

2009 Annual School Report Kingscliff High School

NSW Public Schools – Leading the way



KINGSCLIFF HIGH SCHOOL

"Endeavour To Achieve"

Messages

Principal's message

This Annual School provides information for parents and carers about our progress and development as a school. NAPLAN, School Certificate, Higher School Certificate results and data only tell part of the Kingscliff High School story. I would particularly urge all readers to read closely the School Achievements pages as this rounds out the picture of why Kingscliff High School is continuing to grow in enrolment numbers despite being closed to out of zone enrolments for nearly two years.

The full picture includes a commitment to personal growth and a culture of excellence in sport, citizenship, leadership and the creative and performing arts. A highly dedicated and very experienced staff makes a huge range of opportunities available to all students. It is this whole of staff and community belief and dedication to a rounded and complete education experience that makes Kingscliff High School one of the most successful and sought after schools in the North Coast region.

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.

Alan Tolley

P&C and/or School Council message

The twelve months from Term 1 2009 to Term 1 2010 have been something of a rollercoaster ride for the P&C. The highs have seen a long awaited return to a fully functioning, efficient and profit producing canteen operation. Our current canteen supervisor, appointed in late May 2008 has had a full twelve months of running the canteen and with our canteen assistant, has overseen a gross profit made of over \$97 000. To be able again to contribute to the acquisition of teaching and learning resources as well as other items which make our students school day more enjoyable is uplifting. So thanks must go to our canteen staff for their commitment and industriousness and to our volunteers.

The tasks of these workers and volunteers have been made more amendable now that the Department of Education's partial refurbishment of our 25 year old canteen has been completed. This occurred in the September – October holidays 2009. I must acknowledge the wonderful assistance of our local State MP and his tireless offside in bringing this refurbishment, some \$65,000 worth to fruition.

A significant low has been the loss of our two P&C volunteers who have run the P&C Uniform Shop since mid 2005. Their resignations were sudden, but fortunately we have been able to secure the voluntary services of a new P&C member who is cheerfully taking over the reins. It is hoped in time, a year or two away yet, that this operation can be expanded and become like the canteen, a source for further fundraising, which was our original intention for the Uniform Shop.

Our P&C meetings have been well attended – there has always been that solid core of parents who turn up, rain, hail or sunshine and their input is much appreciated.

Kingscliff High and the P&C also hosted a hugely successful P&C Information Day on 14 November 2009, where we had our State President and Senior Vice President present. These two officers were most enlightening on the current proper procedures and policy for not only the duties of P&C office bearers but importantly the minimisation of risk in all P&C procedures and operations. The Tweed / Murwillumbah District Council of P&C Associations and the Upper North Coast Sub-region of P&C Associations, which includes Kingscliff High, have been approached to hold another information day as this particular one was considered so successful.

The HSC results of our 2009 Year 12 cohort were wonderful and P&C members are most appreciative of the effort put in by both our dedicated staff and students in accomplishing these fine achievements. We would also acknowledge the pleasing NAPLAN results and hope that these form the basis for continued academic excellence for our school.

The P&C are also investigating ways that it can be of assistance to our Year 12 and their parents / caregivers on presentation day and are considering donating funds from a Red Day towards the cost of the presentation day luncheon. So we urge our school community to aid us in our endeavours by volunteering at our Canteen, or at the school to cover textbooks and other such tasks. By doing so you all will be helping in the delivery of public education to your children.

We are confident that our P&C can continue to play its partnership role to the fullest even though we are mindful of the minor setbacks which will always occur when individuals come together. We look forward to the next twelve months.

Felicia Cecil

PC President

Student representative's message

Kingscliff High School Student Representative Council had a very successful year in 2009. The many events held raised much needed funds for non-profit organisations and the SRC.

The events included the Victorian Bushfire Appeal, Shave for a Cure, Stewart House Day and Teachers' Karaoke. The SRC were also involved in other smaller events around the school. The money raised for the SRC will be allocated to the running of the SRC and other school projects. SRC members also attend relevant conferences and networking days.

The SRC is now regularly attending North coast Schools SRC Networking Days. On these days the SRC members meet SRC members from other schools and participate in leadership development activities. The Kingscliff High School SRC has found these very useful and helpful to improve the Kingscliff High School SRC.

The 2009 female school captain was selected onto the 2009 Youth Parliament. With P&C funding, she was able to attend the camps in the school holidays. The aim of the Youth Parliament was to establish a bill to present to the NSW parliament for consideration and debate.

A Year 10 2009 student was elected to attend the State SRC conference by the North Coast SRC members as their representative. In the week of the conference she attended many workshops and social events that provided networking opportunities. The conference attendees established focus areas for the 2010 SRC Council.

The Kingscliff High School SRC is a positive growing force in the school. We would like to thank all members of the school community for their support and encouragements.

Kirsty Fuller



School context

Student information

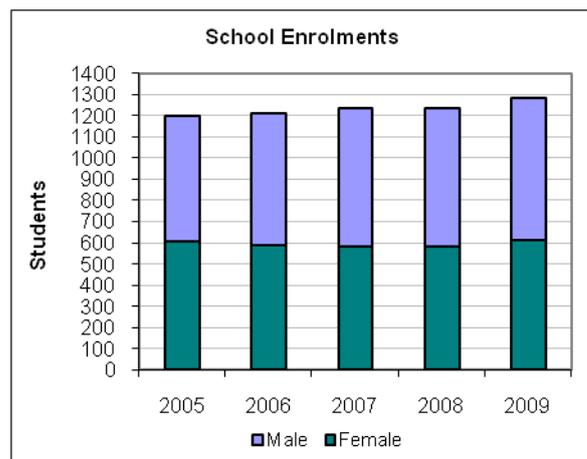
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Kingscliff High school enrolments continue to grow at a steady rate. Our enrolment projection is for 2010 enrolments to grow to 1320 students with continued growth as a result of the changed leaving age in our senior years to bring enrolments to close to 1400 students in 2011.

Department of Education and Training personnel have indicated that Kingscliff High School has one of the highest rates of converting private school students to public school enrolment of any school in NSW.

	2005	2006	2007	2008	2009
Male	589	621	655	657	672
Female	609	590	582	581	610



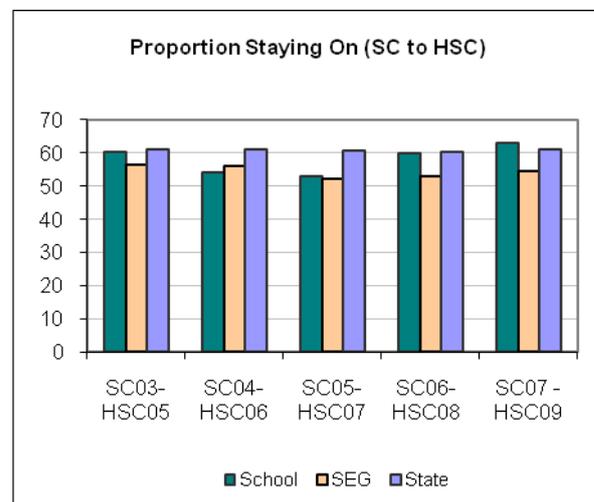
Student attendance profile

Significant improvement in attendance data collection procedures in 2008 have led to across the board attendance improvements at Kingscliff High School. KHS attendance rates are significantly better than those for the region and only 0.2 of a percentage point behind the state average. While regional attendance fell in 2009 by 0.6 of a percentage point Kingscliff High School saw a significant attendance improvement of 1.3 percentage points. This increase represents approximately 3000 extra student days of attendance in 2009.

	Year	2006	2007	2008	2009
School	7				91.7
	8				89.2
	9				88.3
	10				89.6
	11				90.3
	12				87.9
	Total	86.7	88.9	88.2	89.5
Region	7				90.1
	8				87.4
	9				86.1
	10				86.4
	11				87.2
	12				87.6
	Total	88.2	88.2	88.0	87.4
State	7				92.3
	8				90.0
	9				88.8
	10				88.7
	11				89.4
	12				89.4
	Total	89.8	89.9	89.9	89.7

Retention to Year 12

Retention rates have improved markedly for the cohort in Year 10 2007 as they moved to Year 12 in 2009. Kingscliff High Schools retention rate has exceeded State average and is well in excess of similar schools.



Management of non-attendance

During 2009 initiatives were implemented to achieve our goal of improving attendance rates so that they moved in line with or exceeded region and state averages. These included reviewing the administration of variations to routine (excursions, sporting events, TAFE courses etc), improving contact with parents regarding attendance issues and focussing on the accurate collection of attendance data.

The success of these initiatives is evident in the improved rates of attendance for the 2009 academic year where Kingscliff High School rates of attendance were significantly higher than other schools in the region and in line with state averages. This is particularly pleasing since our improved rates go against the general downward trends shown in region and state statistics.

The goal for 2010 is to consolidate these improvements and achieve rates of attendance better than state average. To achieve this we plan to introduce roll call to start each day, implement an SMS notification system for absent students and continue focussing on accurate collection of data.

Post-school destinations

University	28%
TAFE	8%
Apprenticeships/Traineeships	6%
Work	38%
Gap Year – TAFE/University	20%

Year 12 students undertaking vocational or trade training

Forty four Year 12 students completed TAFE vocational education subjects in 2009. Eleven students completed two TAFE vocational education courses. Twenty eight percent of Year 12 students completed a vocational education course in 2009.

Year 12 students attaining HSC or equivalent vocational educational qualification

All of our Year 12 students were successful in attaining HSC or equivalent vocational educational qualification in 2009. (100%)

Staff information

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

Kingscliff High School is lucky to have a very experienced and dedicated staff with low levels of staff turnover. Retirements at the end of 2009 will see the arrival of a small number of new staff members in 2009.

Counsellor staffing was an ongoing issue with DET North Coast Region unable to supply a regular and consistent counsellor service for Kingscliff High School in 2009.

Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teachers	12
Classroom Teachers	72.5
Teacher of Mild Intellectual Disabilities	1.4
Support Teacher Learning Assistance	.8
Teacher Librarian	1
Teacher of ESL	0
Counsellor	1
School Administrative & Support Staff (SASS)	17
Aboriginal education Officer	1
Total	119.7

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

Enter a statement describing the Indigenous composition of the school workforce. Principals are strongly advised to refer to the Support Document for further information.

In 2009 Kingscliff High School staff included four Indigenous teachers, two with substantive positions, one temporary contract teacher and an above establishment recent graduate teacher. Our Indigenous staff also included an Aboriginal Education Officer and a School Administrative Officer.

Teacher qualifications

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

A number of staff have sought and gained DET accreditation in additional subjects to their formal training. Some staff have AQF qualifications, Certificate 4 in workplace assessment and other certificates in leadership, management and technology.

Qualifications	% of staff
Degree or Diploma	95
Postgraduate	5

Financial summary

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

Date of financial summary:	30/11/2009
Income	\$
Balance brought forward	484 099.14
Global funds	739 528.11
Tied funds	568 512.07
School & community sources	501 346.40
Interest	25 728.36
Trust receipts	31 795.30
Canteen	0.00
<i>Total income</i>	<u>2 351 009.38</u>
Expenditure	
Teaching & learning	
Key learning areas	248 429.71
Excursions	184 432.51
Extracurricular dissections	130 065.36
Library	16 647.45
Training & development	1 745.68
Tied funds	453 299.50
Casual relief teachers	176 323.90
Administration & office	207 172.43
School-operated canteen	0.00
Utilities	122 274.93
Maintenance	84 900.87
Trust accounts	25 060.71
Capital programs	17 600.00
<i>Total expenditure</i>	<u>1 667 953.05</u>
Balance carried forward	<u>683 056.33</u>

A full copy of the school's 2009 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 2009

Achievements

Three of our students participated in the University of New South Wales English competition resulting in one distinction and two credits.

One of our Year 8 students represented the school in public speaking and performed creditably.

Several of our senior students attended an evening performance of the play 'Cosi' at Emmanuel College in Ballina.

We had an overwhelming number of students and teachers participate in the English Teachers Association study /lecture day in Lismore. The value placed on this day was apparent as students chose to surrender their Saturday to attend.

The Human Society and its Environment faculty will continue to make a significant contribution to literacy and numeracy outcomes. The faculty has a strong reading, comprehension and interpretation of written sources component. There is also a significant writing component as students in all years have to provide written responses that require analysis and evaluation.

This faculty makes an important contribution to numeracy outcomes as the use of statistics and graphical representation of statistics is a strong feature of Human Society and its Environment subjects. Kingscliff High numeracy levels in Year 9 were substantially above those of like schools. At Kingscliff 10.1% achieved the highest band compared to 4.1% in like schools.

The faculty continues to offer very significant extra curricula opportunities for students. The major highlight of this is the Year 9 snow trip which takes in the capital city Canberra and provides students with a significant amount of time at the war memorial.

A team of four Year 9 students travelled to Lismore to compete in a gifted and talented mathematics competition. Approximately 20 schools including some private schools from Lismore to Tweed Heads participated in the day. The day consisted of three tasks – individual problem solving, team problem solving and a team relay. Kingscliff came equal third in the individual problem solving and won the team relay event. This allowed them to claim the silver medal which is an outstanding achievement among such a competitive field.

Arts

Kafe Fiesta performances involving 60 dancers, 15 signers/instrumentalists from Years 7-12 and the Year 11 drama group, in a highly energised performance in partnership with the Kingscliff local community.

Music, dance and drama evenings were held at the end of Term 2 involving 350 students.

The Kokerek Dancers (Kingscliff High School Indigenous dance group) performed in numerous

community performances plus the Far North Coast Dance Festival and Creative Arts performances.

The Far North Coast Dance Festival, we had 90 students from Years 7-12.

State Dance Festival (Sydney), 36 Kingscliff High School Dance Ensemble members successfully auditioned for State Dance Festival.

Schools Spectacular (Sydney), 16 dancers performed in the event.

Talent Identification Program (TIP), 3 students travelled to Port Macquarie to participate in this vocal gifted and talented program.

Creative Arts evenings, 250 music, dance and drama students performed in five performances in Term 4.

Tweed River Art Gallery displayed our HSC art works.

HSC performances were held in Term 3 for Year 12 students in dance, drama and music.

Photography we had two students achieve local photography awards.

Sport

Our first sporting commitment began in Term 1 Week 2 and continued through until Term 4 Week 8. In the busy weeks we had up to five teams involved in sporting contests.

We entered 33 CHS knockouts, 37 teams participated in the Tweed Valley competition as well as 21 other interstate and statewide competitions involving students from Years 7-12.

Kingscliff High School is again the champion school in swimming, cross country and athletics throughout the North Coast continuing our unbeaten run.

In basketball our 15 years boys team made the top eight in the state and finished seventh.

The open boys league team finished in the state top 16 and also qualified for the final of the Northern division of the Country Cup.

The boys table tennis won the regional final and finished fifth in the state finals series.

In futsal (indoor soccer) three out of the four teams eligible for the competition played off in the regional finals series.

The boys open touch team finished in the last 16 of the state wide competition. The 7-8 and 9-10 boys team played in the state final series.

The girls open hockey team won the North Coast final and played in the last 16 series.

The girls touch teams enjoyed an outstanding year with all team 7-8 and 9-10 and the open team winning through to the state finals series. The open girls touch team won the NSW CHS state title – a truly outstanding effort.

From the above statistics all teams in touch except for one participated in the state final competition series. An excellent effort by all concerned.

A student represented Australia in the Australian Under 18 Women's touch team at the World Youth Championship in New Zealand.

The outstanding feature highlighted in the above summary is firstly the variety of sports in which were successful and also the high level of achievement reached by the teams.

Other

The Language Department takes its role very seriously. We know that educating our youth about other cultures is one way to help all the cultures co-exist peacefully. We teach compulsory Japanese in Year 7 and 8 and have a successful number of electives in Years 9, 10 11 & 12.

As part of our desire to teach more than just the language of Japan, we take on every opportunity we can to do other events for our classes and the school.

In 2009 we invited a dance group from the Gold Coast to come and teach our students the Obon dance. This day had lots of student participation and was a very different experience to the classroom learning about this important cultural festival in Japan.

We ran a quiz for Harmony Day, which most areas of the school joined in with. This is an important day for thinking globally and it is great to see our students embrace these ideas.

Every year we continue our exchange program with our sister school Yamanashi Gakuin, this year we welcomed Saki Takagi. She was a great ambassador for her school and her country, teaching things about her culture we could never hope to cover in the classroom. Having our exchange student live with 3 – 4 different families during her stay is also a great way to increase our cross cultural understanding.

We took our bi-annual trip to Japan this year with those students who had studied Japanese to Year 10 or above and wanted to take it a step further. It is such a delight as a teacher to see the deep learning about self/others and other ways of life that occurs on these trips.

At the end of every year, TAFE has taken to welcoming approximately 200 students and many of these are billeted by Kingscliff High School families. We also then have an exchange from TAFE so that these Japanese guests come to our school and interact in our classes and through sport. Having so many students visit allows Kingscliff High School students to see that Japanese people come in just as many sizes and variations as we do. It is an experience that we see as really valuable and hope it continues.

A huge part of any culture is the food. We incorporate this in a fun way by having a Japanese cook come and cook Yakisoba for Year 7 and Okonomiyaki in Year 8. Having the Japanese person come in also allows our students to try out the language they have been learning in class and see that it really does work in the real world. These days are always enjoyed by all.

Within our classes we have a number of achievements that we are proud of and enjoy doing. Every year we give students the opportunity to participate in the Assessment of Language competence, which is an ACER certificate which is recognized around the world.

In 2009 we had three students receive High Distinctions and five others receive Distinctions. In our elective classes we were also happy to reward three students for their commitment to all aspects of Japanese both inside and outside the classroom.

On a professional level we were excited that our newly appointed language teacher, Ms Darlene Knowles, was made Senior Marker for the HSC and was also asked to deliver an overview of the Beginners HSC Course to the North Coast Region.

Kingscliff High School offer an arrange of opportunities that is designed to develop student skills and awareness of employment in the real world. We had another successful year which saw five students complete school based traineeships, over 80 students applied for university and 65 students were offered a course for 2010 and numerous students completing certificate II and III at TAFE.

The Careers program aims to assist students in building a positive self image and being able to interact effectively with others which are crucial skills in surviving this ever changing employment world. We combine this with life long learning and the skills to locate and effectively use career information that will support career decision making.

All students are guided and encouraged in the development of these skills as they move toward the significant transition stages of their education. Employment related skills are just as important as job specific or technical skills. Students gain a variety of employment related skills in every subject they study at school.

- Self management – ability to take the responsibility for setting and achieving personal goals
- Initiative and enterprise – ability to seek, take advantage of opportunities
- Learning – ability to achieve new skills and or knowledge
- Communication – ability to express and understand information
- Teamwork – ability to work effectively with others to get things done
- Planning and organising – ability to coordinate and prioritise tasks and resources
- Problem solving – ability to use appropriate technologies to complete tasks
- Cross cultural understanding – ability to respect diversity and act without discrimination

Specific opportunities were programmed throughout 2009 at Kingscliff High School to enable students to identify their interests, aspirations and specific knowledge of careers. Many of these are listed.

- University tour excursion
- University roadshow
- Exit planning interviews for Year 12
- Mock interview program
- Occupational Health and Safety courses
- Work experience targeting Year 10
- School-to-work days to create Year 10 individual career transition plans
- Numerous short courses
- TAFE taster days
- Aboriginal and Torres Strait Islander V-Tracks program
- School based traineeship program
- Year 10 subject selection process – transition to Year 11
- Get Skilled leavers program
- School visits from the Australian defence Forces and the Brisbane and Gold Coast University promotions officers.

Remember, the best decisions are well informed! It is never a problem to have too much information. It is usually a problem when we have too little.

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 the assessments.

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

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

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

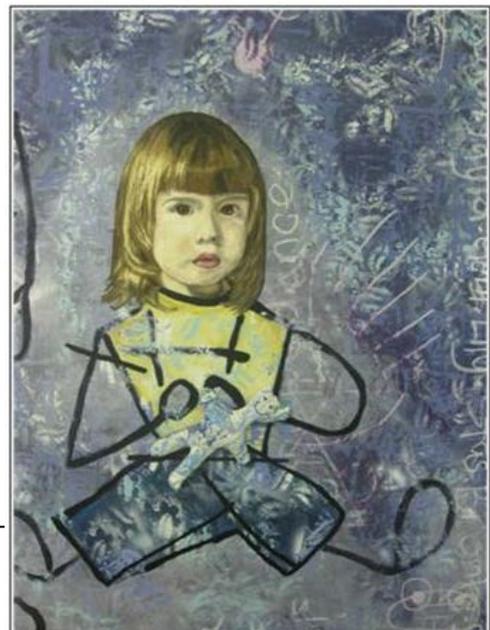
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

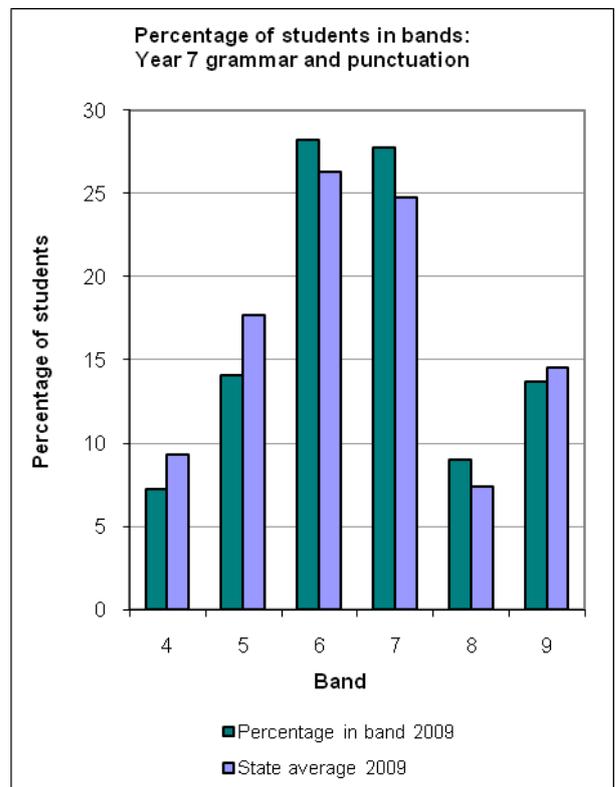
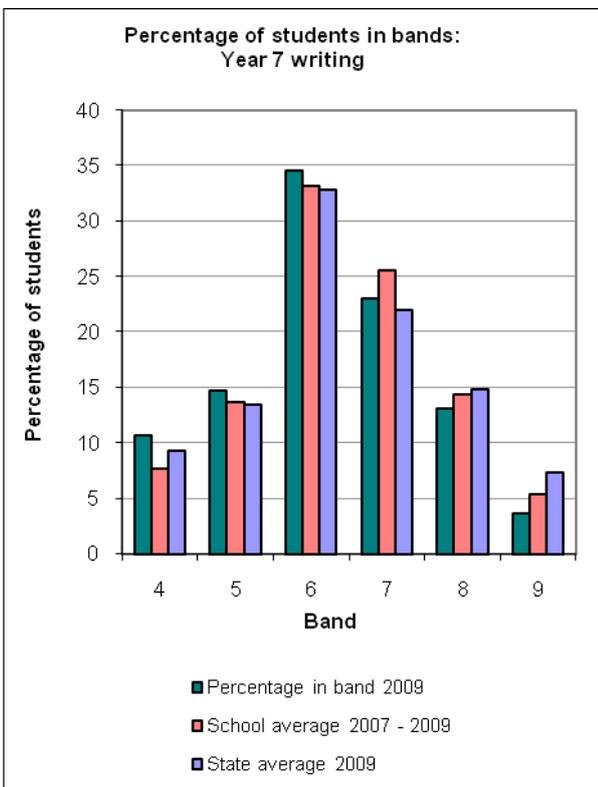
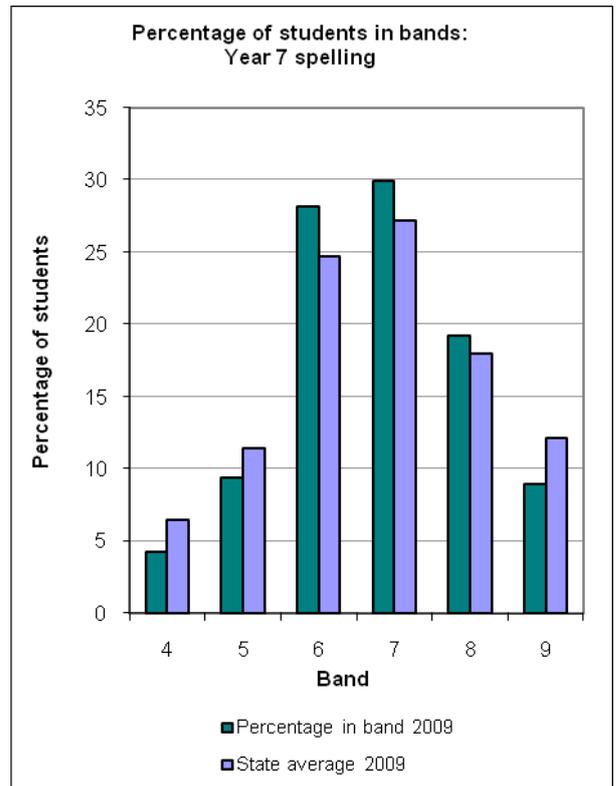
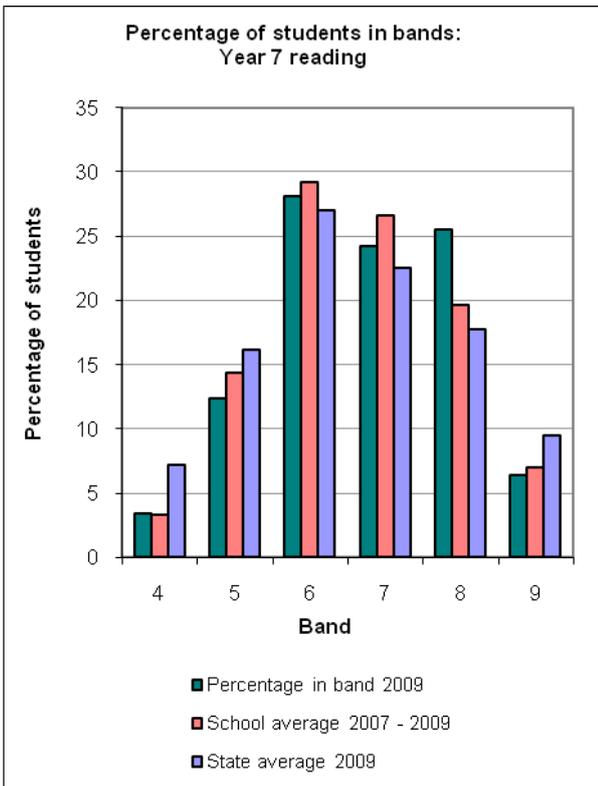
and/or

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

Literacy – NAPLAN Year 7

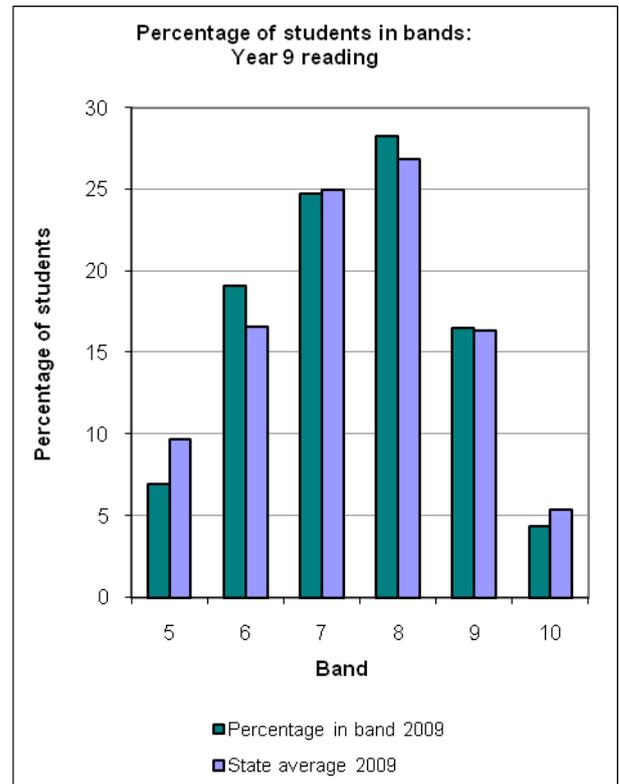
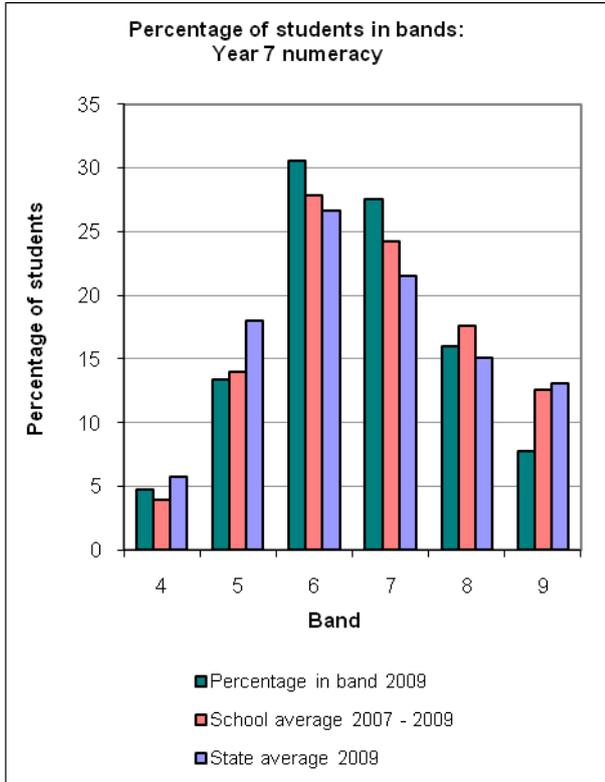
Literacy results continue from 2008 to show a trend towards more challenging results amongst our Year 7 intakes. Up to 10% of students are achieving below the minimum standards in one or more aspect of literacy. Despite a continuing trend towards more challenging results there has been no increase in staffing allocation from the Department of Education and Training for extra Support Teacher Learning Assistance time which has remained at one teacher 4 days per week.





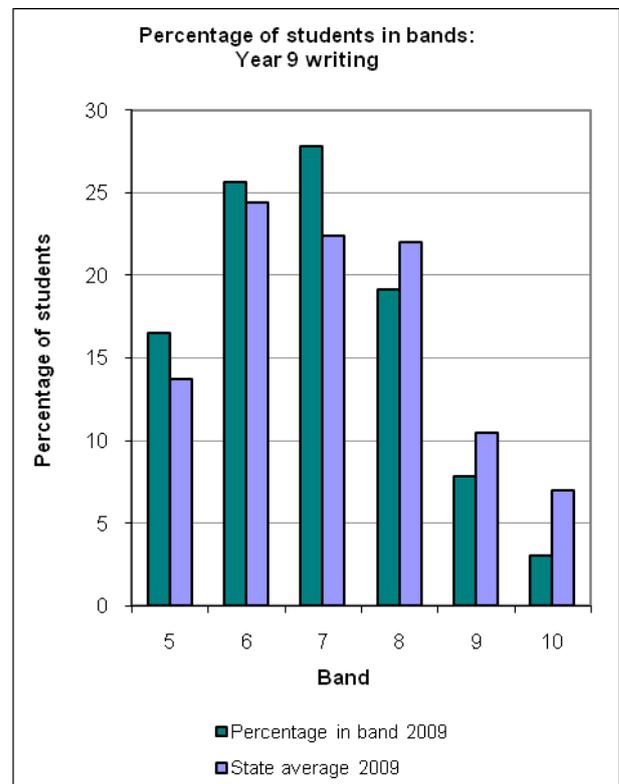
Numeracy – NAPLAN Year 7

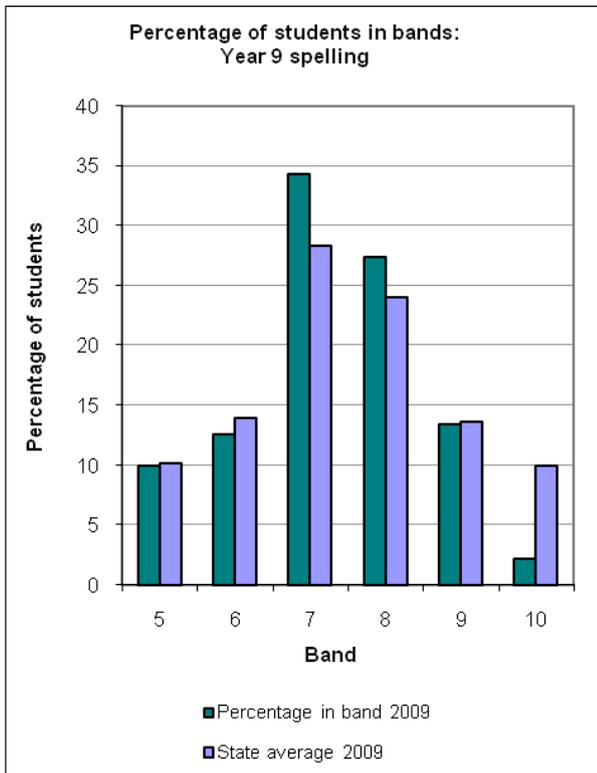
Numeracy results continue above the Local School Group average and similar (slightly lower) to State average.



Literacy – NAPLAN Year 9

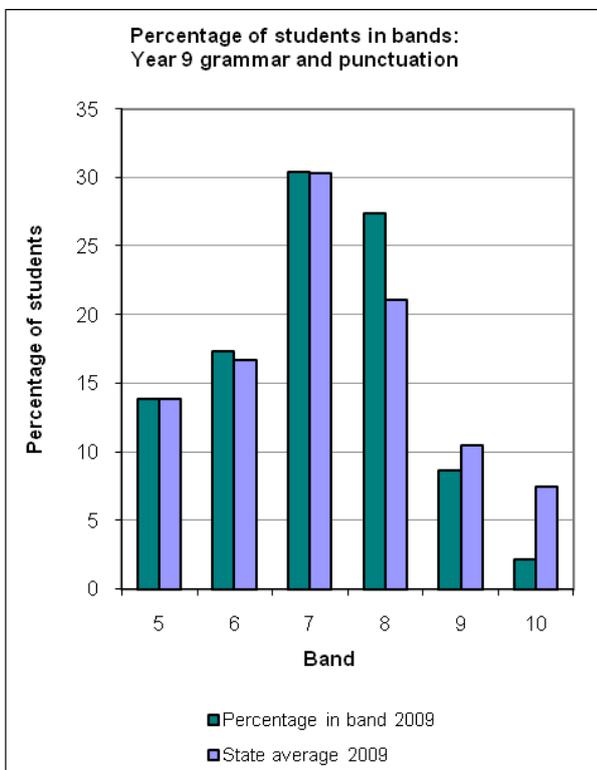
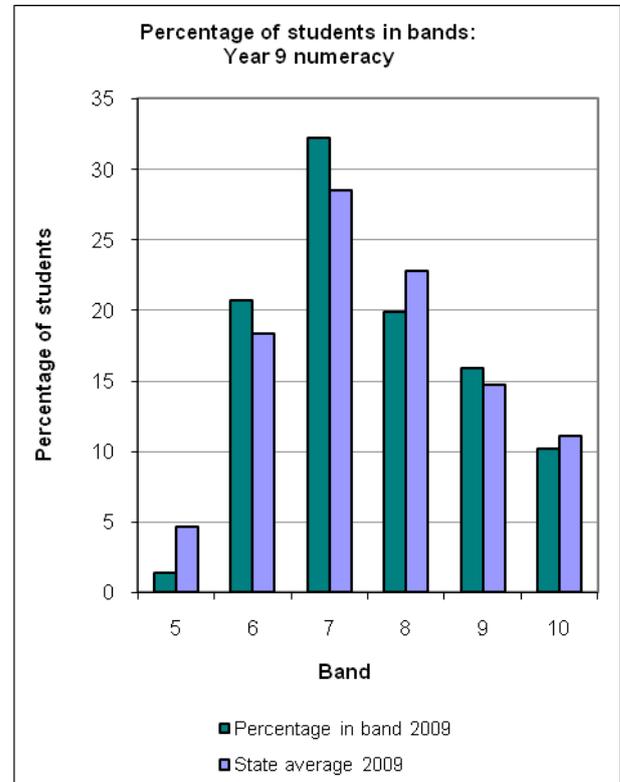
Kingscliff High School students have performed better than students in the Local Schools Group in all areas of Literacy. In 2009 our students have performed below State average in every literacy area except reading.





Numeracy – NAPLAN Year 9

Kingscliff Year 9 students have significantly outperformed the Local Schools Group averages. The number of students achieving the top three bands is very slightly below state average (1.1 percentage points).



Progress in literacy

Writing and spelling are target areas for improvement in the 2009-2011 School Plan. Spelling results for Year 9 have continued to trail state average but remains above the Local Schools Group average. Writing remains an area of concern with the school average Year 9 mark some 10.7 marks below the state average mark although this shows some improvement from 2008 where KHS was 17.6 marks below state average. Grammar and punctuation average marks have dropped below State average in 2009 by 7.2 marks.

Progress in numeracy

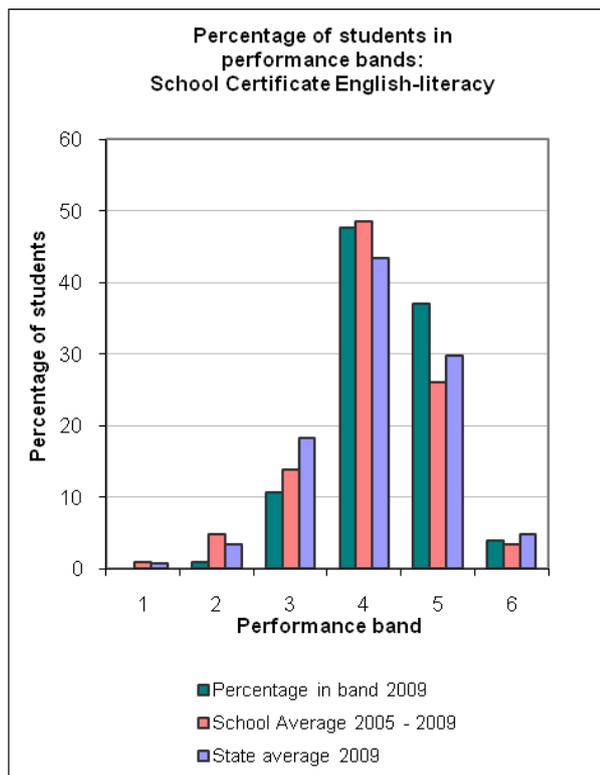
Kingscliff High School Year 9 average mark was 19.3 marks above the Local Schools Group Average and very close to State average (half a mark difference). The result against state average is not quite as good as 2008 but the difference is statistically insignificant. In 2008 KHS average

numeracy year marks were 0.3 marks above State average and in 2009 0.5 marks below.

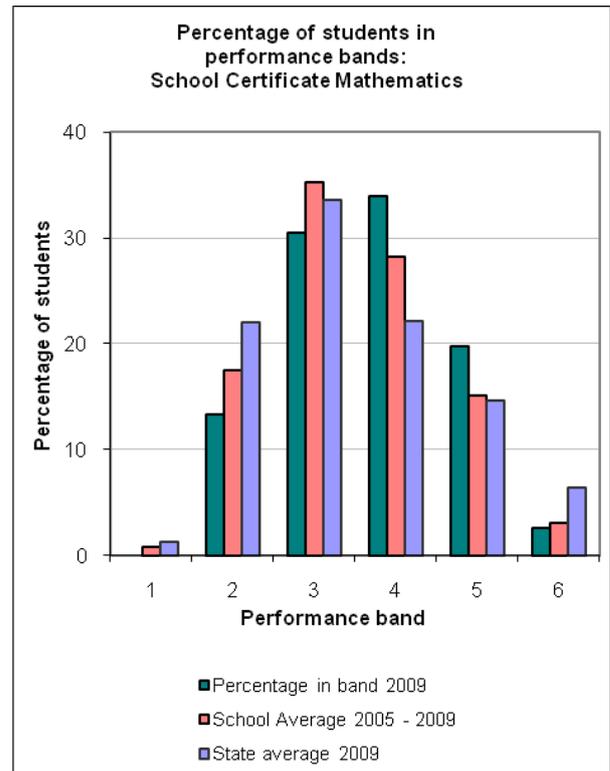
School Certificate

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

Kingscliff High School entered over 230 students for the external School Certificate exams in 2009. The results were very pleasing with the average school mark beating the Local School Group average and the State Average in English, mathematics, science, Australian Geography and computer skills. In Australian History our students did not quite beat the state average but did beat the Local School Group. English and science provided the best “value adding” between Year 5 and the Year 10 School Certificate.

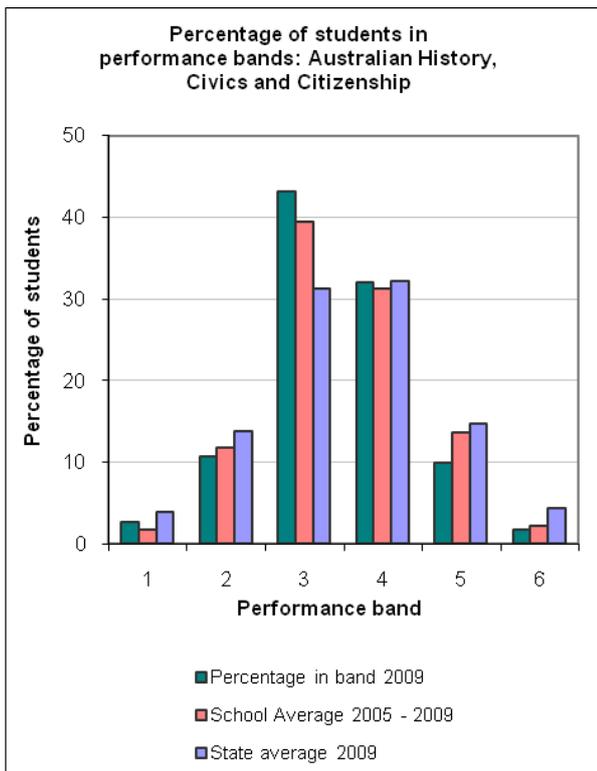
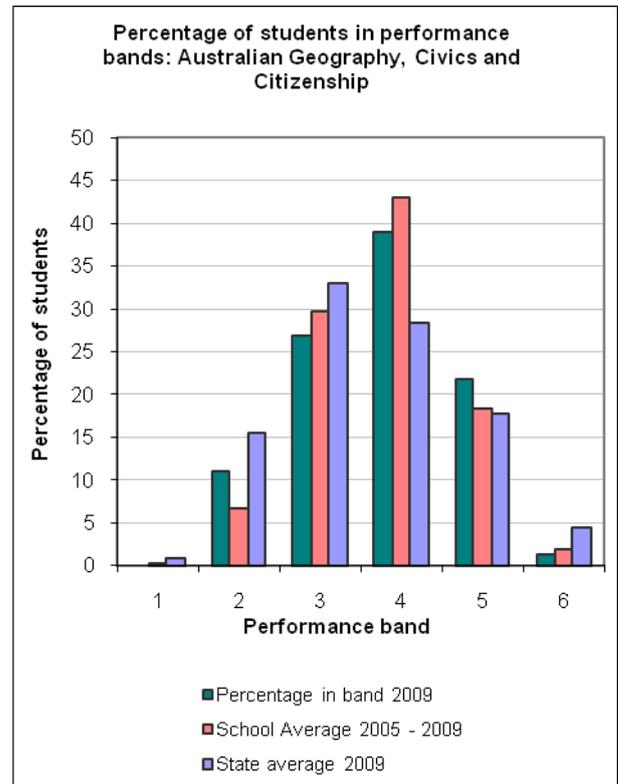
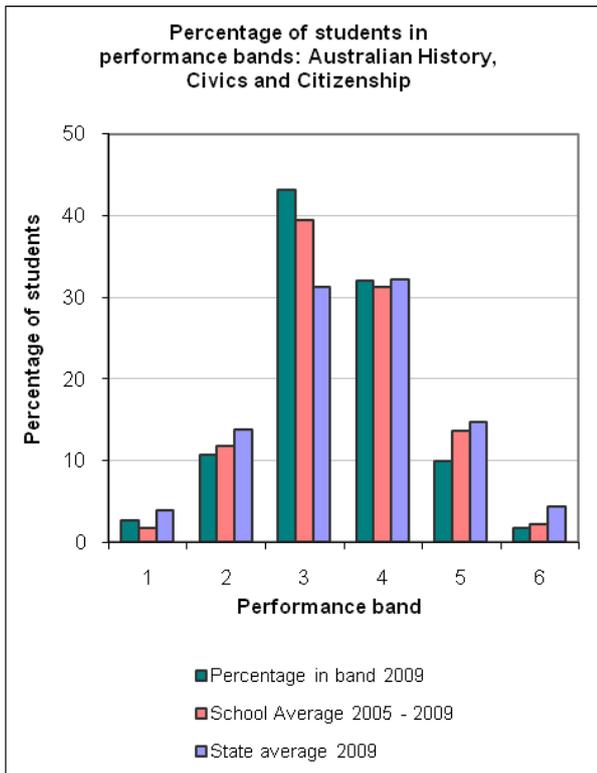


English had its students performing particularly well with 88.5% of students in the top three bands. Also pleasing was that we had no students in the bottom band and only 2 students in band 5. The number of students in band 5 was very satisfying as it easily outperformed LSG and other State school averages.



Kingscliff High School student performance in mathematics was also very strong with our average over 5 percentage points ahead of LSG schools and over 2 percent in front of the average for other State Schools. We had 56.2% of students in the top 3 bands and 30.5% in band 3. Again there were not students in the bottom band.





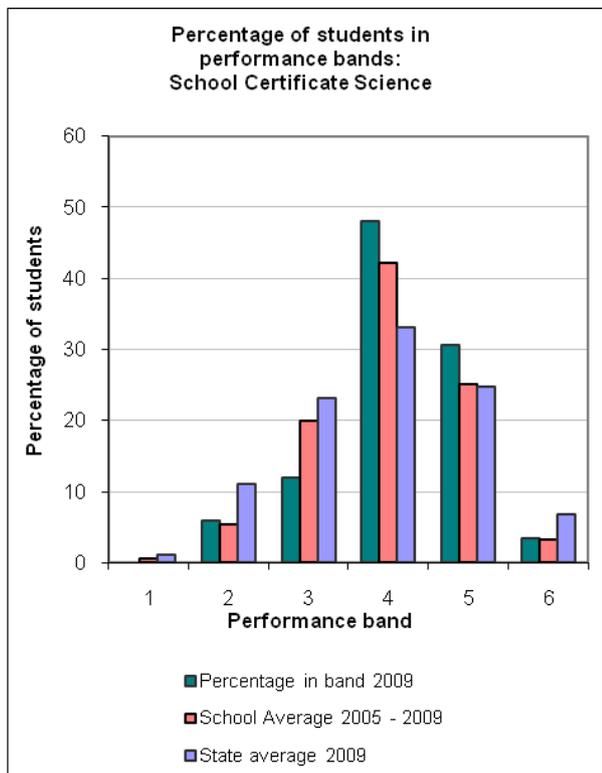
School Certificate results for the Human Society and its Environment faculty compare favourably with previous years. In Australian History four students gained a Band 6 result and 23 gained Band 5 results. In Australian Geography three students gained Band 6 results and 51 gained Band 5 results. What was also pleasing was that in Australian Geography no students scored below 50% in the external examination.

Consideration of the value added data reveals that the Australian History and Geography results have contributed well to the growth and development of our students. For both geography and history the value added data reveals that in the lower percentile bands the value added at Kingscliff High was well above the State measure. In Australian Geography the value added mark was also above the State level for middle and high achieving students. For history the value added for middle students was in line with the State mark but below for high achieving students. When compared to the like schools group both geography and history achievement levels were favourable. In Australian Geography the school average was 72.2, above both the State at 70.3 and the like schools group at 67.9. Performance in the top two bands for geography saw 23.1% of Kingscliff candidates achieve at this level compared to 13.7% for like schools. Australian History achievement also compares very favourably with like schools. For Kingscliff 1.7% achieved Band 6 compared to 1.2% in like schools, 9.8% of Kingscliff students achieved Band 5 to 8.6% in like schools. The total across

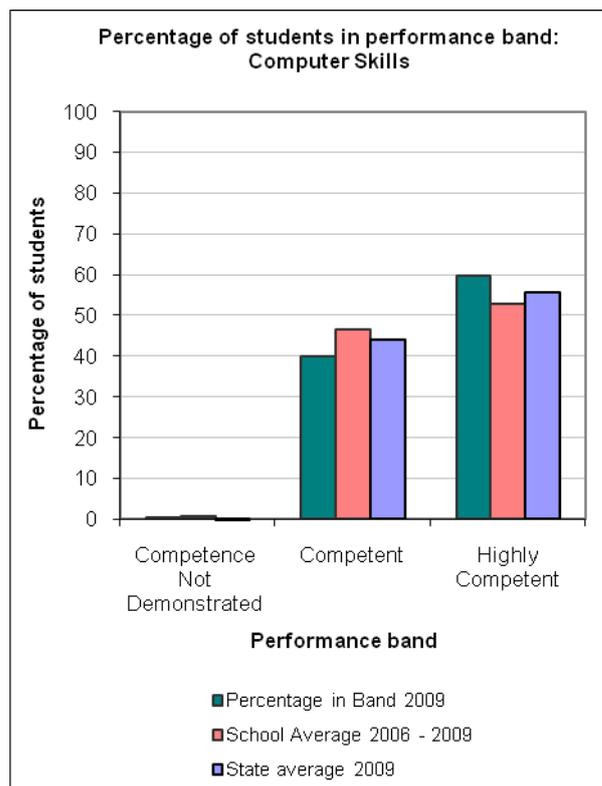
the top two bands at Kingscliff was 11.5% compared to the 9.8% in like schools. The Australian History average of 68.3 was above the 67 averaged of like schools. Unfortunately in history there were students who achieved at the Band 1 level (below 50%). For Kingscliff this level was 2.6%, well below the State mark of 3.8% and even further under the like schools group with 4%.

The faculty will continue to deliver the School Certificate geography and history courses from the beginning of Term 4 in Year 9 to allow time for completion of the courses given that in the final stages of delivery each course has to be taught on a half line structure.

Elective commerce continues to be offered by the faculty, with 59 students entered as 200 hour candidates and 29 as 100 hour candidates. Of the 200 hour candidates 7% achieved at the highest level achieving a grade medal awarded for first place. The faculty also had students complete the elective international studies course and gain School Certificate accreditation.



Once again the School Certificate results indicate that science department in working very well and producing excellent results with its students. The science results are the only ones to consistently add value from 2005 to 2009. Science had its students performing admirably with 82.1% of students in the top three bands. Again there were no students in the bottom band. The average was over 4% better than other LSG schools and 2.4% better than the average for other State Schools.

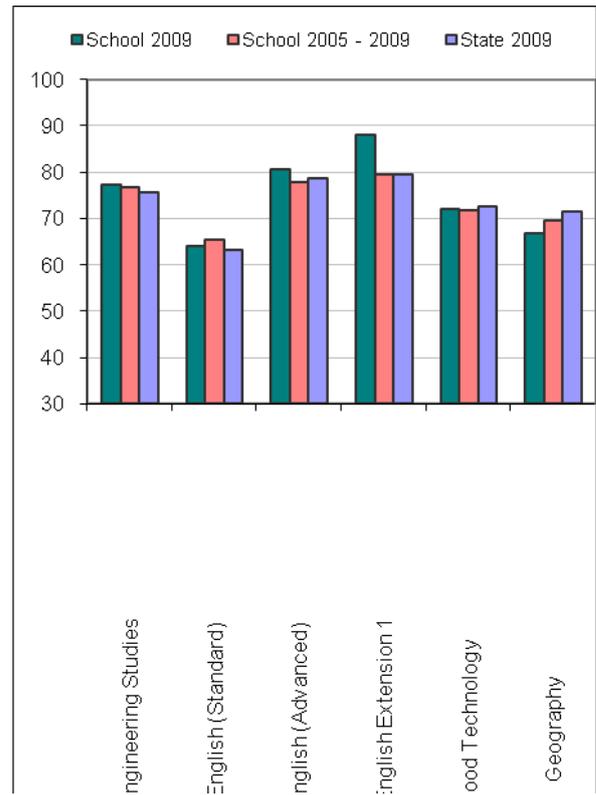
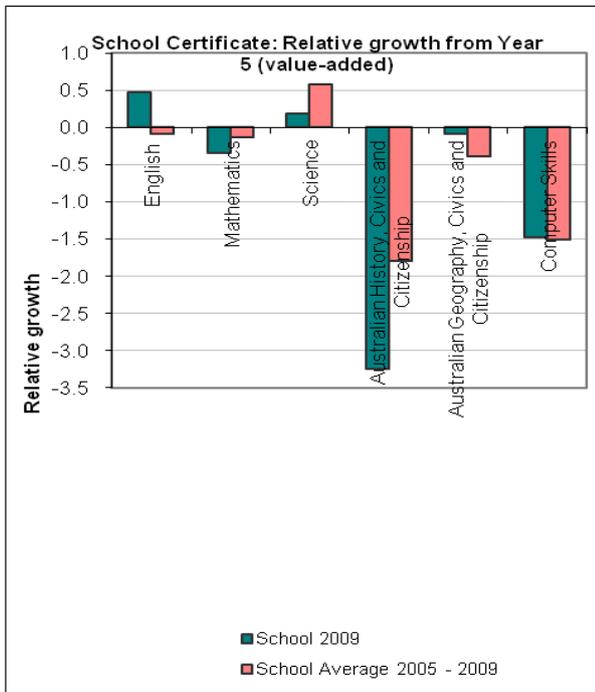


Kingscliff High School students performed well compared to LSG schools and were slightly above state averages. 99.6% of students performed satisfactorily or better. The percentage of our students in the "highly competent" band improved by almost 7% over our previous performances. Value adding compared to Year 5 indicates that we still need to do better.

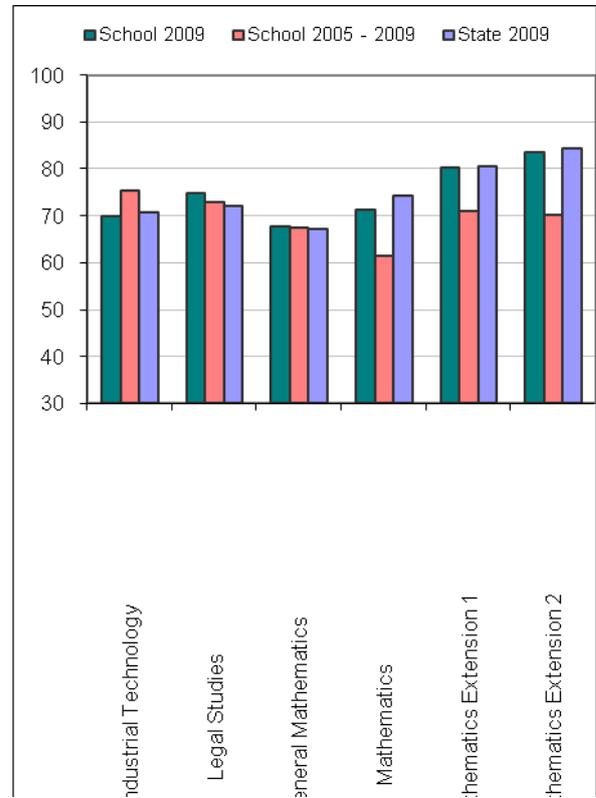
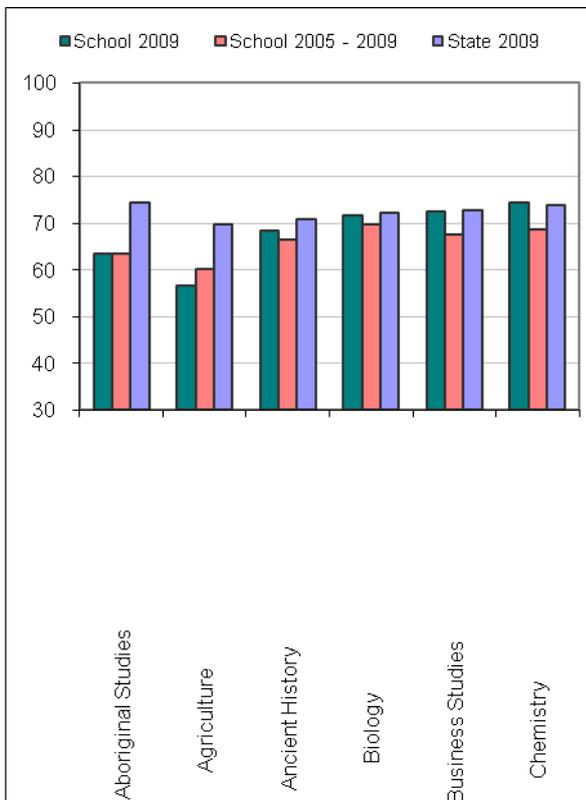
School Certificate relative performance comparison to Year 5 (value-adding)

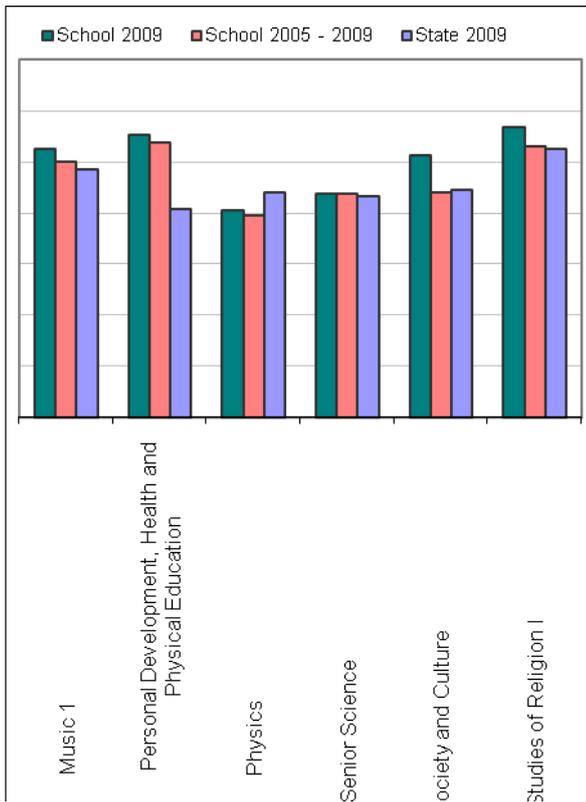
Improved value adding was gained in English, Science, Australian Geography, Civics and Citizenship and Computing Studies. Australian History, Civics and Citizenship and Computing Studies value adding is below that of the Local Schools Group.





Higher School Certificate



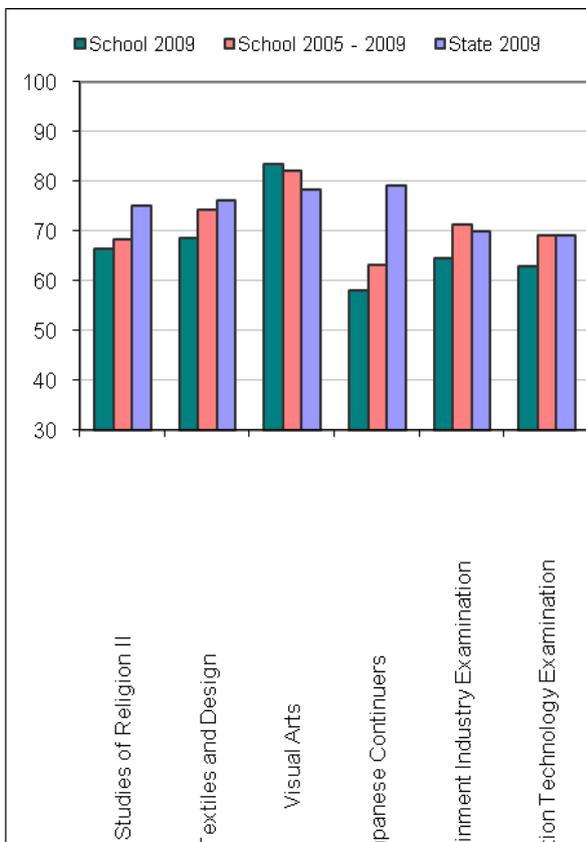


Higher School Certificate relative performance comparison to School Certificate (value-adding)

The aim of our extensive Higher School Certificate curriculum is to provide a structure which encourages students to remain at school and complete their secondary education. The diverse curriculum offerings available to students promote their intellectual, social and moral development. We strive to develop student knowledge, skills, understanding and attitudes in the fields of study they chose and increase their capacity to become lifelong learners. Opportunities for collaborative work are available in most courses encouraging the development of teamwork and co-operative decision making skills. This prepares our students for further education or employment and to make future positive contributions to their communities.

Kingscliff High School places significant importance on student personal growth. Consequently, we offer many courses and enrichment activities that allow for personal growth that is not specifically measurable by DET statistics.

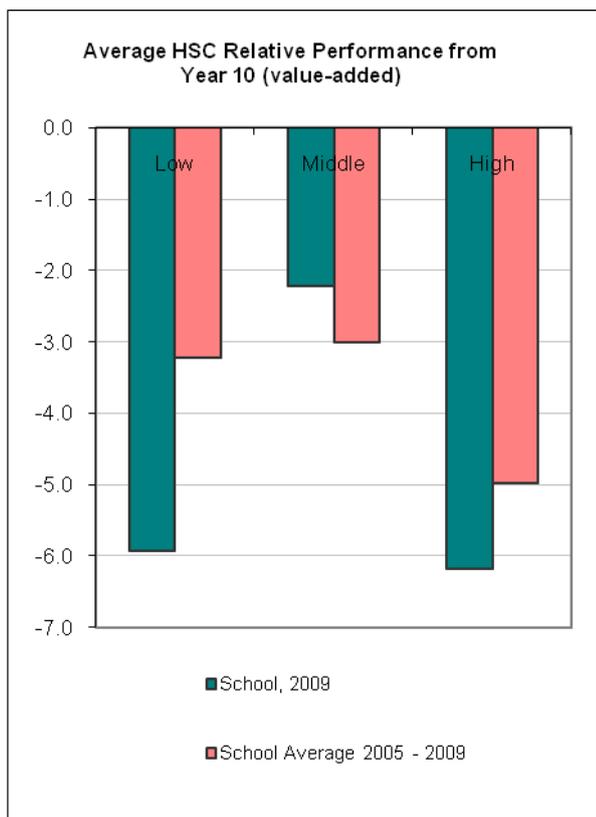
To this end, significant preparatory work has been done to offer a non HSC curriculum program of study called the "Employment Skills Program". Our aim is to offer this program to Year 11 students from the start of 2010.



Overall the school achieved excellent results in many courses in 2009 and showed an general improvement over the 2008 results. Ten Kingscliff High School students achieved an Australian Tertiary Admission Rank (ATAR) score above 90. Our highest ranked student achieved an outstanding score of 98.75. This student was also placed on the prestigious state All Round Achievers List. Our students achieved a total of 39 Band 6's in 19 courses. This is a 56% increase over the 2008 results. Our students achieved a total of 149 Band 5 in 37 courses. This is a 17% increase over the 2008 results. Only two courses did not achieve either a Band 5 or 6. There was no significant difference in the performance of boys and girls.

Outstanding results or improvements were achieved in studies of religion 1, mathematics, chemistry, English Advanced, English Extension 1, music, society and culture and visual arts.

The levels of achievement in most other subjects were similar to previous years and close to state average with the exception of aboriginal studies and agriculture.



The English faculty courses in English Standard, English Advanced and English Extension 1. The faculty was able to achieve some very pleasing individual results with 21 students achieving in the Band 5 and Band 6 levels across all courses. The results in English standard were at state average with an average score of 64.9. In the English Advanced course, the results were above state average, with all students achieving in Bands 4, 5 and 6. The highest individual score in this subject was 92. Extension 1 English students also performed well with all students achieving in Bands 3 and 4. The highest individual score in this subject was the equivalent of 92. Overall, there were some outstanding student performances in English.



The mathematics faculty offered the full complement of mathematics courses including general mathematics, mathematics, mathematics extension 1 and mathematics extension 2. The faculty was able to achieve some very pleasing individual results with 32 students achieving in the Band 5 and Band 6 levels across all courses. The overall achievement of students in mathematics courses was slightly below but comparable with state averages. The target to improve student performance across all mathematics courses in 2009 was achieved with moderate success. In general mathematics, the highest individual score in this subject was 93. In the mathematics, mathematics extension 1 and mathematics extension 2 courses student performance markedly improved over the average student performance in the years 2005 to 2009. Further emphasis to ensure all courses achieve at or above state averages will be a target for 2010. In mathematics the highest individual score was 94. In mathematics extension 1 the highest individual score was also 94. In mathematics extension 2 the highest individual score subject was 92.

Science students were entered in agriculture, biology, chemistry, earth & environmental science, physics and senior science. All courses except agriculture saw students achieve at Band 5 or Band 6 levels. Across the five HSC science subjects, students achieved four Band 6 and 25 Band 5 results. Individual students achieved outstanding results in many subject areas with our overall science results improving of recent years. The agriculture results were disappointing, however it must be noted that agriculture is a very competitive subject with our students being ranked against those from the top selective school in the state which has agriculture as a compulsory subject. The biology results were a slight improvement over recent years and are still consistent with state average with 52% of students achieving in Bands 4, 5 or 6 compared to 64% of the state. In chemistry, 65% of students performed in Bands 4, 5 or 6 compared to 71% of the state. This is a marked improvement over recent years. More individual students achieved Band 5 and Band 6 results than in previous years with the highest HSC mark being 94. The results in physics were an improvement over recent years but still below state average with 43% of students achieving in Bands 4, 5 or 6 compared to 68% of the state. The highest individual score in this subject was 91 and there were five strong Band 5 results. The results in earth & environmental science were an improvement over recent years but still below state average with 63% of students achieving in Bands 4, 5 or 6 compared to 78% of the state. The highest individual score in this subject was 92. The results in senior science were an improvement over recent years and consistent

with state average with 70% of students achieving in Bands 4, 5 or 6 compared to 68% of the state. The results in physics were a little below state average. Only 43% of students performed in Bands 4, 5 or 6 compared to the state's 68%. However, our students have improved their physics performance over recent years.

Human Society and its Environment students were entered in aboriginal studies, ancient history, business studies, economics, legal studies, society and culture and studies of religion 1 Unit and 2 Unit. Consequently, the Human Society and its Environment faculty made a significant contribution to the breadth of curriculum and to our school retention rate. The faculty was able to achieve some very pleasing individual results with 26 students achieving in the Band 5 and Band 6 levels across a range of courses. This is a 65% increase over 2008. The aboriginal studies results were disappointing when viewed against state averages. More emphasis will be placed on improving these results in 2010. The ancient history results were a noticeable improvement over our recent school performance and that of similar schools. In ancient history, the highest individual score in this subject was 92. The business studies results were consistent with state averages and were a noticeable improvement over our recent school performance and that of similar schools. The economics results were consistent to our recent school performance and that of similar schools. More emphasis will be placed on improving these results to be consistent with state averages in 2010. The legal studies results were a noticeable improvement over our recent school performance and that of similar schools and the state. In legal studies, the highest individual score in this subject was 93. The society & culture results were very pleasing with a noticeable improvement over our recent school performance and that of similar schools and the state. The results in studies of religion 1 Unit were a noticeable improvement over our recent school performance and that of the state. In studies of religion 1 Unit, the highest individual score in this subject was an equivalent of 91. The results in studies of religion 2 Unit were disappointing and will be a targeted area for improvement in 2010.

In technology and applied studies (TAS) students were entered in community & family studies, design & technology, engineering science, food technology, industrial technology and textiles and design courses. Many students were rewarded with outstanding results. Across the five HSC subjects studied, TAS students achieved 3 Band 6 and 21 Band 5 results. In community and family studies 57% of students achieving in Bands 4, 5 or 6 compared to 64% of the state. The highest individual score in this subject was 94. The results

in design and technology showed significant improvement with 100% of students achieving in Bands 4, 5 or 6 compared to only 64% of the state. This result is also significantly higher than our school results in recent years. The results in engineering science were very pleasing with 89% of students achieving in Bands 4, 5 or 6 compared to only 74% of the state. This result is notable in that it is the first cohort of students to study this course at Kingscliff High School. The highest individual score in this subject was 92. In food technology 55% of students achieving in Bands 4, 5 or 6 compared to 69% of the state. The overall performance of students in this course was consistent with state data. In industrial technology 57% of students achieving in Bands 4, 5 or 6 compared to 62% of the state. Despite being consistent with state averages this result is somewhat disappointing given the outstanding performance of previous cohorts in this course. The results in textiles and design were disappointing with only 36% of students achieving in Bands 4, 5 or 6 compared to 75% of the state. Overall the majority of TAS students achieved their best single subject result in a TAS subject for their 2009 HSC.



In creative and performing arts students were entered in dance, drama, music and visual arts. Individual students and a number of courses achieved outstanding results, continuing the success of previous years. Across the four HSC subjects studied, creative and performing arts students achieved seven Band 6 and 26 Band 5 results which is an outstanding effort. Results in dance were below state average; however one dance student was selected for Call Back, which displays the best HSC performances from across

the state. Increasing the number of Band 5 and Band 6 performances in dance will be a target in dance in 2010. Seventy seven percent of drama students achieved a Band 5 or Band 6 result. These results saw the group achieve markedly above state average. The highest individual score in this subject was 91. The visual arts results were once again above state average. Seventy two percent of students achieved a Band 5 or a Band 6. The highest individual score in this subject was 94. One student gained nomination and was chosen to exhibit in *Art Express* which displays the best HSC major works from across the state. This is an outstanding achievement.

Once again the PDH/PE results were significantly above state average and were outstanding by any analysis against the state or other courses at this school. 100% of students in this course achieved a result in either Band 4, 5 or 6 compared to only 60% of students in the state. Thirty six percent of students achieved a Band 6 compared only 9% in the state. Thirty six percent of students gained a Band 5 compared to only 23 percent % in the state. The remaining four students gained Band 4 result. The best two performing students both scored 95. The cohort studying 2 Unit PDHPE in 2009 performed exceptionally well, attaining a mean mark of 86.3%. This was an amazing 12.53 marks above the State mean. This is truly a magnificent effort. The teacher and all the students should be congratulated on this achievement.



The small number of students who studied the Japanese Continuers course achieved the standard expected of each individual. Time spent on exchange in Japan continues to assist students enhance their HSC results. In Italian beginners one student achieved a Band 6 with a

score of 93. As this class was a small cohort, no comparison to state average is applicable.

The information communication technology faculty offered industrial technology multi-media and VET information technology courses. Students achieved some excellent results. In information technology certificate two, students performed below state average.

Minimum standards

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

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

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2009

Minimum Standard Information

Percentage of Year 7 students achieving at and above minimum standard	
Reading	96.6
Writing	89.3
Spelling	95.7
Punctuation and grammar	92.7
Numeracy	95.3

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009

Percentage of Year 9 students achieving at and above minimum standard	
Reading	93.0
Writing	83.5
Spelling	90.0
Punctuation and grammar	86.1
Numeracy	98.7

Significant programs and initiatives

Aboriginal education

The Norta Norta funding initiative provided qualified Learning Assistance tutors to assist our junior Aboriginal students in Terms 3 and 4 during 2009. The tutors provided support to Aboriginal students to accelerate progress in student achievement and to improve targeted Aboriginal students' literacy and numeracy achievements. They also assisted students to develop skills and understandings that enable them to independently participate in class activities.

Traditional Aboriginal dance continues to attract our young students. Our Kokoek dancers performed at some of our feeder schools to as far as Tallebudgera. Representing their culture, tradition and school to the highest standard. The Kokorek dance group was also fortunate to perform at the Creative and Performing Arts nights.

Kingscliff High School enjoyed a well attended NAIDOC ceremony. Teachers, students, parents and the community all took a lead role in promoting Aboriginal culture. Technological and Applied Studies faculty and our Aboriginal students assisted greatly in preparing and cooking various bush tucker meals. Barbecued kangaroo, emu and crocodile kebabs, lemon myrtle water, tea, biscuits and damper. Staff, parents and the community were all invited to attend the "Wall of Fame" ceremony in the library where former student Mr Trevor Dodds was recognised as our local role model and inducted into the Aboriginal and Torres Strait Islanders "Wall of Fame". It is our intention to continue to add to this every year with the achievements and contributions of former students being recognised.

The school was invited to nominate Aboriginal students to be part of the V Tracks program – a joint initiative between schools and TAFE. This was an exciting opportunity for students. It gives them an opportunity to attend TAFE taster activities and participate in selected 'hands on' and practical vocational learning. They participated in workshops in many areas including hospitality, automotive, construction, hair and beauty, sport and recreation.

In addition, Kingscliff TAFE is erecting cultural signage across their campus and three Aboriginal and Torres Strait Islander students from Kingscliff High School were selected to have their traditional artworks displayed.

All Aboriginal and Torres Strait Islander students and community were invited to attend a Deadly Days Festival held at Kingscliff TAFE over two days. The festival included more hands-on learning and fun on the first day, including a full

day of vocational activities and Try-a-Trade workshops. The award winning singer, Jessica Mauboy and comedian Sean Choolburra were the highlights of day two. Deadly Days aim to give young Aboriginal and Torres Strait Islander people greater opportunities in education, employment and training and get into a positive and healthy lifestyle.

An Indigenous sporting scheme saw three of our talented sports stars travel to Tweed River High School to attain their level one referees qualification for touch football.

A consistent effort by our schools Aboriginal Education Officer ensures that Aboriginal students have full access to resources and are appropriately supported in extra curricular activities.

Multicultural education

Harmony Day activities were organised and very well received by all students.

Respect and responsibility

Expect Respect

Rock & Water and Diamonds

The "Rock & Water" program was again delivered to all our Year 7 boys. The girls are taught a modified version of the program which we call "Diamonds". This program was delivered to the girls during sport in Term 1. The boys continue to be taught rock & water throughout the year on a class rotation basis.

These programs provide an opportunity for students to develop personal control skills, emotional control, self-management of impulse-driven tendencies and the ability to respond to and manage aggressive tendencies in both themselves and others. Basic self defence is also taught to encourage self assurance in conflict situations.

Expect Respect

The purpose of the "Expect Respect" program is to develop relationship skills, resilience and tolerance and to arm students with strategies for coping with some of the many pressures placed upon them by modern society. It was developed as a follow up to the annual Year 7 "No Bullies" day.

In Term 2 all students in Year 8 participated in this day long program.

Significantly, the program acknowledges that adolescent girls and boys develop differently. On Expect Respect day students were placed into small single sex groups and activities were

tailored explicitly for girls and boys. This resulted in a very high level of engagement and participation by all students.

After a fun icebreaking activity, students spent the day rotating around a number of different workshops which focussed on peer and family relationships, cyber safety and drug and alcohol awareness. Students also participated in a Rock and Water session and a drama session based on trust and tolerance. Every workshop had a central theme of respect and each group was led by an adult mentor. Debrief time was factored into each session.

“Expect Respect” was facilitated by the welfare team at Kingscliff High School in partnership with the Family Centre who generously funded the day through the “RealSkills” program. It was delivered by youth workers from the Family Centre, private practitioners, the NSW police, St Joseph’s youth centre and drug and alcohol counsellors from the Buttery at Bangalow as well as some very capable Kingscliff High School teachers.

Student evaluations rated “Expect Respect” day extremely well with all activities being considered factual, enjoyable and worthwhile. It is hoped that this very successful program will continue to run for Year 8 students on an annual basis.

Other programs

Kingscliff Way

This student focussed program was designed to present students with clear and explicit instruction about learning and behaviour expectations for all students at Kingscliff High School. Kingscliff Way was reviewed after its 2008 introduction. Improvements and refinements were made to the program for 2009.

All Year 7 students received one period a day for a week of structured lessons covering such topics as; positive behaviours for learning, school discipline procedures, school merit and reward procedures, dealing with conflict, addressing bullying behaviour, emergency and evacuation procedures and welfare and student support services.

An abbreviated program was delivered to all students from Years 8, 9 and 10. Students were given a workbook that guided their learning as it was completed and was then collected and marked and returned to each student.

Staff and students both report satisfaction with this new program. The program aims to promote the notion of a Kingscliff STAR student.

S = Safe

T = Tolerant

A = Achieving

R = Respectful

Linked to this notion is explicit instruction in the positive learning behaviours teachers expect from students in class.

Progress on 2009 targets

Kingscliff High School has made significant progress on the targets set in the 2009-2011 school management plan. Work will continue over the next two years on the six targets identified.

Target 1

Student spelling marks to improve by three marks in NAPLAN tests.

Progress was made in 2009 towards our target of improving spelling in the 2009-2011 school management plan.

Our achievements include:

- All staff have been trained in spelling strategies.
- All staff have been trained in the theory and processes of spelling.
- All Key Learning Areas have committed to explicit teaching of spelling in every unit of work.
- 2009 NAPLAN results indicate that continuing work is required to realise an improvement in KHS student spelling results.

Target 2

Improved student proficiency in writing across all key learning areas.

Our achievements include:

- Staff have been trained in direct and explicit teaching of writing for all KLAs.
- Online text type teaching resource has been provided.
- All KLA head teachers have committed their faculty to explicit teaching of specified text types for each year group 7-10.

NAPLAN writing for Year 9 saw an improvement against the local schools group and state average in 2009 NAPLAN results.



Target 3

Increased percentages of students in higher performance bands at NAPLAN numeracy tests.

Our achievements include:

- Smart Data has been analysed.
- Scope and sequence analysis has been completed.
- Changes have been made to maths teaching programs from Year 7-10.
- NAPLAN numeracy results indicated an increase from 24.5% of students in 2008 achieving bands nine and ten to 26% of students in 2009.

Target 4

Improve assessment practices and student engagement with assessment tasks to enhance learning outcomes.

Our achievements include:

- Assessment task review and evaluation completed.
- Assessment task policy based on rich tasks and quality assessment practices has been completed.
- Common approach to format and number of assessment tasks is in place.
- Exit surveys completed by all Year 12 students indicate satisfaction with the reduced number of but higher quality assessment task regime.
- Improved HSC results in 2009 indicate success for this Target.

Target 5

Improve retention for Aboriginal and Torres Strait Island students.

Our achievements include:

- Student requiring PLP have been identified.
- PLPs being completed in conjunction with Aboriginal Education Officer, Welfare Head Teacher and parent/carers.
- Increased involvement of Aboriginal students involved in school leadership. We now have six Aboriginal students active within the Student Representative Council. There were none in 2008.

Target 6

Efficient use of interactive technologies for teaching and professional learning.

Our achievements include:

- Training has been provided for all staff.
- Greatly increased demand from staff for interactive technologies.
- Greatly increased staff demand for computing resources.
- Many staff involved in Digital Education revolution workshops and professional learning.
- School certificate results show an improvement from 50.5% of students Highly Competent in Computer Skill test in 2008 to 59.7% of students in 2009. This result was also above State average for the first time.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of student management procedures and an English faculty review.

Educational and management practice

Attendance Review

Background

During 2009 initiatives were implemented to achieve our goal of improving attendance rates so that they moved in line with or exceeded region and state averages. These included reviewing the administration of variations to routine (excursions, sporting events, TAFE courses etc), improving contact with parents regarding attendance issues and focussing on the accurate collection of attendance data.

The success of these initiatives is evident in the improved rates of attendance for the 2009

academic year where Kingscliff High School rates of attendance were significantly higher than other schools in the region and in line with state averages. This is particularly pleasing since our improved rates go against the general downward trends shown in region and state statistics.

The goal for 2010 is to consolidate these improvements and achieve rates of attendance better than state average. To achieve this we plan to introduce roll call to start each day, implement an SMS notification system for absent students and continue focussing on accurate collection of data.



Findings and conclusions

Significant improvement in attendance data collection procedures have led to across the board attendance improvements at Kingscliff High School. KHS attendance rates are significantly better than those for the region and only 0.2 of a percentage point behind the state average. While regional attendance fell in 2009 by 0.6 of a percentage point Kingscliff High School saw a significant attendance improvement of 1.3 percentage points. This increase represents approximately 3000 extra student days of attendance in 2009.

Future directions

- Implementation of a discrete stand alone roll call class.
- Vertically integrated roll groups.
- Further improvements to roll procedures and non attendance follow up.
- Partial attendance monitoring improvements.
- SMS message alerts to parents and carers.

Curriculum

Review of curriculum provisions in response to changes to school leaving age.

Background

A review of curriculum offerings available to Kingscliff High School students who may be staying on to Year 11 as a result of changes to school leaving age legislation was undertaken.

Findings and conclusions

- A large number of students were well catered for by TVET and School VET courses.
- A smaller group was identified that were not well catered for with current ATAR and HSC strands of study.
- It was determined a third strand of study needed to be provided to cater for a new group of students.
- The Employment Skills program was developed that provides students who do not wish or require an HSC or ATAR an opportunity to complete Year 11 and 12 with a raft of employment related credentials.
- The ESP class has a full group of 24 students to start in 2010.

Future directions

- Review and evaluate the Employment Skills Program.
- Exit survey to gauge satisfaction of ESP students.
- Investigate opportunities for a similar program for Stage 5 students.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Feedback through P&C meetings suggests high levels of satisfaction with Kingscliff High School. Growing enrolments and high levels of enquiries for students from out of our enrolment zone are further evidence of general community satisfaction. DET officers have indicated that Kingscliff High School has one of the highest rates of converting private school enrolments to NSW DET enrolments.

A variety of opportunities have been taken to canvass student satisfaction levels with Kingscliff High School. The Student Representative Council (SRC) reports high levels of satisfaction with academic, sporting, creative and performing arts opportunities by most students. Increasing participation in the SRC and enhancing the role and profile of the SRC was seen as a priority goal for 2009. Information gathered during the

Kingscliff Way program, Mock Interviews and student performance reviews has corroborated the reports from the SRC of high levels of student satisfaction with their school.

Year 12 exit surveys indicate high levels of student satisfaction with Kingscliff High. The survey was completed by 108 Year 12 students at the end of 2009. Ninety two of the 108 respondents indicated they enjoyed their time at KHS. Ninety six students agreed that the school culture is of a high standard while 99 thought KHS had fair and effective rules. Ninety two students thought Kingscliff High has good procedures for dealing with bullying behaviour while 47 students never saw bullying or the fear of bullying as being an issue of concern. Ninety seven percent of all responding students declared they were proud to be a student at Kingscliff High School (104 of 108 students).

Teacher satisfaction levels are generally very high. Staff are eagerly looking to continuing improved behaviour responses as a result of implementation of the findings of the discipline and merit/reward review including the establishment of a behaviour and learning management team. Teacher engagement in school development activities has been enthusiastic.

The initiation of regular meeting with SAS staff has improved work satisfaction.

Professional learning

In 2009 Kingscliff High School staff undertook extensive training and development. Kingscliff High School spent a total of \$71,893.47 on teacher and staff professional learning. This included teachers attending professional learning courses, school development day organisation costs, conference attendances and targeted Digital Education Revolution training.

Beginning Teachers - \$4,341

Information technology for Learning - \$14,070

Literacy and Numeracy \$603

Quality Teaching \$33,682

Syllabus Implementation - \$ 9,879

Career development - \$2,459

Welfare and Equity - \$5,107

School identified - \$1,749

Other - \$357

Literacy and Numeracy expenditure appears low but much of the Quality Teaching professional development was focussed on literacy and numeracy.

Mandatory training in CPR, emergency care, Child Wellbeing etc were also carried out within this budget.

School development 2009 – 2011

Good progress has been made on targets for the 2009-2011 school management plan. Literacy and numeracy development targets are long term targets often requiring the three year timeframe or more to see measurable results.

Targets for 2010

Target 1

Aboriginal student results in NAPLAN, School Certificate and Higher School Certificate to equal all student state averages.

Target 2

Increase of 3 marks (mean /700) in NAPLAN Yr 9 and Improve value adding for low, medium and high performing students in SC and HSC.

Target 3

All teaching and learning programs to have a range of assessment strategies that verify student achievement of syllabus outcomes.

Target 4

Increase the use of quality digital resources in classrooms across all KLA's.

Target 5

Improve average results in NAPLAN numeracy by three marks and value adding for low, medium and high performing students in SC and HSC

Target 1

Aboriginal student results in NAPLAN, School Certificate and Higher School Certificate to equal all student state averages.

Strategies to achieve this target include:

- Complete PLP for all students identified.
- Aboriginal Leadership project.
- Targeted SRC positions.
- Leadership training.
- NORTA NORTA small group
- literacy/numeracy support.
- NORTA NORTA assessment task support centre for Year 11 &12 ATSI students

Our success will be measured by:

- Increased involvement in school leadership.
- Retention rates improving.
- SC and NAPLAN results
- Improved engagement with school.

Target 2

Increase of 3 marks (mean /700) in NAPLAN Yr 9 writing and improve value adding for low, medium and high performing students in SC and HSC English.

- Strategies to achieve this target include:
- Staff writing professional development.
- Establish literacy team.
- Scope and sequence for 7-10 English.
- Programming and English policy review.
- Review English faculty management.
- Complete programming and registration writing.
- English Faculty professional development – quality teaching, engaging students.
- Focus on explicit teaching of writing 7-10.

Our success will be measured by:

- NAPLAN year results.
- School Certificate and Higher School Certificate results especially value added data.
- Faculty programs and policies updated and following best practice.
- Year 12 exit survey.
- Improved engagement with school.

Target 3

All teaching and learning programs to have a range of assessment strategies that verify student achievement of syllabus outcomes.

Strategies to achieve this target include:

- Review and evaluate assessment tasks for Years 11 and 12.
- Formulate assessment task policy based on rich tasks and quality assessment practices.
- Staff training and development.
- Key learning areas to commit to common approach and format for assessment tasks.

Our success will be measured by:

- Refined assessment task scheduling with fewer but better quality assessment tasks to relieve the pressure on students.
- Key learning areas will present all tasks to students using the new format.
- HSC results will improve.
- Student exit surveys will show greater satisfaction.



Target 4

Increase the use of quality digital resources in classrooms across all KLA's.

Strategies to achieve this target include:

- Just in time training for staff in each key learning area.
- Professional learning days and courses provided.
- Effective development of interactive learning environments to support the introduction of Laptops & Learning computers.
- approach and format for assessment tasks.

Our success will be measured by:

- Refined assessment task scheduling with fewer but better quality assessment tasks to relieve the pressure on students.
- Key learning areas will present all tasks to students using the new format.
- HSC results will improve.
- Student exit surveys will show greater satisfaction.
- Computing Skills test results

Target 5

Improve average results in NAPLAN numeracy by three marks and value adding for low, medium and high performing students in SC and HSC

Strategies to achieve this target include:

- Scope and sequence review of all mathematics programs 7-10.
- Revise and amend programs as necessary.
- Effective development of interactive learning environments to support the numeracy.
- Focus on literacy skills related to mathematics/numeracy assessment and learning for understanding.

Our success will be measured by:

- Program changes.
- Improved NAPLAN numeracy scores.
- SC and HSC results especially value added data.
- Student exit surveys will show greater satisfaction.
- Staff utilisation of interactive learning.

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.

Alan Tolley - Principal

Ken Allison - Deputy Principal

Stuart Cutcher - Deputy Principal

Felicia Cecil - President P&C

All School Executive

School contact information

Kingscliff High School

33 Oxford Street Kingscliff NSW 2487

Ph: 02 6674 9777

Fax: 02 6674 3270

Email: kingscliff-h.school@det.nsw.edu.au

Web: www.kingscliff-h.schools.nsw.edu.au

School Code: 8579

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

<http://www.schools.nsw.edu.au/asr>

PRINCIPAL

A. Tolley

DEPUTY PRINCIPAL

K. Allison—Yrs 8, 9 & 10

DEPUTY PRINCIPAL

S Cutcher—Yrs 7, 11 & 12

COUNSELLORS

J. Gundersen

P. Kennett-Sloan

CAREERS

S. Ella – Yrs 11 & 12

B. Matsuto – Yr 10

CREATIVE & PERFORMING ARTS

R. Ludeke (HT-CAPA)

P. Dunn

B. Frankham

M. Nicholls

L. Renwick

J. Simons

P. Smith

K. Watler

COMPUTING STUDIES

G. Doman (Rel. HT-ICT)

D. Neil

ENGLISH/HISTORY

J. Waide (HT Eng on leave)

S. Smith (Rel HT Eng)

G. Bartier

C. Beauchamp

J. Carr

S. Eke

J. Finn

Z. Hunter

J. Mester

C. Moody-Preston

J. Moulds

C. Mullins

GENERAL TEACHERS

G. Wightman

**HUMAN SOCIETY &
ITS ENVIRONMENT**

D. Hannah (HT-HSIE)

W. Smith (HTA - Admin)

K. Corby

B. Ella

J. Graham

G. Gray

D. Mackenzie

L. Mansini

B. Quantrill

N. Wall

G. Wightman

I.M. TEACHER

L. Deane

M. Watego

ITINERANT SUPPORT TEACHER—BEHAVIOUR

L. Gall

G. Roach

LANGUAGES

B. Matsuto (Rel. HT – Lang)

R. Bailey

D. Knowles

LIBRARIAN

R. Seltin

MATHEMATICS

P. Geeves (HT-Maths)

B. Cowell (HTA-Admin)

B. Dunn

G. Hollands

S. Lowrey

D. Lloyd

T. Mentis

J. O'Brien

D. Russell

N. Torok

**PERSONAL DEVELOPMENT
HEALTH & PHYSICAL ED.**

K. Bassingthwaighe (HT – PE)

S. Rowles (HTA- Admin)

K. Bannerman

J. Harrold

D. Hillard

K. Levi

I. Ludeke

P. O'Farrell

RESOURCE TEACHER

J. Sutton

SCIENCE

S. Graham (HT—Sc)

K. Allison (DP)

C. Browne

M. Bryant

W. Colpitts

M. Crennan

L. Hawkins

A. Hounslow

L. Kearney

T. McLean

J. O'Keefe

K. Todoroski

SPORTS ORGANISER

I. Ludeke

TECHNOLOGY & APPLIED STUDIES

L. Croft (HT- TAS)

P. Charters
M. Connelly
S. Cowell
K. Glasser
H. Jennar
G. Kaminski
J. McIntyre
C. Moffitt
P. Sheriff

STAGE CO-ORDINATORS

Stage 4 P. Geeves
Stage 5 P. Geeves
Stage 6 D. Hannah

STUDENT ADVISERS

Yr 7 - K. Glasser
Yr 8 - C. Beauchamp A-L
- L. Mansini M-Z
Yr 9 - S. Ella
Yr 10 - S. Cowell
Yr 11 - D. Hillard
Yr 12 - J. Graham

WELFARE - HT

N. Williams

SCHOOL ADMIN. OFFICERS

M. Bryant (SAM)
D. Baxter
L. Bayliss
L. Dunn-Marler
A. Gee
J. Hopner
L. Marshall
B. Mattress
S. McCollum
L. Morrissey
C. Nelson
T. Shepherd
K. Woodford

ABORIGINAL EDUCATION ASSISTANT (AEA)

R. Beam (Rel.)

CANTEEN SUPERVISOR

A. Sharpe

FARM ASSISTANT

I. Akehurst

FIRST AID

L. Bayliss

GENERAL ASSISTANT

P. Barrett
A. Race

* HT - Head Teacher

* HTA - Head Teacher Admin

*HTW - Head Teacher Welfare

* SAM - School Admin Manager