2008 Annual School Report
Kanahooka High School

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

The school population in 2008 was 648, comprising 341 girls and 307 boys, of which 42 were enrolled in the school’s Support Unit.

Our enrolment for the same period last year was 678. This reflects the steady pattern over the past five years.

Daily attendance rates are consistently lower than Region and State means, while the overall retention rate (46.4%) is similar to that of schools in the Shellharbour School Education Group (SEG) at 46.2%.

Staff

Our school is staffed in accordance with the NSW Department of Education and Training’s (DET) formula based allocation. The staffing allocation for 2008 can be found on page 5 of this report.

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

Significant programs and initiatives

The school offered a number of programs to give students extra educational support throughout 2008. These included:

- Careers education program
- Student leadership initiatives – i.e. senior prefects
- Environmental education initiatives
- Values education initiatives
- Middle school initiatives
- Transition initiatives

Student initiatives for 2008 included:

- An afterschool homework centre
- Year 7 – 10 literacy and numeracy focused classes

Student achievement in 2008

Literacy - NAPLAN

Year 7 students averaged 490, compared to a Like School Group mean of 511 and State mean of 541, while Year 9 students averaged 534, compared to a Like School Group (LSG) mean of 548 and State mean of 579.

Numeracy - NAPLAN

Year 7 students averaged 506, compared to a LSG mean of 520 and State mean of 553, while Year 9 students averaged 560, compared to the Like School Group mean of 560 and State mean of 594.

The mean for Year 9 Aboriginal students at 553, is greater than the LSG mean of 525 and the State mean of 533 for Year 9 Aboriginal students.

School Certificate

In the School Certificate external tests, the percentage of our students achieving the highest performance band 6 was significantly lower, than State comparisons, while the percentages of students in the middle and lower performance bands exceeded State averages. There was a significant improvement in the number of students achieving band 5 in English and Mathematics compared to previous years.

Higher School Certificate

Our HSC students performed better than their peers in the LSG in General Mathematics and Visual Arts, while performing better than their 2007 cohort in Retail Operations, Hospitality, Mathematics, English, Engineering Studies, Business Studies and Ancient History.

Over 29% of our 2008 HSC graduates have gone on to further study, and 35% have entered full time or part-time employment, while a further 17% were undertaking volunteer work and/or actively seeking employment.
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 coming to 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.

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) funding to support quality improvements in student learning. PSP provided funding of $84,334 and 1.7 supplementation to school staffing in 2008, which was used to assist the development of a culture and organisational system of quality teaching and quality learning that is underpinned by quality improvement 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 2008 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 the addition of:

- school gardens, and
- the completion of stage 3 of the improvement to student access to all areas of the school, with the provision of covered walkways.

2008 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 of development.

Peter K Jones
Principal

P&C and/or School Council message

The Parents and Citizens’ (P&C) is a small and energetic group, who continue to make a significant contribution to the school. In 2008, P&C members gathered together on the second Wednesday of each month, at 7.00 pm in the staff common room.

Our financial contribution is made from canteen sales and supported the provision of gym equipment, football jerseys for Sport and PE, and sound equipment for the Music department. Our human contributions are significant and were made to school policy at P&C meetings, PSP meetings, Education Week, Dapto Learning Community initiatives, self-evaluation processes and improvements to the physical surroundings of the school.

Karen Davies
President

Student representative’s message

2008 was a very busy year for the SRC. In March we were involved in the Year 6 Gifted & Talented program and Year 7 2009 Information Evening.

Talitha Stevens joined other senior students representing Kanahooka High School at the International Women’s Day forum in March.

SRC members led the school in both ANZAC Day and Remembrance Day ceremonies, assisted with Harmony Day celebrations, Merit Assemblies and weekly school assemblies.

Delfina Dimoski chaired the launch of the Dapto Learning Community at the Dapto Leagues Club. This was a very prestigious event with other SRC members helping out during the evening.

In March the SRC attended the “Impact Leadership Conference at the University of Wollongong. The conference was attended by many schools from across the Illawarra and covered goal setting, public speaking, leadership styles and fundraising ideas.

The SRC have been advocates for the student body in several issues during 2008 including clarification of acceptable student uniform, school security and financial assistance for students representing the school.

Talitha Stevens and Frank Soto
SRC Presidents
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 2008 the total student enrolment was 648, including Support Unit students. Of these 497 were in Years 7-10, while 151 were in Years 11-12.

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>333</td>
<td>331</td>
<td>317</td>
<td>310</td>
<td>288</td>
</tr>
<tr>
<td>Female</td>
<td>317</td>
<td>324</td>
<td>323</td>
<td>306</td>
<td>300</td>
</tr>
</tbody>
</table>

Student attendance profile

Evaluation of the attendance data contained in the following Years 7–10 graph, together with that available for Years 11-12, indicates that the school is continuing to make improvements in student attendance in Years 11-12.

Years 7 to 10 Attendance

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>87.2</td>
<td>87.6</td>
<td>86.8</td>
<td>86.5</td>
</tr>
<tr>
<td>Region</td>
<td>89.5</td>
<td>89.6</td>
<td>89.4</td>
<td>89.4</td>
</tr>
<tr>
<td>State</td>
<td>90.1</td>
<td>89.9</td>
<td>90.1</td>
<td>90.1</td>
</tr>
</tbody>
</table>

Retention to Year 12

The school maintains a relatively high retention rate into the post compulsory years.

Only 46.4% of our 2006 School Certificate cohort completed their HSC in 2008, which is 10.6% lower than the 2007 HSC cohort and is a reversal of the previous two years.

Proportion Staying On (SC to HSC)

<table>
<thead>
<tr>
<th></th>
<th>SC02 - HSC04</th>
<th>SC03 - HSC05</th>
<th>SC04 - HSC06</th>
<th>SC05 - HSC07</th>
<th>SC06 - HSC08</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>51.2</td>
<td>54.8</td>
<td>51.8</td>
<td>57.0</td>
<td>46.4</td>
</tr>
<tr>
<td>SEG</td>
<td>48.6</td>
<td>50.4</td>
<td>51.3</td>
<td>49.5</td>
<td>46.2</td>
</tr>
<tr>
<td>State</td>
<td>59.5</td>
<td>61.0</td>
<td>61.1</td>
<td>60.8</td>
<td>60.3</td>
</tr>
</tbody>
</table>
Post-school destinations

55 students completed the HSC in 2008. The students gained employment in the following areas in 2007:
- 9 students gained entry to University
- 11 gained entry to TAFE,
- 16 were working,
- 3 doing volunteer work, and
- 12 were actively looking for work.

The areas in which the students accessed further training were in the fields of Engineering, Nursing, Teaching, Hospitality, IT, Creative Arts, Fitness/Recreation and Business. Students gained work in the sectors of Retail, Hospitality, Trades and Aged Care.

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.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>33.6</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher Careers Adviser</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Home School Liaison Officer</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>District School Counsellor(s)</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>54.8</td>
</tr>
</tbody>
</table>

Staff retention

During 2008, T Panecasio was appointed Head Teacher Teaching & Learning, A Glasgow Head Teacher HSIE, A Mar Head Teacher Student Services and J Philpot Head Teacher English & Drama. Mr Newall also joined the Industrial Arts staff at the school.

The high staff retention continues to enable a stable teaching and learning environment, with new executive members providing a fresh perspective to enhance school policies and practices.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 95.9%.

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>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>494 529.39</td>
</tr>
<tr>
<td>Global funds</td>
<td>332 019.14</td>
</tr>
<tr>
<td>Tied funds</td>
<td>268 884.70</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>163 667.10</td>
</tr>
<tr>
<td>Interest</td>
<td>36 019.62</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>18 375.12</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1 313 495.07</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>97 388.64</td>
</tr>
<tr>
<td>Excursions</td>
<td>57 396.82</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>65 303.68</td>
</tr>
<tr>
<td>Library</td>
<td>12 471.52</td>
</tr>
<tr>
<td>Tied funds</td>
<td>263 866.23</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>64 993.09</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>110 848.16</td>
</tr>
<tr>
<td>Utilities</td>
<td>63 624.22</td>
</tr>
<tr>
<td>Maintenance</td>
<td>50 424.22</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>18 990.69</td>
</tr>
<tr>
<td>Capital programs</td>
<td>28 385.14</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>833 692.41</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>479 802.66</td>
</tr>
</tbody>
</table>

In 2008 $86,099 was spent on PSP which is also reported under the heading of Tied Funds.

The amount reported as Balance carried forward includes $414,346 of Tied Funds and $15,949 of Trust Funds.

The school’s 2008 Annual Financial Report has been reviewed by the P&C and a copy is available from the school on request.
School performance 2008

Achievements

Arts

2008 has seen another highly successful year for students and staff. The school has utilised staff and community skills and expertise in order to ensure that students can develop and display their performing arts skills and talents to the best of their abilities.

Students demonstrate a very positive attitude towards music, particularly contemporary styles. As a consequence students from Years 7-12 practice in the music room at lunchtimes to rehearse. Other students come along to watch or learn new skills and techniques.

Vocalists are encouraged to prepare a repertoire for upcoming events or to join the vocal group.

The Queensland Moving Opera provided a week of intensive tuition for our vocal students, which ended in a performance highly acclaimed by all who attended.

Kanahooka High School P&C President Karen Davies wrote:

"Please pass along to the staff and students my sincerest thanks for a perfectly wonderful evening last Friday. The joy on the faces of the audience and the exquisite looks of determination and focus on the faces of the kids was a delight to see! Congratulate them all!"

Students participated in Southern Stars, while others performed at Presentation Day and at the Year 10 Graduation ceremony.

Drama continues to be a very popular elective, with classes running in each year from Year 8 to 12. A drama night was held during the year, where students performed self-devised and scripted plays. The night was well attended by appreciative parents and friends.

Sport

2008 was again a successful year for Kanahooka High students in the area of sport. Through both PD/H/PE lessons and the Kanahooka School Sports Program, students were able to participate in a wide variety of sporting activities.

We take great pleasure celebrating the achievements of our elite sports people. Our greatest successes at Kanahooka High are in providing the opportunities for all students to participate in the school sports program, regardless of their ability level. One great example of this is our Year 7 Sport Transition Program. During Term 1, students participate in a Learn to Swim Program and activities at school which encourage both enjoyment and participation.

Most of our school’s success in sport can be attributed to the efforts of our school sports organisers, Mr Taylor and Mrs Brown. Their efforts in organising both students and staff is deserving of the highest praise possible.

Academic

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

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

Yr 7: from Band 4 (lowest) to Band 9 (highest for Yr 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Yr 9)

Literacy – NAPLAN Year 7

Student competency in Literacy in 2008 has been assessed and reported upon in the areas of Reading, Writing, Spelling and Grammar and Punctuation. The results indicate that students entering Kanahooka High School in Year 7 have performed below those of other students throughout the state and in the Like Schools Group (LSG).

Students are over represented in the lower performance bands and there has been a corresponding drop of students performing at the highest bands.

![Percentage of students in bands: Year 7 reading](chart.png)
The 2008 NAPLAN numeracy test results reveal that our Year 7 students are performing below other students in the state and LSG. There is a higher representation of our students in the lower bands 4, 5 & 6 than for the state and LSG. These results, however, are consistent with those of students from 2005-2007.
Results from the 2008 NAPLAN tests reveal that our overall student performance was below that of other students in the state and in the LSG in all areas except for reading where our students substantially matched those of the LSG. A statistical analysis of the growth of our students in reading indicates an average growth of 49.2 compared to a state average growth of 39.1. On average the performance of boys grew more than girls in the areas of Reading and Writing.
While our student performance in numeracy is below that of students in the state, it is significantly better than that of students in the LSG except in the highest band 10. On average our student growth was 45.6 points compared to 40 points for the state. The performance of many students improved one or two bands. On average the performance of boys grew more than girls.

The significant growth achieved by boys from Year 7 in 2006 to Year 9 in 2008 can be attributed to the foundation numeracy skills program initiated across Years 7 to 10 in 2008 and the complementary Counting On program implemented by Mathematics teachers.
School Certificate Mathematics Band Summary

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>27.1</td>
<td>60.3</td>
<td>13.5</td>
</tr>
<tr>
<td>2007</td>
<td>33.5</td>
<td>60.2</td>
<td>6.3</td>
</tr>
<tr>
<td>2006</td>
<td>24.3</td>
<td>63.6</td>
<td>12.1</td>
</tr>
</tbody>
</table>

No students achieved Band 6 in 2007.

School Certificate Science

![Percentage of students in performance bands: School Certificate Science](image)

No students achieved Band 6 in 2007.

The average school mark was 69.3, compared to the average LSG mark of 67.1 and state average of 71.1.

School Certificate Science Band Summary

<table>
<thead>
<tr>
<th>%</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>15.3</td>
<td>69.9</td>
<td>11.7</td>
</tr>
<tr>
<td>2007</td>
<td>23.2</td>
<td>69.5</td>
<td>7.4</td>
</tr>
<tr>
<td>2006</td>
<td>13.6</td>
<td>71.4</td>
<td>15.1</td>
</tr>
</tbody>
</table>

School Certificate Australian History, Civics and Citizenship

Percentage of students in performance bands: Australian History, Civics and Citizenship

![Percentage of students in performance bands: Australian History, Civics and Citizenship](image)

Average mark | School | LSG | State
---|--------|-----|-----
2008 | 61.6   | 65.5| 68.5|

School Certificate Australian Geography, Civics and Citizenship

Percentage of students in performance bands: Australian Geography, Civics and Citizenship

![Percentage of students in performance bands: Australian Geography, Civics and Citizenship](image)
School Certificate Geography Average Mark

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>67.3</td>
<td>67.6</td>
<td>71.4</td>
</tr>
</tbody>
</table>

School Certificate Computer Skills

<table>
<thead>
<tr>
<th>Competence Level</th>
<th>2008</th>
<th>2007</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Demonstrated</td>
<td>0.9</td>
<td>1.1</td>
<td>0.0</td>
</tr>
<tr>
<td>Competent</td>
<td>56.8</td>
<td>70.2</td>
<td>52.1</td>
</tr>
<tr>
<td>Highly Competent</td>
<td>42.3</td>
<td>28.7</td>
<td>47.9</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2008</th>
<th>School Average 2004-2008</th>
<th>LSG Average 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>-1.0</td>
<td>-2.0</td>
<td>-1.1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>0.2</td>
<td>0.6</td>
<td>-1.1</td>
</tr>
<tr>
<td>Science</td>
<td>0.6</td>
<td>-0.2</td>
<td>-1.5</td>
</tr>
<tr>
<td>Australian History</td>
<td>-4.5</td>
<td>-3.9</td>
<td>-0.4</td>
</tr>
<tr>
<td>Australian Geography</td>
<td>-2.0</td>
<td>-2.2</td>
<td>-1.0</td>
</tr>
<tr>
<td>Computer Skills</td>
<td>-0.7</td>
<td>-1.8</td>
<td>-1.0</td>
</tr>
</tbody>
</table>

Students performed better in General Mathematics and Visual Arts than both their peers in previous school groups and both the 2008 LSG and State average marks.
Higher School Certificate Course Summary Graphs

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

Data Table

<table>
<thead>
<tr>
<th>Performance Band</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 2008</td>
<td>-3.9</td>
<td>-6.9</td>
<td>2.3</td>
</tr>
<tr>
<td>School Average 2004 - 2008</td>
<td>-4.1</td>
<td>-4.6</td>
<td>-7.2</td>
</tr>
<tr>
<td>LSG Average 2008</td>
<td>-0.6</td>
<td>-0.4</td>
<td>-0.5</td>
</tr>
</tbody>
</table>
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.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88.2</td>
</tr>
<tr>
<td>Writing</td>
<td>83.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>84.6</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>88.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>89.0</td>
</tr>
</tbody>
</table>

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>89.0</td>
</tr>
<tr>
<td>Writing</td>
<td>71.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>84.4</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>75.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>88.1</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Priority Schools Program

Teacher learning was enhanced by PSP funding in the following ways:

- Programming across the curriculum, including Gifted and Talented initiatives. The outcomes will be measured by the School Certificate results for 2009 and beyond.
- Literacy and Numeracy. Staff were trained in the implementation of the Counting On program and classes are having regular lessons. Lessons to feeder primary schools have begun. The accelerated literacy program was proposed to local PSP schools at the end of 2007 to improve the literacy outcomes of students. Two teams of staff, representing a cross section of the KLA’s attended workshops. Teachers gained professional development from this program using strategies to achieve to improve literacy outcomes for students. The outcomes were measured by NAPLAN.
- Student Wellbeing Program for 2009. The data measuring the success of this program in 2009 include trends in suspension and attendance data over the past three years and surveys of students and staff and measurement against the competencies developed for the course.

Throughout the 2008 school year 1.7 staffing supplementation was used to support the curriculum and to enhance the learning outcomes of Kanahooka High School (KHS) students in both Literacy and Numeracy. The supplementation was used to reduce class sizes and make extra classes in years 7 to 10. Students were selected for the targeted classes via pre testing. The students in these classes showed an increase in literacy and numeracy results.

Numeracy / Literacy Foundations Program.

A target in the school’s plan is to reduce the gap between those students who are proficient and the students who are not as proficient (in both literacy and numeracy) and to improve both Literacy and Numeracy standards across the school by 10% over the next three years.

Analysis of the 2008 NAPLAN results showed that Kanahooka High School was:

- second best in our average school growth scores compared with our LSG in overall Literacy. It was a significant growth of 2.5 units above the average LSG growth. Indigenous students were a significant 5.3 units above the LSG average growth.
- the best in reading in average growth scores compared with our LSG, a significant growth of 8.6 units above the average growth of the LSG. Indigenous students showed a significant 14.4 units of growth above the average growth of the LSG.
- the third best in average growth in numeracy compared with the average growth of the LSG, a significant 5.5 units above the LSG average growth and 4.5 units above the average growth of the State. Indigenous students showed a significant growth of 21.2 units above the LSG average growth and 15.3 units above the State average growth.

Two specialist teachers will be employed in 2009 to work with faculties in continuing to develop literacy and numeracy lesson strategies. All strategies will be embedded in faculty programs. The specialist teachers will work with teachers in the classroom supporting them in their delivery. This program will occur with Years 7 and 9 initially in preparation for NAPLAN and then continue with years 8 and 10 for the rest of the year.
**Vocational education**

Vocational Education continued to earn the support of staff, students and parents. Our aim in 2008 was to raise awareness of the range of VET courses and to support the delivery of VET through flexible timetabling and the Dapto Community of Schools.

Of students commencing Year 11 in 2008, 80% selected at least one VET course. Strategies included the promotion of TVET courses, School Based Apprenticeships and Traineeships, combined classes with a local high school, delivery of classes off the timetable and access to Distance Education.

The school was successful in delivering four VET courses in 2008, including implementation of new syllabi. To maintain the broad range of VET courses, flexible pathways were promoted at subject selection to parents and students. Business Services was delivered for the first time via block release off the timetable, and in combination with a local high school.

The school offered flexible delivery of TVET courses, in particular supporting access to courses in skills shortage areas. Two students undertook VET Aged Care Nursing through Distance Education mode.

The school increased the delivery of School-Based Traineeships. In 2008, 6 students were engaged in School Based Traineeships in the areas of Policing, Retail and Automotive, and one student was engaged in a School Based Apprentice in Automotive Panelbeating.

The results of Student Satisfaction Surveys indicate students are engaged and value the VET qualification afforded by these courses. 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.

**Aboriginal Education**

A key component of Aboriginal Education at Kanahooka High School is to ensure that all students have a thorough understanding of the contributions that past and present Aborigines have made and are making to Australia and that Aboriginal students are attending school and making significant progress.

The school employed Jocelyn Burns as Aboriginal Education Worker to assist the school with attendance, literacy and numeracy issues.

Significant 2008 initiatives included:

- NAIDOC Week celebration
- In Class Tuition Program
- Even Start
- Homework Centre
- Personalised Learning Profiles
- Dare to Lead involvement, and
- Welcome to Country speeches.

**Other programs**

**Teaching and Learning**

The appointment of a Head Teacher Teaching and Learning in 2008 resulted in a number of new initiatives. These included:

- Planning for the 2009 Year 7 Kanahooka Opportunity and Learning Advancement (KOALA) program
- Year 6 Gifted and Talented after school program
- Year 10 Motivation, Goal Setting and Self Image workshops
- Dapto Learning Community (DLC) Year 5 Challenge Shield, and
- Teaching and Learning team establishment.

**Multicultural education**

The school organised a celebration of cultures and organised a week of activities focusing on Harmony Day. This week provided people a way to learn more about other cultures, traditions and faiths. When we learn more about other people, we understand and respect our similarities and our differences. Kanahooka High School students and staff participated in a range of activities over a week, highlighting cultural diversity within the school and wider community.
Progress on 2008 targets

2008 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, focusing on student literacy and numeracy levels as a Focus Support School continued.

Target 1
To reinforce, celebrate and enhance quality teaching practices and community partnerships

Strategies to achieve this target included:
- Appointment of Head Teacher Student Services.
- Executive role modelling.
- P&C actively encouraged to participate in school decision making processes.
- SRC participation in SEAT and regional SRC.
- Revised Year 6-7 Transition program.
- Executive development in new TARS procedures and training provided.
- Minutes of all team meetings displayed.

Our achievements include:
- 100% staff attendance at staff and team meetings.
- Staff reported positive improvements in communications and decision making.
- Parents report increased satisfaction and participation in school decision making processes.
- 2% increase in student attendance levels.
- Publishing of school, executive, faculty, PSP, P&C, SRC, and all school team minutes.

Target 2
Ensuring a harmonious and productive learning environment

Strategies to achieve this target include:
- Evaluation of revised Welfare & Discipline policy and development of welfare strategies.
- School participation in the Positive Behaviour in Schools project.
- Suspension resolution procedures implemented prior to completion of suspension.
- Employment of a part-time Aboriginal Education Worker, to ensure all staff receive appropriate assistance with Aboriginal students.
- Revised period lengths, and lesson breaks.

Our achievements included:
- 9% reduction in negative student behaviours.
- 11% increase in retention of Aboriginal students.
- 13% reduction in days lost to long suspensions.
- 18% reduction in negative playground behaviours.

Target 3
To improve the performance of all students and reduce the gap between the performance of targeted students and those performing at the state average

Strategies to achieve this target include:
- Appointment of Head Teacher Teaching & Learning
- Whole school analysis of SMART data with tracking to syllabus outcomes and assessment schedules.
- Explicit literacy & numeracy foundation skills strategy implemented for all students in Years 7-10.
- All teachers focus on data analysis and training in the construction of personal learning plans.
- Focus on explicit teaching and deep understanding of significance. Increase in understanding of relevance and learning styles.
Our achievements included:

- The review of programming, registration and assessment documentation in all Year 7-10 subjects.
- Development of a Year 8 cross KLA program focusing on learning and aligning strongly with the deep knowledge and understanding of learning features.
- Reduced disparity in student performance between high and low achieving Years 7-10 students.
- 22% increase in Aboriginal students meeting or exceeding state benchmarks in the statewide assessments of numeracy performance.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of Management of Information and Communication Technology and the teaching of English.

Educational and management practice

Background
The school sought a review of ICT and its management at Kanahooka High School, the formulation of a list of priorities and the development of an associated action plan. A DET ICT held discussions with key personnel, investigated issues raised and developed a series of recommendations.

Findings and conclusions
- The formation of an ICT management team.
- The team develop a statement of roles and responsibilities for the management of ICT.
- A list of specific priorities be developed.
- A professional learning program be implemented based on an audit of staff skills.
- A strategy be developed for the replacement and disposal of ‘old’ ICT equipment.

Future directions
Continued monitoring of the revised planning and procedures will take place in 2009 to make amendments as necessary.

The school will conduct an assessment of staff skills and needs relating to curriculum and DET administrative procedures, with a view to addressing the evaluation and implementation of emerging technologies in both the curriculum and administrative procedures.

Curriculum
The English Faculty at Kanahooka High School prides itself in being proactive in providing positive learning outcomes for its students.

To support this foundation a review was conducted by a team led by the HT PD/H/PE identify to best practice was embedded into curriculum delivery and strategies utilised to support the teaching and learning process.

A random sample of students in Years 7-11, of staff and parents were selected to be surveyed and SC and HSC student results over the past 3 years reviewed.

English teachers regularly participate in NAPLAN, SC and HSC marking.

In 2008 all Year 7-10 students undertook six or seven English lessons per week and there were classes of Year 11 & Year 12 Advanced, Standard and Extension English.

Findings and conclusions
- Staff reported a variety of teaching practices to meet student needs, a commitment to the delivery of quality lessons, assessment processes were diverse and catered for individual needs and a general cohesiveness within the faculty for relation to quality teaching delivery.
- Students commented on the effectiveness of the feedback given by teachers when discussing completed assessment tasks and marking workbooks.
- Students indicated a need for more frequent information on their progress than the two reporting times per year, sought more student centred activities and a greater integration of technology into classroom activities.
- Parents reported positive communication is evident between teachers, students and their parents, particularly relating to the reporting process.
### School Certificate English Statistics

<table>
<thead>
<tr>
<th>Year</th>
<th>School Mean</th>
<th>State Mean</th>
<th>School vs State Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>66.7</td>
<td>72.1</td>
<td>-5.4</td>
</tr>
<tr>
<td>2007</td>
<td>66.6</td>
<td>73.0</td>
<td>-6.4</td>
</tr>
<tr>
<td>2008</td>
<td>71.6</td>
<td>75.0</td>
<td>-3.4</td>
</tr>
</tbody>
</table>

- The gap between the school and state SC mean was reduced by 53% in 2008.

### Higher School Certificate English Statistics

<table>
<thead>
<tr>
<th>Year</th>
<th>Subject</th>
<th>School Mean</th>
<th>State Mean</th>
<th>School vs State Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>Standard English</td>
<td>61.3</td>
<td>63.5</td>
<td>-2.2</td>
</tr>
<tr>
<td>2007</td>
<td>Standard English</td>
<td>60.3</td>
<td>63.4</td>
<td>-3.1</td>
</tr>
<tr>
<td>2008</td>
<td>Standard English</td>
<td>56.9</td>
<td>67.9</td>
<td>-11.0</td>
</tr>
<tr>
<td>2006</td>
<td>Advanced English</td>
<td>69.2</td>
<td>75.9</td>
<td>-6.7</td>
</tr>
<tr>
<td>2007</td>
<td>Advanced English</td>
<td>70.3</td>
<td>78.0</td>
<td>-7.7</td>
</tr>
<tr>
<td>2008</td>
<td>Advanced English</td>
<td>67.8</td>
<td>78.3</td>
<td>-10.5</td>
</tr>
<tr>
<td>2006</td>
<td>Ext 1 English</td>
<td>31.5</td>
<td>38.91</td>
<td>-7.41</td>
</tr>
<tr>
<td>2007</td>
<td>Ext 1 English</td>
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<td>39.02</td>
<td>-12.85</td>
</tr>
<tr>
<td>2008</td>
<td>Ext 1 English</td>
<td>31.10</td>
<td>39.78</td>
<td>-8.68</td>
</tr>
</tbody>
</table>

- The gap between the school and state HSC means is continuing to widen in all HSC English subjects, despite a shortening of the gap in Extension 1 English in 2008.

### 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 $81,326 was spent on professional learning in 2008 from TPL, Global and PSP funding.

Key sessions on staff development days in Terms 1, 2 & 3 focussed on programming for student engagement, quality teaching and learning, CPR, Generation Y, technology for learning, and strategies for promoting positive student behaviours.

### Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- Parental attendance at special ceremonies increased.
- Some parents have indicated that the school kept them well informed about their child’s progress.
- Some parents voiced a concern that their child received little or irregular homework.
- Parents attending P&C meetings requested that staff be invited to meetings to provide information on programs and ways to support their child at home.
- Some parents seemed happy with the school and its directions. In particular, parents appreciated the extra efforts of staff in supporting the arts, student leadership, sport and student performance.

### Future directions

- The review of Stage 4 and Stage 5 programming and assessment documentation indicates the need for further review of this documentation in 2009.
- Ongoing teacher professional learning in quality teaching processes, utilising student performance data, research of best practice and consultancy support.
- Further investigation of how teachers make learning engaging, interesting and relevant, by the staff.
- Active participation in the whole school focus on improving reading, comprehension and writing levels across the school.

### School development 2009 – 2011

2009 marks the beginning of the 2009 – 2011 planning process and saw the involvement of students, parents and staff in the development of the three year plan.
Targets for 2009
Targets have been set in the areas of literacy, numeracy, student engagement and retention, Aboriginal education, teacher quality, connected learning, and environmental education.

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 include:
• 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 success will be measured by:
• Head Teachers trained and commitment evident in faculty plans and teaching programs.
• All teachers trained and implementing journals in lessons.
• Teacher identified and all Year 7 – 10 classes participate.

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

Strategies to achieve this target include:
• 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 success will be measured by:
• Student, parent and teacher engagement in discussion and survey of quality teaching.
• Lessons reflect more dynamic and student centred approach.
• Reduction in negative Year 7 behaviours.

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

Strategies to achieve this target include:
• Staff trained and utilising connected classroom.
• ITWs installed and staff trained in their use.
• Wholeschool approach to connected learning – faculty based responsibilities.

Our success will be measured by:
• Staff utilisation and student participation rates.
• Equipment installed and teacher utilisation rates.
• Executive trained and commitment evident in faculty plans and teaching programs.

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.

Peter Jones  Principal
John Spicer  Deputy Principal
Kim O’Sullivan  Deputy Principal
Karen Davies  P&C President
Jocelyn Burns  AECG Representative
Vera Rupa  SASS Representative
KHS Executive Team

School contact information
Kanahooka High School
Thirroul & Robert Streets  KANAHOOKA
PO Box 302 DAPTO  NSW  2530
Ph: 02 4961 4011
Fax: 02 49614700
Email: kanahooka-h.school@det.nsw.edu.au
Web: http://www.kanahooka-h.schools.nsw.edu.au
School Code: 8489

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