embed explicit Literacy and Numeracy strategies within English and Mathematics Stages 4/5 curriculum areas. We also analysed NAPLAN and Check-in Assessment results to develop targeted Professional Learning specific to faculty-based and whole school needs. It was through this analysis that we structured our COVID ISLP withdrawal groups, which ran sporadically for Years 7 - 9. We also developed meaningful partnerships within the Gosford City Learning Community, focusing on literacy and numeracy from Stage 3 into Stage 4. Through the data analysis of NAPLAN 2022 results, we can see that we have successfully achieved the Literacy target, and achieved the best ever Year 9 results in the domains of Reading and Writing. We have developed clearer lines of communication and structured, purposeful and effective literacy and numeracy initiatives that provide a continuation of learning between Stage 3 and 4. The school has continued to make progress against the system negotiated targets pertaining to NAPLAN Top 2 Bands and Expected Growth, through a range of teacher-centred and student-centred activities. Despite significant staffing related disruptions, the school exceeded the Top 2 Bands Reading target by a significant percentage, and narrowly missed the Numeracy target. The Literacy and Numeracy teams will continue to build on this progress through targeted data analysis related to professional development and curriculum development, as well as sustaining the partnerships within the Gosford City Learning Community.

An explicit focus on professional learning in explicit HSC teaching was a focus in 2022. Mentoring and coaching structures were put in place for inexperienced teachers at HSC level, professional learning at after school staff meetings focused on the collaborative sharing of effective practice, and there was a significant uptake of professional learning through the HSC Strategy. Data analysis was tailored to the identification of two specific areas of focus for improvement at both course and faculty levels. An ongoing dialogue and focus on explicit and high leverage teaching strategies characterised classroom and faculty practice. While Band 6 results were not as hoped, the school attained the largest percentage of Band 5 results in its history with 33.5% of results in this range - double that of the previous year. Evaluation reveals that this unexpected trend was the result of a significant number of high performing students attaining unconditional early entry into university well before the examinations, and, while they attained solid results they did not push to reach their potential. This data remains an outstanding outcome for the school, exceeding our system negotiated target by a significant margin with 37.08% of students in the top 2 bands and 69.3% in the top 3 bands.

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 using improved roll marking practices, SASS officer daily communications to families, employment of an additional SAO one day a week focusing on unexplained absence follow-up, and communication through the Attendance Coordinator. The specific focus on unexplained absence follow-up commenced early in term three. Prior to this time the average weekly absences in total were 833, with 30.4% of these being unexplained. Following the introduction of additional staff focused on unexplained absences this dropped to 597 - a decrease of 236 absences per week and the unexplained component dropped to 13.7%.

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 regarding 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.

Overall student attendance for semester one sat at 82.5%. Whilst the school did not meet its target for students attending above 90% of the time, it needs to be noted that the high prevalence of COVID in the community and the mandatory isolation requirements significantly impacted attendance rates through semester one.

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
NAPLAN Top 2 Bands Reading Increase the % of students achieving in the Top 2 Bands of reading to exceed the lower bound system negotiated target of 23.9%.	30% of students achieved in the Top 2 Bands for Reading in 2022, an increase on 2021 and exceeding the system negotiated target.
NAPLAN Top 2 Bands Numeracy Increase the % of students achieving in the Top 2 Bands of numeracy to exceed the lower bound system negotiated target of 25.8%.	23% of students achieved in the Top 2 Bands for Numeracy in 2022, a decrease from 2021.
NAPLAN Expected Growth Reading Increase the % of students achieving expected growth in reading to exceed 65.9%.	Not applicable as Year 9 2022 did not sit NAPLAN in 2020.
NAPLAN Expected Growth Numeracy Increase the % of students achieving expected growth in numeracy to exceed 66%	Not applicable as Year 9 2022 did not sit NAPLAN in 2020.
HSC Achievement Increase the % of HSC course results in the top 2 bands to exceed the lower bound system negotiated target of 30.7%.	The school significantly exceeded the target, attaining 37.08% in the top 2 bands.
Attendance Increased % of students attending school more that 90% of the time to 64% or above	Students attending above 90% of the time was 33.9% for semester one. This rate was significantly impacted by COVID and mandatory isolation requirements. Semester two data is not available.

Strategic Direction 2: Formative Assessment

Purpose

Development and application of contemporary curriculum design, teaching and learning approaches, and research driven pedagogies that is continually responsive to individual student needs and develops reflective, independent learners.

Initiatives

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.

- Formative Assessment
- FACT Team

Resources allocated to this strategic direction

Socio-economic background: \$30,000.00

Summary of progress

At the start of 2022 an action plan was created by the Deputy Principal together with the FACT Team. This included the completion and maintenance of staff training in all 5 Pillars of Formative Assessment by Regional Office Staff. Time was allocated for the Executive to plan their implementation of the pillars which was shared to show the whole school approach. This was further supported by FACT Team who created a Google Share drive to share resources and best practice. They also shared Effective Questioning strategies to all staff via email providing one strategy a week. The implementation process was monitored through lesson observations by staff, focusing on LISC and Effective Questioning. This data was collated and analysed by the FACT Team to be presented to staff on SDD Term 1, 2023 and to inform future planning.

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
All staff are implementing formative assessment practices pillars 1-2 in teaching and learning across all faculties in stages 4 and 5.	Data collated from the Executive shows that Pillars 1 & 2 are being implemented through programs and in the classroom for Years 7-10. Data from lesson observations indicate that learning intentions are being used in most classrooms. Effective questioning strategies are being used by staff at HKHS.
The FACT team provide effective planning, monitoring and evaluation of formative assessment implementation across the school.	The FACT Team created a Google Share drive to share resources and best practice. They also shared Effective Questioning strategies to all staff via email providing one strategy a week. The implementation process was monitored through lesson observations by staff, focusing on LISC and Effective Questioning. This data was collated and analysed by the FACT Team to be presented to staff on SDD Term 1, 2023 and to inform future planning.

Strategic Direction 3: Student Wellbeing

Purpose

Henry Kendall recognises the obstacles faced by our youth today and aim to develop a student's capacity in dealing with challenges and changes in their lives. Students have the opportunity to build their personal skills to enhance their wellbeing within and beyond the classroom. Development of social, emotional and interpersonal skills underpin interventions to enhance resilience and self-esteem. All students will engage in a strength-based approach to build their capacity to make informed decisions, cope with change and the unpredictabilities of life.

Initiatives

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.

- Resilience in Teens (RIOT) program
- Student Wellbeing

Resources allocated to this strategic direction

Low level adjustment for disability: \$20,000.00

Socio-economic background: \$36,050.00

Aboriginal background: \$13,600.00

Summary of progress

Student Wellbeing at Henry Kendall consists of three key areas; Resilience in our teens (RIOT), Stage 4 Wellbeing and Welfare programs. The RIOT initiative was established by the RIOT champion, Year Advisers and Deputy Principals in collaboration with Parentshop. The RIOT team participated in one training day and a planning day. Core goals for the program include teachers who are confident and capable in working with anxious teens, students to become their own emotional coaches and parents as key educators and stakeholders. All staff, including teachers, SLSO and SASS staff were trained in recognising and addressing student anxiety. Students in Years 7-11 participated in workshops to recognise feelings of anxiety, understanding the function of the brain when anxious and strategies to challenge their thoughts. Parents and carers have engaged in online webinars, facilitated by Parentshop. In 2023, RIOT will continue to evolve and build capacity across all stakeholders. Across Years 7-11, students who identified 'Yes with confidence' in identifying and managing their own anxiety increased 239%.

Student Welfare programs delivered in 2022 included Top Blokes, YAM, Safe on Social face to face delivery and online context, Healthy Young Men, 7-9 welfare days, SHINE, STRENGTH, Life Skills cooking, Backflips Against Bullying, Stand Tall. Many programs were delivered by external providers who delivered initiatives based on growth in self advocacy, personal success and sense of belonging. In 2023 we will continue to build upon these initiatives, with a particular focus on Aboriginal Education through the employment of an Aboriginal Education Officer.

The multilayered approach to wellbeing extends to the continuation of the Stage 4 Wellbeing curriculum. In 2022, Year 8 completed two years of the program and demonstrated growth in students ability to self reflect, self manage and articulate feelings. Year 8 have completed the Stage 4 wellbeing curriculum with comparison data between 2021 and 2022 reflecting an 12% increase in Belonging, 21% increase in Personal Success and 35% increase in Self Advocacy. In 2023, a baseline data group of 30 students in each year group (7-12) will be formulated and tracked across the four-year plan.

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
Staff training in the RIOT program will provide for increased confidence in identification of student's anxiety measured against baseline data and through qualitative focus group data.	<ul style="list-style-type: none">• Staff reported an increase in recognising student anxiety, identifying student anxiety, managing anxious students engaging in a challenging learning task, assisting students to 'have a go', having spontaneous conversations and using supportive statements on the Parentshop Survey Monkey• Increased communication with staff and students using the SALON

Staff training in the RIOT program will provide for increased confidence in identification of student's anxiety measured against baseline data and through qualitative focus group data.	scaffold <ul style="list-style-type: none"> • An increase in staff's confidence to have 'serve and return' conversations in the classroom.
Implementation of a cohesive, multi-dimensional student wellbeing program provides for a 2.5% increase in student sense of belonging, personal success and self-advocacy from 2021 baseline data.	Year 8 comparison data - 2021 to 2022 <ul style="list-style-type: none"> • 12% increase in Belonging • 21% increase in Personal Success • 35% increase in Self Advocacy

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$292,634.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Provision of targeted and holistic SLSO support to identified students in withdrawal and in-class settings.</p> <p>After evaluation, the next steps to support our students will be: The assessment of identified student needs in 2023 with continued targeted SLSO support provision.</p>
<p>Socio-economic background</p> <p>\$128,453.85</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Formative Assessment • Student Wellbeing • NAPLAN Reading and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through [program] to support student learning • employment of additional staff to support formative assessment program implementation. • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: 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>After evaluation, the next steps to support our students will be: Continued development in the next phases of each program as key school based priorities in 2023.</p>
<p>Aboriginal background</p> <p>\$45,056.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Wellbeing • Other funded activities

<p>Aboriginal background</p> <p>\$45,056.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • Implementation of the Cooinda Cultural program. <p>The allocation of this funding has resulted in the following impact: Implementation of the Cooinda Cultural program and a range of wellbeing and engagement programs.</p> <p>After evaluation, the next steps to support our students will be: Continued support and development of the Cooinda Cultural program and employment of a specialist Aboriginal Education Officer in 2023.</p>
<p>English language proficiency</p> <p>\$54,424.89</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: Successful, individualized support for our EALD students based on individual levels of need.</p> <p>After evaluation, the next steps to support our students will be: Development of specific programs tailored to support EALD students in 2023 based on specific identified needs.</p>
<p>Low level adjustment for disability</p> <p>\$195,736.01</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Resilience in Teens (RIOT) program • HSC Achievement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teacher • implementation of the Resilience in Teens program • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: High level wellbeing, learning and support programs across the school that support identification of student needs and the provision of targeted intervention.</p> <p>After evaluation, the next steps to support our students will be: A continuation of LaST employment so that individualised and specialist needs are met across the school. Continued provision of programs to</p>

<p>Low level adjustment for disability</p> <p>\$195,736.01</p>	<p>support identified student needs.</p>
<p>Professional learning</p> <p>\$76,953.57</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Henry Kendall High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • HSC Achievement • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Implementation of an extensive professional learning program to support holistic initiatives related to school planning. <p>The allocation of this funding has resulted in the following impact: Implementation of initiatives in a structured, supported and strategic manner aimed at successfully building staff professional capital and depth of understanding in key areas of practice.</p> <p>After evaluation, the next steps to support our students will be: Continued development of each initiative supported through strategically planned professional learning.</p>
<p>COVID ILSP</p> <p>\$221,446.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [monitor progress <p>The allocation of this funding has resulted in the following impact: 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 2022 school year (subject to the availability of staff). 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.</p> <p>After evaluation, the next steps to support our students will be: To continue to implement existing literacy and numeracy strategies, both in classrooms and in small withdrawal groups. A renewed focus on sourcing suitable tutors will be a 2023 focus, with particular emphasis on exploring links with the University of Newcastle.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	384	406	393	398
Girls	375	403	416	380

Student attendance profile

School				
Year	2019	2020	2021	2022
7	91.8	92.5	89.8	83.4
8	89.3	89.3	87.8	83.3
9	89.8	90.3	85.4	82.6
10	85.1	90.2	85.6	79.3
11	89.5	91.4	86.7	83.0
12	90.2	92.2	90.5	88.8
All Years	89.1	90.9	87.5	83.2
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	4	8	23
Employment	6	7	17
TAFE entry	5	8	8
University Entry	0	0	42
Other	2	5	6
Unknown	0	2	8

Year 12 students undertaking vocational or trade training

46.15% of Year 12 students at Henry Kendall High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

95.7% of all Year 12 students at Henry Kendall High School expected to complete Year 12 in 2022 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)	46.5
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	527,975
Revenue	11,650,236
Appropriation	11,321,020
Sale of Goods and Services	39,727
Grants and contributions	279,180
Investment income	5,834
Other revenue	4,476
Expenses	-11,377,668
Employee related	-9,991,159
Operating expenses	-1,386,510
Surplus / deficit for the year	272,568
Closing Balance	800,543

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.

	2022 SBAR Adjustments (\$)
Targeted Total	292,634
Equity Total	423,671
Equity - Aboriginal	45,056
Equity - Socio-economic	128,454
Equity - Language	54,425
Equity - Disability	195,736
Base Total	9,360,724
Base - Per Capita	214,798
Base - Location	0
Base - Other	9,145,926
Other Total	670,641
Grand Total	10,747,670

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

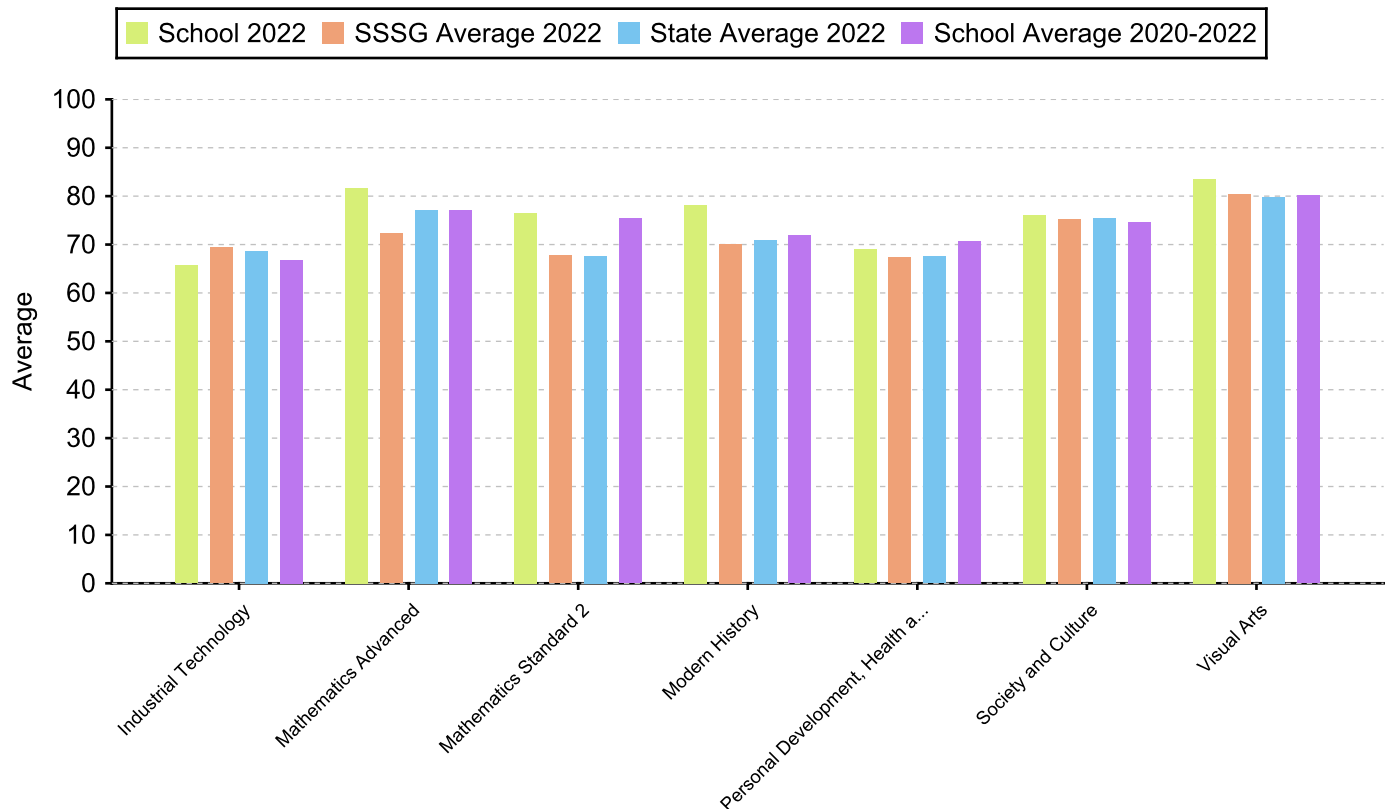
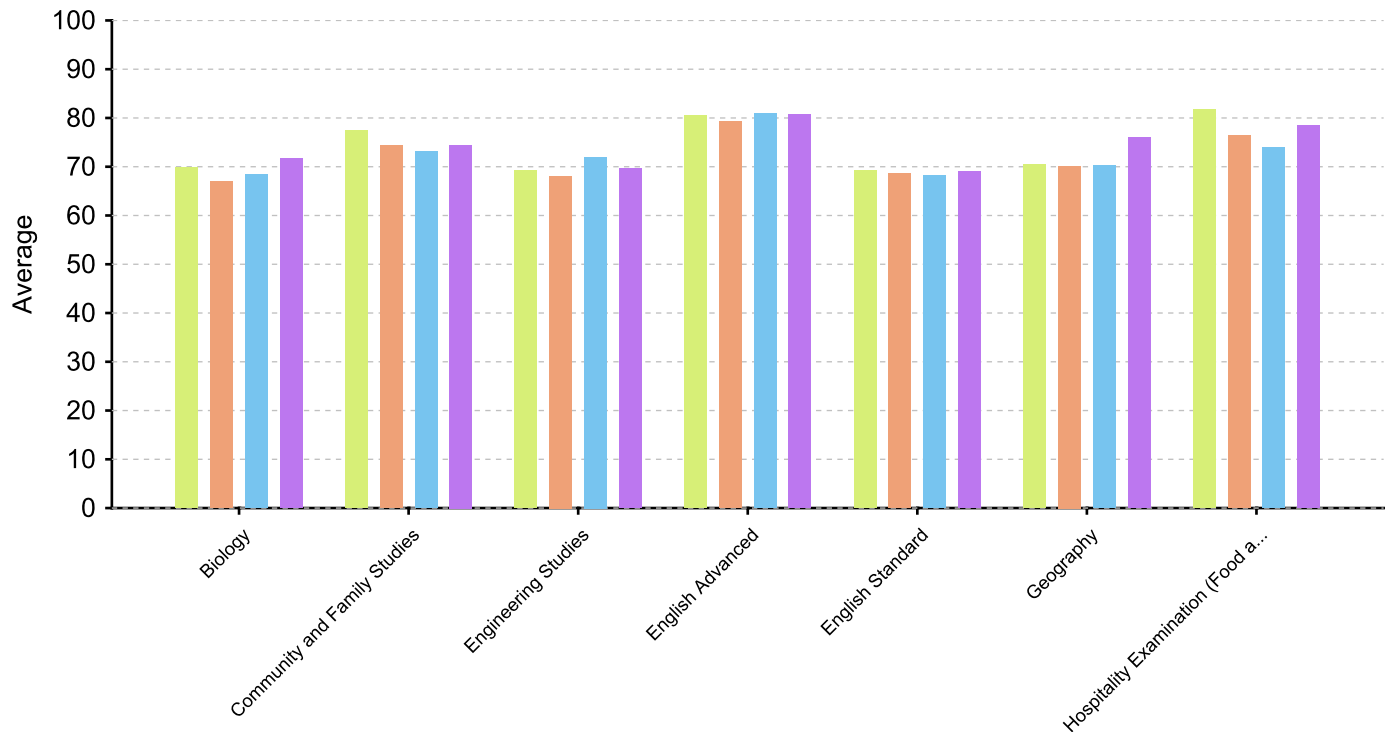
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2022	SSSG	State	School Average 2020-2022
Biology	69.9	67.0	68.5	71.8
Community and Family Studies	77.4	74.4	73.2	74.5
Engineering Studies	69.2	68.1	72.0	69.6
English Advanced	80.5	79.2	81.0	80.7
English Standard	69.3	68.5	68.1	69.1
Geography	70.4	70.2	70.2	75.9
Hospitality Examination (Food and Beverage)	81.8	76.4	74.0	78.4
Industrial Technology	65.7	69.4	68.6	66.8
Mathematics Advanced	81.7	72.3	77.1	77.1
Mathematics Standard 2	76.5	67.8	67.6	75.4
Modern History	78.2	70.2	70.9	71.9
Personal Development, Health and Physical Education	69.0	67.3	67.5	70.7
Society and Culture	76.1	75.3	75.5	74.7
Visual Arts	83.6	80.5	79.8	80.1

Parent/caregiver, student, teacher satisfaction

In 2022 Henry Kendall High School was able to return to a level of normality following the pandemic, resuming important school operations and activities that build a sense of community and provide for educational and social opportunities, and developing student belonging and connectedness. Parent response to this strategy demonstrated a high level of satisfaction.

In 2022 Henry Kendall High continued with our own Student Wellbeing Survey in place of Tell Them From Me, 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. In 2022, Year 8 completed two years of the Wellbeing program and demonstrated growth in students ability to self reflect, self manage and articulate feelings. Year 8 have completed the Stage 4 wellbeing curriculum with comparison data between 2021 and 2022 reflecting an 12% increase in Belonging, 21% increase in Personal Success and 35% increase in Self Advocacy.

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.

Anti-Racism Policy

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

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.