2009 Annual School Report
Kanahooka High School

NSW Public Schools – Leading the way
Our school at a glance

Students

The school population in 2009 was 635, comprising 331 girls and 304 boys, of which 44 were enrolled in the school’s Support Unit.

Our enrolment for the same period last year was 648. This maintains the steady pattern over the past 6 years and it reflects the changing demography of the local drawing area.

Significant programs and initiatives

The school offered a number of programs and initiatives to give students extra educational support throughout 2009. These included:

- Careers educational program
- Student leadership initiatives
- Environmental education initiatives
- Values education initiatives
- Middle School initiatives
- Transition initiatives
- An afterschool study centre
- Year 7-10 literacy and numeracy focused classes.

Student achievement in 2009

Literacy - NAPLAN

Year 7 students averaged 505.7, compared to a Like School Group mean of 502.8 and State mean of 542.2, while Year 9 students averaged 532.2, compared to a Like School Group (LSG) mean of 537.8 and State mean of 578.9.

The mean for Year 7 Aboriginal students at 522.8, is greater than the LSG mean of 475.5 and the State mean of 483.7 for Year 7 Aboriginal students.

Numeracy - NAPLAN

Year 7 students averaged 517.7, compared to a LSG mean of 505.1 and State mean of 550.7, while Year 9 students averaged 559.6, compared to the Like School Group mean of 554.0 and State mean of 598.5.

The mean for Year 9 Aboriginal students at 530.2, is greater than the LSG mean of 524.8 and the State mean of 536.7 for Year 9 Aboriginal students.

Over 28% of our 2009 HSC graduates have gone onto further study, 38% have entered full time or part-time employment, while 15% were undertaking volunteer work and/or actively seeking employment.

Staff

Our school is staffed in accordance with the NSW Department of Education and Training’s (DET) formula based allocation. The staffing allocation for 2009 can be found on page 5 of this report.

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

In the School Certificate external tests, the percentage of our students achieving the highest performance band 6 was equal to Like School Group comparisons in English, Science, Australian History and Australian Geography. The percentage of students in the middle and lower performance bands is lower than the Like School Group. There was a significant improvement in the number of students achieving Band 5 and Band 6 in English, Mathematics, Science, Australian History and Australian Geography, compared to previous years.

Higher School Certificate

Our HSC students performed better than their peers in the LSG in Community and Family Studies, in Industrial Technology and in PDHPE.

Messages

Principal's message

Kanahooka High School continues to improve its reputation as a successful comprehensive high school, meeting the diverse needs of the students attending the school. Each year we look to improve student levels of academic achievement, cultural and sporting participation and acceptance of the values of public education and our code of behaviour. We are a proud member of the Dapto Learning Community and receive significant support for our student welfare programs from the St Vincent's de Paul Society.

The majority of our students are happy, safe and secure. They are well cared for in an environment which nurtures students as they learn and work in partnership with parents and the wider community.

The school gained Priority Schools Program (PSP) staffing of 1.6 to support quality improvements in student learning and to assist the development of a culture and organisational system of quality teaching and quality learning processes. Identifying and catering for the individual learning needs of students and providing opportunities for students and their parents to participate in decisions about learning programs and student progress are fundamental to the school’s commitment to quality improvements in learning and teaching.

In 2009 we have continued to work hard to improve the physical surroundings of the school. Successful submissions and utilisation of school based human and financial resources has resulted in improvements to:

- school gardens, and
- the addition of the outdoor covered learning area (COLA)

2009 has been another highly successful year. Our school community continues to be dedicated to ensuring students perform to their potential in a happy, safe and caring environment.

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.

Peter K Jones

P&C and/or School Council message

The Parents and Citizens (P&C) group is a small and energetic group who met every second Wednesday of each month at 7.15pm. Guest speakers were invited to meetings. The school’s Head Teachers provided information about faculty initiatives for 2009. Guests from the community included a representative from the Life Education Program.

The canteen continued to run at a profit and these funds enabled financial support for the school. The P&C met the cost of new microphones and the awards for students given at Presentation Day.

Teresa Summerfield
President

Student representative’s message

The SRC were involved in many leadership initiatives:

- The Dapto Learning Community Leadership forum
- The Year 7 Welcome Disco
- Jeans for Genes Day
- The Victorian Bushfire Appeal
- Improvement of toilet facilities
- Illawarra SRC Forum
- Involvement in Anzac Day Ceremony, links with St Vincent de Paul and NAIDOC Week celebrations

Thank you to Mrs Mar and our School Captains, Delfina Dimoski and Harley Carlson for their leadership of the SRC.
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

In 2009 the total student enrolment was 635, including Support Unit students. Of these 492 were in Years 7-10 and 143 were in Year 11-12.

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>331</td>
<td>324</td>
</tr>
<tr>
<td>2006</td>
<td>317</td>
<td>323</td>
</tr>
<tr>
<td>2007</td>
<td>310</td>
<td>306</td>
</tr>
<tr>
<td>2008</td>
<td>288</td>
<td>300</td>
</tr>
<tr>
<td>2009</td>
<td>283</td>
<td>299</td>
</tr>
</tbody>
</table>

Student attendance profile

Evaluation of the attendance data contained in the following table indicates that the school is continuing to make significant improvements in the area of student attendance. Strategies introduced by the Home School Liaison Officer, together with the assistance of the Head Teacher Support, have resulted in a 3% improvement across all Year 7-12 students.

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Region</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2006</td>
<td>2007</td>
<td>2008</td>
</tr>
<tr>
<td>2006</td>
<td>92.0</td>
<td>91.8</td>
<td>89.7</td>
</tr>
<tr>
<td>2007</td>
<td>89.0</td>
<td>89.7</td>
<td>89.0</td>
</tr>
<tr>
<td>2008</td>
<td>88.1</td>
<td>88.4</td>
<td>88.8</td>
</tr>
<tr>
<td>2009</td>
<td>88.5</td>
<td>89.2</td>
<td>89.9</td>
</tr>
</tbody>
</table>

Retention to Year 12

<table>
<thead>
<tr>
<th>School</th>
<th>SEG</th>
<th>SC03-HSC05</th>
<th>SC04-HSC06</th>
<th>SC05-HSC07</th>
<th>SC06-HSC08</th>
<th>SC07-HSC09</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>54.8</td>
<td>51.8</td>
<td>57.0</td>
<td>46.4</td>
<td>43.2</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>50.4</td>
<td>51.3</td>
<td>49.5</td>
<td>46.2</td>
<td>50.6</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>61.0</td>
<td>61.1</td>
<td>60.8</td>
<td>60.3</td>
<td>61.0</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>60.8</td>
<td>60.3</td>
<td>61.0</td>
<td>61.0</td>
<td>60.8</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>60.3</td>
<td>61.0</td>
<td>61.0</td>
<td>61.0</td>
<td>60.3</td>
<td></td>
</tr>
</tbody>
</table>

Post-school destinations

Of the 52 students who completed their HSC in 2009, the destination of 83% of students is known.

- 9 students (17%) gained entry to University with the majority studying at University of Wollongong, across a range of disciplines. This included Teaching, Engineering, Accounting, Computer Science, Arts, Medical Science and enabling programs.
- 6 students (11%) gained entry to TAFE including Hospitality, Pre-apprenticeship, Business and Architectural Drafting courses.
- 1 student progressed to the Defence Forces.
- 13 students (25%) gained employment across a range of industries including Nursing, Hospitality, Accounting, Information Technology and Retail.
- 7 students (13%) gained Apprenticeships or Traineeships following the HSC. This included 3 students who had undertaken a School Based Traineeship or Apprenticeship as part of their HSC. These School Based Apprentice/Trainees progressed to full time apprenticeships with their employers in the Automotive Industry.
- 2 students were unemployed and actively seeking work.
- 3 students were undertaking volunteer work with a Disability Employment Network agency.
- 2 students were undertaking Diploma level courses with a private college.
- The destination of 9 students (17%) was unknown.

Staff information

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

Staff establishment

The number of executive, classroom teachers and support staff are listed in the table below. The school acts as host school for the positions of Home School Liaison Officer and School Counsellors, which are community of schools positions. The school also used school funds to employ one part-time Aboriginal Education Worker to assist teaching staff with Aboriginal; student attendance, literacy and numeracy, and community liaison.
Position | Number
---|---
Principal | 1
Deputy Principal(s) | 2
Head Teachers | 9
Classroom Teachers | 34.1
Support Teacher Learning Assistance | 1.2
Teacher Careers Adviser | 1
Teacher of Mild Disabilities | 2
Teacher of Moderate Disabilities | 1
Home School Liaison Officer | 1
Teacher Librarian | 1
District School Counsellors | 2
Total | 54.3

### Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools, with over 98% of teaching staff having degree and/or post graduate qualifications.

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$1,318,746.93</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>479,802.50</td>
</tr>
<tr>
<td>Global funds</td>
<td>409,698.24</td>
</tr>
<tr>
<td>Tied funds</td>
<td>239,043.93</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>149,193.74</td>
</tr>
<tr>
<td>Interest</td>
<td>15,467.58</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>25,540.94</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1,318,746.93</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

A full copy of the school's 2009 financial statement is tabled at the Annual General Meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

### School performance 2009

#### Achievements

#### Arts
Drama proved to be a popular subject with classes in Years 8, 9, 10, 11 and 12. Students showcased their performances at the annual school's Drama Night and the KanaConcert, which had a large audience from the school community.

Year 10 performed their original play at a luncheon at the Kiama Leagues Club and Year 12 students created their own individual and group projects for the HSC practical examination.

Twenty-five students from Years 7 to 9 performed in the Southern Stars Spectacular at the Wollongong Entertainment Centre in September. It is a huge production with over 3000 students from all over the region performing dance, song and instrumental segments. Kanahooka High School students practised the routines and attended the four mass rehearsals ensuring a professional performance as part of "Vogue" and the finale number.

Music students were active as individuals and in ensemble. A variety of new talent was evident in the Term 1 Music Faculty Concert. The Choir performed at the Lakelands Public School’s public speaking finals during Education Week and participated in the Queensland Moving Opera workshops culminating in a performance to the school community.
Music students performed at merit assemblies, the KanaConcert, graduations and at the school’s Presentation Day.

The students’ success in the Arts can be attributed to the efforts of Mr Baker, Mrs Sutherland and Ms Dedini.

Sport

2009 was another eventful year in sport at Kanahooka High School.

All Year 7 students participated in the transition sports program during Term 1. They participated in learn to swim and a wide variety of sporting activities. During Terms 2 & 3 grade sport competitions, between schools in the Southern Illawarra Zone, proved to be a popular choice for the majority of students. Congratulations should go to the teams who achieved first place in the 2009 competition.

The remainder of students were well catered for through a variety of leisure and recreational pursuits such as Fishing, Ten Pin Bowling, Aerobics, Squash, Tennis, Boxercise and Surfing.

Athletes took part in various Zone and Regional trials with a number of our students gaining selections in South Coast teams. Congratulations to the following:

- Claire Walsh – Athletics
- Jay Morris – Swimming
- Jamie-Lee Salisbury – Swimming
- Keah Dare – Tennis
- Jake Harrigan – Athletics

The three annual sports carnivals ran smoothly this year with competitors having a productive and enjoyable time for each carnival.

Age Champions are:

**Swimming:**
- 12 Years: Cameron Cooper, Courtney McCann
- 13 Years: David Pelaez, Ashley Salisbury
- 14 Years: Jay Morris, Jessica Onrust
- 15 Years: Travis Taylor, Shauny Salisbury
- 16 Years: Jay Fancourt, Amanda Neall
- 17 Years: Hayden Taylor, Jamie-Lee Salisbury

**Athletics:**
- 12 Years: Noah Zderic, Chelsea Morris
- 13 Years: Cyrus Villanueva, Katrina Neall
- 14 Years: Ricky Jones, Rebecca Drew
- 15 Years: Jake Harrigan, Loranna Child, Courtney Stevens
- 16 Years: Jay Fancourt, Courtney Allais
- 17 Years: Scott Williams, Claire Walsh

**Cross Country:**
- 12 Years: Cameron Cooper, Taylah Wicks
- 13 Years: Dean Pender, Madison Chatham
- 14 Years: Bryce Gilroy, Elise Gersbach
- 15 Years: Dillon Thurling, Sharna Dare
- 16 Years: Shane Cowie, Keah Dare
- 17 Years: Kane Najdovski, Claire Walsh

DLC SRC Leadership Forum

DLC Public Speaking
Academic

In the National Assessment Program, the results across the Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 4 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the 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 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

Student competency in Literacy in 2009 has been assessed and reported upon in the areas of Reading, Writing, Spelling, Grammar and Punctuation. The results indicate that students entering Kanahooka High School in Year 7 have performed below the state and Like School Groups in these examinations. However, there is a clear upward trend in students’ literacy results when compared with 2008 NAPLAN results.

This upward trend is especially apparent in the Year 7 writing results where the average student score was 504; compared with 478 in 2008, the region average score 514 and the state score of 532. Year 7 girls are performing at a level equal to that of other students in the region.

Kanahooka High School has also experienced many successes in the literacy growth results of Year 7 students. Student growth is calculated by comparing students Year 5 results to their Year 7 results. It is expected that during this 2 year period students’ test results will grow by 50 points, which is equal to one band in the reading and language conventions examinations and 30 points in the writing examination.

In Year 7, 55% of students achieved the expected growth or higher in overall literacy, 52% achieved the expected growth or higher in reading and 58% of students achieved the expected or higher level of writing growth; all of which are significant improvements on 2008’s results.

The following graphs represent the percentage of students in each band at Kanahooka High School in comparison to our Like Schools Groups and the State average.
Student competency in Literacy in 2009 has been assessed and reported upon in the areas of Reading, Writing, Spelling, Grammar and Punctuation. Results from the 2009 NAPLAN examinations reveal that on average Year 9 students performed below that of other students in the state and Comparative School Groups. Kanahooka High School has experienced many successes in the improvement of Year 9 students’ literacy growth results. It is expected that during the 2 year period from Year 7 testing to Year 9 testing student results will grow by 40 points, which is equal to one band in the reading and language conventions examinations and 25 points in the writing examination.

In Year 9, 43% of students achieved the expected growth or higher in overall literacy, 38% achieved the expected growth or higher in reading and 58% of students achieved the expected or higher level of writing growth; all of which are significant improvements on 2008’s results.

Reading in Year 9 has been an identified area of weakness for Kanahooka High School to focus on in 2010. These results can be attributed to a school-wide focus on improving writing and language convention results for Years 7 and 9.
Student competency in Numeracy in 2009 was assessed and reported on in the areas of Number, Patterns & Algebra and Measurements, Data, Space and Geometry. The results reveal that Year 7 students performed below the state and Like School Groups in both the calculator and non-calculator examinations. However, there is a clear upward trend in students’ Numeracy results when compared with the NAPLAN results for 2008. In 2009 Year 7 students averaged a score of 518 compared with a score of 506 in 2008. Year 7 experienced many growth successes in 2009. 53% of students achieved the expected growth of one band or higher between Year 5 and Year 7 examinations. On average our student growth was 52 points, compared to 55 points for the state. This result is significantly above the results of our Like School Groups in the region. On average the performance of girls grew more than boys; with Year 7 girls achieving an average of 60 points growth in numeracy. This growth result is higher than that of other students in the state.

While our student performance in numeracy is below that of other students in the state, Year 9 students at Kanahooka High School have achieved exceptional growth results in 2009. The average Year 9 student performance grew by 55 points; which is 17 points higher than that of other students in the state, and 14 points greater than that of students from Like School Groups in the region.

The performance of 68% of students in Year 9 improved one or two bands in numeracy. 26% of students achieved a level of growth equal to that of students in the top 25% of the state. Growth was significantly higher than that of other students in the state and Like School Groups in the region.

These exceptional growth results can be attributed to a school-wide focus on improving Numeracy outcomes for students.
Minimum Standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 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.

Minimum Standard Information

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

School Certificate
The average performance of students in 2009 English tests exceeded those of the average performance of students from 2005-2009. There was a higher representation of students in the top 3 bands with two students achieving Band 2.

Students performed marginally better than those in the LSG but below the averages for the state and for Kanahooka students from 2005-2009. One student achieved a Band 6.
Our students made a significant improvement in the Science tests with them bettering those of the LSG. 59% of students were placed in the top 3 bands and two students achieved a Band 6.

The School Certificate results for Geography also indicate an upward trend with the average performance of our students bettering those of the LSG and moving closer to the average state performance. Two students achieved a Band 6.

Student results indicate that the previous downward trend for the years 2005-2009 has been arrested. A higher percentage of students were placed in the top 3 bands and three students achieved a Band 6.

Computer skills test results indicate an upward trend with an increased representation of our students in the highly competent range.
School Certificate relative performance comparison to Year 5 (value-adding)

There has been an improvement in English, Mathematics, Science, Australian History, Australian Geography and Computer Skills.
Average HSC Relative Performance from Year 10
(Value Added)

Data Table

<table>
<thead>
<tr>
<th>Performance Band</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 2009</td>
<td>-4.9</td>
<td>-9.4</td>
<td>-5.6</td>
</tr>
<tr>
<td>School Average 2005-2009</td>
<td>-3.7</td>
<td>-5.0</td>
<td>-8.0</td>
</tr>
<tr>
<td>LSG Average 2009</td>
<td>-2.6</td>
<td>-2.8</td>
<td>-3.7</td>
</tr>
</tbody>
</table>

Student Leaders

Significant programs and initiatives

Priority Schools Funding

PSP contributed to the achievement of the Literacy and Numeracy targets. Two specialist staff in literacy and numeracy were employed. They analysed the NAPLAN data which showed that students entering Year 7 were below the State Average and Like Schools’ Average in Literacy and Numeracy.

The specialist teachers used the data to assist classroom teachers across faculties in targeting specific areas of improvement including writing.

PSP contributed to the professional learning of staff by:

- the specialist teachers modelling the teaching of explicit numeracy and literacy lessons to teachers across faculties so that teachers could adopt this approach in their lessons.
- the training of staff in the analysis of the NAPLAN data in order to target and rectify areas of weakness in students’ performance.
- the training of staff in strategies to improve classroom practice.

The outcomes for Year 7 students showed positive growth in literacy and numeracy with some outstanding results obtained. 53% of Year 7 students grew the expected growth level in numeracy. 54.5% of students grew the expected growth level in overall literacy. 52% grew the expected growth level for reading and 57.5% of students grew the expected growth level in writing.

Year 9 students showed positive growth in numeracy. 66.7% grew the expected growth level. The growth levels of students were under 50% in overall literacy and reading while 58.1% grew the expected growth level for writing.

Vocational Education

The Vocational Education Program at Kanahooka High was well supported by staff, students and parents in 2009. The school continued to raise the profile of Vocational Education subjects and enhanced community awareness of the range of pathways available to students in the senior years of schooling. Access to a broader range of VET subjects was again made possible by flexible delivery via the Dapto Community of Schools.

Teacher training for Vocational Education and Training (VET) was a priority in 2009. The school supported two staff members in attaining their qualifications to deliver VET subjects. Teacher professional development focused on the standardisation of Training and Assessment documents and the detailed reporting of competencies and Work Placement Hours to students and parents.

Of students commencing Year 11 in 2009, 73% selected at least one VET course. The school successfully delivered four courses in both Year 11 and Year 12. The school promoted delivery of Vocational Education and Training at TAFE courses (TVET), in particular supporting access to courses in skills shortage areas. Students from the Support Unit successfully accessed both discreet and mainstream TVET courses in a number of skills shortage areas.

The school broadened the delivery of School-Based Apprenticeships and Traineeships. In 2009 7 students were engaged in School-Based Apprenticeships and Traineeships. This included 2 Indigenous students in Policing, 2 students, including one female, in Warehousing and Distribution, 1 student in Heavy Vehicle Automotive and 2 students, including 1 with a disability, in Retail.

The results of the Student Satisfaction Survey indicate students are engaged and value the VET qualification. The school will continue to promote VET and multiple pathways via TAFE, The Dapto Community of Schools, Distance Education and School-Based Apprenticeships and Traineeships. Planning for 2010 includes the expansion of VET and TVET offerings to Stage 5 students.
Aboriginal Education

A key component of Aboriginal Education is to ensure that all students have a thorough understanding of the contributions that past, present and Aboriginal people of the future made and continue to make for Aboriginal students attending school and making significant progress.

The school continues to employ Jocelyn Burns as the Aboriginal Education Officer to assist the school with attendance, cultural, social and literacy and numeracy issues. Significant 2009 initiatives included:

- Norta Norta funding which was used for in-class tuition, one on one tuition for Year 11 and 12 students and access to mentoring
- After School Study Centre funded by Dapto Koonawarra Youth Connect
- Personal Learning Plans
- Student Representative Council incorporating the Welcome to Country into assemblies
- Dare to Lead school sponsorship
- NAIDOC Week celebrations which included an awards ceremony, a movie night, the Clothes Line Project, Adopt a Bus Stop, Connected Classroom Art Workshop, Human Koori Flag, Interactive Museum Display and Yarn Time with students and Elders.

Harmony Day

The students and their families and staff participated in the annual Harmony Day in which tolerance and understanding of different cultures continued to be promoted. The celebration of cultures included international cuisine and costume display provided by the school community.

Teaching and Learning

There have been a number of initiatives continued by the Teaching and Learning team. These include:

- The analysis of NAPLAN results showed the areas of students’ strengths and weaknesses. Strategies designed to improve students’ results were communicated to teachers for incorporation into teaching programs. Excellent NAPLAN results were attained by the Koala 1 class. Their results in Spelling and Numeracy were above State and Regional average. 86% of students achieved above the state benchmark in Numeracy and 76% achieved above the state benchmark in Spelling.
- The Year 6 Gifted and Talented after school program continued to be delivered by teachers of Kanahooka High School with over 25 students attending 5 sessions in Term 1.
- The Dapto Learning Community Year 5 Challenge Shield continued to offer primary students the opportunity to take part in an exciting range of learning activities at Kanahooka High School.
- The Teaching and Learning team continued to work with the feeder primary school teachers to ensure the smooth transition to high school for students. Teachers from both primary schools and the high school were made more aware of the content taught at each stage.
- The Interactive Whiteboard training for teachers resulted in an increased use by teachers in the classroom.
Science Facilities Upgrade 2009

Kanahooka had five of its Science laboratories upgraded in 2009. During Term 3, one laboratory was developed into a new “dry lab”. These rooms have a teacher demonstration area at the front for regular Science experiments and extra benches at the back of the room for computer use by students.

Towards the end of Term 3, work began on the four laboratories under the library in the 400 block. These laboratories were developed into new “wet labs”. These are similar to traditional laboratories, with work areas around the outside of the room for experiments. Students were able to access these new laboratories before the end of the year.

These laboratories all come wired for electronic, interactive whiteboards. It is anticipated that some will have them installed during 2010.

Student Services

Kanahooka High School secured the services of outside agencies including St Vincent de Paul, Dapto Koonawarra Youth Connect (DKYC), Wollongong City Council (Links to Learning), Access Community Group (Youth Pathways), Mission Australia and The Smith Family. Through these services and services provided by Regional Office, students have received assistance to help in their academic, behavioural and welfare needs.

Breakfast Club

A very active and dedicated Learning Support Team met weekly to discuss the best service or program to cater for the immediate and long term learning outcomes for all students enrolled at Kanahooka High School.

Throughout this year, Kanahooka High School students have proudly represented the school in volunteer work through St Vincent de Paul. “Vinneys” have great plans for Kanahooka High School including an ‘Automotive Restoration Program’ located on site in 2010, sponsored by a local vintage car club. “Vinneys” have also dedicated funds and resources towards rewards excursions for selected students including Picnic Days, Hairdressing and Deporment, Restaurant Etiquette, SRC Excursion as well as BBQ’s here at school. Kellie Marsh and the volunteers have spent many hours for the benefit of the students.

Two Breakfast Club programs were initiated in 2009; the Executive Breakfast Club under the supervision of Mrs Roddan, Mr Philpot and Mrs Lowis, and the St Vincent de Paul volunteers in conjunction with a $1000.00 grant from Healthy Cities Illawarra. Both programs catered for 150 students per week.

The DKYC team co-ordinated the Koori Men’s Group, and the Girls’ Group initiative, re-engaging students in school life. The Access Community Group engaged dozens of students every Friday in the Youth Connect program.

The Links to Learning team at the Koonawarra Community Centre provided support for Year 7 and Year 8 students. The team from Smith Family provided opportunities for Kanahooka High School students through the Next Steps program for Year 11. Students gained invaluable experience in their job readiness.

The team from Mission Australia made great gains in retaining and improving the attendance of some Year 9 and 10 students by offering them work readiness and work placement programs.

Merit Assemblies for recognition of student achievement continued in 2009. They included entertainment by KHS Music students and light refreshments for award winners and their families.

Citizenship Award

Approximately 170 students received the Citizenship Award which recognised students who met the following criteria:

- a high level of attendance, with absences explained within the required time
- follow the school’s code of behaviour, speaking and acting with courtesy and honesty, and following teachers’ instructions in class and at school events
- complete homework and assignment tasks as required
- an excellent record of wearing school uniform and
- involved themselves in some form of extra-curricular activity.

Students received a certificate and a subsidised reward excursion to Jamberoo Action Park.
Student Wellbeing Course

The Student Wellbeing course was developed to assist Year 7 students meet the academic and social demands of high school. The course was timetabled once per week and students were introduced to a variety of ways to deal with issues that caused them concern. Based on surveys, staff and students feel that the course was beneficial and relevant in helping Year 7 adjust to high school. The course was evaluated and modified for delivery to Year 7 in 2010. Teachers developed the course for Year 8 to be delivered in 2010.

Progress on 2009 targets

2009 saw the continuation of our school team approach to quality improvement and the continuation of the work of the School Development Team, in the development and further evaluation of Student Welfare and Discipline Strategy. Our partnership with the Illawarra South East region consultancy team to assist teaching staff improve programming and assessment for student learning, focussing on student literacy and numeracy levels as a Focus Support School continued.

Target 1
Increase the percentage of Year 9 students in the proficient and high literacy standards from 53% to 80%.

Strategies to achieve this target included:
- Whole school approach to literacy – faculty based on text type responsibilities.
- Student learning journals as an integral part of each lesson.
- Year 7-10 foundation writing skills program with 0.4 supplementary staffing.

Our achievements include:
- 63% of Year 9 girls achieved proficient and high literacy standards.
- Foundation literacy skills lessons were provided to all Year 9 students.
- 43.3% of Year 9 students grew the expected literacy growth level of 1 band or higher.

Target 2
Quality teaching is the priority focus (75%) of available teacher learning and PSP funding.

Strategies to achieve this target included:
- Engagement of teachers, parents and students in defining quality teaching.
- Supporting Head Teachers in developing quality teaching strategies to cater for the individual learning needs of Year 7 students.
- Teaching of explicit social skills to Year 7 students.

Our achievements include:
- 87.5% of available TPL and PSP funding focused on Quality Teaching.
- This was a 16% reduction in negative Year 7 behaviours.
- Teachers used interactive technology to deliver more dynamic and student centred lessons.

Target 3
All teachers trained in the use of interactive technologies, ICT learning tools and ICT based curriculum resources.

Strategies to achieve this target included:
- Staff trained and utilising connected classroom.
- Interactive whiteboards installed and staff trained in their use.
- Whole school approach to connected learning – faculty based responsibilities.

Our achievements include:
- Increased staff utilisation of the interactive whiteboards in lessons.
- Interactive whiteboards were installed in six locations across the school.
- All staff participated in training during 2009 with students reporting greater satisfaction with the delivery of lessons utilising interactive technologies.

Key evaluations

Curriculum

Background

The HSIE faculty at Kanahooka High School prides itself on being proactive in providing positive learning outcomes for its students.

A review of the HSIE faculty was conducted under the guidance of the Head Teacher PD/H/PE. This review looked at all aspects of teaching and learning and curriculum development. Teaching strategies that would best support and extend students were focused on.

All students undertook mandatory lessons in History and Geography with optional Commerce offered in Years 9 and 10. The HSIE subjects were restructured and organised to best meet the needs of the students at Kanahooka High School.

HSIE faculty members regularly mark at Higher School Certificate and School Certificate level.
Findings and Conclusions

At the end of 2008 a major restructure of Programming & Assessment was undertaken for implementation in 2009. Students consistently commented on how these changes assisted their learning. All students referred to the assessment outlines provided in every class and how this gave them a clear understanding of their assessment.

Part of the change in structure saw the HSIE faculty move away from examination type tasks to in-class research tasks that include explicit marking criteria to ensure that students are aware what is required of them. Students commented that they appreciated the time given in class to prepare these tasks. Students also commented that it allowed easier access to teachers for help and assistance.

Staff reported the following: a variety of teaching practices to meet student needs, a commitment to the delivery of quality lessons and assessment processes were diverse and catered for individual student learning needs. All staff mentioned that they devoted time in each lesson to implementing Literacy and Numeracy strategies.

Students consistently identified that they preferred interactive type lessons rather than lessons involving note taking. Staff have recognised this and plan for the interactive experiences of students at Kanahooka High School. Students recognised that poor class behaviour prevented teachers from implementing interactive type strategies on a regular basis.

Students identified the need for more frequent feedback on their progress within the class. Students who receive more feedback recognised that it helped their progress within HSIE. Students also identified the need for quality and meaningful explanations of work.

Parents have reported positive communication is evident. However, it was noted that they would, if possible, like to learn earlier of any problems that their children are encountering. Students commented on the introduction of regular homework through homework booklets in Geography and History. They also commented on their use to consolidate classroom learning at home.

Future Directions

A further review of Stage 4 and 5 History programming needs to occur in light of the proposed national curriculum to be implemented in 2011.

Students commented on the varied use of technology within the HSIE faculty. Staff and students are looking forward to the further use of technology through the Digital Education Revolution. Staff must ensure that they provide opportunities for students to access technology in their lessons. Particular emphasis needs to be on teacher professional learning for the implementation of DER laptops, Quality Teaching, and utilising student performance data to direct teaching.

Staff and students commented on the success of the changes implemented in 2009 and hence these changes need to be consolidated.

Educational and management practice

Teaching and Learning

Background

In an endeavour to improve student engagement in learning, to improve student performance and to ultimately improve student learning outcomes, our school decided to review the teaching and learning practices.

In conjunction with the Regional Consultant for Quality Teaching, Doug Hearne, our school initiated a survey of students and then of teachers in the area of Quality Teaching.

The findings of these surveys will be used to guide professional development in various aspects of Quality Teaching.
Findings and conclusions

- The survey results were collected for Stage 4 (students in Years 7 & 8), Stage 5 (students in Years 9 & 10) and Stage 6 (students in Years 11 & 12). Across all stages, students emphatically recognised the support and encouragement of their teachers for students to achieve their personal best.
- As well as identifying which stage students were in, the survey also sorted students by gender. However, an analysis of the data reveals no apparent gender trends.
- The survey grouped questions around the three dimensions of Quality Teaching, Intellectual Quality, Quality Learning Environment and Significance. In the dimension of Intellectual Quality, the survey responses indicated that students were least certain of metalanguage i.e. the specific language relating to the subject and topics being taught. In Quality Learning Environment students identified the lack of student direction and choice in their learning. Connectedness, the ability for students to see the connection of their learning to the world at large and its importance for their future lives, was alarmingly identified by students in the dimension of Significance as being the most ineffectually addressed by their teachers.
- In many areas the survey responses of teachers aligned with those of students. This was particularly evident in respect of Student Direction where teachers recognised their reluctance to allow student choice in learning. However, with respect to metalanguage and contrary to the views of the majority of students, the survey results indicate that teachers strongly believed they were effectively teaching subject specific language in the classroom.

Future directions

Whilst teaching and learning must remain the core business of every faculty in the school, it is apparent that a Teaching and Learning Team should be formed to co-ordinate the professional development of staff and to oversee the further implementation of Quality Teaching principles in the classroom.

In 2010 professional development activities will be planned around the explicit teaching of metalanguage and for facilitating student choice in learning. Importantly the school will focus on teachers better and continuously explaining and demonstrating the significance of the learning being undertaken by 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.

- Parent attendance at special ceremonies continues to grow.
- Parents attending P&C meetings requested that staff be invited to meetings to provide information on ways to support their child at home.
- Some parents reported that they appreciated the efforts of staff in supporting the arts (public speaking, music and drama performances), student leadership opportunities and the support provided to Aboriginal students.

Professional learning

Funds for professional learning were provided as tied grants from the Department of Education and Training (DET) and for professional learning as part of PSP funding, as well as from the school’s global budget. Allocation of funds was based on DET priorities, including Beginning Teachers, Quality Teaching and Learning, and Literacy and Numeracy.

A total of $52,721 was spent on professional learning in 2009 from TPL, Global and PSP funding.

Key sessions on staff development days in Terms 1, 2, 3 & 4 focussed on programming for Literacy & Numeracy and student engagement, Quality Teaching and Learning, CPR, technology for learning including DER laptop preparations, and strategies for promoting positive student behaviours.
School development 2009-2011
In 2009 we saw the refinement of the 2009-2011 3 Year Plan and the adjustment of 2010 targets.

Targets for 2010
Targets have been set in the three areas of literacy, student attendance and the literacy and numeracy achievements of Aboriginal students.

Target 1
*Increase the percentage of Year 9 students in the proficient and high literacy standards from 50% to 55%.*

Strategies to achieve this target include:
- Whole school approach to literacy – faculty programs embedding explicit teaching and learning strategies with the support of the SLSTs.
- Sharing NAPLAN data and student work samples with partner primary schools.
- Year 7 & 9 foundation literacy skills program.

Our success will be measured by:
- Literacy strategies are evident in faculty programs.
- 55% of Year 9 students achieving the proficient and high literacy standard.

Target 2
*Increased attendance rates in Years 7-10 from 89.6% to 92% and in Years 11-12 from 87% to 89%.*

Strategies to achieve this target include:
- High expectations of performance and close attention paid to achievement, attendance and truancy by students in Years 7-9.
- Promote and deliver a diverse range of vocational courses Stage 5 and Stage 6.
- Head Teacher Student Services develops individual learning program for identified students with component of work placement.

Our success will be measured by:
- Increased student attendance rates to 92% for students in Years 7-10 and to 89% in Years 11-12.
- Improved attendance profiles of students not suited to mainstream Stage 5 and Stage 6 subjects.
- Staff, students and school community share clear expectations regarding achievement, attendance and truancy.

Target 3
*Reduce the number of Year 7 and Year 9 Aboriginal students in the low literacy and numeracy standards from 50% to 20%.*

Strategies to achieve this target include:
- Use of Norta Norta funding to provide in-class tuition in literacy and numeracy.
- All teachers focus on data analysis and the personal learning plans of Aboriginal students.
- Whole school approach to achievement of this target.

Our success will be measured by:
- Reduced number of Year 7 and Year 9 Aboriginal students in the low literacy and numeracy standards from 50% to 20%.
- Improved attendance rates of Aboriginal students.
- Increased student engagement, retention and levels of achievement.

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

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