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Kincumber High School Annual School Report



2017



Education & Communities

Our school at a glance

Students

Kincumber High School 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 2011 the student population was 933 including 45 students in the Student Support Unit. Support students are highly integrated across the school and make a considerable contribution to the social fabric of our school. The school is also proud to have an Aboriginal enrolment of 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 service and leadership programs are all strong as you will read about in this report.

Staff

In 2011, there were 68.7 teaching positions at the school. This included 13 executive positions, 5.8 teachers in the support unit and 4 specialist staff. The teaching staff was supported by 16.9 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.

Significant programs and initiatives

Kincumber High School offers a large range of programs and initiatives to cater for the broad range of students who attend our comprehensive high school. Whilst the following list is not exhaustive, it does give an indication of the extent of the extra-curricular activities on offer:

1. Student volunteer program
2. Student leadership opportunities including peer support, Max Potential and student led assemblies
3. Kincumber Learning Community and associated strong transition program
4. Premiers Reading and Sporting Challenges
5. Gifted and Talented programs including the debating teams and Youth of the Year
6. Formation of our own AECG
7. Community service programs such as Blood donors and
8. Plan-It-Youth mentoring
9. Transition to Work program
- 10 Young Men's and Women's groups
- 11 Anti-bullying programs including the anti-bullying boot camp
12. Peer mediation program
- 13 Talented musician programs including Artist-in-Residence and Lizotte's

These programs and initiatives, a number of which are in partnership with our partner primary schools who collectively form our Kincumba Learning Community along with other community groups, provide a strong platform for the growth toward maturity of our adolescent population. The school prides itself on the work we do in developing not just the academic side of our students, but their growth as strong community minded citizens.

Student achievement in 2011

The strategies embedded in our 2008 to 2011 School Management Plan, particularly in relation to quality teaching and learning are really starting to bear fruit. 2011 saw the strongest HSC results we have had at the school for many years with 16 Band 6 results across eight subjects, nominations for InTech, ArtExpress and Encore and 41 of our students receiving university placement across a range of professions. The work being put into our junior classes particularly in

relation to literacy, numeracy and engagement indicate that these improved results will continue into the future.

Messages

Principal's message

2011 was a very good year at Kincumber High School. Our HSC cohort managed some of the best results we've had in years. Our student leadership program is allowing some very talented students the chance to really contribute to the fabric of the school. Our community service programs are allowing many students to become involved and develop as great citizens. The student volunteer program in particular was very successful in 2011. Our focus on gifted and talented students resulted amongst other achievements in our Year 8 debating team defeating all opponents on the Central Coast and moving on to the State finals held at Sydney University. As ever, our sporting successes are almost too many to list and our musicians and artists are excelling in a number of forums. More details about each of these areas are contained in reports throughout this ASR.

I would like to take this opportunity to thank the many dedicated teachers at KHS for the time and effort they put into their work. These efforts are clearly appreciated by our community with almost a third of the staff receiving nominations for the school's Excellence in Teaching Award for 2011, an award sponsored by our P & C.

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 and/or School Council message

2011 saw three new committee members Lorraine McGee - Vice President, Jason Kent - Treasurer and Colin Ramsden - Grounds. It was encouraging to see some new enthusiastic members.

Colin Ramsden was instrumental in organising quotes and the installation of air conditioners in PDHPE, HSIE and the staff common room with a cost of \$7000. Colin also did the extensive repair of the lighting in the school hall and organised the repairing, cleaning and rehangng of the stage curtains.

The Year 7 orientation night was a big success with Jason Kent organising and selling the book packs, Colin Ramsden on the BBQ and the sale of school uniforms by Lowes giving us \$3165.80.

Kerrie O'Heir, our invaluable secretary, volunteered her time to assist with establishing a new Antbullying Policy which is now in place. Kerrie was also on the interviewing panel for the new Head Teacher CAPA, Mrs Carol Brady.

Our guest speaker was Denise Lynch Kincumber High School (KHS) Police School Liaison Officer. It was interesting to hear the involvement she has at our school in educating our students.

The KHS newsletter this year is now being distributed by e-mail to the Kincumba Learning Community which includes Avoca Beach, Copacabana, Pretty Beach and Kincumber Primary Schools. This enables us to advertise what an exceptional school KHS is. The P&C has also supported its students' endeavors giving out \$1950. We allocate \$150 to individual student applications and \$400 to teams who represent our school and meet our criteria.

I was fortunate to be able to trial the new parent portal through the Millennium System. This enabled me to access my child's information through my home computer such as test results and absenteeism. This system should be up and running for all parents to access in 2012. I was also on the interviewing panel for four teachers. This was very interesting and gave me some insight into the high quality of teachers that we have at KHS.

The P&C would also like to thank Beverley Sampford (Relieving Principal) for her support in 2011.

I would like to invite families old and new to attend our P&C meetings held on the third Tuesday of the month (except school holidays) at 7pm in the staff common room. The meetings help you to keep informed and involved in what is happening within your school community.

Sonya Rowcliff, P&C President

Student representative's message

The Kincumber High School class of 2011 was an exceptional group of students. The leadership team of Jessica Cairncross (Girls Captain), Joshua Favaloro (Boys Captain), Jade Condon (Girls Sport Captain) and Mitch Farag (Boys Sport Captain) supported by the whole year set a positive example for all of the students at Kincumber High. Their fundraising efforts supported both the school and the greater community. Furthermore, the positive effect the school captains had as leaders and the standards they modelled no doubt contributed to the best HSC results for some time from this group as explained elsewhere in this report.

Beyond the scope of academia, the cohort was represented in State sporting teams, National Art and Photography competitions, and at the highest level in the State in the Creative and Performing Arts. Leadership was not just the domain of our elected leaders but was demonstrated by many of our Year 12's in 2011.

Perhaps the most satisfying achievement of Year 12 2011, however, was something much more intangible. The spirit and camaraderie shown by the entire group throughout their six years at KHS, and especially in their final year, culminated with the most enjoyable trouble free celebrations ever seen at Kincumber High. The whole school community was impressed with the positive

involvement of Year 12 in their final weeks of school. From slave auctions to the traditional breakfast BBQ, and the inaugural slip 'n' slide afternoon, the KHS class of 2011 showed their spirit and school leadership by participating in celebrations that were fun, inspirational, and not in any way disruptive or harmful to others.

It was truly an honour and a privilege to be involved with such a great group of young men and women for the past six years. We are sending some great leaders out into the community.

Grant Bradshaw, Year Adviser

School context

Student information

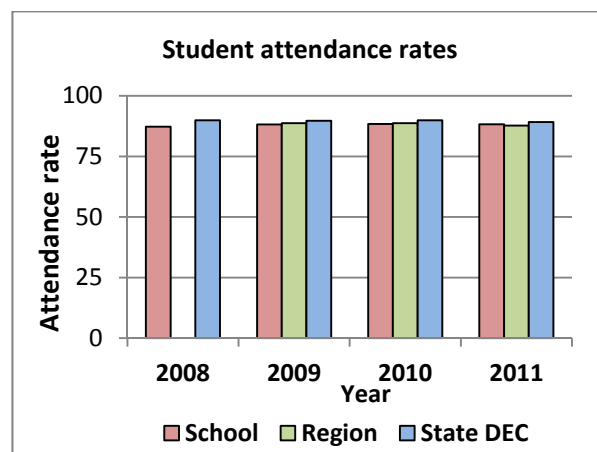
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Gender	2007	2008	2009	2010	2011
Male	589	548	540	529	493
Female	461	456	444	448	409

The gender imbalance that existed in the past is correcting. In fact the male to female ratio is close to 1:1 in the Year 7 group, and it is anticipated that the 2012 Year 7 will have more girls than boys.

Student attendance profile

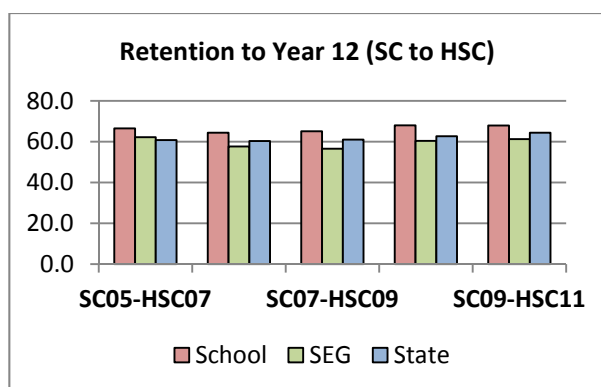


Whilst attendance rates have hovered a fraction below both region and State in the past, improvement has now seen KHS exceed the regional rate in 2011 with a goal of bettering the State average by 2012.

Management of non-attendance

Our centralised student learning and administration system now allows us to track student attendance in real time. Rolls are marked electronically each period so that fractional truancy is easy to track and in fact, fractional truancy rates have been dramatically reduced. SMS messages are sent each day to the families of those students not at school.

Retention to Year 12



As this graph clearly illustrates, KHS enjoys retention rates well above both State and SEG averages.

Post-school destinations

Of the 2011 Year 12 cohort 41 were successful in gaining entry to a University course, with three scholarships being awarded. This is a significant improvement on the previous year. Many of the remaining students have pursued trades courses. The number taking a 'gap' year, with the intention of working to save for overseas travel and perhaps study in 2013 has also increased.

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

- University 26% (in 2011 this was 35%)
- TAFE 21%
- Full Time Work 17%
- Part Time Work 11%
- 'GAP' year 4-5% (in 2011 approx 9%)

The balance is spread between apprenticeships, traineeships and private college.

Year 12 students undertaking vocational or trade training

Over 40 TVET courses were available to senior students in 2011 with 72 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.

Year 12 students attaining HSC or equivalent vocational educational qualification

Of the 121 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	45
Teacher of Students with Disabilities	5
Careers Adviser	1
Support Teacher Learning	1
Teacher Librarian	1
Counsellor	1
School Administrative & Support	17
Total	86

The school has a strong Aboriginal community and several staff members have identified as of Aboriginal descent.

Staff retention

There is a very high staff retention rate. By the end of 2011, we had lost two staff due to a decline in staffing entitlement, one to transfer and one to retirement.

Teacher qualifications

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

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.

Financial Summary as at 1/12/2010	
Income	
Balance brought forward	568,780.26
Global funds	542,375.80
Tied Funds	244,181.67
School and community sources	290,546.71
Interest	34,453.15
Trust receipts	50,358.83
Total Income	1,730,696.42
Expenditure	
Teaching and learning	
Key Learning Areas	159,193.95
Library	10,729.04
Excursions	79,750.29
Extra Curricula	139,978.00
Professional Learning	2,444.57
Tied Funds	255,598.21
Short Term Relief	164,002.40
Administrative Programs	
Administration and Office	127,385.73
Utilities	105,604.21
Maintenance	57,992.90
Trust Payments	52,801.07
Total Capital Programs	7,969.51
Total Payments	1,163,449.88
Balance Carried Forward	567,246.54

A full copy of the school's 2011 financial statement is tabled at the Annual General Meetings of the School Council and/or the

parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

CAPA

2011 was a year of outstanding achievements for our CAPA faculty. In Dance we entered five different groups into the Central Coast Dance Festival, and had 24 talented students audition for and be accepted into the Hunter / Central Coast Star Struck Spectacular. Much of the choreography was done by our very capable senior dance students.

In Photography KHS students took out 1st, 3rd, 4th, 5th and 20th in the nationwide My Region Photography competition. This was from thousands of photos submitted Australia wide. Congratulations to Joshua Favaloro, our 2011 School Captain, who took out first prize.

In Visual Art, two KHS students achieved Band 6 results and two major works were nominated for inclusion in Art Express. A series of drawings by Gabi Jackson was selected for inclusion, and the other work, a portrait by Jordan Richardson won 1st prize, the prestigious Russ Graham Memorial Award at the Central Vision Exhibition at Gosford Regional Gallery.

In Music, Jessie O'Neill-Hutchin was first nominated for Encore then accepted into the final 16 in the State to perform at the Sydney Opera House. We had several Band 6 HSC results. As in previous years, our Evening at Lizotte's showcased the incredible depth of music talent at our school. Our students also performed at the YIPA (Youth in Performing Arts) and Central Coast Showcase concerts.



English

In 2011 the HSC results for English were once again very favourable. Most students achieved their most positive outcome in this subject. On a “within school comparison” English was the best performing faculty. The attendance of students at successive study days organised by the English Teachers’ Association proved very valuable, as HSC markers for each section of the examination explained what was required. This translated into improved outcomes.

A particular success in the faculty was achieved by the Year 8 debating team, coached by Mrs Kay. The girls - Elizabeth Jones, Olivia Bayliss, Lily Hayward and Tahlia Mathieson - won the zone and regional finals of the Premier’s Debating Challenge overcoming all opponents, including those from selective schools. The girls then went on to contest the State finals in Sydney where their skill and determination was apparent. Their success is even more admirable when it is realised that each debate involved an “unseen” topic, which was issued to them one hour before the debate. The girls then had to prepare their case and argue it involving a speech of eight minutes for each participant!

Various enrichment activities were organised by the faculty including entries in the “Write Now”, “Heywire” and “What Matters” competitions for talented writers. Students also participated in a Teen Masterclass writing workshop at the State Library, attended a performance of “The Cherry Orchard” at Parramatta, participated in the Model United Nations Program and in the Gosford Mock Council.

Sport

Just as it always has, sport plays a large role in the life of KHS and our students are quite gifted. No less than 35 students represented at Sydney North Regional level across a range of sports, and 10 of these students went onto State representation in cricket, water polo, rugby, swimming, athletics and cross-country. Two students, Lily Bardsley

and Nick Reekie, received Regional Blues in Cricket and Swimming respectively, and Mitch Farag received a Blue Endorsement.



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 these assessments.

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

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

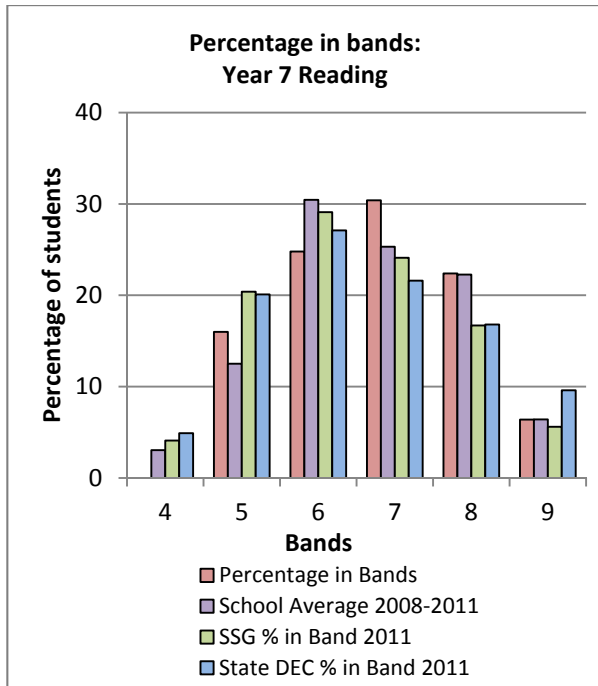
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

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

and/or

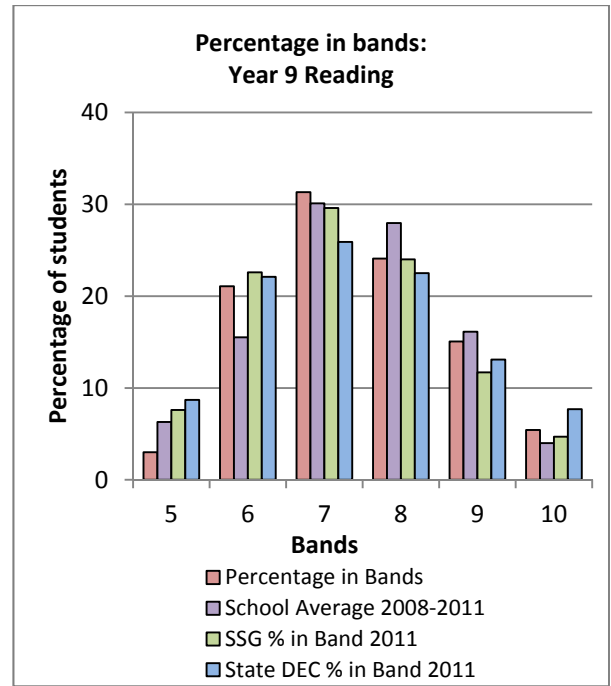
In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Literacy – NAPLAN Year 7



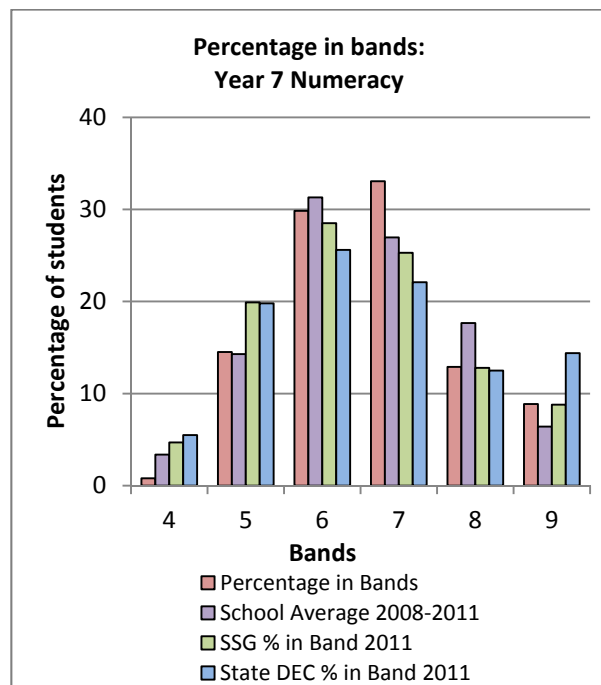
Whilst the Year 7 cohort was a little below State DEC averages for the top band, overall they scored above both SSG and State DEC scores for reading, writing, spelling and grammar.

Literacy – NAPLAN Year 9



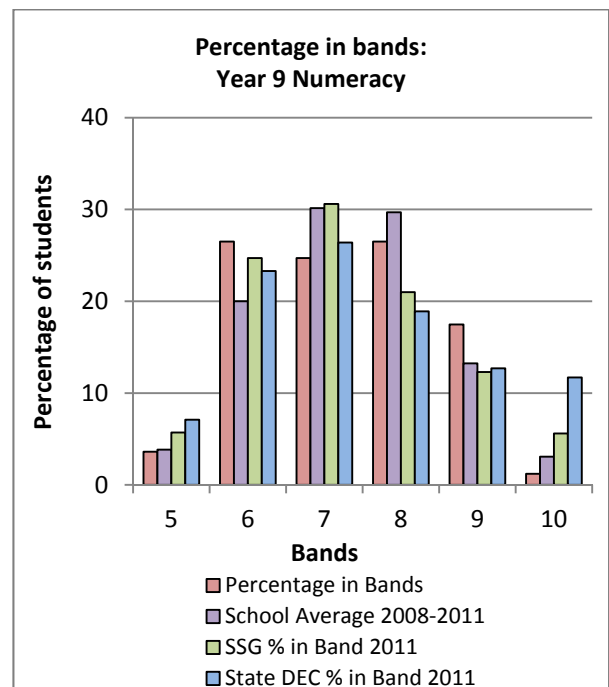
Years 9 scored above both SSG and State DEC averages for reading (graph above) and grammar, but were a shade below in spelling and writing. The school's literacy team is well aware of this and is orchestrating strategies across all KLA's to redress this result.

Numeracy – NAPLAN Year 7



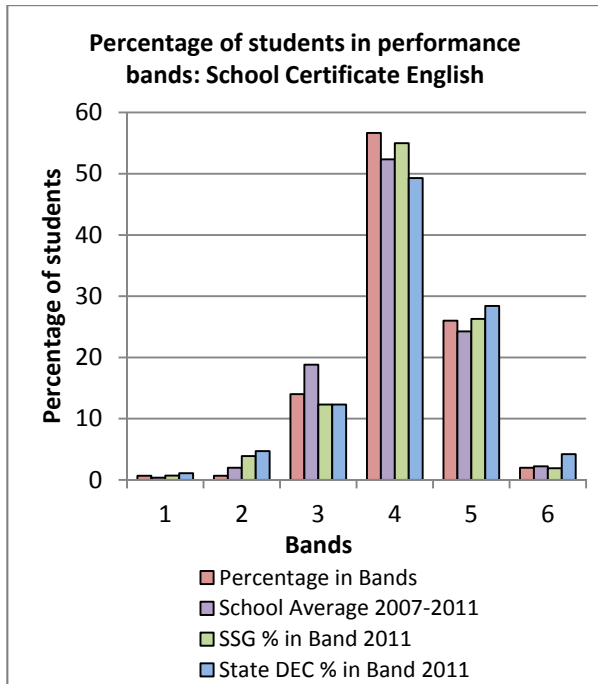
As with literacy, whilst the Year 7 group was a little below State average for the top band, their average numeracy score still exceeded both SSG and State DEC averages.

Numeracy – NAPLAN Year 9



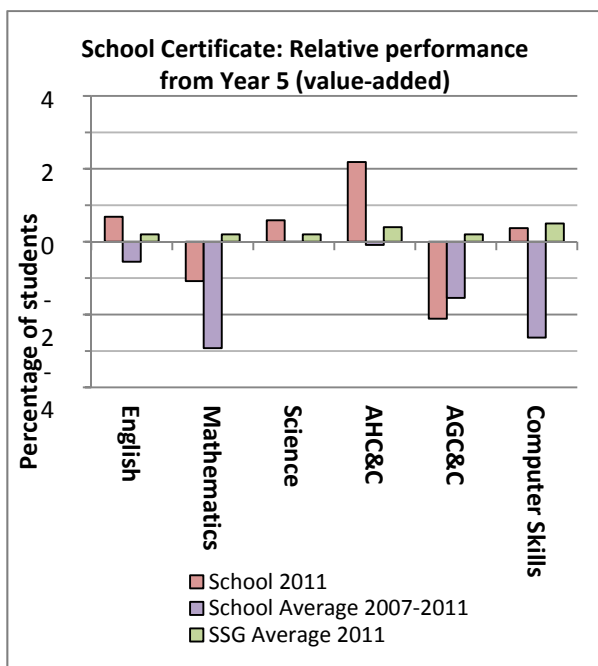
Our average numeracy score exceeded the SSG average, but still lagged behind the State DEC average. This is a pity as we exceeded State averages substantially in both Bands 8 and 9, but fell short in Band 10.

School Certificate



An analysis of our School Certificate results shows that we are above both SSG and State DEC averages in English, History and Computer Skills, roughly equal with State average in Science, and a bit below in Maths and Geography

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



This table clearly illustrates that we are making big improvements on our average

results in past years. Our improvement rates are well above SSG averages in English, Science and History and with the exception of Geography, exceed our past performance in all other areas. Given the current focus on teaching and learning across the school, there is no reason to believe why these results won't continue to improve in the years ahead.

Higher School Certificate

Whilst our top end HSC results were the best for quite a while, overall results were not significantly better than previous years. Of the 31 subjects where information is available, results exceeded the last four year school average in 15 subjects. Indications are that greatly improved student engagement amongst the current Stage 4 and 5 cohorts should see substantial improvement in overall HSC results in years ahead.

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

Performance Band	Low	Middle	High
School 2011	-5.1	-5.4	-3.3
School Average 2007-2011	-0.8	-1.9	-1.9
SSG Average 2011	0.5	0.5	-2.5

Yet again a high retention rate together with a cohort that whilst sitting an ATAR based course were not in the main interested in pursuing a university course has combined to produce less than satisfactory value added data. This situation is however at odds with the fact that 41 of this cohort were successful in gaining first round university offers. Improved value added remains a goal in the 2012 – 2014 management plan.



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 achieving at or above minimum standard (exempt students excluded)	
Reading	100.0
Writing	96.0
Spelling	96.8
Grammar & Punctuation	97.6
Numeracy	99.2
Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded)	
Reading	97.0
Writing	80.5
Spelling	95.3
Grammar & Punctuation	91.2
Numeracy	96.4

Due to the presence of a school support unit, tables with exempt students excluded have been used.

Significant programs and initiatives

Premiers Reading Challenge

A record 99 out of 129 Year 7 students, including those from the Student Support Unit, completed the Premier's Reading Challenge in 2011 representing 76% of Year 7.

Each participating class went to the Library for a weekly PRC lesson where they read, selected what they would be reading next, entered their books onto their own record on the PRC website or discussed and shared what they had read. To complete the Challenge students must have read at least 20 books, 15 of which are from the PRC lists. The PRC process is long one and it is a

mighty effort by these students, and their English teachers who supported and encouraged them.



Premiers Volunteer Challenge

Students in this program raised awareness of various causes and gathered funds to support charitable organisations and related appeals by volunteering in aged care facilities, disability units, primary schools and within their own school. They helped in the nursing home, fed the homeless and assisted with reading programmes in our local primary school. Many students also took part in the World Vision 40 Hour Famine where they raised over \$5000. Our local federal member made a special trip to the school to acknowledge their outstanding contribution.

Kincumber High has always been a generous school. The ability of our students to empathise and to give to charity has been a feature of school life. However, in 2011 they have surpassed all previous efforts and are changing the fabric of the school community which now has a reputation for empathy and social justice.

Kincumba Learning Community

The Kincumba Learning Community is built on a strong partnership between Kincumber High School and four primary schools in the local area: Avoca Beach Public, Copacabana Public, Kincumber Public and Pretty Beach Public. We work closely to create a focus on student learning and positive outcomes for all.

Our well-established transition programs mean that students enter new environments settled, confident and ready to learn. Values

education across all schools creates an atmosphere of mutual respect, acceptance, compassion, tolerance and the pursuit of excellence. Indigenous students' backgrounds and cultural practices are respected and celebrated through programs promoting connectedness and inclusivity.

The Kincumba Learning Community continued to have an impact on teaching and learning as the close bonds between schools enable more cohesive planning and information sharing. In 2011, we focussed on 4 main areas.

Leadership: Each school sent a team to leadership training over two terms to look at best practice in planning for school improvement using data analysis to identify patterns of strength and areas of concern, planning scaffolds for engaging all staff in the school improvement cycle and rigorous evaluation of existing programs. As a result, school management plans have been strengthened and aligned.

Transition 6/7: Throughout the year there are numerous joint high school / partner primary school activities including Assembly performances, Anti-bullying Boot Camp and Gifted and Talented workshops in Visual Art and Science. Again the results of this can be seen in how quickly and confidently students adjust to high school and get on with their learning.

Aboriginal education: Across the learning community a team has developed an Aboriginal Action Plan for implementation in 2012 in partnership with the newly formed local Tjudibaring Aboriginal Education Consultative Group (AECG). Included in this plan are stronger mentoring links from primary to high school, ongoing joint participation in the 5 Lands Walk and other reconciliation activities and strong Personalised Learning Plans from K to 12.



Antibullying plans: Building on the 'bully proofing' activities of the 6/7 transition program, the school Antibullying plan was reviewed and strengthened in consultation with teachers, students and parents from the P&C. Alignment with primary school plans mean that students get a consistent message about prevention, reporting and consequences across the school community. Teachers participated in a joint staff development day at the end of the year to look at issues around social media, online learning and gaming and cyber bullying to find ways to maximise learning and minimise risk in *Cyber Savvy – Cyber Safe* training.

Directions for 2012 include adding a new focus area in numeracy to the Kincumba Learning Community agenda and the Kincumber Numeracy Intervention team (KNIT) are already working to develop an action plan in this area.

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. A 'Work Ready' program was conducted 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 2011.

A variety of excursions and experiences enabled many students to explore post school options first hand. Examples of these include the Central Coast Careers Expo, Meet A Keeper, Health careers at Gosford Hospital, the SMH Careers Expo in Sydney and visits to the Newcastle Careers Reference Centre, Engineering Summer School, Designer for a Day and a range of specialist faculty days at a number of Sydney universities. Registered training courses organised by the Careers Dept. continued to prove popular with 72 students gaining their OH&S 'White card', 51 the RSA and 48 the RCG certificates. 47 students also gained their Senior First Aid Certificate.

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 2011, 24 Year 10 students gained from their participation in this program.

Progress on 2011 targets

2011 was the third year of an ambitious three year management plan. There is no doubt that the school has achieved significant progress over this time. Staff are now focused on their teaching, students are in uniform, in class and for the most part seriously engaged in their learning. Both anecdotal and data driven evidence show that the school is enjoying improving academic results and a climate where learning is now a key goal for just about every student.

Target 1

Increased student engagement in Years 11 and 12

Our achievements include:

- The highest number of Band 6 results for many years.
- Nominations for InTech, ArtExpress and Encore, and 41 first round university offers.
- Increased interest from our senior students in applying for leadership positions within the school.

Target 2

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

Our achievements include:

- Year 9 reading results above both the SSG and State DEC averages and significantly above SSG results in the top three bands as well as being above SSG and State DEC averages for Grammar and Punctuation. We continue to lag in both spelling and writing, this is despite an effort across all KLA's to explicitly teach writing scaffolds and maintain subject specific spelling lists.
- Continued work across the school is still needed.



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 2011 our school carried out evaluations of the success of our ICT strategies across the curriculum, and of our Science KLA.

Educational and management practice:

Implementation of ICT policy at KHS

Background

Information and Communication Technologies (ICT) are mandated learning, embedded into Board of Studies syllabi across all KLA's, and integral to students gaining computer literacy as they prepare for further education and the workforce. Improving teaching and learning of ICT is important in light of:

- implementation of Digital Education Revolution (DER) strategies for laptops;
- effectiveness of programmed strategies for ICT competencies;
- our below average results in Year 10 School Certificate (SC) Computing Skills Test in 2010.

The focus of this review is to report on and make recommendations about the:

- implementation of processes supporting the use of DER laptops for staff and students
- embedding of ICT competencies in KLA programs.

An internal review team was formed to collect information for analysis from the following sources:

- relevant school documentation, policies, practices and programs;
- surveys of students in Years 9 and 10, plus staff;
- interviews with selected Year 9 and 10 students, selected KLA HT's and key personnel in managing ICT;
- focus group meetings with representatives of each KLA.

Findings

Implementation of processes supporting the use of DER laptops for staff and students

Feedback has identified positives and negatives with the implementation of the DER laptop program. Not all staff and targeted Year 9 and 10 students responded to their survey.

Managing and maintaining the laptop was a problem for students with 11% indicating at the time of the survey that their laptop was not in working order, while 52% of Year 10 and 28% of Year 9 indicated they did not regularly bring their laptop to school fully charged each day. 34% of staff indicated that the majority of their students did not regularly bring their laptop to class for use. Student feedback indicated a variety of reasons for this, including, limited opportunities for use, preferring to use book and pen and forgetting to recharge. Despite this a majority of students indicated they were using their

laptop at home for school related tasks including internet research, assessment tasks and homework.

Those students engaging with their laptop at school most regularly did so in English, Geography and Health classes, especially for the purposes of internet research and note taking. In total approximately 70% of students bringing their laptop found the One Note and Word programs beneficial for organising their class notes across most subjects. Many of these students commented that 'it was faster / easier than writing and allowed better presentation of work', while some also indicated it 'allowed them to boost their technology skills'. On the contrary view, a common comment was 'I don't use my laptop unless it is required'.

Teachers indicated they are increasingly confident in using their laptop and preparing and implementing laptop-based lessons. They commented favourably about the staff laptop orientation program but despite regular in-school professional learning at SDD's and staff meetings during the DER implementation period, they felt that still more PL opportunities were needed to up-skill in the use of the laptop software. This was especially relevant for temporary staff, who relied predominantly on KLA colleagues for guidance.

Embedding of ICT competencies in KLA programs and teaching and learning strategies

Analysis of KLA Year 7 to 10 programs supports that ICT competencies are included in units of work as per the Computing Skills Matrix. Explicit teaching of ICT skills is focused in the TAS KLA in Stage 4 Technology Mandatory where students have one term in both Years 7 and 8, developing a project involving a variety of information technologies. Integrated ICT strategies are incorporated in class and assessment tasks across other KLA's in mandatory subjects for both Stages 4 and 5, while elective subjects in Stage 5 also integrate various competencies. Increasing support via a change in focus of the school Computer Coordinator role assisted KLA's in this integration process throughout 2011, contributing to more effective implementation strategies. Access to resources such as

Breakkie with a Teckkie provided staff with innovative ideas to engage students.

Survey and interview feedback from students indicated that they felt confident in the area of internet and email with 80% of students rating their understanding as 'great'. Fewer students were so positive about data bases (19%) and spread sheets (27%). Year 9 students' ratings were significantly better than Year 10 for all competency areas, especially for computer operations with the rating for Year 9 at 71% compared to Year 10 at 29%.

Increased staff access to laptops and professional learning were considered by teachers to be major factors in this higher rating by Year 9 students, with the final one third of staff receiving a DER laptop at the beginning of 2011. Growing staff confidence in delivering lessons incorporating ICT competencies has resulted from increased access to school-based PL workshops and attendance at DER funded courses. Teacher feedback supports this with increasing use of in-class data projectors and interactive whiteboards, plus lessons using various software applications, Moodle and laptop wraps.

Targeted preparation encouraged a more positive outcome in the SC Computing Skills Test, resulting in a significant improvement in results from previous years with 51.7% scoring 'highly competent' (the top band). This placed the 2011 Year 10 group 5.6% above state average for this Band, compared to the two previous years where we were 25% below (2010) and 5 % below (2009).

Restructuring of processes for management of ICT included more regular cross-faculty ICT team meetings with representatives of all KLA's contributing to ICT policy development, planning of strategic directions, resource management and professional learning and was felt to have a positive impact on improved implementation and outcomes. The re-focusing of the role of the Computer Coordinator towards ICT teaching and learning and the IT Support Person towards coordinating other IT matters in conjunction with the TSO, were integral to this successful restructuring.

Conclusions

1. With all staff now allocated a DER laptop, an increasing proportion are

progressively using the laptop to prepare and present engaging lessons which integrate ICT strategies. Staff are becoming more confident in managing their laptop in the classroom and are using it for a range of administrative tasks such as roll marking and student welfare management through the introduction of the Millennium integrated learning management system;

2. Students are progressively engaging more effectively with their laptop as indicated by 72% of Year 9 students compared to 48% of Year 10's regularly coming prepared with their laptop charged. Future student laptop orientation programs will need to target expectations in the user charter, while all staff will need to actively and consistently encourage students by regularly preparing engaging laptop lessons;
3. Results gained by the Year 10, 2011 cohort in the School Certificate Computing Skills Test indicated that teaching and learning of the mandated ICT competencies had improved significantly in response to strategies implemented.



Future Directions

Enable hardware for 'school-wide' delivery of laptop lessons- Focus budget priorities to complete roll out of data projectors and screens in all rooms, plus undertake discretionary wireless connectivity to the hall in 2012.

Meet the ICT professional learning needs of staff to increase confidence in delivering laptop-based lessons-Develop an ICT Professional Learning Plan for the whole school based on staff ICT survey

responses; require all KLA's to incorporate ICT strategies in their faculty plan; and focus TPL funds to target staff ICT skill needs.

Develop a Student Laptop Management Plan to improve compliance and engagement of students with the DER program- ICT team leader to liaise with Computer Coordinator and DER TSO to review current processes and rewrite policy and procedures with appropriate rewards and sanctions.

Extend the ICT teaching and learning role of the Computer Coordinator and reinforce the structure of the ICT Team, to consolidate the gains made in ICT learning outcomes - Computer Coordinator work with individual KLA's to develop further engaging strategies for enhancing understanding of ICT's, focusing on areas of data bases and multi-media; ICT Team meetings incorporate KLA feedback to gain staff input to policy and process development, to allow further staff satisfaction; undertake ongoing evaluation by the ICT Team of student and staff views re ICT.

Evaluation Team-

Doug Trigg- Deputy Principal;

Jorja Rearden- ICT Team Leader;

Denise De Paoli- Computer Co-ordinator;
plus

ICT team members representing each KLA.

Curriculum

Science Faculty Review

What follows is an abridged version of a detailed examination of our Science KLA. The full report is available upon request.

BACKGROUND

Kincumber High School has traditionally had a focus on Science and has achieved excellent results. The Science Faculty has undergone transitional changes over the past two years. Significantly the outgoing long term experienced staff members have been replaced with new scheme staff members who are very enthusiastic and passionate in their teaching. This has led to a small period of instability, followed by a period of

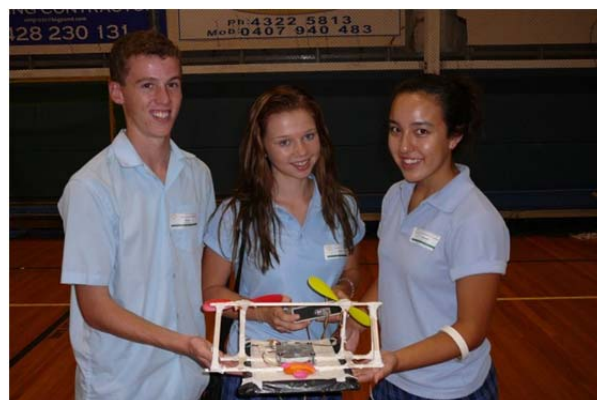
consolidation and stability as these new scheme teachers gain experience.

With the demise of the School Certificate Examination and as part of faculty reflection, during the period of consolidation, several concerns were expressed about the effectiveness of assessing outcomes throughout Year 10.

For Year 10, the general practice had been to rotate the streamed higher ability classes through teachers specialising in the fields of Physics, Chemistry, Biology and Earth and Environmental Science. The remaining classes were delivered the same programs by one teacher, their class teacher. Concerns were expressed because of the lack of equity in the reporting of student achievement when different students were assessed with different assessment tasks depending on the program being delivered to that student /class prior to the reporting period.

As a result it was decided to evaluate the effectiveness of the assessment tasks related to specific outcomes and the effect teacher rotation had on student achievement and subsequent reporting.

Further to this it became evident that study of the effectiveness of rotating higher ability Year 10 Science classes through expert teachers for individual topics throughout the year as preparation for Stage 6 was warranted.



This was conducted by:

- Analysing certificate results for Kincumber High School and similar schools in the region collected from SMART.
- Analysing documents relevant to assessment and reporting.

- Surveying teachers, students and parents.
- Interviewing teachers, students and parents.

FINDINGS AND CONCLUSIONS

Smart Data

School Certificate results for the school over the past four years show a general rising trend with some minor perturbations in 2010. This shows that stability has been re-established and students are achieving at or better than the results achieved in and prior to 2009.

The 2011 School Certificate results for individual students show that 23% of the Band 5 or better came from students in the non-streamed classes and therefore not exposed to the specialist teachers. They also show that 39% of the Band 4's came from students in the streamed classes.

Conclusion

A significant number of the students that were not involved in the rotation of specialist teachers achieved as good as and in some cases better results than the students in the streamed classes. This indicates that the rotation of specialist teachers through the higher ability streamed Year 10 classes has no measurable beneficial effect on the development of student knowledge and understanding of the Year 10 Stage 5 curriculum.

Documents

Teaching and Learning Programs

All Year 10 teaching programs satisfy the requirements of the Board of Studies. They also demonstrate differentiation of the curriculum to suit the learning ability of a range of students. The differentiation of curriculum allows the non-streamed classes to be taught the same content as the streamed classes negotiated by teacher's knowledge of the student's capability of

performing at that level. Teacher registrations of teaching programs showed further differentiation of the teaching program, mainly at the lower ability level which does not have relevance to the scope of this evaluation.

Conclusion

The Year 10 teaching program did not appear to have influence on the outcome achievement of the students in the streamed and non-streamed classes.

Assessment tasks

The analysis of assessment tasks indicate they addressed the needs and requirements of the Board of Studies for the purposes of assessing and reporting of outcomes. It also indicated that they were designed primarily for the middle to higher ability students. The basic assessment tasks had been modified for lower ability students to experience success. This resulted in some students receiving different assessment tasks that covered the same outcome. Higher ability non-streamed and streamed classes received the same assessment tasks.

All outcomes are assessed over the school year. The issue with the delivery of assessment tasks is for the midyear reporting period. The streamed and non-streamed Year 10 classes were assessed for different outcomes depending on the topic being delivered at or prior to Student reporting period.

Conclusion

The Year 10 assessment tasks achievement of outcomes were assessed for the streamed and non-streamed classes but did not allow for the correlation opportunity to undertake individual comparative evaluations of student achievement. The inequity in the midyear student reports has been a problem with competitive students and parents who like to compare their child's results with their peers. This also highlights the lack of provision for a benchmark result to afford students the

opportunity to be placed in appropriate classes. Student rankings could only be related to the class they were in and there was no correlation between the ranks in different classes.

Class worksheets

Class worksheets vary in the consistency of use across Year 10. The worksheets that were stipulated in the teaching program were available to all teachers. For additional or extension work each teacher has their own preferred worksheets. The worksheets for lower ability students are highly differentiated which does not have relevance to this evaluation.

Conclusion

The differences in teachers own preferred worksheets could have had an influence on the understanding of some of the concepts introduced during the lessons. Teachers and students have their own preferred learning styles and teachers often match their *delivery to their known students' needs*.

Overall conclusion

There are two beliefs to come from the surveys and interviews:

- There is a strong belief among teachers, students and parents that having specialist teachers during year 10 would be beneficial to learning.
- It is agreed among each group that the teacher student relationship has an important impact on learning.

The first statement is not supported by the data from SMART. The streamed classes were made up of higher performing students chosen from the results achieved during the previous year. It would be expected that students in the streamed classes with expert teachers would perform better than the students in non-streamed classes. A significant number of students in the non-streamed class achieved better results than the students in the streamed classes.

The second statement is supported by this data. The students with one teacher during the year had more time to develop a good working

teacher student relationship. A significant number of these students performed better than their peers that were identified as higher achieving students the previous year.

The indicators during the mid-year reporting period did not allow for correlation of student achievement. There was no opportunity for correlation of formative assessment mid-year and comparative analysis could be made only during the summative phase at the end of course delivery. This did not provide teachers with the scope to place students in the appropriate learning environment based on their performance.

FUTURE DIRECTION

Every Science teacher is qualified to teach all aspects of the Year 10 Science curriculum.

The indicators provided in end-of-course results highlight the emphasis on building positive relationships between teachers and students. This is acknowledged as an effective strategy to influence and increase overall student achievement of course outcomes as supported by the data between streamed and non-streamed groups of students. The non-streamed, same teacher students achieved a significant improvement in mid to high level performance in end of course results.

It has been decided to support the relationship of students with their class teacher and therefore suspend the rotation of specialist teachers through Year 10 in 2012. The effect this has on student results is to be evaluated at the end of this period.

With the demise of the School Certificate Exam there will no longer be a bench mark result that can be related to existing results of end of course achievement. The level of student achievement in assessment tasks throughout 2012 will be compared to the student level of achievement for similar tasks from 2011 in the streamed and non-streamed groupings.

Evaluation Team

Christopher Stanley	Head Teacher Science.
Rod McRobie	Science teacher
Jade Sampson	Science teacher

PROFESSIONAL LEARNING

The school expended \$52,368 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 \$13,769
- ICT \$9,786
- Literacy and numeracy \$1,076
- Quality teaching \$7,292
- Syllabus implementation \$3,455
- Leadership and Career development \$10,740
- Welfare and equity \$6,250

Term 1 School Development Day focused on assessment and reporting with faculty groups concentrating on consistent practice and explicit feedback. The Playground Supervision Policy was also reviewed.

In Term 2, classroom practice and behaviour management to maximise learning were the focus with teachers sharing successful strategies.

Term 3 was led by the school planning team in preparation for developing the 2012-2014 school management plan. Respect emerged as the value to focus on across the school while a SWOT analysis provided a clearer picture of strengths and areas for improvement and will inform the work of school teams in 2012.

The year finished with an excellent joint School Development Day Cyber Savvy – Cyber Safe to build IT competencies and opportunities from K to 12 across our learning community while having the skills to teach students to be safe and responsible digital citizens.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

School priority 1

Outcome for 2012–2014

Student Engagement

2012 Targets to achieve this outcome include:

- 70% of students complete HSC or enter recognised vocational training or begin full time work
- Average attendance rates above 91%
- NAPLAN growth by 50% of Year 9 students
- Increase in HSC students in Bands 4-6

Strategies to achieve these targets include:

- Continuation of the use of the Quality Teaching Framework to inform good teaching practice.
- An emphasis on differentiation within lesson plans to engage all learners.
- Continuation of the Transition to Work program to engage students returning under the 17 year old policy.
- Ensure that student achievement is acknowledged at every opportunity to build on the culture of success.



School priority 2

Outcome for 2012–2014

Numeracy

2012 Targets to achieve this outcome include:

- Positive NAPLAN growth by >50% of Year 9 students in numeracy
- Year 9 NAPLAN numeracy at or above state average for low, middle and top achieving students.
- Aboriginal students at or above state numeracy average for all students

Strategies to achieve these targets include:

- Close analysis of data provided by NAPLAN to identify areas that require a focus across all KLA's
- Action plan developed and implemented across the Kincumba Learning Community focusing on explicit teaching strategies to support numeracy development in identified areas (the KNIT team)
- An emphasis on both homework and assessments with a strong numeracy component



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

Chris Stanley, Head Teacher Science

Ritva Jowett, SASS staff

Steve Fortey, Careers Advisor

School contact information

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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>