

# Kingscliff High School Annual School Report 2013



## School context

### Relieving Principal's message

The year 2013 has been a year of wonderful achievements for students and staff at Kingscliff High School. Attaining academic excellence, participating in sporting, cultural and creative arts activities and encouragement of personal achievement, are the foundations for the ethos of the school. KHS is widely recognised by the community as an exceptional school. For 2014 the school has a projected enrolment of 1150 students. Such a strong enrolment allows KHS to continue to offer a wide variety of curriculum choices for our students from year 7 through to 12, with 37 subjects offered in Year 12 for the HSC.

Highlights for the year revolve around the Higher School Certificate results, sporting achievements, creative arts events and the positive relationships developed between school and parents, community and partner primary and high schools.

KHS is fortunate to have such outstanding natural surroundings and well-resourced buildings and facilities. It is a coeducational comprehensive secondary school and due to outstanding work by staff and students over the last 10 years, has won Director General Awards for Excellence in Welfare, Environmental Education, Information and Communications Technology, and Creative and Performing Arts.

In 2013 such strong numbers of students have continued the tradition of participating in a wide variety of sports. We have had outstanding success in the highly regarded zone, regional and state system of the CHS Sporting competitions. KHS is proud of our many students who have represented the school at zone, regional and state level. Over the recent years KHS students have gone on to represent Australia in international competitions. One staff member, Mr Peter Geeves, in 2013 coached a NSW sporting team at School Sport Australia Tournament for students.

Creative and Performing Arts activities featured prominently in the school year with Creative Arts Evenings involving up to 250 students and five performances at the end of Term 2 and Term 4. Outstanding performances were witnessed by large audiences in drama, dance and music, with visual arts displays prominent. A choral and a

dance group also featured at the School Spectacular at the Entertainment Centre in Sydney.

In 2013 KHS students recorded outstanding results in the HSC. Meg Crawford came first in the state for PD/H/PE and fifth in the state for Hospitality. Huge congratulations to Meg and her teacher Mr Ken Bassingthwaite for this outstanding result.

Our top students were Lauren Hutchinson 98.85, Wade Jensen 98.15 and Meg Crawford 96.35. 10.5% of our HSC students were in the top 20% of the state.

I certify that the information in this report is the result of a rigorous self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

**Robyn Ludeke**

### P&C

In 2013 our year began with a number of concerns for the membership, though few in number for such a large student body, are staunchly committed to two primary objectives viz the ability to enhance the learning and teaching process for our students, and the forging of a firm mutually beneficial partnership with the school, parents, caregiver community, for we are aware, and have been aware of, growing community disaffection in regard to Kingscliff High School.

Whilst acknowledging that many of our parents/caregivers are employed, it is still very disappointing to see the same eight or nine faces at our monthly meetings. And it must be said that of this number, at least six are employed! Perhaps the priorities of our school community need to be reviewed and reassessed, for surely the giving up of two hours once a month, for nine months of the year should not be regarded as an impost, particularly where our students' education is concerned. I would encourage our parents to make a commitment to be involved with the P&C, particularly since the latter half of the school year, when members discerned a strong desire by the school to engage in a meaningful relationship with us. We earnestly hope that this perception is not only correct, but that it continues.

**CANTEEN MATTERS:** In spite of having only 12 volunteers to assist in the operation of our P&C operated canteen, our canteen Supervisor, Monica Camilleri and her three part time assistants Adell, Donna and Debbie, have kept our canteen running efficiently and profitably. This efficiency is evidenced in the number of financial donations the P&C have made to our school this year. These include \$31,000 for the purchase of staging to be used by the creative and performing arts (CAPA) faculty in the multipurpose unit; \$30,000 for the creation of a senior students learning/recreational space on the old campus site; \$3000 for an across school mathematics initiative; approximately \$2000 to our physical development health and physical exercise faculty for our senior students RRISC program. A program which the P&C have financially supported each year for the last ten years; \$1400 for the purchase of additional new and inspiring texts for our student body across the school; the engagement of an athletics coach to enhance the athletic prowess of our gifted sports stars. This is an ongoing commitment by the P&C; \$5000 for the purchase of prescribed DVDs in multiple copies for our senior students especially, so that they are able to borrow them from the library throughout the year, and so be in a better position to revise their set films prior to examinations.

**UNIFORM SHOP:** Our Uniform Shop, capably and efficiently run by our former P&C treasurer, Debbie Jenkins, continues to also create financial benefits for our school. This year the shop handed over a cheque for \$25,000 to the P&C and this has been used in the abovementioned donations to the school. When occasions arise, Janette Blackburn is a valuable assistant to Debbie.

We continue to operate the shop without the EFTPOS facility, as the financial requirements for having this facility, outweigh the benefits for our students.

This past year saw the P&C introduce and commit to an innovative educational program 'Senior Success' which was financed entirely by the P&C. We not only bought in the program's creator from Tamworth and paid for her attendance and instruction, but also for the casual staff back in Tamworth who filled in for her in her absence. The P&C also provided the refreshments for each of the seminars held for Years 11 and 12 over the

past year. We intend to continue to finance this program for our future senior students.

On a sadder note, we feel a deep sense of loss on the retirement of a number of our longtime staff, notably deputy principal, Ken Allison and Sports Master, Mr Ian Ludeke. We trust they enjoy their retirement as they have certainly earned it.

These two former staff members, plus a number of current staff gave up precious personal time so that our students could benefit and we are truly appreciative of their efforts. This can be evidenced at our two CAPA performances in June and December each year.

This report would not be complete without mention being made of the efforts of our relieving Principal, Mrs Robyn Ludeke, as she endeavours to effect positive progress at our school. Robyn has made a wonderful impact during her tenure so far and the members wholeheartedly support and value her efforts.

Overall, we feel that the P&C has ended the year feeling optimistic about achieving our two primary objectives mentioned in the opening lines of this report and we would convey our thanks to all those, both staff and school community, who have positively contributed to our school over the past 12 months.

**Felicia Cecil, President**

### **Student representative's message**

Mr Williams was the School Representative Council coordinator for the 2013 academic year after Mrs O'Keefe stepped down from the position after many years of fine commitment and service as SRC coordinator. The 2013 School Captains were Laura Dunn and Josh Bowkett assisted by Vice Captains Lauren Hutchinson and Wade Jensen.

The SRC conducted numerous fundraising activities throughout 2013. A number of very successful Pizza Days were held at recess in the Quad with plenty of SRC participation in the set-up of tables and equipment and selling of pizzas. The beneficiaries of the funding included a significant donation towards the costs of the school magazine. The fund raising events included Shave for a Cure early in the year as well as Daffodil Day later on.

SRC Meetings were held and the SRC was able to provide suggestions and feedback to the Principal and Executive about a range of issues and concerns.

Developing student leadership was an important sphere of activity in 2013. Highlights included the School Captains' and Vice-Captains' annual trip to Sydney to visit the NSW Governor and State Parliament, where a comprehensive tour was provided to School Captains as well as an explanation of the functioning of the Legislative Assembly and Council. We were able to see both chambers in action. The MLA for Tweed, Geoff Provost, was most hospitable to our Captains and Vice Captains. Sage Black and Jemilla Raphael visited the Tweed Council as part of a district initiative aimed at getting school leaders linked with local government. Our SRC Representative listened to an address by the Tweed Shire Mayor, and they were able to participate in a mock council meeting in council chambers under the guidance of senior council officials.

In Term 3, Year 10 and 11 got a practical exercise in the application of democracy when they participated in voting for four of the seven nominees for School Captain and Vice-Captain. The speeches of all nominees were sincere and well-articulated, and were received warmly by the audience of voters.

Two of the incoming 2014 School Captains and Vice Captains – Eliza Cowell and Tess McLeod – were able to attend the GRIP School Leadership conference in Term 4 at which celebrity keynote speakers provided insights into personal success and leadership. The girls returned enthused and full of ideas for enhancing the role of the SRC in the school.

Following tradition, our School Captains provided a dignified presence at the Kingscliff ANZAC Dawn Ceremony, where both Laura and Josh spoke movingly of what ANZAC meant to them. Laura represented the school together with Mr Williams at Remembrance Day 2013 at Kingscliff. A wreath was laid at the cenotaph on behalf of the staff and students of KHS. Lest We Forget.

As Mr Williams will be stepping down from the SRC Coordinator position at the end of 2013, the SRC welcomes the new 2014 SRC Coordinator Mr Scott Ella – we wish him well in the position.

**Nikolass Williams**

## Student information

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

## Student enrolment profile

Gender	2007	2008	2009	2010	2011	2012	2013
Male	655	657	672	691	666	619	597
Female	582	581	610	593	588	549	547

## Student attendance profile

	Year	2008	2009	2010	2011	2012	2013
School	7		91.7	89.8	90.9	93.3	93.8
	8		89.2	89.2	88.5	89.9	91.4
	9		88.3	85.4	87.6	90.0	90.2
	10		89.6	84.9	83.5	87.4	89.8
	11		90.3	85.1	84.9	86.5	90.3
	12		87.9	88.2	89.8	88.3	90.7
	Total	88.2	89.5	87.0	87.4	89.2	91.0
Region	7		90.1	90.7	90.4	90.0	90.6
	8		87.4	88.4	87.4	87.1	88.3
	9		86.1	86.7	85.7	85.4	86.0
	10		86.4	85.8	83.4	83.1	83.6
	11		87.2	86.4	84.4	84.0	84.7
	12		87.6	88.0	86.4	86.3	87.2
Total	88.0	87.4	87.6	86.3	85.9	86.7	
State DEC	7		92.3	92.6	92.5	92.4	93.2
	8		90.0	90.5	90.1	90.1	90.9
	9		88.8	89.1	88.8	88.7	89.4
	10		88.7	88.3	87.1	87.0	87.7
	11		89.4	89.1	87.6	87.6	88.3
	12		89.4	89.8	89.2	89.3	90.1
Total	89.9	89.7	89.9	89.2	89.1	89.9	

## Management of non-attendance

Students attend roll call every day and also have a roll marked for each class during the day. Roll marking is completed electronically with roll information reported to the administration staff instantly through wireless connection. Absences from school are reported to parents via SMS messages sent at 10.00am each day. Fractional truancy and whole day absenteeism are followed up by the Head Teacher Administration.

## Post-school destinations

University 40%  
 TAFE 15%  
 Apprenticeships 6%  
 Work 29%  
 GAP Year – TAFE/University 10%

## Year 12 students undertaking vocational or trade training

In 2013, 157 students attained the HSC, with 99% attaining their educational qualifications for the HSC.

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

In 2013, 74 students studied TVET courses (at Kingscliff High TAFE and Murwillumbah TAFE) obtaining certificates in 26 different subjects. At Kingscliff High School, students studied primary industries and entertainment. In agriculture 11 students attained a Certificate II during the primary industries course. Of these 11 students, seven students elected to sit the HSC exam. All students achieved Band 3 and above. One student achieved a Band 5. In entertainment there were 16 students that had respectively received their certificates.

## Workforce information

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

### Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teachers	13
Classroom Teacher(s)	65
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
Teacher of ESL	0.2
School Counsellor	1.8
School Administrative & Support Staff	22
Total	107.7

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Kingscliff High School has nine members of staff who identify as Aboriginal. One Aboriginal Head Teacher, five Aboriginal classroom teachers, two Aboriginal administrative staff and one Aboriginal Education Officer.

## Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	86
Postgraduate	5
NSW Institute of Teachers Accreditation	28

## 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	30/11/2013
<b>Income</b>	\$
Balance brought forward	656761.94
Global funds	741965.90
Tied funds	542845.99
School & community sources	469821.19
Interest	25363.08
Trust receipts	45217.30
Canteen	0.00
Total income	2481975.40
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	250992.42
Excursions	154846.37
Extracurricular dissections	171548.71
Library	22986.82
Training & development	967.64
Tied funds	382775.57
Casual relief teachers	195626.86
Administration & office	196051.58
School-operated canteen	0.00
Utilities	154064.03
Maintenance	52365.37
Trust accounts	50665.67
Capital programs	125761.12
Total expenditure	1758652.16
<b>Balance carried forward</b>	723323.24

A full copy of the school's 2013 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 2013

## Academic achievements

### NAPLAN

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

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

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)

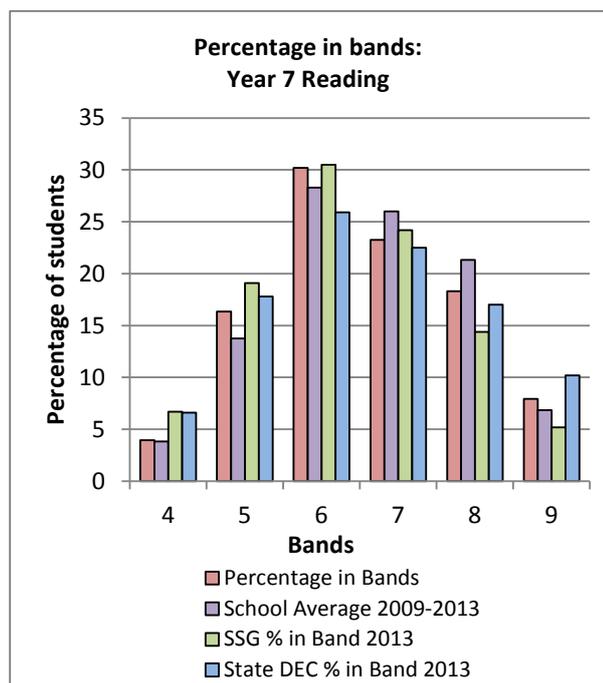
In the Higher School Certificate the performance of students is reported in performance Bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

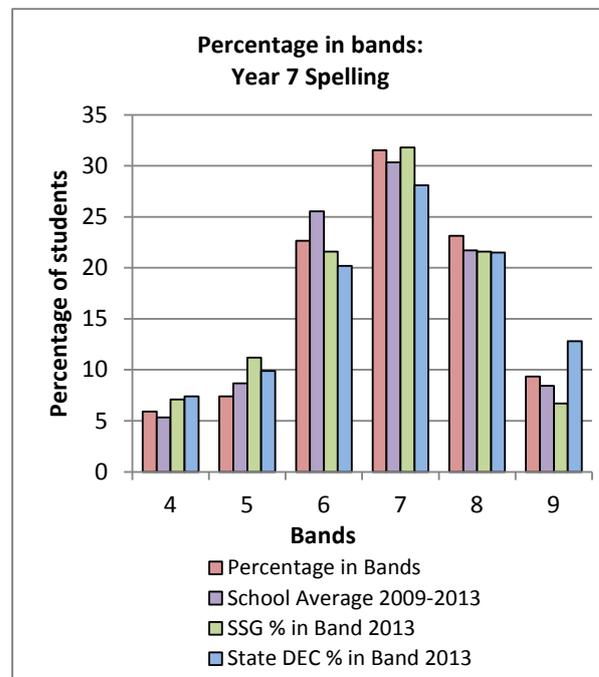
### NAPLAN Year 7 – Reading

Kingscliff High School students' average score of 535.2 which was substantially above Similar School Group average score of 522.5.



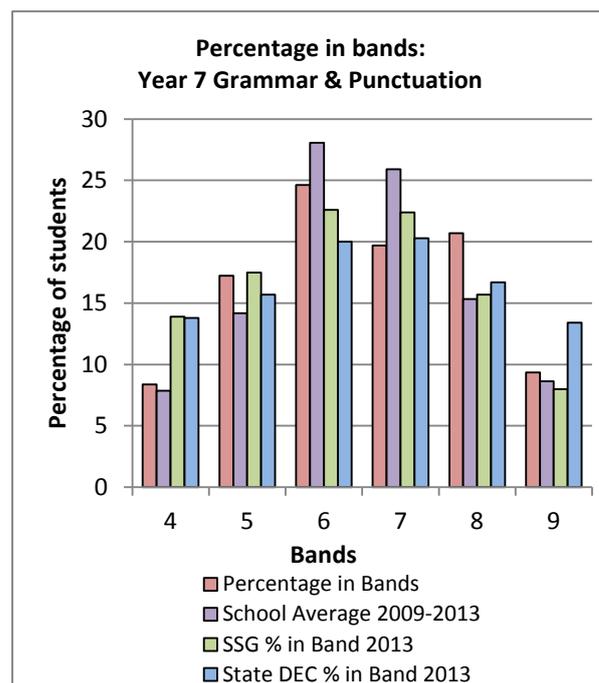
### NAPLAN Year 7 - Spelling

Kingscliff High School students' average score of 548.4 is above the Similar School Group of 542.5 but below the state average of 551.9.



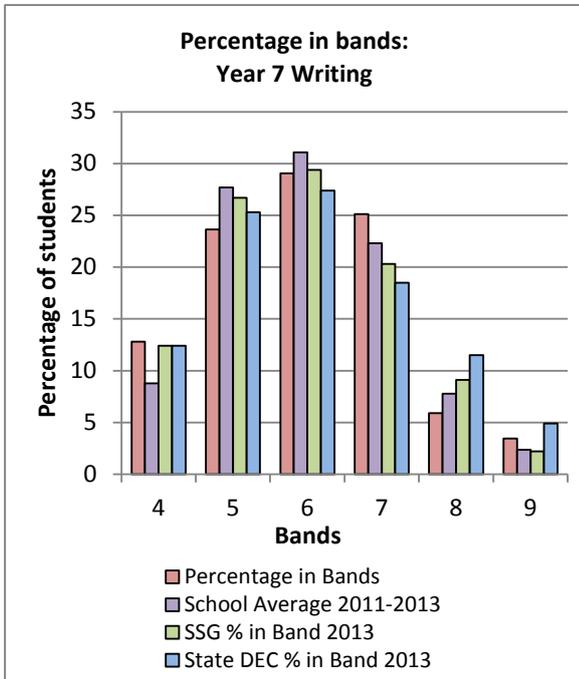
### NAPLAN Year 7 – Grammar and Punctuation

Kingscliff High School students' average score of 530.8 is substantially above average of Similar School Group of 518.1 and above the state average of 529.7.



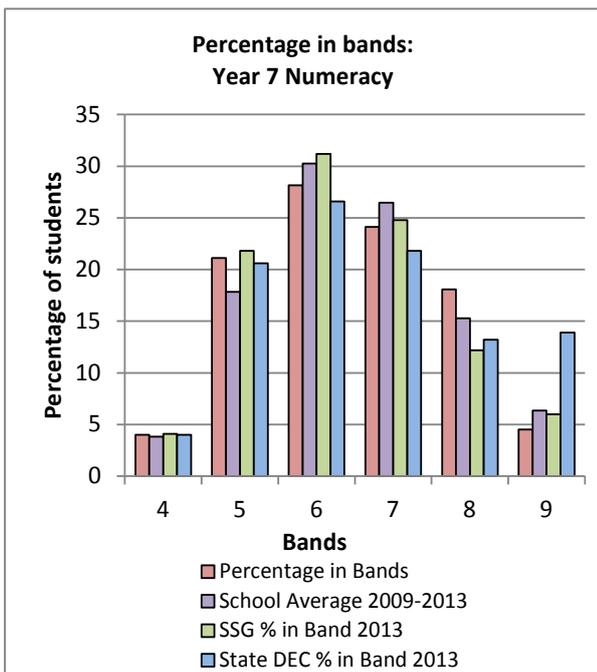
### NAPLAN Year 7 - Writing

Kingscliff High School students' average score of 501.9 was not above Similar School Group and state average scores of 495.3 and 502.1 respectively.



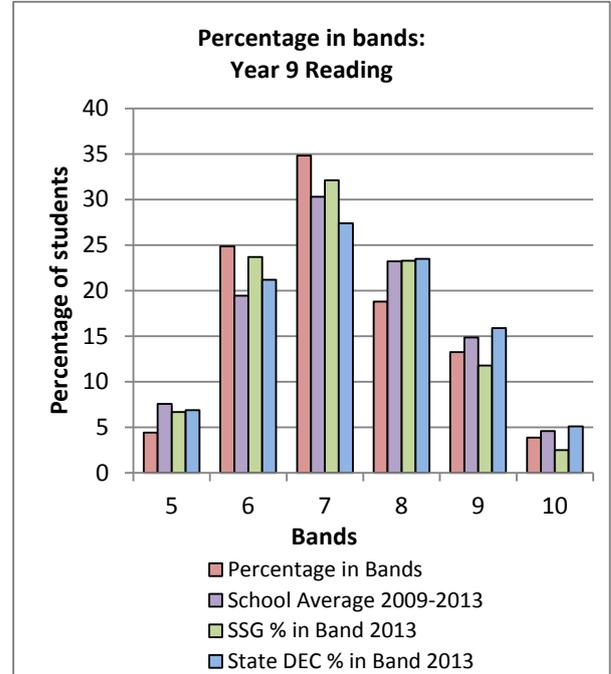
### NAPLAN Year 7 - Numeracy

Kingscliff High School students' average score of 525.7 is above Similar School Group average of 523.3 but below the state average of 540.9.



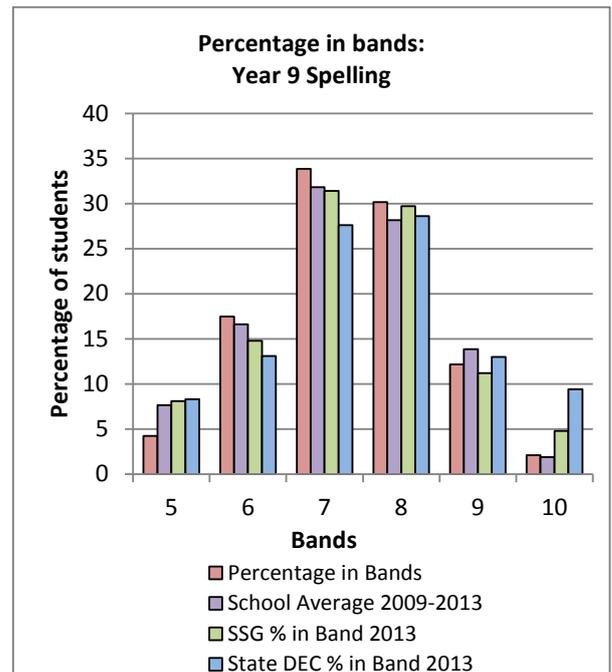
### NAPLAN Year 9 - Reading

Kingscliff High School students' average score of 567.4 was above the Similar School Group average score of 564.8 but below the state average of 574.8.



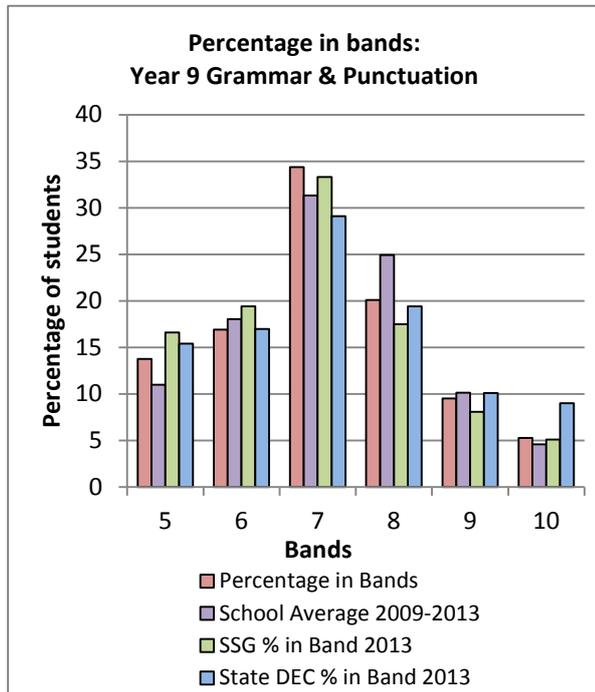
### NAPLAN Year 9 - Spelling

Kingscliff High School students' average score of 575.3 was above the Similar School Group average of 574.5 but below the state average score of 584.0.



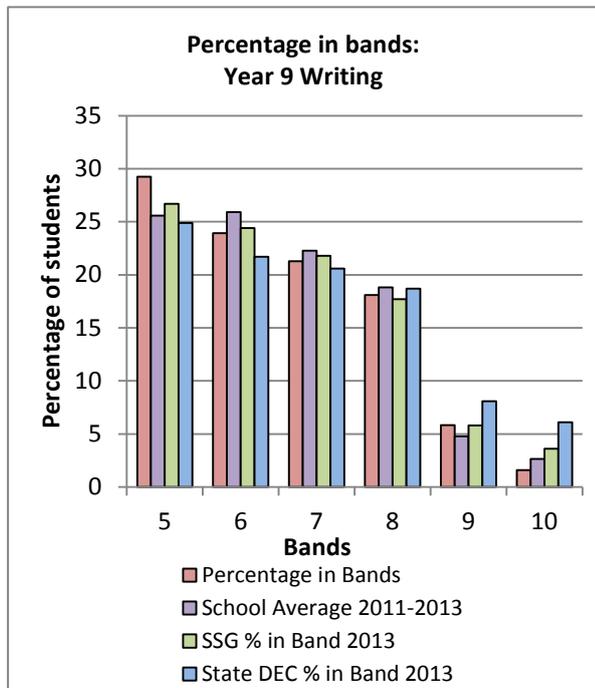
## NAPLAN Year 9 – Grammar and Punctuation

Kingscliff High School students' average score of 562.5 was significantly below the state average of 565.8.



## NAPLAN Year 9 – Writing

Kingscliff High School students' average score of 515.2 was significantly below the Similar School Group and state average scores of 524.1 and 534.2 respectively.



## Progress in Writing

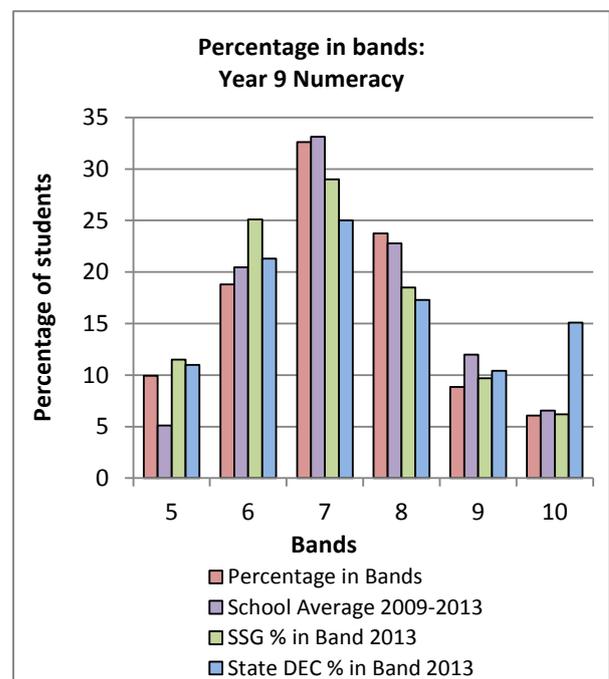
Student results for writing from Year 7 2011 to Year 9 2013 has remained constant.

The My School website provides detailed information and data for the national literacy and numeracy testing (NAPLAN).

Click in the link <http://www.myschool.edu.au> and enter the school name in the Find a School and select Go.

## NAPLAN Year 9 - Numeracy

Kingscliff High School students' average score of 567.2 was above the Similar School Group average 561.1 but below the state average score of 584.4.



## Progress in Numeracy

Student results for Numeracy from Year 7 2011 to Year 9 2013 has improved in the Band 8 results.

The My School website provides detailed information and data for the national literacy and numeracy testing (NAPLAN).

## Higher School Certificate (HSC)

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

KHS sat for examination in 37 subjects. Student average marks were better than state DEC average in five subjects:

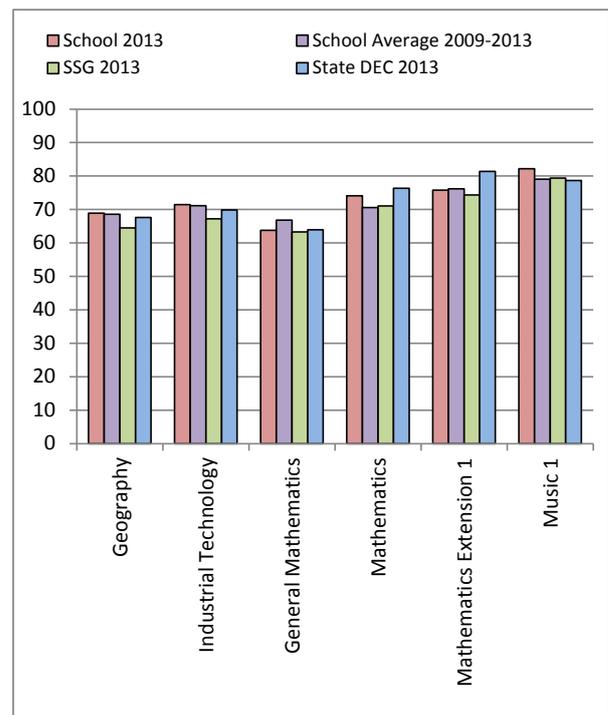
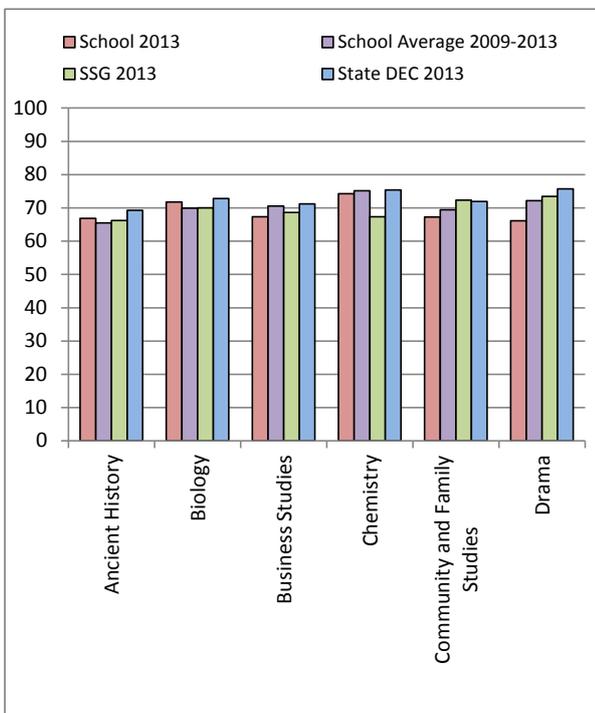
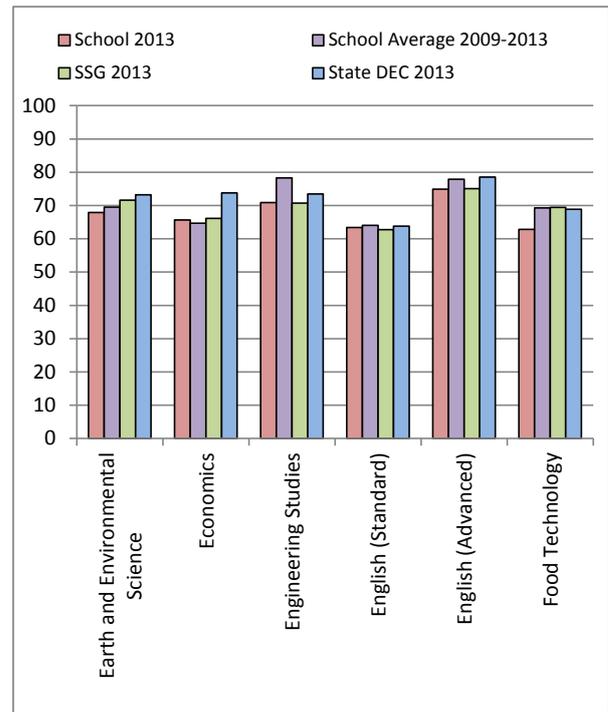
These were geography, industrial technology, music, PD/H/PE and senior science.

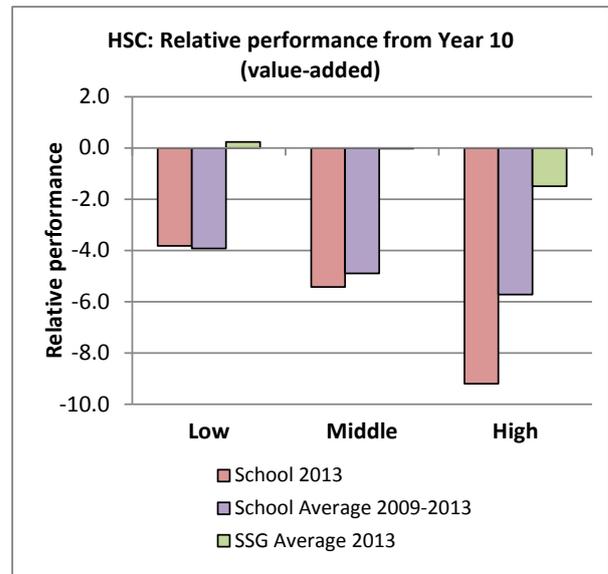
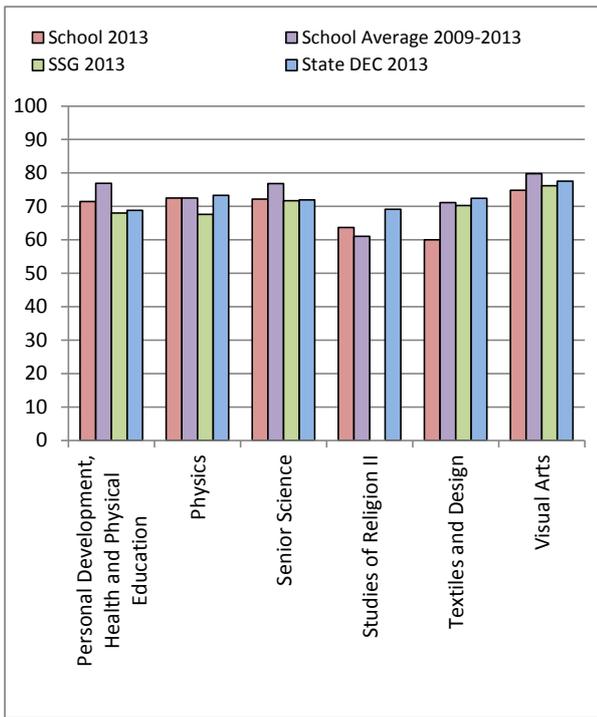
One student Meg Crawford was first in the state in PD/H/PE and fifth in the state in hospitality.

In a further 13 subjects the KHS average mark was higher than the average for the Similar Schools Group average scores. These subjects were: ancient history, chemistry, engineering studies, English standard, geography, industrial technology, mathematics, music, PD/H/PE, physics and senior science.

KHS offers a curriculum spread unmatched in any other school in the local area.

Of the 105 students eligible for an ATAR, three students achieved an ATAR score of 90 or better.





### Record of School Achievement (RoSA)

The Record of School Achievement or RoSA is the Board of Studies replacement for the NSW School Certificate. With no external test, schools will have additional time in Term 4 to complete Year 10 course requirements.

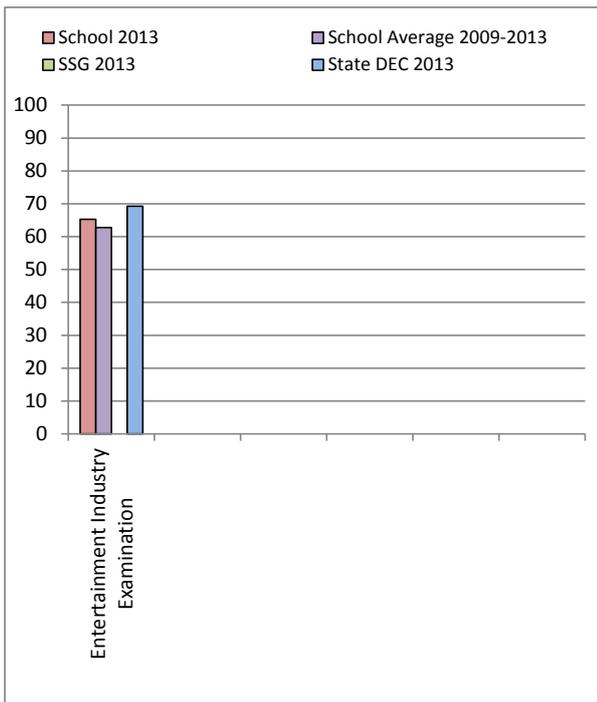
To qualify for the award of a RoSA, a student must have:

- Attended a government school, or a recognised non-government school.
- Undertaken and completed courses of study that satisfy the Board’s curriculum on assessment requirements for the RoSA.
- Complied with any other regulations or requirements (such as attendance) imposed by the Department of Education and Communities or the Board of Studies.
- Completed Year 10.

Until a student has qualified for the RoSA, that is, they have successfully met all four (4) criteria outlined above, they will not move into stage 6 courses. Students may be required to repeat Year 10 to complete the criteria.

### Significant programs and initiatives

In 2013 HSC students in advanced English scored above state averages. Half of the students in the advanced English cohort achieved marks of 70 or more. These results stood out in terms of the region as well as the state, demonstrating the hard work of students and staff throughout the year. Highlights for HSC students included a



creative writing workshop with Jim Hearn, a scriptwriter, author and script assessor for Screen NSW. Students attended a master class at KHS on the concept of 'Belonging', the current Area of Study with Professor Baden Offord of Southern Cross University, who provided an insightful and detailed analysis of the concept. A group of Year 12 students travelled to Sydney to attend the HSC study day and students travelled to Brisbane to attend a performance of 'Cosi', a play studied in the English standard course at KHS.

The English faculty has been engaged in creating an exciting and engaging range of new units for the Stage 4 and Stage 5 junior English course for the incoming NSW English Syllabus for the Australian Curriculum and will continue this work in 2014. Throughout the year a range of English related opportunities have extended students' understanding and skill base in line with the faculty to create and deliver increasingly relevant and engaging programs. This included an excursion to Somerset Celebration of Literature in April. The new HSC Prescriptions list begins in 2015 and the faculty have been attending a range of professional development conferences to ensure they are well positioned to deliver units of work for the HSC course that extend the expertise of our students. New texts continue to be purchased to meet the interests of students and to support the delivery of the NSW English Syllabus for the Australian Curriculum and the new HSC Prescriptions.

The mathematics faculty offered the full complement of mathematics courses including General Mathematics, Mathematics, Mathematics Extension 1 and Mathematics Extension 2. 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 2013 was achieved with moderate success. In the Mathematics, Mathematics Extension 1 and Mathematics Extension 2 courses student performance was consistent on previous years. Further emphasis to ensure all courses achieve at or above state averages will be a target for 2014. In mathematics the highest individual score was 90. In Mathematics Extension 1 the highest individual score was 92 and all students in Mathematics Extension 2 achieved National Band 6 levels.

Science students were entered in primary industries, biology, chemistry, physics, earth &

environmental science, senior science and marine studies. Across the six HSC science subjects, students achieved two Band 6 and 25 Band 5 results. Overall HSC science results at KHS have shown results that are above the state's values.

In primary industries, seven of the 14 students elected to do the exam achieving one Band 5 and four, Band 4.

In biology there were eight Band 5 and 15 Band 4 results. This represents over half the number of students electing biology finishing with a Band 4 or above.

In chemistry there were 20 students who completed the HSC. Three achieved a Band 5 and 13 achieved Band 4. This represents 80% achieving in the top 3 percentile Bands.

In physics there was one Band 6, one Band 5 and seven Band 4 results. This represents 69% of students achieving in the top 3 Bands compared to the states 64%.

In earth & environmental science there was one Band 6, two Band 5 and two Band 4 results. 35% of the students achieved a Band 3.

In senior science there were 10 Band 5 and 13 Band 4 results. This represents 59% of the students achieving in the top three percentile Bands.

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. In Stages 4, 5 and 6 students work towards mastery of written responses that require analysis and evaluation.

The 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.

The HSIE faculty offered nine subjects for the 2013 HSC. These included ancient history, Aboriginal studies, business studies, economics, legal studies, society and culture, studies of religion, work studies and geography. As a consequence the faculty made a significant contribution to the breadth of curriculum of KHS.

At the HSC level the faculty was able to achieve some very pleasing results. Ancient history students gained two Band 5 and over 60% of students in the top three Bands. Business studies students earned one Band 6, three Band 5 and 75% of students in the top four Bands. In economics there was one Band 6, two Band 5 and 70% of students in the top four Bands. Students in legal studies gained two Band 5 and 85% of students in the top four Bands. Eighty five percent of geography students were in the top four Bands and 100% of society and culture students made the top three Bands.

The faculty continues to offer very significant extra curricula opportunities for students including field trips to the Australian War Memorial, Seaworld, Movieworld, The Queensland Museum and Cudgen Creek. Human society and its environment teachers are heavily involved with the extra-curricula life of the school with significant contributions made to hockey, lawn bowls, tennis, soccer, surfing, rugby league and Australian Rules.

Once again the physical development, health and physical education results were outstanding by any analysis against the state or other courses at this school. In particular, of the 13,971 students that sat for the HSC exam across NSW, our best performing student had the honour of achieving first in the state with a mark of 98. Forty percent of students in this course achieved a result in either Band 5 or 6 compared to only 28% of students in the state. Five percent of students achieved a Band 6 which continues to be in line with that of the state, whilst 35% of students who sat the exam PDHPE represented one of their top three exam mark in the HSC. This is a magnificent effort. The PDHPE faculty and all the students should be congratulated on this achievement.

In industrial arts (IA), students were entered in engineering studies, industrial technology (timber products and furniture technologies) and design and technology. Many students were rewarded with excellent results. In engineering studies 65% of the class achieved Band 4 with the remainder achieving Band 3 marks. The timber products and furniture technologies class were rewarded with outstanding results achieving marks 8.95% above state average. The highest mark in this class was 89% and 83% of this class achieved Band 5 marks. In design and technology, the class was rewarded with marks 1.9% higher than the state average. One student achieved a Band 5 with the

remainder attaining Band 4 marks. Overall many of the IA students achieved their best marks in these three subjects.

The industrial arts faculty has provided opportunities for our gifted and talented students to excel by participating in state and regional engineering and skills challenges. A team of three Year 8 students achieved a creditable 4th place in the South East Queensland bridge building competition.

The languages faculty ran two successful cooking days. Year 7 made Yakisoba and Year 8 made Okonomiyaki under the watchful eye of our Japanese chef Ken San. During the cooking days students also had the pleasure of trying Japanese green tea. We include the wider school community on these days by buying Japanese lunch boxes (Obentou) which proved to be very popular among staff and students.

This year we enjoyed the company of our long-term exchange student Naoya Gomi who came to us from our sister school in Japan, Yamanashi Gakuin High School. This cultural and educational exchange has been of immense benefit for both Naoya and the students and staff of KHS. Naoya spent 10 months with us.

This year we sent 3 students to Yamanashi; Sean Maguire, Eamonn Hamill and Kiarne Radecki for a 3 month exchange.

We hosted a visit of four students from Japan who were on a study tour with their teacher. They stayed with us for four school days and a weekend, and enjoyed a variety of activities including classroom visits.

A selection of students visited TAFE in the last week of Term 4 to interact with Japanese visitors.

Our after school speaking skills practice introduced in 2013 proved very popular and has been continued into 2014. We formally thank Annie Taylor and Monica Ellul for their help with this initiative. It has been extremely beneficial to our senior students.

This was the last year of DER laptops for Year 9 students. In 2014, we will need to investigate alternative arrangements for future students. Bring Your Own Device (BYOD) appears to be the preferred option from DEC. In December the Head Teacher ICT developed a Draft BYOD Policy for KHS. We again received 43 points allocation for T4L and have been able to use these to roll

out approximately 50 computers that are out of warrants.

We continue to attract students to our senior multimedia course with a full class and more than 10 students on a waiting list hoping to get into the class should a vacancy arise. Our HSC results in this course are pleasing with a number of students achieving a Band 5.

2013 was a year of outstanding HSC results for the CAPA department.

The music results were fantastic with 78% of the class receiving a Band 5 or above and two of those 11 students received a Band 6. The HSC class led by Mr Lachlan Renwick produced industry quality performances pieces and their marks reflected their efforts and technical ability.

Dance has maintained its excellent reputation of achieving impressive results with above Band 5 achievements and four Call Back nominations. The 2013 dance class, led by Mrs Karen Goode, showed strength, creativity and outstanding technical ability in their core compositions and core performances.

The 2013 visual art class, led by Mr Peter Dunn & Ms Rebekah Dunn produced excellent results also with three Band 5 achievements. The students' major works were inspired and showed excellent technical ability.

CAPA faculty is working toward building a good foundation of performance experience and industry knowledge across all CAPA Key Learning Areas to further enhance the HSC results of all of our CAPA students. To this end we endeavour to provide early opportunities for skill development and experience introduced in 2013 the CAPA Transition Program is one such initiative that aims to develop the skills needed to succeed in the NSW Education. The program is designed to build confidence in students and their abilities and to bridge the gap between primary and secondary. With continued exposure to Industry Standard Performance opportunities, such as our CAPA productions, students develop their talents and technical abilities to assist them in reaching their full potential when sitting their final exam.

In 2013, KHS had 139 Aboriginal and Torres Strait Islander Students enrolled. Thirteen students sat for the HSC. This is an increase of 20% in the number of Aboriginal and Torres Strait Islander students completing the HSC. Jayden Chadburn gained a full scholarship to Bond University,

Tyarna Larkin will be studying at UNSW, Ben O’Gorman is studying at Griffith University and Adam Muntlewit will be studying at SCU.

Year 9 KHS Aboriginal and Torres Strait Islander student results have improved. They have achieved above the state average growth in the NAPLAN test aspect of grammar and punctuation.

Students have improved access and participation in school based traineeships.

### **Aboriginal education**

KHS supports Aboriginal and Torres Strait Islander students through the NORTA NORTA funded tutoring programs as well as AIME and ASPIRE. KHS has well developed Aboriginal Leadership programs that link with the CONNECT and Wollumbin Dreaming programs. In collaboration with CONNECT partnership programs with community and parents have been developed.

### **Multicultural education**

Harmony Day activities were organised and very popular with students and staff. KHS has a small contingent of students with language backgrounds other than English. Kingscliff Way program and STAR student behaviour programs focus on tolerance and respect. Diversity is celebrated and recognised in both programs.

## **School planning and evaluation 2012—2014**

### **School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2013 our school carried out evaluation of:

- Educational and management practice.
- Development of teams to support teaching and learning.

### **Background**

After evaluating the KHS School Plan, it became evident that the formation of teams would be necessary to enhance the targets in the plan. The evaluation resulted in the development of teams for Writing, Reporting, Gifted and Talented, Well Being, Aboriginal Education and Technology in the classroom.

## Findings and conclusions

The teams identified strategies to help meet the targets in the plan and developed intended outcomes for 2013 – 2014. The teams focused on:

- Working collaboratively to support student learning needs.
- Planning, implementation, monitoring and evaluating initiatives identified to support the School Plan.
- Provide updated reports and feedback to staff.
- Provide professional support and opportunities to teaching staff.

## Future directions

Our goal for 2014 is to further consolidate these teams and to work towards their objectives. The teams plan to enhance student literacy levels, student engagement and to enhance student performance. The teams are also working towards closing the gap in Aboriginal student outcomes and improving student satisfaction at KHS.

## Other evaluations

No other evaluations were undertaken.

## School planning 2012—2014: progress in 2013

Kingscliff High School identified priority areas of Writing, Attendance and Retention, Aboriginal & Torres Strait Islander Education, Attracting & Retaining top 25% students, Positive Relationships & Positive Mental Health and NSW Syllabuses for the Australian Curriculum & 21st Century Learning, as action areas for 2013. Considerable progress was made in these areas.

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.

**Supporting Every Student To Be a Kingscliff STAR student**

Kingscliff High School	School Plan 2012 – 2014
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• All KLAs commit to extended writing</li> <li>• All KLAs learning journal trial</li> <li>• SDD "Writing in the KLAs"</li> <li>• Faculty specific training ongoing support.</li> <li>• Monitor student workbooks</li> <li>• Extended writing in event exam/test</li> <li>• Peer Literacy Tutoring – student volunteers</li> <li>• Norta Norta Tutoring for Indigenous students</li> </ul> <p><b>S</b> <b>T</b> <b>A</b> <b>R</b> Safe Tolerant Achieving Responsible</p>	<p><b>Aboriginal Education</b></p> <ul style="list-style-type: none"> <li>• Implement revised Norta Norta Year 8/10</li> <li>• Implement revised Norta Norta Year 11/12</li> <li>• Initiate Aboriginal language program</li> <li>• ATSI student leadership development</li> <li>• Focus on Writing in Years 7-12</li> <li>• Attendance monitoring</li> <li>• Aurora Aspiration project</li> <li>• AIME – student mentoring program</li> <li>• Junior AECG development and support</li> <li>• Wollumbin Dreaming leadership project</li> </ul> <p><b>S</b> <b>T</b> <b>A</b> <b>R</b> Safe Tolerant Achieving Responsible</p>
<p><b>Positive Relationships and Positive Mental Health</b></p> <ul style="list-style-type: none"> <li>• Mind Matters Level 1 Training for all staff</li> <li>• Mind Matters level 2 training</li> <li>• Mind Matters working party</li> <li>• Train student leaders – Roll group activities</li> <li>• Drug Education Strategies</li> <li>• Identifying students at risk</li> <li>• Parent/carer and community development</li> <li>• Well Being Expo</li> </ul> <p><b>S</b> <b>T</b> <b>A</b> <b>R</b> Safe Tolerant Achieving Responsible</p>	<p><b>Attendance and Retention</b></p> <ul style="list-style-type: none"> <li>• "Not OK to Be Away" campaign</li> <li>• Case management students with attendance issues</li> <li>• Late arrivers to Senior Executive</li> <li>• Improved communication with home</li> <li>• HSLO liaison</li> <li>• Follow up of N awards, SC, Prelim, HSC</li> <li>• Evaluate curriculum offerings for disengaged</li> <li>• Liaison with TAFE, Connect, NORTEC</li> <li>• Homework centres: Pottsville,</li> <li>• NORTA NORTA Tutoring, Student Mentoring</li> </ul> <p><b>S</b> <b>T</b> <b>A</b> <b>R</b> Safe Tolerant Achieving Responsible</p>
<p><b>Attracting and Retaining TOP 25% Students</b></p> <ul style="list-style-type: none"> <li>• Implement revised transition program across Coastal Learning Community</li> <li>• CLC – Extension Fays for top 25%</li> <li>• Challenge Activities – All KLA</li> <li>• Tournament of Minds</li> <li>• GATS coordinator to be appointed</li> </ul> <p><b>S</b> <b>T</b> <b>A</b> <b>R</b> Safe Tolerant Achieving Responsible</p>	<p><b>NSW New Syllabuses for Australian Curriculum &amp; 21st Century Learning</b></p> <ul style="list-style-type: none"> <li>• Learning Modules for all staff</li> <li>• 21<sup>st</sup> Century Learning skills</li> <li>• Staff meeting activities, staff support and feedback for implementation</li> <li>• Programming and planning for new syllabuses</li> <li>• Review programs, scope and sequence</li> </ul> <p><b>S</b> <b>T</b> <b>A</b> <b>R</b> Safe Tolerant Achieving Responsible</p>

## School priority 1

### Writing

Enhance student literacy achievements to meet and exceed State and Regional targets.

Our achievements include:

- Utilise NAPLAN Year 7 data to inform whole school planning.
- Staff training Term 2 SDD, faculty specific training.
- Faculty based training session. Explicit teaching of writing in your KLA.
- Student modeling workshops – 7 Steps to Successful Writing.
- Faculty programs address specific strategies for explicit teaching of writing in all subjects.
- Peer Literacy Tutors – Library, roll call, Writing Team Outcomes from 2012–2014.

## School priority 2

### Attendance and retention

Enhance individual student performance through improved attendance.

Our Achievements include:

- “Not OK To Be Away” mail campaign.
- Case manage students with attendance issues.
- Late arrivers to principal or deputy principal. Follow up patterns of chronic late arrivers. Blitz weeks each term.
- Improved communications with home. SMS, email, letters, telephone.
- Evaluate current curriculum offerings for disengaged students, especially 15-17 year olds. Reevaluate subject selection – more information.
- NORTA NORTA Tutoring program. Subject specific tutoring 11-12. Tutoring identified students not meeting national minimum standards 8 and 10.
- Homework Centre trial. Pottsville Neighbourhood Centre as trial venue. Outcomes from 2012–2014.

## School priority 3

### Aboriginal and Torres Strait Islander Education

Close the gap in Aboriginal educational outcomes. Increase number of Aboriginal and Torres Strait Islander students gaining University entrance.

Our achievements include:

- Implement revised Norta Norta Year 8 and 10 tutoring program.
- Implement revised Norta Norta Year 11 and 12 tutoring program.
- Investigate Aboriginal Language program. Establish parent/student/community working group to examine feasibility.
- Initiate ATSI leadership development program. Wollumbin Dreaming participant school, Leadership Camps, SRC designated ATSI seats, Junior AECG membership.

- Attendance monitoring. Blitz weeks each term.
- Aurora Foundation – The Aspiration Project. Continued participating school.
- AIME – Signed on as participating school. Program commenced 2012.

## School priority 4

### Attracting and Retaining Top 25% Students

Maintain enrolment share of top 25% performance students. Retain and extend learning outcomes of top 25% performance students.

Our achievements include:

- KHS has implemented a variety of transition and extension activities for Primary students 4-6 across the Coast Learning Community including: Japanese language programs delivered to stage 3 students by a trained KHS Japanese teacher, music, dance, visual arts and extension activities culminated in a creative arts Production. Collaboration occurred between Kingscliff Primary stage 3 students, their teacher and KHS staff in observing & analysing marine ecosystems.
- Opportunities for talented students to participate and excel in a range of extension activities and competitions including: the North Coast Mathematics Day, South East Qld Bridge Building Competition and King Kitchen-where food technology students competed in a Master Chef style challenge.
- Senior Success Program achieved significant success in attracting increased numbers of parents participating.

## School priority 5

### Positive Relationships and Positive Mental Health

Improve student outcomes through a whole school focus on student wellbeing.

Our achievements include:

- Well Being Expo for all students 7-12 that included Brainstorm Productions and partnerships with outside agencies.
- Mind Matters Team developed to implement Mind Matters principles across the school.
- Drug counselling in partnership with NSW Health was continued.
- Headspace principles introduced for the management of incidents at KHS.
- Partnerships with Welfare Team, Counselling Team and outside agencies to maximise student wellbeing.
- Animal Care Program to target student wellbeing.

### School priority 6

#### NSW New Syllabuses for Australian Curriculum

NSW New Syllabuses for Australian Curriculum & 21st Century Learning

Enhance teacher capacity to deliver highly engaging teaching and learning experiences when implementing the NSW New Syllabuses in 2014 through focus on 21st Century Learning.

Our achievements include:

- Significant progress in implementing the New Syllabuses in English, maths, science and history, with programming designed for implementation at the start of 2014.
- KHS staff in-serviced and trained in “The Learner & the New Curriculum”, “Teaching for the New Curriculum” and “Your School & the New Syllabi” modules.
- Project teachers attended the “Fluency Project ACEL Course”.
- Some staff in-serviced in Mentoring & Coaching.

### Professional learning

In 2013 Kingscliff High School has made a large commitment to teacher professional learning of \$43,138.00. A large investment was made into implementing the national curricular and writing strategies.

The breakdown of professional learning expenditure is:

<b>Beginning Teachers</b>	\$2,372.00
<b>Use of ICT</b>	\$1,410
<b>Literacy and Numeracy</b>	\$278
<b>Quality Teaching</b>	\$6,162
<b>Syllabus Implementation</b>	\$6,756
<b>Career Development</b>	\$8,312
<b>New Syllabus</b>	\$10,153
<b>Welfare and Equity</b>	\$7,695
<b>Total</b>	\$43,138.00

Funds were expended on course registration fees, academic partner costs, trainers, mentors and coach costs, travel to course costs, teacher release and catering costs.

### Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

We focused on the school culture and school life. Their responses are presented below.

- School leadership: In response to the question on the positive influence on the school culture by school leaders, 76% of parents and 72% of staff believed that the school leaders at KHS had a positive influence on school culture.
- Students learning: There is a clear focus on the core business of learning and teaching at KHS. 90.48% of staff believed that meeting the needs of students is the school’s main priority. Furthermore, 64% of parents and 60% of student believed that students learning needs were met to a high level.
- School Pride: The Kingscliff Way is an integral part of school pride. Overwhelmingly, students (77%), parents (70%) and staff (86%) responded in a positive manner to the statement ‘I am proud of my child’s school’.
- In 2013, student’s opinions about their learning experiences were also surveyed. The survey was based on the NSW Quality Teaching Framework. The

students overwhelming agreed with the following statements.

- I want to get good results at school.
- My teachers expect high standards of work from me.
- I am treated with respect by my teachers and students.
- I know what will happen if I do not follow class and school rules.

## Program evaluations

### Review of Creative and Performing Arts

#### Background

As part of school curriculum evaluation, a review was undertaken of the Creative and Performing Arts Faculty. The appointment of new staff and head teacher to the faculty lead to this review. The review was undertaken by the principal, deputy and head teacher from the faculty.

The terms and reference were drawn up with a focus on:

- Implementation of relevant and meaningful teaching into curriculum areas.
- Collaboration and team work to achieve educational outcomes for students.
- Management of faculty including strategies for supporting teachers in the accreditation process.

#### Findings and conclusions

The review made recommendations in areas around:

- Ongoing professional learning around implementation of 21st Century Learning Dimensions.
- Evaluation of assessment and reporting across the faculty.
- Mentoring and coaching by experienced executive.

#### Future directions

- Successive plans for drama and entertainment subjects.
- Evaluation of TARS process for faculty.

- Share best practice with executive.

## 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

Robyn Ludeke – relieving principal

Cassandra Morrison – deputy principal

Barry Cowell – relieving deputy principal

Felicia Cecil – president P&C

Sharee Campbell-James – P&C

Student representative council – Tess McLeod

Marie Bryant – school administration manager

Leonie Bayliss – relieving school administration manager

Faculty head teachers:

Kenneth Bassingthwaighte (PDHPE)

Michael Connelly (industrial arts)

Sharon Rowles (administration)

Kurstin Boyd (CAPA)

Peter Geeves (mathematics)

Simon Graham (science)

Dieter Opfer (languages and IT)

Clare Beauchamp (relieving administration)

David MacKenzie (relieving administration)

John Ryan (English)

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

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>