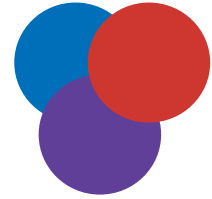


Kingsgrove North High School Annual Report



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Introduction

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

It gives 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.



The Annual Report describes the school's high quality practices across the three domains of the School Excellence Framework of learning, teaching and leading. For more information about the School Excellence Framework please visit: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>.

Angelo Stasos
Principal

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Message from the Principal

Kingsgrove North High School is a comprehensive high school situated in the inner west of Sydney. The school is the oldest public education school in the area and is rich in tradition and culture. The school's innovative and experienced staff members have led to the many successes achieved during 2015.

A strong focus on professional development for staff to develop their pedagogy is a cornerstone of the positive learning environment at Kingsgrove North. Our staff are committed to providing our students with a safe, engaging and encouraging educational environment where they have the opportunity to achieve their personal best.

The school has an excellent reputation for hosting International Study Tours, with two schools visiting during the year. The establishment of sister school relationships with two schools in China as part of the Confucius Classroom Program was another highlight for Kingsgrove North High School.

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 with our community as part of the educational experience of all of our students. During the year we established a number of important community links with local businesses and continued to develop community links with support agencies that provide valuable leadership and mentoring programs for our students.

- In 2015 we expanded our leadership and mentoring programs with a partnership with ABCN, which involved selected students from Year 9, 10 and 11 participating in a series of workshops with corporate partners including Optus, Microsoft and CBA. Students were teamed with a mentor who provided guidance and first hand corporate experiences.
- A number of significant projects commenced during 2015 to enhance teaching and learning at the school. A learning platform was established to develop a consistent approach across the school in all classrooms; this will be rolled out over the cycle of the current school plan. The second project was the start of the upgrade and improvement of the school, which will also be rolled out over the next three years.
- An upgrade of the schools facilities and classrooms commenced during 2015. The school library received new coloured furniture, carpet and stairs, making the library a more inviting and pleasant place in which to study and work.. The hallways and stairwells were also refurbished along with classrooms painted. A new PA system in the main quad and data projector and large screen in the school hall were also installed. The refurbishment of the school will continue in 2016 with a focus on the school hall.

All teaching staff meet the professional requirements for teaching in NSW public schools. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Angelo Stasos
Principal

School background

School vision statement

Our Kingsgrove North High School community envisions a school that produces lifelong learners in a safe, supporting, caring, respectful and professional environment. Our school aims to develop 21st century learners who can achieve their personal goals while becoming resilient, compassionate, informed and ethical members of the wider community.

Kingsgrove North High School values:

- The diversity of our educational community where rights and responsibilities are valued by staff and students.
- The innovative, successful and quality teaching of our highly motivated and dedicated professional staff
- Students who aim to achieve their goals while becoming educated, respectful and responsible young men and women.

School context

Kingsgrove North High School is a public comprehensive, coeducational high school in the Canterbury Network of schools. It is a school which offers every student a place to learn, lead and achieve their personal best. Kingsgrove North High School has a current enrolment of 857 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.

Kingsgrove North High School is involved in a dynamic Community of Schools which includes Bexley North PS, Clemton Park PS, Earlwood PS and McCallum's Hill PS.

Kingsgrove North High School is involved in a wide range of community relationships which aim to broaden student learning experiences. These include Fusion, Belmore PCYC, Campsie LAC, Max Potential, Links to Learning and MTC Solutions and links with a number of local businesses.

Integral to our school environment are the community partnerships and support networks including our P&C and support from local industry and businesses and corporate partnerships.

In 2015, as a result of an enhanced state-wide model of school finance, Kingsgrove North High School received significant funding in a number of areas. This has enabled us to initiate and develop programs in welfare and teaching and learning, such as the introduction of Mind Matters across the school, the employment of Community Liaison Officers, the purchase of resources for staff and students and the employment of a Speech Pathologist as well as, upgrading the school environment to better cater for the learning needs of our students.

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.

This year, our staff members at Kingsgrove North High School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Presentations at staff meetings and executive meetings have taken place to examine in detail the elements of the School Excellence Framework that our school plan addressed. Staff reflected on the progress being made across the school as a whole to ensure our alignment with these high level expectations.

In the domain of **Learning**, our efforts at Kingsgrove North High School have primarily focused on differentiated teaching and learning. The school performed strongly in the 2015 HSC and this is as a result of a strong culture within the school that has created a positive and productive learning culture amongst staff and students. There has also been more attention given to individual learning needs with specialised input from support staff, a speech pathologist and our LAST staff. This has resulted in all teaching staff having a better understanding of students and catering individually for each. Students who have high learning needs are also being identified much earlier with testing carried out at the start of the year, which assists with the development of individual learning plans.

Our major focus in the domain of **Teaching** has been the consolidation of a consistent approach across all faculties. The move to train all staff in GERRIC (Certificate of Gifted Education) from the UNSW will ensure that all staff not only cater for gifted and talented students but also continue to apply a differentiated approach in the classroom. This will cater for the learning needs of all students. The GERRIC training provides an important opportunity for our staff to reflect on their own teaching and classroom practice and continue to ensure students are engaged in their lessons.

In the domain of **Leading**, our school priorities have been to promote leadership and management practices processes. The school executive has established a series of teams for staff to participate in and take a leadership role within the school. These teams include: welfare; senior review team; literacy; numeracy and promotions.

The new approach to school planning, supported by the new funding model to schools, is making a major difference to our school. The achievements and identification of further directions for our school have been outlined in the following pages of this report. Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan.

Strategic Direction 1

Actively involve students in the learning process in an engaging, safe and respectful environment.

Purpose

To have students who develop an understanding and ownership of their learning in an inclusive and engaging environment that prepares them as responsible productive citizens.

To deliver programs that are focused on supporting students to develop their literacy, numeracy, technology, creative and social skills.

Overall summary of progress

1. Team established and trained from all faculty areas to work on the first improvement measure for Year 9 which is to reflect a 25% increase in proficiency in Inferential Reading skills.
2. Our work in developing a learning platform that is consistent across the school commenced during 2015. We have established a number of teams that will work on different areas such as numeracy and literacy to focus on reducing the number of bands 1 and 2 in the HSC.
3. The information that we have received from both students and parents from the TTFM Survey has provided very positive feedback about the changes that are occurring at the school, both in the area of teaching and learning and the improvements in the physical environment of the school. This is valuable feedback and is having a positive impact on the culture of the school.
4. Our three year plan to improve the learning environment is on target with substantial upgrades occurring across the school. The majority of the inside of the school has been painted, with new fixtures and equipment.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Year 9 NAPLAN data to reflect a 25% increased proficiency in inferential comprehension skills	<ul style="list-style-type: none">• Plans for literacy and numeracy projects to complement learning platform developed• Analysis of NAPLAN Data by Literacy Team and workshops for staff training.• Further embedding of Literacy strategies in faculty units of work.	\$5,500
HSC results improvements to show a 20% reduction in Bands 1&2	<ul style="list-style-type: none">• Draft planning on the 5 SDD (Staff Development Days) for 2016 completed with a focus on mandatory components and teaching and learning• SDD team in place with Staff Development Days for 2016 organised and completed for 2016	\$14,500
Students report in the Tell Them From Me (TTFM) Survey an	<ul style="list-style-type: none">• Over 90% of students reporting improved engagement in the classroom.	\$8,000

improvement in the level of classroom practice having a clear purpose and reflecting a differentiated approach	<ul style="list-style-type: none"> • Student reported a change in the quality of teaching with a greater focus on differentiation in the classroom • Learning Platform involving different components all initiated in progress for implementation in 2016 	
Improve and update the learning environment of the school across all KLAs	<ul style="list-style-type: none"> • Over 85% of the inside of the school has been upgraded or repaired. The refurbishment of the Library has been completed, which has had a positive impact with the number of students using the library doubling. • Stage 1 of upgrade completed with library and inside of school environment completed 	\$ 65,000 (Library) \$ 70,000 (painting) \$ 90,000 (Internal repairs and upgrade of buildings)

Next steps

- To continue to roll out the school learning platform with a focus towards meeting the strategic direction of a 25% increased proficiency in inferential comprehension skills
- Continue to ensure there is a consistent approach across the school in all teaching areas, including assessment task schedules and layout and programs indicating differentiation tasks and strategies for students.
- Ensure the school is registered again for the TTFM (Tell Them From Me) survey again in 2016 to gather valuable feedback from students, parents and staff, that will allow the school to continue to grow and put in place procedures that will best support student learning outcomes.
- The upgrading of the school will continue in 2016 with a focus on the school hall, the further development of gardens and increased learning spaces outside the classroom. A major focus of the refurbishment will also include the painting of the outside of the school.

Strategic Direction 2

A professionally developed and resilient staff committed to innovative teaching and leadership.

Purpose

Continue to develop a teaching culture where staff have access to the professional learning which informs their teaching and learning practices in the classroom.

To have a staff that is actively engaged in their knowledge and understanding of pedagogy, assessment and reporting, leadership and classroom management in line with the Australian Professional Teaching Standards.

Overall summary of progress

1. Our focus to continue to professionally develop staff and promote leadership has led to the establishment of a literacy team which included our SLT (Speech and Language therapist) and classroom teachers. The program was designed to assist students with language impairments in the classroom setting. This program also assisted other students and aimed to enhance their understanding of key topic vocabulary using oral language strategies.
2. The team coordinators worked collaboratively with selected classroom teachers who taught year 7 and 8 across different KLAs. These mainstream teachers were trained by our SLT in the development and application of oral and written instructional language, accommodation and modification techniques.
3. The strategies that were developed were used by classroom teachers in their regular classes and thereby addressing the needs of students with LI inclusively, across subjects and years.
4. Teachers were then provided with leadership opportunities to share and demonstrate these strategies to whole school staff during staff meetings.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
100% of staff to have completed GERRIC training	<ul style="list-style-type: none">Initial planning completed with all dates for training in 2016 organised. By the end of term 2, 70% of staff will complete training in 2016 and the remaining 30% of staff to complete training in 2017.	\$17,000
100% of all staff understanding, accessing and using SMART, RAP and NAPLAN data to cater for students learning	<ul style="list-style-type: none">Literacy team accessing and analysing data, shared amongst staff. Professional Learning for all staff on how to access SMART and NAPLAN data.All Head teachers to complete and report to all executive on HSC results. Report includes trends, what faculty has done to improve student results, any issues and what each faculty aims to implement to continue to improve results	\$6,500
All staff to deliver a differentiated approach in classroom practice	<ul style="list-style-type: none">Staff continue to evaluate and update existing programs and are well into delivering a differentiated approach in classroom	\$ 5200

<p>that is reflected in teaching and learning programs.</p>	<p>practice. With Geric training commencing staff will continue to improve programs in light of new information and training.</p> <ul style="list-style-type: none"> • STLA and LAST support has seen faculties utilise expertise to develop differentiated programs in 2015. This will remain ongoing in 2016 and 2017. 	
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Next steps

- Literacy program is still in its infancy and will continue into 2016 with more teachers being trained in the strategies (super six literacy strategies) to use in their classes and be embedded in stage 4 programs. The literacy team has grown from 4 staff members in 2015 to 10 in 2016.
- Geric training to commence in 2016 with 70% of staff being trained by the end of term 2. The remaining 30% of staff will complete training in 2017.
- The establishment of Instructional rounds in 2016 aims to promote collaboration, observation and professional sharing amongst staff.
- The establishment of a new numeracy team aims to implement numeracy initiatives across all KLAs.

Strategic Direction 3

An actively involved community in developing a collaborative, connected educational culture.

Purpose

Our community working in partnership with the school to provide opportunities and real life experiences to enhance the teaching and learning of staff and students. To become a connected community where all parties – students, staff, parents, businesses, welfare agencies - are highly valued in their contribution to the school's educational outcomes.

Overall summary of progress

1. Increasing parental and community involvement in the school is one of the key focus areas. We have placed a great deal of emphasis on getting more parents interested in what we as a school are doing and having their input and feedback, with an increase in the number of parents attending P&C meetings and parent teacher nights.
2. The school website has been revamped as part of the improvement in communication with our community. The number of views has tripled during 2015 with more information and celebrations updated weekly, having a positive impact on the school as more detailed information is made available.
3. The increase in the number of parents who have responded to the TTFM surveys has been achieved with a more consistent and advertising focus. As a result the school has been able to gather more feedback and information about parents' views and expectations.
4. The number of community partnerships and sponsorships has already exceeded the school plan goals. Our links and partnerships with local businesses have more than doubled and will continue to expand and develop in the next two years. One important aspect of this is the number of local businesses that have approached the school to have involvement in some capacity.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Increase the number of parents attending and interest in school based presentations, Subject Selection/Careers/VET programs and P&C meetings by 80%	<ul style="list-style-type: none">• Data analysed and implemented as part of the school planning for 2016• Parent attendance at all school events has increased by 50%• Positive vision of school community exposure	\$ 4800
Increase the number of parent and community views on school website by 75%	<ul style="list-style-type: none">• Electronic sign installed and communication policy and direction for 2016 completed• Website views have increased by 50% since the upgrading and reconfiguration of the school website.	\$20,000

Increased number of parent responses to school based surveys by 75% "Tell them from Me" Parent satisfaction survey	<ul style="list-style-type: none"> • Stage 1 of initial community links and support completed with 2016 plans in place and ready for implementation. • Parents responded positively to the new directions that the school is undertaking. 	\$1500
Develop and increase by 50% community involvement and partnership with the school and local businesses and community groups	<ul style="list-style-type: none"> • Expansion and planning of links with neighbouring schools completed and ready for implementation • Local business and community involvement has exceeded expectations with the school having secured over 20 local business interests. • Increase in Year 10 work experience with local businesses. 	\$3600

Next steps

What are the next steps required for 2016 to ensure Strategic Direction 3 is successfully implemented?

- To continue to encourage parents to take an active role and interest in the school by inviting parents to forums, meetings and celebration events at the school during 2016.
- To maximise the use of the electronic sign as a powerful means of communication to not only parents but the wider community. This will work towards continuing to build a positive image in the community and build on the successes the school enjoyed in 2015.
- To implement a number of different strategies that can be used to increase the number of parents that respond to the TTFM surveys. While there has been an increase during 2015 the process was a slow one and the number of parents involved did not increase to a satisfactory level.
- The TTFM survey will continue in 2016 with a more direct focus on increasing the number of parental replies and involvement. The other aspect of this is to also focus our attention on increasing parent satisfaction with the school in terms of the teaching and learning that is happening and support and welfare programs occurring at the school.
- The number of local sponsors and links with businesses has already exceeded the three year plan measure. As a result an adjustment will be on the school plan for 2016/7 to continue to promote and increase the number of links with the community, in the areas of work experience, business links and sponsorship of the school.

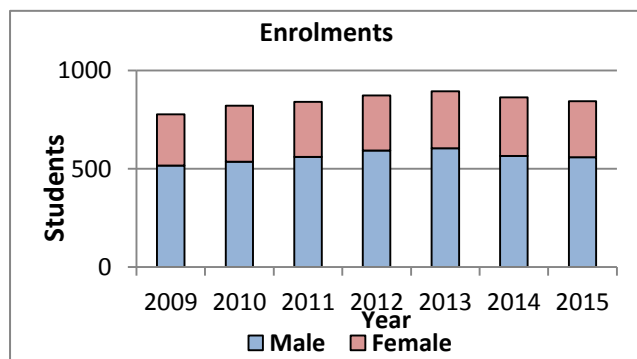
Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	<ul style="list-style-type: none"> • Development of Individual learning plans for students. • Students provided with the opportunity to attend workshops and activities as part of their learning 	<p>\$2500</p> <p>\$1500</p>
English language proficiency funding	<ul style="list-style-type: none"> • Development of Individual learning plans for students • Purchase of resources for students • Employment of staff to assist in students learning 	\$2300
Targeted students support for refugees and new arrivals	<ul style="list-style-type: none"> • Employ staff to provide support and mentoring for students. • Withdrawal of students from classes • Resources purchased to support students integration into school 	\$16,500
Socio-economic funding	<ul style="list-style-type: none"> • Survey of team process, • Analysis of literacy continuum • Development of learning platform to cater for the learning needs of all students. 	\$35,000
Low level adjustment for disability funding	<ul style="list-style-type: none"> • Employ SLSO to support students with disability in the mainstream classes. • Release time for staff to attend workshops and in-services. 	\$72,000
Support for beginning teachers	<ul style="list-style-type: none"> • 2 hour release per week for each and 1 hour per week for each mentor • Hiring of casual teachers. • Purchasing of teaching resources 	\$30,304
Other school focus areas	Impact achieved this year	Resources (annual)
Leadership and Mentoring programs for students	<ul style="list-style-type: none"> • Guest speakers visiting students • Halogen Young Leaders conference and workshop • Purchase of resources and materials 	\$3800

Student information

Student enrolment profile

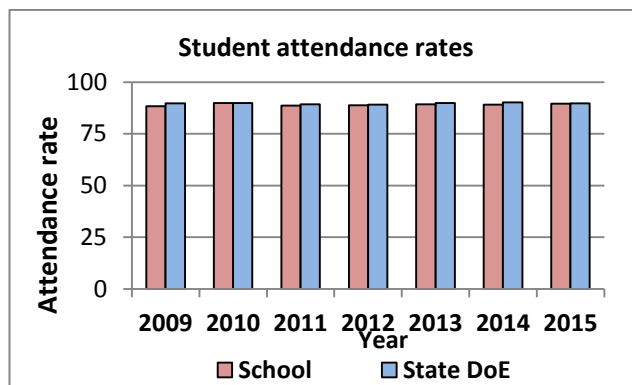
Gender	2009	2010	2011	2012	2013	2014	2015
Male	517	536	559	593	604	566	559
Female	259	283	281	280	289	297	284



Student enrolments fell slightly during 2015 and a number of different marketing strategies were put in place during the year to address this. The school developed closer links with its neighbouring schools with a number of programs designed to promote Kingsgrove North High School as the first choice for local students, including the expansion of Orientation Day for Year 5 students, as well as links that would see students work with primary students in a number of areas such as music and sport. The communication to the wider community to highlight the successes and achievement of Kingsgrove North High School also became a priority.

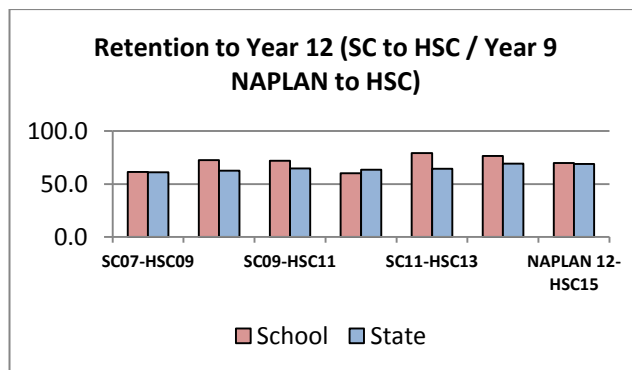
	Year	2009	2010	2011	2012	2013	2014	2015
	School	7	93.0	93.0	91.8	92.8	93.2	92.1
	8	89.2	90.5	89.1	88.5	90.1	91.7	90.1
	9	86.9	90.2	88.7	88.3	88.4	89.3	88.5
	10	88.3	89.3	89.2	88.2	86.7	87.6	88.5
	11	87.1	88.1	85.7	87.8	87.4	87.0	87.9
	12	85.5	87.6	85.3	86.2	89.5	86.6	89.6
	Total	88.4	89.9	88.6	88.8	89.3	89.0	89.6
State DoE	7	92.3	92.6	92.5	92.4	93.2	93.3	92.7
	8	90.0	90.5	90.1	90.1	90.9	91.1	90.6
	9	88.8	89.1	88.8	88.7	89.4	89.7	89.3
	10	88.7	88.3	87.1	87.0	87.7	88.1	87.7
	11	89.4	89.1	87.6	87.6	88.3	88.8	88.2
	12	89.4	89.8	89.2	89.3	90.1	90.3	89.9
	Total	89.7	89.9	89.2	89.1	89.9	90.2	89.7

Student attendance profile



There has been an increase in the school attendance data for 2015 from the previous years. This has been due to a number of processes that the school has put in place and implemented. The school has also worked very closely with the HSLO (Home School Liaison Officer) to develop a new strategy and attendance policy. The school has also implemented a procedure where all students who fall below 85% attendance are interviewed with a regular follow up. This practice will continue in 2016 and aims to increase attendance rates over 90%.

Retention Year 10 to Year 12



The school continues to have a higher retention rate than the state average of students who are choosing to continue their education onto Year 12 rather than leaving school. The figure for year 11 students was well above the state average while the figure for year 12 was also above state average. The school has developed, with the support and initiative of the careers advisors, a series of processes that support students and provide them with greater knowledge and confidence in choosing their career paths. An example of this, is the interview process for every Year 10 student as well as the development of an individual plan.

Retention to Year 12

	SC07- HSC09	SC08- HSC10	SC09- HSC11	SC10- HSC12	SC11- HSC13	NAPLAN 11-HSC14	NAPLAN 12-HSC15
School	61.3	72.5	71.8	60.2	79.1	76.5	69.9
State	61.0	62.7	64.7	63.4	64.5	69.1	68.9
Previous Methodology (SC to HSC apparent retention)							

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
seeking employment	0	0	0
employment	1.85	7.2	12
TAFE entry	1.85	5.8	34
university entry	0	0	49
other	7.41	5	2
unknown	1.85	7.2	3

Year 12 students undertaking vocational or trade training

In 2015, 42 HSC students undertook Vocational Education at Kingsgrove North High School in the subject areas of Construction, Hospitality and Retail.

Nine HSC students undertook Vocational Education at TAFE (TVET) in a range of subjects including: Children's Services; Hairdressing; Electro-technology; Tourism and Event Coordination; Plumbing and Design Fundamentals - Graphic Design.

This represents 49% of the of the 2015 Year 12 population gaining VET qualifications.

Year 12 students attaining HSC or equivalent vocational educational qualification

105 Year 12 students attained an HSC or equivalent Vocational Educational Qualification in 2015.

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)	49
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher of ESL	2.2
School Counsellor	1
School Administrative & Support	16
Total	84.2

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

During 2015, the school had one teacher of Aboriginal Background. This staff member was also responsible for overseeing the implementation and development of all aboriginal programs and initiatives.

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 or diploma	80

Professional learning and teacher accreditation

Professional learning continues to play an important role in the ongoing development of our staff at Kingsgrove North High School. All staff have included as part of their individual PDPs (Personal Development Plans) areas that they would like to further develop. This is on top of the whole year Professional Development Plan that has been developed which also includes mandatory training and development. During 2015 there was a focus on programming and greater engagement in the classroom. Staff also attended various workshops and in-service courses that enriched their teaching practice with the latest pedagogical research. There was

also a strong focus on the implementation of technology into teaching and learning programs.

Teacher Accreditation was also addressed during the year. There were a number of new scheme teachers that maintained their accreditation as well new teachers who were appointed to the school. The school has developed a strong and detailed beginning teacher support program that provides valuable information to new scheme teachers. Staff are also supported with the allocation of funding attracted when they are appointed to the school and this is used for release time as well as opportunities to attend workshops and various in-services.

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
Income	\$
Balance brought forward	940,397.31
Global funds	618306.02
Tied funds	486221.35
School & community sources	420798.21
Interest	22934.66
Trust receipts	36404.15
Canteen	
Total income	2525061.70
Expenditure	
Teaching & learning	
Key learning areas	190759.20
Excursions	125404.54
Extracurricular dissections	74660.41
Library	20200.35
Training & development	2620.00
Tied funds	778094.06
Casual relief teachers	150707.85
Administration & office	190984.45
School-operated canteen	0.00
Utilities	135039.94
Maintenance	60975.05
Trust accounts	32314.72
Capital programs	19030.00
Total expenditure	1780790.57
Balance carried forward	744271.13

School performance

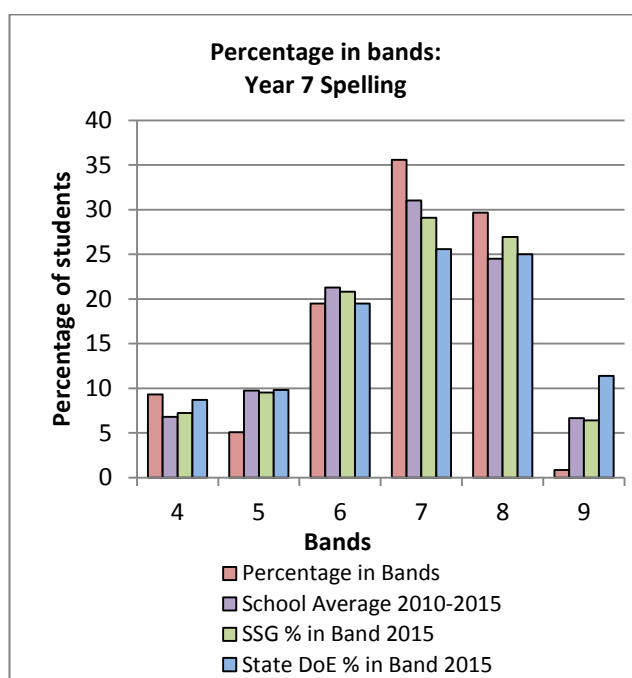
NAPLAN

In the National Assessment Program, the results across 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.

NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 7 NAPLAN Spelling

	School	SSG	State DoE			
Average score, 2015	539.6	543.6	547.3			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	11	6	23	42	35	1
Percentage in Bands	9.3	5.1	19.5	35.6	29.7	0.8
School Average 2010-2015	6.8	9.7	21.3	31.0	24.5	6.6
SSG % in Band 2015	7.2	9.5	20.8	29.1	26.9	6.4
State DoE % in Band 2015	8.7	9.8	19.5	25.6	25.0	11.4

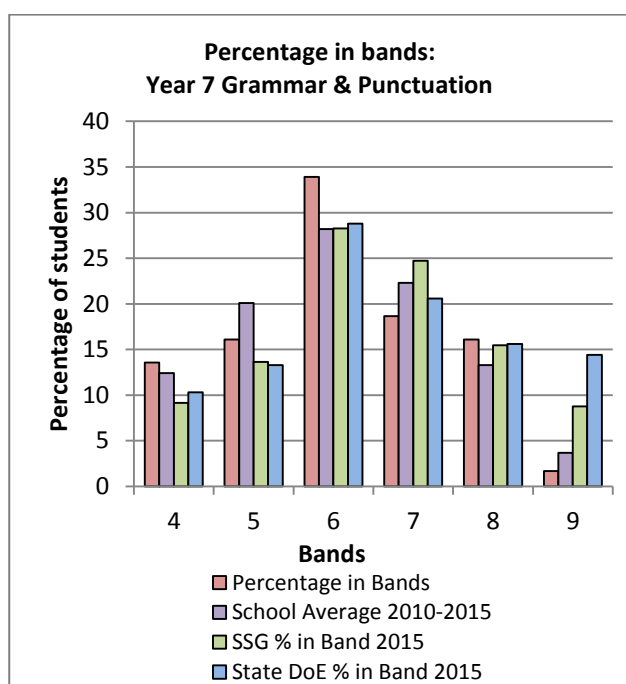


There has been an increase in the number of students who have achieved results in the higher bands. Most notably is the movement from band 6 into bands 7 and 8. The school has put in place a series of teaching strategies that have seen greater engagement and a better understanding by students in the use of spelling in their work. The school has closed the gap in recent times when comparing our percentages to the state and SSG. This work will continue in 2016 with the formation of a literacy team to

oversee not only spelling used across all areas of the school but also into other areas of literacy.

Year 7 NAPLAN Grammar and Punctuation

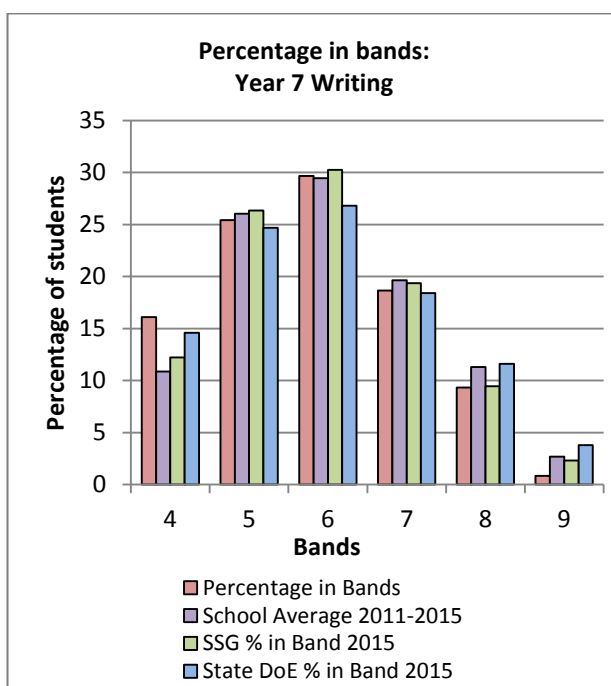
	School	SSG	State DoE			
Average score, 2015	507.5	527.7	535.0			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	16	19	40	22	19	2
Percentage in Bands	13.6	16.1	33.9	18.6	16.1	1.7
School Average 2010-2015	12.4	20.1	28.2	22.3	13.3	3.7
SSG % in Band 2015	9.1	13.6	28.3	24.7	15.5	8.8
State DoE % in Band 2015	10.3	13.3	28.8	20.6	15.6	14.4



This is an area that has become a focus with a whole school approach planned for 2016. This includes the implementation of a project that will look at vocabulary and grammar in the classroom with specific support and training for staff. While the school has made progress over the past three years in this area, the planned whole school approach in 2016/7 will provide greater flexibility and teaching support so that students in Year 7 who require assistance in both Grammar and Punctuation can be quickly and easily identified.

Year 7 NAPLAN Writing

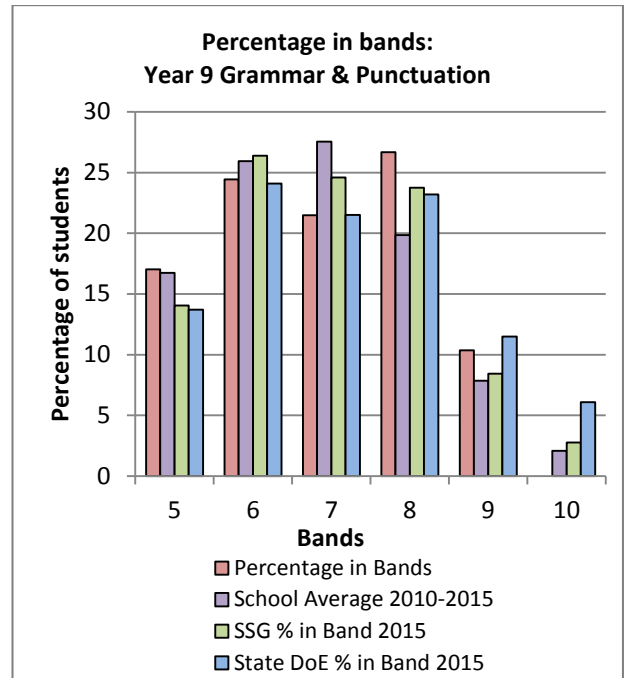
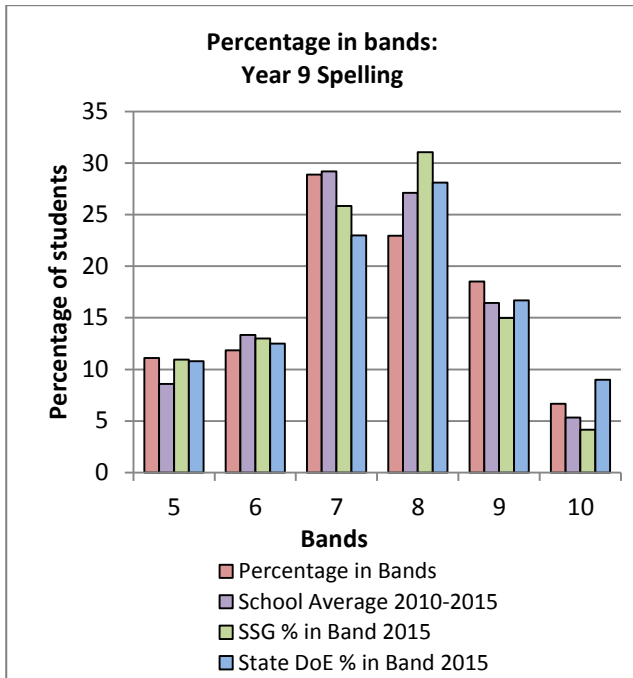
	School	SSG	State DoE			
Average score, 2015	488.8	496.6	497.3			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	19	30	35	22	11	1
Percentage in Bands	16.1	25.4	29.7	18.6	9.3	0.8
School Average 2011-2015	10.9	26.0	29.5	19.6	11.3	2.7
SSG % in Band 2015	12.2	26.4	30.3	19.4	9.4	2.3
State DoE % in Band 2015	14.6	24.7	26.8	18.4	11.6	3.8



The school results for writing are below both state and SSG average. As a result of this, a series of teams have been developed that will be implemented in the school during 2016 to address writing across the across the curriculum. While the results were not on par with state and SSG average, there has still been significant progress made over the past three years and the gap is closing.

Year 9 NAPLAN Spelling

	School	SSG	State DoE			
Average score, 2015	578.3	574.1	583.6			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	15	16	39	31	25	9
Percentage in Bands	11.1	11.9	28.9	23.0	18.5	6.7
School Average 2010-2015	8.6	13.3	29.2	27.1	16.4	5.3
SSG % in Band 2015	11.0	13.0	25.8	31.1	15.0	4.2
State DoE % in Band 2015	10.8	12.5	23.0	28.1	16.7	9.0



This is an area that has shown significant growth from Year 7. The programs and classroom strategies that have been put in place have clearly shown an improvement in spelling with an increase in the top two bands compared to previous years. The school is now above the SSG average and continues to show growth in this area. The school will continue with the successful classroom strategies that have been put in place over the past three years and expects the growth that has been evident to continue in 2016.

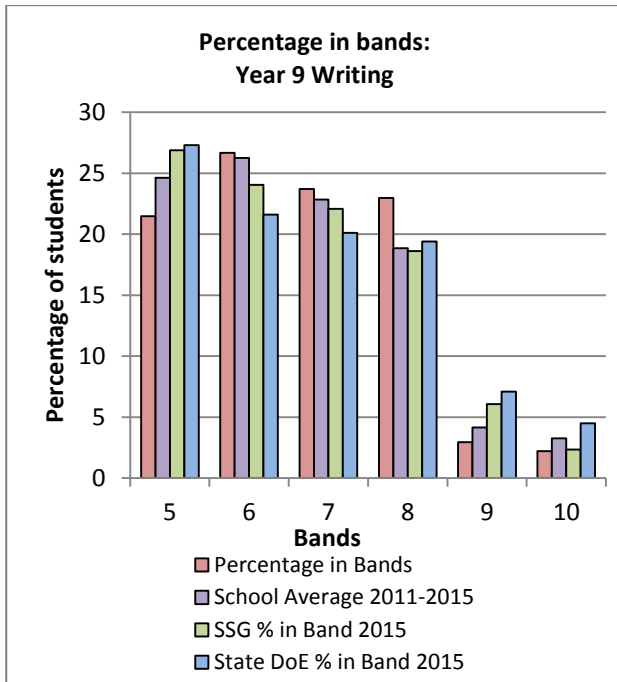
There has been good progress in this area over the past two years with the school closing the gap with the SSG and state. This is the result of extensive work carried out by the school in the classroom to identify and target students who are in need of greater support and assistance. The data in the graphs also displays growth by students from year 7 to 9. During 2016 the school will continue to develop the strategies that have been used but also implement a language enrichment project that will form part of the learning platform across the whole school. This will further identify students who are in need of greater support.

Year 9 NAPLAN Grammar and Punctuation

	School	SSG	State DoE			
Average score, 2015	546.7	550.5	561.5			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	23	33	29	36	14	0
Percentage in Bands	17.0	24.4	21.5	26.7	10.4	0.0
School Average 2010-2015	16.7	25.9	27.6	19.9	7.9	2.1
SSG % in Band 2015	14.1	26.4	24.6	23.7	8.4	2.8
State DoE % in Band 2015	13.7	24.1	21.5	23.2	11.5	6.1

Year 9 NAPLAN Writing

	School	SSG	State DoE			
Average score, 2015	530.6	522.6	526.3			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	29	36	32	31	4	3
Percentage in Bands	21.5	26.7	23.7	23.0	3.0	2.2
School Average 2011-2015	24.6	26.3	22.8	18.8	4.2	3.3
SSG % in Band 2015	26.9	24.0	22.1	18.6	6.1	2.3
State DoE % in Band 2015	27.3	21.6	20.1	19.4	7.1	4.5

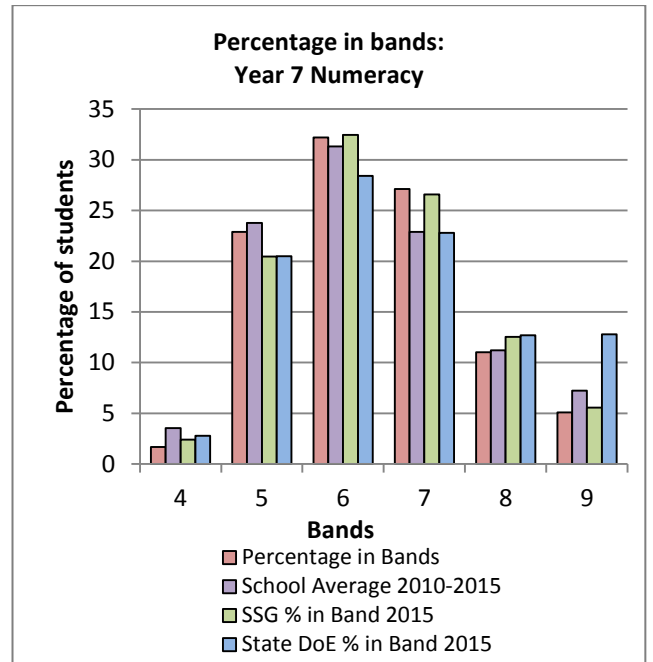


This is a pleasing result and an area in which the school has worked hard to address. The school has bettered both the State and SSG and there has been a decrease in students in the lower bands with a clear shift to the middle bands. The strategies and teaching practices that have been put in place over the past three years have now delivered these positive results in the area of writing. There is a clear and positive level of growth from Year 7 to Year 9 and credit must go to the staff who have taken our students from Year 7 to these pleasing results in Year 9.

NAPLAN - Numeracy

Year 7 NAPLAN Numeracy

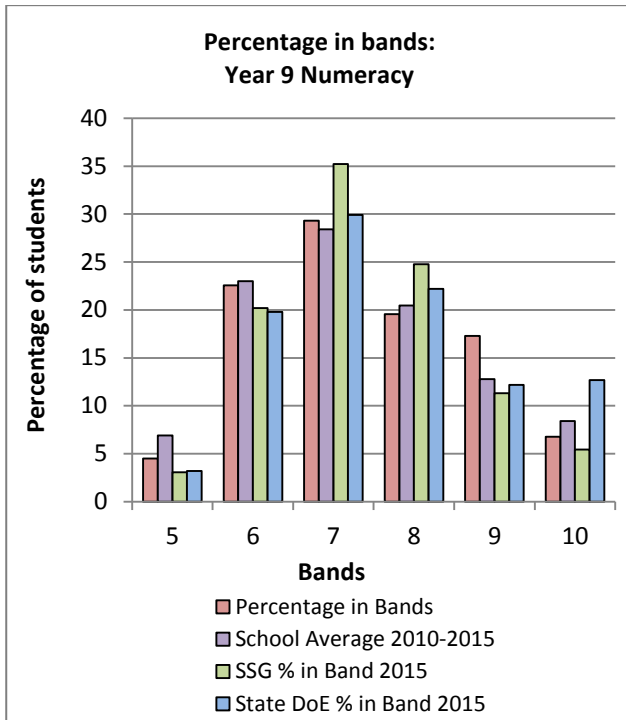
	School	SSG	State DoE			
Average score, 2015	524.1	527.0	540.4			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	2	27	38	32	13	6
Percentage in Bands	1.7	22.9	32.2	27.1	11.0	5.1
School Average 2010-2015	3.5	23.8	31.3	22.9	11.2	7.2
SSG % in Band 2015	2.4	20.5	32.4	26.6	12.5	5.6
State DoE % in Band 2015	2.8	20.5	28.4	22.8	12.7	12.8



Year 7 NAPLAN data for Year 7 is below both SSG and State. The school has examined this carefully and implemented as part of the year 7 operation welcome week a series of tests so that students who are below average in mathematics can be identified. Students in year 7 are only given one term to prepare for the NAPLAN tests and as such the results gathered are not a true reflection of the teaching and learning strategies that have been put in place to assist students in high school. The data that is gathered during the operation welcome week is carried out by Psychmatters, who provide a detail breakdown of students performance and current levels and this will be used to identify students and implement strategies in the class to assist students.

Year 9 NAPLAN Numeracy

	School	SSG	State DoE			
Average score, 2015	576.8	574.7	590.6			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	6	30	39	26	23	9
Percentage in Bands	4.5	22.6	29.3	19.5	17.3	6.8
School Average 2010-2015	6.9	23.0	28.4	20.5	12.8	8.4
SSG % in Band 2015	3.1	20.2	35.2	24.8	11.3	5.4
State DoE % in Band 2015	3.2	19.8	29.9	22.2	12.2	12.7



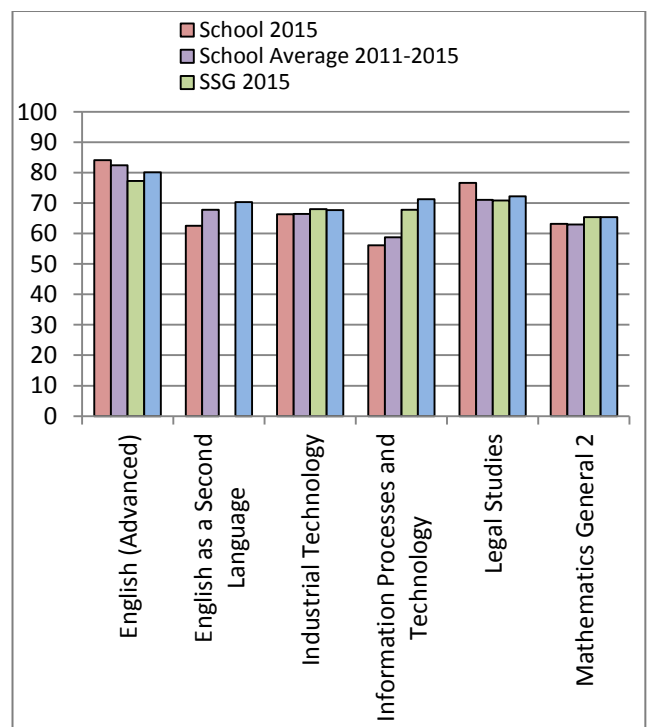
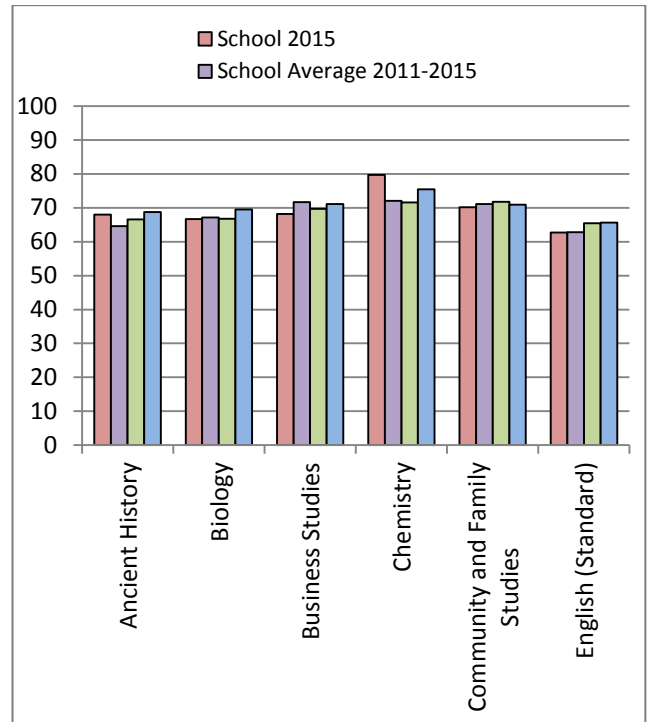
Year 9 has seen a pleasing growth in numeracy with a higher score than the SSG and closing the gap with the state average. There is also significant growth clearly evident from Year 7 to 9 and this can be put down to the teaching strategies that have been implemented in the classroom across all areas of the school. A whole school numeracy project will be rolled out during 2016 to complement the growth that has been seen over the past two years.

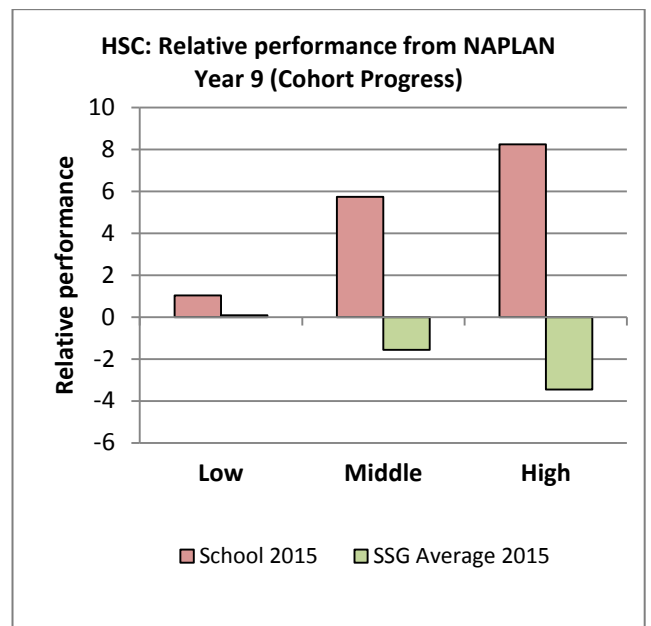
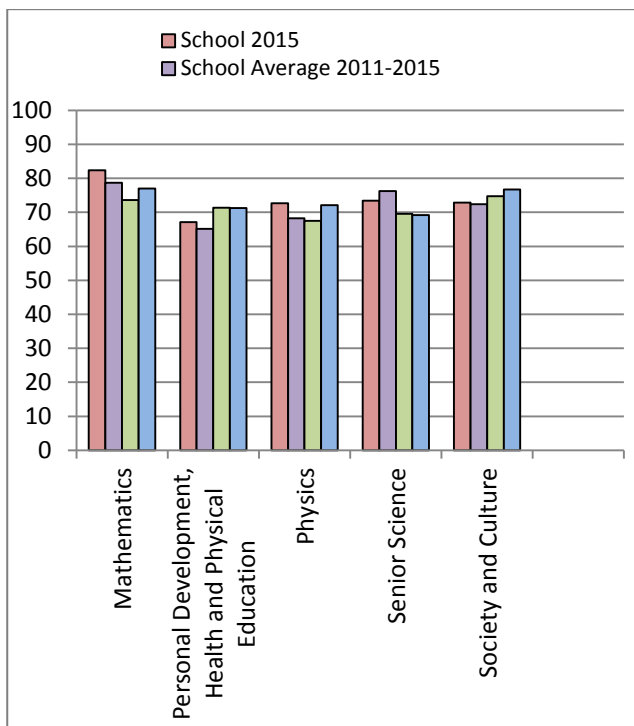
Higher School Certificate (HSC)

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

HSC: Course Summary Table

Course	School 2015	School Average 2011-2015	SSG 2015	State DoE 2015
Ancient History	68.0	64.6	66.6	68.8
Biology	66.7	67.1	66.8	69.5
Business Studies	68.2	71.7	69.7	71.1
Chemistry	79.8	72.0	71.6	75.5
Community and Family Studies	70.2	71.1	71.7	70.9
English (Standard)	62.8	62.8	65.4	65.7
English (Advanced)	84.1	82.5	77.3	80.1
English as a Second Language	62.5	67.8	-	70.3
Industrial Technology	66.3	66.4	68.1	67.7
Information Processes and Technology	56.1	58.8	67.8	71.2
Legal Studies	76.6	71.1	70.8	72.3
Mathematics General 2	63.2	63.0	65.4	65.4
Mathematics	82.4	78.7	73.6	77.1
Personal Development, Health and Physical Education	67.1	65.1	71.4	71.3
Physics	72.7	68.3	67.5	72.1
Senior Science	73.4	76.3	69.5	69.2
Society and Culture	72.9	72.4	74.8	76.8





The 2015 HSC results were extremely pleasing with the majority of the courses in line or above state average. The school achieved a total of 27 Band 6, with 89 Band 5. A closer evaluation of the results show a shift from the lower bands to the mid to high band. Further to this, a closer investigation of the Band 5 results have shown that over 30% of these were within one or two marks from a Band 6. The school has placed a great focus on supporting students and providing challenging lessons to ensure students are able to achieve their best possible results.

To further support our students a mentor program will be implemented for our Year 12 students in 2016 that will provide greater support in a variety of areas and ensure students are better prepared for the rigours of their final school year.

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.

The school participated in the TTFM (Tell Them From Me) surveys during the year and gathered the following information from staff, students and parents.

Students' responses and feedback gathered from the TTFM surveys were very positive with a very clear indication that students were satisfied with the school and the direction that it was taking. Students indicated that they were happy with the changes that were occurring at the school and were also pleased with the continual support that they were getting from staff in the classroom. Students felt that teachers are responsive to their needs and encourage them in their work.

Parents' feedback- this was very positive with parents commenting on a variety of areas about the school. Parents felt comfortable about the school and being able to communicate with teachers. They also felt supported in the way teachers communicated about their childrens progress including welfare, social and emotional issues. While parents were taking a much more active role and interest in the school and becoming more involved in the direction that the school is taking, there is still a lack of direct involvement in school committees including the P&C. Parental interest in students school work has continued to grow and feedback gathered indicated that the majority of parents take a

keen interest in what their children are doing at school.

Staff - teachers surveyed indicated that there was over 85% of staff that supported the eight drivers of student learning. There was a positive feeling and satisfaction with the progress that the school has made in the past two years and staff are happy to embrace the changes that are occurring in education. Staff also commented that they spent a great deal of time planning their lessons to ensure students are provided with the best learning opportunities and at the same time value the feedback that they receive so they can modify and incorporate different classroom strategies. Comments and feedback from staff were also very positive and there was a feeling that the school has made real inroads over the past few years, contributing to a more harmonious and happier learning environment.

Policy requirements

Aboriginal education

The school has a small number of students from Aboriginal backgrounds (7) and 1 Aboriginal Teacher. 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 talk to our students at 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.

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 2015 our students were able to study Modern Greek and Chinese. In line with the school plan, the school has reviewed its teaching and learning programs to ensure that culturally inclusive classroom and school practices are embedded. Further to this our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

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 Liaison Officers (CLOs) in Ghandi Sindyan and Sina Winterstein who work closely with the school with outreach programs and ongoing development of community relations.

Other school programs

Leadership

The school has continued to develop and implement student leadership programs as part of its ongoing commitment to provide a more comprehensive curriculum and education to students. During 2015 a number of important partnerships were established with corporate partners to complement student leadership projects. The Max Potential program sponsored by Canterbury Leagues Club again involved a number of our students. This program involves students being allocated a mentor and developing a project of their choice, detailing issues and problems associated and then looking at solutions.

The ABCN (Australian Business Community Network) is a partnership that has gone from strength to strength. This program involves students from Years 9 to 11 and aims to improve the opportunities and outcomes for students by raising aspirations and increasing their awareness of the personal, educational and vocational choices available. The program was been a major success and will be expanded in 2016 and has allowed the school to develop links with both Optus and Microsoft.

SRC

The Student Representative Council (SRC), consisting of peer-elected members from each year, attended leadership meetings every morning where they delved into the meaning of what it is to be a leader, and worked together to find new ways that their actions could "inspire others to dream more, learn more, do more and become more".

SRC Leaders continued the traditions of the past, assisting in the circumstances confronting them in the area of Social Justice. Here SRC Leaders excelled in their commitment, inspiring the students at Kingsgrove North High School to get behind important fundraising ventures and activities such as:

- The 40 Hour Famine for World Vision, where students saw it as a personal challenge to inform peers of the importance of helping to fight global poverty amongst young people.
- Operation Christmas Child, involved SRC Leaders collecting gifts and money that were sent in gift boxes to needy children living in desperate situations to help them celebrate Christmas and experience the joy of receiving.
- Helping to raise awareness about Epilepsy, by supporting Purple Day. A guest speaker addressed the school assembly and purple accessories were sold to raise funds for Epilepsy Australia.
- Participating at the Canterbury Council Youth Focus Group. Here amongst representatives of Canterbury Council they learned about Council resources. Students also participated in a variety of activities, where they shared their experiences and those of their peers and completed surveys that helped shape the Council's 3 Year Plan
- Attending The National Young Leaders Day, hosted by the Halogen Foundation helping to further develop their leadership values and identities.
- Developing and conducting school surveys and collating information to identify what students want. Findings were communicated to the Principal and actions taken to resolve these.
- Supporting the Second Hand Uniform Shop, an SRC initiative operated by Retail Service students, who merchandise the shop, process transactions and carry out housekeeping; helping them achieve course competencies and provide a needed service within our school. All Uniforms are donated by students and parents of Kingsgrove North High School. Uniforms are also made freely available to students who cannot access one.

- Students further developed leadership, organisational skills and confidence in talking to others by attending the Global Leadership Convention at Luna Park and then organising peer presentations. Here, leaders shared children's experiences from war torn developing countries, helping to educate peers about global poverty and how we can make a difference.
- Assisting at Open Night, Year 7 Orientation and subject selection; talking to parents and students about our School and taking them on tours of the school and assisting with presentations.
- Nominating to be members of the 2016 NSW Youth Advisory Council (that provides a direct avenue of communication between the young people of NSW and the NSW Government) and YMCA Youth Parliament.

In improving the quality of school life for all students, SRC Leaders helped to raise student issues and were involved in a variety of school and community activities and projects.

Special thanks must go to Ms Maria Papadopoulos for her tireless work in supporting both the school and the SRC.