

# 2023 Annual Report

## Henry Kendall High School



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# Introduction

The Annual Report for 2023 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

Our Vision is to inspire individuality through student voice, to showcase the power of Public Education. Encompassing creativity, inclusivity, opportunity, and passion so that all students can reach their personal and communal best. We commit to transform the conversation around strong advocacy for First Nations' culture; and continue to develop a holistic knowledge around wellbeing and educational programs that embrace citizenship for an ever changing world.

## School context

### School context

Henry Kendall High School is a coeducational comprehensive high school with a student enrolment of approximately 750 students including six classes in the Support Unit and 49 Aboriginal and Torres Strait Islander students. 26% of students have a language background other than English. 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 focusing on inquiry based learning in the pursuit of academic improvement and excellence.

The Henry Kendall High School's staffing entitlement in 2023 was 60.9 teaching staff and 18 non-teaching staff. The school also employs a Business Manager, Teacher Administration Support, an Aboriginal Education Officer, additional Administration 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, North Gosford Private Hospital and the University of Newcastle. Students represent the school across the Central Coast area in the creative and performing arts 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. The school has 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 Focused 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	2023 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	Excelling
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 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.

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

### Resources allocated to this strategic direction

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#### Socio-economic background Professional learning

### Summary of progress

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#### Reading and Numeracy

Through the data analysis of Check In Assessment results, we can see that we have successfully achieved the Literacy and Numeracy targets as set by the school. We have continued to develop clear lines of communication and structured, purposeful and effective literacy and numeracy initiatives that provide a continuation of learning between Stage 3 and 4. HKHS staff feel empowered to deliver effective literacy and numeracy initiatives.

Our school was successful in meeting the self-determined Literacy and Numeracy targets, with the Year 9 cohort exceeding their results in Year 8 in both disciplines. The results were also above state average. Despite significant staffing related disruptions, identified students were able to receive support through the COVID ILSP funding both in-class and in withdrawal groups. 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.

#### HSC Achievement - Top 2 Bands

Henry Kendall HS has a proud tradition of students reaching their personal best in the HSC. In 2023, 23.99% of results were in the top 2 bands and 68.8% of results were in the top 3 bands. The highest individual result was 97 (Mathematics Advanced), and the highest ATAR was 98.3. Although below the lower bound target of 30.7%, these results reflect excellent achievement for this cohort of students. Processes that have led to this include engagement with the DoE HSC Professional Learning and implementation of high impact teaching strategies, data analysis processes leading to targeted interventions, targeted professional learning for teachers and sharing of practice, investment in the Edrolo external online learning program, teacher mentoring, clear guidelines on subject selection and intensive support through this process, student study days and performance opportunities, the provision of authentic assessments and constructive feedback, student mentoring, HSC marking experience, and collegial marking opportunities. These measures allow for a very supportive framework for all students to achieve their personal best.

#### Attendance

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 SASS one day a week focusing on unexplained absence follow-up.

The specific focus on unexplained absence follow-up has resulted in a decline in unexplained absences from 30.4% in 2022 to 5.2% in 2023. This change is attributed to the following strategies: every afternoon an email is sent to parents and caregivers who have not responded to their daily SMS. These individuals who have not yet responded to any form of communication over the last 1-5 days are called every Tuesday. As an additional SASS staff member has been employed to follow up on all these absences. They are consistent and communication is thorough.

There is constant feedback to parents regarding both positive and negative attendance: Week 10 of every term

congratulatory letters are sent to all students who have reached 100% attendance and Weeks 5 & 10 letters are sent to students whose attendance has fallen below 90%. As well as an overall attendance improvement with 68.8% of students attending school at or above 80% of the time.

There is a clear contextual change with a celebration of excellence attendance with 26.8% of students at or above 90% attendance. The School P & C has supported the attendance procedures in the school by donating the funds to purchase a phone for each stage group and an iPad for Special Education. All students' with above 90% attendance were placed in a raffle that was drawn at the end of Semester One and Two. The raffles were an important part of supporting school attendance rates.

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 the majority of 2023 sitting at 85.9% an increase of 3.4% on 2022. Whilst the school did not meet its target for students attending above 90% there has been a significant increase overall from 33.9% to 52.6%.

### 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>Reading Growth</b>  Increased % in average student check in assessment data in Year 9 in comparison to the Year 8 baseline data of ?% set for the same cohort in 2023.	Year 9 reading achieved 56.8% which exceeded both the baseline data of 49.6% and the state average of 53.0%.
<b>Numeracy Growth</b>  Increased % in average student check in assessment data in Year 9 in comparison to the Year 8 baseline data of 59.3% set for the same cohort in 2023.	Year 9 numeracy achieved 61.4% which exceeded both the baseline data of 59.3% and the state average of 55.1%.
98% of students exiting Henry Kendall High School in years 10, 11 or 12 are able to identify a meaningful post school pathway and articulate a viable transition plan.	HSC Top 2 Bands achievement was 23.99%.
<b>Attendance</b>  Increased % of students attending school more that 90% of the time by 72.4% or above.	Students attending above 90% of the time was 52.6% for 2023.

## 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
- Formative Assessment
- FACT Team

### Resources allocated to this strategic direction

#### Socio-economic background

#### Per capita

### Summary of progress

In Term 1 the FACT (Formative Assessment Collaborative Team) provided an overview of the findings from the implementation of formative assessment strategies in classrooms from 2022. Throughout Term 1, the FACT team provided a range a support material for all faculties to ensure that formative assessment practice pillars 1-3 were embedded in teaching and learning programs across the school. Due to staffing issues in 2023, collaborative peer learning was not implemented across the school, therefore observation feedback was unable to take place.

Data collected from the executive staff indicates that all faculties have implemented formative assessment practices pillars 1-3 in teaching and learning in stages 4 and 5. All faculties have documented that there is a wide range and depth of strategies being used based on curriculum needs. Students are able to articulate LISC within classroom practice and identify a range of deliberate questioning techniques utilised by their teachers.

However, due to staffing changes/challenges and the implementation of other initiatives and programs within the school context, the momentum and implementation of practice pillars 4-5 was not as successful. In 2024, the FACT team will be re-established to ensure that all practice pillars are implemented within new curriculum planning with a focus on:

- awareness of formative assessment strategies in teaching and learning programs
- professional learning sessions that are updated with the five pillars of formative assessment for new staff.
- support for Head Teachers in embedding formative assessment within new curriculum programs.
- feedback provided to the executive team on student focus group data and lesson observation feedback.

### 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 1-3 in teaching and learning across all faculties in stages 4 and 5.	All staff demonstrate evidence of formative assessment strategies across stage 4 and 5, however, more time is required for all staff to implement formative assessment strategies across stage 6. The implementation and planning of NSW curriculum reform will ensure formative assessment strategies are embedded into teaching and learning programs.
The FACT team provide effective planning, monitoring and evaluation of formative assessment implementation across the school.	In Term 1 the FACT (Formative Assessment Collaborative Team) provided an overview of the findings from the implementation of formative assessment strategies in classrooms from 2022. Throughout Term 1, the FACT team provided a range a support material for all faculties to ensure that formative assessment practice pillars 1-3 were embedded in teaching and learning programs across the school. However, as the year progressed staffing constraints made it increasingly difficult to provide the necessary

The FACT team provide effective planning, monitoring and evaluation of formative assessment implementation across the school.

release time and much of the work of the FACT was hampered by this. 2024 will see a revitalized approach to the holistic guidance and monitoring of formative assessment practices.



### 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  
Socio-economic background  
Aboriginal background

### Summary of progress

In 2023, Student Wellbeing at Henry Kendall High School consisted of three domains which work cohesively together to meet the needs of our students. They included whole school wellbeing initiatives, Resilience in our Teens, and Stage 4 Wellbeing. All domains had a core focus toward our students increase in sense of belonging, personal success, and self-advocacy. The introduction of new programs such as Raise mentoring, drum beat and continuation of longstanding partnerships such as Top Blokes has defined the need to long term, sustained partnerships that reflect consistency for students' wellbeing and welfare needs. In 2024, there is a core focus on embedding best practice teaching and learning into the Stage 4 Wellbeing curriculum, to assist students in their own emotional regulation and toward a core goal of students becoming their own emotional coaches. This will include components of the Berry Street Education Model, and practical wellbeing activities. A focus on establishment of community resources, connections and relationships is a core focus in 2024.

### 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
RIOT program implementation provides for increased teacher confidence in management of student anxiety measured against 2022 baseline data and through qualitative focus group data. Increase in student capacity to self-regulate their anxiety is evident through internal data compared to baseline data.	<p>A staff survey reflected 80% of respondents currently using RIOT in their daily practice.</p> <p>A 20% decrease in students leaving the classroom due to inability to manage stress and anxiety is evident when comparing Semester 2, 2022 and Semester 1, 2023 based on Student Services time out data.</p>
Implementation of a cohesive, multi-dimensional student wellbeing program provides for a 5% increase in student sense of belonging, personal success and self-advocacy from 2021 baseline data.	<p>In 2021, the Henry Kendall HS Wellbeing Survey was created.</p> <p>In 2023, an increase of 1.6% was evident in students' sense of belonging at Henry Kendall High School. Personal success and self-advocacy remained under 1% from baseline data in 2021.</p> <p>We have not met our target of a 5% increase, however, significant external factors such as the pandemic, cost of living pressures and incline in mental health of adolescents have been reflected in our data.</p>

<p>Implementation of a cohesive, multi-dimensional student wellbeing program provides for a 5% increase in student sense of belonging, personal success and self-advocacy from 2021 baseline data.</p>	<p>Year 7 2021 moving into Year 9, 2023 reflect the following scores for:</p> <ul style="list-style-type: none"> <li>• sense of belonging - increase 2.7%</li> <li>• personal success - increase 1.5%</li> <li>• self-advocacy - decrease 1%</li> </ul>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$352,157.00</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>• SLSO employment</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Provision of targeted and holistic SLSO support to identified students in withdrawal and in-class settings.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Assessment of 2024 student support needs and associated targeted allocation of SLSO resources.</p>
<p>Socio-economic background</p> <p>\$119,602.35</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>• Formative Assessment</li> <li>• Student Wellbeing</li> <li>• Pathways</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>• professional development of staff through [program] to support student learning</li> <li>• employment of additional staff to support [name] program implementation.</li> <li>• resourcing to increase equitability of resources and services</li> <li>• employment of external providers to support students with additional learning needs</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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 will be:</b> Continued development in the next phases of each program as key school based priorities in 2024.</p>
<p>Aboriginal background</p> <p>\$46,823.14</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>• Student Wellbeing</li> </ul>

<p>Aboriginal background</p> <p>\$46,823.14</p>	<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 specialist additional staff (AEO) to support Aboriginal students</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Implementation of the Cooina Cultural program, employment of an Aboriginal Education Officer 2 days per week, and implementation of a range of wellbeing and engagement programs</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued support and development of the Cooina Cultural program and employment of a specialist Aboriginal Education Officer in 2024.</p>
<p>English language proficiency</p> <p>\$40,490.65</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 differentiation initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phases</li> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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 will be:</b> Development of specific programs tailored to support EALD students in 2024 based on specific identified needs.</p>
<p>Low level adjustment for disability</p> <p>\$380,022.99</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>• Resilience in Teens (RIOT) program</li> <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>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• employment of LaST and interventionist teacher</li> <li>• implementation of the Resilience in Teens program</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>

<p>Low level adjustment for disability</p> <p>\$380,022.99</p>	<p>High level wellbeing, 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 will be:</b> A continuation of LaST employment so that individualised and specialist needs are met across the school. Continued provision of programs to support identified student needs.</p>
<p>Professional learning</p> <p>\$77,301.09</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><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>• Pathways</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> <li>• presentations by suitable and qualified facilitators, for example diabetes or first aid workshops</li> <li>• other methods of learning designed to improve student outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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><b>After evaluation, the next steps to support our students will be:</b> Continued development of each initiative supported through strategically planned professional learning</p>
<p>COVID ILSP</p> <p>\$126,229.16</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 2023.</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>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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 2023 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. Evaluation of results was through Check In assessment data.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to implement existing literacy and numeracy strategies, both in classrooms and in small withdrawal groups. The significant reduction in funding for 2024 will see a reduced capacity to provide additional support.</p>
<p>Student Support Officer</p> <p>\$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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</b></p>

<p>Student Support Officer</p> <p>\$99,516.00</p>	<p><b>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 Staffing - Other include:</b></p> <ul style="list-style-type: none"> <li>• Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies.</li> <li>• Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies.</li> <li>• SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention.</li> <li>• working collaboratively with external and other government agencies in their support of students and their families.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A comprehensive and proactive program of student wellbeing support and provision has been implemented to complement and enhance existing frameworks within the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Increased implementation of wellbeing programs facilitated by external providers and sourced by the SSO, and continued implementation of the role as a valued member of the school staff.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	406	393	398	400
Girls	403	416	380	363

### Student attendance profile

School				
Year	2020	2021	2022	2023
7	92.5	89.8	83.4	88.6
8	89.3	87.8	83.3	84.7
9	90.3	85.4	82.6	86.8
10	90.2	85.6	79.3	83.3
11	91.4	86.7	83.0	83.6
12	92.2	90.5	88.8	89.0
All Years	90.9	87.5	83.2	85.9
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

### Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## 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	0	0	0
Employment	1	7	28
TAFE entry	0	8	15
University Entry	0	0	39
Other	1	2	2
Unknown	0	5	18

## Year 12 students undertaking vocational or trade training

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36.94% of Year 12 students at Henry Kendall High School undertook vocational education and training in 2023.

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

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99% of all Year 12 students at Henry Kendall High School expected to complete Year 12 in 2023 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
Head Teacher(s)	9
Classroom Teacher(s)	44.6
Learning and Support Teacher(s)	2.3
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	17.68
Other Positions	1

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 <b>Actual</b> (\$)
<b>Opening Balance</b>	636,785.08
<b>Revenue</b>	11,915,527.01
Appropriation	11,459,717.46
Sale of Goods and Services	40,255.02
Grants and contributions	387,863.43
Investment income	21,757.20
Other revenue	5,933.90
<b>Expenses</b>	-11,449,776.42
Employee related	-10,167,766.86
Operating expenses	-1,282,009.56
<b>Surplus / deficit for the year</b>	465,750.59
<b>Closing Balance</b>	1,102,535.67

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.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	353,218
<b>Equity Total</b>	586,939
Equity - Aboriginal	46,823
Equity - Socio-economic	119,602
Equity - Language	40,491
Equity - Disability	380,023
<b>Base Total</b>	9,367,839
Base - Per Capita	212,733
Base - Location	0
Base - Other	9,155,105
<b>Other Total</b>	629,055
<b>Grand Total</b>	10,937,051

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

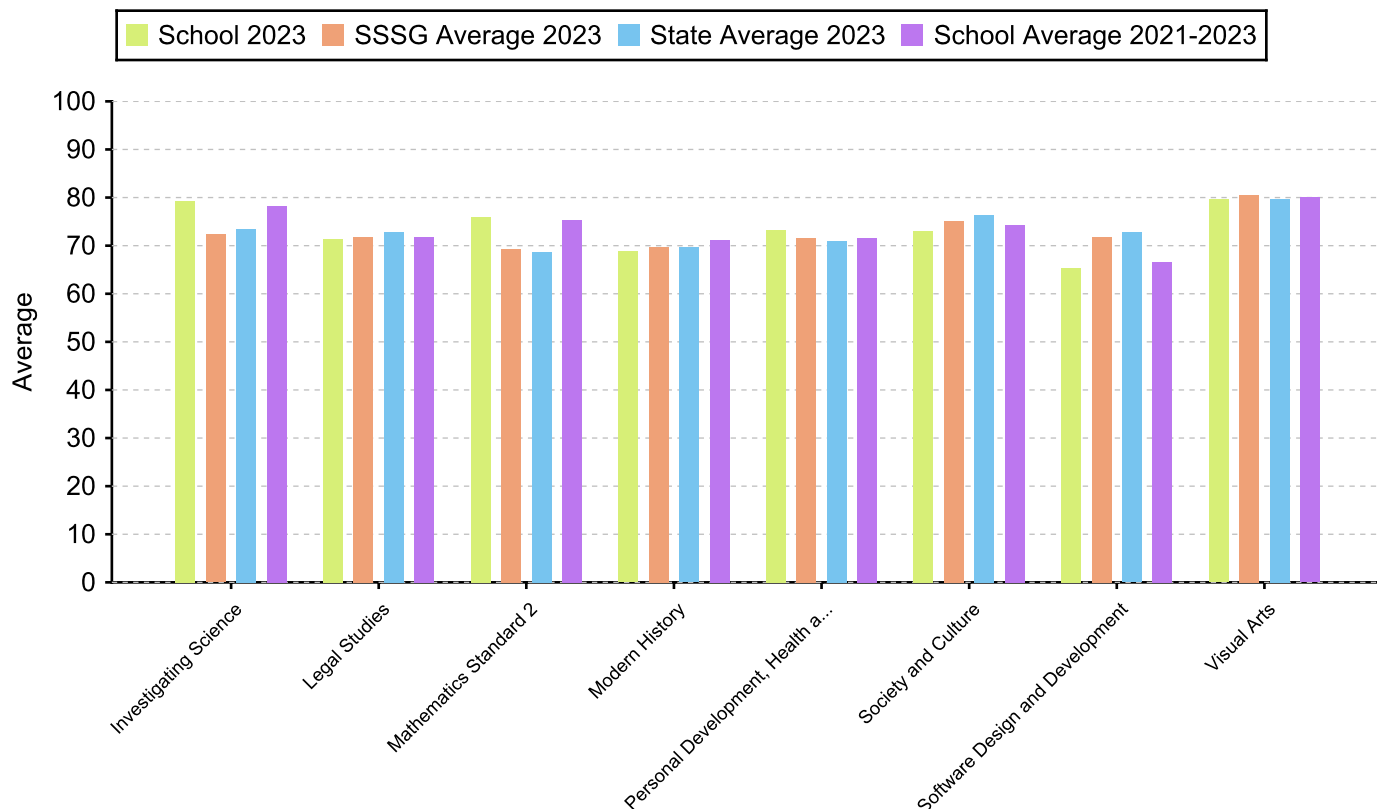
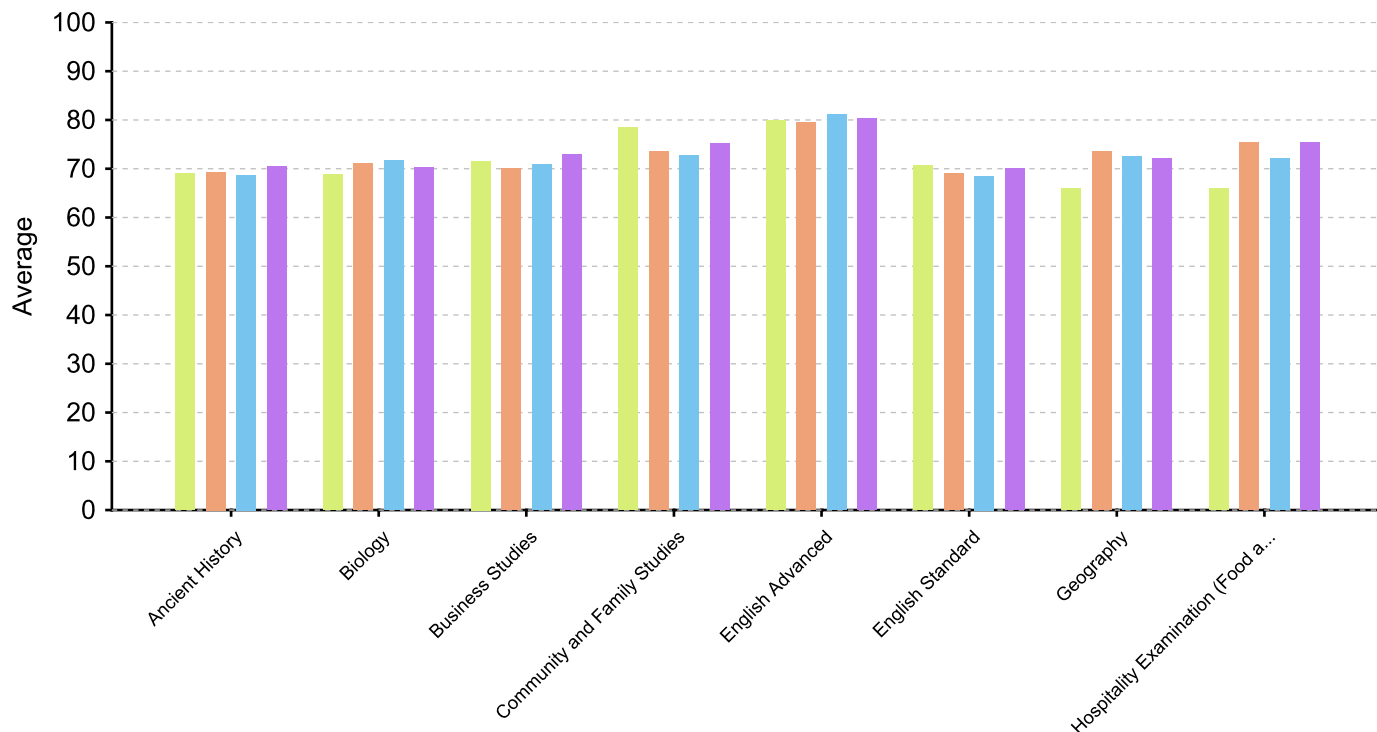
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 2023</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2021-2023</b>
Ancient History	69.0	69.3	68.7	70.4
Biology	68.8	71.0	71.8	70.3
Business Studies	71.6	70.0	70.9	72.9
Community and Family Studies	78.5	73.5	72.7	75.2
English Advanced	79.9	79.5	81.2	80.4
English Standard	70.7	69.1	68.5	70.0
Geography	65.9	73.5	72.5	72.0
Hospitality Examination (Food and Beverage)	66.0	75.4	72.1	75.4
Investigating Science	79.3	72.3	73.4	78.2
Legal Studies	71.4	71.9	72.9	71.8
Mathematics Standard 2	76.0	69.3	68.7	75.4
Modern History	68.8	69.8	69.6	71.2
Personal Development, Health and Physical Education	73.2	71.6	71.0	71.7
Society and Culture	73.0	75.1	76.3	74.3
Software Design and Development	65.4	71.8	72.7	66.6
Visual Arts	79.6	80.5	79.8	80.0

## Parent Evaluation of Student Reports 2023

To better understand parent perspectives of what is valued within the information provided in our student reports, parent surveys were conducted during our Semester 1 Parent Teacher nights. 401 parents were surveyed across two nights, with the following information received and analysed by the school executive as we consider future directions in student reporting.

Teacher comments were considered the most valued aspect of the reports, closely followed by marks/grades/ranks. Of least value are attendance information and year adviser comments.

Parents/carers reported that within the teacher comments, areas of greatest value are:

- Insights outside performance metrics.
- Commentary on effort, soul awareness, emotional maturity, and development.
- Getting a sense that they know my children well.
- Honest and direct feedback about attitude and application.
- No surprises - parents need to know problems before report cards.
- Less teacher jargon.
- Personalisation - know my child and don't use cut and paste approaches.

Parents/carers reported that within student reports they are most looking for:

- Comprehensive information - depth not breadth.
- A report that is specific and personalised.
- Honesty.
- How progress can be improved.
- I would like to see more constructive criticism regarding areas of improvement.

Parents/carers reported that the areas we can most improve in our student reports are:

- Most parents indicated strong satisfaction with the information contained in the reports.
- In our senior student reports some parents indicated they seek information that will assist in guiding post school destinations.
- Some parents reported that the comments don't always align with the marks attained.
- Many parents indicated that the reports needed to better reflect student wellbeing.

Parents/carers reported that the area's least needed in our students' reports are:

- Attendance details and Year adviser comments. Clarity in comments that reflect exactly how students are performing was highlighted.

From this evaluation process the school is undertaking a review of the formatting of our student reports, with the intention of strengthening areas most valued by parents whilst streamlining the processes for our teaching staff to minimise the administrative burden required.

## Tell Them From Me Survey

429 students completed the Tell Them From Me Snapshot 1. Students provided feedback in a range of multiple choice questions (no open ended questions) that focused on three domains;

- Social - Sense of Belonging, Participation in Sports and Clubs, Positive Friendships
- Institutional - Values schooling Outcomes, Attendance, Positive Behaviour, Homework and Study Habits
- Intellectual - Interest and Motivation, Effort, Appropriately Challenged

The survey results provided insight into various aspects of student engagement across the three domains. As in previous years, elements of the data results conflict with the school developed data measures, our observations, and what we know of our students.

According to the Tell Them From Me data, Henry Kendall High School rates significantly lower than the state average in most key areas, and concerningly in the areas of 'positive sense of belonging', intellectual engagement, and students who are interested and motivated. Comparing these areas with internal data measures and results of external testing, questions do exist about how accurately the Tell Them From Me data reflects our students. Additionally, the heavy predominance of testing required of students leads to a disengagement with the process, and this survey was seen as largely irrelevant to many students, having a skewed impact on results.

A notably positive area was reflected in students from an indigenous background, with 72% indicating that they felt good about their culture when at school, and 74% indicating that their teachers had a good understanding of Aboriginal culture.

In 2023 the school assessed student wellbeing through internal measures in addition to the Tell Them From Me departmental measures. In 2021, the Henry Kendall HS Wellbeing Survey was created, and is conducted with all Stage 4 students annually, as well as two classes from each of the other year groups 9-12. This survey utilises clearer and simpler language than that of the Tell Them From Me survey, with questions being more directly relevant to student experience at our school.

The data from this survey is assessed against the baseline data taken in the original survey in 2021 in order to determine growth patterns. This is measured against the whole school data, as well as against the baselines for specific year groups.

Across all year groups, in 2023 an increase of 1.6% was evident in students' sense of belonging at Henry Kendall High School. Personal success and self-advocacy remained under 1% from baseline data in 2021.

We have not met our target of a 5% increase, however, significant external factors such as the pandemic, cost of living pressures and incline in mental health of adolescents have been reflected in our data.

Year 7 2021 moving into Year 9, 2023 reflect the following scores for:

- sense of belonging - increase 2.7%
- personal success - increase 1.5%
- self-advocacy - decrease 1%

### **Staff Evaluation**

At the end of 2023 staff were surveyed about the directions of the school, and were asked to identify areas that the school is doing well in, and areas where improvements could be made. From nearly 90 staff (teaching and non-teaching), 22 areas were identified as being strengths with the majority of these having only one or two people raising the topic. In the domain of what could be improved, 44 areas were raised with only small numbers identifying each area. This would indicate that there are no significant areas of concern across the staff as identified by a clear majority, which is certainly a positive.

Of the areas of where the school is doing well, overwhelmingly the staff identified that staff culture/support/relationships/moral/positivity is a significant strength. Two thirds of staff identified this area, indicating a strong and valued team culture within the school staff. The other main areas identified were the prioritization of student wellbeing, and our connection, communication and relationships with students and families. In both areas large numbers of staff identified these as a strength. That such common threads were found across the staff in areas of strength clearly indicates a shared view and aligned priorities in our work.

Regarding the areas that need more attention, the most identified issue was behaviour management, expectations, and consistency, with just under a quarter of staff nominating this as an area to work on. Teamwork and collaboration across/between faculties was the second most identified area. Consistency in day-to-day matters was the third most identified - things like uniform, lateness to school, playground rubbish. These areas will be a focus through 2024 with a similar survey being conducted at the end of the year to gauge progress.

The school staff also placed an emphasis on our school culture and how we can build upon our strengths in this often ambiguous and intangible area. The staff were asked to identify our core values - those elements that we consider to be our highest priorities, deeply held beliefs, and core driving forces. The values identified were:

1. Connection / Belonging
2. Collaboration / Teamwork
3. Respect / Integrity
4. Perseverance / Growth
5. Wellbeing / Humour / Kindness
6. Curiosity / Creativity

In 2024 the school staff will begin the process of deeply evaluating what this means in our daily practice - how will we walk the talk? Moving forward the intention is an overall awareness in taking care that our intentions, words, thoughts, and behaviours align with the values we state that are at our core.



# 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.