Our School at a Glance

Kadina High School is a community, comprehensive high school set in beautiful and expansive grounds in Goonellabah. The school is a caring and welcoming place where students are able to develop skills for lifelong learning in an environment which is both challenging and supportive.

Kadina provides a broad range of opportunities for all students that develop skills, positive attitudes and:

• Encourages and develops leadership skills and involves students in a broad range of community and citizenship activities.
• Encourages innovation and initiative.
• Strives to provide the most up to date technological resources.
• Is mindful of individual difference and promotes tolerance, understanding and acceptance.
• Provides for academic and cultural enrichment and extension as well as supporting students who experience learning difficulties.
• Encourages students to care for themselves and care for others.
• Has an expectation that all members of the school community care about the environment, and
• Encourages everybody, students and all staff members, to care about learning and to strive to achieve their potential.

Significant Programs and Initiatives

In 2008, there were a number of significant programs and initiatives, including:

• the initial stages of development of the innovative Lismore Community of Secondary Schools (LCoSS)
• significant improvements in technology
• noticeable improvements to the school physical environment
• significant expansion of student sponsored and promoted environmental awareness programs in the school including wet and dry recycling programs, and collective activism.
• Further development and implementation of the Positive Behaviour for Learning Program.
• Expansion of programs in student support such as the Resilience Program in Year 8.

Student Achievement

Academic

Kadina’s distinguished achiever in 2008 was David Outerbridge. David’s results in the Higher School Certificate placed him in Band 6 for Ancient History, Modern History, Legal Studies and English (Standard). He achieved a Band 5 in Mathematics.

In 2009, David has accepted an accountancy cadetship with Thomas Noble and Russell Accountants, and will study for a Bachelor of Business at Southern Cross University.

Minister’s Award

2008 girl’s school captain, Kristen Doherty was the recipient of a prestigious Education Minister's Award for Outstanding Achievement. Kristen achieved her award for her exemplary commitment to academic, cultural, sporting and community pursuits during her six years as a Kadina student.

Academic Competitions

Students from all years accepted opportunities to participate in a wide variety of academic competitions, and many achieved outstanding results.
External Examinations

Literacy – NAPLAN

Year 9 students as a group performed slightly above the state mean in Overall Literacy, with the school mean being 583.4 against a state mean of 579.5.

Year 9 indigenous students performed very significantly above the state mean against all measures of literacy, most notably in Writing, where the school mean score was 569.9 against a state mean score of 508.1.

In Overall Literacy Kadina indigenous students’ mean score was 566.2 significantly higher than the state mean of 524.5.

In Year 7, students as a group performed below the state mean in Overall Literacy, with the school mean being 523.0 against a state mean of 541.2.

Year 7 indigenous students performed slightly below the state mean against all measures of literacy, except in Spelling. The school mean score in Overall Literacy was 478.0 against a state mean score of 483.5.

Numeracy – NAPLAN

Year 9 Numeracy results were slightly below the state mean with the school mean being 591.6 and the state mean being 593.7.

Of significance in Year 9 was the growth of students in numeracy since the SNAP test in 2006. Results considerably outperformed SEG, Regional and State growth rates for the same period.

Results for indigenous students were slightly above state means with the school mean being 544.0 and the state mean being 533.1.

Year 7 Numeracy results were below state means with the school mean being 526.3 and the state mean being 552.9.

Results for indigenous students, 467.5, were also below the state mean of 489.0.

Of particular significance is the notable levels of growth in both literacy and numeracy which have been achieved by students in the NAPLAN tests in 2008 when compared to results in the Year 7 ELLA and SNAP tests held in 2006.

School Certificate

In 2008 there was a very significant improvement in the percentages of students achieving results in Band 6: 6.62% when compared to the school average 2004-2008 of 4.04%.

In English and Australian Geography the percentages of students achieving in Band 6 were almost double the state average.

The average results in all external tests were as follows:

<table>
<thead>
<tr>
<th>Test</th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Literacy</td>
<td>76.7</td>
<td>75.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>71.0</td>
<td>68.9</td>
</tr>
<tr>
<td>Science</td>
<td>74.9</td>
<td>71.7</td>
</tr>
<tr>
<td>History</td>
<td>67.4</td>
<td>68.5</td>
</tr>
<tr>
<td>Geography</td>
<td>74.9</td>
<td>71.4</td>
</tr>
<tr>
<td>Computing Skills</td>
<td>79.9</td>
<td>79.0</td>
</tr>
</tbody>
</table>

Higher School Certificate

The follow subjects had a candidature of greater than 10 students at the 2008 HSC

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>72.3</td>
<td>67.1</td>
<td>71.0</td>
<td>70.3</td>
</tr>
<tr>
<td>Biology</td>
<td>75.5</td>
<td>76.1</td>
<td>73.1</td>
<td>72.2</td>
</tr>
<tr>
<td>Business Studies</td>
<td>72.1</td>
<td>72.4</td>
<td>71.4</td>
<td>70.5</td>
</tr>
<tr>
<td>English (Ad)</td>
<td>79.4</td>
<td>78.4</td>
<td>76.4</td>
<td>78.3</td>
</tr>
<tr>
<td>English (St)</td>
<td>72.2</td>
<td>69.8</td>
<td>64.5</td>
<td>63.8</td>
</tr>
<tr>
<td>General Maths</td>
<td>74.7</td>
<td>72.0</td>
<td>69.8</td>
<td>67.9</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>76.1</td>
<td>72.1</td>
<td>73.0</td>
<td>74.2</td>
</tr>
<tr>
<td>PD/H/PE</td>
<td>79.3</td>
<td>77.8</td>
<td>73.3</td>
<td>71.1</td>
</tr>
</tbody>
</table>

Results in these eight subjects show the school average mark at the 2008 HSC, the school average mark between 2004 and 2008, the Like School Group average mark at the 2008 HSC and the state average at the 2008 HSC.

In all subjects except Business Studies and Biology the 2008 results were superior to the school’s 2004-08 average. In all subjects the school average at the HSC in 2008 exceeded the Like School Group average and the State average. This was most pronounced in Standard English, General Mathematics and PD/H/PE.
Messages

Principal's message

Kadina High School staff and parents worked together throughout 2008 to enable all students to achieve their best results.

The school's core values and beliefs are centred on the promotion of excellence and equity, high expectations and standards, and meaningful communication with parents. The success of the school is founded on the genuine cooperative partnerships which exist between teachers and parents. These are to the benefit of our students.

I would like to acknowledge the ongoing support that parents and carers give to the school, and the professionalism and dedication of the teaching and support staff.

A particular strength of the school is the student support network which has at its centre a desire to enable all students to succeed regardless of circumstances.

Results in the Higher School Certificate, School Certificate and NAPLAN in 2008 were exceptional, with the school again being ranked above state average in the majority of HSC subjects and all externally tested SC subjects. One feature of the NAPLAN results was Year 9 Numeracy where student improvement results were substantially above local, regional and state means. Another was the overall literacy result for indigenous students which was substantially above the state mean.

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 B.W.Farrell – Relieving Principal

P&C and/or School Council message

The Kadina P&C Association has been a growing group of passionate and dedicated people in 2008. The P&C met 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 seven general meetings and one special meeting during the year. A large variety of issues was raised and discussed. Part of the role of the P&C is to assist the school with monetary contributions. Some notable contributions include:

- additional funds to the integrated classroom ‘clickview’ system.
- the supply of outdoor table settings and supply of backpacks for the Duke of Edinburgh participants.
- Several faculties: including Agriculture; PD/H/PE; English and Music have also received some form of funding.

The P&C is also very pleased to have contributed to the personal expenses of 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, nearly $43 000 in 2008. 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. 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.

Without hesitation, the P&C supports the strong leadership of the school and its dedicated teachers. 2008 was a difficult year at times, but as a school community, we have shown our community and the public, that we are proud of our school and will work together to overcome adversity.

In 2009 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. 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.

Mrs Debra Currie, P&C President

Student representative's message

Kristen Doherty – School Captain

The Student Representative Council provides students with opportunities to develop their teamwork and leadership skills through the inception and management of a range of events and activities in the daily life of the school.

The SRC is given opportunities to actively participate in the decision making processes in
the school. There is regular discussion and consultation between the Principal and other school executives on a range of issues from school uniform, the ongoing development of the Positive Behaviour for Learning guidelines, a wide range of student activities, school maintenance and improvement issues and support for students.

In 2008 the SRC was involved in the organisation and management of a number of school socials, the support of students representing at regional and state levels in sporting, leadership and cultural activities, and the promotion and management of fund raising activities for charitable organisations.

Kristen Doherty - 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.

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>318</td>
<td>288</td>
<td>274</td>
<td>255</td>
<td>228</td>
</tr>
<tr>
<td>Female</td>
<td>319</td>
<td>280</td>
<td>310</td>
<td>294</td>
<td>294</td>
</tr>
<tr>
<td>Total</td>
<td>637</td>
<td>568</td>
<td>584</td>
<td>549</td>
<td>522</td>
</tr>
</tbody>
</table>

Enrolments have declined by 18.1% between 2004 and 2008.

In 2008, the average daily attendance rates for students 7 – 10 was on a par with North Coast Regional rates, and approximately two percentage points below state attendance rates.

Structure of classes

To allow for the development and focussed delivery of teaching and learning programs in Stages 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 Years 7 and 8, students with particular, identified literacy and numeracy needs were supported in class, as well as on a withdrawal basis, by student learning support officers.

Students who in 2008 accessed Life Skills courses of study were integrated into mainstream classes, and had learning and assessment materials modified to meet their learning needs.

### Retention to Year 12

<table>
<thead>
<tr>
<th>Proportion Staying On (SC to HSC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC02 - HSC04</td>
</tr>
<tr>
<td>SC03 - HSC05</td>
</tr>
<tr>
<td>SC04 - HSC06</td>
</tr>
<tr>
<td>SC05 - HSC07</td>
</tr>
<tr>
<td>SC06 - HSC08</td>
</tr>
</tbody>
</table>

**SEG =** School Education Group

<table>
<thead>
<tr>
<th>SEG</th>
<th>SC02 - HSC04</th>
<th>SC03 - HSC05</th>
<th>SC04 - HSC06</th>
<th>SC05 - HSC07</th>
<th>SC06 - HSC08</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>64.5</td>
<td>62.1</td>
<td>64.8</td>
<td>65.9</td>
<td>65.2</td>
</tr>
<tr>
<td>SEG</td>
<td>63.2</td>
<td>57.4</td>
<td>60.7</td>
<td>61.4</td>
<td>58.0</td>
</tr>
<tr>
<td>State</td>
<td>59.5</td>
<td>61.0</td>
<td>61.1</td>
<td>60.8</td>
<td>60.3</td>
</tr>
</tbody>
</table>

In 2008, the percentage of students from the Year 10 cohort 2006, who remained at school was significantly above both the School Education Group (The Wilson) and State averages. This continues a trend which has been in place since 2002.

### Post-school destinations

Approximately 14% of Year 10 students left school at the conclusion of the School Certificate. Many of these went onto apprenticeships and traineeships.

There were 67 students who completed their HSC in 2008. Ten students will be attending full time TAFE courses in 2009, studying a range of subjects including Children’s Services, Business Administration, Information Technology and Community Services.

Twenty seven students applied and were accepted into university, 16 to Southern Cross Uni, 5 to Griffith Uni, 3 to Avondale College, 2 to Queensland Uni of Technology, and 1 each to Wollongong, Charles Sturt and La Trobe Universities. Of these fifteen have deferred for 2009 for a variety of reasons.

The range of university courses spanned a wide range with nursing and business being the most popular. Other degree choices included primary teaching, the arts, paramedics/medical science, health and nutrition and exercise science.

Fifteen students are working full time with three apprenticeships as chef, electrician and green keepers. These three students had all completed work placement and/or work experience with their employers during their final years of school.

Two students secured cadetships with local accountancy firms.

### 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

In 2008 the composition of the school staff was:

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>33.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Careers Adviser</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.5</td>
</tr>
<tr>
<td>Itinerant Support Teacher Hearing</td>
<td>1</td>
</tr>
<tr>
<td>Itinerant Support Teacher Vision</td>
<td>1.8</td>
</tr>
<tr>
<td>District School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative Manager</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative Officers</td>
<td>6.482</td>
</tr>
<tr>
<td>Aboriginal Education Assistant</td>
<td>1</td>
</tr>
<tr>
<td>General Assistant</td>
<td>1</td>
</tr>
<tr>
<td>Farm Assistant</td>
<td>0.6</td>
</tr>
<tr>
<td>Total</td>
<td>58.982</td>
</tr>
</tbody>
</table>

### Staff retention

Staff retention from 2007 to 2008 was 97 percent. Changes to the school’s substantive staff were due to retirements and relocation.

### Staff attendance

Staff have access to leave entitlements such as sick leave and long service leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 95.5%
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>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$1,398,916.54</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>467,233.87</td>
</tr>
<tr>
<td>Global funds</td>
<td>352,676.99</td>
</tr>
<tr>
<td>Tied funds</td>
<td>292,550.04</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>209,273.73</td>
</tr>
<tr>
<td>Interest</td>
<td>34,778.92</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>42,402.99</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1,398,916.54</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
- Key learning areas: 128,015.10
- Excursions: 70,442.28
- Extracurricular dissections: 85,830.04

Library: 7,229.32

Training & development: 3,608.73

Tied funds: 244,670.24

Casual relief teachers: 95,685.33

Administration & office: 124,960.50

School-operated canteen: 0.00

Utilities: 66,932.48

Maintenance: 27,233.61

Trust accounts: 36,146.93

Capital programs: 0.00

Total expenditure: 890,754.56

Balance carried forward: 508,161.98

A full copy of the school’s 2008 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 2008

Achievements

Music

Music students were well represented in a number of major events and functions throughout the year.

Charlotte Pearce (Yr 10) and Josie Corben (Yr 9) auditioned and were selected to take part in the Talent Identification Program run by DET and music industry professionals held at Port Macquarie. Both girls gained valuable performance skills and performed solos in the final concert.

Celtic Ensemble ‘Beltane’

Charlotte Pearce and Bethan Harding (both Yr 10) were chosen to record a Christmas carol for the “Our Kids” charity CD. Charlotte performed the national anthem for the opening of the new Lismore Police Station and also featured in the annual Northern Star’s Carols by Candlelight, accompanied by Bethan. This talented duo featured at the retirement dinner of School Education Director, Mrs Toni Hughes.

Michael Henderson (Yr 10) was a featured soloist on piano at the NSW Secondary Schools Principals’ Conference in Tweed Heads. Michael also won the Junior Instrumental Championship and Concerto competitions at the Lismore Music Festival Society eisteddfod in addition to his section wins.

Alex Waters (Yr 9) and Samantha Knight (Yr 7) participated in the Regional Music Camp at Lake Ainsworth. They were privileged to work with the chief conductor from the Performing Arts Unit in Sydney, Steve Williams. Samantha Knight also gained a position in the Sydney Symphony Orchestra Playerlink workshop held in Coffs
Harbour where she was tutored by a SSO flautist and played alongside him in the concert.

The school’s Celtic ensemble, Beltane, won acclaim throughout the region and further afield, performing at the NSW Secondary Schools Principals’ Conference in Tweed Heads, the festival Salt@Kingscliff for Education Week, the Norco North Coast National Show and at the Schools Spectacular. Whitney and Maddison Spencer, Samantha Knight, Sean Lowndes, Lindsay Butcher and Charlotte Pearce performed in the middle school extension band, rehearsing weekly at Goonellabah PS.

Year 9 music students were welcomed by lunch time crowds when they performed at the Reduce Risk, Increase Student Knowledge (RRISK) seminars held over three days at Southern Cross University. Performers were Mickella Casson, Damien Cooper, Josie Corben, Angela Crake, Kaytie Ezzy, Maddigan Henderson, Tim Verrall, Alex Waters, David Whitelock and Tori Zietsch.

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

In term two, the school musical “Scoop” (written and directed by staff member Brian Wappett) brought together a wealth of talent from the junior and senior schools, utilising two rock bands, choir and vocal soloists. It was a hugely enjoyable experience for musicians and audiences alike.

The junior Kadina Showcase was stage in Term 4, providing performance opportunities for most junior classes from Years 7 to 10. The extra-curricula ensembles also performed.

Sport

Sport continues to be an important part of the culture of the school

We entered many combined high schools knock out sports competitions, a total of 24 in 2008. Team of the year was the Under 15 AFL team, coached by Mr Keith Lee, and Mr Daniel Sassi.

Sixty students represented Richmond Zone and 18 of these proceeded to represent North Coast.

In the senior school, Kristy Hanley and Todd Makejev (Yr 12) were successful in receiving the senior sports award. Todd was also the recipient of the Pierre de Coubertin Award. Mitchell Harley (Year 11) represented NSW in Under 16 hockey. Joel Fraser (Yr 11) performed creditably at both CHS and All Schools in athletics.

In the junior school, Brendan McPhail (Yr 10) received the junior sports award for boys. Brendan represented the North Coast in cross country and athletics. Hannah Britton (Yr 9) received the junior sports award for her achievements in swimming. Hannah was swimmer of the meet for athletes with disabilities at the North Coast Carnival. She gained five first places at the CHS and All Schools events including a record in breaststroke at CHS. At the Pacific School Games in Canberra, Hannah broke an Australian record in breaststroke.

Drama

Kadina’s drama students enjoyed some very good performances this year.

2008 School Musical “Scoop”

Year 12 students commenced the year well with a performance task based on their European study of Brecht. This task was performed in front of their peers and was well received. The stand out performance was by Nicole Anderson. The class completed their group and individual performances and held a showcase for parents and friends during the week of the HSC Practical examinations in Term 3. All performed with confidence and skill, but particular mention is made of Nina Elliott-Bullen, Gabrielle Jeffery and Taryn Skimmings in their individual performances which were very strong. Nina Elliott-Bullen auditioned for and was accepted into the Sydney Theatre School for 2009.

Year 11 students attempted to work on a group performance with varying success. The class was split into groups, each devising their own group performance. Particularly strong performances were by Lucy Sweeney, Eve Erickson and

Joel Fraser – CHS & All Schools Athletics
Mykayla Mellas who were committed to their task. Their performance was thorough and well stylised. Year 10 students worked on a major production for the second semester, “A Midsummer Night’s Dream”, by William Shakespeare. The challenges of this production were many. However, the end result was an outstanding success. All students are commended for their dedication and the manner in which they handled the demands of the script and the production (the first in the new A9 drama space). Special mention goes to Annika Mills who was an outstanding contributor to the production and for her excellent interpretation of Puck. Other notable performers were Joel Spargo, Sophie Shoesmith, Charlotte Pearce and Bethan Harding.

Year 9 students enjoyed an exciting year with their showcase performances being the highlight. Students prepared original group pieces as well as scripted dialogues and monologues. Much work was done on voice projection and vocal clarity to cope with the challenging acoustics of the MPC. Standout performers on the night were Maddigan Henderson, Tori Zietsch and Marlee Webb.

2008 has seen A9 become the new Drama space. It is anticipated that we will secure funding that will allow us to install a permanent lighting rig.

**Visual Arts and Photography**

Students in Visual Arts and Photography were given many opportunities to attend exhibitions and workshops this year to extend their learning. Students travelled to Brisbane to the Queensland Art Gallery twice this year to examine the works of Andy Warhol and Pablo Picasso & his collection. Senior Visual Art students attended a one day FEHVA workshop in Bangalow, where they listened to lectures from three diverse artists about their artmaking practice and how to develop a Body of Work.

Senior Debatng Team 2008 – Zone Champions

Year 11 attended the Southern Cross University Graduation Show, where they investigated the works of 3rd Year University students’ works and listened to artists and lecturers on how to develop a Body of Work, to help them in the initialisation of ideas for their own HSC works.

This year many students took up opportunities to participate in exhibitions and gain real life experiences as young artists. Alex EYeyes gained selection for the prestigious Dobell School at the National Art School in Sydney, and Chalyn Martin was selected for the BOS Visual art Extension Course, also at the National Art School.

Kim Shepherd and Amberlene James-Herbert both were selected to exhibit in the FEHVA exhibition in Bangalow, which showcased the works from artists all around the region. Sarah Hamilton exhibited one of her photographs in the “In your face” photography exhibition and gained Highly Commended receiving a gift voucher for printing. The stand out was this year’s photography exhibit for the Lismore Show, Andrea Suesskow received 1st prize, Rachael Costello received 3rd place and Rosanna Pearce received Highly Commended, an outstanding achievement for our young photographers from Kadina High.

This year we also had a few exhibitions of our own. Year 10 displayed their Environmental Bodies of Work, Year 7, 8 and 9 works were displayed at this years CAPA Showcase and the HSC Body of Works was on display in our senior art studio. Many students and staff were impressed with the standard and diversity of the works produced this year.

**Debating and Public Speaking**

In 2008, Kadina entered teams in all of the Premier’s Debating Challenge categories. The Year 9/10 team of Bethan Harding, Charlotte Pearce, Sophie Wilson, Emma Bryant and Joel Spargo had a very successful year, winning the zone finals. This was a testament to the quality of the team spirit and skills of this fine group of young people. Debating has been a rich breeding ground for the leadership qualities these young people are displaying in the senior years.
The gifted and talented program for speaking was complemented by the traditional English “Speak-Off” competition for all students. Once again, there is great joy in seeing students develop their confidence and knowledge of speaking techniques and etiquette as they progress through this program.

The work done in classrooms and special programs comes to fruition in these public events, but we are also aware that families at home give welcome support and take great interest in their children’s achievements in this challenging area of life. Public speaking is not easy, and mastering it is something of which students can be proud.

**Kadina Leos Club**

The Kadina Leos Club is associated with Lions International, a voluntary community organisation. Student members of the club gain in three ways from their participation. They learn meeting procedures; they learn how to share ideas and propose fund raising and other activities and they learn also to work with a range of community organisations outside the school setting, with the support of Lions International. In the process, the students not only help those in need, they also contribute positively to the community perceptions of the school.

**In 2008**, with Lucy Barker as President, Nicholas Currie as Secretary and Lizzie Breakwell as Treasurer, and some 15 other members and supporters, the club has actively involved itself in a range of activities:

- Regular visits to Caroona Nursing Home have continued, where a small group of students has entertained and made friends with a number of senior citizens. Supported by Mrs Cordery and Mr Sipe, the group has also had the musical support of Bethan Harding and Charlotte Pearce.

- A number of fund raising activities were carried out on behalf of the Cancer Council, Legacy and Cystic Fibrosis research.

- Mini-Olympics were organised at three local primary schools, with the support and help of parents Mrs Barker and Mr Freedman.

- Attendance at a combined hand-over dinner and sending two representatives to the regional Leos convention.

The Leos Club greatly appreciates the encouragement and assistance given by the schools Lions mentors, Don, Doug and Maureen. Also the club wishes its founding staff member Mrs Joyce Cordery an enjoyable and relaxing retirement and thanks her for all that she has done in establishing and fostering the Leos at Kadina.

**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)

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**

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<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students in bands: Year 7 reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Percentage in band 2008</td>
</tr>
<tr>
<td>5</td>
<td>School average 2005 - 2007</td>
</tr>
<tr>
<td>6</td>
<td>LSG average 2008</td>
</tr>
<tr>
<td>7</td>
<td>State average 2008</td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>
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In Reading, 27% of students were in the top two bands in comparison to 29% of the state. 12% of
students were in the top band, Band 9, compared to 11% in the state. In the bottom two bands, there were 22% of students in comparison to 18% of the state.

In Writing, 21% of students were in the top two bands in comparison to 29% of the state. In the bottom two bands, there were 26% of students in comparison to 18% of the state.

In Spelling, there were 93% of students performing at the national minimum standard of Band 5 and above. There were 7% of Year 7 students below the minimum standard (Band 5).

In Grammar and Punctuation, there were 92% of students performing at or above the national minimum standard of Band 5 and above.

Overall results in Literacy for Year 7 students were pleasing. 95% of students were at or above minimum national standards, with 73% of students above the minimum standard of Band 5. 18% of students were in the top two bands, Bands 8 & 9.

In Year 7 Numeracy 98% of students were at or above the national minimum standard (Band 5). 22% of students were in the top two Bands (Bands 8 and 9). 2% of students were below the minimum standard and were placed in Band 4.
Results in Year 9 Reading were very pleasing, with 85% of students above the national minimum standard (Bands 7-10).
Only 5% of students were placed in Band 5, which is below the minimum standard expected.

In Writing, 69% of students statewide were placed in Bands 7-10, above the minimum standard expected (Band 6). By comparison, 73% of Kadina students were placed in Bands 7-10.

In Spelling, 78% of students were placed in the top 4 Bands (Bands 7 – 10) by comparison to 80% of students state wide.

Grammar & Punctuation was the most notable strength in literacy, with 83% of students in the top 4 Bands, compared to 72% of students statewide.

Year 9 Numeracy results were particularly pleasing. Only 3% of students were placed in Band 5, below the minimum expected standard, and almost half the state average. 80% of students were in Bands 7 – 10 compared to a state figure of 76%.

School Certificate
Year 10 students sat for examinations in English Literacy, Mathematics, Science, Australian History, Geography and Citizenship.

Results are awarded in six bands, Band 6 being the highest possible band, and Band 1 the lowest.
Students also sat for the Computing Skills Assessment (CSA). Results in the CSA are reported in three bands, highly competent, competent, and competence not demonstrated.

Results in the School Certificate 2008 were very pleasing, and indicated that the great majority of students were committed to their studies.

English Literacy

*LSG = Like School Group (Rural 1B)*

The average student result (76.7%) was pleasing and slightly better than the state average (75%) and the LSG average (75.6%)

79% of students achieved a result in the top three bands, which was also much better than LSG and State results and an improvement on the school's average results between 2004 and 2008.

Excellent Band 6 results were achieved by Lucy Barker, Zara Hallett, Bethan Harding, Mathilda Hjorth, Leith Raddatz, Sophie Shoesmith, Hannah Spring, and Christie Whitelock.

Mathematics

The average student result in Mathematics (71%) was pleasing and slightly better than the state average (68.9%) and the LSG average (68.5%)

49.5% of students received a result in the top three bands which was slightly lower than the school average between 2004 and 2008, but higher than the 2008 state average of 42.9%

Congratulations to Lucy Barker, Bethan Harding, Michael Henderson, Paul Johnston, Sam Mosely and Dre West on their Band 6 results.

Science

The overall results in Science were pleasing, and a considerable improvement on previous results. The average score of 74.9% compared to the state average of 71.7%.

There were eight Band 6 results representing 8.4% of students. This was more than double the school average between 2004 and 2008 (4.1%), and 2.2 times greater than Kadina's LSG average of 3.7%. The state average was 5.3%.

65.2% of students were placed in the top three bands, compared to the state rate of 58.8%.

Excellent Band 6 results were achieved by Lucy Barker, Samlara Canin-Henkel, Aaron Doherty, Bethan Harding, Paul Johnston, Annika Mills, Charlotte Pearce and Jocelyn Teague.
Australian History, Civics and Citizenship

Results in Australian History were disappointing, with the average school result of 67.4% being slightly lower than both the LSG (67.8%) and the state result (68.5%).

42.1% of students achieved a result in the top three bands, which was less than the school average between 2004 and 2008 (52.7%), and slightly less than the 2008 state result of 43.2%.

Congratulations to Charlotte Pearce for her Band 6 result.

Australian Geography, Civics and Citizenship

The school’s performance in Australian Geography was very pleasing, with the average mark for students being 74.9%, significantly above both state and LSG averages. This represents a considerable improvement on previous results.

There were nine Band 6 results and 66.3% of all students were placed in the top three Bands, ten percentage points above the state wide result.

Excellent Band 6 results were achieved by Lucy Barker, Jessica Freedman, Jacquille Edwards, Ethan Hanley, Bethan Harding, Chloe Lowndes, Annika Mills, Sam Mosely and Charlotte Pearce.

Computing Skills Assessment (CSA)

The school’s results were slightly higher than state averages with 53.7% of students assessed as highly competent (state average 51.1%) With the exception of one student, all others were assessed as competent.

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

Since students sat for the Basic Skills Test in 2003, their progression until the School Certificate in Year 10 has been monitored.

The relative growth of students in English Literacy and Mathematics has exceeded state averages.
whilst in Science and Australian Geography the relative performance when compared to the LSG has significantly outperformed the average.

The progression in Australian History, especially in comparison to Australian Geography, shows a deterioration on school averages 2004-2008 and indicates a need to reassess teaching, learning and assessing to address the issue.

In addition to the external School Certificate examinations, the school is required to award a grade for each Year 10 course studied by each student. This applies to mandated courses of study as well as elective courses studied by students in Years 9 and 10.

The school employs school-based assessment practices to determine grades against a set of course performance descriptors. Grades are awarded in the range of A (Excellent) to E (Elementary).

In the 2008 School Certificate, the distribution of grades was similar to the state wide pattern for the majority of subjects. Performances of students were well above the state in Australian Geography, Textiles Technology and Visual Arts. The percentages of students receiving a Grade E in any subject was in line with state averages.

Higher School Certificate

Students presented for 32 examinable subjects in the 2008 HSC. Results were pleasing and indicated that the majority of students were committed to their studies. Results are reported in six bands, with Band 6 being the highest. 17 subjects had mean scores above state averages.

English

Standard English results were outstanding, with 62% of students placed in Bands 4, 5 and 6. This compared with 38% statewide. Four students completed Extension 1 English and two completed Extension 2. Results were in line with state averages. In Advanced English 94.7% of students were placed in Bands 4 and 5. The outstanding English result was David Outerbridge’s Band 6 in Standard English, one of only 77 statewide.

Mathematics

In General Mathematics eight students achieved Band 5 – a very pleasing result. 79% of students achieved a result in Bands 4 and 5 compared to only 51% across the state. In Mathematics, 43% of students achieved Band 5 and 6 results. Three students completed Maths Extension 1. Results were disappointing and below state means.

The outstanding result across all Mathematics courses belonged to Liam Morrow who achieved a high Band 6 in Mathematics (Advanced)

Science

Two students completed the Physics course, with results in Bands 4 and 5. Senior Science results were very pleasing with 77% of results in Band 5 compared to a state average of only 29%. Tess Radanovic achieved a high Band 5 result.

In Chemistry, band distribution was broadly in line with state figures. Biology results were also very pleasing with 89.5% of students receiving a Band 4 or Band 5 result. This compared with 57.5% across the state.

Human Society & Its Environment

Large numbers of students studied HSIE subjects for the 2008 HSC.

In Ancient History, 53% of students achieved results in the top three bands, with David Outerbridge’s high Band 6 and Amberlene James-Herberts Band 5 the stand out results.

In Business Studies, 50% of students were placed in Bands 4 and 5, with the remainder of the group in Band 3. Ashley Smith achieved a high Band 5.

In Legal Studies, all students, with one exception, received a result in one of the top three bands. This represented 92% of candidates, compared to 71% state wide.

All students in Modern History were placed in one of the top three bands. David Outerbridge achieved a Band 6.

One student completed Extension History.

A small cohort of students completed Society and Culture and results were above state averages with 86% of students in Bands 4 and 5. The average across the state was 58% in these bands. Grace Gates and Mark Attewell achieved Band 5 results.
Creative and Performing Arts

In Visual Arts, 100% of students were placed in one of the top three bands, a result well above the state average. There were two students in Band 4 with high band results. The outstanding result belonged to Kristen Doherty with a Band 6.

All students in Music 1 gained results in bands 4 and 5. This compared to 70% of students across the state.

Results in Drama were above state figures, with 87% of students placed in Bands 4 and 5 compared to 73% across the state.

Technology and Applied Studies

Both students presenting in Textiles and Design achieved a Band 5 result.

A small cohort sat for the Food Technology examination, with 83% of students achieving results in Bands 4 and 5, well above the state average of 61%. Katherine Edwards’ high band 5 result was very pleasing.

Results in Industrial Technology (Wood) were disappointing with all five candidates achieving results in Bands 3 and 2.

Results in Information Processes & Technology were varied, but broadly in line with state figures. Results were distributed across Bands 3, 4 and 5 with Yun Hee Bond’s low Band 5 being the best result.

In Software Design and Development, Liam Morrow was placed in Band 6. In general, results were in line with state distributions.

PD/Health/PE

Very pleasing results were achieved by a large class of students in PD/H/PE, where 90% of results were in Bands 4, 5 and 6, compared to a figure of 63% across the state. 40% of the class was in Bands 5 and 6. Grace Gates and Ashley Smith achieved excellent Band 6 results.

Results in Community and Family Studies were mixed with results across bands 2-6. Results in Bands 5 and 6 were 22%, less than the state average of 40%. Courtney Keevers was placed in Band 6, a very pleasing result.

Vocational Education and Training

Voc Ed courses have been long established at Kadina. Students studied Hospitality Operations, Entertainment Industry, Retail Operations, Primary Industries, and Information Technology for the 2008 HSC. Twenty two students opted to sit for optional examinations in these courses, with Ellie Magee-Jessup’s Band 6 result in Entertainment the outstanding result.
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 2008

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at and above minimum standard</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96.3</td>
</tr>
<tr>
<td>Writing</td>
<td>88.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>92.8</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>91.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97.6</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at and above minimum standard</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>94.6</td>
</tr>
<tr>
<td>Writing</td>
<td>90.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>93.3</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>95.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96.6</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Aboriginal students made up 10% of the student population during 2008

Of these students, 3 students completed the HSC with successful results. All 3 have now gained employment since finishing their senior studies. Seven students completed the School Certificate and of those 5 have now transitioned into Year 11.

One of the main areas of focus in 2008 was literacy and numeracy and the employment of an aboriginal in-class tutor proved very successful. Students appreciated the extra support they were given and many of their skills have shown considerable improvement. The Naplan results for Year 9 2008 found that Aboriginal students at the school outperformed State average means in both Literacy and Numeracy.

Naidoc Week celebrations 2008

Personalised Learning Plans for Aboriginal students were refined during 2008 in consultation with carers. It is aimed that these plans will be evaluated each year to ensure that the paths of study are best suited for the future aspirations of the students.

Special Programmes in 2008 included “V Tracks”, Naidoc Celebrations, a Cultural Immersion Programme, Deadly Days, Aboriginal dance tuition. As well as this an Aboriginal Meditation group was held fortnightly. The aim of this programme was to use relaxation techniques to assist the participants to learn healthy ways to manage stressful and challenging situations.

Vocational Education and Training

In 2008, the school offered a broad range of vocational education and training options across a number of industry areas including Retail, Hospitality, Primary Industries, Information Technology and Entertainment. As in the past, students from other local public and private schools have attended Kadina in order to access the school’s vocational programs.

Preliminary HSC Hospitality students 2008
2008 saw the addition of Mr Daniel Sassi to the Entertainment staff. Mr Sassi brought a wealth of industry knowledge with him and completed his industry training at NIDA during the first half of the year.

Mandatory work placement requirements were met by all Year 12 students and some Year 11 students. Industry placements were diverse and included the Queensland Performing Arts Centre, Lismore Lantern Parade, Norco North Coast National Show, North Coast Fashion Expo, and Lismore Sound Solutions. 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 2008, students have provided technical assistance for the school musical, “SCOOP”; Kadina Showcase; Year 10 drama production, “A Midsummer Night’s Dream”; Southern Cross Lads Gala Ball; the Year 12 Formal; and Lismore School of Irish Dance Concert.

A number of students studying vocational programs have undertaken school based part-time traineeships as part of their program of study towards the HSC. The school has strong partnerships with local businesses, and this has enabled valuable on the job training to be completed.

Some of our Year 12 students secured industry work for 2009 by demonstrating their diligence in achieving course competencies and their commitment to working as part of a team.

Environmental Education and Management

At Kadina High School, environmental education and management is integrated into each of the key learning areas. Students learn about and discuss environmental issues on a local and global level. In Science and HSIE students participate in various field studies around the school and the region.

In early 2008, all Greener Kadina members were involved in the SUSS Forum (Students Undertaking Sustainable Strategies) at Lennox Head. Our senior members presented information to students from other schools.

35 interested students attended a conference entitled ‘Collective Activism’ that was organised by a group of local students including our own Rebecca Sproule. Kadina High School had the largest number of representatives at this conference which gives an indication of the increasing awareness of environmental issues within our school community.

We arranged a film screening of the then unreleased documentary ‘The Burning Season’. This screening allowed students the opportunity to discuss the environmental issues with the film director and to learn more about carbon trading on a global scale.

Greener Kadina has also worked tirelessly to raise awareness and understanding of school, local and community environmental issues through regular newsletter items, helpful facts and green tips.

We held our first Greener Kadina Action Day (8/12/08). On this day, students planted 65 trees and distributed approximately 15 cubic meters of mulch in an attempt to beautify the bus bay area at the front of the school. This area was identified by Greener Kadina as an area that could be greatly improved. It is a highly visible aspect of the school and recently it has started to look far more pleasant and cared for! Lismore City Council supplied all the plants and materials for this project, for which we are greatly appreciative!

Greener Kadina has recently completed a six week recycling trial. Bin stations have been set up on the MPC Steps and in the Canteen Area. We have completed an education program to help students identify which bins to use and when. We hope to continue this program into 2009.

We have also started a worm farm. Scraps are collected from Staff Rooms and an organics bin (bin station in the Canteen Area). This food is collected regularly by Greener Kadina volunteers and is fed to the worms. The worm wee is then given to staff (donation is requested)… all money raised through this process has been used to sponsor a Red Panda through the Taronga Conservation Society.

Mr Michael Fox, with support from Greener Kadina, has successful applied for $50,000 grants for solar and water tanks for the school. We are nearing the end of the quotes stage and hope to
have a series of water tanks installed at Kadina in early 2009.

The numbers of students participating in Greener Kadina initiatives continues to grow and we are looking forward to continuing our mission to make Kadina Greener in 2009!

Multicultural education

Programs which 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, Human Society & Its Environment and Languages Other Than English.

The multicultural nature of modern Australian society is given particular attention in Australian history and geography programs where the foundations, history and benefits of modern Australian life are taught.

As in the past, the school has been host in 2008 to overseas exchange students from Europe and South America. These young people have enhanced the understanding of cultural, religious and linguistic differences for our students.

Respect and responsibility

In 2008, 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, and continues to support students who require financial assistance through the Rainbow Fund. During 2008, students from the Leo’s Club also undertook a program of support and visitation to the local nursing home at Caroona.

Kadina students and staff also enthusiastically participated in the Red Cross Blood Bank’s “Vampire Challenge”, emerging as the school with the greatest level of blood donations in the local area.

Our students also enthusiastically contributed in the fund raising activities of groups such as the Red Cross, the Surf Life Saving Movement and the Westpac Rescue Helicopter.

All students in Years 8 participated in programs aimed at enhancing self esteem and cooperation in order to promote an atmosphere free from harassment and bullying.

Progress on 2008 targets

Target 1
Enhanced Teaching and Learning

Our achievements include:

During 2008, strategies to directly address the literacy and numeracy needs of low ability students in Stage 4 were implemented. These included the focussed utilisation of modified curriculum content materials, adjusted forms of assessment of student learning, and the employment of student learning support officers to work in intensive one on one and small group environments with students.

The Support Teacher, Learning Assistance was also engaged in Terms 3 and 4 in the delivery of an intensive literacy support program with Year 7 students identified as having fallen below the national benchmarks in the 2008 NAPLAN assessments.

Also in 2008, Aboriginal students in Years 7 and 8, and their parents, were engaged by a coordinating staff member and their teachers in the development of individual learning plans.

Teacher Professional Learning continues to be a focus, with emphasis placed on the significance and relevance of the Quality Teaching Framework as a central tenet in the achievement of enhanced learning outcomes for students. 8 members of staff attended the North Coast Regional Quality Teaching Conference, and significant Teacher Professional Learning funds were allocated to quality teaching activities and professional learning

Target 2
Refine and Consolidate Welfare and Discipline Structures

Our achievements include:

There has been continual outstanding success in the implementation of the Positive Behaviour for Learning led by Mr Phil Brodie and supported by an enthusiastic team who meet every fortnight to further embed the four principles into the school culture. This has been the second year of implementation of the plan which is anticipated to take between 3 – 5 years to implement.

PBL is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behaviour. It is a proactive systems approach to school wide discipline designed to be responsive to current social and emotional challenges.

Its major focus is on prevention and instruction and embedding school wide expectations.

Kadina High Schools universals are:

Care for Yourself
Care for Others
Care for the Environment
Care about Learning
Our achievements in 2008 in relation to the implementation include:

The redesign of the new “care” card which replaced the old “gotcha” card. This card now incorporates the four expectations. A weekly draw for reward vouchers is held and there appears to be a big increase in the number of cards being issued each week.

Drama performances were conducted during assemblies regularly by a PBL drama group involving mainly Year 10 students. These introduced one of the expectations on the matrix and this was then taught to each class during the following week. These performances and consequent lessons were very favourably received by the student body and have become embedded in the culture of the school.

School discipline contracts were redesigned to include the 4 expectations

Surveys of staff and students showed that there was an increase in the understanding of the school expectations.

The school evaluation during 2008 concluded that there was a strong commitment to the implementation of the process although issues during the year to some extent disrupted the smooth implementation of the PBL.

During 2009 revision of some of the PBL expectations will be needed to ensure new students to the school understand the responsibilities. Lessons will continue to be taught on other aspects of the matrix.

Documents and awards within the school will be redesigned to include the PBL language which will further embed the expectations in the culture of the school.

There has been limited progress on the expansion of induction programs for new staff and new scheme teachers. Programs previously in place have been continued and continue to be evaluated and assessed for future refinement.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of stage four student engagement and programs for students with additional educational needs.

Educational and management practice

Stage Four Student Engagement

Background

In 2008 numbers of students in the Year 8 cohort necessitated the formation of three relatively large classes. Classes were arranged in two bands. More academically capable students were placed in one class and the remainder were divided into two “standard” classes. This structure worked well for meeting the needs of students in the academic band class and the standard classes provided some limited movement of students between the two classes for student support issues. The standard classes had a diverse range of needs from students with a variety of learning difficulties and emotional disorders to students with normal abilities and expectations for academic success.

Findings and conclusions

Providing appropriate curriculum for all standard band students in a positive learning environment proved to be a difficult challenge for all staff. The classes developed issues of non engagement leading to negative interaction of some students which required students to be moved from one class to the other. The movement of students did not solve the problem of non engagement and there was general consensus that the banding structure was not successful.

Future directions

In 2009 the year 9 cohort will be structured into four classes and each KLA will stream the students with subject specific criteria.

The Year 8 cohort in 2009 however will also find itself arranged into 3 large classes. In order to avoid similar difficulties the students have been structured into three streamed classes based on abilities in Science, English and HSIE. Maths being timetabled as a blocked subject will stream these classes based on numeracy abilities.

Strategies for the class containing students with learning difficulties are as follows;

* The Maths class will be targeted with the STLD taking this group as the classroom teacher.
* Consistency with classroom management will be targeted by regular teacher meetings.
* A continuing program for the upskilling of student resilience will be introduced.
* Modification of curriculum across key learning areas to improve engagement.
* Purchase and collation of appropriate teaching resources.
* Training and development activities to develop appropriate classroom activities.
* Training and development for staff in the use of Naplan results and resources to utilise learning strategies for literacy and numeracy.

* Students who failed to meet national benchmarks in 2008 NAPLAN assessments will be withdrawn from English and Mathematics classes for intensive intervention.

Curriculum

Programmes for Students with additional educational needs

Background
The number of students with diagnosed disabilities integrated into mainstream classes continues to grow. In 2008 there were 25 students who have a diagnosed disability. These disabilities cover a range of areas – intellectual, physical, autism spectrum disorder and mental disorders. The school is very proud of our efforts to develop an inclusive environment and 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 personnel were held to collaboratively develop an individual learning plan suited to the student. These were invaluable sources of support for students parents and teachers

For students who are physically impaired, mobility assistance and classroom adjustments have been made to enable full access to the curriculum. Several of our students have been assisted in the classroom by signed language.

In 2008, three students with additional educational needs successfully completed their HSC program of study.

The learning Support team regularly discusses the welfare of students and has encouraged all teachers to attend specific training days.

Students who have a disability are supported in the classroom through a modified curriculum if necessary and in-class assistance from Learning Support Officers.

The 2008 School Evaluation Report commented positively on the inclusive nature of the school. It was found that students with disabilities are well accepted and exceptionally well integrated into all aspects of school life.

Future directions
There is an identified need for the ongoing refinement of specific life skills programs which incorporate a significant element of work place learning experiences for students with additional educational needs.

The viability of establishing alternative curriculum packages in Stage 4 will be explored as a possibility for students with additional needs, particularly as they relate to literacy and numeracy.

Teacher professional learning in supporting students with disabilities will continue to be a priority, particularly within the Quality Teaching framework.

Other evaluations
One of the school targets for 2008 was to “refine and consolidate student welfare and discipline policies.” In July 2008 the school community was significantly affected by the suicide of one of its Year 9 students. This incident had the effect of increasing the scrutiny of the school’s student welfare policies, particularly as they relate to managing harassment and bullying.

In Term 4 2008, an evaluation of the school’s welfare policies and practices provided a timely opportunity to review in depth current practices.

The evaluation was conducted under the guidelines as set out in the NSW DET School Development Policy. The evaluation team was comprised of:

Mr B.W. Farrell - Relieving Principal
Mr B. Higgins - Principal Consultant
Mrs J. Eyre - Student Welfare Consultant DET
Mrs P. Mathieson - Head Teacher Welfare
Mrs J. Seymour - PD/Health/PE Teacher

The team examined a wide range of documentary evidence, interviewed twenty six staff members, 18 parents, 56 students and the School Education Director.

The evaluation team concluded that:

1. there is low level bullying and harassment in the school.
2. there is a culture in the school which ensures any form of harassment is dealt with seriously and expeditiously
3. the school enjoys significant support from students, parents and staff. (Refer to Parent, Student and Teacher Satisfaction below)
4. students feel safe and generally happy at school, and that they have respect for their teachers
5. the school has a commitment to developing a sense of well-being and resilience in all students.
6. whilst there is a need to review the school’s current Student Welfare Policy and align it more closely with DET policy, there is a strong sense in the school and its community that the student welfare procedures and practices are providing for the needs of all students.
7. all of the key stakeholders in the school are in no doubt about the positive correlation between quality teaching and learning practices and student well-being.
8. the school provides a positive and fulfilling learning environment for all students irrespective of race, ability and gender.
9. the school could engage in a discussion about how it currently caters for students who are recognised as academically or creatively gifted and talented, and what it might do to further enrich the curriculum and ensure that their needs are effectively met.

Some of the key recommendations from the review included that the school should:

- develop a new Student Welfare Policy which is more closely aligned with the DET’s Student Welfare, Good Discipline and Effective Learning Policy
- develop a separate Anti Harassment and Bullying Policy which is more closely aligned with the DET’s Discipline in Government Schools: Anti Bullying Policy
- review the responsibilities of senior executive staff in the management of issues relating to low level harassment and bullying,
- Implement, with the support of District Student Welfare staff, a learning program to build the capacity of all staff to manage issues of low level harassment.
- Reaffirm its commitment to the ongoing and consistent implementation of the Positive Behaviour for Learning strategy.
- Continue to build the culture of providing quality education for all students despite race, background, gender and ability.
- Continues to seek support for students with behavioural and mental health issues.
- Establish a process to review the school’s provision for the education of students identified as gifted and talented

These findings and recommendations have become significant elements of the schools 2009 – 2011 Plan.

Parent, student, and teacher satisfaction

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

Their responses are presented below. The opinions of the three groups were sought as an integral part of the evaluation process conducted in Term 4 2008.

The evaluation found that students, staff and parents have a very high opinion of, and sense of pride in, the school.

A significant number of parents, students and staff believe that there is a strong culture of inclusivity in the school and that the needs of all students are addressed in a systematic and consistent manner. Of particular note was the school’s significant number of students with disabilities who are fully integrated into mainstream classes, and the success of this.

Parents and students are satisfied that the school takes the issues of bullying and harassment seriously, and that staff have worked indefatigably to ensure that practices are in place to minimise, if not eradicate such behaviour.

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.

During 2008, all staff members participated in professional learning with $33530.00 being expended on a wide range of activities including attendance at conferences, collegial meetings, professional seminars, local and regional workshops in areas such as strategies to enhance student literacy and numeracy skills; development of teacher skills in syllabus implementation and understanding the needs of students with a range
of learning disabilities. A major focus in 2008 was the development of teacher skills in utilising information technologies. The average expenditure per teacher in 2008 was $885.00.

**School development 2009 – 2011**

The school has developed a school plan covering the period 2009 – 2011. This plan informs the strategic direction to be taken over this period, in addition to specifying the change the school intends to achieve as part of its improvement planning. This strategic direction covers the following areas:

- Improved literacy and numeracy levels
- Decrease in the literacy and numeracy achievement gap between Aboriginal and non-Aboriginal students
- Enhanced levels of engagement for all students
- Improvements in attendance and retention for all students
- Improvements in retention to the HSC
- Improvements in attendance for Aboriginal students
- Enhanced teacher quality
- Implementation and expansion of curriculum delivery and staff professional learning through connected learning strategies.

**Targets for 2009**

**Target 1**

*Improvements in Attendance and Retention*

In line with regional targets, the school aims to increase attendance and retention rates for all students.

Strategies to achieve this target include:

- Establish baseline data with poor attenders as to why they do not attend regularly.
- Establish a data base to track students who leave school and their destinations
- Establish more effective survey tools for the gathering of exit data from students.
- Implement new DET attendance procedures
- Increasing contact with parents regarding the broad consequences of non-attendance at school
- Continue the implementation of the PBL project within the Lismore Community of Secondary Schools
- Increase the focus on the learning needs of gifted and talented students
- Implement “Making Tracks” program for aboriginal students
- Continue to develop personalised learning plans for all aboriginal students.
- Review destination and retention data and evaluate school structures and support practices which encourage student retention.
- Expand curriculum options with partner schools with the Lismore Community of Secondary Schools and TAFE

Our success will be measured by:

- an increase of 1% in overall attendance rates for students 7-10
- an increase of 1% in overall attendance rates for aboriginal students 7-10
- an increase of 10% in retention to the HSC by 2010

**Target 2**

*Improvements in Literacy Achievements for Stage 4 students*

Strategies to achieve this target include:

- Close analysis of 2008 NAPLAN data and individual students' needs.
- Establishment of intensive literacy class in Year 7 for students with particular needs.
- Through staff training and development, build teacher capacity to identify and address student literacy needs
- Provision of training and development for staff in the development of individual learning plans for students with low literacy levels.
• Wide use of NAPLAN integrated learning support materials for explicit literacy teaching.
• Use of “An Even Start” integrated learning support materials for explicit literacy teaching.
• Implement Kadina “Care for Reading Challenge” for all students
• Purchase “Complete English Basics” for use across all KLAs
• Personalised Learning Plans with a focus on literacy, for all Aboriginal students.
• Utilise ICT as a vehicle across the curriculum to engage students in literacy based learning.

Our success will be measured by:

• a reduction in the percentage of Year 9 students in Bands 4 – 5 by 5% in 2010 NAPLAN tests
• an increase in the percentage of Year 9 students in Bands 7 - 10 by 5% in 2010 NAPLAN tests
• a reduction in the percentage of Year 9 Aboriginal students in Bands 4 – 5 by 12% in 2010 NAPLAN tests
• an increase in the percentage of Year 9 Aboriginal students in Bands 7 – 10 by 12% in 2010 NAPLAN tests
• a 7% decrease in the literacy achievement gap between Aboriginal and non-Aboriginal students by the 2010 NAPLAN tests

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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Ms K. Doherty SRC President
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Mrs S. Squelch School Admin Manager
Mrs V. Johnstone Music Teacher
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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: