

Kingsgrove North High School Annual School Report 2014



Relieving Principal's message

Kingsgrove North High School is committed to providing our students with a safe, engaging and encouraging educational environment where they have the opportunity to achieve their personal best. The professional development of staff to continue to develop their teaching craft is a cornerstone of the positive learning environment at Kingsgrove North.

Our school encourages students to excel in the classroom, on the sporting field, in the performing arts and in developing their sense of community and personal responsibility. We are actively involved in developing our connections to our community as part of the educational experience of all of our students.

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

Mr Kennedy, our Principal was seconded to Local School Local Decisions Directorate in February and then gained a promotion to Homebush Boys' High School at the end of the year. The position will be filled substantively in Term 1, 2015.

Barry Ffrench

School context statement

Kingsgrove North High School is a public comprehensive, coeducational high school in the Inner West School Education Area. It is a school which offers every student a place to learn, lead and achieve their personal best. Kingsgrove North High School finished 2014 with 863 students. Our diverse community includes students from 47 different cultural backgrounds. HSC academic achievements have meant that our high achievers pursued sought after courses at universities of their choice and many other students followed promising pathways through TAFE and work. In November 2014 Kingsgrove North High School was formally accredited as a White Ribbon School.

Student information

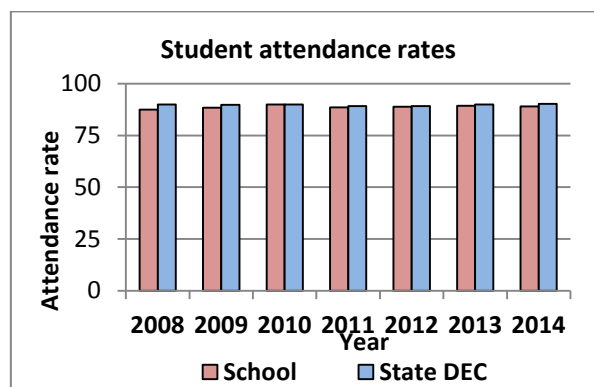
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Gender	2008	2009	2010	2011	2012	2013	2014
Male	468	517	536	559	593	604	566
Female	241	259	283	281	280	289	297

Student attendance profile

The attendance rate for students at Kingsgrove North High School has been stable for the last 4 years with the significant improvement in 2013 flowing into 2014. Being one of the focuses of our School Plan for 2012-2014 has allowed for continued careful monitoring and follow up by our Head Teacher –Welfare, Mr G Spero.



Post-school destinations

The majority of our students stay on at school to complete Higher School qualifications in Years 11 and 12. Retention rates have been and remain close to state average. Students who choose to leave at the end of Year 10 do so to take up full-time employment and/or further education at TAFE. It is our priority that these students have a successful transition from school into alternative settings and our staff work hard to ensure this Post School Destinations

In 2014, there were 133 students in Year 12.

- Number of students available to complete the Post School Destination Survey = 77

- Number of students not contactable for the Post School Destination Survey =56

Post school destination data reveals that a variety of pathways were chosen by the 2014 HSC cohort.

Of the 77 students surveyed;

- 50 students accepted positions at University

The universities' chosen by our students in 2014 include: University of Western Sydney, University of Macquarie, University of Technology, University of Sydney, University of NSW, Australian Catholic University, Notre Dame University, Charles Sturt University, Southern Cross University and Central Queensland University

- 17 students accepted positions at TAFE

Both Sydney Institute TAFE Colleges and South Western Sydney Institute TAFE colleges were chosen by our students.

- 2 students were successful in gaining an apprenticeship or traineeship
- 9 students gained full-time employment
- 19 students gained part-time employment

Year 12 Students Undertaking Vocational or Trade Training

In 2014, 55 HSC students undertook Vocational Education in the Construction, Hospitality, Retail and Metal & Engineering Frameworks.

11 HSC students undertook Vocational Education at TAFE (TVET) in a range of subjects including: Automotive, Computer Assembly and Repair, Construction, Electro-technology, Music Industry, Outdoor Recreation, Photography and Tourism and Event Coordination.

This represents 50% of the 2014 Year 12 student population gaining VET qualifications.

Workforce information

It is a requirement that the 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 Teachers	10
Classroom Teacher(s)	48.2
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher of ESL	2.2
School Counsellor	1
School Administrative & Support Staff	16
Total	89.4

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

We have two indigenous members of staff.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	80

Professional learning and teacher accreditation

Professional learning at Kingsgrove North High School is aligned to the school management plan under the leadership of the Deputy Principals. Staff who are currently maintaining their accreditation are successfully accessing professional development through the DEC Classroom Teacher Program.

Beginning Teachers

In 2014 two beginning teachers were successful in gaining their accreditation at Proficient level and an additional seventeen staff members are currently maintaining their accreditation.

Financial summary

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

Date of financial summary	30/11/2014
Income	\$
Balance brought forward	603770.23
Global funds	667708.30
Tied funds	773410.23
School & community sources	393065.73
Interest	24809.65
Trust receipts	18290.90
Canteen	0.00
Total income	<u>2481055.04</u>
Expenditure	
Teaching & learning	
Key learning areas	207204.20
Excursions	76872.44
Extracurricular dissections	115226.18
Library	18469.11
Training & development	1998.49
Tied funds	505965.00
Casual relief teachers	158689.06
Administration & office	220039.25
School-operated canteen	0.00
Utilities	146180.93
Maintenance	50939.31
Trust accounts	28793.76
Capital programs	10280.00
Total expenditure	<u>1540657.73</u>
Balance carried forward	940397.31

A full copy of the school's 2014 financial statement is tabled at the annual general meetings of the School P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

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 level of skills and understandings demonstrated in these assessments.

NAPLAN

NAPLAN is an assessment program used to gauge the standard of literacy and numeracy of students in Year 7 and in Year 9 across Australia.

This assessment is an extension of the national program used in primary schools in Year 3 & 5. The results of students in both literacy and numeracy are reported on a scale from Band 1 to Band 10. Band 10 is the highest level. These bands represent growth in learning, understanding and students' ability to express themselves and demonstrate their knowledge. In each year there is a minimum standard, a national average and maximum level of achievement. In high schools, the achievement scales are expressed as:

Year 7 Minimum Band 4, Average Band 7, Highest Band 9.

Year 9 Minimum Band 5, Average Band 8, Highest Band 10.

Our goal at Kingsgrove North is to:

- Cultivate literacy and numeracy skills in all students to reach the best of their ability
- Target students who need additional support
- Nominate areas for specific attention to be the objectives of all Key Learning Areas
- Support staff in developing programs to nurture literacy and numeracy
- Promote excellence in literacy and numeracy
- Offer academic challenges to students

In 2014 our achievements were:

Year 7 Literacy:

Percentage of Students in Band 7

State Reading 27 School Reading **30**

State Writing 21 School Writing 21

State Spelling 26 School Spelling 26

State Grammar & Punctuation 27

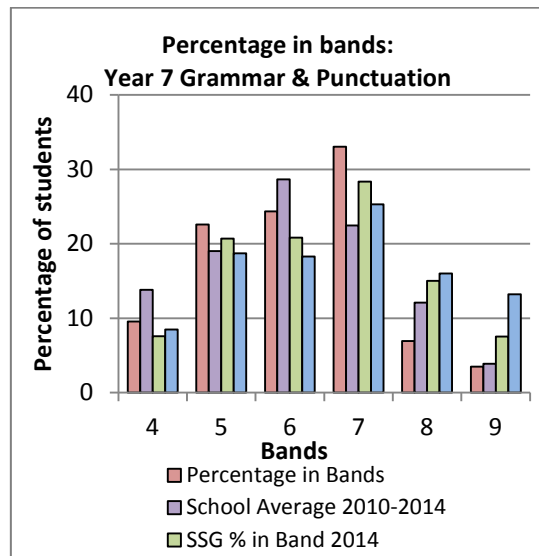
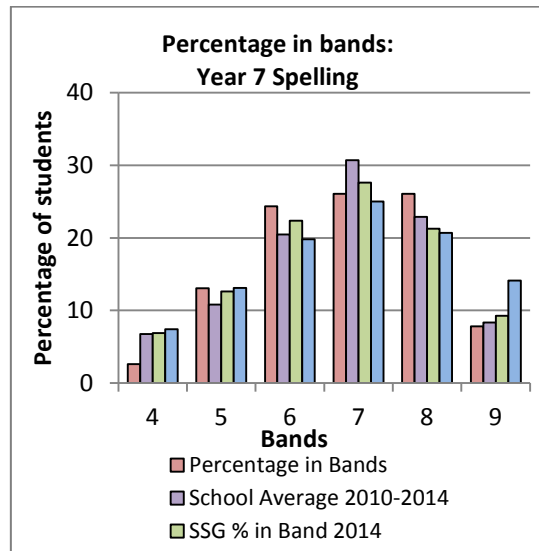
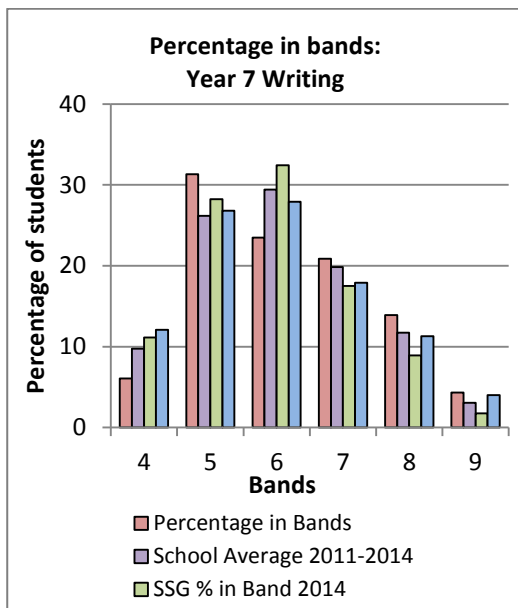
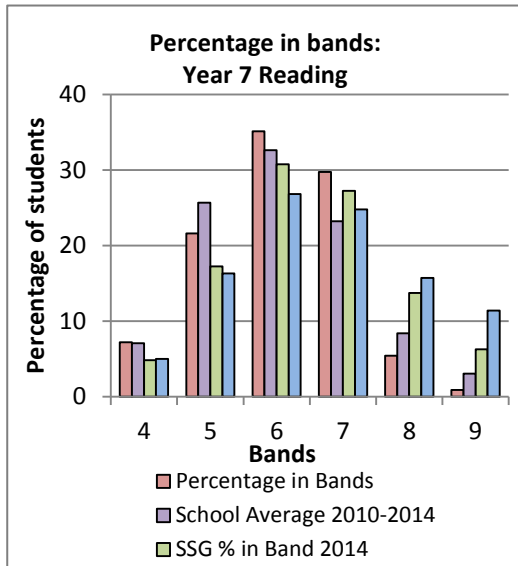
School Grammar & Punctuation **33**

Note: Our school performed above the state cohort in Reading and in Grammar & Punctuation

Year 7 Literacy:

Percentage of Students in Band 9

State Reading 13	School Reading 1
State Writing 5	School Writing 5
State Spelling 15	School Spelling 8
State Grammar & Punctuation 15	
School Grammar & Punctuation 4	



NAPLAN Year 7 - Numeracy

Year 7 Numeracy:

Percentage of Students in Band 7

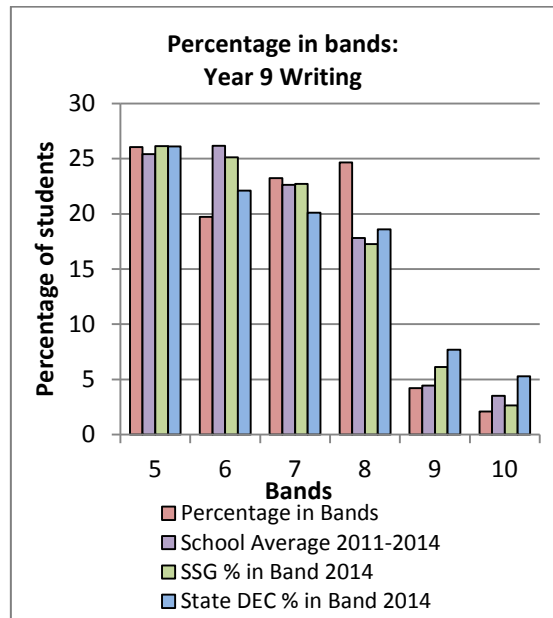
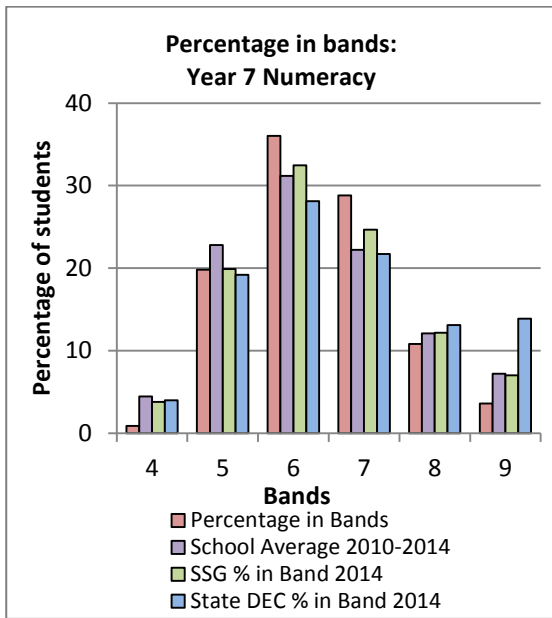
State Numeracy 25
School Numeracy 29
State Data/Masurement/Space/Geometry 28
School Data/Masurement/Space/Geometry 30
State Number/Pattern/Algebra 22
School Number/Pattern/Algebra 20

Note: Our school performed above the state cohort in Numeracy and School Data / Measurement / Space / Geometry.

Year 7 Numeracy:

Percentage of Students in Band 9

State Numeracy 15
School Numeracy 7
State Data/Masurement/Space/Geometry 15
School Data/Masurement/Space/Geometry 7
State Number/Pattern/Algebra 18
School Number/Pattern/Algebra 8



NAPLAN Year 9 - Literacy

Year 9 Literacy:

Percentage of Students in Band 8

State Reading 26 School Reading **29**

State Writing 23 School Writing **25**

State Spelling 29 School Spelling **31**

State Grammar & Punctuation 20

School Grammar & Punctuation 12

Note: Our school performed better than the state cohort in Reading, Writing and Spelling

Year 9 Literacy:

Percentage of Students in Band 9

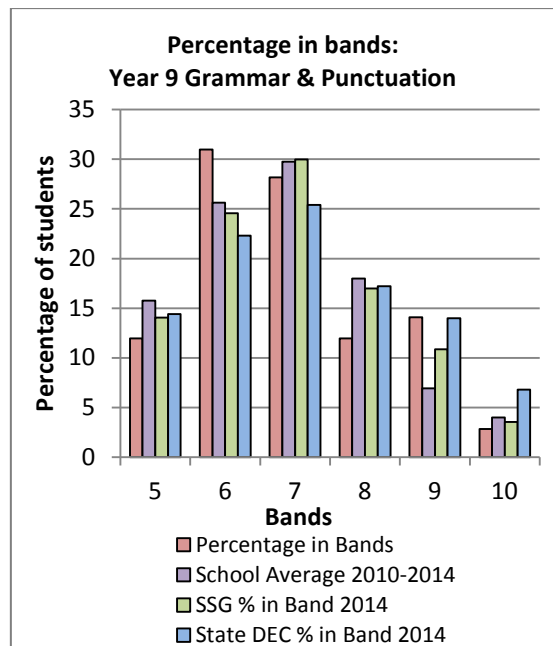
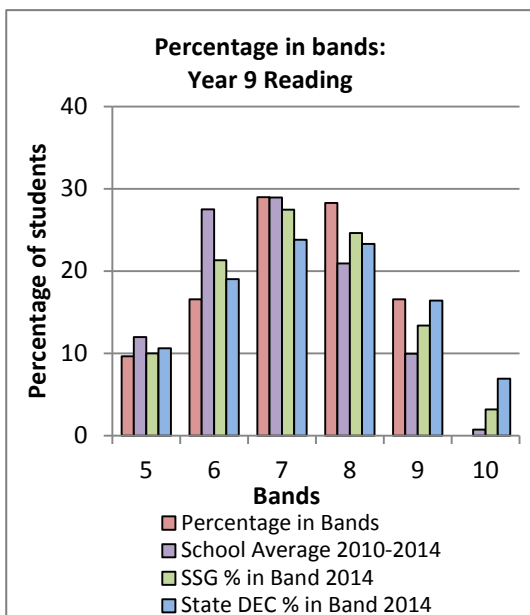
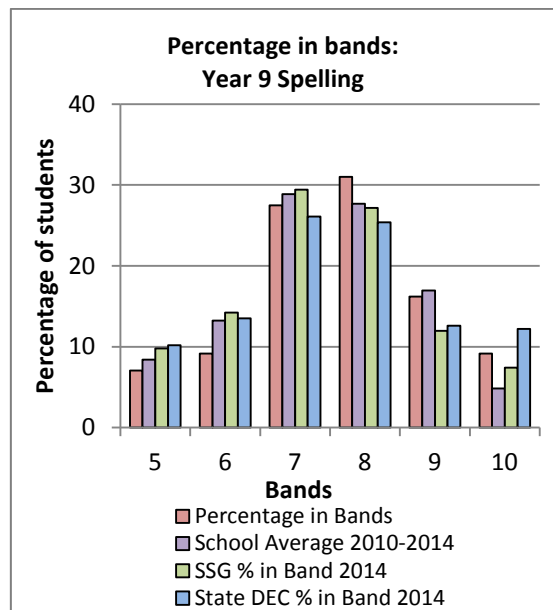
State Reading 19 School Reading 17

State Writing 10 School Writing 4

State Spelling 14 School Spelling 12

State Grammar & Punctuation 11

School Grammar & Punctuation 4



NAPLAN Year 9 – Numeracy

Percentage of Students in Band 8

State Numeracy 25

School Numeracy 20

State Data/Measurement/Space/Geometry 25

School Data/Measurement/Space/Geometry 23

State Number/Pattern/Algebra 23

School Number/Pattern/Algebra 22

Percentage of Students in Band 9

State Numeracy 11 School Numeracy **13**

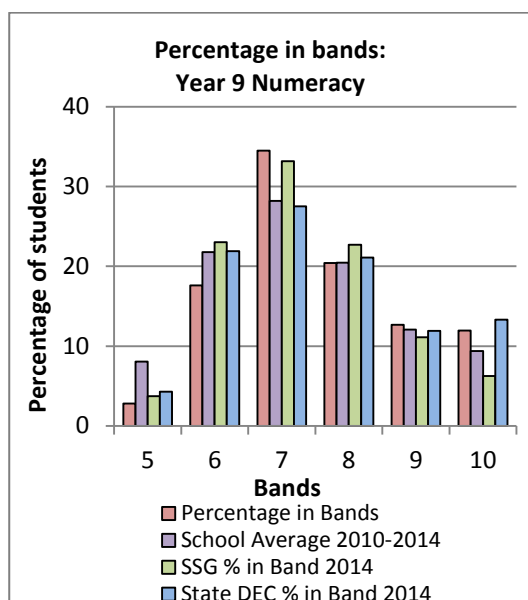
State Data/Measurement/Space/Geometry 9

School Data/Measurement/Space/Geometry 9

State Number/Pattern/Algebra 10

School Number/Pattern/Algebra 9

Note: Our school performed better than the state cohort in Numeracy



Objectives for 2015

- Continue to promote spelling skills
- Expose students to a range of writing styles
- Target wide reading, reading for meaning and comprehension skills
- Cultivate correct grammar and sentence structure
- Support drilling of formulae, mathematical strategies and problem solving where appropriate

Higher School Certificate (HSC)

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

In the HSC there were excellent results achieved in the following subjects: Ancient History, Business Studies, Chemistry, Chinese Background Speakers, Chinese Continuers, Community and Family Studies, Engineering Studies, VET Hospitality Exam, Legal Studies, Mathematics, Physics, and Senior Science. 22% of students achieved in the top two bands in Ancient History, 33% in Business Studies; 33% in Community and Family Studies; 50% in Chemistry; 20% in Legal Studies; 43% in Engineering Studies; 100% in Heritage Chinese (Mandarin) and 33% in VET Hospitality Exam. The candidature comprised of 133 students. 1 student Jennifer Pan made the Top Achievers List and we had 21 mentions in the Distinguished Achievers List.

In Advanced English all students achieved Band 4 or above.

In Chemistry 70% students = Band 4 or better.

In Biology 57% students = Band 4 or better.

In Physics 23% students = Band 4 or better

In Senior Science 79% students = Band 4 or better

In Mathematics:

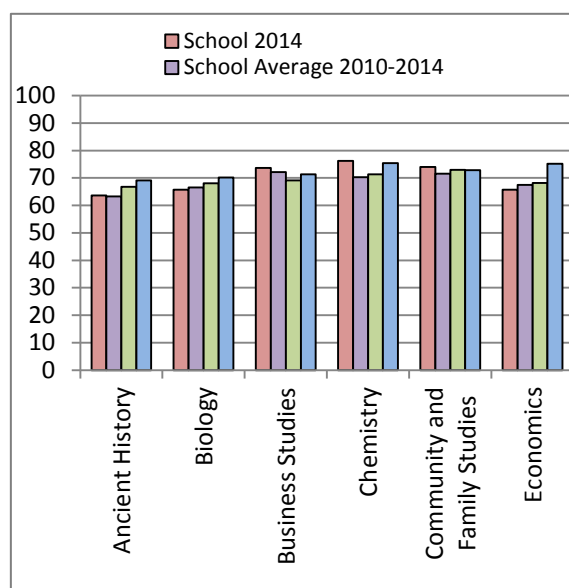
14% students = Band 6 [Top mark = 95]

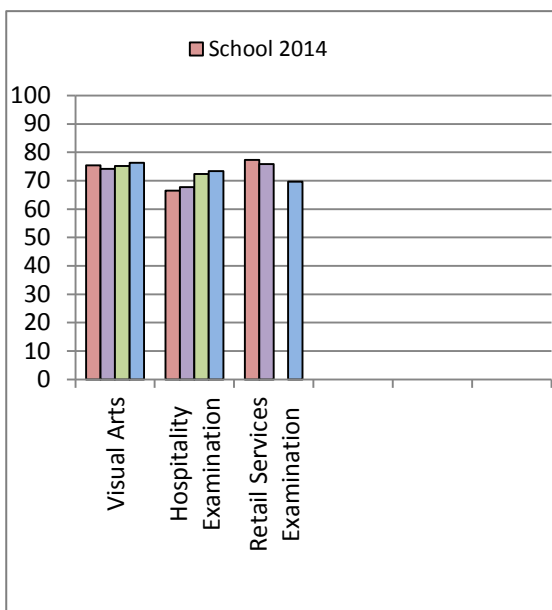
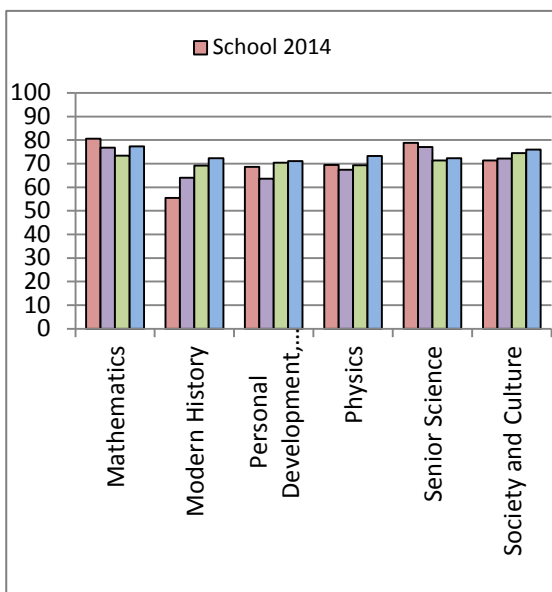
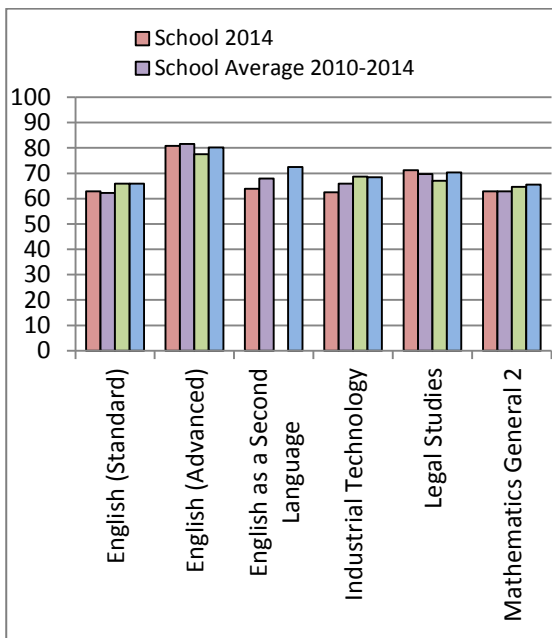
85% students = Band 4 or better

In Mathematics General:

5% students = Band 6 [Top mark = 95]

35% students = Band 4 or better





Other achievements Creative Arts

It has been a wonderful and positive year of learning for the students within the Creative and Performing Arts subjects. This year gave an opportunity to all students in Visual Arts, Visual Design, Ceramics, Photography and Digital Media, Music and Dance to engage and excel in their given learning areas.

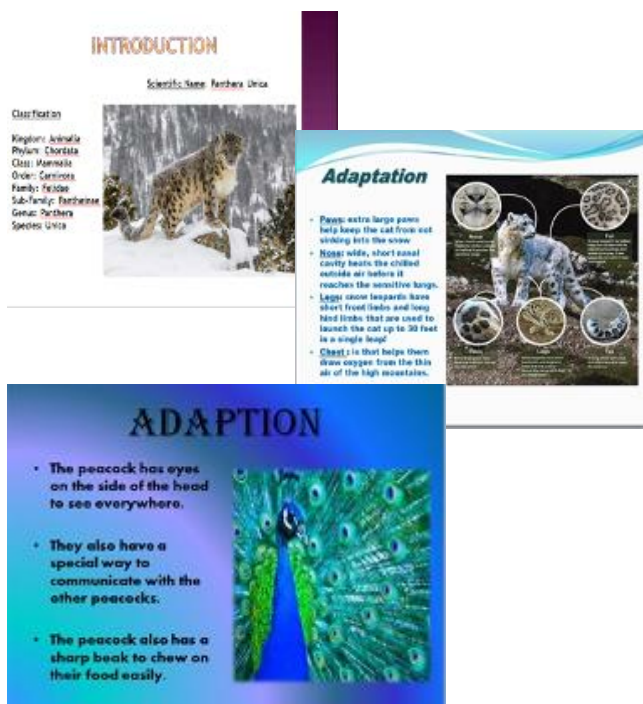


Year twelve students completed a practical Body of Work or Performance piece in Visual Arts, Visual Design and Music for their HSC electives. We have had some wonderful and highly accomplished works produced this year and all students should feel proud of their achievements within the creative arts which are displayed around the school.

Science

Our year 7 students visited the Zoo in August and used this experience to create a PowerPoint presentation based on an animal observed. The

students created content filled presentations and developed their public speaking skills as they delivered their work to the teacher and fellow students.



The year 8 students studied Astronomy and attended an excursion to the IMAX theatre and the Sydney Observatory.



Our year 9 students this semester were able to bring the world around them into the classroom by compiling a pamphlet on a recent Natural Disaster that has taken place anywhere around the world. Students were able to use their creative imagination, research and comprehension skills to produce outstanding work that was shared with other students in the class.

Sport Report

2014 Zone Presentation Day

Congratulations to **Lira McCarthy** who has received an award for 12 yrs Athletics Age Champion at the St George Secondary Schools Sport Association's Presentation Day.

2014 Summer Grade Sport

Congratulations to the following senior teams and their coaches that have competed in the Summer Sport Finals for this year.

Ms Andreou and her 3rd Grade Table Tennis team- Grand Final Runners Up

Mr Peros' 2nd Grade Touch Football Team - Grand Final Winners!!!

Both teams played extremely well to make it all the way to the Senior Grand Finals representing our school with pride and prestige.

Sports Person of the Month		
Month	Person	Sport
February	Nicholas Allanson	Swimming
March	Jason Liang	Table Tennis
April	Sahara Rafai	Bring it On
May	Ali Charara	Soccer
	Ricky Tzoumagatos	
June	Marietta Tselika	Volleyball
July	Lolita Nguyen	Basketball
August	Lira McCarthy	Athletics
September	Peggie Li	Basketball
October	Zac Mahmoud	Rugby League
November	Christopher Li	Basketball

Swimming Carnival Age Champions		
Age	Boys	Girls
12	Shariq Khan	Patricia Savva
13	Nicholas Allanson	Jade Edgely
14	Tony Jung	Madison Waata
15	Aaron Djong	Gabriela La Cava
16	Christian Papageorgious	Desiree Sarlas
17+	Ari Moushis	Belinda Dimaridis

Athletics Age Champions		
Age	Boys	Girls
12	Zaiah Kairua	Alma Robb
13	Harry Tsiros	Lira McCarthy
14	Steven Li	Latisha Yeboah
15	Gavin Bardossi	Ebaa Sawalha
16	Kosta Tsiros	Maenie Singbubpha
17+	Christian Ishac/Alex Flanagan	Esta Fatai/Stephanie Vertsonis

Cross Country Age Champions		
Age	Boys	Girls
12	Zak Mahmoud	Alma Robb
13	James Papstatikos	Harmony Mansell
14	Walid Kinane-Daouadji	Yasmin Moutsos
15	Andrej Cibalevski	Farah Sefian
16	Kosta Tsiros	Maenie Singbubpha
17+	Shaun Hewitt	Tayla Webb

Significant programs and initiatives – Policy and equity funding

Aboriginal education



The school has a small number of students from Aboriginal backgrounds (7) and 2 Aboriginal Teachers. Various and differing mentoring programs are undertaken with Aboriginal students. Students visited various universities listening to many seminars and success stories from people of Aboriginal background. The Aboriginal contact person and senior executive established links with the community, where we had various elders come and have a talk to our students on events such as Harmony Day. Aboriginal perspectives are taught throughout the mainstream curriculum. Our future aim is to continue to develop links (see below) which give our Aboriginal background students the opportunity to excel.

BANKSTOWN KOORI YOUTH FORUM

Our indigenous students attended the Bankstown Koori Youth Forum; an annual event organised and presented by our Indigenous community teacher, Tim Bishop. Tim has been coming to our school on a weekly basis to engage with our Indigenous students through art, dance, history and culture.

The forum was a day of cultural learning for Aboriginal and Torres Strait Islander young people in the Bankstown region to inform their cultural identity. The activities on the day included Art, Traditional Dance and Traditional Language, all being facilitated by Aboriginal professionals. We are very grateful to Tim and the Bankstown Youth Development Services for their continued support and professional contributions to the education of our KNHS students.

DEADLY KIDS DOING WELL AWARDS 2014

It was with immense pride and excitement that we announce that one of our Year 9 students received a **2014 Deadly Kids Doing**



Well Award.

Wyanita Trantor joined her family, winners from other NSW State schools, Aboriginal Education staff and special guests to participate in this annual event.

The awards are a highlight of the Public Schools NSW Aboriginal Education calendar each year. They celebrate the academic achievements, leadership skills and attendance of Aboriginal and Torres Strait Islander students in Sydney's public schools.

Wyanita is an exceptional young woman who is developing into an inspiring role model and ambassador for our Indigenous students.

Multicultural education and anti-racism

Kingsgrove North High School serves our culturally diverse community with over 89% of our students being LBOTE. The school provides a strong welfare system that promotes a safe and peaceful environment encouraging empathy and understanding. In 2014 our students were able to study Modern Greek and Chinese.

Our Confucious Classroom continues to strengthen our ties with, and understanding of, Chinese culture. IFTAR night was celebrated with the GWS Giants and will be a common event at the school from 2015.

The introduction with the PACFEST team has strengthened our ties with our Pacific Islander community seeing more families and community members getting involved with the school project.

Kingsgrove North High School is extremely fortunate to have two involved, passionate Community Liasion Officers (CLOs) in Ghandi Sindyan and Sina Winterstein who work closely with the school with outreach programs and ongoing development of community relations.

Socio-economic background

In 2014 Kingsgrove North High School received funding through the Resource Allocation Model to provide support for students from low socio-economic backgrounds. These funds were used to help students cover subject fees and costs of excursions, purchase uniforms, book packs and other school based needs if required.

Student and parent confidentiality was respected at all times. Students who received assistance felt more valued within the school community and were generally more engaged with their schooling and had sound attendance patterns.

Learning and Support

Kingsgrove North High School utilized some of its Low Level Adjustment for Disability RAM funding to assist the Learning and Support Team (LST) to complete the Nationally Consistent Collection of Data for school students with a disability across four categories – physical, cognitive, sensory, social/emotional. The LST identified 327 students across the four categories needing some form of adjustment to their learning. These adjustments are designed to address the more significant barriers to their engagement, learning, participation and achievement. All students are now included in an extensive database and the LST has created Individualised Learning Plans for all students identified in the Extensive or Substantial needs category. All students requiring a Health plan have also been catered for. The LST continues to develop adjustments in consultation with executive and staff for all students on the database.

RAM funding was also used for individual mentoring and for SLSO assistance across mainstream KLAS. This assisted involved students to have increased opportunities to access the curriculum in a supportive environment.

Celebrating Students Achievements in VET

At Kingsgrove North we currently run three VET subjects in Year 11 and Year 12 Hospitality, Retail and Construction. These subjects give students nationally recognised qualifications, while fulfilling HSC Board of Studies requirements.

Congratulations to Zaid Javed (Hospitality) and Sandy Frances (Retail Services) who received a **‘Student Achievement in Vet Award’** within the Public Schools, Ultimo Region due to their all-round outstanding efforts and achievements.

School Play

The 2014 school play – *Dracula’s Family* – was a widely enjoyed and very well attended event. The

storyline involved Count Dracula and his family fighting off an evil gang that plotted to spread crime and chaos throughout the world. The talented cast included Marvin Mahoney, Karen Lam, Sharla Gill, Peter Chidiac, Desiree Sarlas, Anna Liritsis, Martin Brockbank, Anna Huang, Ms Chegwiddden and Mr Walters. A big thanks to our energetic director, Mr Kurt and our outstanding sound and lighting crew of Grace Zhang, Paige Macintosh, Thomas Spathis, Allana Hamad and Jazlyn Lillicrap under the leadership of Ms Kallitsas.

White Ribbon School

Kingsgrove North High School was officially recognised as a White Ribbon School in November, 2014. The school completed the requisite *Breaking the Silence Program* under the mentorship of Mr George Spero (HT Welfare) and Ms Catherine Baker (Supervisor of Girls). Under Mr Ffrench’s leadership we also participated in the *Drumming Out Violence* march through Lakemba on the 25th November, White Ribbon Day. Over 90 of our students, parents and teachers joined the nearly 1000 marchers in raising social awareness of domestic violence against women across the Australian community. Our Year 9 students were also inspired by a visit from Angela Barker. Angela was so brutally beaten by her boyfriend in 2002, that doctors thought she would never walk or speak again. Her three years of painful rehabilitation to attempt to come to grips with her traumatic injuries and to become an advocate for the White Ribbon message was a powerful message to all the students who met her.

Confucius Classroom Program

KNHS is very fortunate to be part of a Confucius Classroom Program (HANBAN) which delivers support at a local level for Chinese language and cultural education. With the provision of resources from the Chinese Government KNHS has been able to establish a technology hub to facilitate communication between schools in the region and schools in China. Our sister schools are Xu Zhou and Shang de Zhi Du Xing

Hanban continue to provide us with resources and teaching materials for our Confucius Classroom. (DF4) for students across a wide age range to help with teaching Chinese language and culture.

Mandarin is taught in from years 8 to 12 as both a mandatory and elective subject. Last year there were 10 HSC students who sat for Heritage, Continuers and Chinese Background Speakers exams. Over 70% performed in the top two bands. The lowest mark was a Band 4. One student, Jenny Pan earned a mark of 96% for Chinese continuers.

In November there was a successful visit to the School from a high level delegation from the Pudong New Education Area including their Deputy Director General, Mr Ha Wang, Deputy Chief, Mr Bin Chen and CEO of Hanen International Education and Cultural Exchange centre, Mr Hua. The delegation met with Chinese background students, visited mainstream classroom and had a tour and lunch while talking with staff and other students. The visit was greatly assisted with the support of Ms Baker and Mr. Li

Fusion program

At Kingsgrove North High School we focus on learning -with the school supporting students through a diverse curriculum and welfare programs that provide them with a quality education. As part of this our year 9 students have the opportunity to engage in the FUSION program.

FUSION is a mentoring program designed to cover a range of issues impacting the development of young people. Some of the fundamental issues addressed by this program include identity, self concept, pro-social behaviour, education, goal setting, and leadership skills. The mentoring program has also been specifically developed with respect to some of the unique concerns and experiences had by young people within the Canterbury and Bankstown LGA. The program is conducted on a weekly basis for one full period (75 Min) within the school with a group of twelve Year 9 students over a term. It has been successfully running for the past 3 years and has been a positive experience for previous Year 9 students who have gained knowledge, understanding and skills to help them to achieve personal success in everything they do.

Greater Western Sydney Giants

Year 9 and 10 Food Technology were invited to visit the GWS Giants Club in Homebush Bay to participate in their nutrition program. They were taken on a tour round the GWS headquarters and participated in a program about the importance of eating nutritional food and being healthy. Our Food Technology students were really engaged with the GWS program and had a wonderful time.

GWS invited Kingsgrove North High School back to help with the catering and event operations of the 1st annual community event. As part of the launch of AFL's Multicultural Round the Great Western Sydney Giants hosted their 1st annual local community Iftar dinner at their Learning Life Centre.

Iftar is a religious Muslim custom, breaking of the fast. A meal is eaten after sunset during the holy month of Ramadan. The purpose of this event was to bring the local community together; this included local members, Muslim and non-Muslim. One hundred and seventy guests attended, including key community leaders, AFL dignitaries such as the AFL CEO and local and national media.



PACFEST

Our students participated in the Sydney PACFEST (Polynesian Australian Culture Festival) delivering their performance piece "Building Unity" to a very attentive audience at the Hurstville Civic Centre in August. The students rehearsed on Wednesday and Thursday afternoons alongside their parents and relatives who encouraged them to develop a real sense of cultural ownership and pride in the dances from Maori, Tongan, Cook Islander and Australian

Aboriginal backgrounds. Their final performance was recognized as one of the best at the festival.



Breakfast Club

The Kingsgrove North Breakfast Club continues to go from strength to strength since its inception in 2013. The Breakfast Club run by Joshua and Yinka and their family from Every Nation Ministries, is open to any student every Friday morning in the Common Room from 7.20am until 8.30am. A healthy breakfast including cereal, toast, fruit and hot milo is freely available. Once a term we also have a BBQ breakfast cooked by the students. Average attendance this year was around 45 students per week. This is a much valued informal start to the day by students who get to eat in a relaxed, informal environment with opportunities for conversations and music shared over the morning breakfast table

FRUTEX – our excellent neighbour

The school continues to enjoy an excellent relationship with our commercial neighbor Frutex. They sponsor our Achievement Portfolio and are in negotiations to install an electronic noticeboard on our north-east corner. We appreciate the community support from Frutex especially the excellent educational opportunities that the school has access to by visiting and exploring and being educated in their commercial and industrial operations. Special thanks to Managing Director, Sandy Tsoutsas for her positive and insightful support.

National partnerships and significant Commonwealth initiatives (participating schools only)

The school was fortunate to secure funding under the Federal Governments Investigating Literacy and Numeracy National Partnerships (ILNNP) program with a focus on the further professional

development of staff in improving literacy outcomes in the classroom. ILNNP coordinators and a school team with representation from each key learning area were appointed at Kingsgrove High School to coordinate program delivery and monitor and report on progress in literacy across the curriculum. Teacher-mentors were also assigned to work with Year 9 teachers to embed literacy across the curriculum. Training courses were delivered by the Sydney Region Quality Teaching Consultant, focusing on reading strategies to promote a whole-school approach to the teaching of reading of and comprehension. Support from specialist staff assisted teachers to develop resources to facilitate reading and comprehensions strategies in their classrooms. Teachers were supported with teaching ideas for reading and comprehension strategies and role modeling of successful approaches. Reading across secondary subjects was also presented to staff. ILNNP tutors worked in classrooms supporting and training class teachers in the use of school NAPLAN data for improvement and reporting. Staff were trained in CELF 4 to assist in identifying student Language processing and collaborated with a Speech Language therapist to develop strategies for language acquisition in students. Resource folders were collated and distributed to all staff as a resource for reading and comprehensions strategies in the classroom. Critical friends were established outside the school to provide program advice, review and establish appropriate key learning area based literacy focused resources, as well as appropriate technology to facilitate delivery.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Professional Development Funds were utilized to allow staff time to develop new programs and assessments in keeping with the introduction of the new Australian Curriculum.
- Head Teachers led their KLAs in the use of the BOSTES Results Analysis Package to analyse their 2013 Higher School Certificate results to gain a

deeper understanding of student performance. This analysis was then presented to executive to inform subsequent school planning.

- All staff accessed SMART data in developing specific literacy programs with a focus on improving the inferential comprehension skills of our students based on the SMART analysis.

School Planning 2012-2014

School Priority 1

Literacy and Numeracy

Outcomes for 2012-14

- All staff understand that the development of literacy and numeracy is our primary focus. Staff engage in relevant, needs based professional learning to further enhance their skills as teachers of literacy.
- Each faculty uses extensive analysis of HSC and NAPLAN data in reviewing and evaluating teaching programs. Each faculty also conducts a yearly review of existing assessment practices to ensure that they have a determined literacy assessment element.

Evidence of achievement of outcomes in 2104

- Year 7 performed above the state cohort in Band 7 Reading and in Band 7 Grammar & Punctuation (6%) an increase on 2013.
- National Partnership data across the 2013-4 program saw a positive increase in student literacy results especially in the area of inferential comprehension. **Using the Literacy Continuum**
- Continued reduction of the total number of Band 1 results across HSC subjects offered.

Strategies to achieve these outcomes in 2014

- Staff engaged in literacy based professional development focussing on inferential comprehension skills. Strategies embedded in all KLA programs.

- Units of work showcasing KLA based literacy programs were presented and shared at staff meetings throughout the year.

- Sarah Barton, speech pathologist, employed one day a week to work with individual KLAs in writing programs that reflect an awareness on receptive/ expressive language needs. This initiative has seen the increase in staff awareness in this area. All staff gained accreditation in Clinical Evaluation of Language Fundamentals (CELF) to help them identify students at risk in this area.

School Priority 2

Engagement and Attainment

- Effective teaching practices by quality teachers reflective in the classroom with sustained and measurable data.
- Improved Vocational Education attainment
- Innovative teaching practices embedded across curriculum to support 21st Century Learners
- Improved attendance levels for students in year 7-12.

Evidence of achievement of outcomes in 2014

- HSC results indicate a number of students have moved in the top bands across all KLAs.
- An increased number of students participating in UNSW English, Maths and science competitions with students achieving high distinctions, distinctions and credits.
- Increased use of technology by all staff in the classroom including SMART boards, iPads and tablets.
- Improved student participation, engagement and learning outcomes in VET courses

Strategies to achieve these outcomes in 2014:

- Corporate marking across all KLAs
- Purchase of more computer hardware and consequent training to facilitate increased technology for learning for diverse learners
- Investigate the creation of a dedicated Head Teacher VET to expand school VET program.

- Expansion of special programs – PCYC, Max potential, Youth connections, ABCN Focus and Rock and Water to target leadership opportunities and for students at risk
- Maintaining School Leadership teams SRC and prefects.
- Professional Learning funds and time allocated for staff training in the development of resources and teaching strategies for Life Skills, LBOTE and Gifted and Talented students. These resources were then published on the school intranet.

School Priority 3

Curriculum and assessment

- The preparation and development of teaching and learning programs in Year 7 -10 English, Science, Maths and History which have been incorporated into the new National Curriculum.
- The development of differentiated teaching and learning programs in all faculties for Life Skills, LBOTE and Gifted and Talented students.

Evidence of achievement of outcomes in 2014

- English, Maths, Science and HSIE have successfully completed programs for new Australian Curriculum and are currently delivering such.
- Ipads and technology tablets, the Fitzroy Reading program and *7 Steps Writing Program* are incorporated across KLA Stages 4 and 5.
- Creation of the *Club Cultissima* Gifted and talented group.
- Increasing number of Stage 6 students accessing Life Skills HSC rather with a view to complete HSC rather than leave school without an exit credential. Stage 5 Life Skills access is also increasing.

Strategies to achieve these outcomes in 2014

- TPL funds have been used to specifically in writing new teaching and learning programs and assessments in English, Maths, Science and HSIE as required by the new national Curriculum.
- New resources purchased to support the new National Curriculum programs including ipads and technology tablets, the Fitzroy Reading program and *7 Steps Writing Program*.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school regarding homework. Ms Conidaris surveyed all Year 9 students regarding their homework habits. The results were pleasing. Our Year 9 students beat the OECD average by more than an hour per week. Most students reported that they were comfortable doing homework and that homework helped their learning. 1 in 4 reported that they needed help with organizational and diary skills and that they received little if any help at home. Parents felt that homework was mostly valuable but sporadic. Homework involving use of the internet did raise some issues regarding equity in accessing the internet from home. The results of the survey were reported to the school executive and became part of the discussion for the new school planning cycle.

Future Directions 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

About this report

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

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Ms Suada Bilali, Deputy Principal

Ms Cveta Grackoska, LaST

Ms Lisa Shineberg, Careers Advisor

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

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>