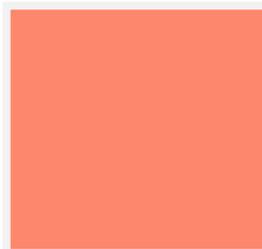
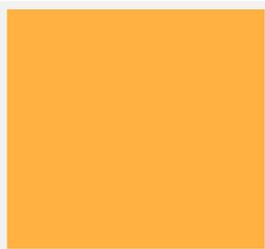
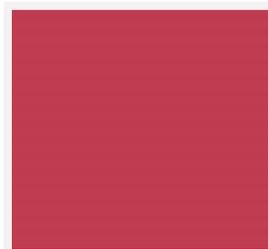
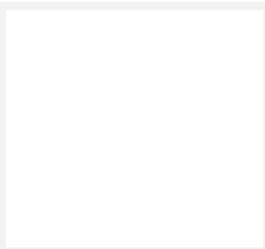
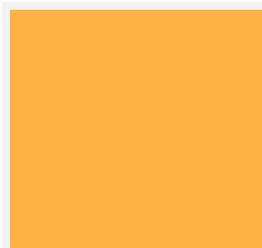
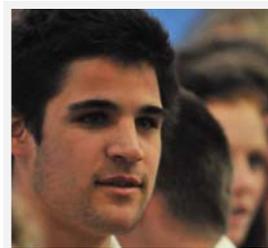


# 2010 Annual School Report Kincumber High School

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 2010 the student population was 998 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 65 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 programs are all strong.

### Staff

In 2010, there were 71 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 enthusiastic and experienced teachers. They are a dedicated and professional team. Our administrative staff is also a strong team of capable and hard working people who make a big contribution to the operation of all facets of school life.

All teaching staff meets 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.

Working together on writing was a focus in 2010 leading to a better understanding of how the partner primary and high schools can develop a more continuous learning environment. This was supported by shared staff professional learning after a successful submission for a Middle Years project grant. Throughout the year there are numerous joint high school / partner primary school activities including Picnic Day, Anti-bullying Boot Camp and Gifted and Talented workshops in Visual Art and Creative writing.

A highlight of the transition program in 2010 was the inaugural **Kincumber Shines** concert which

showcased the talents of singers, dancers, musicians and actors from Kincumber High and Avoca Beach, Copacabana, Kincumber and Pretty Beach Public Schools.



### 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 continued to be a leading force within the Premier's Sporting Challenge by not only having a very strong representation within the challenge itself but by also setting the bar for other high schools who participate in the "Learning to Lead" program. After the excellent feedback from teachers, students and sport development officers regarding previous "Learning to Lead" programs, Kincumber High was asked to set an example to other schools within the State by taking the program to the next level on a trial basis.

The progression in the program included not only the Year 7 and 8 students as per usual, but also the Year 10 PASS (Physical Activity and Sports Science) students who took ownership of specific stations which they ran very successfully on the day. The PASS students were aligned to a group of primary school students from the Kincumba Learning Community and guided them through each individual station in which they completed a number of sporting based skills and activities.

The sport development officers were on hand for a few of the stations where they educated our Year 10 students in the correct techniques that were involved in successfully passing on skills to the younger students. They also acted as a guide towards correctly modelling the professional standards which are essential in all coaching situations.

Once again the school received positive feedback from staff, students and sport development officers in regard to the successful implementation of the program. Further positive feedback was received about the professionalism, maturity and outstanding achievements of our Year 10 PASS students who made the trial based program exceptionally successful.

## Artist-in-residence

In 2010, Kincumber High School won a Creative Partnerships Artists in Schools grant from the NSW Department of Education, The Arts Council of Australia and Communities of Arts NSW.

The school music department established a composer's program to encourage gifted and talented student musicians to develop their skills with Central Coast musician, Mike McCarthy as the artist-in-residence.

Part of the program included a two-term project for particularly gifted songwriters. Called *Collaborative Composition and CD Creation*, it helped students through every step of creating a CD of professionally produced, quality, original compositions.

Thirteen students from Years 7 to 11 worked with Mr McCarthy in crafting songs, recording their pieces, and producing a beautiful CD of original songs, *Sounds of Momentum*. The CD is available for sale at Kincumber High School.



## Premier's Reading Challenge

The Premier's Reading Challenge (PRC) is run each year by the Teacher Librarian in collaboration with the English faculty. Year 7 mainstream classes and junior support classes are timetabled once a week in the Library where the Teacher Librarian and class teacher work together to guide students through the Challenge. The Challenge is also open to Years 8 and 9.

The PRC aims to be an inclusive program and requires students to read 20 texts which can be fiction and non-fiction books, graphic novels, picture books, newspaper and magazine articles. This gives students exposure to a variety of different styles of writing and caters for a range of interests and abilities. During Term 1, students choose their own reading material for the Challenge, as well as take part in lessons in library orientation and information location skills.

During Term 2, students are organised into Literature Circles, where small groups of students within a class

read a novel, and report back on it to the class. These novels also get registered on each student's PRC Reading Log.

The Premier's Reading Challenge gives junior secondary students a goal and structure for recreational reading, at an age when many students are reading less. The Challenge helps to stimulate a reading culture in our school, and a continuing love of literature in our young adults.

## Student achievement in 2010

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 2011 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.

## Student Leadership

This year has seen a continuing focus on the 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 play a major role in fundraising and running the school's fortnightly assemblies.

## Messages

### Principal's message

This year marked the 20<sup>th</sup> Anniversary of Kincumber High School, and we took the opportunity to formally celebrate 20 years of proudly providing comprehensive public education to students in the Kincumber district. We had much to be proud of at the various celebrations. We are also fortunate that the first two Principals of the school Mr Gus Plater and Mr Graeme Davies were able to join us along with many past and present pupils and staff at the various functions.



Academically, 2010 was a good year for our school with results in quite a number of HSC subjects exceeding State averages, some by a good margin, and other subjects gaining their best results for some years. We are keen to continue to improve even further upon these sound results.

Our 2010 NAPLAN results showed our Year 9 students to be above State average in reading and above region and improving in writing and numeracy. The current School Management Plan is targeting both literacy and numeracy across the curriculum and improved results are beginning to flow from this.

We are particularly proud of the increased participation and some outstanding achievement in extracurricular programs designed to extend our gifted students. The list of opportunities just continues to expand. From the Central Coast Young Champions Award, to Lions Youth of the Year, MUNA (with assistance from Mr Graeme Davies, previous Principal), Probus debating, philosophy lectures, Agricultural Shows, Artist-in-Residence, Plain English Speaking and much, much more. We also enter local and national competitions and have been blessed with some outstanding results in Science, Maths and Geography competitions.

The provision of leadership opportunities for our students is an area that is gaining real traction in the school. Our senior student leadership body now have an annual camp where the baton is passed from the

retiring to the new group and they have the opportunity to share their vision for our school. Our junior leaders work with both the incoming Year 7's in the strong transition program that exists with our partner primary schools in the Kincumba Learning Community, and with the current Year 7's as part of the Peer Support program.

Our sporting prowess is well known on the Central Coast and 2010 was no exception with our students enjoying success in sports ranging from swimming to surfing, water polo, soccer, gymnastics, cross country, touch football and rugby. Music is also strong with our students performing at two sold out concerts at a local theatre restaurant, and producing their own CD of original compositions.

None of this would be possible without a strong and dedicated teaching staff and I would like to take this opportunity to thank all those staff who work so tirelessly for the benefit 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 another busy year, spending \$4000 on renovating the senior students' quad area. This was a combined effort by parents, teachers and students. It included removing weeds, re-mulching the gardens and water blasting the area. New tables and chairs and a kitchen area with a fridge, urn and microwave were installed. This has been well received and used by the students.

The P&C also finished the overhaul of the school uniform. This included new student shirts with the school logo on them and the new sports material tops being introduced for PDH/PE. These are being worn with lots of positive feedback from students and parents.

In 2010 our fundraiser was selling brick pavers with a student or teacher's name upon it as a memento

of the school's 20 year anniversary. These will be laid soon near the front of the school.

Some P&C members were fortunate to be on the interviewing panel for three new teachers to our school. This was very interesting and gave us some insight into the high quality of teachers that we have at Kincumber High School.

The end of 2010 saw Jan Tochowicz (Treasurer) and Neil Dovell (Vice President) resign as both their sons completed Year 12. The P&C would like to thank Jan and Neil for their time and effort they put in over the many years. They will be dearly missed.

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 (except school holidays) at 7pm in the staff common room. This helps you to keep informed and involved in what is happening within your school community.

Sonya Rowcliff  
P&C President



### Student Representative's message

In 2010 the School Representative Council (SRC) undertook a complete reconstruction with the aim of more student involvement in the various committees and in the running of the school. This started off with new leadership roles being given to senior students, such as fundraising and events committees, within the SRC. The leadership team was also set up with a daily roll call creating a basis for updates and discussions on our involvement in the school community.

At the start of our term as SRC, the nominated leaders participated in a workshop day where we laid out our long and short term plans for the committee and school.

This helped us create plans and goals of what we wanted to achieve, starting with an increased involvement and presence in the school.

- Assemblies were coordinated and completely run by the leadership team. Awards and power point presentations were introduced in order to recognise outstanding students and make assemblies more enjoyable.

- Fundraisers were held for the *Haiti Earthquake* appeal and *Jeans for Genes* day.
- We felt the senior students needed a common room for their final years at school. With funding from the P&C and help from senior students we went about transforming the senior courtyard, adding a new garden, more concrete area, new seating and an outdoor kitchen. This was well received by all with the kitchen being well used.
- Members of the team also participated in numerous leadership conferences at such places as Parliament House and University of Sydney as well as attending a leadership camp, all of which helped with our team building and leadership skills.
- We attended information and awards nights with local primary schools and participated in the upcoming SRC leadership camp, in order to introduce them to the new system and help with new ideas.

Overall we had a fantastic leadership year. The new SRC structure was very successful and we hope it will be continued and built upon with years to come.

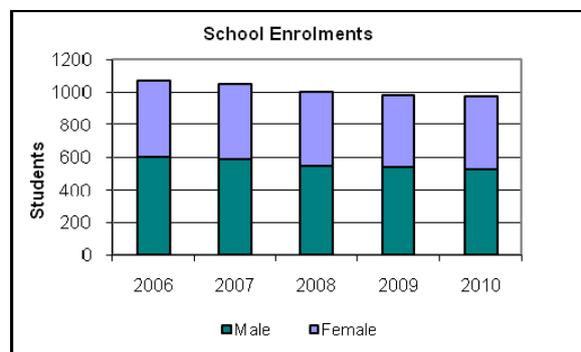
Madeline Rowcliff & Alex Tomlin  
School Captains

### 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

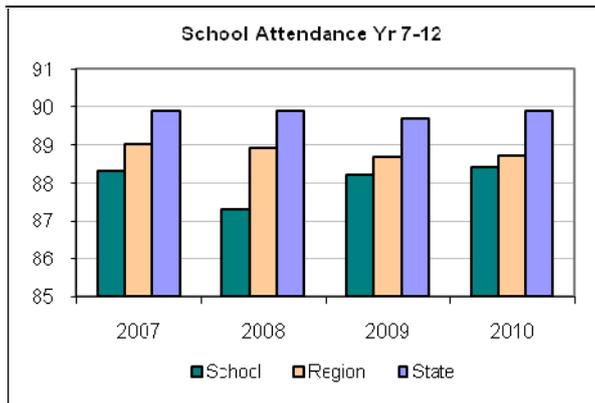
The school remained settled at about the 1000 student mark in 2010. The gender imbalance that existed is correcting, with the proportion of boys and girls in the last three intakes being almost even.



## Student attendance profile

The school has continued to target attendance in 2010 as a priority with the aim of at least matching or, better still, exceeding regional averages. While we still have some way to go, it is clear that the gains of last year have been maintained and exceeded.

Considerable time and effort have gone into programs to support better attendance and the positive relationship between good attendance and academic achievement has been clearly articulated to the whole school community.



## 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. Letters are sent to parents after 3 or more days of unexplained absence and students with concerning patterns of attendance are referred to learning Support team meetings.

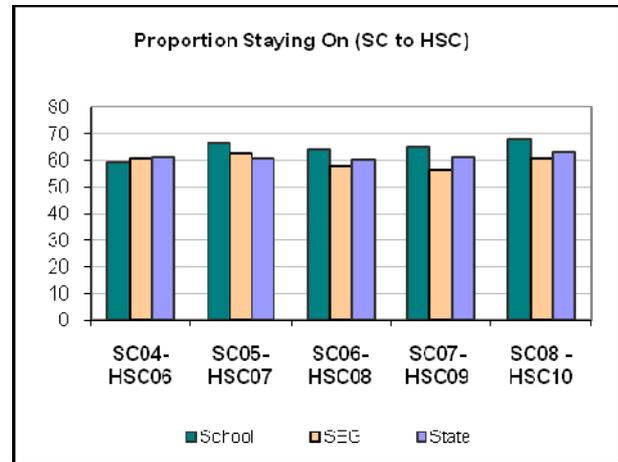
Year Advisers and the Deputy Principals work with parents to ensure that supportive plans are in place to address issues. Chronic cases are referred to the Home School Liaison Officer (HSLO) and may also be referred to the Child Wellbeing Unit under new Child Protection guidelines.

Parents are encouraged to apply for Principal's leave when required. An example could be when a student is away due to high level sporting representation. The administrative office staff have played an important role in developing a process to ensure that work missed and what needs to be done to catch up is clearly negotiated between the classroom teachers and the student's parents or carers.



## 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

33 of the 2010 Year 12 cohort were successful in gaining entry to a University course, with four scholarships being awarded. 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 five previous 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

In 2010 31 students completed TVET courses run by Gosford, Ourimbah or Wyong TAFEs while 35 students completed SVET courses here at school.

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

Of the 138 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	11
Classroom Teachers	48
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 Adviser	1
Counsellor	1
School Administrative & Support Staff (SASS)	17
<b>Total</b>	<b>85</b>

There are four indigenous teachers, an indigenous SAS worker, 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:	30/11/2010
<b>Income</b>	<b>\$</b>
Balance brought forward	655 713.32
Global funds	535 369.63
Tied funds	267 796.40
School & community sources	332 574.89
Interest	28 905.61
Trust receipts	72 418.32
Canteen	0.00
<b>Total income</b>	<b>1 892 778.17</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	153 316.81
Excursions	87 739.96
Extracurricular dissections	161 058.86
Library	22 813.86
Training and development	2 280.28
Tied funds	357 304.27
Casual relief teachers	146 025.07
Administration & office	132 319.25
School-operated canteen	0.00
Utilities	106 594.90
Maintenance	44 070.82
Trust accounts	56 837.46
Capital programs	53 636.37
<b>Total expenditure</b>	<b>1 323 997.91</b>
<b>Balance carried forward</b>	<b>568 780.26</b>

A full copy of the school's 2010 financial statement is available. Further details concerning this statement can be obtained by contacting the school.



## School performance 2010

### Achievements

#### English

Results for English in the HSC for 2010 continued to be positive with strong value added data. The English faculty organised a range of enrichment activities throughout the year.

Year 12 students attended HSC lectures organised by the English Teachers Association. Excursions were organised to screenings of *West Side Story*, *Tomorrow When the War Began* and *The Bridge to Teribithia*. Year 11 students visited the Sydney Jewish Museum in preparation for their study of their website.

Students participated in various public speaking competitions.

- Jack Tasker won the regional final of the Neville Bonner Memorial Public Speaking Competition.
- Abigail Dixon and Jessica Joseph were both Grand finalists in the Bendigo Bank Public Speaking Competition.
- Abigail, Jack and Jessica represented France at the Model United Nations (MUNA) competition.
- Eight students participated in the Gosford City Councils Mock Council Meeting.

A large number of students also entered various writing competitions including the ANC Haywire Writing Competition, the Campion College Essay Writing Competition (where Ashleigh Mounser was highly commended) and The Sydney Morning Herald Writing Competition.



#### CAPA

2010 saw some outstanding achievements in the Creative and Performing Arts KLA. Four of our students were chosen to exhibit in the Central Vision Art Exhibition. Peta Lilley in Year 12 had her artwork nominated for Art Express and achieved an outstanding Band 6 for her HSC. This is confirmation

that her work is right up there among the very best in the State. This is a high honour indeed. Jordan Richardson from Year 11 had artwork selected to display in the National Art School HSC exhibition *Magnitude* held in Sydney.

Mrs Kirsty McRae who is Chairperson of the Central Coast Dance Festival led four dance troupes of KHS students in performances that were beautifully choreographed and performed. Once again our SSU dance group was a show stopper. Our dancers also performed at StarStruck in Newcastle.

Music continues to blossom at the school. A practising musician, Mike McCarthy leads our Gifted and Talented music program as the Artist-in-Residence and in 2010 they produced an outstanding CD - *Sounds of Momentum* - of original compositions available for sale through the school. These have also been featured at an evening launch and in school assemblies.

Three students, Bradley York, Jarrod York and Ben Hawthorne, are members of the Gosford Junior Brass Band that has recently become the State Champion junior band. Luke Fabila continued his success with the regional band which toured Europe with great success.



Our talented students performed for two evenings to packed houses at Lizotte's. The standard was exceptionally high and it was terrific to see the diversity and range of talent on show all capably introduced by Jordan Brinklow.



## HSIE

HSIE students have continued the trend of steady improvement across all stages. The 2010 School Certificate results indicate a lift in each of the top bands. Standout results included 4 Band 6 results in Australian History, Civics and Citizenship and Australian Geography, Civics and Citizenship. Moreover, there was an upward shift in student performance across all bands, especially from Band 3 to Band 4.

The HSIE faculty once again entered 16 of our Gifted and Talented Geography students in the Central Coast Geography Challenge. The two 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.

The HSIE faculty is continuing to implement revised teaching strategies aligned with the School Priorities to improve SC and HSC results. Technology is an integral component in student performance, and each classroom now has wireless internet, roof mounted data projectors and theatre sound to assist in the delivery of course content to cater for different student learning styles.

Understanding of our natural environment remains a key focus area within HSIE courses, especially Geography. In 2010, Year 10 Geography students enjoyed a study of our Local Coastal Environment concentrating on the Wamberal / Terrigal coastal sand dune ecosystems.

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.

## Sport

In 2010, Kincumber HS had another highly successful year in sport with strong representation at all Zone carnivals and events. In the 20<sup>th</sup> anniversary year of the school, students worked together to successfully achieve the goal set earlier in the year to become Brisbane Water Zone Athletics Champions. This was the first time in the school's history this has been achieved and it was an excellent all round team effort which truly embodies the spirit found within the school.

Kincumber's tradition of producing outstanding sportsmen and women was continued once again with eleven students representing NSW CHS in sports including Baseball, Cricket, Cross Country, Rugby Union, Rugby League, Swimming, Soccer and Water Polo. The school also had a strong representation at the Sydney North Athletics, Cross Country and Swimming carnivals with a number of individuals and

teams progressing through to compete at the CHS carnivals.

Newly elected Sports Captain, Mitch Farag, demonstrated maturity beyond his years in his commitment to cricket by captaining the Sydney North Cricket side. Mitch was awarded a Sydney North Sporting Blue for his outstanding on field performances which included pivotal captain's knocks and strategic decision making.

Sportsman of the Year, Jake McCarthy, had an outstanding year representing CHS and Sydney North in Water Polo and was a member of the Kincumber High U/15 Water Polo team which were crowned Sydney North Champions. He extended his prowess in the pool by successfully competing in the Sydney North Swimming Championships and then transferred his success across to the athletics track where he was a part of the KHS boys' 4x100m relay team which won a silver medal at the NSW CHS carnival.

Nick Reekie and Charles Brookes competed in swimming and mountain running respectively at the national championships. Both students are strong candidates to represent their country at an open level. Lily Bardsley represented NSW CHS in Cricket and Soccer. All these students have worked well to juggle the commitments required to successfully compete in their chosen sports and complete their education requirements.

2010 saw a whole school effort in an attempt to achieve sporting excellence. Not only did we have a number of exceptional students which were recognised by the NSW CHS, but, most importantly, we had a large majority of students who gave their all in an attempt to promote and maintain Kincumber High School's reputation as a strong sporting school within the region.





Construction ran for the first time in 2010 with a Year 11 class only.

During the year Craig Harrison and Bryan Taylor were appointed to Kincumber High School in the TAS faculty. Both are fully trained to teach the Construction course.

Year 11 VET students participated in an Orientation Day that aimed to familiarise them with the requirements of completing a VET course as part of their HSC. They also took part in another successful Work Ready Day where representatives provided information about working in different industries. Students undertook a mock interview for a job in their industry area. The majority of students considered it to be a valuable and worthwhile experience that helped to prepare them for future employment.

During the year VET students in both Year 11 and 12 classes completed 35 hours of work placement at a range of workplaces on the Central Coast. Hospitality and Retail students also completed the Barista Coffee Making Course in Sydney.

## Science

2010 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 8 students are to be congratulated on their ESSA results above State average for the third year in succession.

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 67% of the students in the top 3 bands and 5 students achieving Band 6's.

Our Higher School Certificate results were also pleasing with results well above State average in Physics.

Our Agricultural Department and in particular the GATS Agricultural Team had a very successful year exhibiting at local, regional and State shows. They were awarded 1<sup>st</sup> place for Chrysanthemums at the Gosford Show and received many other accolades for the professional standard of the exhibit.

Our Marine Studies program continues to grow with 8 full classes ranging from Year 9 to Year 12. Marine Studies students, in association with the Central Coast Marine Discovery Centre, are engaged in a program to monitor the local coastal environment.

## School based Vocational Education and Training (VET)

In 2010 KHS offered Construction, Furniture Making, Hospitality and Retail with a total of 52 students in Year 11 and 36 in Year 12. Students achieved the following results for the 2010 HSC exams:

- Hospitality – two Band 5s, three Band 4s and two Band 3s.
- Retail – four Band 4s and one Band 3.

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

## Academic

In the National Assessment Program (NAPLAN), 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 to Band 6 (highest for Year 3)

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

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

Yr 9: from Band 5 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 2010 Year 7 cohort had reading skills which exceeded State averages in Reading and Writing and which were above the regional average in Spelling and Grammar and Punctuation.

In 2009 Writing was a target across the Kincumba Learning Community with a Middle Schools Learning Grant and this focus will continue in 2011.



### Reading

		School	SSG	State		
<b>Average mark, 2010</b>		540.7	529.9	537.7		
<b>Skill Band Distribution</b>						
Band	4	5	6	7	8	9
Number in band 2010	9	19	53	34	38	13
Percentage in band 2010	5.4	11.5	31.9	20.5	22.9	7.8
School average 2008 - 2010	3.8	11.6	31.9	24.1	22.2	6.4
SSG average 2010	6.1	18.3	25.7	25.8	17.6	6.4
State average 2010	6.7	17.0	23.0	24.3	18.8	10.2

### Spelling

		School	SSG	State		
<b>Average mark, 2010</b>		545.2	540.9	547.0		
<b>Skill Band Distribution</b>						
Band	4	5	6	7	8	9
Number in band 2010	12	16	37	42	46	13
Percentage in band 2010	7.2	9.6	22.3	25.3	27.7	7.8
School average 2008 - 2010	5.0	12.4	23.8	27.5	23.8	7.6
SSG average 2010	7.4	11.9	21.5	29.8	21.5	7.9
State average 2010	7.7	11.2	19.9	27.6	22.0	11.7

### Writing

		School	SSG	State		
<b>Average mark, 2010</b>		525.6	517.1	522.4		
<b>Skill Band Distribution</b>						
Band	4	5	6	7	8	9
Number in band 2010	11	20	61	38	29	7
Percentage in band 2010	6.6	12.1	36.8	22.9	17.5	4.2
School average 2008 - 2010	6.0	12.8	35.3	25.0	16.4	4.6
SSG average 2010	7.7	14.9	35.9	22.8	14.7	3.9
State average 2010	8.2	13.7	33.4	21.9	15.6	7.1

### Grammar and punctuation

		School	SSG	State		
<b>Average mark, 2010</b>		525.8	519.8	529.2		
<b>Skill Band Distribution</b>						
Band	4	5	6	7	8	9
Number in band 2010	26	20	34	43	34	9
Percentage in band 2010	15.7	12.1	20.5	25.9	20.5	5.4
School average 2008 - 2010	8.2	14.8	26.4	27.0	16.2	7.6
SSG average 2010	13.4	13.9	27.2	26.1	12.1	7.3
State average 2010	13.6	12.0	24.9	25.3	13.0	11.1

## Literacy – NAPLAN Year 9

An analysis of our Year 9 literacy results shows that our students exceed State averages in reading and have improved in writing and grammar and punctuation. Spelling will continue to be targeted across all faculty areas. SSG refers to a group of similar schools for comparison purposes.

### Reading

Average mark, 2010						
	School	SSG	State			
	574.0	559.2	567.7			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in band 2010	17	21	45	39	26	7
Percentage in band 2010	11.0	13.6	29.0	25.2	16.8	4.5
School average 2008 - 2010	7.4	13.6	29.7	29.3	16.5	3.5
SSG average 2010	11.5	24.8	26.8	21.6	12.6	2.7
State average 2010	11.3	22.8	23.6	21.5	15.5	5.3

### Spelling

Average mark, 2010						
	School	SSG	State			
	564.0	570.2	579.1			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in band 2010	20	32	35	47	21	7
Percentage in band 2010	12.4	19.8	21.6	29.0	13.0	4.3
School average 2008 - 2010	8.6	14.3	30.4	27.7	14.7	4.5
SSG average 2010	12.4	13.3	25.8	28.3	14.9	5.3
State average 2010	11.5	12.4	24.5	26.5	15.7	9.3

### Writing

Average mark, 2010						
	School	SSG	State			
	546.1	545.1	551.9			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in band 2010	19	54	36	32	11	10
Percentage in band 2010	11.7	33.3	22.2	19.8	6.8	6.2
School average 2008 - 2010	9.6	26.5	25.7	24.4	9.2	4.7
SSG average 2010	14.1	27.9	23.5	22.1	7.9	4.5
State average 2010	14.0	25.2	22.4	21.6	10.1	6.8

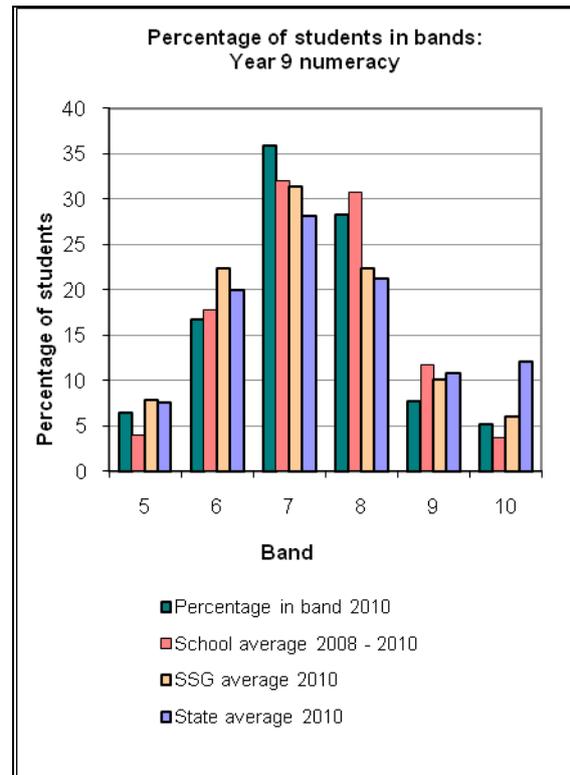
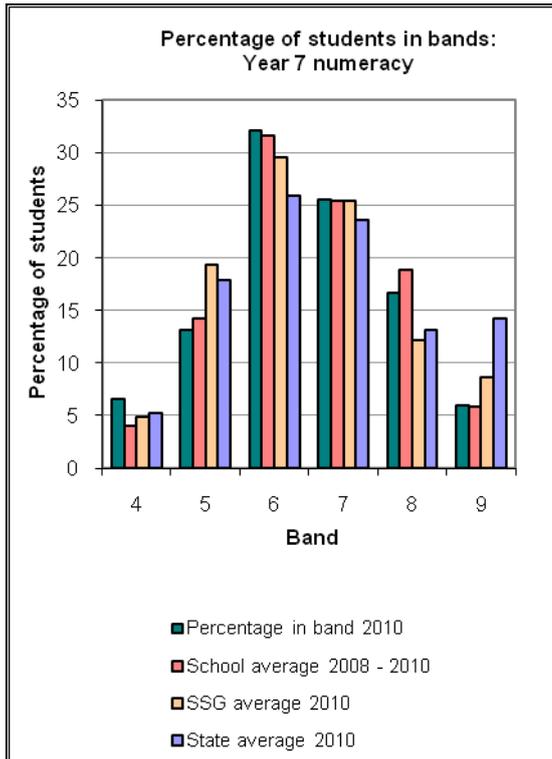
### Grammar and Punctuation

Average mark, 2010						
	School	SSG	State			
	567.0	563.0	572.0			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in band 2010	15	33	49	34	21	10
Percentage in band 2010	9.3	20.4	30.3	21.0	13.0	6.2
School average 2008 - 2010	11.4	17.3	32.8	23.6	10.2	4.7
SSG average 2010	11.4	19.0	30.2	22.2	10.4	6.7
State average 2010	11.5	17.6	26.9	21.4	11.8	10.7



## Numeracy – NAPLAN Year 7

The 2010 Year 7 intake continued the pattern of previous years whereby they are concentrated in the middle bands. A slight improvement sees them above the SSG average but still below State average and there is still work to do in getting more students into the top bands. Discussion is occurring across the Kincumba Learning Community about a targeted approach to continue improvements in numeracy across all our schools in 2011.



## Numeracy – NAPLAN Year 9

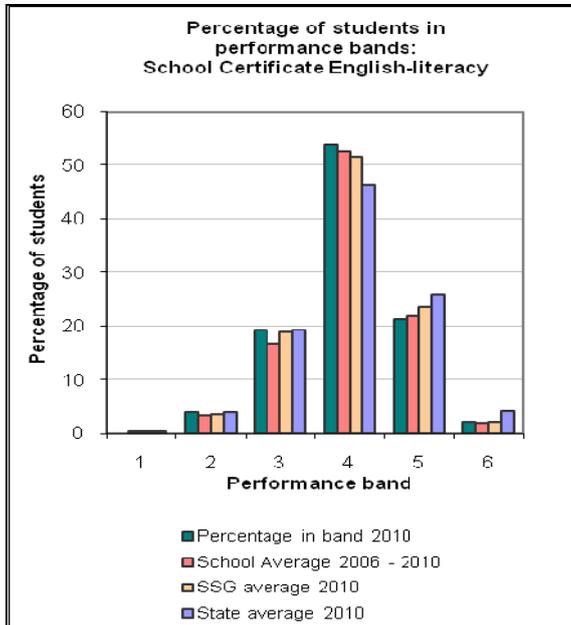
The pattern of having a concentration of students in middle bands continues although there has been an improvement in the number of students in the top Band 10. This improvement needs to continue and a number of strategies focusing on the middle group of students are being implemented. 2011 will see the beginning of revised and differentiated programs in mathematics to support all students

There is continued success in lifting our lowest students out of the bottom band and programs from the Support Teacher Learning Assistance (STLA) will continue to focus on ensuring that students leave Kincumber above National Benchmarks for Literacy and Numeracy.

## School Certificate

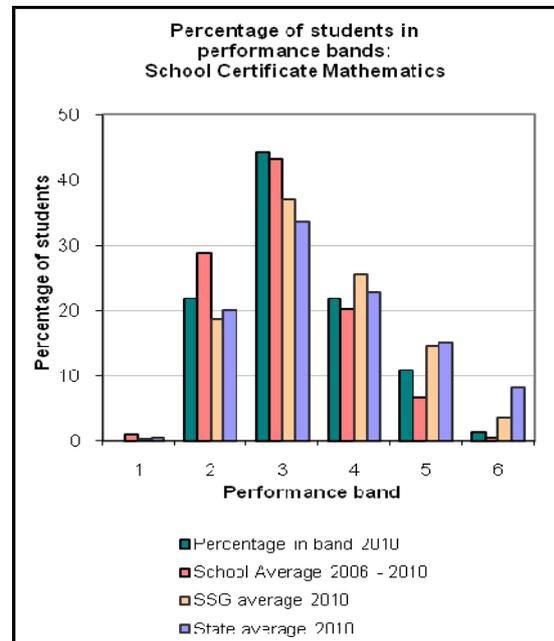
English continued its strong performance, close to State average, in the School Certificate with no students in Band 1 and 77% of students in the top three bands. 3 students received a Band 6

### English



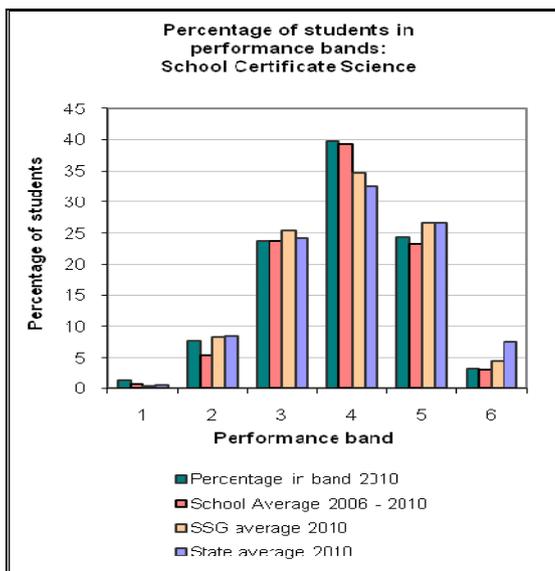
## Mathematics

Mathematics showed an improved performance with an increase in the number of students performing in the top three bands and with no student in Band 1. Two students received a Band 6. More work needs to continue in improving performance in the middle bands and strategies in place for 2011 will focus on this area.



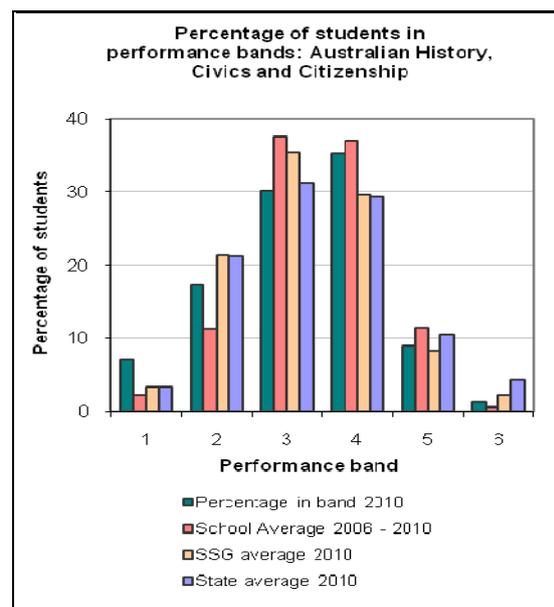
## Science

Science performed just 1 mark below the State average with 67% of students in the top three bands and 5 students with a Band 6.



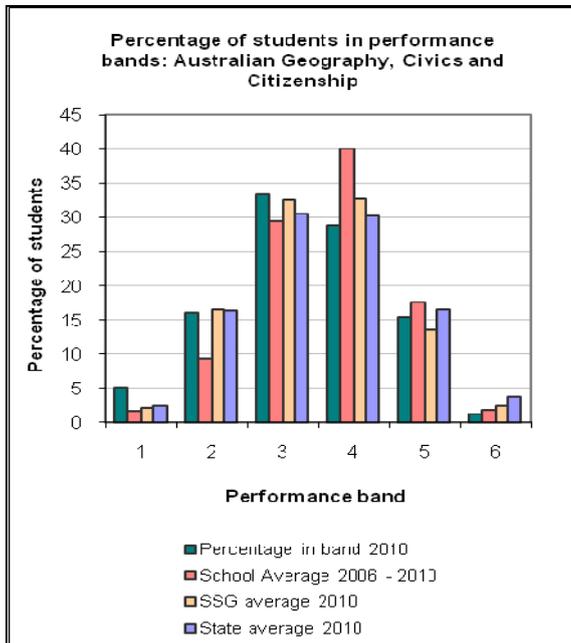
## Australian History, Civics and Citizenship

History School Certificate results were skewed by a group of low performing students with 14% falling into the bottom two bands. This group will be targeted in 2011. Two students received a Band 6 in History.



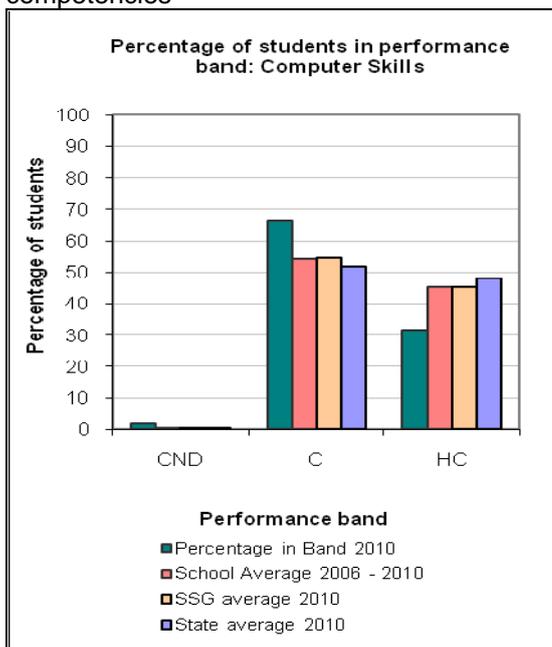
## Australian Geography, Civics and Citizenship

Geography had two students achieve Band 6. More work needs to be put into lifting the achievement of students in the lower and middle achievement levels and this will be a focus in 2011.



## Computer Skills

The integration of ICT skills have been a focus of professional developments activities in staff meetings and at School Development Days for the last two years. The distribution of DER laptops has also had an impact across the State. For students, there is a responsibility to engage with their laptops and learn the vocabulary and the skills needed to use these laptops for learning across a broad set of competencies



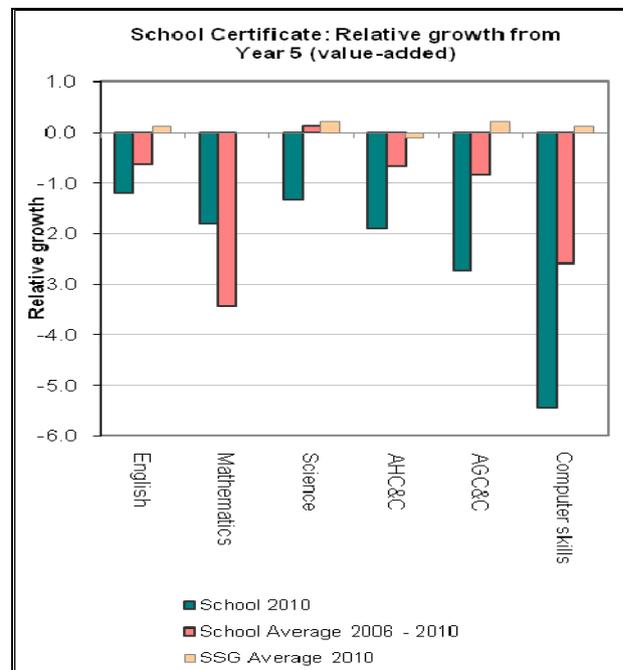
## School Certificate relative performance comparison to Year 5 (value-adding)

There is still some work to do on growth figures with a larger group of students staying on at school under the new 17 year old Leaving Age legislation.

The Mathematics figures are encouraging in that they show a significant improvement on previous years against the overall trend.

Computer skills results are disappointing and the subject of continued conversations across the school in addressing more effective strategies to embed ICT competencies in all syllabi. Parents have an important role here too in ensuring that all students take advantage of the opportunities presented by their DER laptops.

We will continue to work on these measures aiming to achieve positive growth in all areas, and not just some. The challenge is to develop programs to engage all of our students in their own learning.



## Higher School Certificate

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 our Year 12 cohort were non-ATAR candidates whose main aim was to enter the trades, and they have been very successful with this.

Community and Family Studies (CAFS), English (Standard), Industrial Technology, Music 1 and Physics achieved results above State average. Band 6 results were achieved in Industrial Technology, General Mathematics and Physics.

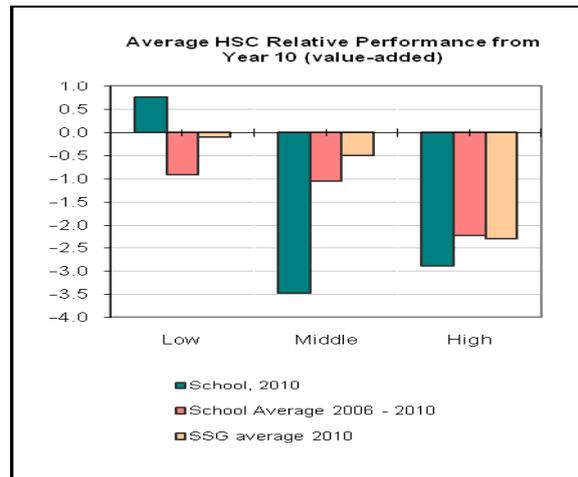
Chemistry, English (Advanced), General Mathematics and Modern History showed substantial improvement to attain results very close to State average.

Course	School 2010	School 2006 - 2010	SSG 2010	State 2010
Ancient History	67.8	68.6	71.0	70.5
<b>Biology</b>	<b>67.8</b>	<b>67.6</b>	<b>70.0</b>	<b>72.2</b>
Business Studies	65.9	65.3	71.0	72.3
<b>Chemistry</b>	<b>73.0</b>	<b>68.3</b>	<b>69.0</b>	<b>73.8</b>
Community and Family Studies	72.4	72.8	72.0	71.1
<b>Drama</b>	<b>66.0</b>	<b>71.6</b>	<b>73.0</b>	<b>73.9</b>
English (Standard)	64.0	63.6	62.0	61.8
<b>English (Advanced)</b>	<b>79.0</b>	<b>76.2</b>	<b>78.0</b>	<b>79.9</b>
Geography	69.4	72.3	69.0	72.1
<b>Industrial Technology</b>	<b>74.9</b>	<b>74.2</b>	<b>67.0</b>	<b>68.8</b>
Information Processes and Technology	65.6	69.8	72.0	72.2
<b>Legal Studies</b>	<b>64.4</b>	<b>65.3</b>	<b>69.0</b>	<b>70.7</b>
General Mathematics	68.4	68.0	69.0	69.0
<b>Mathematics</b>	<b>64.4</b>	<b>70.7</b>	<b>72.0</b>	<b>75.0</b>
Modern History	73.1	70.2	72.0	73.7
<b>Music 1</b>	<b>79.5</b>	<b>75.4</b>	<b>78.0</b>	<b>78.7</b>
Personal Development, Health & Physical Education	71.4	69.2	72.0	73.4
<b>Physics</b>	<b>77.6</b>	<b>72.2</b>	<b>70.0</b>	<b>74.4</b>
Society and Culture	69.9	67.1	73.0	73.2
<b>Visual Arts</b>	<b>73.9</b>	<b>75.7</b>	<b>77.0</b>	<b>77.4</b>

### 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.

Again we have been very successful in engaging and retaining students in the lower achievement bands but need to focus on strategies to raise the achievement of middle and top bands.



### Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar & 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 at KHS achieving at or above the minimum standard in 2010

The achievement levels of the incoming Year 7 cohort exceed the 2009 group in Numeracy but are lower in the other areas measured.

Percentage of Year 7 students achieving at or above minimum standard	
Reading	94.6
Writing	93.4
Spelling	92.8
Punctuation and grammar	84.3
Numeracy	93.5

#### Percentage of Year 9 students at KHS achieving at or above the minimum standard in 2010

This cohort has lower achievement levels than the 2009 group except in Grammar & Punctuation.

Percentage of Year 9 students achieving at or above minimum standard	
Reading	87.9
Writing	87.2
Spelling	86.6
Punctuation and grammar	89.6
Numeracy	92.4

## Significant programs and initiatives

### Student Support Unit

This year the SSU had 36 students in four IM, IO, IS and Hearing classes. SSU students follow a variety of patterns of study. Some remain entirely in the support classes studying a Life Skills curriculum pattern, while others follow a mixed pattern of Life Skills and mainstream curriculum. Students in the hearing impaired class begin Year 7 on a mainstream pattern of study and then have needs-based Individual Education Plans developed.

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 and School Cafe to 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.

2010 saw four Year 12 students graduate with a Life Skills HSC.

### Highlights in 2010:

- Eighteen students participated in the Central Coast Dance Festival at Laycock Theatre early in the year.
- Six Deaf students attended the Annual Lions Deaf camp in May.
- Twenty-seven students attended the annual SSU camp at Teen Range, Cobbitty.
- 7th December Junior English class organised "High Tea" as a fundraising event for cancer research. The students did a great job and raised \$80.
- All SSU students attended a swimming program in Term 1.
- One of our Year 8 Deaf students achieved in the top five for the entire mainstream cohort.
- Two of our Year 9 students successfully completed work experience programs. One student was offered and accepted part-time work as a direct result of this program.



### Aboriginal education

In 2010, 64 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. The Cultural Centre is extensively used for these programs which include:

- Tutors for Year 11 and 12 students through the Norta Norta program
- *Sista Speak* program for girls from Years 7 – 12 with three Aboriginal mentors
- Participation in the Indigenous sport program
- Close connection with the Gosford AECG
- Guest speakers
  - Stuart McMinn from the University of Newcastle (Ourimbah campus)
  - Christina Roberts from TAFE
- Aboriginal students from across the Kincumba Learning Community opened the 5 Lands Walk celebration at Copacabana and performed a Welcome Dance
- Aboriginal students opened and performed at *Kincumber Shines* – our celebration of performing arts across the Kincumba Learning Community schools
- Our Aboriginal boys team made it through to the Pelican Cup touch football semi finals
- Community building with our partner primary schools including a web link on the Avoca Beach Public School homepage
- Art programs and cultural dances being taught by the KHS ATSI community as part of the transition program
- Participated in the indigenous Surf competition
- Aboriginal students opened and performed at the Kincumber Festival.

The totem poles look great in the front of the school and more are in progress. Aboriginal culture and heritage are acknowledged by students at each assembly.

### 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 commitment to the 4 C's (care, courtesy, common sense and

cooperation). This is a unifying theme within the Kincumba 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 the new Year 7 students enter high school the following year.

On arrival in Year 7, students receive an anti-bullying pamphlet and are supported by our trained Peer Support leaders. These leaders go on to 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, fundraise and represent our school in a variety of ways.

Programs such as Study skills, Knockout school sport, CHS sport, Drug and alcohol counselling, 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

2010 was another busy year in student services. New and continued programs included

- Peer Support to provide assistance to Year 7 students adjusting to high school, and leadership opportunities for Year 10 students.
- Peer Mediation to help solve low level conflicts for students in Year 7 & 8, and provide training and leadership opportunities for Year 9 & 10 students.
- Year 8 Welfare Day addressing issues such as bullying, self-image, self-esteem and listening skills.
- Year 8 & 9 Cyber-bullying production and workshop to address the recent issues arising from the increasing prevalence of bullying via texting and social network sites.
- Young Men and Young Women's Groups for Year 9 addressing various issues faced by students in this age group.

- Year 8 Girls' Dance Group at Kincumber Youth Centre to enhance self-esteem, confidence and leadership skills.
- Red Cross Youth Challenge where students planned, organised and prepared a lunch for senior citizens in the community to improve relationships.
- Introduction of the NSW Premier's Student Volunteering Awards Program (PSVA) whereby students planned volunteering projects in the community including assisting at Daffodil Day and Mental Health Day. Students could log their hours for volunteering both in the school and community in such activities as Readers and Writers for special needs students in SC and HSC exams, Bush Fire Brigade services etc.
- Transition Program with partner primary schools.
- Sydney University Women's College day providing leadership.
- Attendance monitoring and liaison with Home School Liaison Officer for attendance programs.
- Levels monitoring
- Professional learning for Year Advisers and teachers interested in Welfare.

The leadership shown by our team of Year Advisers has been outstanding.

### 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 2010.

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, 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 department continued to prove popular with 76 students gaining their OH&S 'Whitecard', 54 the RSA and 50 the RCG certificates. 58 students also gained their Senior First Aid Certificate.

### TVET Courses

Over 40 TVET courses were available to senior students in 2010 with 66 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 2010 22 Year 10 students gained from their participation in this program.

### **Technology**

2010 was a transition year for the development of technology and its applications, with the continued focus on provision of infrastructure plus TPL to support the laptop (Digital Education Revolution DER) program and the teaching of mandated ICT competencies, as well as the implementation of the Millennium web-based system for management of assessment and reporting, behaviour and welfare, plus attendance. The structure of the technology plan was to focus on targets to improve engagement in learning in stages 4 and 5 plus increase alignment of assessment and reporting, in line with the KHS School Management Plan.

The following programs and achievements supported the focus on these targets:

- Installation of data projectors in a further 10 class rooms to support ICT based teaching and learning strategies;
- Installation of stage 2 of the DER wireless capability enabling most classrooms and staff rooms to access the internet;
- Training of staff in use of ICT based teaching strategies through staff meeting and school development day workshops, empowering teachers to use these strategies in their lesson preparation and delivery, including:
  - KHS online learning (our Moodle site)
  - connected classroom
  - DER software programs
- Increasing technology support by employing further personnel, allowing improved maintenance of technology infrastructure and development of

processes and systems to improve the management of technology initiatives, including:

- Millennium mark book and reporting program
- DER laptop program
- The new school website

### **Progress on 2009 targets**

#### **Target 1**

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

Throughout 2010, significant faculty time was allocated to reviewing the Stage 5 programs. In English there was a focus on the texts used with faculty purchases of some new accessible and relevant texts. This allowed differentiation to provide more challenging texts to higher achieving students.

In mathematics this process of revision and provision of additional professional learning led to the identification of a class of students for acceleration.

In some KLA areas boys and girls classes have been trialled and although initial results are somewhat ambiguous this trial will be extended into 2011 especially in PDHPE.

For all faculties, the teaching of specific ICT skills (and their metalanguage) was a focus and both teaching programs and assessment tasks were reviewed. The provision of DER laptops has also presented challenges and opportunities in finding new strategies to engage students with their learning.

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.

#### **Target 2**

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

Analysis of NAPLAN data across all the schools in our Kincumba Learning Community identified Writing as area that needed to be strengthened and a joint successful submission was made for a grant to address this.

Shared professional leaning through a Middle Schools grant enabled us to extend our understanding of the development of writing skills with teachers from our partner primary schools and a regional literacy consultant.

Faculties included explicit writing tasks in their assessment schedules and made use of scaffolds to support writing tasks in class. More use was made of providing models to support student writing and to link these to text types introduced in primary school.

Teachers have been encouraged to develop spelling lists to support each unit of work and to place emphasis on developing subject specific metalanguage.

### Target 3

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

School wide discussion of homework led to the development and publication of specific homework policies in English, Science, Mathematics and PDHPE. Science and Mathematics have structured programs with weekly homework tasks in place. All faculties have homework tasks programmed into all units of work.

Year 9 maths trialled the use of *Maths on-line* and this will extend into all Stage 5 classes in 2011.

The development of the Millennium portal with its potential to provide parental access to their child's assessment tasks and marks has the potential to build a direct communication bridge between the school and home in this area. This will be further developed in 2011.

### Target 4

#### **Increasing the alignment of teaching programs, assessment strategies and reporting**

Time was allocated in executive and faculty meetings to professional learning in the area of assessment. Discussions around the Quality teaching model for Assessment and the importance of good feedback led to the review of assessment schedules and tasks across the school.

The introduction of the Millennium database to link assessment and reporting led to a standardisation of assessment practice and reporting. Outcomes being assessed, the tasks and marks were directly linked to student performance. The timing of tasks across the school terms was also examined with school calendars clearly identifying assessment tasks.

Many faculties have introduced or strengthened 'corporate' marking practices based on HSC and SC marking experience. An increased number of teachers have now had valuable experience as Board of Studies markers and examiners and this is being shared across the school.

Students from Years 9 – 12 are given printed copies of assessment schedules at the beginning of the year and these will be published on the school website.

### 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 2010 the school carried out an evaluation in our English faculty and of student behaviour.

## **Educational and management practice**

### **Managing student behaviour**

#### **Background**

Concerns had been expressed in Learning Support, staff and executive meetings about the ongoing challenging behaviours shown by a small group of students and the impact this was having on whole school discipline.

Community perceptions of the school and discussions in the Kincumba Learning Community and with incoming Year 6 students indicated the persistence of a negative perception of student behaviour at Kincumber High School.

#### **Findings and conclusions**

Teachers were concerned that our discipline policy was ineffective in providing support for this small group of students with challenging behaviours.

Behaviours of particular concern for this small group included swearing, truancy, disruptive behaviour in class, uniform and especially unsafe shoes, bullying and cyber bullying, lateness to class and lack of equipment.

Working with the P&C to implement the changes to the uniform, a revised process in roll call with stronger emphasis on needing a uniform pass rapidly led to better uniform. Blitzes by Head Teachers and support from the whole school community and especially parents were successful in improving uniform. In discussion with students and student leaders the link between good uniform and community perceptions about the school were made explicit. The result has been a huge improvement in the wearing of uniform.

Swearing was targeted especially in Term 1 with a significant number of students suspended for this. It was made clear to all that this was not permitted at school.

The *Supervision of Students Policy* was revised and time given at staff, faculty and executive meetings to discussion of this document. Teachers shared their management strategies on staff development days and several faculties implemented their own strategies for behaviour management.

More time was spent in Learning Support team meetings exploring alternative strategies for supporting at-risk students in re-engaging with learning. On-track and support groups managed by the STLA focussed on helping students 'catch up' and achieve success. The Police Liaison Officer began crime prevention workshops to address issues.

#### **Future directions**

Students in 2011 will meet with the Police Liaison Officer once a term to work through a structured

program addressing issues including bullying, safe choices and criminal behaviour.

A school team to focus on school morale and behaviour was formed and already has had an impact on positive behaviour management and award systems. This will support the student services team (of our Year Advisers and Head Teachers Welfare) in ensuring that consistent responses to student allegations of bullying and a program of strategies to support students at risk continue to be in place.

*Anti-bullying bootcamp* ensures that student leaders are taking the NO BULLYING message to students even before they arrive at high school and this message is supported by the distribution of a pamphlet explaining school processes and the IGNORE – WALK AWAY – REPORT strategy in place across the school and frequent articles for parents in the school newsletter.

A Community Liaison Officer has been appointed for 2011 to support students and their families. The term 2 extended executive meeting in 2011 will be devoted to examining the impact of changes and making implementation recommendations.

## **Curriculum**

### **Improving student outcomes in Preliminary Standard English**

#### **Background**

Kincumber High School students undertaking Standard English have traditionally achieved pleasing results with each cohort generally being close to State average in the HSC and consistently achieving positive value added data.

An analysis of the data for specific questions revealed the short answer component and creative writing were obvious areas for improvement.

#### **Finding and Conclusions**

The English faculty discussed the option of revising the Preliminary Standard English program so that more time would be devoted to the explicit teaching of skills needed in the short answer and creative writing areas. This would mean decreasing the time spent on the Modules section of the program.

After lengthy discussion the faculty agreed to the program revision. At successive faculty meetings deconstruction of the skills needed to successfully answer the short answer and creative questions occurred. Board of Studies publications with student responses to past HSC papers were analysed. HSC examiner comments from successive HSCs were also reviewed.

Consequently teachers were able to utilise the results of their research in the revised program. Resources were developed and shared to support the revised program.

## **Future Directions**

The new program is currently being implemented with 2011 Preliminary Standard English cohort. An evaluation will occur after the completion of the Preliminary and HSC examinations. If results are successful this idea may be implemented for the Advanced English cohort.

Rob Ainsworth  
HT English

## **Professional learning**

The school expended \$38,075 in providing professional learning for teachers across the seven focus areas. Two beginning teachers were supported in gaining accreditation with the Institute of Teachers.

- Beginning teachers \$2,786
- ICT \$3,532
- Literacy and numeracy \$799
- Quality teaching \$7,966
- Syllabus implementation \$8,385
- Leadership and Career development \$10,088
- Welfare and equity \$4,519

Term 1 School Development Day focused on understanding the explicit teaching of the ICT competencies in Stage 4 and Stage 5 classrooms as part of our focus on student engagement. The Student Supervision Policy was also reviewed in cross faculty groups to ensure consistency of approach across the school. Staff meetings in Term 1 focused new issues in Mental Health and the role of outside agencies working in this area.

In Term 2, time was spent sharing writing and spelling strategies and developing the skills to use the Millennium report package. Faculty time was also used to revise Stage 5 programs. In staff meetings, laptop resources and ICT skills were the focus. In June, a shared staff meeting with our partner primary schools looked at successful strategies to enhance writing and particularly sentence and paragraph construction.

Term 3 saw the focus remain on ICT and writing with workshops on Word 2007, One note and Moodle followed by a session from Helen Evans, regional literacy consultant, on giving feedback for writing again in a shared session with our primary colleagues.

The year finished with an excellent and engaging session with Michael McQueen on teaching and working with the Y generation.

## School Development 2009 – 2011

2010 saw the completion of the second year of the 2009 – 2011 School Management Plan.

### Targets for 2011

#### Target 1

**Increased student engagement in Years 11 and 12 measured by**

- **an increase in attendance from 86.7% in 2010 to 90% in 2011**
- **improved retention from Year 11 to Year 12 from 94% in 2010 to 96% in 2011**
- **qualitative feedback from students and teachers**

Strategies to achieve this target will include:

- Revision of all Stage 6 programs
- A continued Professional Learning focus on sharing exemplary classroom practice
- Term reviews in each faculty to strengthen faculty improvement plans and monitoring practices
- A continued focus on quality assessment for learning and improving feedback
- The explicit teaching of literacy, numeracy and ICT skills across all KLAs and subjects
- Fortnightly Year meetings to address consistent teaching of study skills including time management, essay writing, mind mapping, research, etc

#### Target 2

**To improve Year 9 literacy (with a focus on writing and spelling) measured by**

- **an increase in the number of students in the proficient bands in Year 9 writing from 13% to approximate the state average for 2011**
- **an increase in the number of students with greater than expected growth in writing between Years 7 and 9 from 49.7% to 55%**

NAPLAN data continues to show that spelling has been an area of weakness for our students and that writing still needs to be the focus in literacy.

Writing is an area of focus in literacy across the schools in our Kincumba Learning Community. Shared professional learning, linkage units connecting learning in Years 6 and 7 and support from a regional literacy consultant are all designed to improve the explicit teaching of writing skills in a consistent way from Stage 1 to Stage 6.

Strategies to achieve this target will include:

- Explicit spelling lists developed for every topic taught with explanation of the metalanguage included in these lists
- Explicit teaching of writing scaffolds for each type of examination or assessment question
- The provision of modelled answers to demonstrate good practice
- Feedback that is focussed on improvement at all levels
- Explicit teaching of text types that follows on from Stage 3 to make learning links with a consistent use of terminology.

## 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.

Mark Macaulay, Principal

Beverley Sampford, Deputy Principal

Doug Trigg, Deputy Principal

Sonya Rowcliff, President P&C

Rob Ainsworth, Head Teacher English

Jennifer Hughan Head Teacher Admin

Steve Fortey, Careers Adviser

## School contact information

Kincumber High School

Bungoona Rd

Kincumber NSW 2251

Ph: 4369 1555

Fax: 4363 1265

Email: [kincumber-h.schools@det.nsw.edu.au](mailto:kincumber-h.schools@det.nsw.edu.au)

Web: [www.kincumberhigh.com.au](http://www.kincumberhigh.com.au)

School Code: 8585

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>