Kurri Kurri High School
Annual School Report

2012
Our school at a glance

Students

Kurri Kurri High School commenced 2012 with an enrolment of 815 students.

Staff

57.8 teaching staff and 12.48 support staff were available to support the delivery of the curriculum to our students in 2012.

Significant programs and initiatives

- Junior AECG - A Junior Aboriginal Education Consultative Group was established in the school in 2010 with the support of the Cessnock AEGC. The student group meets regularly to discuss and address the needs of students.

- Student Writing Focus – A structured program to support the explicit teaching of extended response writing, particularly with Stage 6 students.

- Beacon School – The school is supported by the Beacon Foundation to enhance its links with local businesses and to provide structured programs to increase student understanding and commitment to a variety of career pathways.

- Technology - Integrated program to effectively incorporate up to date technology into teaching and learning, including laptop computers for Years 9 to 12 students with electronic SmartBoards in classrooms.

- Authentic Assessment – Year 10 Program in which students are mentored and reflect in their learning. The program concludes with an interview with a panel consisting of representatives from the community, staff and Year 9.

- Focus on Reading – A research-based reading comprehension program that models the explicit teaching of specific cognitive comprehension skills, resulting in students becoming strategic readers, capable of independently enhancing their understanding of texts. Program training commenced Term 1, 2012.

- Quality Teaching – The Kurri Kurri Local Management Group, consisting of Kurri Kurri HS and the partner schools, together with the University of Newcastle hosted a three day intensive workshop on quality teaching. All of the head teachers at Kurri Kurri high school participated in the workshop to help lead this initiative in their faculties. A school development day led by the University of Newcastle further embedded the framework into lesson and assessment task planning. The project will continue into 2013 with further training of classroom teachers. The Quality Teaching Framework provides the basis for a whole school focus on teaching and learning.

Messages

Principal’s message

Kurri Kurri High School was established in 1956 and serves Kurri Kurri and surrounding areas. The school is an active member of the Kurri Kurri Learning Community (also known as the Kurri Kurri Local Management Group) which involves five partner schools - Kurri Kurri Public, Weston Public, Pelaw Main Public, Mulbring Public and Stanford Merthyr Infants School. These schools work together to promote a comprehensive education from Kindergarten to Year 12 in the Kurri Kurri area. The Kurri Kurri High School curriculum, welfare and sporting programs offer excellent opportunities for students from Years 7 to 12.

The school motto is “Making the best of ourselves” with our mission to strive for high levels of achievement, develop our full potential and present a positive image as a learning community. Our values of respect, responsibility, honesty, care, fairness and doing your best are consistent with our partner schools in the Kurri Kurri Learning Community.

From 2011 to 2014 Kurri Kurri High School is on the National Partnership on Low Socio-Economic School Communities program with the priority areas of literacy and numeracy, student attainment, engagement and retention, Aboriginal education, teacher quality and leadership, connected learning and community
engagement and partnerships. In 2011 the school commenced a partnership with the Beacon Foundation to enhance links with the local community to provide increased educational opportunities for students. During 2012 this partnership strengthened with the school hosting a very successful business breakfast and gaining very strong commitment from local businesses to be involved with the school to increase the educational opportunities for students.

Whole school professional learning for the Focus on Reading program was a major initiative during 2012. The goal was to have the teaching of comprehension skills embedded across all teaching and learning areas and will be an ongoing focus in the school.

There are sixty one identified Aboriginal students and the establishment of a junior AECG in 2010 through the productive and positive relationship with the Korreil Wonnai Aboriginal Education Consultative Group (AECG) has been a significant development. The Korreil Wonnai AECG has also been involved throughout the review process and development of the plan for National Partnership on Low SES School Communities as well as for the Norta Norta program. For the last three years the school has hosted the Aboriginal Pathways Awards for schools in the Kurri Kurri, Cessnock and Maitland areas. The school aims to meet the diverse needs of its community in a safe and caring learning environment.

Over the last five years we have significantly expanded our applications of computer technology to support student learning. This has included the installation of electronic SmartBoards in most classrooms, the establishment of video conferencing facilities through our Connected Classroom and the distribution of laptop computers to all students in Years 9 to 12.

Kurri Kurri High School provides a wide variety of extra-curricular activities for students to be actively involved in their school and to live up to the school motto Making the Best of Ourselves.

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.

Mr David Hunter, Principal

P & C message

The Kurri Kurri High School P&C Association continued to actively support many school programs in 2012. These included donations to support the Stars Commendation Scheme, PE shirts, financial support for student regional and state representation and part funding of student diaries. The P&C also funded scholarships for the annual awards night.

Our major funding this year went towards: textbooks for English, guitars, a portable PA and lighting for CAPA, data loggers for Science, bicycles for PE and funding to upgrade computer systems in the library to provide whole school access to many programs.

The P&C continued to fully fund and maintain the school mini bus and this year have purchased a new 12 seat bus. These buses provide affordable transport for student excursions and sport representatives.

The P&C also contributed to the decision making at Kurri Kurri High School with representatives on the school finance and environment committees and evaluation team.

Mrs Lorraine Small, P&C President

Student representative’s message

In 2012 the SRC was heavily involved in a number of fundraising efforts and proudly represented the school in numerous functions. Funds were raised to support the school community through a Pizza Day, (with special thanks to Dominos for providing discounted pizzas); a jellybean guessing competition; selling Legacy Badges at the Kurri Kurri Nostalgia Festival; selling Entertainment Books; an Easter Raffle and selling roses for Valentine’s Day. The SRC also raised money for charities such as Jeans for Genes Day and Legacy an organization that supports the families of returned war veterans. A team of students and teachers also participated in the Cessnock Relay for Life, which involved a continuous relay for 24 hours to raise money for cancer. Over $1200 was raised by the team ‘80s Avengers’.

In the July school holidays Lauren Gray, one of the 2012 School Captains, attended the National Leadership Camp at Collaroy Conference Centre.
The camp involved five days of leadership activities supported by inspirational guest speakers.

Hayden Gray, Year 10, attended the YMCA NSW Youth Parliament in Sydney. Hayden was selected out of over 200 applicants to represent the Cessnock electorate as a member of the parliamentary and legal reform committee in the Legislative Assembly and nominated as the Hunter/ New England region minister. In Parliament Hayden debated issues from legalizing euthanasia to teacher professionalism and matters of public and national importance. The week-long event in July passed 11 bills that were then delivered to the Premier and the Opposition Leader.

The SRC was responsible for running weekly assemblies and merit assemblies each term, and assisting the P & C with the running of the school canteen.

Year 7 students were involved in the National Tree Planting Day where multiple trees were planted with the aim of improving the school environment. Some students were also invited to attend a Rotary Youth Program of Enrichment camp for achievement in leadership. SRC members also attended a Leadership Conference in Sydney.

Laura Bain & Mitchell Hill, School Captains

### School context

#### Student information

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

#### Student enrolment profile

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<thead>
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### Student attendance profile

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### Management of non-attendance

The school constantly reviews and monitors student attendance through roll checks, written communication to parents and a phone-home program. The SMS attendance reporting system to parents has continued to be used. This ensured prompt communication with parents and the ability to respond to absences effectively. The support of the Department Home-School Liaison Officer has been valuable during the course of the year.
Structure of classes

In 2012 classes to cater for students who required additional support with literacy and numeracy were formed in Year 7 and 8. The Learning and Support Teacher worked closely with both classes and each class was also supported by a teacher’s aide. Placement in the Year 7 class occurred due to primary school recommendations and parent consultations. Placement in the Year 8 class relied on teacher professional judgment and student performance the previous year.

The graded class for higher achieving students in Year 7 was maintained along with the formation of a second class to support independent learners. Placement in these classes occurred through consultation with the partner primary schools.

Retention to Year 12

The table below shows the retention rate for five groups of students from the School Certificate to the Higher School Certificate. SC10-HSC12 represents the group of students who completed their School Certificate in 2010 and sat for their Higher School Certificate in 2012.

<table>
<thead>
<tr>
<th>Position</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
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</tr>
<tr>
<td>Head Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>39.3</td>
</tr>
<tr>
<td>Careers Advisor</td>
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<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual</td>
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</tr>
<tr>
<td>Learning &amp; Support Teachers</td>
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<td>Teacher Librarian</td>
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</tr>
<tr>
<td>Counselor</td>
<td>1</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>12.482</td>
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<tr>
<td>Total</td>
<td>71.082</td>
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</table>

Post-school destinations

Of the 2012 HSC cohort 61% of students were undertaking a pattern of study that gained them an ATAR. Of these, 25% accepted university offers and another 3% enrolled in enabling programs so they can enrol in university in 2014. A further 22% of students are studying at TAFE, some of them combining study with part time work. While 19% of students are still seeking employment, 31% of students were successful in attaining full time employment, an apprenticeship or traineeship.

6% of students were unable to be contacted to determine their destination. All six of our Life Skills students are in employment as well as being enrolled in a Transition to Work Training program with a local service provider.

Year 12 students undertaking vocational or trade training

In 2012 41% of students studied one or more vocational course towards their HSC, many of these through the TVET program and 2 students completed a School Based Traineeship, both in Retail.

Year 12 students attaining HSC or equivalent vocational educational qualification

90% of students enrolled in Year 12 in 2012 attained the HSC qualification. The remaining 10% followed an alternative educational pathway. Some HSC graduates also gained a Certificate 2 or 3 in their vocational area of study.

Staff information

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

Staff establishment

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2009 a School Learning Support Officer was appointed under the Aboriginal Employment Program. There is one member of the teaching staff who has identified as Aboriginal.
Staff retention

For 2012, staff retention was 94%. There were four retirements and one teacher who left permanent teaching.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>70</td>
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<tr>
<td>Postgraduate</td>
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</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
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<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>549716.17</td>
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<tr>
<td>Tied funds</td>
<td>518548.71</td>
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<tr>
<td>School &amp; community sources</td>
<td>219257.85</td>
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<tr>
<td>Interest</td>
<td>22578.18</td>
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<tr>
<td>Trust receipts</td>
<td>58245.99</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>1760634.81</td>
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</tbody>
</table>

Expenditure

Teaching & learning

- Key learning areas: 140478.91
- Excursions: 71815.67
- Extracurricular dissections: 105606.83
- Library: 6442.01
- Training & development: 2610.00
- Tied funds: 535352.18
- Casual relief teachers: 140418.60

Administration & office: 108185.89
School-operated canteen: 0.00
Utilities: 120573.02
Maintenance: 31216.35
Trust accounts: 56878.17
Capital programs: 0.00
Total expenditure: 1319577.63
Balance carried forward: 441057.18

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

 Achievements

Arts

Creative and Performing Arts students have been provided with a number of opportunities to develop existing skills and learn new ones and to achieve outcomes at a high level through a number of activities outside of the classroom. All experiences allowed students to extend their knowledge and understanding of the arts and cultivate their skills in order to achieve the outcomes of each course. CAPA has developed a reputation for high standards that has been recognised within the school and the community at large. Students are frequently invited to perform at local events and represent the school in a positive manner.

Students had many opportunities to showcase their talents at school and community events. Students perform regularly at school events, merit assemblies, weekly assemblies and presentation evenings. 2012 saw the Music, Art, Dance and Drama (MADD) night reintroduced with great success and support from parents, carers, friends and students. Students also performed at community events such as The Kurri Kurri Nostalgia Festival; Kurri Kurri Community Festival and EdFest. Year 10 student Jade Borkowski and Year 9 student Jackson Wood...
were invited to perform as the opening act for the Hunter Valley Family Show with headlining act Jessica Mauboy.

Drama students attended On Stage which was a valuable experience. Students benefitted from viewing the quality of works presented and the outstanding talent that was showcased. The experience enabled students to deepen their knowledge and understanding of the HSC requirements and inspired them to be creative and achieve their best. Year 12 students also performed at EdFest and the HSC Arts evening. Year 10 gifted and talented drama students attended Dramaworks, an intensive week of drama workshops and were selected to perform their work at Young Peoples Theatre, Newcastle. Year 10 students also attended drama workshops at the University of Newcastle.

In 2012 dance was successfully reintroduced at Kurri Kurri High School. 16 students performed in two dance items at Star Struck. The students’ involvement in this supported their talents and interests in this subject.

Visual Arts students attended a number of excursions, participated in competitions and had works on display. Year 12 students gained significant knowledge and inspiration from a visit to Newcastle Regional Gallery to view Art Express and the outstanding achievements of those students’ works. Student works were entered into and received numerous awards in Weston Art Show, EdFest, Operation Art and Worlds’ Biggest Classroom. HSC art student Georgie Binskin’s work was selected for First Class at Lake Macquarie Art Gallery.

The annual event Edfest continued to encourage students from Kindergarten to Year 12 to celebrate their talents in art, dance, drama and music. The event received support from the local community and has had a positive impact on Kurri Kurri High School. A number of local businesses sponsored the event in 2012. Major sponsors included Firdon Fabrications Pty. Ltd; Cessnock Achievement Centre – Alison Davey; Clayton Barr MP Cessnock and Kurri Kurri KFC – Julie Kay (Franchisee). All donated $300. Associate sponsor Coalfield Irrigation Supplies Pty. Ltd donated $150.

CAPA has expanded in all areas and required an additional classroom space. Cessnock Musical Society generously donated a significant amount of money which enabled the creation of a new specialist room for music, dance and drama.

Sport

There were many memorable moments in sport this year, starting with the annual swimming carnival at East Maitland pool in February. Kyeema house was victorious this year with Chloe Wilson and Rhianna Connelly making it through to the Regional Swimming Carnival. In early March Jonah Lisiua, Axyle Reid and Aaron O’Driscoll were invited to trial for the Hunter Rugby League representative side after a successful Coalfields Cup campaign.

In soccer news our Open Girls Team progressed a few rounds as did the Girls Bill Turner Cup squad. Both teams were coached by Ms Lincoln who also coached the school’s male and female basketball teams.

In athletics 20 students progressed through to the Regional Athletics Carnival with a number qualifying for state. Mathew Rees threw an impressive 54.34 m and consequently broke a 28 year regional record in the 15 Years boys’ javelin. Aidan Harvey came first in the 13 Years boys’ shot put and Brandon Gear, Brayden Bean, Ryan Craft and Lucas Marko came first in the 12 Years boys’ 4x100m relay. Melissa Johnson qualified in the 12 Years girls’ long jump and Jasmine Bacon in the 14 Years girls 200m hurdles. It was also in July that Brodie Gordon represented the Hunter in the State softball tournament.

The two pieces of team sport silverware that Kurri Kurri High School took out were the High Schools Challenge Ten Pin Bowling Tournament and the Coalfields Cup in Rugby League. The latter was an accumulation of all Rugby League tournaments played this year including the University and Buckley Shields, Knights Knock Out and Captains Cup. Thank you to Mr Clarke and Mr Morgan who coached all the Rugby League teams in 2012.

Kyle Willis made the NSW Ice Crocks Team to tour Canada in 2013. Kurri Kurri High School has never had a student who has played ice hockey to such a high level. For the second year in a row
Matt Rees scored a Hunter Sports Award for his exploits in javelin which included a first place in the state and all schools carnivals with a personal best of 56.78 m in the U15 boy’s javelin at the All Schools carnival. Matt was also the 2012 Australian Junior Champion in the U16’s javelin.

Other

Focus on Reading

Previous NAPLAN results for both Year 7 and 9 showed that students were performing below state averages in reading comprehension. A survey of teachers conducted in Term 1, 2012 revealed that 75% of teachers dedicated less than one hour a week to explicitly teaching comprehension strategies. As a result of this data, 65 teachers were trained in the Focus on Reading program. The professional learning occurred over two hours a week for Terms 1 to 3. The strategic and gradual delivery pace of the program provided teachers with an intensive, sustained and supported professional learning experience and ample time to experiment with the reading comprehension strategies and new teaching ideas.

Analysis of the professional learning group evaluations and responses for student focus groups highlighted three specific areas of achievement:

i) Teachers are now explicitly teaching reading comprehension strategies using a common language across the whole school and structuring more of their lessons using the modeled, guided and independent process.

ii) The amount of lesson time dedicated to the explicit teaching of comprehension strategies increased dramatically during Terms 2 and 3. In particular, students in stage 4 had experienced an average of 16 lessons specifically focused on reading comprehension and class discussion of text meaning.

iii) Stage 6 student focus groups reported that lessons based around Focus on Reading strategies had a positive impact on their engagement in learning, memory of the content and ability to think critically about their texts. These students had also experienced Focus on Reading lessons across a range of KLAs which is further evidence of the effectiveness of a whole-school approach to professional learning.

At this stage, there is no NAPLAN data to analyse to measure the effectiveness of this program. Teachers had not yet embedded the program into their teaching by the time of NAPLAN testing in 2012. Student performance in 2013 will be more indicative of the progress that has been made.

Beacon Foundation

The Beacon Foundation is a national organisation working within schools in all states and territories. Last year Kurri Kurri High School began a successful partnership with the Beacon Foundation. In Term 4 2011 over 85% of students in Year 9 completed a survey to provide information about their interests and planning for future careers. Survey results indicated that students were particularly interested in fields such as engineering, heavy vehicle mechanics, construction, hair and beauty and child care. Using results from the student survey, local businesses were targeted and invited to the school for a business breakfast. To ensure a connection with the local community the mayor, local police liaison officers and other services were also in attendance. In total over 80 people attended. The event was catered for by Year 11 and 12 Hospitality students.

A further initiative again prompted from the 2011 student survey, was a career morning for all students in Year 10. Students were invited to participate in small group sessions with various industries of interest. Fifteen industries were represented and the day was attended by over 90% of students in Year 10.

During 2012, the Beacon Program conducted high impact events at Kurri Kurri High School; the Polish workshop, Lunch with the Girls and BBQ with the Boys were attended by over 80 students. These workshops focused on interview and personal preparation, personal values and positive goal setting.

Hunter Expressway Project: The HSIE faculty at Kurri Kurri High School wanted to improve the relevance of the Year 10 geography curriculum. The faculty worked in partnership with Abigroup on their construction of the Hunter Expressway.
Students were presented stage 5 geography skills using the resources provided by Abigroup. Abigroup staff including survey managers, environmental engineers and community relations officers presented information to students in the GEMS geography class and explained their use of geographical processes in the construction and engineering industries.

**Academic**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

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

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

**Literacy – NAPLAN Year 7**

Analysis of the 2012 NAPLAN results revealed areas for development in reading, writing, spelling, grammar and punctuation.

The *Focus on Reading* program was implemented in 2012. All staff were trained in this program. It is anticipated that any benefits from this program will be evident in the 2013 NAPLAN results. 63% of the cohort performed in Band 6 and below in reading. This was comparable with the State average and a slight improvement on last year. The percentage of students achieving the top two bands (Band 8 and 9) was below the State average.

2012 was the second year of the Persuasive Writing text. In contrast to last year, five students were represented in the highest band- Band 9. Unfortunately, 84% of the cohort performed in Band 6 or below. In response to this, the *Focus on Writing* program was commenced. All staff will be trained in six fundamental writing skills.

The trends discussed above continued in the spelling and grammar and punctuation tests. Generally the cohort performed below the State average, a pattern that has been consistent for the past four years. However, Year 7 Aboriginal boys did improve in the area of spelling in relation to 2011 while the male cohort as a whole was above State average in grammar and punctuation.
Numeracy – NAPLAN Year 7

In 2012 Year 7 results showed that the percentage of students in Band 9 dropped slightly but the percentage of students achieving in Band 8 increased slightly. Students achieving Band 7 decreased slightly and the lower bands showed increased percentages of students when compared to the school average over the last several years.

The average scaled score for Year 7 students decreased from 2011, with girls in particular demonstrating decreased scale scores in numeracy.

Overall the majority of students showed growth from Year 5 numeracy results, with many students showing above expected growth in that two year period.

Achievement of our students in the higher bands in Year 7 numeracy is on par with the SSG average (above the SSG in Band 8) and students in the lower bands are similar to the SSG.

Literacy – NAPLAN Year 9

2012 saw an improvement in the number of students achieving in Bands 8 to 10 in reading. 28% of students performed at these higher bands compared to 20% in 2011. Unfortunately this was still below state average. The Focus on Reading program was implemented in 2012. All staff were trained in this program. It is anticipated that any benefits from this program will be evident in the 2013 NAPLAN results.

Similar to the results for Year 7, achievement in the Persuasive Writing section is an area for development. Over 80% of the cohort performed in Bands 5 to 7, compared to 70% in 2011. In response to this the Focus on Writing program has been implemented. With support from district office, all staff will be trained in this program throughout 2013.
Spelling was a further area of concern with the number of students achieving Bands 8 to 10 below State average. This was mirrored in the grammar and punctuation test. Unfortunately, no student achieved Band 10 in this area. This is part of a noticeable trend over the past two years. The Learning and Support Teachers (LAST) are working in these areas in an effort to improve these results.

Numeracy – NAPLAN Year 9

In 2012, Year 9 results showed an increase in the percentage of students achieving Band 10. This indicates that some progress has been made in improving the skills of more capable students. The percentage of students achieving Band 8 and Band 9 decreased from previous years. The percentage of students achieving in lower bands increased when compared to previous years.
The average scaled score for Year 9 students in numeracy decreased when compared to 2011 results.

Overall, many students showed growth from the Year 7 numeracy results, with some students achieving more than expected growth in that two year period.

Comparing our school achievement to the SSG in Year 9 numeracy shows similar percentage achievement in Bands 10, 8, 7 and 5 but Kurri Kurri High School is less than SSG in Band 9 and more than SSG in Band 6.

Progress in numeracy

Growth in numeracy for Years 5 to 7 students from our largest local primary school (Kurri Kurri Public School) has been sporadic over the past five years. The 2012 data indicates a gradual decline in the past 12 months which also occurred in 2010 after some growth was achieved in both 2009 and 2011. The 2012 results depict a widening gap between our students and the state average.

Year 7 results in NAPLAN numeracy tests over the last three years show that in Band 4 the gap between the State and Kurri Kurri Kurri High School has remained steady. Whilst no significant gains have been made, our results show no regression either. The same can be said for the rate of achievement of students in Band 5. The gap to State in Band 6 achievement has decreased from 12.8% to 5.5% from 2011 to 2012. In Band 7, student achievement in 2010 showed a gap to state of 8%, then 4.2% in 2011 and 6.2% in 2012, showing overall improvement. In 2012, the student achievement in Band 8 increased from a 10.5% to 6.7% gap to State, showing that progress has been made in the past few years with higher ability students. The gap to State in Band 9 similar over the three year period, showing differences which are not significant in the small groups of students achieving in the top band.

Year 9 results in NAPLAN numeracy tests over the last three years show varied results in terms of our school targets of reducing the gap to State. Results show that the gap to State in the lower bands has increased by a significant margin, which reveals that more work is needed for lower ability students between Year 7 and Year 9. The gap to State in Band 7 has more than halved, showing that more students overall have been able to achieve at this level. Achievement in Band 8 has remained steady, whilst Band 9 achievement shows an increased gap to state, and the actual number of students achieving in Band 10 has doubled from 2012 to 2012.

This trend data shows that some gains have been made in terms of decreasing the gap to state in some bands, but more work is needed.

Progress in reading

The 2012 data of our main feeder primary school (Kurri Kurri Public School) depicted a gradual growth in reading for Years 5 to 7 students since 2010. The trend graph for our students shows a similar pattern to the state where growth was achieved in 2009, followed by a decline in 2010-2011. However, our students' scores remain well-below the state average.

In 2012 student growth in reading in Years 7 to 9 was slightly less than the average for the past five years. Students in Year 7 achieved better than the average and the best scaled score since 2008. Conversely, students in Year 9 were slightly below the average scaled score, resulting in the overall decline.
RoSA

The table below shows the distributions of grades in the mandatory Year 10 courses for the 2012 cohort at Kurri Kurri High School. Percentages have been rounded to the nearest whole number.

<table>
<thead>
<tr>
<th>Course</th>
<th>A (%)</th>
<th>B (%)</th>
<th>C (%)</th>
<th>D (%)</th>
<th>E (%)</th>
<th>None (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>5</td>
<td>22</td>
<td>38</td>
<td>17</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>Maths</td>
<td>9</td>
<td>26</td>
<td>22</td>
<td>28</td>
<td>14</td>
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<td>Science</td>
<td>7</td>
<td>16</td>
<td>44</td>
<td>19</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Australian Geography</td>
<td>5</td>
<td>20</td>
<td>38</td>
<td>20</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>Australian History</td>
<td>5</td>
<td>21</td>
<td>34</td>
<td>28</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>PDHPE</td>
<td>5</td>
<td>24</td>
<td>32</td>
<td>24</td>
<td>14</td>
<td>1</td>
</tr>
</tbody>
</table>

Higher School Certificate

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7, and 9.

The performance of the students in our school in the National Assessment Program - Literacy and Numeracy is compared to these minimum standards. The percentages of our students

Minimum Standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7, and 9.

The performance of the students in our school in the National Assessment Program - Literacy and Numeracy is compared to these minimum standards. The percentages of our students
achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

Kurri Kurri High School is committed to developing knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people. The diversity, ownership and strength of Aboriginal cultures are respected and promoted at all major school events. The school is appreciative of the outstanding support offered by the local AECG and ACLO Sonia Sharpe during 2012.

In 2012 sixty one students identified as Aboriginal or Torres Strait islander. Students in Years 8 and 10 were supported in their learning through Norta Norta funding. This funding is based on NAPLAN results from the previous year and provided extra staff to assist with student learning. The Norta Norta funding and National Partnerships funding also enabled other students to be supported with assessment tasks and class work. This work has been valuable in improving student results and attendance.

Sistaspeak commenced in 2012. This program for Aboriginal and Torres Strait Islander female students aims to raise the self-esteem of the participants and encourage them to make positive choices about school, careers and their future lifestyle.

During the year Kurri Kurri High School students were involved in many cultural experiences including traditional dance and music performances, drama interpretations, guest speakers, art workshops and cultural immersion. An intensive art workshop with Aboriginal and Torres Strait Islander students, Visual Arts staff and Relationships Australia produced a wonderful artwork for display in the school.

The Junior AECG had a productive year under the capable leadership of President Georgia Stuart, Vice President Sky Insley-Miller, Secretary Sarah McCartney and Vice Secretary Seraya Maher. The group organised activities across the school for Harmony Day, Reconciliation Week and Sorry Day as well as many other activities that that not only promoted Aboriginal culture but also displayed its diversity and strengths. President Georgia Stuart represented the school at many key DEC and community events and McKayla Bishop raised the flag at the local NAIDOC Ceremony.

Once again Kurri Kurri High School hosted the Aboriginal Pathways Awards. This ceremony acknowledges and celebrates the achievements of Aboriginal and Torres Strait Islander students who have completed Years 10 and 12 and TAFE students. Staff members and community personnel were also acknowledged for support to Aboriginal Education at this event.

Links were strengthened between the high school and the local partner schools during NAIDOC Week celebrations. Members of the Junior AECG and SLR students trained in Indigenous games and then conducted games activities at the partner schools. Students displayed excellent leadership skills at this event. During NAIDOC celebrations high school students were delighted
with a performance by the capable boys dance group from Stanford Merthyr who enthusiastically displayed many aspects of traditional dance.

A group of students participated in a week-long visit to the University of Western Sydney. The students met other students from across the state and were able to experience university life.

Kurri Kurri High School works in partnership with many community groups, including Newcastle University to provide opportunities and experiences for our Aboriginal and Torres Strait Islander students. Our LMG provided a range of opportunities for our students to participate in cultural events that assisted in connection with both culture and community.

**Multicultural education**

The school community consists of approximately 3% of students who have a background other than English. There is not a particular language group dominant in the enrolment data. Strategies to develop understanding and tolerance are embedded in the school’s welfare and discipline policy and areas of curriculum. In particular PDHPE have devised and implemented units of work in stage 5 specifically focusing on accepting difference and developing empathy for others, while the English faculty explored a wide range of multicultural texts and ‘voices’ across all stages.

**National Partnership Programs**

In 2012 the school continued its participation on the National Partnerships Low Socio-Economic Schools Program. This funding has been used to support school priorities in Literacy, Numeracy, Student Attainment, Engagement and Retention, Teacher Quality and Leadership, Aboriginal Education, Connected Learning and Community Engagement and Participation. The progress in these areas has been reported in the Progress in School Targets section of the report.

**Other programs**

**STEP UP**

STEP UP is a mentoring program for stage 6 students. The program was developed and implemented in 2012 due to the recognition that the transition into Year 11 is a major culture shock in regards to expectations and workload, in contrast with the student experience in Year 10. It was also identified that most students entering Year 11 needed structured guidance in developing the essential skills of time management, meeting assessment deadlines, attainable study routines and an ability to summarise their course notes. Another aspect of the STEP UP initiative was the Senior Study Planner which was purposefully designed and developed in the school for our stage 6 students, as the junior school diary did not adequately cater for the demands of senior study. The aim of STEP UP is to provide a balanced approach to supporting all stage 6 students in academic achievement, welfare and the transition into further education, training or employment at the conclusion of high school.

The program originally consisted of six face-to-face mentor sessions in small groups over the course of Terms 1 and 2. In each session, teachers who had volunteered to mentor students ran hour-long workshops designed to address the needs of students at different stages of the semester. It was recognised by the end of Term 2 that the program required some restructuring in regards to the timetabling of mentoring sessions. Therefore, the program was modified in Term 3 to become a full day of student workshops where Year 11 were withdrawn from class and selected a writing workshop to participate in, based on their subject needs. Students also engaged in study skills and stress management workshops and completed the online DET Future Pathways Survey which was used to identify the career goals of each student. Student evaluations from these initial workshops reported that 61% of students who participated felt more confident and believed their grades would improve as a result. Due to the success of this day, the delivery of STEP UP has changed in 2013. Students now meet with their mentors each week for 20 minute check-in sessions and participate in full-day workshops once a term. The 2012 Future Pathways Survey also identified that 50% of our current Year 12 group have no specific career goal or plan for when they finish school this year. STEP UP activities and workshops for 2013 are being designed to address this issue.
QuickSmart

The QuickSmart Numeracy Intervention Program was successfully run at Kurri Kurri High School in 2012. In total, 13 Year 7 students (three boys and ten girls) and 25 Year 8 students (13 boys and 12 girls) participated in three half hour sessions during each of the 30 weeks of the QuickSmart Program.

Students were targeted by mathematics teachers for a lack of understanding of fundamental mental computation skills. Students completed targeted activities to improve their understanding of addition, subtraction, multiplication and division.

The results for all students in 2012 are very positive and show marked improvement in the skills the program targets. Students also demonstrated a greater confidence in class and greater interest in mathematics as a subject area.

Students were assessed using the CAAS software that is used in each QuickSmart session. This software requires students to verbally answer questions which are displayed on the computer screen. Their response time is measured and their accuracy recorded each time. Students completed five different CAAS activities at regular intervals throughout the year to show their improvement. Students also completed the PAT Numeracy test at the beginning and end of the program. This test consists of 38 multiple choice questions which cover all aspects of numeracy and the key skills from the Mathematics 7 – 10 Syllabus.

2012 results show that on average most students halved their response time and improved their accuracy in CAAS addition and subtraction assessments.

Most students also halved their response times in multiplication and division, with a significant number of students having a final response time which was one third of the time taken to answer these questions before starting QuickSmart sessions.

For CAAS multiplication and division assessments, students also showed distinct improvement in the accuracy of their responses. In CAAS multiplication assessments students had initial accuracy ratings of around 80% and finished closer to 95% accuracy. Most students began with an accuracy of 45% to 75% and after completing the program had an accuracy of 94% to 100% in CAAS division.

In the PAT results, some students more than doubled their results from the first testing to the final testing at the completion of the program. Whilst some students only gained a handful more marks, this is still a significant result as each question reflects a different numeracy or mathematical skill. The majority of the students made pleasing gains in this form of assessment, improving their initial results by anything from 20% to 60%.

Throughout 2012, QuickSmart has become embedded in the school culture, and students can talk about their results without any negative feedback from their peers.

Progress on 2012 targets

Target 1

Literacy Targets

- To increase the percentage of students in Year 9 NAPLAN Reading achieving at or above expected growth to 50%.
- To increase the percentage of Year 9 students in the two highest Bands in NAPLAN Reading to 12%.
- To increase the percentage of Year 9 students in the two highest bands (9 & 10) in NAPLAN Writing to 7%.

Our achievements include:

- 50% of students in Year 9 met expected growth in reading.
- The second target was not achieved however, the school believes with a full implementation of the Focus on Reading program that the new 2013 target of 9% should be achieved. All staff members have undergone training in the Focus on Reading program through the National Partnerships Professional Learning periods in 2012.
- The school believes that the third target will be achieved with a longer period of implementation and refinement of the key strategy.
An audit of Year 8 faculty programs revealed that English, Mathematics, HSIE and PDHPE achieved sound or high in their progress towards the third target.

In each program there was:

- Evidence of explicit and systematic literacy teaching using modelled, guided and independent process.
- Specific learning activities targeting NAPLAN writing skills and language preparation.
- Evidence of differentiation of the curriculum for learning styles and engaging higher achieving students.

**Numeracy Targets**

- To increase the percentage of students in Year 9 NAPLAN Numeracy achieving at or above expected growth to 51%.

The target has not been achieved however, an audit of Year 8 faculty programs revealed that Mathematics, HSIE and PDHPE achieved sound or high in their progress towards this target.

In each program there was:

- Evidence of explicit and systematic numeracy teaching using modelled, guided and independent process.
- Specific learning activities targeting NAPLAN numeracy skills and preparation.
- Relevant numeracy problem-solving learning activities.

**Student Engagement and Retention Targets**

- Increase retention from Year 10 to HSC to 48%.
- To increase the student attendance rate to match state attendance rate of 89%.
- To halve the difference in state and school z scores that were significantly below state average.

Our achievements include:

- The first target was exceeded with 55% of students who completed Year 10 in 2010 completing the HSC in 2012.
- The *Students Quality of School Life* survey reported that 82% of students agreed that what they learn at school is relevant to world beyond the school.

- 80% of stage 5 students reported that the work they do at school is good preparation for their future.

- While the second target was achieved in some years, several long term non-attenders in Year 10 affected the overall result.

- The Career and Transition class initiative saw increased engagement in school learning amongst the 12 targeted students. Students’ performance in Mathematics and Science assessment tasks demonstrated an increase, in some cases of 80%.

- The school also introduced electronic period by period roll marking. 100% of staff electronically mark rolls every lesson.

- Changes to the timetable saw stage 4 complete sport periods 3 and 4 on Wednesday and stage 5 complete sport periods 3 and 4 on Thursday. This saw a marked reduction in truancy rates.

**Aboriginal Education and Training Targets**

- For the Aboriginal Planning Matrix focus area *School programs, practices and structures support Aboriginal education* the school achieves Level 7 by 2014.

- For the Aboriginal Planning matrix focus area *Quality Aboriginal programs are defined in whole school plans* the school achieves level 7 by 2014.

- To increase the Aboriginal student attendance rate to 86%.

Our achievements include:

- Personal Learning Plans exist for Aboriginal students and are used as a working document to drive student learning programs.

- A variety of cultural performances and experiences were made available to Aboriginal and Torres Strait Islander and non-Aboriginal Torres Strait Islander students in order to promote value, awareness and respect for Aboriginal culture.

- An audit of faculty programs shows that perspectives of Aboriginal education are evident in all faculties and most faculties have plans for improvement and addition of further strategies.

- Employment of SLSO to support Aboriginal students 7 – 12 in class and in the learning centre. Students interviewed indicated this
strategy is successful in increasing student self-esteem and participation in learning activities and assessment tasks.

• An analysis of year groups showed improvement in the attendance of some students, however, a small number of students with poor attendance have lowered the overall average percentage.

Teacher Quality Targets
• In the focus area of Whole School Engagement with the Quality Teaching model (Quality Teaching Implementation Matrix), the majority of teachers in all faculties achieve the enhanced level by 2014.
• All faculties provide evidence of differentiating the curriculum for targeted classes including 7M, 7W, 8G, 9.1 and 10.1.
• To build staff capacity to implement National Curriculum in 2014.

Our achievements include:
• Training of all executive in Quality Teaching pedagogy.
• All teachers participated in a professional learning group once a cycle with a follow up release period for further research and opportunity to complete learning activities.
• Training of all staff in curriculum modifications to accommodate learning needs and preferences so that students can achieve at their highest level and engage.
• Attendance by head teachers at workshops offered across the region enabled staff to be well prepared and to network with staff in other schools, thereby forming support networks.

Connected Learning Targets
• Majority of faculties achieve level 3 ICT matrix – Pedagogical Practices.
• Majority of faculties achieve level 3 ICT matrix – Curriculum/Technology integration.
• Majority of faculties achieve level 3 ICT matrix – Promoting Student Critical Thinking.

Our achievements include:
• Increased use of Moodle and SmartBoards effectively to engage students and provide more variety in classroom strategies.
• Increased use by students of software such as PowerPoint and Photoshop when completing tasks.
• 77% of teachers reported that students use their laptops consistently in class.
• Purchase of data-logging equipment in science for use with student laptops and SmartBoards.

Key evaluations
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Science.

Background
A faculty evaluation was performed for Science in 2012 with the aim of informing teaching practices to enhance student learning outcomes. It focussed on increasing Year 8 ESSA external examination results; preparing students with the skills, habits and self-efficacy to successfully transition between stage 5 and 6 Science courses; as well as promoting stage 6 student achievement consistent with their stage 5 outcomes.

Data collection methods involved:
• Quantitative 2012 HSC and ESSA data
• Survey of Year 11 students after transitioning into stage 6 Science classes
• Surveys of Year 12 students studying Science courses
• Interviews with Science staff

Findings and conclusions
• There has been an improvement in Year 8 ESSA results. An 8% increase occurred in Level 5 achievements which outperforms similar school group (SSG) results. Level 1 and 2 achievements have also reduced by 2.3% and 6.2% respectively, also bettering SSG performance. It is shown that across the range of student achievement, the top and lower ends have improved significantly. The only level of achievement that stands out as a target for future improvement is Level 3 students, the largest representation of achievement. A more traditional bell
curve of results would occur if some students were pushed from Level 3 into Level 4.

- No value adding has occurred in HSC Science subjects for the top three bands of achievement in School Certificate Science. This trend is consistent for the previous three years and not restricted to Science subjects.

- The average change in performance between stage 5 and stage 6 Science showed a linear decline, with Band 1 HSC students reducing performance the most and Band 4 HSC students reducing their performance the least.

- 35% of surveyed Year 11 students stated they found stage 6 Science content difficult in comparison with stage 5 even though 83% of students thought Year 10 had prepared them well for their Year 11 work.

- 10% of students stated they did no homework in Year 10 with 77% revealing they did less than one hour per week. For Year 12 students, 17% responded they did no homework and 34% did less than one hour per week. Of this work done at home, most or all, was reportedly set by their classroom teacher. Classroom teachers stated that one to two tasks were set per week for Year 10 students and one to two hours of work for seniors. These figures highlight the fact that although there are some improvements in the level of work students do at home throughout senior school, there is a lack of study routine amongst a large proportion of students. A 48% increase in students working part time jobs between Year 10 and Year 12 took the figure to 71% of students working and studying concurrently. This may also be a contributing factor for poor study habits.

- Staff members stated that some students are lacking motivation and/or falling behind in the class group and that retention of information was another identified problem. When prompted for areas in which students could improve, teachers specified that study skills, written responses, descriptive answers, secondary source research and key verbs were the areas in which students were most lacking in confidence and performance.

**Future directions**

Targeted Learning Programs- the implementation of specific learning activities aimed at increasing student familiarity, confidence and self-efficacy with ESSA is to be introduced to Year 7 and 8 students in 2013. These learning times will be run as part of the school’s Step Up timetable. It is hoped that work administered to the students, all of which is in the style of ESSA external examinations, will maintain the improved performance achieved at the top and bottom of the Year 8 cohort, and will push some of the Level 3 students into Level 4 achievement, restoring a more traditional shape to the achievement bell curve.

Faculty Administration- the reported levels of work and study done at home for senior students has brought to light the fact that students have yet to establish effective study routines. This failure to implement self-regulated learning and revision is likely to be a contributing factor to the diminished level of achievement that students gain between Stage 5 and Stage 6 Science. Formal, whole class revision tasks should be embedded into the teaching and learning programs to firstly consolidate student learning and aid retention of information and secondly to model these practices to the students. Furthermore, more regimented homework tasks throughout units would enable student efforts to be more closely monitored and appropriate behaviours to be encouraged.

Ongoing Professional Development- faculty staff members are undertaking ongoing professional development which specifically focuses on identified weaknesses in senior student work. Written responses and descriptive answers should be improved through the implementation of specific teaching strategies gained from the Focus on Reading professional development. As staff members further develop their professional
practice they will be better equipped to foster specific skills in students and address their shortcomings.

Programming- with the coming of a National Curriculum, a fortuitous opportunity exists to reflect upon and refine junior teaching and learning programs in the hope of strengthening identified areas of weakness for senior students. Such measures would include the incorporation of not only key content, but also skills pertinent for both stage 5 and stage 6. Another consideration for the new programs would be the inclusion of formal homework tasks. These tasks would be set in the hope of students beginning to develop study skills and routines that would carry across into senior Science courses and improve their HSC outcomes.

Parent, student, and teacher satisfaction

In 2012 the Kurri Kurri High School sought the opinions of parents, students and teachers about the school.

Student responses are presented below. The Quality of School Life survey reported 82% of students agreed that what they learnt at school was relevant to world beyond the school. 80% stage 5 students reported that the work they do at school is good preparation for their future. The increase in relevance of schooling can be attributed to initiatives such as Beacon, Abigroup field study and the GEMs class in HSIE which used different teaching approaches..

In semester 2 parents were asked to respond to a survey conducted by the Parents and Citizens Association. The graph indicates a high level of parent satisfaction. In particular, 98% of parents indicate that they feel welcome at the school. 79% of parents are pleased their child attends Kurri Kurri High School.

The level of staff satisfaction was ascertained from focus groups discussion:

- staff felt that the teacher professional learning (TPL) was positive in that it gave teachers time to program and implement ideas from the Quality Teaching Model and Focus on Reading into teaching and learning
- that staff valued the effectiveness of TPL in cross faculty groups – increased professional dialogue and sharing of resources
- teachers now using explicit teaching strategies consistently in lessons

In particular staff had increased preparation for lesson delivery, increased confidence and greater use of evaluation procedures to adjust programs and teaching.

Professional learning

Teaching staff completed professional learning plans for the year and were able to access professional learning in a variety of forms to support the goals stated in their plans. Professional learning was supported by Teacher Professional Learning funds, release for professional learning groups through National
Partnership funds, Digital Education Revolution funds and Beginning Teacher funds. The areas for professional learning and expenditure were:

- **Literacy and Numeracy:** $4,240
- **Quality Teaching:** $10,913
- **Syllabus Implementation:** $10,238
- **Leadership and Career Development:** $8,583
- **Welfare and Equity:** $5,023

All staff participated in five School Development Days where training included use of Electronic SmartBoards, *Focus on Reading* training, Quality Teaching and Child Protection. Executive staff all participated in a three day intensive Quality Teaching workshop. Staff at Kurri Kurri High School were provided with the opportunity to complete a *Team Leadership for School Improvement* course and a number of executive and teaching staff took the opportunity to participate.

Staff had opportunity to be involved in professional learning workshops provided outside the school.

Professional learning groups enabled all teaching staff to have ongoing professional learning in *Focus on Reading*, Quality Teaching, curriculum differentiation, feedback and other areas of need within the school.

Staff indicated that professional learning in cross faculty groups was beneficial and led to increased professional dialogue and sharing of resources. Other benefits of professional learning stated by staff included increased opportunity to implement ideas based on the Quality Teaching model, more effective lesson delivery, increased confidence and greater use of evaluation procedures to adjust programs and teaching. Professional learning provided opportunity for staff to embed Quality Teaching aspects into assessment task activities making the learning more authentic and providing students a clear understanding of how to increase results.

**School planning 2012—2014**

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

**School priority**

**Outcome for 2012–2014**

*Increased student literacy skills as demonstrated by growth in NAPLAN Literacy results.*

**2013 Targets to achieve this outcome include:**

- To increase the percentage of Year 9 students in the two highest bands (8, 9 & 10) in NAPLAN Reading from 22% (2011 benchmark) to 32% (2013). (Revised target as a result of 2012 NP Evaluation)

- To increase the percentage of Year 9 students in the three highest bands (8, 9 & 10) in NAPLAN Writing from 19% (2011/12 benchmark) to 24% (2013). (Revised target as a result of 2012 NP Evaluation)

- To increase the percentage of students in Year 9 NAPLAN Reading achieving at or above expected growth from 47% (benchmark 2010/2011) to 53% (2013).

**Strategies to achieve these targets include:**

- Focus on Reading strategies to be written into 2013 teaching and learning programs to ensure the sustainability of the whole school approach.

- Expand the Focus on Writing project and incorporate topic and technical language, spelling, grammar and punctuation into all faculty marking criteria for all programs and assessment tasks.

- Continue faculty development of student feedback processes and curriculum program development in Literacy across all KLAs. Increase focus on:
  - differentiated learning approaches
  - strategies to support students in higher levels of the criteria
  - developing students’ capacity in relation to self reporting grades.
  - encourage student editing and re-submission of drafts of written tasks to
improve the final product (Quality Teaching Program)

- Employment of a literacy expert to provide in-class mentoring to strengthen the teaching of literacy and provide student workshops for senior students.
- Literacy team members lead the building of faculty literacy resources, including lesson plans and strategies for Focus on Reading.
- Increase participation in the Premier’s Reading Challenge to include more Year 8 and Year 9 students, particularly within the graded higher performing classes.
- NAPLAN data used to identify areas of literacy weakness to inform and direct teaching focus.
- Parent workshops to support student learning.
- Incorporate a strong literacy focus in the student diaries and staff handbook.
- Expand reading intervention for students with low literacy levels working with SLSO.
- Training and implementation of Focus on Reading will be sustained through school development days, after-school workshops and curriculum meetings.
- Include the implementation of the school literacy focus as a component of TARS to strengthen accountability. All staff to select a ‘Literacy Goal’ as part of their professional development.
- Use of LAST working with high ability classes and their teachers to extend their literacy skills.
- Continue role of HT Literacy/Numeracy to have responsibility for leading whole school initiatives in this area.
- Introduce a mentoring program including study skills - formal program run in Year 11 and Year 12.
- Year 10 students targeted to prepare for literacy requirements of HSC.
- School Librarian will take on a greater administrative role in the Premier’s Reading Challenge and encourage student participation during the Year 7 Library lessons.
- Collaborate with partner schools including sharing Year 7 NAPLAN data to enhance teaching of literacy and numeracy across Year 6 to 7, including specialised literacy programs from partner schools. Increase teacher awareness of the levels of incoming Year 7 students.
- Increase support for attendance at study and extension days e.g. school based, Singleton Day, ETA study days.
- Continue professional learning to support teaching of literacy, including writing, spelling, grammar, punctuation and reading.

School priority 2

Outcome for 2012–2014

*Increased student numeracy skills as demonstrated by growth in NAPLAN Numeracy results.*

2013 Targets to achieve this outcome include:

- To increase the percentage of Year 9 students in the three highest bands (8, 9 & 10) in NAPLAN Numeracy from 19% (2011/12 benchmark) to 25% (2013). (Target revised as a result of 2012 NP Evaluation.)
- To increase the percentage of students in Year 9 NAPLAN Numeracy achieving at or above expected growth from 45% (benchmark 2011/2012) to 50% (2013). (Revised target as a result of 2012 NP Evaluation.)

Strategies to achieve these targets include:

- Implement whole school professional learning in explicit teaching of numeracy.
- Include the implementation of the school numeracy focus as a component of TARS to strengthen accountability. All staff to select a ‘Numeracy Goal’ as part of their professional development.
- Embed specific numeracy activities into teaching programs.
- Continue to enhance links with the feeder schools to identify focus areas required in the LMG. High school staff to visit the primary schools and see methods used by Year 6 teachers to create common approaches to consolidate learning:
  - maintenance of the GATS Mathematics program for Stage 3 students.
  - utilising the transition program to obtain more detailed information on students learning needs for 2011.
  - sharing of NAP numeracy data with partner schools to identify student focus areas.
- continue with the development of numeracy resources across the school and partner primary schools
- Organise a whole school structured numeracy support program for students with learning difficulties in regular classes.
- Increase participation in external mathematics competitions such as the Australian Mathematics Competition and the Mathematics Olympiad.
- Teacher workshops on using Smart Data to inform teaching and learning and meet needs of individual students – target identified areas and using PLP content to improve results for Aboriginal students.
- Explore homework activities and create a structured program to increase student understanding in mathematics and numeracy.
- Investigate alternate online numeracy resources that can be incorporated into teaching programs.
- Structured numeracy support programs for students with learning difficulties.
- Target high achievers for support and extension. Year 12 high achievers to be supported through mentor program.
- Maintain HT Literacy/Numeracy position to lead whole school initiatives in this area and embed strategies in teaching and learning programs.
- Maintain and expand QuickSmart program.
- GATS program for mathematics – target top classes of each year group. Training for staff to embed into programs.
- Extend University Partnership for stages 5 and 6 students.
- Target areas identified through Smart Data analysis.
- Mathematics faculty to continue updating programs and scope and sequences in order to focus on areas of need to extend students to top bands.
- Develop and implement workshops to up skill parents/carers to support their child’s learning – facilitated by CLO.
- Faculties to continue to evaluate and develop assessments and feedback processes in programming with a focus on differentiated learning approaches including strategies to support high achieving students.
- Professional learning, including networking with staff in other schools, to build the skills of staff within the Mathematics faculty.
- Purchase the electronic version of “The Real Game” to replace the current version used in Year 7.

School priority 3

Outcome for 2012–2014

*Increased level of student engagement, attainment and retention.*

*Strengthened school community and business partnerships.*

2013 Targets to achieve this outcome include:

- To increase retention from Year 10 to the Year 12 HSC from 46% (benchmark 2011) to 53% (2013). (Revised target as a result of 2012 NP Evaluation.)
- To increase the student attendance rate from 86% (benchmark 2011) to match state attendance rate of 89% (benchmark 2011) in 2012 and to maintain or better this rate over 2013-14.
- To halve the difference in state and school z scores in HSC course that were significantly below the state mean in 2011 over 2012 to 2014.

Strategies to achieve these targets include:

- Strengthen Career and Transition Team to support student engagement and retention.
- Strengthen and maintain career education for all students. E.g. MEGS, PPOW, HVYE, Careers Lighthouse, University and TAFE links, including successful Beacon high impact events such as Polish, Beacon Business Breakfast, and Lunch with the Girls.
- Promote and encourage participation in activities to prepare students for the world of work e.g. CBL, expos, Try a Trade, career quests.
- Strengthen the implementation of “The Real Game” in Year 7 classes.
- Review Work Experience Programs and refine for improved student benefit.
• Access external support. E.g. Hunter Life Education, Police YLO, the “Pirate Quest” welfare program for Year 9 students.
• Establish an additional Year 7 class and differentiate the curriculum in the Stage 4 enrichment classes and literacy and numeracy classes
• Implementation of literacy and numeracy continuum to track student achievement in Stage 4 and 5
• Support innovative teaching and learning in the enrichment class
• Promote and publicise student achievement in Year 7 enrichment program to the local community
• SLSO employed to investigate and set up local sites, studies, community mentors, guest speakers, competitions, etc. to support innovative teaching and learning in the Year 7 Enrichment Class.
• Faculties to review teaching programs and identify how they could better use the Library to maximise student learning.
• Faculties to identify Library resources required for their area. Librarian to develop a plan to accommodate their acquisition.
• Librarian to develop and deliver an information skills program
• Enhance well being strategies for students through Mindmatters, additional counselling time, learning support team structures and LAST interventions.
• Increase community business partnerships with the school and publicise the school through the employment of a publicity officer and CLO
• Review and strengthen the Y10 Authentic Assessment.
• Continued implementation of ESES to accommodate learning needs of different groups including GATS.
• Strengthen partner schools links around curriculum, GATS and transition.
• Ongoing identification and curriculum modification for GATS students, including enrichment activities and focus days.
• Target high achievers for support and extension.
• Incorporate QT principles into all senior assessment tasks and teaching & learning programs.
• Develop faculty networks with other schools to support Stage 6 teaching and learning.
• Year 11 & 12 student and parent support workshops.
• Use the SMS system daily to report lateness to school, employ a SAO to make regular phone contact and implement Sentral period by period roll marking system.
• Twice a term review of students below 85% attendance at Executive Meetings.
• Recognition for good attendance and attendance improvements.
• Teachers send letters to notify parents/carers of attendances issues in classes
• Letter home to notify parents every Tuesday for students not attending school.
• Newsletter article to advise parents of sport and the requirements of attendance.
• Implement and evaluate changes to structure and delivery of sport and address the explicit teaching of skills and implementation of appropriate competitions.
• Review the process of issuing partial leave to ensure the validity of the leave and by improving the communication with parents to emphasise the value of sport in the curriculum. HT Administration developing strategies and working closely with HSLO to improve attendance.
• Strengthen STARS Awards program.
• Strengthen communication with parents and carers via Letters/phone calls to acknowledge student positive efforts/achievements.
• Continue the work of HT Welfare/Engagement to provide in-class support on behaviour, prepare learning plans for return from suspensions, coordinate resources and professional learning.
• Strengthen role of Year Advisers, and Girls and Boys Advisers to support learning needs of students and to assist students to resolve conflicts in an environment where learning is valued. Development of a student well-being team.
• Review discipline system and make recommendations.
• Implement strong Learning Support Team structure, including a formal timetable, support for students with learning and special needs.
• Emphasis of Quality Teaching in staff professional development.
- Training of staff in the area of curriculum modifications to accommodate learning needs and preferences so that students can achieve at their level and engage and a focus on relevance.
- Strengthen student leadership and activities through the Student Representative Council and Junior AECG.
- Staff training in study techniques to support a whole school approach.
- Year 10, 11 and 12 students to access Learn 4 Life study skills program, including Step Up for Year 11 and 12.
- Stage 6 LAST to work with students to work with writing and study materials.
- Implementation of Sentral EduPro software.
- Continue with the action research projects from the Engagement Symposium.
- Funding to support National Partnerships evaluation.

**School priority 4**

**Outcome for 2012–2014**

*Aboriginal student outcomes to match or better the outcomes of the broader student population. Strengthened school, community and business partnerships.*

**2013 Targets to achieve this outcome include:**

- For the Aboriginal Planning Matrix focus area “School Programs, practices and structures support Aboriginal education”, the school achieves Level 7 (2014), benchmark Level 3 (2011).

- For the Aboriginal Planning Matrix focus area “Quality Aboriginal education programs are defined in whole school plans”, the school achieves Level 7 (2014), benchmark Level 4.

- To increase the Aboriginal student attendance rate from 78% (benchmark 2010/11) to match state attendance rate of 89% with interim targets of 82% (2012) and 86% (2013).

**Strategies to achieve these targets include:**

- Professional learning to embed Aboriginal Education & Training Policy into teaching and learning programs - faculty programs showing evidence of Turning Policy into Action.
- LMG focus and school focus on Aboriginal cultural perspectives in classrooms and celebrations.
- Establish an Aboriginal Education Team.
- Maintain close links with the Cessnock AECG.
- Provide a variety of learning experiences for all students about traditional and contemporary Aboriginal Australia.
- Work in partnership with other groups to address the four focus areas of the Partnership Agreement 2010-2020.
- Emphasise sources of information on identification and progress of Aboriginal students to staff.
- Benchmarking of students and inclusion in targeted literacy programs - use SMART data to set targets and measure achievement.
- Update PLPs to Sentral and raise staff awareness and referral to PLPs.
- Promote school cultural group.
- Aboriginal Cultural Performances available to all students.
- Update PLPs to Sentral and raise staff awareness and referral to PLPs.
- Build relationships with government & non-government agencies, AECGs and community organisations to ensure Aboriginal students are supported through the main transition points of education.
- Develop career pathway plans for Aboriginal students to provide opportunities for work experience, Vocational Education and Training, traineeships, University visits and career path planning. Involvement in Aboriginal Careers Market.
- Maintain the employment of the SLSO to support Aboriginal students, including in-class tuition 7-12.
- Expand Sistaspeak program and training of staff to implement Brospeak.
- Employ identified AEO to support Aboriginal students and strengthen family links.
- Whole school processes to focus on reminding, encourage and rewarding student attendance, particularly in the second half of each term.
- Work with Aboriginal staff, students and communities to provide culturally inclusive learning environments for Aboriginal students.
• Continue health checks and general health programs.
• Commence an Aboriginal Breakfast / Homework Club for Aboriginal students and their friends – initially two mornings a week before school.
• Pursue a designated space for Aboriginal students. The space could be for tutoring, assignment work, displaying work, a meeting place and an area of welcome for visitors and parents.
• Extend role of Junior AECG including greater participation in transition.
• Extend Aboriginal murals and other cultural aspects in the physical environment of the school.
• Create opportunities for students to network with other local schools.
• Make connections and build relationships with outside agencies, mentors, AECGs and community organisations to ensure Aboriginal students are supported at all stages of education and transition to post school options.
• Establish informal afternoon tea meetings, promoted by CLO/in class tutor.

School priority 5
Outcome for 2012–2014
Enhanced teacher skills and leadership.

2013 Targets to achieve this outcome include:
• In the Focus Area of “Whole School Engagement with the Quality Teaching model” (Quality Teaching Implementation Matrix), the majority of teachers in all faculties achieve the “enhanced” level 2014.
• All faculties provide evidence of differentiating the curriculum for targeted classes, including 7M, 7W, 8G, 9/1 and 10/1.
• To build staff capacity to implement National Curriculum 2014.

Strategies to achieve these targets include:
• Strengthen school based induction program for new and beginning teachers.
• Maintain 2 period release /cycle to facilitate TPL program. Monitoring of TPL program to form a mandatory component of teachers’ TARS process.
• Develop and implement teacher professional learning focusing on QT relevance and connectedness to assist teachers to differentiate the curriculum – e.g. Pirozzo Model
• QTF to be a major LMG and school focus - guest lecturers to present on QTF. e.g.: Newcastle University
• Continue professional learning in professional learning in curriculum modifications and differentiation in order for all students to achieve at their own level.
• Complete TLSI Workshops for school executive and aspiring leaders.
• Revitalise use of librarian in teaching and learning.
• Implement professional learning to support QT initiatives.
• Senior executive and executive to strengthen the TARS process and documentation to incorporate NP and school targets.
• Communicate to the broader school community, NP targets, priorities, achievements and documents.
• All KLAS use a standardised TARS process and documentation to evidence teacher professional learning goals and implementation of school priorities- literacy and numeracy, engagement and retention, ATSI, connected learning and teacher quality.
• Investigate cross faculty lesson observations and implement faculty QT coding of assessment tasks.
• Develop separate teaching & learning programs for 7W, 8G, 9/1 and 10/1.
• Completion of requirements stipulated by Institute of Teachers and DEC support programs
• Strengthen team meetings for Year 7 teachers
• Provide in school support for staff applying for advertised positions.
• Fund employment of exam supervisors during Year 11 and 12 examinations to release teachers for professional learning activities.
• Raise awareness of National Curriculum
• Use professional learning materials developed by CLIC and PLLD to begin discussions about new syllabuses and
consider implementation risks and begin a review of current curriculum.

- Principals and leadership teams from KKLC meet to discuss implementation of National Curriculum and the formation of networks and key responsibilities in the implementation of new syllabus and the collaborative writing of units of work – possible combined school development days.
- The numeracy team in collaboration with principals from the KKLC implement a program/project for the effective implementation of the Mathematics K-10 Syllabus.

School priority 6

Outcome for 2012–2014

Enhanced school-wide access to digital educational resources for learning and teaching and for teacher professional learning.

2013 Targets to achieve this outcome include:

- The majority of faculties achieve Level 4 on the ICT2 matrix for “Pedagogical Practices”.
- The majority of faculties achieve Level 4 on the ICT matrix for “Promoting Student Critical Thinking”.
- The majority of faculties achieved Level 4 on the ICT matrix for “Curriculum/Technology Integration”.

Strategies to achieve these targets include:

- Audit of all teaching and learning programs to ensure syllabus ICT outcomes are clearly identified, taught, resourced and assessed.
- When preparing Teaching and Learning programs for 2013, ensure that technology outcomes and strategies are clearly embedded in the programs.
- Provide technology workshops to increase staff skills. Some training to be KLA specific and linked to the National Curriculum. Head Teachers to receive additional support to help lead their faculties in this area.
- Continue Technology Coordinator support for faculties in implementing Moodle and other technology strategies, including critical thinking.
- Ongoing purchase of technology resources including additional SmartBoards.
- Embed the use of DER laptops for student learning in faculty teaching and learning programs in Years 9, 10, 11 and 12.
- Explore applications for video conferencing and online workshops to support student learning and staff professional development.
- Employ a technician to maintain school computer rooms.

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