2010 Annual School Report
Kadina High School

NSW Public Schools – Leading the way
Students

In 2010 Kadina High School started with an enrolment of 515 students which represents a reduction in student enrolments when compared to previous years. Demographic changes within the community and a lower number of students within local primary schools will mean the school may continue to experience lower enrolment levels compared to earlier years. Kadina High School will proactively respond to this challenge, enhancing the opportunities available to all students within its care.

Ourschool

Staff

Staff at the school work collaboratively in a series of six teams to support the students at the school. These teams are

- Engagement
- Retention and Transition
- Literacy and Numeracy
- Positive Behaviour for Learning
- Quality Teaching and Information Technology
- Student Leadership and Celebrations.

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

Significant programs and initiatives

Debating and Public Speaking 2010

Kadina’s proud debating tradition continued in 2010 with great performances from a number of our gifted and talented speakers. The Senior Debate Team (Charlotte Pearce, Bethan Harding, Sophie Wilson and Emma Bryant) were Regional Champions in the Premier’s Debating Competition. Charlotte Pearce also made the State Semi-finals in the Sydney Morning Herald Plain Speaking Competition, having won the Regional Final with a finely crafted speech and devastating impromptu speaking skills.

The Junior Debating Team (Vienna Barker, Charlotte Teague, Kurt Spargo and Abby Vantaggiato) thoroughly enjoyed their experience in the competition and honed their skills well, expanding their reasoning capabilities and refining their team work. Our entrants in the Legacy Public Speaking Competition were Vienna Barker and Nicola Shortiss, who delivered their speeches in an articulate and confident manner.

As always the speaking program ran throughout the Junior School, giving every student the opportunity to gain experience in the art of public
speaking in front of their peers. As teachers we never cease to be amazed by the variety and enthusiasm revealed by young people in this challenging area of communication.

**The Chrysalis Group**

Over the past twelve months Kadina High School has supported “identified at risk” girls at the school through the formation of the Chrysalis group. This group is a prevention based youth development program created by young women who were identified as being “at risk” or who struggle with behaviour problems. These are students who might have previously been placed into the “too hard” basket. The Chrysalis group is for girls who have experienced adversity in their lives. Through the process of group counselling and peer based education, the girls have now developed insight and gained compassion for the issues they deal with on a daily basis. With the guidance of professional counsellors the program delivers education, training and counselling to the girls through support groups and peer based educational workshops. The group has empowered and educated the young women about such issues as sexual assault, abuse, bullying, healthy relationships, domestic violence, homelessness, self image and self esteem to name a few. The group is facilitated and supported by professional counsellors, including a youth/holistic counsellor, and a sexual assault counsellor. Over the past twelve months the program has grown through a weekly experimental learning and action research focus. Each session is guided with set rules and boundaries, including no put downs and the need for confidentiality etc. Each student has an opportunity to facilitate the group activity, which may be any topic they have chosen to work on. These topics can often have deep emotional tones which are able to be discussed in a safe environment. The group activity operates with close monitoring by the two counsellors.

**The Music Faculty**

The KoiKids, a musical group of students in Year 11, comprising Tori Zietsch, Alex Waters and Maddigan Henderson, represented the school in a number of venues after their initial success during 2009. They were featured performers in a schools’ segment at the East Coast Blues and Roots Festival held at Tyagarah over Easter. They also won the Young Songwriters Competition initiated by Lismore City Council. After receiving accolades for their original songs, The KoiKids took out the prestigious Dolphin Youth Award at the annual North Coast Entertainment Industry Awards. The band was selected to participate in the opening rounds of the Talent Development Project in Sydney. In addition, the KoiKids played at numerous venues and functions throughout the year on the north coast to widespread acclaim.

**Student achievement in 2010**

Year 7- It is noted the Year 7 cohort results in NAPLAN are below the State averages in all areas of literacy and numeracy.

Year 9- It is noted the Year 9 results in NAPLAN Reading are above the average of the Like School Group and above the State average.

The Mean Year 9 (Aboriginal) results have improved by 53 scale scores from the 2009 data in the test aspect of Writing. Year 9 (Non-Aboriginal) are 14 scale scores above the state average in the test aspect of Reading.

**School Certificate** - It is noted for Value-Added Year 10 (Girls) that they have improved their average score difference by 2 points from the 2009 data in the test aspect of Australian History, Civics & Citizenship. It was also noted that for Value-Added Year 10 (Boys) that they have shown a decrease of their average score difference by 3 points from the 2009 data in the test aspect of Australian History, Civics & Citizenship.
Higher School Certificate - Kadina High School
HSC results were above state average in the following subjects—

- Biology (6.74% above state average)
- Standard English (1.51% above state average)
- English Extension 1 (3.84% above state average)
- English Extension 2 (7.19% above state average)
- Industrial Technology (7.23% above state average)
- Music 1 (6.92% above state average)
- Textiles and Design (4.27% above state average)
- Entertainment Industries Examination (1.01% above state average)
- Primary Industries Examination (0.05% above state average)
- Hospitality Examination (4.95% above state average)

Over 30% of the HSC cohort achieved at least one band 5 or 6. Over 25% of the cohort gained a band 4, 5 or 6 in ALL of their subjects studied. (Note results are only provided for courses with ten or more candidates within the school.)

Charlotte Pearce, 2010 School Captain, received the Premier’s Award for all-round excellence in the 2010 NSW Higher School Certificate. Charlotte was only one of seven students in the Far North Coast to receive the accolade.

Messages

Principal’s message
Kadina High School is situated on the land of the Bundjalung nation. This report outlines many of the programs and initiatives developed by the school. It presents factual data based on testing against both state wide and national benchmarks. Kadina High School is committed to delivering quality public education to develop the individual talents, interests, and abilities of students, staff and citizens who form its learning community. Our aim is to continue being recognized as a vibrant responsive public school working collaboratively within the public education system to produce well educated citizens with the capability and confidence to succeed in the twenty-first century.

The NSW Department of Education and Training uses statewide testing data collected over many years to predict the performance of students based on their earlier achievements. If a student performs at a higher level than their earlier results would have predicted, the school is said to have “added value” to student achievement. The 2010 NAPLAN results indicated the school was value adding to our student’s performances in a number of areas, particularly when comparing achievements of the Yr 9, 2010 cohort to their results in the 2008 NAPLAN tests.

In 2010 Kadina High School continued to move towards becoming a key player in the Lismore Community of Secondary Schools (LCoSS), delivering stage six curriculum through the use of “Connected Classroom” technology.

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 ongoing development.

Ian Davies
Principal

P & C message
At the Annual General Meeting of the Kadina Parents and Citizens organization in 2010 we discussed the importance of supporting the school at a time of change under the leadership of a new principal and moving on from issues that had impacted the school in recent years. We committed your organization to assisting in what ways we could.

It has been heartening to see the developments in the school in the past year as students, teachers and executive showcased what a good school can do. The school is also enjoying an
increased and positive coverage in local media. Participation in the Blues Festival, speaking and debating competitions and an increasing list of sports has engaged the students and raised the school profile in so many positive ways.

Perusal of information provided on MySchool and by the Principal, to P&C meetings and in the Weekly Bulletin, shows better than average development in students between Year 7 and 9, great HSC results and placement of the school in the top end of the list of schools considered to be similar to Kadina.

A school is more than academic results and the P&C has been pleased to be able to assist students to attend sporting, academic and cultural events beyond the school. We have also been able to subsidize special visits, excursions, student programs and provide updated equipment for practical courses which benefit all students. During 2010 the P&C has allocated over $20000 to such programs. The source of these funds is almost exclusively from the operation of the canteen and we sincerely appreciate the work of the small but dedicated team who back Cheryl in the day to day operation of the canteen.

While we will continue to support the school in similar ways, this year we have discussed the identification and funding of a ‘large ticket item’. In past years the P&C has funded improvements to the school such as the outdoor covered area. We are in the process of discussing potential projects with the school executive and will advise all parents of possibilities later in the year.

Come along to our meetings and be a part of this important aspect of Kadina High School.

Mr. Alan Foster P&C President

Student Representative’s message
Students at Kadina High School are given many opportunities to develop their leadership skills. Students take on leadership roles including School Captains and Vice Captains, Student Representative Council members, Sports House Captains and Kadina Leo Club.

SRC members take on various roles within the school, including school fundraisers and events. They also attend district meetings with leaders from other schools in the area. Leo Club members organize a range of events and fundraisers to support the wider community.

Students can elect to become involved in other projects and competitions; all aimed at developing leadership skills.

The Duke of Edinburgh Award encourages leadership through practical experiences. Each year, including 2010, a group of students work hard to achieve a Bronze Award. In 2010 two students, Samantha Whitney and Samantha Knight achieved this goal, and Sophie Shoesmith and Lucy Barker also achieved achieve their Gold Award. This is the first time this level has been reached at Kadina High School.

Lucy Barker received a Youth Order of Australia Community Award. This was awarded to her by the Governor of NSW, Professor Marie Bashir AC at Government House on the 24th November 2010.

After his successful application Brendan Pearce was invited to attend Youth Parliament in Canberra last year. To have achieved this honour, Brendan had to go through a selection process and be nominated by his local member of parliament.

In October, Maddigan Henderson, Nicholas Currie, Josie Corben, Matt Poole, Tori Zietsch and Damien Cooper attended the Impact Student Leadership Conference at Tweed Heads. This allowed them to develop practical leadership skills in preparation for their roles as the elected Year 12 leaders in 2010.

Ms. Janine Russell. SRC Co-ordinator

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
2006 – 2010 student enrolment details

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>274</td>
<td>255</td>
<td>228</td>
<td>230</td>
<td>233</td>
</tr>
<tr>
<td>Female</td>
<td>310</td>
<td>294</td>
<td>294</td>
<td>266</td>
<td>251</td>
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</table>

Management of non-attendance
In 2010 the Head Teacher Administration reviewed the school’s attendance policy and implemented strategies including parental telephone contact, random attendance checks, and letters requesting parent/carer explanation for recorded absence with follow up through student interviews.

Structure of classes
To allow for the development and focuses delivery of teaching and learning programs in Stage 4 and 5, classes are arranged in bands which are based on student ability levels. This strategy allows for the development of appropriate teaching and learning programs. In year 7 and 8 students with particular identified literacy and numeracy needs were supported in the establishment of an identified class for a number of core subjects. In other subjects the students were integrated into mainstream classes. Students who accessed Life Skills courses of study were integrated into mainstream classes, and had learning and assessment materials modified to meet their learning needs.

Student attendance profile
2007 – 2010 student attendance details

Retention to Year 12

Post-school destinations
In 2010, 86 Year 10 students successfully completed the requirements for their School Certificate. From the Year 10 cohort, eleven students did not return in 2011. Changes in government policy requires student to enroll into Year 11 unless going into fulltime employment or training. Of the students not returning, three students moved to other areas, two went on to employment and one to Agricultural College. The other students enrolled in other secondary schools. Year 11 had 84 students enrolled in 2010. During the year, nine left for work or TAFE options. For the Year 12 2010 cohort, students who have not entered into fulltime study are working either full time or casually in the retail industry. Of the students undertaking further studies, a large percentage are also employed on a casual basis in the retail industry.

Year 12 students undertaking vocational or trade training

<table>
<thead>
<tr>
<th>VOCATIONAL EDUCATION</th>
<th>ENT 13%</th>
<th>PI 13%</th>
<th>HOSP 20%</th>
<th>TAFE 54%</th>
</tr>
</thead>
</table>

There was 21 students who did a TVET (TAFE) course externally, many of these also completed one of the VET (School based) courses offered which included entertainment, primary industries and hospitality. The most popular TAFE course was Creative Industries Media. In order of popularity the next courses children’s services, nursing, auto mechanical, baking, paint and panel, beauty and fashion. Two students studied Information Technology through distance education. Three students achieved apprenticeships that were related to their TAFE studies in paint and panel, beauty and small motors. There were seven school based apprenticeship/traineeships, two in nursing and both students are now completing their degrees in nursing, two in community recreation, one in hospitality, one in retail and one in beauty. The students in retail and beauty are continuing their work and studies in these areas. The two students who studied fashion also studied textiles at school and both are now studying fashion design at TAFE.

Year 12 students attaining HSC or equivalent vocational educational qualification

There were 63 students who completed their HSC in 2010 with two thirds attaining an ATAR. Of the students obtaining an ATAR, 34 applied and were accepted into University studies. Eight students applied via an early entry program, and four deferred their studies till 2012. The most common reason for deferment is to earn money in order to get the study allowance.

The most popular university was Southern Cross because of its close proximity and early entry program, studying locally is a much cheaper option. Nursing was the most course but other courses included forensic science/chemistry, engineering, sports occupational health, dietician, journalism and arts/law and arts/languages. Two students received very good scholarships from Griffith University one for $20,000 one for $6,000 both including other benefits.
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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0.5</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>n/a</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>1.4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>31.4</td>
</tr>
<tr>
<td>Teacher-Itinerant Hearing</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher –Itinerant Visual Disabilities</td>
<td>n/a</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>n/a</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>n/a</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9.682</td>
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<tr>
<td>Total</td>
<td>47.482</td>
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</table>

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

Kadina High School employs an Indigenous person as an Aboriginal Educational Officer 5 days a week to support our Indigenous students. Currently this position is filled on a casual basis as the substantive person is on leave.

Staff retention

Due to declining numbers a Head Teacher position was on review in 2010. The position on Head Teacher PDHPE was abolished for the 2011 school year. Kadina High School had a Head Teacher Administration above establishment in terms one to three in the 2010 school year. This position did not continue in the 2011 school year.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>93</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>7</td>
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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>30/11/2010</th>
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<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>498,172.90</td>
</tr>
<tr>
<td>Global funds</td>
<td>374,110.61</td>
</tr>
<tr>
<td>Tied funds</td>
<td>556,853.48</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>167,059.19</td>
</tr>
<tr>
<td>Interest</td>
<td>28,755.46</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>33,316.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1,658,267.64</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>105,422.97</td>
</tr>
<tr>
<td>Excursions</td>
<td>61,427.10</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>44,822.21</td>
</tr>
<tr>
<td>Library</td>
<td>5,136.81</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>865.09</td>
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<tr>
<td>Tied funds</td>
<td>483,109.36</td>
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<tr>
<td>Casual relief teachers</td>
<td>112,417.74</td>
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<tr>
<td>Administration &amp; office</td>
<td>121,667.53</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>93,151.99</td>
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<tr>
<td>Maintenance</td>
<td>32,215.22</td>
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<tr>
<td>Trust accounts</td>
<td>34,054.87</td>
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<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>1,094,290.89</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>563,976.75</td>
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</table>

A full copy of the school’s 2010 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 2010

Achievements

Arts

Music

2010 provided many opportunities for Kadina’s music students to gain performance experience at school and in the wider community. Some of the highlights were as follows:

* Josie Corben and Kaytie Ezzy (Yr 11) successfully auditioned to take part in the Talent Identification Project (a DET regional initiative) which was held in Port Macquarie in May. DET staff and music industry professionals provide workshops in performance and stagecraft skills for students who are genuinely interested in pursuing a career in the entertainment industry. The program culminated in a concert open to the public.

* Charlotte Pearce gained second place in the Young Songwriters Competition.

* For a third year in succession, Charlotte Pearce and Bethan Harding (both of Yr 12) recorded a Christmas carol for the “OUR KIDS” charity CD. They performed their carol at the Calendar launch which was held in the Children’s Ward at the Lismore Base Hospital.

* Brendan Pearce (Yr 10) and Alex Waters (Yr 11) attended Regional Music Camp at Lake Ainsworth where they participated in ensembles under the expert tutelage of DET conductor, Martin Hardy.

* The school’s Celtic ensemble, Beltane, was featured in the first online edition of “Side by Side”, a DET magazine. They played at a number of functions throughout the year including a St Patrick’s Day fundraiser for St Vincent’s Hospital.

* Brendan Pearce, Georgia and Samantha Knight, Cheryleen Finlay and Caleb Zietsch rehearsed and performed throughout the year in the middle school Extension Band, coordinated at Goonellabah Primary School.

* Gemma Crake and Damien Cooper debuted as a duo performing at the Wollongbar TAFE Wine and Food Expo and at an event for emerging talent in Byron Bay (as well as at school functions).

* The North Coast National Show provided afternoon and evening performance opportunities for Year 10 and 11 students. The Koikids and Good Days Night (Damon Gill, Sam Jeffery and Cameron Miller) were given select spots on the program, whilst our other students performed on the community stage.

* The Year 11 Music class was welcomed by lunchtime crowds when they performed at the Reduce Risk, Increase Student Knowledge (RRISK) seminars held over three days at Southern Cross University in November.

* Senior students, Charlotte Pearce, Bethan Harding, Kaytie Ezzy, Mickella Casson and Damien Cooper featured in the Northern Star Carols By Candlelight program at Hepburn Park.

* Community links were maintained with performances by Abby Vantaggiato and Kimberly Thompson at Pinevale Villas and Charlotte Pearce and Bethan Harding at Caroona Nursing Home.

* Extra-curricula music activities this year included Celtic and jazz ensembles, and a Soul band.

* The annual junior Kadina Showcase and Year 11 and Year 12 Music Evenings drew good crowds and showcased the wealth of musical talent of Kadina students.

* To top off a busy and rewarding year, the hard work of the 2010 HSC class paid dividends with all class members receiving either band 5 or band 6 in their exam.

Ms. V. Johnstone  Music Teacher

Drama

It was another successful year for the Drama Department in 2010 including big changes with the introduction of the Year 11 LCOSS class. Year...
11 students from Kadina, Lismore and Richmond River High Schools combined in one classroom at Kadina High School in preparation for the challenges of Year 12 Drama. The students have worked well on improving their broad theatrical and dramatic knowledge while developing their creative and performance skills individually and in groups. A highlight of the year was Kadina’s involvement with NORPA in the development and opening performances of ‘Engine’, by Janis Balodis. The play explores the personal and community grief suffered as a consequence of teenage road deaths. Kadina students Marlee Webb, Tori Zietsch, Kaytlin Ezzy, and Joel Spargo, represented themselves and the school with great dignity and skill as they rehearsed and performed alongside professional actors in the role of the chorus. Richmond River students were also involved in this outstanding project and shared the role over several nights. Year 10 students performed a stage version of ‘Hating Alison Ashley’ as their major project. They should be congratulated for their skill and commitment as they were very successful in their presentation of this interesting Australian farce. Year 10 students were also very successful in their role as MC’s at 2010 CAPA and completed a major unit on film and video creating and making. Year 9 students have settled well as a group and students have created some outstanding work. Monologue, duologue and group devised pieces were a feature of 2010 CAPA. Students have also learnt about historical Drama and have adapted a short play to video in Term 4. I look forward to working with this group on their major production in 2011. ‘On Stage’ (North Coast Public Schools Drama Festival) was introduced as a major event this year and was held at the Star Court Theatre. Primary and high schools from all over the region performed drama in a variety of styles over 2 days. The event was a great success for Kadina year 9 and 10 Drama students with fantastic support from a few year 8’s with thespian interests. Of course Kadina Entertainment students provided extra backstage support for this event. HSC 2009 students have continued their artistic pursuits in tertiary studies. Lucy Sweeney is studying Film, Media and Television in Brisbane, Rebecca Sproule is studying Film, Media and Television in New Zealand, while Chamonix Birrer is studying Music and Production at Southern Cross University. Improvements have been made in the Drama room. A new digital and analogue lighting system have been installed as have new curtains. The room is a great intimate performance space suitable for many uses although improvements need to be made with the lack of air flow in warm weather. Overall it has been a fantastic year and I look forward to next year with great excitement.

Mr. D. Sassi Drama Teacher

VET Entertainment

Students studying Entertainment at Kadina are drawn from a number of local high schools and include students with an interest in technical production skills. Throughout the year, students learn key competencies related to the staging of live theatre and events. They are generally assessed on their skills during productions that are presented at school, but are sometimes also involved in productions in the community. School productions during 2010 included the Creative and Performing Arts (CAPA) Showcase, Year 11 and Year 12 Music Evenings, and Year 10 and Year 11 Drama productions. Entertainment students also provide technical support for all official school functions. Community productions create opportunities for students to work in different venues and with different industry personnel. In 2010, students worked in technical teams for the Lismore School of Irish Dance annual concert, Tonefest – A Celebration of Secondary Schools Music and an Anti-Bullying conference. Students gained Music industry training from professionals when Rock the Schools Tour visited Kadina. This program allows students to work alongside industry personnel with the latest technology and equipment. In addition to the above opportunities, students completed mandatory industry work placement
in a variety of sectors including the Lismore Lantern Festival and the East Coast Blues and Roots Festival. Early in the year, Entertainment students participated in an excursion to Brisbane to visit different theatre settings at QPAC and La Boite where they undertook backstage tours.

Mr. D. Sassi and Ms. V. Johnstone

Entertainment Teachers

2010 Visual Arts

The Bi-annual Sydney art excursion was a highlight for senior Visual Art students in 2010. The visit included guided tours and lectures at Sydney’s leading museums and contemporary art galleries, as well as participating in tertiary style studio practice. Students saw installations by Olafur Eliasson, the best of last years HSC Works in Art Express, and visited the Brett Whiteley Studio. Students also took part in life drawing classes in Brett Whitley’s living room! Exhibition opportunities continued with students also visiting Brisbane’s Gallery Of Modern Art for a comprehensive exhibition of the internationally acclaimed sculptor Ron Mueck. These are all prestigious exhibitions and give students the opportunity to view works of international significance first hand. This experience is vital in developing students skills in critical analysis and interpretation of artworks.

Visual arts teachers again took the opportunity to mark HSC examinations; Ms Underhill marking the practical works, and Ms. Savins marking the written examination. This is fantastic professional development and will serve to further strengthen the diversity of learning opportunities for visual art students at KHS.

In 2010 we trialled the idea of bringing in artists with specialist areas of expertise to offer students specialized experiences and as a training and development opportunity for staff. Local artist Melissa Wright ran a highly successful two day etching workshop for senior students where students were guided through a professional programme to produce excellent zinc plate etchings.

Kadina High School again achieved success in Photography with Sarah Hamilton winning first prize in the student photography section of the Alstonville show and third prize in the Lismore Show. However competition entries dropped dramatically in 2010 which was disappointing as they provide a great avenue for student success. We have highlighted this as an area for improvement and will be proactive in facilitating greater student involvement in art competitions over 2011.

Two of the 2010 graduating HSC Visual Art students, Hannah Spring and Malcolm Drysdale, gained acceptance to Art Degrees at Southern Cross University and Eliza Watson was accepted to Fashion Design at a private QLD College. HSC results were very solid, and while top marks awarded fell just short of Band 6, 85 percent of students achieved either a band 4 and 5 – an excellent achievement.

Student work from all years was proudly displayed at the CAPA Showcase event, and at various information evenings throughout the year and the HSC artworks were exhibited prior to marking in a formal exhibition for parents and friends. The evening was very successful and highlighted the diverse range of artmaking taking place at Kadina High School.

Louise Savins and Kye Underhill

Visual Art Teachers

Sport

Sport continues to be an important part of the culture of Kadina High School. Forty five Kadina High students represented in Richmond Zone teams with twenty five continuing on to represent North Coast region. The staff at Kadina demonstrate interest and commitment to the school representative sport program allowing our students to participate in a range of Combined High Schools (CHS) Knock Out sports. Team of the Year was the Boys Open Football team coached by Mr. Tony Wilson from the PDHPE Faculty. The team were Richmond Zone Champions after defeating Evans River, Richmond River High and Lismore High. The team was then defeated by Murwillumbah High from Far North Coast Zone. Murwillumbah went on to play in the semi-finals of the State wide competition. In the senior school Hannah Britton (Year 11) and
Mitchell Dowse (Year 12) were successful in receiving Senior Sports Awards. Hannah has maintained her outstanding achievements in Swimming in the AWD (Athletes with Disabilities) competition. Hannah has achieved Gold medals in CHS, All Schools and Nationals competitions in Breaststroke and Medley events. Mitchell is an all round sportsman being Swimming Age champion and representing the school in Basketball, Touch and Athletics. He represented at Zone level in Basketball, Softball and Athletics. Mitchell represented the North Coast in both Basketball and Softball and the highlight of his sporting year was his selection in NSW CHS Softball. Cameron Rippon from Year 12 was the recipient of a Pierre de Coubertin award. Cameron has consistently represented Kadina in a variety of sports with his strengths being Cross Country running and Football. This year he was a member of the North Coast Football team and received the Goonellabah Soccer Club award for being Kadina footballer of the year. In the junior school Abby Vantaggiato and Sam Eyears from Year 10 received the Junior Sports awards. Abby is a talented all round sportswoman demonstrating outstanding commitment to especially Hockey being selected as Shadow reserve in the North Coast team. She was also a member of the Kadina Cross Country and Athletics teams. Sam represented the school in Athletics, Cross Country, Football and Cricket. He was Age Champion in both Cross Country and Athletics and proceeded from Zone to North Coast selection in Athletics. Students at Kadina continue to enjoy the opportunity to participate in a range of both recreational and competitive sport choices through the weekly sport program organized by Mr. Tony Wilson The introduction of Lismore Community of Schools (LCoSS) sports in 2011 will give our students an opportunity to further develop their sporting skills through access to some higher level coaching.

**Ms. J. Seymour Sports Co-ordinator**

**Other**

Kadina High School Library

With the Library receiving a roll out of new computer terminals and an extra learning space adapted in the Fiction Area, the Library continues to play an important role in providing a positive and well used environment for research, teaching, reading and other leisure pursuits for our students. As well as the audio-visual facilities in the sound proofed Learning Centre upstairs, teachers are making greater use of the Fiction area where desks have been arranged for both junior and senior classes to make use of the data projector and the Interactive White Board. Literature has also been promoted through the use of PowerPoint and Notebook presentations based on a number of picture books. These presentations have been either related to topic areas in the English syllabus or to the teaching of visual literacy. Kadina High School Library continues to enjoy a high borrowing rate of fiction where we have added manga comic books to our collection and a large range of popular fiction series. The popularity of the services and facilities we offer is reflected in the high booking rate for classes by teachers as well as a high number of students using the Library at lunchtime. Our Senior Study Area also sees a high rate of use by our seniors in study periods and the Library has also become the base for students studying subjects via Distance Education.

**Ms. S. McLeod Teacher Librarian**

**Academic**

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

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

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**

**Year 7 reading**

- Percentage of students in bands:

**Year 7 spelling**

- Percentage of students in bands:

**Year 7 writing**

- Percentage of students in bands:

**Year 7 grammar and punctuation**

- Percentage of students in bands:
Numeracy – NAPLAN Year 7

Percentage of students in bands:
Year 7 numeracy

Literacy – NAPLAN Year 9

Percentage of students in bands:
Year 9 reading

Percentage of students in bands:
Year 9 writing
Numeracy – NAPLAN Year 9
School Certificate relative performance comparison to Year 5 (value-adding)

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

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

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

**Percentage of Year 7 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96.5</td>
</tr>
<tr>
<td>Writing</td>
<td>85.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>91.8</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>87.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96.4</td>
</tr>
</tbody>
</table>

**Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93.2</td>
</tr>
<tr>
<td>Writing</td>
<td>86.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>87.8</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>89.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97.3</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

NAIDOC Day

For NAIDOC Day the school held a formal assembly. The welcome to country was conducted by Irene Harrington. Two of the Indigenous Kadina High School students presented a speech on what NAIDOC Week meant to them and why we celebrate. During the day, students enjoyed social activities i.e. Arts (draw your own journey). We invited parents and community to join the school in celebrating the day. Students from the school performed a welcome dance. A musical item was performed by both Aboriginal and non Aboriginal students.

Homework Centre

The Homework Centre ran all year. The centre was perfect for helping students with overdue assessments and catching up on class work which was missed. Funding is available to staff the Homework Centre through Norta Norta.

Deadly Days

The ‘Deadly Days’ Festivals are part of the Australian Government’s Community Festivals for Education Engagement initiative. The Festivals aim to increase education, employment and training opportunities for young Aboriginal and Torres Strait Islander people and also promote positive and healthy lifestyles.

Specifically, the Deadly Days Festivals seek to increase the capacity of local communities to plan and implement festivals that meet the following objectives:

* communicate positive engagement with education including promoting literacy and positive self-esteem
* showcase employment, training and vocational pathways via information resources and role models
* encourage positive engagement with healthy lifestyles and reduced crime and drug abuse
*promote contemporary and traditional Aboriginal and Torres Strait Islander cultures include arts, music, performance and sport activities
*improve school attendance and retention.

**V Tracks**

The V-Tracks program ran in 2010. This program assists students in choosing appropriate TAFE courses. V-tracks is targeted to Year 10 students. The feedback for the program was positive.

**SHIFT 2010**

Two students were invited by Lismore City Council to attend SHIFT 2010. The event was organized by YAPA (Youth Action and Policy Association). The event ran from 29th September to 1st October. The students have the opportunity to connect with like-minded people from all over NSW as well as gain a greater understanding of issues that are affecting our world today. The students from Kadina High School had the opportunity to talk on their lives including what it is like for a young indigenous female in the 21st century and what issues they had to face on a day to day basis.

**Red Dust Healing Camp**

Two students were sent to the camp. The camp is designed to help build self-esteem and also focuses on healthy lifestyles.

**School Based Traineeships**

Two students completed their first year of their pharmaceuticals traineeship. The school will continue to promote traineeships to indigenous students as a viable option in their studies.

**Mr. P. Brodie Head Teacher Student Support**

**Mr. AJ Harrington Aboriginal Education Officer**

**Multicultural education**

Multicultural Education Programs that promote multicultural education are integrated across the curriculum. These programs develop in students an understanding of historic, cultural, linguistic and religious difference. All key learning areas play a role but particular emphasis is given in English, through the study of film, documentaries and novels. In Human Society and Its Environment it is taught in history through the study of the various waves of migration since first settlement. In this subject area the foundations, diversity, history and benefits of modern Australian life are taught. In Society and Culture, students get the opportunity to study the attitudes and values of other cultures and to compare them to Australia.
Mr. P. Brodie Head Teacher Student Support

Progress on 2010 targets

Target 1
*Increase current attendance rates for year 7 – 10 students to 90%.*

Despite intervention programs Kadina High School attendance rates are still below state average. Increasing attendance rates will continue to be a priority for the school.

Our achievements include:

- The Head Teacher Administration reviewing the school’s attendance policy
- Increased parental telephone contact, random attendance checks, systematic Home School Liaison Officer referrals and letters requesting parent/carer explanation for recorded absence.
- Student interviews regarding attendance.

Target 2
*Increase current retention rate in Stage 6 to 76%*

Despite intervention programs Kadina High School retention rate in stage 6, 2010 was still below state average. Increasing retention rates will continue to be a priority for the school.

Our achievements include:

- Providing pathways towards the achievement of Year 12 or the equivalent through Stage 6.
- Providing students with strong mentoring support as part of the goal of personalizing learning and monitoring each student’s progress.
- Developing specialized learning and career path opportunities for students, including access to VET.

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 2010 our school carried out evaluations of Enter text here

Low SES School Communities National Partnership schools can draw on the Situational Analysis Partnership undertaken by the school in reporting the Findings and Conclusions and Future Directions under the Key Evaluations.

Educational and management practice

Aboriginal Education and Management.

Background

In 2010 we welcomed a new AEO, A J Harrington. Aboriginal Committee Meetings were held all through the year to inform and openly discuss issues with and involving indigenous students around the school. The meetings were created to ensure that students were involved in the decision making process. This involvement also gave students ownership of decisions and rules being made. Students discussed ways to improve attendance and agreed that all students had a responsibility to assist others in this area. A number of Initiatives were discussed and implemented throughout the 2010 school year.

Findings and conclusions

Driver’s Education Program-

The Driver’s Education Program was created to help prepare our senior students for license testing and also to build up hours and confidence with driving. The course was co-facilitated by ACE. One of the co-coordinators also created a board game of learners test questions to help prepare students. Students found this helpful.

Preparation for Year 10 and HSC and Subject Selection Preparation for Year 10 students to progress to Year 11 and 12 started at the start of term three and continued through until subject were chosen. Subject selections were discussed with student in a group environment.

Homework Centre
The Homework Centre ran all year. The centre was perfect for helping students with overdue assessments and catching up on class work which was missed.

Sexual Education

Vicky Bardon came to the school for two hours to discuss sexual health with the students. Vicky is a health worker for SHAIDS. Vicky also left pamphlets and information for the students if needed. The students enjoyed the program and Vicky offered sound advice and the children were able to discuss and ask questions.

Future directions

Kadina High School has an Indigenous population of approximately 15%. The school will continue to implement initiatives to support these students. Developing an Aboriginal perspective in lesson planning will remain a high priority.

Curriculum

English

Kadina High School completed an evaluation of some aspects of the English Faculty in 2010. The review was led by the Head Teacher English, Mark Ippolito. The evaluation examined aspects relating to faculty organization, policy, assessment, reporting and curriculum support.

In addition, survey data was collected from students and teachers in regards to the following areas: culture and relationships, faculty characteristics, learning and resources and planning.

Faculty Plan findings

The English Faculty has a well developed and comprehensive Faculty Plan that aligns significantly with the management goals of the school and DET. With the continuing and constant turnover of English staff in 2010 and 2011 the Faculty Plan needs fine tuning so that it better meets the ever changing needs of the school community.

Faculty evaluation findings

The evaluation did reveal that the Kadina High School English Faculty scope and sequence, and the work units therein, are readily accepted by both staff and students as pertinent and relevant to the curriculum.

The findings of the student survey provided very interesting reading. Over eighty surveys were returned from a wide variety of English classes.

Our students reported that:

- More than 66% of students admitted they were proud of the work they produced in English lessons.
- Over 90% of students believed their English teachers usually or always encouraged them to learn to the best of their ability in class.
- Over 80% of students believed that the English faculty always/usually caters for the learning needs of all students.
- Over 95% of students believed their English teachers always/usually expect them to do their best in class.
- Over 85% indicated they are usually/always able to learn in their English class.
- Almost 75% indicated they are usually/always self motivated to learn.
- Almost 85% believe their teacher usually/always shows an interest in what they are doing.
- Over 80% of students believed they were always/usually cared about and that discipline in English is fair.

Of concern were the following findings from the student survey:

- About 80% of students believed “students behaviours” sometimes/always disrupt their learning.
Almost 80% of students identified that they are rarely or only sometimes informed of what resources the faculty intends to purchase during the year.

Over 70% of students identified that everyone is always/usually treated fairly.

The staff survey covered the areas of:

- Assessment – staff identified that English Faculty assessment is in keeping with DET best practice and Kadina High School cross KLA requirements
- Faculty Policy – needed streamlining to better meet the needs of 2011 courses and staff members
- Reporting: no significant areas of concern on the whole, generally well done
- Faculty Organization – no major areas were identified as needing a significant overhaul.

**Future Directions**

As a result of the English faculty evaluation it is now clear that the following areas need to be addressed:

- Seek to resource all new units to the best degree possible. This has led to increased collegiality with the LCoSS schools.
- Improve the participation rate of students in writing and debating competitions
- Develop a “buddy” public speaking program with students from Goonellabah Public School. This program is scheduled to be trialed in terms 2 and 3 in 2011.
- Increase the use and number of DER laptop lessons delivered in English classes.
- The students’ report that their learning is hampered by student behaviour will be redressed in consultation with the school Executive. A whole school approach to this issue will be needed.

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

A small data collection exercise was conducted using the questionnaires from SchoolMap pertaining to teaching and learning. The data was analyzed by collating the responses of the three main interest groups; Students, Teachers & Parents/Carers.

These trends emerged.

- Parents/Carers and Students are generally happy with the support for teaching and learning provided at Kadina High School. This was especially evident in the items in the data collection tool relating to the expectations for success and support provided by the staff.
- Some students indicated that the classrooms were not ‘an interesting place to learn’ but the majority felt that they are being stimulated to learn.
- Teachers believe that they are providing appropriate learning materials and are striving to provide useful and interesting learning experiences.
- Communication between staff and Parents/Carers was rated highly by both these groups but the students’ responses did not indicate a clear trend about their beliefs about this issue.

It is reasonable to say that the majority of the school community of Kadina High School is satisfied with the teaching and learning conducted at Kadina High School. The Parents/Carers and students at Kadina believe that the Staff and school management is catering for their needs.

**Mr. Mark Ippolito**

**Head Teacher English**
Professional learning

The major priority underpinning the school’s Professional Learning Plan is to enhance the capacity of teaching and support staff to improve the learning outcomes of students. The Quality Teaching Framework continues to be a significant focus. There is an ongoing expectation that staff accept the responsibility to engage in professional learning across a range of curriculum focus areas in addition to specific classroom management techniques and technologies.

Workshops and courses were attended in the following priorities and the outcomes from the courses attended were shared with other staff.

- Beginning Teachers
- Use of ICT
- Literacy and Numeracy
- Quality Teaching
- Syllabus Implementation
- Career Development
- Welfare and Equity

School development 2009 – 2011

The School Plan 2009-2011 was developed through consultation with the school executive, the P&C and the SRC. This plan outlines longer term school strategic directions with a three year horizon and specific shorter term strategic goals for a twelve month period. A copy of this plan is available to all members of the school community upon request to the school office.

The current School Plan lists three priority areas for 2009-2011,

- Student Engagement and Retention
- Literacy
- Numeracy

Targets for 2011

Target 1

70% of teachers have accessed professional development in the use of interactive technologies

Strategies to achieve this target include:

- Staff participation supported through TPL and DER funds.
- Staff meetings and Staff Development workshops held in room A6 to demonstrate connected classroom capability and access to Moodle.
- Staff access to training to support Laptops 4 learning supported through TPL and DER funds.

Our success will be measured by:

- Professional development attendance by staff in interactive technologies to match or exceed 70%.
- Staff use of Moodle as interactive technology.

Target 2

Attendance rates for all students match State average and the North Coast Region targets.

Strategies to achieve this target include:

- Implementation of a revised Attendance Action Plan coordinated by the school executive and the whole school learning support team.
- Periodic reviews of attendance patterns followed up by interviews with students whose attendance is below the target level.
- A parent community education program that highlights the benefits of regular school attendance and which informs parents of legal responsibilities.

Our success will be measured by:

- Attendance rates for 2011 which match or exceed North Coast targets.
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.

Mr. I. Davies          Principal
Mr. B. Farrell          Deputy Principal
Mr. M. Ippolito         Head Teacher English
Mrs. V. Johnstone       CAPA Co-ordinator
Mrs. J. Seymour         PDHPE Co-ordinator
Mr. A. Foster           P&C President
Ms. J. Russell          SRC Co-ordinator
Mrs. S. Squelch         School Admin. Manager
Ms. S. Champion         Careers Adviser
Mr. P. Brodie           Head Teacher -
                        Student Support
Mr. D. Sassi            Drama Teacher
Ms. S. McLeod           Teacher-Librarian
Ms. L Savins            Visual Arts Teacher
Ms. K Underhill         Visual Arts Teacher
Mrs Julie Bryant        Debating and Public
                        Speaking Coach

School contact information

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