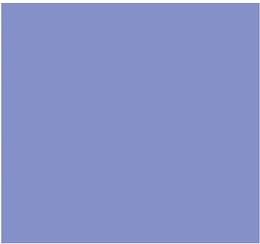


2009 Annual School Report Kincumber High School

NSW Public Schools – Leading the way



Our school at a glance

Students

Kincumber High School (KHS) is a coeducational, comprehensive secondary school proudly serving the Central Coast. The school's mission is to "achieve and excel" and our strong welfare programs support a friendly and inclusive student body.

In 2009 the student population was 1030 including 36 students in the Student Support Unit (SSU). The SSU students are highly integrated across the school and make a considerable contribution to the social fabric of the school. The school is also proud to have an Aboriginal enrolment of around 60 students.

KHS has a strong academic emphasis and a well deserved reputation for sporting prowess. In addition, music, the visual and performing arts, community involvement and student leadership opportunities are all strong.

Staff

In 2009, there were 70.9 teaching positions at the school. This included 14 executive positions, 5.6 teachers in the Support Unit and 3 specialist staff. The teaching staff was supported by 16.7 administrative staff including the Farm Assistant and the General Assistant.

The school has a diverse and committed staff with a good balance of new enthusiasm and experienced teachers. They are a dedicated and professional team as is the office staff, who also make a huge contribution to school life.

All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

Kincumba Learning Community

Our Learning Community goes from strength to strength and is providing an almost seamless transition from primary to high school with the students being comfortable in their new surrounds and settling down to work straight away. This year we held our first joint staff development day to better understand how the partner primary and high schools can create a more continuous learning environment. Throughout the year there are numerous joint high school / partner primary school activities, and there are a number of further initiatives to be taken up in 2010.

Student Leadership

This year has seen a focus on development of student leadership opportunities. We now have a senior leadership team of 15 students including the

school captains, sports captains, senior SRC representatives and a number of committee heads, in addition to many junior leadership opportunities including Peer Support Leaders. Our senior team have had leadership training, have their own roll call group where they can coordinate all their activities each morning, and are already playing a major role in running the school's fortnightly assemblies.

Premier's Sporting Challenge

The objectives of the Premier's Sporting Challenge 'Sports Leadership' program are to provide an educational pathway for student sport leaders from Year 5 to Year 8 and for teachers interested in the organisation of sport and physical activity programs in their school community.

Kincumber High has led the Kincumba Learning Community by inviting the primary schools to our school oval to participate in sporting activities organised by development officers from a number of sports including athletics, Aussie rules, cricket, golf, rugby league and tennis. The program has been very successful with tremendous feedback from students, teachers and development officers alike. It has also greatly enriched and strengthened the Kincumba Learning Community transition program.

Student achievement in 2009

Our incoming Year 7 exceed state average in reading, writing and grammar, and are on state average for spelling. As has been the case for many years now, our students are well represented in the second top two bands, but are under-represented in the very top band.

In numeracy, our Year 7 enter the school below both state and LSG averages. The pattern is that they are under-represented in the lower two bands, concentrated in the next three bands exceeding state averages here, but again under-represented in the top band.

Our Year 9 continued to exceed state averages in reading, writing and grammar, but lagged in spelling. It is clear spelling will need to be a priority across all KLA's in the 2010 Management Plan. Year 9 also continue to lag state average with their numeracy results.

Our School Certificate data is very encouraging. Not only do we exceed state averages in English, Science, History, Geography and Computing Skills, but our value added data is a big improvement on last year's data. In fact both Science and History managed to generate significant improvement in our students compared to state figures.

Our HSC results were such that 35 of our students were offered and accepted university places, an increase of two on last year. Whilst there were not the top end results of the previous cohort, all were successful in gaining a HSC. Many students were not seeking an ATAR, but were successful in moving into trades courses on completion of their HSC studies.

Messages

Principal's message

2009 was a year of significant achievement at KHS. Our close connection with our partner primary schools in the Kincumba Learning Community saw the first of our joint staff development days. The benefits to our incoming students from the strong transition program that is being developed, auger very well for the future of the school.

As a staff we addressed a number of day to day issues that confront us. The result was a vast improvement in the standard of uniform, and a much more settled school with all staff monitoring student movement far more closely, especially during lesson time. Every school unfortunately experiences some degree of bullying amongst students, and a worrying trend is the rise of cyber-bullying. At KHS we take a very strong stance against bullying. We educate our students about it, and deal with every instance that comes to our attention.

Academically there is a focus on our teaching strategies. Our Management Plan lists, amongst other things, a strong focus on the development of programs that cater for our broad range of student abilities, from talented students to those experiencing difficulty. In line with the success of our other targets, this is producing very settled classes where students are able to achieve to their ability level. Additionally we have strengthened our student leadership team and are providing training and support for these students to really lead their peers.

As you will read in this annual report, our students achieved success in a range of fields from sport to music, academic competitions and a strong sense of contributing to the community in a number of ways. We are very proud of our students.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Mark Macaulay
Principal

P&C message

The P&C had a busy year. We became an incorporated association and acquired our own Australian Business Number. We also ran the successful cash raffle which raised \$8483. Thank you to everyone that helped out.

With the money from the cash raffle and the sale of the Year 7 book packs and uniforms, which were organised by the hard working Treasurer Jan Tochowicz, we were able to give \$10,000 towards the new school bus fund.

At the end of 2009 I was fortunate to be on the interviewing panel for two new teachers. This was very interesting and gave me an insight into the high quality of teachers that we have at Kincumber High School.

I would like to invite families old and new to attend our P&C meetings, which are held on the third Tuesday of the month at 7.30pm in the common room. This helps you to keep informed and involved in what is going on within your school community.

Sonya Rowcliff
P&C President

Student representative's message

In 2009 the KHS Student Representative Council took on a more generalised leadership approach than previous years, with the initiative of class representatives allowing students in Years 10 to 12 to build on their leadership skills and be given more responsibility. Classes elected a boy and girl leader and these leaders set an example and played a supportive role to both the school and sport captains. This year there was a distinct change in the leadership roles of the captains and the plan is for this to grow in future years enabling greater student input. The captains, along with the senior student leadership team will set the direction, and will be ably assisted by the class representatives.

This year the school captains were involved in a number of events. These included:

- Visiting a number of primary school functions and presenting leaders with their badges and jackets.
- Running and organising every assembly during the year, including the Central Coast School Awards for teachers from all over the Coast
- Organised the Year 12 charity drive for the Coast Shelter and helped raise money for Hunter Hospital Neo-natal Delivery Suite as part of another year 12 charity.

By having greater leadership roles throughout the Year 10 and 11 student body, the job as school captains was made so much easier, as there was always a student leader there, willing to help us out when times got tough around our final exams. As the student leadership within the school continues to grow and strengthen, we are hoping to see a school in which many sporting and other activities, presentations and assemblies are either run by students, or have a great deal of student input. It has been a great pleasure to help bring Kincumber High one step closer in this goal and we hope we have set a great example for the years to come.

**Samantha Kennedy and Chad Soper
School Captains**

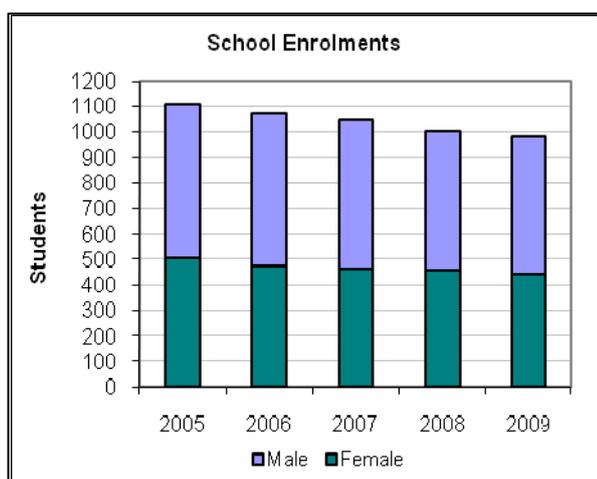
School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

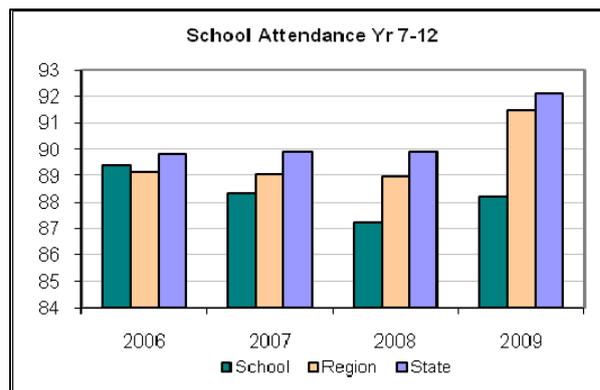
The decline in enrolments which has been occurring for some years appears to have ceased. The school has settled at about the 1000 student mark. The gender imbalance that existed is correcting, with the proportion of boys and girls in the last two intakes being almost even.



Student attendance profile

Our 2008 ASR mentioned strategies based around our welfare team and our quality teaching program to address what has been a poor attendance record for pupils generally at KHS. As can be seen from the accompanying graph, these strategies are having a positive effect. The school will continue to target attendance as a priority with the aim of at

least matching or better still exceeding regional averages.

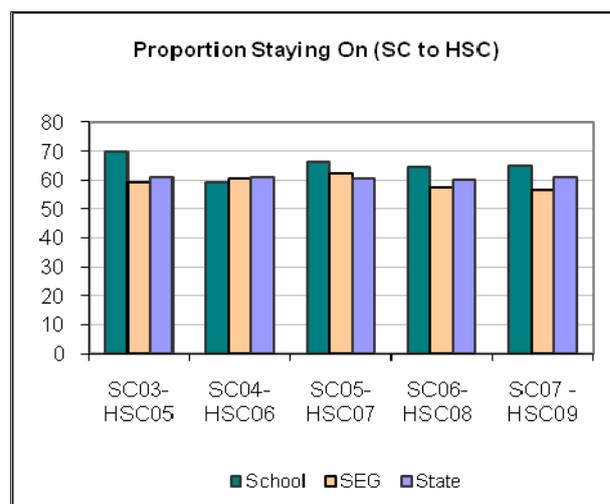


Management of non-attendance

Non-attendance is handled on a number of levels. The school employs an SMS text messaging system to alert parents to their child's absence. Chronic cases are referred to the HSLO. On the positive side, non-attenders are targeted by the school's Learning Support Team, the Welfare Team and the School Counsellor to liaise with parents and provide as much support to the student as possible.

Retention to Year 12

The school continues to enjoy retention rates well above regional average, as shown in the graph below. This is a credit to the number of programs running at the school which support students, particularly those targeted at students in danger of dropping out of school.



Post-school destinations

35 of the 2009 Year 12 cohort were successful in gaining entry to a University course. Many of the remaining students have pursued trades courses. A number are taking a 'gap' year, often involving overseas travel and work.

Collection of data aggregated over the last five years has produced the following information.

- University 26%
- TAFE 21%
- Full Time Work 17%
- Part Time Work 11%

The balance is spread between apprenticeships, traineeships, private colleges and overseas travel.

Year 12 students undertaking vocational or trade training

Of the 141 students, 72 Year 12 students undertook vocational training in 2009.

Year 12 students attaining HSC or equivalent vocational educational qualification

Of the 141 students in Year 12 all obtained the HSC.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teachers	12
Classroom Teachers	50
Teacher of Moderate Intellectual Disability	1
Teacher of Mild Intellectual Disability	1
Teacher of Severe Intellectual Disability	1
Teacher of Hearing Disability	1
Support Teacher Learning Assistance	1
Teacher Librarian	1
Careers Advisor	1
Counsellor	1
School Administrative & Support Staff (SASS)	12
Total	85

There are two indigenous teachers, and an Aboriginal Education Worker on the staff.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

In addition, New Scheme Teachers are required to undergo significant training and receive significant support in their first few years of teaching.

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	5

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary:	30/11/2009
Income	\$
Balance brought forward	599 495.00
Global funds	547 770.00
Tied funds	537 237.00
School & community sources	296 194.00
Interest	23 552.00
Trust receipts	67 939.00
Canteen	0.00
Total income	2 072 187.00
Expenditure	
Teaching & learning	
Key learning areas	140 347.00
Excursions	68 054.00
Extracurricular dissections	162 057.00
Library	20 658.00
Training & development	623.00
Tied funds	505 122.00
Casual relief teachers	132 957.00
Administration & office	152 075.00
School-operated canteen	0.00
Utilities	95 877.00
Maintenance	55 439.00
Trust accounts	64 977.00
Capital programs	18 288.00
Total expenditure	1 416 474.00
Balance carried forward	655 713.00

A full copy of the school's 2009 financial statement is available. Further details concerning this statement can be obtained by contacting the school.

School performance 2009

Achievements

CAPA

2009 saw some outstanding achievements in the Creative and Performing Arts KLA. The year started with eight of our students being chosen to exhibit in the Central Vision Art Exhibition. Of these, two received honourable mentions, and KHS students also received two of the five major awards. In April, Luke Fabila was chosen in the H/CC Regional Wind Ensemble who won the National Band competition. By June, Mrs Kirsty McRae who is Chairperson of the Central Coast Dance Festival led a troupe of KHS students in a number of items here, and also at Star Struck in Newcastle.

With three musicians and not just music teachers in our Music department, Music continues to blossom at the school. Amber Mercuri (violinist) and Elissa Koppen (flautist) continue to shine. Amber won a section of the Youth in Performing Arts Festival whilst Elissa received a professional engagement at a Laycock Theatre production of the musical Cats. The country / rock group Random Ryde consisting entirely of students from the school released their first music video clip and are regular performers across the Coast. A practicing musician, Mike McCarthy leads our Gifted and Talented Music program, and Mrs Sharon McKay one of our Music teachers was seconded for a while, along with one of our gifted students to produce IT music resources for the DET laptop program.

On a not so hot August night our talented students performed for the entire evening to a packed house at Lizotte's. The standard was so high that Brian Lizotte has offered the venue for two evenings in 2010.



HSIE

HSIE students have continued the trend of steady improvement across all stages. The 2009 School

Certificate results indicate a lift in each of the bands. Standout results included 2 band 6 results in Australian History, Civics and Citizenship and 4 band 6 results in Australian Geography, Civics and Citizenship.

The HSIE faculty also entered 16 of our Gifted and Talented Geography students in the Central Coast Geography Challenge. The 2 teams of 8 competed against 32 other teams from schools across the Central Coast district. Our teams achieved first and second places. We couldn't expect our students to achieve any better than that! The Challenge examined geographic skills, spatial, place, human and global geography. We are keen to repeat that performance in the current 2010 year.

The HSIE faculty staff is also implementing revised teaching strategies aligned with the School Priorities to improve SC and HSC results. We expect these strategies to lead to an improvement in students' band performances across all courses offered under the HSIE umbrella.

Understanding of our natural environment remains a key focus area within HSIE courses, especially geography. In 2009, all of our year 10 geography students did undertake a study of our Local Coastal Environment concentrating on the Wamberal / Terrigal coastal sand dune ecosystems. The comments of gratitude from the students clearly indicated the success of such a logistically large excursion whilst assisting in the continued development of positive student/staff relationships.

Our Year 10 history students complemented their study of the Vietnam War with a visit from the Vietnam Veterans "Nambus". This was not only a very educational experience for our students but also an emotional one for some.

Science

2009 was a very productive year in Science. The results from the National Science Competition were very pleasing with a total of 105 students participating. Kincumber achieved 6 distinctions and 34 credits to put us well above the state average result. Our Year 10 Science students were impressive in the Central Coast Engineering Challenge, and excelled in this year's School Certificate. Their results were well above state average, with 10 students achieving Band 6's.

Our Agricultural Department and in particular the GATS Agricultural Team had a very successful year with our steers placing 1st and 2nd at the Newcastle Steer Show, and 2nd and 3rd at the Central Coast Steer Show.

Sport

Once again Kincumber had a number of students represent the school at zone, regional, state and international level. Both the U15 Boys Water Polo and Basketball teams earned their way through the CHS knockouts to the quarter finals, an exceptional effort which bodes well for the future.

Lily Bardsley demonstrated remarkable aptitude in a variety of sports in 2009. She represented Sydney North in both soccer and cricket, as well as being named in the NSW U15 Cricket side.

Mychal Allanson is a talented gymnast who collected 3 Gold and 1 Silver medal at the CHS Gymnastics Carnival, an outstanding effort for a student in Year 7.

Jay Felton continued his success in the sport of race walking in 2009. He won the Sydney North 12-15 Years 1500m walk, and took first place in the NSW All Schools U14 3000m event, eclipsing the state record by 17 seconds. He also placed third in the 15 years 300m event at the Australian All Schools titles.

Sam Paterson and Nick Reekie continue the fine swimming tradition of Kincumber High School. Sam was Age Champion at School and Zone level, winning every race he entered. At the CHS carnival he earned medals in 3 events. In addition, Sam has had considerable success outside the school arena, winning a host of state titles in distance events not conducted at CHS. He has also represented the Central Coast in Water Polo. Nick won the Sydney North 100m Backstroke and came second in the 100m butterfly. He went on to take silver in the 100m backstroke and medalled at the Australian All Schools titles. Nick has been selected to trial for the Commonwealth Games team in 2010 on the back of his stellar performances this year.

School based Vocational Education and Training (VET)

In 2009 KHS offered Furniture Making, Hospitality and Retail with a total of 38 students in Year 11 and 46 in Year 12. Students achieved the following results for the 2009 HSC exams:

- Hospitality - one Band 5 and four Band 4s.
- Retail - seven Band 4s and four Band 3s.

The HSC exam is optional in all VET courses. Furniture Making does not have a HSC exam.

Both Retail teachers underwent TAFE training in merchandising allowing them to deliver the 'Create a Display' unit in Year 12. One of our Hospitality teachers completed training in 'Food and Beverage' which now allows KHS to offer both Food and Beverage and Commercial Cookery streams in the Hospitality VET course.

KHS obtained Federal Government funding for a new commercial kitchen which was completed at the end of 2009. This state of the art facility allows Hospitality students to work in an industry standard kitchen and meet RTO and course requirements.

Year 11 VET students participated in a very successful Work Ready Day at Kincumber Youth Centre. Youth Connections and industry representatives provided information about working in the Retail and Hospitality industries. All students undertook a mock interview with Sarah Cooper and Ben Reekie receiving awards for their performance at interview. Student feedback from the day was very positive and most see it as a valuable and worthwhile experience in preparing them for employment.

In 2010 VET Orientation will also be held for all Year 11 students undertaking a school based VET course.

During the year VET students completed 35 hours of work placement at a range of workplaces on the Central Coast. Students also completed the Barista Coffee Making Course in Sydney and took part in the annual Retail Skills Showcase at Westfield Tuggerah.



Academic

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).



Literacy – NAPLAN Year 7

Our incoming Year 7 cohort have reading skills which exceed state averages in the top two bands, but lag slightly behind state averages in the other areas assessed. Our Kincumba Learning Community is well aware of these results and we are working on programs across all partner primary schools to address these issues, particularly in the area of writing.

Reading

Average mark, 2009	School	LSG	State			
	542.9	548.4	535.0			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in band 2009	4	20	56	40	41	11
Percentage in band 2009	2.3	11.6	32.6	23.3	23.8	6.4
School average 2007 - 2009	3.6	12.3	30.1	30.3	19.0	4.7
LSG average 2009	4.0	12.0	26.4	25.1	22.3	10.3
State average 2009	7.2	16.2	27.0	22.5	17.7	9.5

Writing

Average mark, 2009	School	LSG	State			
	526.6	532.6	520.9			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in band 2009	8	22	62	50	21	9
Percentage in band 2009	4.7	12.8	36.1	29.1	12.2	5.2
LSG average 2009	5.6	12.5	34.0	26.8	16.7	4.4
State average 2009	5.5	11.4	32.7	24.3	18.1	8.0

Spelling

Average mark, 2009	School	LSG	State			
	543.6	554.6	543.6			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in band 2009	4	18	49	55	34	12
Percentage in band 2009	2.3	10.5	28.5	32.0	19.8	7.0
LSG average 2009	3.4	10.0	23.6	28.2	21.0	13.8
State average 2009	6.5	11.4	24.7	27.2	18.0	12.1

Grammar and Punctuation

Average mark, 2009	School	LSG	State			
	536.4	545.8	530.4			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in band 2009	8	22	58	52	15	17
Percentage in band 2009	4.7	12.8	33.7	30.2	8.7	9.9
LSG average 2009	5.0	14.1	27.7	27.2	9.1	17.0
State average 2009	9.3	17.7	26.3	24.8	7.4	14.5

Numeracy – NAPLAN Year 7

The 2009 Year 7 intake continued the pattern of previous years whereby they are below LSG and State averages in the lower bands, concentrated in the middle bands, but still not achieving the Band 9 results of their LSG counterparts.

	School	LSG	State			
Average mark, 2009	531.6	551.9	541.2			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in band 2009	6	23	62	39	35	6
Percentage in band 2009	3.5	13.5	36.3	22.8	20.5	3.5
School average 2007 - 2009	3.5	13.7	29.3	24.7	21.0	7.7
LSG average 2009	3.1	14.7	26.3	23.7	17.1	15.2
State average 2009	5.7	18.0	26.7	21.5	15.1	13.1

Literacy – NAPLAN Year 9

An analysis of our Year 9 literacy results shows that our students still exceed state averages in reading, writing and grammar and punctuation, but lag a little in spelling. Spelling will be targeted across all KLA's as a revision to our current School Management Plan.

Reading

	School	LSG	State			
Average mark, 2009	579.0	589.5	575.4			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in band 2009	9	26	40	57	22	7
Percentage in band 2009	5.6	16.2	24.8	35.4	13.7	4.4
LSG average 2009	5.7	12.9	23.9	31.0	19.9	6.6
State average 2009	9.7	16.6	25.0	26.9	16.4	5.4

Writing

	School	LSG	State			
Average mark, 2009	562.0	569.7	553.7			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in band 2009	15	38	40	40	22	8
Percentage in band 2009	9.2	23.3	24.5	24.5	13.5	4.9
LSG average 2009	9.4	22.0	22.4	25.2	12.6	8.4
State average 2009	13.7	24.4	22.4	22.0	10.5	7.0

Spelling

	School	LSG	State			
Average mark, 2009	569.3	590.3	577.4			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in band 2009	12	21	66	43	17	4
Percentage in band 2009	7.4	12.9	40.5	26.4	10.4	2.5
LSG average 2009	6.4	12.2	27.2	26.1	16.5	11.6
State average 2009	10.2	14.0	28.3	24.0	13.6	10.0

Grammar and Punctuation

	School	LSG	State			
Average mark, 2009	566.1	581.5	565.9			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in band 2009	22	24	50	44	14	9
Percentage in band 2009	13.5	14.7	30.7	27.0	8.6	5.5
LSG average 2009	8.7	14.2	29.9	24.7	13.4	9.1
State average 2009	13.9	16.7	30.3	21.1	10.5	7.5

Numeracy – NAPLAN Year 9

Over 59% of our students are contained in the middle two bands. Whilst Band 8 approximates state average, there is a clear lack of representation in the top band. The school is addressing this issue, amongst other measures by targeting the top Year 7 and 8 Maths classes to ensure their level of numeracy development maintains or exceeds state levels of improvement from the Year 7 testing.

	School	LSG	State				
Average mark, 2009	578.9	601.5	589.3				
Skill Band Distribution							
Band	5	6	7	8	9	10	
Number in band 2009	1	34	49	46	23	7	
Percentage in band 2009	0.6	21.3	30.6	28.8	14.4	4.4	
LSG average 2009	2.4	14.1	27.1	26.0	17.1	13.4	
State average 2009	4.6	18.3	28.5	22.8	14.7	11.1	

School Certificate

The average mark in all School Certificate exams except Maths exceeded the State average. The Science results are particularly pleasing where the school also exceeded both State and LSG averages in the top two bands. Clearly there is work to be done though in the area of numeracy.

English

	School	LSG	State				
Average mark, 2009	76.1	77.3	75.9				
Skill Band Distribution							
Band	1	2	3	4	5	6	
Number in band 2009	0	2	24	90	42	1	
Percentage in band 2009	0.0	1.3	15.1	56.6	26.4	0.6	
School average 2007 - 2009	1.0	4.4	18.1	51.0	20.4	1.9	
LSG average 2009	0.4	2.1	13.8	43.2	35.6	4.9	
State average 2009	0.7	3.3	18.3	43.4	29.7	4.7	

Science

	School	LSG	State			
Average mark, 2009	76.1	75.1	73.3			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in band 2009	0	6	28	65	49	11
Percentage in band 2009	0.0	3.8	17.6	40.9	30.8	6.9
School average 2007 - 2009	0.6	5.4	25.0	39.6	22.1	2.9
LSG average 2009	0.4	7.8	19.7	35.4	29.5	7.1
State average 2009	1.1	11.0	23.2	33.2	24.8	6.7

Mathematics

	School	LSG	State			
Average mark, 2009	66.7	70.7	69.0			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in band 2009	0	31	73	45	10	0
Percentage in band 2009	0.0	19.5	45.9	28.3	6.3	0.0
School average 2007 - 2009	1.5	30.1	42.9	19.8	5.4	0.5
LSG average 2009	0.7	17.0	33.2	24.4	17.9	6.7
State average 2009	1.3	22.0	33.6	22.1	14.6	6.4

Australian History

	School	LSG	State			
Average mark, 2009	71.7	71.1	69.5			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in band 2009	0	10	55	66	26	2
Percentage in band 2009	0.0	6.3	34.6	41.5	16.4	1.3
School average 2007 - 2009	1.1	9.4	40.9	36.9	11.0	0.8
LSG average 2009	2.5	10.5	29.2	36.0	17.6	4.1
State average 2009	3.8	13.7	31.2	32.2	14.7	4.3

Australian Geography

	School	LSG	State			
Average mark, 2009	70.8	71.6	70.3			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in band 2009	0	16	56	55	28	4
Percentage in band 2009	0.0	10.1	35.2	34.6	17.6	2.5
School average 2007 - 2009	1.0	7.5	34.2	39.6	16.1	1.7
LSG average 2009	0.6	11.6	30.7	31.9	21.7	3.5
State average 2009	0.9	15.5	33.0	28.4	17.8	4.5

Computer Skills

	School	LSG	State
Average mark, 2009	80.2	81.2	80.0
Skill Band Distribution			
Band	Competence Not Demonstrated	Competent	Highly Competent
Number in band 2009	0	66	93
Percentage in band 2009	0.0	41.5	58.5
School average 2007 - 2009	0.1	51.5	48.4
LSG average 2009	0.1	38.7	61.2
State average 2009	0.1	44.1	55.8



School Certificate relative performance comparison to Year 5 (value-adding)

Whilst there is still some work to do on growth figures in some areas, it is pleasing to see that they are an improvement on last year's figures, a clear indication that the initiatives and direction as outlined in the school's Management Plan is working. The Science and History figures show that we can generate significant improvement. We will continue to work on these measures aiming to achieve positive growth in all areas, and not just some.

Course	School 2009	School Average 2005 - 2009	LSG Average 2009
English	-1.0	-0.4	0.3
Mathematics	-3.1	-3.8	0.3
Science	1.5	0.3	0.4
Aust History	1.0	-0.8	0.3
Aust Geography	-0.3	-0.8	0.1

Higher School Certificate

The clear progress that is being made with our School Certificate results is yet to translate through to our HSC results. Kincumber High School enjoys one of the highest retention rates on the Central Coast. This means that many students are not aiming primarily for a high ATAR. In fact a high proportion of this particular cohort were non-ATAR candidates whose main aim was to enter the trades, and they have been very successful with this.

Course	School 2009	School 2005 - 2009	State 2009
Agriculture	56.3	56.3	69.6
Ancient History	68.9	69.7	70.7
Biology	65.3	68.4	72.1
Business Studies	71.4	63.8	72.6
Chemistry	64.3	67.9	73.9
Community and Family Studies	72.2	74.0	71.0
English (Standard)	63.5	63.5	63.3
English (Advanced)	75.2	76.0	78.6
English Extension 1	72.3	77.2	79.4
English Extension 2	81.0	70.0	78.2
Geography	73.3	74.2	71.6

Industrial Technology	72.7	73.5	70.8
Information Processes and Technology	72.3	70.3	72.9
Legal Studies	63.8	66.5	72.0
General Mathematics	66.0	67.7	67.1
Mathematics	67.7	70.8	74.3
Mathematics Extension 1	54.0	66.2	80.6
Modern History	70.3	70.9	74.1
History Extension	80.0	71.6	74.5
Music 1	75.6	74.1	78.5
Personal Development, Health and Physical Education	69.2	69.7	70.7
Physics	68.6	71.0	74.1
Society and Culture	73.4	66.8	74.5
Visual Arts	76.1	75.6	78.4
French Beginners	67.3	65.1	72.7
Hospitality Examination	75.7	66.9	73.0
Retail Services Exam	72.4	72.4	72.4

Higher School Certificate relative performance comparison to School Certificate (value-adding)

These figures are reflective of the fact that all students who proceeded to the HSC gained a HSC. Many of these students were not focused on an ATAR so that it was the gaining of the HSC and not the ATAR which was important to them.

Performance band	Low	Middle	High
School, 2009	-3.3	-2.2	-5.8
School Average 2005 - 2009	-1.1	-0.7	-2.1
LSG average 2009	0.0	0.9	0.1

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students

achieving at or above these standards are reported below.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2009

The achievement levels of the incoming Year 7 cohort exceed the 2008 group in Reading, Writing and Spelling, but are slightly lower in the other two areas measured.

Percentage of Year 7 students achieving at and above minimum standard	
Reading	97.1
Writing	94.8
Spelling	97.1
Punctuation and grammar	94.8
Numeracy	95.9

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009

The most pleasing aspect of these figures is that there is a near 2% increase in the number of our Year 9 students who meet minimum numeracy standards, compared with last year's group.

Percentage of Year 9 students achieving at and above minimum standard	
Reading	92.1
Writing	88.6
Spelling	90.4
Punctuation and grammar	84.4
Numeracy	97.0

Significant programs and initiatives

Student Support Unit

This year the SSU had thirty nine students in the four IM, IO, IS and Deaf classes. SSU students follow a variety of patterns of study. Some remain entirely in the support classes studying Life Skills, while others follow a mixed pattern of Life Skills and mainstream curriculum. Students in the Deaf class begin Year 7 on a mainstream pattern of study and then have Individual Learning plans to suit their needs.

Senior SSU students attended TAFE one day per week throughout the year and all SSU students accessed lessons in Creative Arts, TAS and Science. Support students participated in school based work experience programs, ranging from Recycling, School Cafe and Gardening. Students

also participated in a wide range of work placements in the greater community in the areas of Retail, Gardening, Hospitality, Animal Care, Structured Workshops and Mechanics. 2009 saw eight Year 12 students graduate with a Life Skills HSC, and 2010 will see eight new students enrolled in the unit.

Highlights in 2009:

- Community Donations spearheaded by our local Westpac branch
- Donation of a Garden shed and gardening equipment from Avoca Beach Bowling Club
- Matthew Schofield won numerous medals at various Special Olympic Games
- Eighteen students participated in the Central Coast dance Festival at Laycock Theatre early in the year.
- Eight Deaf students attended the Annual Lions Deaf camp in May
- Twenty-four students attended the annual SSU camp at Morisset Outdoor Education Centre
- Matthew Schofield and Tom Purcell were offered employment at McDonalds.
- Tayla Craig and Boadie Williams received 'highly commended' certificate for their entry in the Dorothy Shaw young writer's competition Australia Wide.
- Our Junior Agriculture class won first place in the farm animal section at Newcastle Show



Aboriginal education

In 2009, 63 students identified themselves as Aboriginal. Aboriginal education has an important place in the school curriculum with awareness and appreciation of past and current issues being widely taught. Our Aboriginal Education Worker continues

to work with our staff and Aboriginal students on many initiatives and programs. These include:

- Tutors for Year 11 and 12 students through the Norta Norta program
- Sista Speak program for girls from Years 7 – 12
- Membership of the Dare to Lead program
- An indigenous sport program
- Close connection with the Gosford AECG
- Transition of the KPS students to KHS through the Garden Project
- The awarding of scholarships; mentoring programs; art programs; Youth Connections assistance; development of the Cultural Centre and more.



Respect and responsibility

Developing respect for other members of the school community and learning to take responsibility for one's own actions are integral to all aspects of school life expressed through the 4 C's (care, courtesy, common sense and cooperation). This is a unifying theme within the Kincumbra Learning Community as students move from our partner primary schools into high school life.

The school welfare system runs many programs that support the work in every classroom in teaching core values. Each year, students from Year 6 visit KHS for a picnic day where students from Year 9 lead groups through a series of activities. The themes are getting to know you and developing relationships. This is followed up with Anti-bullying Boot camp (a program developed by Year 11 students) and implemented by Year 9 student leaders who go on to become Peer Support Leaders as they enter school in Year 7. On arrival in Year 7, students receive an anti-bullying pamphlet and are supported by our trained

Peer Support leaders. These leaders go on the train as peer mediators and play a major role in our school in modelling and teaching conflict resolution, respect for others and taking responsibility for your own behaviour.

Leadership programs in senior school also promote these values as students lead assemblies, work for change through the SRC and represent our school in a variety of ways.

Programs such as Study skills, On track, Mentoring, Plan-It Youth, Young men's and Young women's groups, Crime Prevention workshops, etc are just some of the strategies used to address the development of the 4Cs.



Other programs Student Services

2009 was another busy year in student services. Young men's and women's groups ran in all four terms this year with great success. These programs are very popular and beneficial and many thanks must go to the youth workers from Regional Youth Support Services.

Our year advisors worked hard again this year, especially our new Year Advisors Mr Downy, Ms McKay and Ms Kovac. Highlights included the Year 7 camp, parent information evenings, Year 10 and Year 12 Formals and the Welfare Days. Year advisors form strong bonds with their years and go well beyond their lists of responsibilities with their individual cohorts.

Peer Support and Peer Mediation ran successfully again in 2009. A new group of students were trained in Term 4 and we are looking forward to

their involvement in 2010. Peer Mediation is an essential tool in our strategies to address bullying in KHS.

The Year 9 welfare/learning program is running well. Students have been given lessons in Learning Styles, Personal Development, Careers and Technology.

In 2009 we ran a dance program with a youth worker from Kincumber Youth Centre. It targeted girls in Year 7 and focussed on bullying and self esteem issues. Our drug and alcohol counsellor from the Tedd Noffs Foundation was a very useful resource this year and will be again in 2010. Kristy Hamilton from youth connections also worked with our 'at risk' kids, helping them map out a plan to remain at school and succeed.

School to Work – Careers Education

A wide range of career related activities occurs at the school under the banner of School to Work. This includes Work Studies classes in Years 11 and 12 and Careers classes for all Year 9 and Year 10 students, and a 'Work Ready' program for all VET students in Years 11 and 12. Once again the school had a high participation rate in work experience and work placement with over 200 students involved in 2009

A variety of excursions and experiences enabled many students to explore first hand post school options. Examples of these include the Central Coast Careers Expo, Try a Trade, Tech Girls, Meet A Keeper, and visits to the Newcastle Careers Reference Centre, Engineering Summer School, Designer for a Day and a variety of specialist faculty days at a variety of Sydney universities. Registered training courses organised by the Careers Dept. continued to prove popular with 71 students gaining their OH&S 'Greencard', 58 the RSA and 46 the RCG certificates. 64 students also gained their Senior First Aid Certificate.

TVET Courses

Over 40 TVET courses were available to senior students in 2009 with 70 students completing courses run by Gosford, Ourimbah or Wyong TAFEs. Students who participated in these courses gained a TAFE qualification and the skills that go with it, as well as having the course count towards their Preliminary Certificate or HSC. These students benefit greatly from their willingness to extend themselves well beyond the traditional boundaries of school life and are to be commended for their commitment and enthusiasm.

Plan-It-Youth

This exceptional mentoring program has continued to benefit Year 10 students who may be at risk of leaving school early or simply in need of adult support and guidance. The enormous contribution of the trained adult community members who give of their time so generously is much appreciated – especially by the students who participate in the program.

In many cases the individualised special attention given by the mentors each week to young people in need makes a huge difference. In 2009 23 Year 10 students gained from their participation in this program.

Technology

Integral to the progress with Technology during 2009 was the refocus of the technology plan with emphasis on installation of data projectors in classrooms to meet the needs of the DER laptop program and the desire of staff to expand the use of technology in their teaching and learning. Furthermore, achievement of one-on-one computer access for teachers in staff rooms via expansion of terminal server capacity and installation of wireless capability as part of DER wireless rollout has been significant, enabling increased use of computers for lesson preparation and faculty administration.

Following are some of the significant achievements:

1. Introduction of a **student management software package** for computer rooms, featuring real-time screen monitoring and student assist, to allow more effective implementation and monitoring of teaching and learning.
2. Deployment of **data projectors** along with speakers in 12 classrooms to support integration of technology-based strategies.
3. Installation of a **connected classroom**, enabling teachers and students to participate in state wide video conferences and seminars with other schools.
4. Installation of a **Smart Board** in the Library Seminar Room with wireless keyboard and mouse making lessons and meetings more personal and inclusive.
5. Creation of a **new school website**, www.kincumber-h.schools.nsw.edu.au with informative and up to date school based links available to parents, students

and teachers. Such information includes assessment schedules, newsletters, school calendar and photos of school based activities.

6. Installation of a state of the art single Dell Server with 32Gb RAM- and a stackable rack mounted 4Tb hard drive system to service the rapidly increasing number of computers resulting from the Digital Education Revolution (DER). A Three phase uninterruptable power supply helps immensely to cope with power outages. The virtualised servers now automatically shut down and start up in an orderly fashion when the power resumes after interruption.



Progress on 2009 targets

Target 1

Revision of all Stage 4 programs to build student engagement in their learning.

Throughout 2009, staff meetings and staff development days and extended executive meetings were spent examining the Quality Teaching Framework and how Stage 4 programs could be developed to incorporate strategies to cater for the wide range of students at the school. Head Teachers modelled practices in their KLA with a view to adopting best practice strategies across the school. Other staff development days

were devoted to upskilling staff on the incorporation of the mandated ICT skills into their programs, and consequently their teaching.

The result has been the production of more relevant teaching programs and assessment practices, leading to better teaching and more student engagement in their lessons across the school. All KLA programs are required to be accessed on our computer network.

Target 2

Enhanced communication with parents utilising newer technologies

This target was not just met, but exceeded. Parents are now emailed all communications from the school. This has led to greatly improved attendances at parent information evenings. Year Advisors in particular have found this to be a most valuable form of communication. It is not just parents who are on the (e)mailing list. Our Newsletter is now distributed fortnightly to our partner primary schools, many community groups and other friends of the school in addition to parents.

Towards the end of last year we installed the DET's new school website. However we have since moved to another webpage developed by our own Ben Yardy. With the school celebrating its 20th year in 2010, this website is the focal point for disseminating information, and all organisation of the 20th celebrations. The website contains all recent Newsletters as well as this Annual School Report.

Target 3

Planned professional learning to equip staff with the ICT skills to better support teaching and program development

A variety of training courses and in-school activities were accessed by staff to develop their skills in different areas of ICT linked to mandated competencies and the DER including data bases, spreadsheets and multi-media, collaborative on-line workspaces (Moodle), Web 2 tools such as wiki's and blogs and various software applications.

Teachers attended courses at district and region levels and subsequently used their expertise to train colleagues at faculty, executive and whole school staff meetings. Training involved activities using interactive technologies such as inter-write response systems and connected classroom as well as group work, sharing ideas, clarifying understanding and developing resources for teaching and learning.

Most staff were keen to embrace the activities and enhance their ICT skills as evidenced by the high

demand to participate in the DER staff laptop program in preparation for the roll out of laptops to students in Year 9. Furthermore, improved results in the Year 10 Computing Skills Test by the 2009 cohort indicate more effective teaching of ICT competencies

Target 4

Increased participation in student services and leadership programs

2009 was something of a watershed year with regard to leadership programs. In 2008, the House System was incorporated into school organisation to better provide student leadership opportunities. This was always going to have an impact on the composition of the SRC. The 2009 school captain elections saw the creation of a senior leadership team consisting of the school captains, sports captains, SRC senior leaders and other senior committee members. This group have their own roll call room where they can plan the implementation of the goals they created for themselves on our leadership training day. Already they are running the school assemblies in conjunction with potential leaders from each year group. The 2009 captains should be particularly proud of their MC role when the prestigious Central Coast Education Awards were held at the school this year. They received many plaudits for their performance. Toward the end of the year we entered the Lions Youth of the Year contest which has led to some outstanding results, but more of this in the 2010 ASR!



Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out an evaluation of our TAS faculty, and undertook a Quality of School Life survey of students.

Educational and management practice

Quality of School Life

Background

The QSL survey developed by the Australian Council for Education Research (ACER) was introduced to NSW schools in recognition of the importance of the social dimensions of learning and student satisfaction with school. It has been used successfully with primary and secondary students across the state. The survey has seven subscales – general satisfaction, teacher/student relationships, student self-esteem, identity, the relevance of schooling, sense of achievement and negative affect.

This year, 50 students were randomly selected (by roll number) from each of years 8, 9, 10 and 11. The survey was set up on Moodle so that results could be easily collated. Students are asked to indicate their level of agreement with 40 statements about school

Findings and conclusions

The major overall findings were very positive with 83% of students generally happy with our school and their experiences here.

- 69% students displayed an overall **general satisfaction** with school life agreeing that they feel proud to be students, like learning, get enjoyment from being here, like to go each day and find learning a lot of fun.
- 84% of students indicated no **negative affect**. They did not feel depressed, restless, lonely, upset or worried.
- 88% of our students had a **sense of achievement** agreeing that they get involved in their work, always achieve a satisfactory standard, cope with the work, do well enough to be successful, are a success as a student and have learnt to work hard.
- 80% had formed good **teacher/student relationships** agreeing that teachers treat them fairly, they get the marks they deserve, teachers take a personal interest, are fair and just, help them do their best and listen to what they say.
- 88% felt that school had **relevance**; that the things they learned were important to them, worth learning and would help them in life, they acquired skills, did work which really interests them and was a good preparation.
- 77% had positive **self esteem** feeling that people look up to them and care what they think, they are treated with respect, people

think a lot of them, and they feel important and proud of themselves.

- 90% have a strong **sense of identity** finding it easy to get to know other people, other students are very friendly and they get on well with others in their class, mixing helps them understand themselves and learn to get on with others and they feel accepted as they are.

Overall, girls indicated more satisfaction than boys.



Curriculum

Improving Student outcomes in TAS

Background

Kincumber High School has traditionally been a school with a strong focus on TAS. The faculty offers students a wide range of HSC and Vocational Education pathways and has gained outstanding HSC results. The TAS faculty has undergone a range of staff changes after a considerable period of stability. The faculty has gained from new teaching experiences and management styles that have occurred as a result of this.

As a result of critical reflection and evaluation of teaching and learning programs, the TAS staff developed its first 3 year strategic plan that aims at:

1. Increasing engagement of students.
2. A positive welfare based approach.

3. The development of a professional staff focused on learning and stronger community links.

Finding and Conclusions

The faculty discussed the option of changing the Stage 4 rotation in D&T. This historically had been on a term by term class rotation basis with each staff member teaching the same topic 4 times a year. This year the class teacher taught in all of the Technology strands and stayed with the class.

The strategy was adopted and it has allowed teachers more time to get to know their students. Reports were more informative and students more settled with the established teacher. Staff In-serviced each other leading to a more flexible teaching environment.

To strengthen the relationships with students and build a history in the faculty, honour boards have been produced and will have the names of the high achieving students within the faculty. It is hoped over time students will strive to be recognised on this board.

Strengthening of our relationships within the community was undertaken with Bunnings Gosford donating equipment to the faculty and providing in-servicing and advice to staff. The local Broadwater Court village sponsored the production of outdoor settings that were produced by Yr 11 & 12 furnishings students.

The Faculty gained a major benefit from the Building the Education Revolution funding with a \$180,000 renovation of the Hospitality kitchen. This ensures our students have access to industry standard equipment and education, and that we can continue to be able to provide both strands of the Hospitality framework.

The TAS faculty was pleased with the results gained by our senior students. The KLA senior subjects consist of 2 Unit Industrial Tech Wood, Information Processes and Technology (IPT) and Hospitality. Our students demonstrated high academic achievement with a Band 6 result gained by Jacob Toy in IPT. Hospitality students achieved the highest above state average for KHS. The Industrial Technology Wood results placed the class 3rd highest at Kincumber high.

Future Directions.

With the introduction of Construction as a vocational Pathway, further development of teaching programs and staff settling in, the TAS faculty looks forward to continuing its strong academic results and providing alternative

pathways to meet the needs of the students and the school community.



Professional learning

The school expended \$61,258 in providing professional learning for teachers across the seven focus areas. Two beginning teachers were supported in gaining accreditation with the Institute of Teachers while four new teachers were given additional support.

- Beginning teachers \$1,498
- ICT \$6,681
- Literacy and numeracy \$2,411
- Quality teaching \$11,375
- Syllabus implementation \$9,802
- Leadership and Career development \$19,858
- Welfare \$9,633

A most exciting and productive opportunity was a day shared with our partner primary school with Dr Andrew Fuller talking to us about engagement in the 21st century.

Another focus for the year was the further development of teacher technology skills to support the Laptop program and to enhance the teaching of ICT competencies across the curricula. Many teachers participated in professional learning in a very diverse range of topics from Moodle to One-note. Two teachers at this school, Ms Sharon McKay and Mr Ben Yardy, were also involved in providing professional learning to other teachers at regional and state level.

Term 1 School Development Day focussed on understanding the disability standards and dealing with students diagnosed with ADHD. Time was also spent analysing School Certificate and Higher School Certificate data. The day finished with

teachers working on differentiating programs to support learning in Stage 4.

Term 2 School Development Day was our wonderful day with Andrew Fuller and shared with our Kincumba Learning Community colleagues. This day was held at the end of Term 2.

The Staff Development Day in Term 3 allowed us to discuss strategies for implementing some of Andrew Fuller's ideas. Teachers also attended technology workshops and ended the day with an ICT skills "trivia" session.

On the final new Staff Development Days at the end of the year, teachers investigated the new *Keep them safe* child protection policy, analysed our NAPLAN data, attended several ICT workshops from a range presented by our own staff, and worked through the new Aboriginal Education policy. Some faculty time was spent reviewing plans for 2010 to ensure all KLA's are supporting the directions provided in the school's Management Plan.

School development 2009 – 2011

2009 saw the completion of our first year of the new 2009 – 2011 school Management Plan. By the end of the year, virtually all of the targets for the first year had been met or exceeded. Clearly the plan will need to be modified for 2010 to take account of this, and to modify our targets to ensure the school continues to move forward. Already some directions are emerging which will consolidate the gains made this year. These will revolve around the continuation of our successful student leadership program, an even greater focus on student study programs, a continuing emphasis on the incorporation of ICT skills into teaching and learning especially with one third of students having laptops by mid 2010



Targets for 2010

Target 1

Revision of all Stage 5 programs to build student engagement in their learning

In 2009 a considerable amount of staff development time was spent on the investigation of quality teaching practices leading to the incorporation of these into Stage 4 programming. In line with the school Management Plan, this year the process will extend to the revision of Stage 5 programs.

Strategies to achieve this target will again include:

- Continued TPL to extend staff skill levels
- The provision of further initiatives such as specific gender classes, 'On track' withdrawal classes, the development of ICT based resources etc to support differentiation of teaching strategies
- The explicit teaching of literacy, numeracy and ICT skills across all KLAs

Target 2

An emphasis on the teaching of spelling and writing strategies in every class

NAPLAN data shows that spelling, while writing is showing some improvement. By incorporating the explicit teaching of spelling, and understanding of the metalanguage associated with each subject, and by maintaining the focus on explicit teaching of writing, we aim to improve not just spelling, but student response in external exams as their vocabulary and understanding of the question being asked increases.

Strategies to achieve this target will include:

- Explicit spelling lists developed for every topic taught
- Explanation of the metalanguage included in these lists
- Explicit teaching of writing scaffolds for each type of examination or assessment question

Target 3

The development of a structured homework and study program in each KLA

There is a clear need to provide students with an explicit homework and study program, beginning in Stage 4, to best prepare them for the rigour associated with senior studies, and to establish the

habits and routines to support maximising student potential

Strategies to achieve this target will include:

- Study skills programs in the senior years being incorporated into mainstream teaching
- Extension of the KHS Moodle site to provide homework
- KLAs to develop published homework programs

Target 4 Increasing the alignment of teaching programs, assessment strategies and reporting

A logical extension of the previous three targets is the embedding of assessment strategies into teaching and learning programs leading to reports which are meaningful to the reader and provide feedback to the student.

- Strategies to achieve this target will include:
- Further TPL and SDD to up-skill staff in these areas
- Implementation of the Millennium reporting software
- Electronic distribution of published assessment schedules

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Beverley Sampford, Deputy Principal

Doug Trigg, Deputy Principal

Sonya Rowcliff, President P&C

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>

