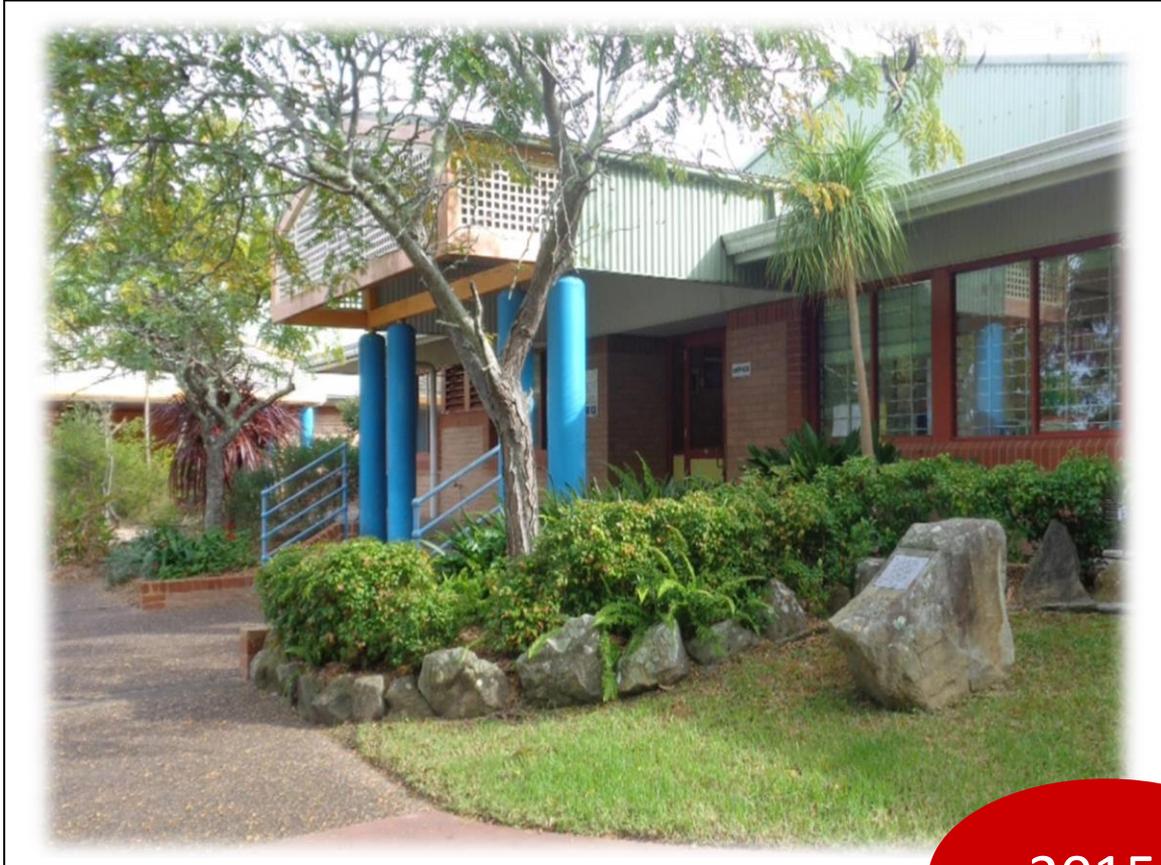
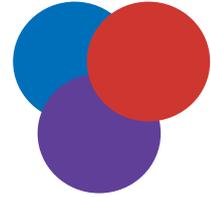


# KINCUMBER HIGH SCHOOL

## Annual Report



2015



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## Introduction

The Annual Report for 2015 is provided to the community of Kincumber High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Janine Debenham  
Principal



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## Message from the Principal

Kincumber High School is a proud public school and in 2015 we continued to work together to improve outcomes for all students and members of the school community. The development of the 2015 – 2017 School Plan by a team consisting of staff, students and parents consolidated thoughts and gave the school 3 strategic directions for whole school focus for the 3 year period. These focus areas enable the school to concentrate on projects that we feel are pivotal to the ongoing school improvement agenda.

Our strategic directions as set out in the School Plan are:

- Strategic Direction 1: Innovative, dynamic and engaging student and teacher learning
- Strategic Direction 2: Holistic and proactive wellbeing systems and practices
- Strategic Direction 3: Quality community promotion and partnerships

The 2015 – 2017 School Plan aims to enrich the way in which we support innovative teaching and learning in the 21<sup>st</sup> century; support, encourage and build on the wellbeing of all members of the school community and build positive and respectful relationships with all in the school and community.

The introduction of the School Excellence Framework as a tool for self-assessment has enabled the school to consider our position and our progress in meeting the benchmarks for the three focus areas of teaching, learning and leading. The self-assessment against the School Excellence Framework has been a whole school activity and has provided us with thoughts and ideas about how to continue to ensure we are constantly striving for improved outcomes for all.

The executive, teaching and administrative staff at the school deserve enormous credit for the intelligence, determination and hard work that deliver the outcomes showcased throughout this report. That, combined with the outstanding support of our parents, P&C, student leaders, and our community supporters, resulted in another extraordinarily successful year for Kincumber High School.

Janine Debenham  
Principal

## School background

### School vision statement

Encourage a dynamic, nurturing and respectful environment that supports a positive culture and sense of belonging, while empowering all learners with the confidence to pursue personal excellence through the joy of learning, now and into the future.

### School context

Kincumber High School is a proud member of the Kincumba Learning Community which includes our partner primary schools, Avoca Beach, Pretty Beach, Copacabana and Kincumber Public Schools. The school is a member of the Tjudibaring Local AECG and values the relationship with its local Aboriginal Community and acknowledges the land of the Darkinjung people as the traditional custodians of the land on which the school is built.

Kincumber High School sits at the base of the Kincumba Mountain on the Central Coast of NSW. It is surrounded by a number of beaches, the Brisbane Waters, bushland, and affords a lifestyle that reflects its beautiful and varied environment.

The current population is 874 and our students come from a diverse range of backgrounds. Our current Aboriginal student enrolment is approximately 6% of the school population. The school includes a 5 class support unit comprised of IM, IO and Multi-categorical classes, in addition to specialised classes for deaf students.

Students are supported with a broad curriculum to cater for the needs of all. This includes university ATAR subjects, non ATAR subjects and access to TAFE, VET and SBAT, and Life Skills courses. The school has a strong record of academic achievement and success across a broad range of subjects, evidenced by a number of students gaining university scholarships and winning academic awards. The school also has an excellent record in the sporting arena and supports a range of creative and performing arts opportunities. A well equipped Agriculture plot and a sustainable Marine Aquaculture area, are also positive features of the school environment.

Kincumber High School has a strong focus on student and staff wellbeing. The school is a 'Mindmatters' school with welfare programs and initiatives to help develop self-confidence, social skills and resilience in our student body, across all year groups.

Student Leadership and student voice are valued as an integral part of the school ethos and the inclusive nature of the school culture. Kincumber High School is committed to the pursuit of excellence and providing high quality educational and individual outcomes for all students in the community and presenting public education as a positive choice for all.

### Self-assessment and school achievements

#### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The new approach to school planning and its alignment to the Schools Excellence Framework, supported by the new funding model, is enabling the school to ensure the entire community is informed and focused on the same strategic directions and goals. The achievements and the areas for continuing focus within the school are outlined in this report.

Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan, leading to continued improvements in the delivery of education to our students.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Our staff, students and parent body (through the P&C), have been made aware of and have discussed, the School Excellence Framework and its implications for informing, monitoring and validating our journey towards excellence. Time was provided at staff meetings and Staff Development Days for staff to examine the School Plan and the Schools Excellence Framework. Student representatives studied the Schools Excellence Framework document as a leadership group at their leadership day in Term 4 and parents were given copies of the document to consider and discuss at a P&C meeting. Staff were asked to consider the school's progress towards targets in the three year plan and their roles in supporting progress toward those targets. They were then asked to consider the Schools Excellence Framework and identify the elements that fitted best within each of the projects and the Strategic Directions within the plan. Staff then considered what focus the school needed to have in 2016 to ensure we remained on target to achieve our goals in the 3 year plan.

All information was then collated into one document that was shared with the executive team. After considerable discussion and consideration of available evidence to support assessment, the School Excellence Survey was completed, indicating the school's progress in the 3 domains of learning, teaching and leading.

In the domain of Learning, we have focused on developing a whole school approach to writing that will support all students in developing skills that will enable them to address extended responses and examination type questions. The team investigated a range of approaches and have introduced all staff and teachers to the TEEL (for Years 7, 8 and 9) and TEEEL (for Years 10, 11 and 12) writing scaffolds. This program will continue to be implemented and supported across the school in 2016 as a major priority in the Learning domain

In the domain of Teaching: the professional learning focus has been on up-skilling all staff in the use of SMART and RAP data analysis, allowing individual staff and faculty groups to work together to evaluate and analyse student performance data. This knowledge has then been used by staff to make adjustments to programs and assessment tasks to ensure they are meeting the needs of all students in all classrooms. Our other focus has been on researching 21<sup>st</sup> Century learning, innovative teaching methods and reflective teaching models. Within this domain of Teaching at Kincumber High School, we have also focused on supporting all staff in taking ownership of their professional learning, development and the evolution of professional teaching standards through the structuring of individual Performance and Development Plans (PDP's).

In the domain of Leading: Kincumber High has focused on building community links; through the Alumni Project, improving communication to students, parents and members of the community through a range of social media, working with the P&C to connect with a variety of groups in the local area, and continuing to develop the leadership capacity of both staff and students through a number of opportunities. These options saw all staff being involved in whole school decision making and several student-centred initiatives, including the Student Leadership Team, the Central Coast Student Voice Alliance and volunteering opportunities.



## Strategic Direction 1

Innovative, dynamic and engaging student and teacher learning.

### Purpose

Develop innovative and dynamic Teaching and Learning programs that are evidence based, responsive to identified student need and supported by effective professional learning that enables staff to achieve the best outcomes for students.

### Overall summary of progress

The continual review and updating of Teaching and Learning Programs has enabled substantial progress in Strategic Direction 1. Significant gains in staff understanding of student learning strengths and weaknesses at an individual, course and year level, through the use of data, is evidenced in a range of Teaching and Learning programs.

A whole school writing focus, TEEL, has been developed with all staff being introduced to the scaffolded writing strategy through Professional Learning in Term 4. The effectiveness of this whole school writing focus will become more evident in 2016 as it is introduced across the school. Staff confidence in the use and explanation of the scaffold to students is high.

Quality Teaching Rounds were investigated in 2015 but no formal reflective practice processes were developed or completed. Terms of reference for reflective practice were identified for further investigation to determine a sustainable model and this needs to take place in 2016 to move this to the next stage.

Early Career Teachers were strongly supported through mentoring and professional learning both within and outside the school. A number of Early Career Teachers seeking accreditation completed and submitted their accreditation evidence and application. All applications were approved.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (3 year plan)	Progress achieved this year	
Increase in staff participation in whole school PL initiatives	All staff in all faculties were invited to participate in data analysis training and program adjustment writing days. All faculties participated in training days with significant improvements in staff understanding of where to find student performance data and how to use the data to inform teaching practices and program development  Investigation and development of whole school writing strategy (TEEL) completed by action research team	\$44249 Funding Sup  \$1154 RAM
Improved realistic staff perception of their teaching capacity	Investigate Quality Teaching Rounds through Newcastle University Professional Learning Day raised awareness of the manner in which Quality Teaching Rounds and similar models can be used by staff to open up meaningful discussions around classroom practice and ultimately improve classroom practices and student learning outcomes.	\$2360 RAM
Early career teachers retained in the service	All Early Career teachers employed on either a permanent or temporary/casual basis were supported through mentoring and professional learning. A support group consisting of all staff employed, who are seeking accreditation, was formed and support given to prepare	\$21,167 BT

	applications and evidence for accreditation documentation to be collected. Four staff completed accreditation documentation and approval was given by the TAA. Early career staff have remained in the profession.	
Improved student performance at NAPLAN and HSC level	In depth data analysis of NAPLAN and HSC data has seen improved understanding by staff of areas of strength and areas for development for students in their classes. The implementation of a reading program in English and targeted support for boys reading in stage 5 during the year will be evaluated in 2016 data.	\$24925 ILLNP/RAM  \$1740 RAM

## Next steps

To ensure the ongoing successful implementation of strategic direction 1 the following areas have been identified as focus areas for 2016:

- Continue to build on the use of data by staff to identify areas of improvement and areas of need for students. Target professional learning to up-skill staff in the teaching of inference. Inference was an identified area of weakness for many students after reviewing the 2015 NAPLAN data
- Through the formation of an induction team and action plan, strengthen the current induction / mentoring program that exists at the school for both probationary teachers seeking accreditation and proficient early career teachers.
- Continue to build the capacity of classroom teachers through the use of reflective practices. Establish a pilot group to trial various methods of reflective practice to decide upon the most effective method for Kincumber High School. Create strong terms of reference for reflective practice through cross-faculty collaboration. Possible areas of focus include; classroom management, the use of questioning to foster higher order thinking and deep knowledge, feedback and explicit instruction.
- Continue to build on the refined teaching and learning programs through program reviews and evaluations. Increase the amount of ICT in existing teaching and learning programs. Up-skill staff on Google Aps and Microsoft 365 to ensure consistency in the use of the Department of Education supported ICT applications
- Evaluate the use of TEEL to support writing by all faculties. Deliver PL to ensure that Staff are familiar with how to teach TEEL to students.

## Strategic Direction 2

Holistic and proactive wellbeing systems and practices

### Purpose

Foster and support a collaborative approach to the wellbeing of all to build and develop resilient people who are respectful, caring individuals who value themselves, others and the environment in which we live. To build the leadership capacity of the school and the community.

### Overall summary of progress

The Reward and Recognition Program was investigated in the school and found that a range of systems were being used across the school by a variety of faculties with varying degrees of success and impact. The development of a team to investigate systems used in other schools and evaluation of current systems enabled the group to propose a program that used current practices but with more coordination, that builds a consistent approach, has occurred. The group saw a real need to tap into the management systems operating within the school and to integrate the values of public education into the Reward and Recognition System.

Ensuring the school has a strong wellbeing system that enables consistent approaches to mental health has been a focus of the wellbeing team and other members of the school community. The development and publication of the Wellbeing Scope and Sequence has provided a consistent approach to supporting students. All staff have now completed one or more modules presented through the 'Mindmatters' program. This has helped to build staff understanding and capacity to support students and their mental health. The Year 6 -7 Transition program has continued to aid all students in the transition to high school with particular focus on early identification and support of students with additional assistance needs. The increase of clubs, groups and interested and talented workshops operating at the school has ensured students have a range of groups with which they can connect to encourage and support their feelings of belonging.

The Tell Them From Me survey data has been reflected upon and analysed to ensure all viewpoints are considered and as a result programs have been put in place to address some of the areas of concern. A low level of interest in future planning in Stage 4 has seen the implementation of a careers program in both these years to improve student knowledge of careers and futures planning. This program was well received and will continue in 2016 and will also now include a stage 5 targeted program.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Increased use of both positive and negative referrals by staff	<p>The formation of a team to review existing reward and recognition practices occurred. This team investigated similar systems and practices operating in other schools.</p> <p>A draft system was prepared for consultation and made available for staff, students and parents for consideration prior to implementation.</p> <p>Support for individual faculty use of positive postcard system and a phone home week being used to send positive messages home to parents. Use of Millennium to record positive referrals is improving in some faculties.</p>	\$4000 (RAM)
Increased referrals to LST and Wellbeing team	Development and publication of scope and sequence by wellbeing team.	\$1000 (Global)

	<p>All staff have completed Mindmatters modules to increase staff understanding of mental health issues.</p> <p>Increased communication procedures investigated for effective use of LST and wellbeing teams</p>	
<p>Tell Them From Me surveys (staff and students) results reflect increased satisfaction with school and work life</p>	<p>An increased number of staff, (80%) completed the staff survey in 2015 compared to 2014 (59.5%). Staff results from the TTFM survey showed increased collaboration between staff. Other areas remained similar.</p> <p>Student surveys indicate a strong sense of belonging and improved participation in clubs and sporting groups data indicates that those students who are experiencing positive relationships, is above the state norm. There is an increase in students who believe they generally show positive behaviours while at school and are making an effort at school.</p> <p>The introduction of the year 7 and 8, ' Introduction to Careers' was well received by students and staff involved in the writing and presentation of the program</p>	<p>\$4000 STW</p>

### Next steps

To ensure the ongoing successful implementation of Strategic Direction 2 the following areas have been identified as focus areas for 2016:

- Implementation of a whole school reward and recognition scheme using the Millennium portal as a means of recording positive rewards. Ensure involvement of all stakeholders in the introduction of the scheme and a rigorous evaluation of the effectiveness of the system.
- Implementation of reward and recognition assembly for year groups as a means of celebration
- Formation of MindMatters Action Team consisting of staff, students and parents to ensure consistent implementation of the framework and detailed analysis of Tell Them From Me data to assist in early intervention and support for students requiring it.
- Continue to work with the local community of schools to ensure a strong transition program for all Year 6 – 7 students.
- Investigate ways to best engage boys and improve positive educational outcomes for boys at Kincumber High School
- Continuation of the year 7 and 8 careers program and the introduction of a targeted careers program for Stage 5 students requiring additional support through the school to work program

## Strategic Direction 3

Quality community promotion and partnerships

### Purpose

Promote positive community interactions through meaningful relationships that are mutually beneficial.

To project our dynamic school identity and proud culture within our community.

### Overall summary of progress

The Alumni Project has commenced with contact being made with a number of ex- students. A proforma for collection of information and images was investigated and examples produced. One person has had their story developed into a short film to be used in conjunction with the information sheet to help publicise the project and encourage the involvement of more ex- students. A number of ex- students have been in touch and some of these people have accepted invitations to speak to students about their Kincumber High School story and their success since completing school. The school has also accessed these people to be keynote speakers or presenters at our leadership induction and presentation evening. This project demonstrates that aiming high is important and achievable for Kincumber High School students.

The Student Leadership Team continues to grow in strength, both in the number of students involved and the increased involvement in whole school and community events. Two staff members are ensuring students have a visible presence through representation at a range of events and through the Central Coast Student Leadership Alliance. Students were involved in the writing of the School Plan and played an important role in a number of community events including Rotary Youth programs, Lions' Youth of the Year, ANZAC day at Avoca Beach, the hosting of the Remembrance Day event at the Entrance including the Menin Gate Buglers, a number of fund raising activities supporting Red Cross, Salvation Army, Youth Connections, Head Space, Brain Cancer, Shave for a Cure, McGrath Foundation, to name just a few.

The Plan-it Youth Mentoring Program continued in 2015 under the new banner of Big Brother, Big Sister and continues to engage members of the local community to mentor young people in making more informed decisions regarding their schooling and their future. This program continues to be highly successful in both supporting students and connecting with the community.

Student enrolment numbers have steadily increased since 2014 due to improved community perception of the school and its ability to support their child. The school has worked hard to ensure a very positive Year 6 – 7 Transition program exists and that the relationship with the schools' partner primary schools is a very positive one. The Kincumba Learning Community supports the high school as the local school of choice for all children in the schools zone.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	<\$>
Increased student participation and voice in community events.	<p>The Student Leadership Team (SLT) have increased their involvement in whole school planning through membership of the school planning and School Excellence Framework teams.</p> <p>The SLT has been highly visible in the community and have proudly represented the school at a large number of events. This has improved community perception and the confidence of students to be involved in more events and activities</p>	\$3000 RAM

<p>Increased opportunities provided by the community to engage and retain students in learning and to enhance student outcomes.</p>	<p>The Big Brother, Big Sister mentoring program is successfully engaging members of the community and supporting students to stay at school and remain focused on learning and the achievement of positive outcomes</p> <p>The school has built relationships with both Rotary and Lions Club and by involving students in leadership programs and other targeted program opportunities, that relationship is mutually beneficial.</p> <p>Involvement in positive community events, such as volunteering and fundraising has improved the knowledge of students across the school about why and how, we can work as a group to support our community and those people in it. This has improved community perceptions of the school and the young people who are, Kincumber High School.</p>	<p>\$2500 Global</p> <p>\$3000 RAM</p>
<p>Increasing enrolments at KHS and increased retention of students in Public Education to Year 12.</p>	<p>Enrolments in Stages 4 and 5 increased in 2015 and show an upward trend since 2013. Year 7 numbers have increased in the past two years and a number of students have returned to the public system from a range of private schools in Year 8, 9 and 10. The support of all members of the Kincumba Learning Community through partner primary schools and the Year 6 – 7 Transition program is instrumental in this enrolment increase.</p> <p>Retention to Year 12 is above the State norm, however a number of Year 11 students did leave at the end of 2015 to take up full time employment and apprenticeships. This is not seen as a negative as students are engaged in employment or ongoing education.</p>	<p>\$2500 RAM</p>

## Next steps

To ensure the ongoing successful implementation of strategic direction 3 the following areas have been identified as focus areas for 2016.

- Continue to work on collecting Alumni stories and films and publish these in newsletters, through Facebook and the schools You Tube channel. Continue to connect with Alumni and extend invitations to events that highlight the achievements of past students
- Establish the Community Promotions Team and evaluate current practices within the school and develop a strategy to improve communications and further build positive relationships with the local community through a multi layered approach.
- Support Student Voice and Student Leadership through team building activities and continue to build student capacity to be involved in decision making within the school
- Work with the P&C to connect with a range of groups in the local community to encourage interaction between groups in the community, the school and members of the student body
- Increase staff training as to the importance of and possible ways, of promoting the school in the community, to ensure enrolment numbers are maintained or increased.

## Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p><b>Aboriginal background funding</b></p>	<p>High level support for Aboriginal students through the employment of an SLSO-Aboriginal Students, ensuring consistent support both socially, culturally and academically. A range of programs have been supported that build resilience, encourage pride of culture and set high expectations for academic success through associations with the local university and members of the local Aboriginal community.</p> <p>Completion of PLP's for all Aboriginal students and the uploading of all of these to Millenium to enable improved access to these documents by all staff.</p> <p>NAIDOC celebrations enabled students to connect with each other, members of the local Aboriginal community, a local artist and a well-known Aboriginal comedian through a unique and diverse program.</p> <p>Formation of a new Aboriginal Support Team working with the SLSO, the local AECG and the school to build positive relationships with Aboriginal students and their families.</p> <p>Members of the Aboriginal Support Team successfully completed professional learning specifically targeting increasing knowledge and understanding of Aboriginal students and ways of learning. Through attendance at Dare to Lead and 8 Ways, professional learning has greatly increased the knowledge of the team.</p> <p>Successful support of a number of senior Aboriginal students through the senior NORTA NORTA funding which has enabled them to complete Preliminary and HSC courses in 2015.</p> <p>Implementation of mentoring support for both boys and girls through targeted mentoring programs has improved engagement for a number of stage 5 students and built relationships with members of the local Aboriginal community.</p>	<p>\$30,270</p> <p>\$4792 (NAPLAN NORTA NORTA)</p>
<p><b>English language proficiency funding</b></p>	<p>No funding in 2015</p>	<p>\$0</p>

<b>Targeted students support for refugees and new arrivals</b>	No funding in 2015	\$0
<b>Socio-economic funding</b>	<p>A range of projects were funded to support school improvement through the school plan and strategic directions.</p> <p>A range of interested and talented workshops enabled both staff and students to work with expert tutors in improving knowledge and skills in the areas of Visual Arts, Dance, Drama, and English through a Boys Reading Program.</p> <p>Ipads and chromebooks were purchased to support students with targeted programs in Numeracy, HSIE and Science and to build the school's available bank of computers for student use.</p> <p>The ongoing support of Staff Professional Learning in data analysis and program development has been significant and has seen staff improve skills markedly which has in turn seen the collaborative development of new and innovative programs in most faculties. The improved ability of staff to use data to address individual needs is encouraging. Analysis of NAPLAN and RAP data has enabled the school to identify the need for a whole school approach to the teaching of inference and this will be a focus in 2016 and beyond.</p> <p>Quality Teaching Rounds Training and investigations were also conducted and have paved the way for a whole school approach to reflective practice in 2016.</p> <p>The investigation of an extended writing scaffold has seen the development and application of the TEEL program commence across the school in 2016.</p> <p>The school is committed to the ongoing improvement of learning spaces and as such supported the purchase of blinds for classrooms in both TAS and Creative Arts, the completion of a senior learning resource room in HSIE and the replacement of Music instruments.</p> <p>The Student Leadership program continues to grow in numbers and in the work they do in the school and the community. Staff were given support to ensure they accompanied students to all relevant events associated with student leadership both at school, in</p>	\$56,737

	<p>the local area and at a state level. This support continues to build the capacity of staff and students to adopt roles within the school and community.</p>	
<p><b>Low level adjustment for disability funding</b></p>	<p>Employment of School Learning and Support Officers (SLSO) ensured additional support for targeted students in all classrooms enabling them to better meet learning outcomes.</p> <p>Support for the employment of tutors to assist students with additional needs, especially in the senior school with literacy and numeracy, has resulted in a reduction in N determinations in Stage 6.</p> <p>Student Assistance Scheme ensured all students from all backgrounds had equity of access to all school programs</p> <p>Professional learning support for Differentiating the Curriculum and NCCD (National Consistent Collection of Data) ensuring appropriate programming for all students in all classrooms and appropriate reporting of adjustments being made in classrooms for students who require them.</p>	<p>\$53823</p> <p>(Excludes wages of LaST)</p>
<p><b>Support for beginning teachers</b></p>	<p>Two teachers received funding and were given one period a fortnight from face to face teaching to support their ongoing development or to complete accreditation requirements.</p> <p>Support for all temporary teachers seeking accreditation was given through relief days to work collegially with others to prepare evidence for accreditation against the Australian Teaching Standards.</p> <p>Four staff completed accreditation documentation and collection of evidence and are now awaiting final approval from BOSTES. Three staff successfully completed maintenance at proficient.</p> <p>Four other staff commenced collection of evidence and are preparing to complete accreditation in 2016.</p>	<p>\$8040</p>

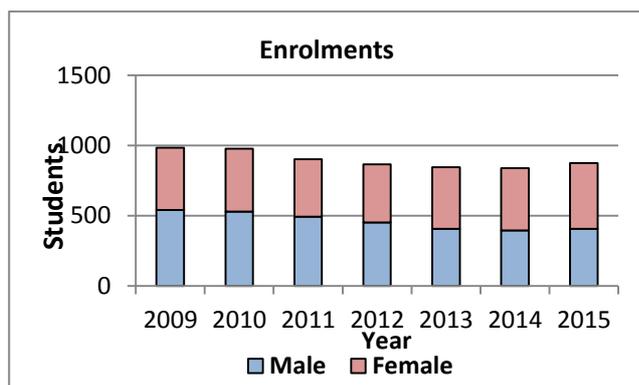
## Mandatory and optional reporting requirements

### Student information

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

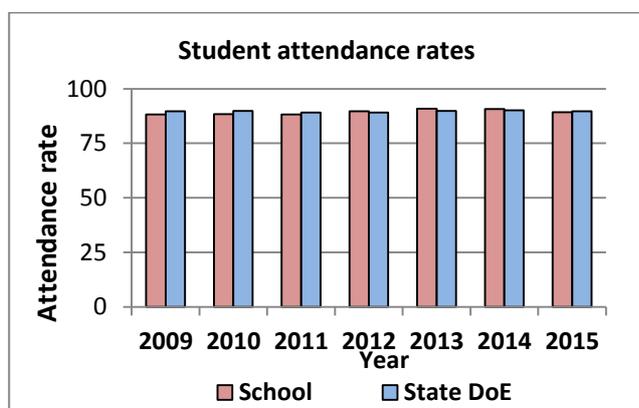
### Student enrolment profile

Student enrolments improved slightly from the previous year especially in Year 7, 8 and 9. Increased numbers of students from the private sector are returning to their local public school.



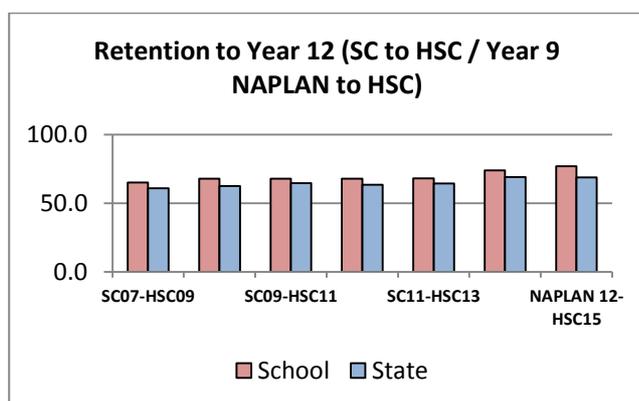
### Student attendance profile

Student attendance remains in line with the state rates.



### Retention Year 10 to Year 12

School retention rates remain well above state.



### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
seeking employment	2	6	9
employment	0	9	22
TAFE entry	2	8	16
university entry	0	0	44
other	0	0	3
unknown	0	0	6

### Year 12 students undertaking vocational or trade training

In 2015, 54% of the HSC cohort, including support unit students, enrolled in both school delivered and TAFE delivered courses.

Our SVET course included Retail Services, Hospitality, Furnishings, Primary Industries and Business Services.

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

In 2015, 100% of Year 12 students attained a HSC or equivalent vocational educational qualification.

### Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

### Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	48.2
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administrative & Support Staff	16.5
Careers advisor	1
Total	83

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Three members of staff identify as Aboriginal.

## Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

## Professional learning and teacher accreditation

The school maintains a focus on the professional learning of all staff and in 2015 committed an additional \$90,000 to Teacher Professional Learning. Approved professional learning was in line with 2015 – 2017 School Plan strategic directions and targets, building staff faculty specific knowledge and skills and supporting staff Professional Learning Plans.

All staff participated in and completed Professional Development Plans that outlined individual professional learning goals and means to reach those goals.

In 2015, four beginning teachers completed documentation and evidence to support the BoSTES accreditation at Proficient Teacher. Four other staff will continue their accreditation in 2016. Teachers seeking accreditation and maintaining accreditation included permanent, temporary and casual staff.

Three staff members successfully completed maintenance reports for ongoing accreditation at Proficient Teacher against the Australian Teaching Standards.

Five Staff Development Days were held throughout the year. The Term 1 Staff Development Day focused on mandatory updates on Code of Conduct. Further sessions focused on the use of Educational Apps, with guest presenter, Professor Kate Highfield and the completion of the MindMatters module *1.4 Relationships and Belonging*.

The Term 2 Staff Development Day focused on Professional Development Plans, the new school process for Wellbeing referrals, a staff wellbeing activity and Child Protection, mandatory reporting and Code of Conduct scenarios.

The Term 3 Staff Development Day focused on the integration of ICT / Educational Apps into teaching and learning programs, then moved onto Reflective Practice theory and implementation models and a practical activity and concluded with staff completing a further MindMatters module *2.2 Developing Resilience*.

In Term 4 there were two Staff Development Days. Day One included a Reward and Recognition system proposal, completion of MindMatters module *4.1*

*How schools help students* before looking at the Schools Excellence Framework and a faculty based session on the TEEL writing scaffold. Day Two focused on a practical CPR session which saw all members of staff re-qualify, staff wellbeing activities and the creation of 2016 PDPs by staff.

Whole school staff meetings are an important means of presenting consistent professional learning to staff and these occur Monday afternoon after school at regular points throughout the year. School Executive participate in additional extended meetings to ensure staff are informed and up to date with all current educational reforms and practices.

The topics covered in 2015 included:

- WHS Risk Management Plans for excursions and Variations to Routine.
- Google Apps for Education
- The Tell Them From Me Survey 2015
- The new pay scale for teachers
- Professional Learning Update
- My PL Workshop Series
- School mascot concept
- Uniform support
- Nationally Consistent Collection of Data (NCCD)
- Self-report grades
- Action Research Teams
- PDP observations
- Writing Strategy update
- NAPLAN 2015 data
- Crossroads Learning Conference Report
- Differentiation and NCCD
- Student Behaviour Code
- Terry Taylor workshop on managing difficult students with special needs
- School Excellence Framework
- HSC performance

Considerable funds outside of the allocated PL budget from the Department of Education were used to support staff attendance at a range of PL opportunities. The focus of external PL was largely to support faculty knowledge and understanding of syllabus and subject specific areas.

Within the school, focus was on data analysis training, program adjustment and differentiation for all student needs.

## Financial information

### Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
<b>Income</b>	\$
Balance brought forward	714684.59
Global funds	617594.74
Tied funds	454409.09
School & community sources	336067.56
Interest	21094.12
Trust receipts	141821.05
Canteen	0.00
<b>Total income</b>	<b>2285671.15</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	137104.27
Excursions	104236.09
Extracurricular dissections	170715.24
Library	10188.77
Training & development	4335.76
Tied funds	431878.06
Casual relief teachers	196610.43
Administration & office	150335.19
School-operated canteen	0.00
Utilities	116194.36
Maintenance	58513.62
Trust accounts	136488.51
Capital programs	0.00
<b>Total expenditure</b>	<b>1516600.30</b>
<b>Balance carried forward</b>	<b>769070.85</b>

## School performance

### NAPLAN

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

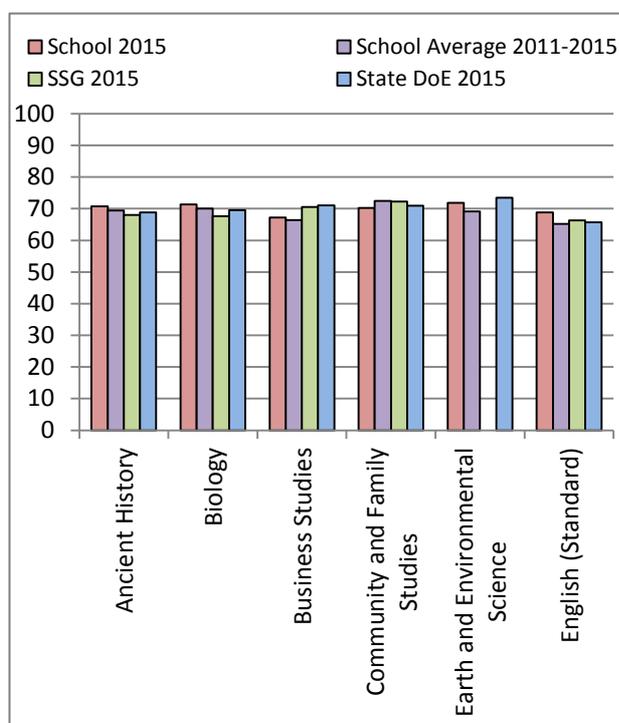
The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

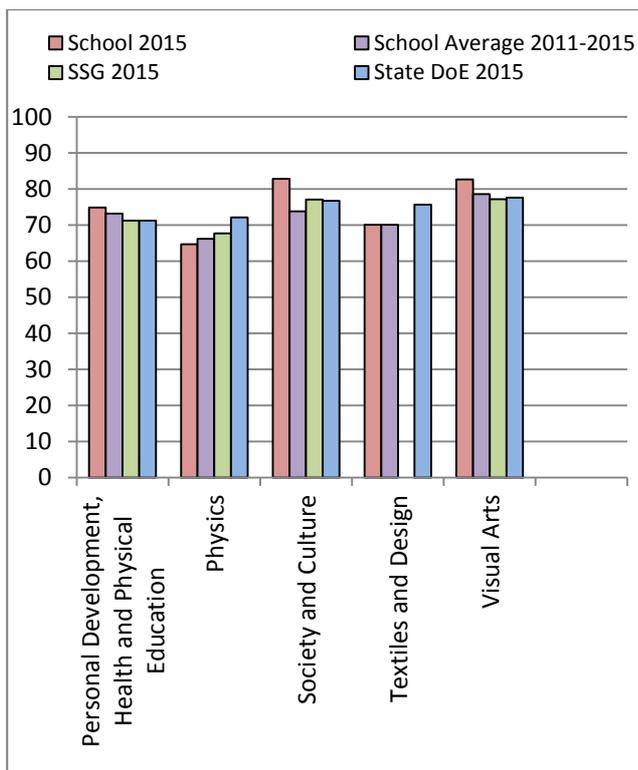
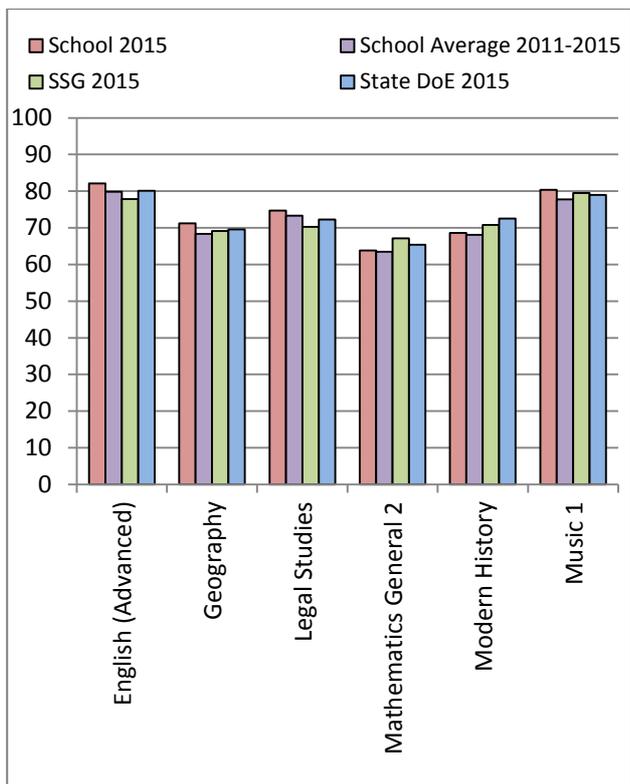
## Higher School Certificate (HSC)

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

In 2015, students achieved 25 Band 6 results and 125 Band 5 results across thirteen subjects. The Dux achieved an ATAR of 98.6. The Visual Arts cohort achieved five band 6 results and Society and Culture four. Other subjects to achieve one or more band 6 result were Ancient History, Biology, Business Studies, Chemistry, Community and Family Studies, Earth and Environmental Science, Standard English, Advanced English, Extension 1 English, Legal Studies and PDHPE.

Significant improvement is noted in the decreased number of students achieving band 1 and 2 across the school in most subjects.





## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Students, staff and parents participated in a number of discussions and surveys to help the school to

develop its 2015 – 2017 School Plan. Parents, students and staff were invited to contribute and comment about the school through focus groups, surveys and the Tell Them From Me (TTFM) Surveys collated by The Learning Bar. The PDHPE faculty also conducted surveys of all parties regarding PDHPE and school sport to evaluate current practices and re-invigorate school sport at Kincumber High School. These evaluations coupled with informal feedback through parent conversations and letters, indicates a strong level of satisfaction with the school.

The parent survey asked a range of questions regarding parent perceptions of the school and suggestions for improvement. Parents were very positive regarding the following areas.

- Providing a safe environment
- The range of subjects available for students
- The professional and caring staff
- Sporting opportunities
- Communication with parents
- And recognition of student achievement

Parents feedback indicated a need for the school to ensure the following remains a priority in the school:

- Providing for the emotional support of students
- Continuing to build opportunities for increased communication with parents
- Improved access to technology for all students
- Setting a culture of high expectations for all students

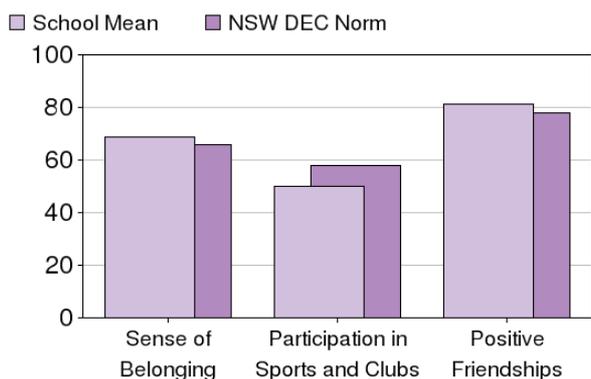
Staff surveys conducted in 2015 indicate that while the large majority are happy with the school and its leadership, a number of staff signaled that they would like to participate in reflective practice related to their own teaching with executive staff and colleagues. This is encouraging and will be a focus in 2016 as part of the school plan. Staff recognise the importance of community perception regarding the school and are keen to work with the community to ensure we are perceived positively and that Kincumber High School is the local school of choice for our young people and their parents.

The student surveys conducted through the TTFM survey includes ten measures of student engagement, categorized as social, institutional and intellectual engagement. The graphs below give school results and NSW Department of Education norms for all other public schools who participated.

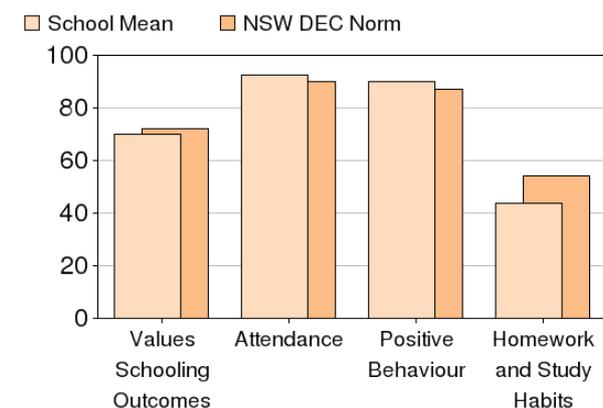
All areas below the state norm have been addressed in some capacity in the current school plan and through a range of programs operating in 2016. TTFM is a longitudinal study and we will continue to participate in this project to enable us to collect and use data over an extended period of time.

Below are some of the graphs related to school engagement in 2015.

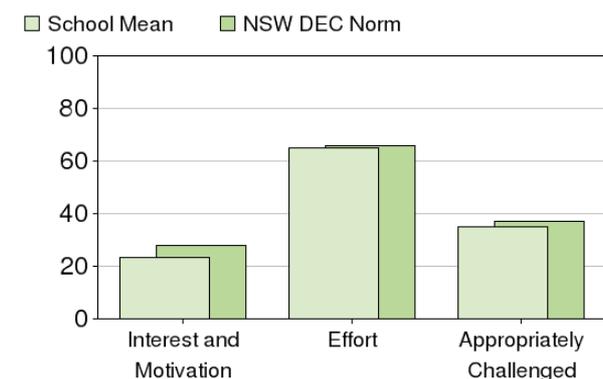
**Figure 1: Percentage of students socially engaged at Kincumber High School**



**Figure 2: Percentage of students institutionally engaged at Kincumber High School**



**Figure 3: Percentage of students intellectually engaged at Kincumber High School**

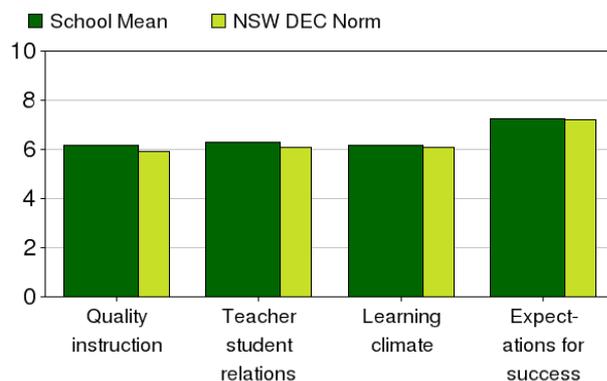


Findings from the *Tell Them From Me Project: Measuring Student Engagement* study found that there were considerable differences among schools in their levels of engagement and only some of this variation was attributable to students' family backgrounds. Four school-level factors were consistently related to student engagement:

- Quality instruction (averaged across students and three key subjects),
- Teacher-student relations,
- Classroom learning climate, and
- Teacher expectations for success.

Figure 4 compares Kincumber High School to NSW DEC norms for each factor on a ten-point scale.

**Figure 4: School-levels factors associated with student engagement at Kincumber High School**



## Policy requirements

### Aboriginal Education

Kincumber High School places great significance on the achievements of our Aboriginal and Torres Strait Islander students, and has worked hard to maintain strong links with our Aboriginal community. This has been achieved in many ways throughout 2015, with a revitalised Aboriginal Education team working in collaboration with the school's School Learning and Support Officer - Aboriginal students, to lead the focus on improved teaching and learning for Aboriginal students, through professional learning for teachers and the enthusiastic celebration of Aboriginal culture.

To enhance student learning and to support students with planning future directions, a number of programs and initiatives were implemented in 2015. Our Personalised Learning Plans (PLP's) were streamlined to enable them to be included on the school's electronic student management software, which allowed all teachers the accessibility to view

these essential documents whenever required. These documents play a crucial role in identifying the needs of each child, and the greater accessibility of these documents will improve the ability of staff to meet the needs of individual students.

To complement this focus on student learning, a significant amount of professional learning occurred for staff. In June, four staff attended the Dare to Lead course which focused on the importance of staff taking the initiative to promote Aboriginal Education in their school. Later in the year, another five staff attended an 8 Ways workshop to enhance their understanding of the ways that Aboriginal students learn. From this workshop, these staff have produced a proforma for implementing the 8 Ways into teaching and learning across the school.

To enhance leadership amongst Year 10 & 11 students, we had our students in these year groups attend a leadership forum at Bara Barang with Aboriginal students from across the Central Coast. These students also had the opportunity to attend the University of Newcastle Ourimbah Campus to gain a taste of university and the opportunities that are available through tertiary education. These visits were supplemented by Dominic Dates from the University of Newcastle, who conducted a number of information sessions on tertiary study and future directions at Kincumber High School. Senior students have continued to access tutoring support, which was available to assist them with their learning through the Norta Norta program.

These opportunities were not just available to senior students, with the importance of goal setting and engaging students in education being addressed through the I Believe program for Year 7 & 8 students. A senior buddy system was set up for Year 7 girls, where a Year 11 student was provided to act as a mentor for a number of girls to support them in the transition to high school.

In Term 4, a number of disengaged boys were targeted to be involved in a boxing mentor program. Brad Hardman, an experienced trainer who has spent many years working with boys at risk, came into the school every Friday for the whole term to train and act as a mentor for a group of 6 boys.

The centrepiece of our links with the Aboriginal community is the leading role that we play in the Tjudibaring AECG. This flourishing community group, that represents the families of all schools in the Kincumba Learning Community, continued to meet every 2 months for the duration of the year.

Celebration of Aboriginal culture and achievements is evident at every assembly and official function, where a different one of our Aboriginal students proudly gives an acknowledgement or welcome to country. We have also participated in many other celebrations, including the 5 Lands Walk, where Claudia Kent had the honour of being a message stick guardian, and our dancers performed throughout the day.

Our NAIDOC celebrations in 2015 involved students attending a music and comedy show from Sean Choolburra, a renowned Aboriginal performer. Year 10 students also participated in an art workshop conducted by Kylie Cassidy, where they produced an impressive piece of Aboriginal art.

We intend to build on all of this in 2016 with many plans already in place from the Aboriginal Education team to further enhance the opportunities for our Aboriginal and Torres Strait Islander students.

### **Multicultural Education and Anti-racism**

Kincumber High School values the diversity of cultural backgrounds of our school community.

Harmony and the celebration of student backgrounds is promoted through school programs and policies and is addressed regularly at whole school assemblies and in classrooms by all staff members.

The school welcomed students on exchange from other countries through a range of programs and supported students from Kincumber High School to engage in overseas exchanges throughout the year.

The school appointed Mr Phil Goucher to the role of Anti-racism contact officer and he is available to help resolve any racially related conflict that may occur between individuals.

### **Other school programs**

#### **Student Leadership**

The Leadership Team at Kincumber High School had the original goal of establishing a group of students who would be able to represent the school and their fellow students. Those who had successfully gained a position in the team in 2015 had made the decision to meet on a weekly basis to ensure that they would be able to support programs and represent the school as required.

The team represented Kincumber High School at various events, including several citizenship

ceremonies at Gosford City Council, ANZAC day service at Avoca Beach, collected money for the Red Shield Appeal, attended the Central Coast White Ribbon Walk, presented at the Central Coast Student Mental Health Showcase and attended conferences such as the Central Coast Q & A and the GRIP Student Leadership Conference.

In 2015 the Student Leadership Team played an integral role in bringing the Menin Gate Buglers to Australia as well as providing support and members to run a series of Remembrance Day commemorative events. Connor O’Heir delivered the keynote address at The Entrance service in November and received enormous acclaim for his words.

Throughout the year the team also provided support at internal events for the school, such as at the Evening of Excellence, Parent Teacher Night and Subject Selection Night. The team also focused on supporting their own student body with the raising of money and awareness for foundations such as Beyond Blue and Headspace, as well as receiving support and training such as at the Central Coast Student Mental Health Forum.

As a member of and contributor to, the Central Coast Student Voice Alliance, Kincumber High School has remained focused on learning and supporting the concerns of students on the Central Coast in relation to mental health. Students spent the end of 2015 reflecting on what they had achieved, but also learnt methods of increasing student voice after attending conferences and the Central Coast Student Voice Alliance meetings. Showcases from other schools, discussions and workshops with leaders from those schools helped to shape their planning for 2016. It became evident over time that the selected students who attended the conferences needed to communicate regularly on their progress in the alliance to the team, as well as involving more students in the alliance itself to ensure that the efforts of students in both the Leadership Team and the alliance could improve their efficiency, working together to both represent and support their school. At the end of 2015 the application processes for 2016 leaders began and students were considered for their past efforts in the team, as well as creating the opportunity for more members to join. Applicants were then interviewed by a panel consisting of the Leadership Team Coordinator, Head Teacher Welfare and the associated Year Advisor. After formally establishing the 2016 team with a ceremony, planning for 2016 commenced with a Leadership Seminar. The seminar included information on the School Excellence Framework and how the Leadership Team could help to work

towards the strategic directions of the school. Training on leadership etiquette, public speaking and goal setting helped to support preparations for 2016. Students also wrote their own Leadership Performance and Development Plan, which will be reviewed in June of 2016.

A final seminar at the end of 2015 had students reflecting on what worked for the past year, what did not work and what could be done in the future. From their reflections, the team was able to establish a detailed scope and sequence that not only supported the strategic directions in the School Plan, but also included the expansion of roles within the team. A secretary, roll marker, office runner, convenor and a speaker from each year group was chosen after a written application process. The team also mapped out their obligations in various events for 2016, to ensure that more students share the load of the Leadership Team responsibilities.

Plans for 2016 include the personal development goals that each leader has outlined for themselves, further efforts to improve the communication of student leaders to their peers and the increased involvement in the school and local community. A continued focus on mental health with the Central Coast Student Voice Alliance was agreed upon, with the Leadership Team being spotlight school in Term 1, as well as hosting a Central Coast Student Voice Alliance Conference in Term 2.



### **Creative and Performing Arts Achievements**

Creative and Performing Arts continues to be an integral part of the success of students and staff at Kincumber High School.

In 2015, in the performing arts, there have been increased opportunities for student performances and a growing numbers of new students to the performance arena with a desire to perform.

## **Music**

- Students travelling to feeder primary schools to perform as part of the transition program
- Regular performances at whole school assemblies each fortnight by a range of music students
- Performances by students at 'Evening of Excellence' awards night.
- Elective students audition and selected to perform at 'Showcase'.
- Students audition and selected to perform at YIPA.
- Performances developed for the CAPA 2015 'One Night Only Expo' showcase.
- Senior Rock Band 'The Moving Stills' performance at the final of the 'Battle of the Bands' competition.

## **Dance**

- A highly successful cohort of HSC Dance Candidates, including a 'Callback' nominations for Hannah Troth in Major Study Performance
- Students in Year 7 - 12 successfully auditioned for Central Coast Dance Festival, performing at Laycock St Theatre in June.
- Tannah Golsby, Emily Andrew, Lucy Westrip successfully auditioned for Senior Regional Dance Ensemble, performing at Central Coast Dance Festival & Central Coast Schools Showcase and State Dance Festival.
- Year 9 Dance Elective successfully auditioned and performed at Central Coast Schools Showcase
- Kincumba Learning Community Dance program involving students from Years 4 – 10 with workshops run at Kincumber High School
- Participation of students in the KHS CAPA 2015 'One Night Only Expo' showcase.

## **Drama**

- Partnership Project with NSW Police Force to create an educational DVD, promoting awareness about issues highly prevalent in high schools today. This collaborative effort provided information and gave voice to student opinions about Drugs and Cyberbullying in schools. This DVD will be used as an educational resource for the Police all across NSW.

- School based 'Forum Theatre Ensemble' ran highly successful Anti-bullying workshops for the Primary School transition program.
- Workshops designed by Year 10 Students to encourage confidence, making friends and finding your own identity, for the perspective 2016 Year 7 cohort.
- Highly successful Year 7-10 performance Evening "A Night of One Act Plays". This production showcased the dramatic talents of students through a series of individual, duo, small cast and ensemble works.
- HSC Performance evening, showcasing the hard work of the Year 12 students and giving parents and invited community members a chance to see developed works.
- Students travelling to feeder primary schools to showcase the Performing Arts at Kincumber High School.
- Participation in whole CAPA 2015 'One Night Only Expo' showcase.

## **Visual Arts and Photography**

- In 2015, HSC Visual Arts students gained five Band 6 results. Congratulations to Georgia Cook for her HSC BOW selection into the 'First Class' showcase at Lake Macquarie City Art Gallery.
- In 2015, four Year 11 students were accepted into the National Art School Intensive Studio Practice Program. three students completed the course – Nat Jones, Amy Gibson and Kyra Sumner.
- A highly successful Creative Arts show at the Erina Fair Hive during Education Week and The 5 Lands Walk Exhibition at North Avoca Surf Club.
- The Interested and Talented Visual Arts Program continued. Students worked with Artists Juz Kitson and Jordan Richardson to develop their creative thinking capacity and student's individual artmaking practice.
- In 2015, The CAPA 'One Night Only Expo' showcase event has run for 2 years, and is firmly established at Kincumber High School as an annual cultural event. Music, Drama, Dance, Visual Arts, Visual Design and Photography were represented in a Creative and Performing Arts evening that celebrated student success.

- A highly successful overnight excursion to iconic artist Arthur Boyd's Property in Bundanon.
- Year 9 students Andrew Birchall and Jake Craig installed Ceramic Sculptural works at Kooindah Waters Sculpture on the Greens show. All works were sold to a Tongan audience.

### **Sport Achievements**

2015 was another exciting year for Kincumber High School in sport. At zone level, Kincumber HS placed second in all three carnivals – Athletics, Cross Country and Swimming. There were two sporting teams who were Sydney North Region Champions, qualifying for the final 8 in the state in CHS knockout competitions. A significant total of 24 students were selected into Sydney North Region teams, two students represented NSW CHS in team sports and four students represented NSW CHS in individual sports, two students competed at the Pan Pacific School Games, and three students won NSW and Australian Titles in Surfing. Three students achieved substantial individual honours, with two receiving Sydney North Region Sporting Blues and another receiving her second Blue endorsement.

A significant factor in the success of our school is the contribution of the many people who give up their time and effort in training, managing, coaching and supporting our students in their sporting endeavours. This includes teachers, community members, parents and even other students, and it is important that their dedication to the representative sport program is acknowledged.

The Open Girls Water Polo team continued their domination of the Sydney North Region in the CHS Knockout competition, being crowned Sydney North Champions again in 2015. They progressed to the final 8 in the state, eventually finishing with the silver medal after being defeated in the final. The team consisted of Kaitlin Clague, Phoebe Harries, Elizabeth Jones, Chloe Kennedy-Rollason, Jaz McCabe, Sarah McCranor, Lana Queripel, Rebecca Sillato, Nikki Sillato and Sienna Trenholme.

The Open Boys Softball team were the surprise success story of 2015. The school entered the Open Boys Softball competition for the first time in many years in 2014, due to the leadership and enthusiasm of a number of boys through their positive experience of Softball in PDHPE lessons. After losing in the first round in 2014, the boys entered the competition with more experience in 2015. They won a tough first round against Wyong HS, who were the Sydney North champions the previous year. This enabled progression to the Sydney North

gala day at Bateau Bay, where the boys found themselves going into the final undefeated. In the final, the boys were down 17-2 after two innings, but the amazing attitude, sportsmanship and fighting spirit in the team saw the Kincumber boys come back to win 19-17 to be crowned Sydney North Champions. Congratulations goes to all members of the team, which consisted of Ryan Callaway, Ryan Craig, Jordan Davies, Liam Davies, Cooper Elliott, Jake Hardy, Jay Lee, Lane McLeod, Ayden Warren and Tristan Watts.

A number of students achieved major individual honours in 2015, including two students who excelled in Swimming. Kiran Richardson won three gold medals at the NSW CHS Swimming Carnival in the 17 Years Boys age division, winning the 50m freestyle, 100m freestyle and 100m backstroke. At the All Schools Swimming Carnival he gained silver in the 200m backstroke and placed 4<sup>th</sup> in the 100m freestyle. From these outstanding results he qualified to compete at the Pan Pacific School Games where he won gold as a member of the 4x100m 17-19yrs boys relay team, and placed 4<sup>th</sup> in the 200m backstroke. Kiran was also a recipient of a Sydney North Blue for his outstanding achievements in swimming.

Charlise Wheeler also won three gold medals at the NSW CHS Swimming Carnival in the 12 years Girls age division, winning the 50m freestyle in a record time of 28.80 seconds, as well as winning the 100m freestyle and the 200m freestyle. At the NSW All Schools Swimming Carnival, she gained silver in the 200m freestyle and 4<sup>th</sup> in the 50m freestyle. From these outstanding results she qualified to compete at the Pan Pacific School Games, where she gained bronze in the 4x50m medley relay (freestyle leg), bronze in the 4x100m freestyle relay and 4<sup>th</sup> in the 50m freestyle.

Three students excelled in athletics at NSW CHS, NSW All Schools and Australian All Schools carnivals. Edan Clarke was a member of the Sydney North Open Boys 4x400m Relay Team which won the gold medal at the NSW CHS carnival, where he also gained silver in the 1500m and bronze in the 800m. At the NSW All Schools Athletics Carnival he placed 2<sup>nd</sup> in the 19 years Boys 800m, qualifying for Nationals. At the NSW CHS Cross Country Carnival he placed 3<sup>rd</sup> in the Open Boys event.

Tonia Brooks won the bronze medal in the 17 years Girls 3kg Shot Put at the NSW All Schools Athletics Carnival. She then went on to compete at the Australian All Schools Athletics Carnival where she placed 11th in the U18 years girls division. Dylan Richardson won the U15 years boys 1500m walk at the NSW CHS Athletics Carnival, backing up after

winning the event in 2014. Dylan also won a silver medal at the U16 Boys 5km National Road Walk.

In Surfing, a number of students performed successfully at the NSW and Australian School Titles. Macy Callaghan was crowned the NSW Schools Junior Women's Surfing Champion and the Australian All Stars Schools U16 Surfing Champion. Macy has a huge future in this sport, and she is the current U16 and Open Australian Women's Surfing Champion. Sandon Whittaker gained selection into the NSW Schools U16 Surfing Team. Sandon with his team mate went on to win the Australian All Stars Schools U16 Surfing Championship.

Two students were selected into NSW CHS teams, with Kaitlin Clague selected into the Opens Water Polo team and Kirra Dibb being selected for Opens Touch Football. Both students have been involved in their sports at CHS level for a number of years, with Kaitlin being selected in this team for three years, and Kirra being selected to play at CHS level every year since 2012. Both girls were honoured at the Sydney North Region awards night, with Kaitlin receiving a Sydney North Blue, and Kirra receiving a Blue endorsement for the second time after first receiving a Blue in 2013.

#### **Premier's Sporting Challenge Leadership Program**

Kincumber High School has continued to participate in the Premier's Sporting Challenge Leadership Program, and are one of only two learning communities on the Central Coast to take part in this program.

Students who displayed strong leadership potential through the Physical Activity and Sports Studies elective were given the opportunity to be involved in this program. Year 10 students who were trained for this program at the end of 2014, ran a workshop for Copacabana, Avoca Beach, Pretty Beach and Kincumber Primary Schools in March at Frost Reserve which was a big success.

Eight of these Year 10 students were selected to attend a three day camp at Milson Island Sport and Recreation Centre to further develop their coaching and leadership skills. They also participated in a number of recreational activities such as kayaking, high ropes and archery. Congratulations to Katie Andrew, Keegan Ardita, Ella Besley, Jessica Graves, Teal Kilbride, Meggan Matuschka, Liam Savage and Jessica Warby.

In November, twenty Year 9 students were chosen to travel to Northlakes HS to be trained for the next stage of this program. They worked with development officers from a number of sports, including Rugby League, Rugby Union, Touch Football, Netball, Gymnastics, Tennis and Golf, to

further develop the skills to coach younger students, which they will apply in workshops with our local primary schools early in 2016.

Mr Phil Batey, Head Teacher PDHPE, was awarded a 2015 Excellent Service to School Sport Award for his sustained and consistent contribution to local school sport in public education and supporting young people to participate in and enjoy sport.