Our school at a glance

Students
In 2009 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.

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

VET Entertainment
Entertainment continues to be a popular senior study course. The majority of students are from Kadina, but the course is also open to students from other schools in our area. Current enrolments include Lismore, Richmond River and Alstonville high school students.

A highlight of the year was an excursion to Brisbane during which students attended three backstage tours: Queensland Performing Arts Centre, the Powerhouse and La Boite. These tours gave the students an insight into the way different venues are used and operated, and the way in which theatre companies (from small to large) use their available funds for staging, lighting and audio. The day culminated in watching a performance of the musical, "Chicago", at QPAC.

Mandatory work placement requirements were met by all Year 12 students and some Year 11 students. Industry placements were diverse and included NORPA, Lismore Lantern Parade, Bay FM radio station, the Big Day Out music festival and Byron Writers Festival. Students gain a valuable insight into the workings of the industry whilst completing their placements, and the school, with assistance from Work Connect, forges strong working relationships with local industries and organisations.

School based events and functions also provide a wealth of opportunity for students to practise skills learnt in the classroom. In 2009, students provided technical assistance for Kadina Showcase, Year 11 and 12 music nights, the drama production, “Property of the Clan”, RRISK concerts held at SCU, the Year 12 Formal and graduation assembly, and Lismore School of Irish Dance Concert. In addition, they worked alongside professionals when the “Rock the Schools Tour” came to Kadina. This tour presents a live rock concert, complete with professional lighting and audio, and students have the opportunity to work with the crew from the moment they arrive at school – unloading the truck, bumping in the gear, setting it up and bumping out.

All students worked for two days with Alf Smith from St John’s Ambulance to complete their Senior First Aid certificate.

Ms. Virginia Johnstone
VET Entertainment Teacher

Student achievement in 2009

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 Grammar and Punctuation results are above Like School Group average and within 1 mark of the State average. Year 9 Numeracy results are below Like School Group average and State average.

School Certificate- The Year 10 School Certificate results were above the Like Group average and State average for English, Mathematics, Science, Australian History Civics and Citizenship, Australian Geography, Civics and Citizenship, and Computer skills. The Average School Certificate relative performance from Year 5 (value-added) is above the State average in English, Science, Australian History, Civics and Citizenship and Computing Skills.

Higher School Certificate- Kadina High School HSC results were above state average in the following subjects-

Biology
School Average 76.6  State Average 72.1

Business Studies
School Average 74.5  State Average 72.6

English Standard
School Average 69.5  State Average 63.3

English Extension 2
School Average 88.0  State Average 78.2
Information Processes and Technology  
School Average 77.5  State Average 72.9  
Legal Studies  
School Average 79.3  State Average 72.0  
General Mathematics  
School Average 74.5  State Average 67.1  
Physics  
School Average 78.5  State Average 74.1  
Senior Science  
School Average 74.5  State Average 73.2  
Software Design and Development  
School Average 73.7  State Average 71.7  
Visual Art  
School Average 78.4  State Average 78.4  
Primary Industries Examination  
School Average 74.2  State Average 73.6  
(Note results are only provided for courses with ten or more candidates within the school.)

Messages

Principal's message  
Kadina High School is situated on the land of the Bunjalung nation.  

This report outlines many of the programs and initiatives developed by the school. It presents factual data based on testing and against state wide and national benchmarks.  

Kadina High School is committed to delivering quality public education to develop the individual talents, interests, and abilities of staff, students 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. In 2010 Kadina High School will move towards becoming a key player in the Lismore Community of Secondary Schools, 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 development.  

Mr. Ian Davies Principal

P&C and/or School Council message  
The Kadina P&C Association has been a growing group of parents during 2009. The P&C meet on the second Monday of each month during school terms. The role of the P&C is to promote mutual communication between the school and its community and to raise and distribute funds. There were 8 general meetings during the year, where a large variety of issues were raised and discussed. Part of the role of the P&C is to assist the school with monetary contributions. Some notable contributions include: payment of student insurance so that EVERY student in the school has accident insurance whilst at school, transport of students to the cross country, Yr 11 RRISK, funding of the motivational media presentation, provision of end of year prizes and the celebrations excursion. The P&C is also very pleased to have contributed to the personal expenses of numerous students who have represented the school at a state level. These students are to be commended and we acknowledge that their personal efforts and financial outlay can be considerable.  

In total, the P&C has contributed to Kadina, over $8000 in 2009. All of these funds that the P&C has had the privilege of distributing have been raised by the canteen. We would like to thank the extremely hardworking and generous canteen committee and volunteers with the fantastic contribution of $20 000 during the year. We are not required to do other fundraising, which allows us to concentrate on having more input into the day to day needs of all our students.  

2009 also saw the beginning of the gradual introduction of the new green sports uniform shirt which has been enthusiastically accepted by the students, as they are cool and comfortable. This will also allow for the senior students to eventually be the only students wearing white shirts, which gives them a rite of passage into the senior school.  

Without hesitation, the P&C supports the leadership of the school and its dedicated teachers. 2009 was not without its challenges, but we have endeavoured, as a school community, to try and maintain our focus on our school community and not be distracted from the everyday provision for our students. We are proud of our school and aim to work together to overcome any adversity and keep it a happy place of learning.  

In 2010 it is anticipated that the P&C will continue to assist with expenses and provision of funds for the cross country and prizes at the presentation ceremonies and provide 4 more outdoor table settings for the school grounds. We are committed to providing an open forum for any concerns or requests. All members of the school community are very welcome and are encouraged to come along. I would like to thank everyone who has contributed to the canteen and P&C during 2009.  

Debbie Currie 2009 President Kadina P&C
**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 organise 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 2009, a group of students work hard to achieve a Bronze Award. In 2009 two students, Lucy Barker and Sophie Shoesmith, also achieved their Silver Award and are aiming to achieve their Gold Award in 2010.

Early 2009, Lucy Barker competed in the Lion’s Youth of Year and was awarded first place in the public speaking. Since then Lucy has also been award the Lismore City Council Young Citizen of the Year.

Rebecca Sproule was the recipient of the Zonta International Young Women in Public Affairs Award for 2009.

In October, Charlotte Pearce, Drew Skimmings, Chloe Lowndes, Paul Johnson, Lucy Barker and Blake Buckley attended the Impact 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.

**Stacey Knight SRC President**

**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.
Retention to Year 12

Post-school destinations
There were 92 students who completed Year 10 in 2009 at Kadina High School. Of these students, 7 students did not return to Year 11. 2 students took up apprenticeships, 1 in building and 1 in hospitality. 4 students moved out of the area. 1 student took up study in another local school.

Over 50% of the students who completed Year 12 are employed either in full-time or part-time with the majority working in retail or fast food. One student was selected to do a gap year with the air force.

Year 12 students undertaking vocational or trade training
8 students selected TAFE courses with computer courses being the most popular. 3 students are attending Private Colleges. Many TAFE students now complete their Diploma then go onto university which will often credit their study.

There were 3 apprenticeships including small motors, mechanical and hair dressing. 4 students obtained traineeships including pharmacy, IT and retail.

Year 12 students attaining HSC or equivalent vocational educational qualification
There were 84 students in Year 12, all of which completed their HSC in 2009. 38% were accepted into University courses, with nearly half deferring in the first year. The reasons given for deferring were because of the uncertainty of government benefits, to earn money, to guarantee gaining employment assistance when they did start university and just for a break from study. The most popular university was our local Southern Cross University with 13 students receiving admission with the most popular course being nursing. Other courses include music, linguistics, business, biomedical science, visual art/teaching, engineering, politics/asian studies, policing, psychology, marine science and paramedics. Griffith University was the second most popular choice with 8 applicants. The remainder of students received admissions to University of New England, Queensland University of Technology, University of Queensland Charles Sturt and 1 student gaining admission to Melbourne University. Early entries were applied and received from Southern Cross University, Griffith University and University of New England. 2 students received scholarships for nursing degrees. This was an excellent achievement.

Ms. S. Champion Careers Adviser

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>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Secondary Smaller School Supplementation</td>
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<tr>
<td>Head Teachers</td>
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<td>Classroom Teachers</td>
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<tr>
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<tr>
<td>Itinerant Secondary Teacher of Visual Disabilities</td>
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<tr>
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<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.0</td>
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<tr>
<td>Total</td>
<td>44.9</td>
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<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
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</tr>
</tbody>
</table>

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.

Teacher qualifications
All teaching staff meets the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>93</td>
</tr>
<tr>
<td>Postgraduate</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.

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<thead>
<tr>
<th>Date of financial summary:</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>508 161.98</td>
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<tr>
<td>Global funds</td>
<td>343 168.61</td>
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<tr>
<td>Tied funds</td>
<td>343 623.15</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
<td>20 251.97</td>
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<tr>
<td>Trust receipts</td>
<td>41 099.85</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1 408 817.05</td>
</tr>
</tbody>
</table>

| **Expenditure**           | $          |
| Teaching & learning       |            |
| Key learning areas        | 89 096.81  |
| Excursions                | 62 821.66  |
| Extracurricular dissections| 47 207.77  |
| Library                   | 6 045.74   |
| Training & development    | 6 671.05   |
| Tied funds                | 336 176.15 |
| Casual relief teachers    | 97 097.12  |
| Administration & office   | 113 650.03 |
| School-operated canteen   | 0.00       |
| Utilities                 | 69 441.40  |
| Maintenance               | 29 105.11  |
| Trust accounts            | 39 482.86  |
| Capital programs          | 13 848.45  |
| **Total expenditure**     | 910 644.15 |
| **Balance carried forward**| 498 172.90 |

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts
Kadina’s music students were well-represented at a number of major events and functions throughout the year. Some of the highlights were as follows:

Tori Zietsch (Yr 10) auditioned and was selected to take part in the Talent Development Project held in Sydney. The program is run by DET and music industry professionals who provide workshops in performance and stagecraft skills for students who are genuinely interested in pursuing a career in the entertainment industry. The TDP is a highly competitive program, and selected students have to commit to monthly workshops in Sydney, during which students are culled from the program in successive workshops until about a dozen remain. Tori attended the first four rounds and was selected to continue in the program, but decided not to continue at the time.

Tori was also part of a trio, The Koikids, who won the Rivafest band competition, held at Ballina. Alex Waters and Maddigan Henderson are the other two members of this very creative trio that excited the crowd with their original compositions. For their efforts they received recording time in a studio.

Charlotte Pearce and Bethan Harding (both of Yr 11) were chosen to record two Christmas carols for the "OUR KIDS" charity CD. The Year 9 Guitar Ensemble (Luke Clibborn, Ryden Darvill, Kurt Spargo and Jack Whitelock) also recorded an instrumental carol for the CD. It was a fantastic experience and opportunity for the students as they were recorded in a professional environment at Southern Cross University.

Charlotte Pearce was accepted to the Regional Music Camp at Lake Ainsworth.

The school’s Celtic ensemble, Beltane, performed at a wide range of events including: the opening of the Goonellabah Sports and Aquatic Centre; the school visit by the NSW Governor, Marie Bashir; and The Lismore School of Irish Dance Concert. They also performed at a number of aged care facilities, including Pine Vale Villas and Caroona, strengthening our ties with the local community.

The opening of the Sports and Aquatic Centre also provided the opportunity to showcase a number of other school ensembles including the guitar ensemble, the jazz ensemble (KaJazz), the Year 10 rock band (Stillwater) and the Year 9 rock band (Good Day’s Night).

Samantha Knight, Sean Lowndes, Maddigan Henderson and Whitney Spencer, Brendan Pearce and Charlotte Pearce performed throughout the year in the middle school Extension Band, rehearsing weekly at Goonellabah PS.

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. Performers were: Malcolm Drysdale, Kevin Fraser, Bethan Harding, Michael Henderson,
Michelle Le Page, Sam Mosely, Charlotte Pearce, Morgan Perske and Kara Radanovic.

Extra-curricula music activities this year included Celtic and jazz ensembles, a guitar group, and song writing workshops.

The junior Kadina Showcase was staged in Term 2, providing performance opportunities for most junior classes from Years 7 to 10. The extra-curricula ensembles also performed. An incredibly wide variety of musical styles were performed, including students’ original compositions.

The Year 11 and Year 12 Music Evenings drew good crowds and displayed the wealth of musical talent we have at Kadina. These evenings present the music studied in performance for the Preliminary and HSC courses. Proceeds from the shows go towards purchase of equipment and software for senior studies.

Kadina’s Drama students have enjoyed some very good performances in 2009.

Year 12 students started the year well with a performance task based on their European Drama study of Bertolt Brecht. This task was performed in front of a class of peers and was well received. The stand out performance in this task was by Jacinta Café. The class completed their group and individual performances and had their own showcase for parents and friends during the week of their practical examination in Term 3. All performed with confidence and skill but particular mention should be made of Chamonix Birrer who made a big ‘leap’ in her Individual Performance which was very strong. Individual Projects in Costume by Bella McAdam and Jacinta Café were of a high standard as was the Director’s Folio by Lucy Sweeney.

Year 10 students worked on a major production for the first semester, ‘Twelfth Night’, by William Shakespeare. After much trepidation and nervousness (by the students) about the challenge of the project the end result was an outstanding success. All students should be commended for their hard work and commitment as they handled the demands of the script and the production (the second in our new Drama space A9) with aplomb. The production season saw many students in the school (and cast) falling down sick yet the strength of the group enabled us to complete the season. Two students, Jordan Tonkins and Ruby Gallagher-Diers were required to read and act at the same time to cover for cast that were unable to perform. Outstanding performers included Emma Bryant, Tori Zietsch, Katelyn Ezzy and Maddigan Henderson.

Year 9 students have had an exciting year with their showcase performances being the highlight.
competition. Hannah Spring’s submission was selected and hung in the NSW State Library as part of the final Moran Exhibition.

2009 saw Ms Savins and Miss Underhill furthered their professional development with both teachers attending a Department of Education DER workshop for regional art teachers at Nimbin. Miss Underhill undertook HSC Practical Marking and Ms Savins enrolled in a short course in painting and mixed media at the National Art School in Sydney.

HSC results were very solid, and while top marks awarded fell just short of Band 6 - all 20 students scored above 70 percent – an excellent achievement. Kate Brandley’s HSC submission in Photography and Digital Media scored 49.8 out of 50 an outstanding result.

Two of the 2009 graduating students, Brooke Costello and Tegan Metcalfe, won scholarships to attend SCU studying to become Visual Art teachers.

Senior students again attended the FEHVA art festival at SCU, with lectures from internationally renowned Australian artists Julie Rrap and Patricia Piccini. Year 11 Photography students went to Minyon Falls and Byron Bay for a photography field trip, as part of the landscape assessment task. Throughout the year student work has been exhibited in the windows of the white room, showcasing student outcomes to Kadina students. HSC work was 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. Ms Savins and Miss Underhill would like to acknowledge and thank Mrs Brown for all her efforts in 2009 while she was working within the Visual Arts faculty and we wish her all the best in Scotland.

In the senior school Sophie Couch and Joel Fraser from Year 12 were successful in receiving Senior Sports Awards. Sophie persistently gained Age Champion awards in Swimming, Athletics and Cross Country through her six years at Kadina as well as representing in Soccer and Joel continued his outstanding achievements in Athletics-including both CHS and All Schools events. Mitch Harley from Year 12 was the recipient of a Pierre de Coubertin award. Mitch also represented NSW Country in Under 18 Hockey.

In the junior school Josie Watson from Year 9 received the Junior Sports award for girls, and Daniel Sproule from Year 8 received the award for boys. Josie is a talented all round sportsswoman demonstrating outstanding commitment to especially swimming and Daniel performed at a very high level across a range of both individual and team sports.

Students at Kadina continue to enjoy the opportunity to participate in a range of both recreational and competitive sport choices through the weekly sport programme.

Mrs Jenny Seymour Sport Organiser

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

and/or

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Numeracy – NAPLAN Year 7

Literacy – NAPLAN Year 9
Numeracy – NAPLAN Year 9

School Certificate

Percentage of students in bands:
Year 9 grammar and punctuation

Percentage of students in bands:
Year 9 numeracy

Percentage of students in performance bands:
School Certificate English-literacy

Percentage of students in performance bands:
School Certificate Mathematics

Band
- Percentage in band 2009
- LSG average 2009
- State average 2009

Performance band
- Percentage in band 2009
- School Average 2005 - 2009
- LSG average 2009
- State average 2009
Percentage of students in performance bands:
School Certificate Science

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

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

Percentage of students in performance band: Computer Skills
School Certificate relative performance comparison to Year 5 (value-adding)

Higher School Certificate
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.

Significant programs and initiatives

Aboriginal education

Aboriginal students made up 10% of the student population during 2009.

One of the main areas of focus in 2009 was literacy and numeracy through the Norta Norta programme. The programme had 3 elements:

- Learning Assistance for Aboriginal students in years 8 and 10.
- Individual tutoring for Aboriginal students in Years 11 and 12.
- Independent Learning hubs for Aboriginal students. This runs as an after hour’s homework centre which allows Aboriginal students time to work on completing homework, assessment tasks, reading and research while being assisted with literacy and numeracy skills.

The development of Personalised Learning Plans for Aboriginal students continued to be developed during 2009 in consultation with carers. It is aimed that these plans will continue to be developed each year to ensure that the paths of study are best suited for the future aspirations of the students.

Indigenous programmes that Kadina students were involved in 2009 included “V Tracks,” a school/TAFE pathway program. The program, run by North Coast TAFE, is an initiative to give our young indigenous children hands-on experience in different trades like construction and hairdressing as well as the other education options that TAFE can offer. This has resulted in a significant increase in enrolments in School-based TAFE programs by Aboriginal students this year.

Kadina students also participated in the Deadly Days Festival at Kingscliff TAFE. The festival aimed to give young Aboriginal and Torres Strait Islander student’s greater opportunities to develop a positive and healthy lifestyle as well as
opportunities in education, employment and training. It was also about inspiring them by showing them positive Aboriginal role models like Jessica Mauboy who performed for students.

A small group of Kadina students were involved in a programme called Red Dust Healing aimed at supporting young Aboriginal males to develop self esteem, confidence and other social skills. The program involved a four day camp at Mebbin Springs where many adventure activities were undertaken.

The Makin’ Tracks program aimed to help year 8 Aboriginal students develop skills to help them in their career and later life. Students interacted with Aboriginal role models, visited workplaces and Gnibi, Southern Cross University, developed a resume and took part in a personal presentation skills day.

Naidoc Celebrations were again held at Kadina high school, and ex student Mr Roy Gordon attended the assembly and organised activities with his group of helpers all indigenous students were encouraged to participate.

During 2009 the school’s Aboriginal Education Committee met .It comprised Aboriginal students, a parent, teachers and the school principal. Its main focus was to address the recommendations of the “Dare To Lead “evaluation which took place earlier in the year. This will be continued in 2010.

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 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.

Respect and responsibility

In 2009 students again had many opportunities to participate in community service both in and out of the school.

The Leo’s Club supported a range of charities. These included selling badges on Daffodil Day, raising money through a trivia night, organising a casual day for research into Cystic Fibrosis, organising an Ice Cream Day for Bushfire Relief and visiting three local primary schools to assist with literacy and connectedness.

It continues to support students who require financial assistance through the Rainbow Fund.

During 2009 students from the Leo’s Club also undertook a program of support and visitation to the local nursing home at Caroona.

During 2009 individual students participated in programs aimed at enhancing self esteem and cooperation in order to promote an atmosphere free from harassment and bullying.

Through the school’s continued implementation of Positive Behaviour for Learning all students received regular lessons and reminders to support the school’s key expectations; Care for Yourself, Care for Others Care for the Environment and Care About Learning.

Mr. P. Brodie- Head Teacher Student Support

Duke of Edinburgh’s Awards

The Duke of Edinburgh’s Award is operational at Kadina High School and students in year 9 (aged 14) may join the program. The Award is a self-development program available to all young people. The Award is non-competitive and encourages young people to set and achieve goals at a level appropriate to their needs. There are four sections that must be completed for a young person to qualify for an Award: Community Service, Skills, Fitness and Adventurous Journeys. The Award is highly regarded by many employers.

These activities provide an opportunity for students to acquire and develop skills; initiative and self-esteem which will help them become more confident and contributing members of the community. The participants were taken to a local expo of community volunteer groups to give them awareness of areas for their volunteer service. These students designed their own program by selecting activities they are interested in, setting their own goals and striving to achieve their own potential.

In 2009 we have had several students from Year 9 to Year 11 participate for all three levels, Bronze, Silver and Gold. These students were able to attend two adventurous journeys organised within the school, which involved hiking, bike riding and kayaking, organised within the school, preceded by training in the of camping, backpacking, orienteering and basic first aid. All the students involved benefited from the experience of camping and the range of outdoor activities and in working as a team. The more experienced senior participants acted as team leaders.
Eight students are due to complete their awards in April this year, including Lucy Barker and Sophie Shoesmith, now in Year 12, completing their activities for Gold. If successful, they will be the first students at Kadina to achieve such a level. Whitney Spencer and Sophie Wilson, now in Year 11, are close to finishing activities for their Silver Award.

Ms. S. McLeod Teacher Librarian

Progress on 2009 targets
Target 1
Improvements in Attendance and Retention
Our achievements include:
Introducing strategies that aim to increasing attendance and retention rates for all students in line with regional targets
Establishing a data base to track students who leave school and their destinations.
Establishing more effective survey tools for gathering exit data from students.
Increasing retention rates in stage six.

Target 2
Improvement in Literacy Achievements for Stage 4 students.
Our achievements include:
Closer analysis of NAPLAN data and individual students’ needs.
The use of professional development funding to build teachers capacity to identify and address student literacy needs.
Development of Personalised Learning Plans with a focus on literacy for all Aboriginal students.
Continued use of ICT as a vehicle across the curriculum to engage students in literacy based learning.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of stage four student engagement and programs for students with additional educational needs.

Educational and management practice
Stage Four Student Engagement.

Background
Classes in Year 8 are arranged in two bands. More academically capable student were placed in one class and the remainder divided into the other classes. This structure met the needs of the academic band whilst providing opportunities for limited movement of students between the other classes for support student issues. The standard classes had a diverse range of needs from students with a variety of learning difficulties and emotional disorders to student with normal abilities and expectations for academic success.

Findings and conclusions
Providing appropriate curriculum for all standard band students in a positive learning environment initially proved a challenge for staff. The classes showed signs of non-engagement and at times negative interactions. The general consensus of staff is that a banding structure of this time does not work successfully at this school.

Future directions
In order to avoid similar difficulties the class structure streams classes in Year Eight based on ability in Science, Mathematics, English and HSIE. Strategies to be implemented for supporting classes with students with learning difficulties will include, developing a targeted Mathematics class with STLD support, a more consistent approach to classroom management with the support of Positive Behaviour Learning model, and the development of a continuing program to up-skill student resilience.

Curriculum
Programmes for students with additional educational needs.

Background
The number of students with diagnosed disabilities integrated into mainstream classes continues to grow. These disabilities can include a range of areas including intellectual, physical, autism spectrum disorder and mental disorders. The school has a proud history of developing an inclusive environment to support students with disabilities to achieve the best educational outcomes for all students while addressing their individual needs.

Findings and conclusions
Case meetings involving a case manager, parents and other key personal were held to collaboratively develop an individual learning plan suited to the students. These plans are able to
support students, parents and the classroom teacher.

The Learning Support Team regularly discuss the welfare of students and have encouraged staff to attend training days to develop their skills and knowledge of disabilities. It is noted that students with disabilities are well accepted and exceptionally well integrated into all aspects of school life.

**Future directions**

There is a need to continue to refine life skill programs which incorporate a significant element of work place learning experiences for students with additional educational needs. Teacher professional learning in supporting students with disabilities will continue to be a priority, particularly within the Quality Teaching Framework.

**Parent, student, and teacher satisfaction**

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

Their responses are presented below.

A small data collection exercise was conducted using the questionnaires from SchoolMap pertaining to teaching and learning. The data was analysed by collating the responses of the three main interest groups of Students, Teachers and Parent/Carers. Whilst this data was limited by its small sample size some interesting 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 in the classroom.
- 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.

Without larger sample sizes and more extensive data collection more precise conclusions cannot be drawn. 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.

**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.

**Targets for 2010**

**Target 1**

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

**Strategies to achieve this target include:**

- Implementation of a revised Attendance Action Plan coordinated by the Head Teacher Administration.
- Periodic reviews of attendance patterns followed by parental contact and student interviews.

A parent community education program that high lights the benefits of regular school attendance and which informs parents of legal responsibilities.
Examination of organisational structures used to deliver curriculum impacting on learning outcomes of students focusing on Gifted and Talented students.

Our success will be measured by:

Attendance rates for 2010 which match or exceed North Coast targets.

More “middle band” students engaged in the classroom and attending classes.

Target 2

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

Strategies to achieve this target include:

- Develop an effective destination exit survey of students leaving Stages 5 and 6.
- Develop School to Work strategies.

Our success will be measured by:

- Creation of Destination Survey.
- Students involved in the Lismore Community of Secondary Schools.
- Development of strategies to support stage 5/6 students and evaluation of effectiveness of strategies in encouraging student engagement.

About this report

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

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Mr B. Farrell   Deputy Principal
Mrs V. Johnstone  Music Teacher
Mrs. J. Seymour  PDHPE Teacher
Mrs. D. Currie  P&C President
Ms. S. Knight  SRC Co-ordinator
Mrs. S. Squelch  School Admin. Manager
Ms. S. Champion  Careers Adviser
Mr. P. Brodie  Head-Teacher
Mr. D. Sassi  Drama Teacher.
Mr. G. Wade  Head-Teacher
Ms. S. McLeod  Teacher-Librarian.
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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: