



KENT STREET

SENIOR HIGH SCHOOL

An Independent Public School

2018 ANNUAL REPORT

Our Mission

Kent Street Senior High School aims to empower our students to achieve through innovative teaching and mutual respect.

Our Values

Respect for learning
Resilience to achieve
Responsibility to our school and community



A selfie with the then PM, Malcolm Turnbull, Senator Michaelia Cash, staff and students as we launched National Science week.



Welcome

I am pleased to present our 2018 Annual Report to our school community. In reflecting on the achievements and opportunities provided to our students over the last year, I am continuously astounded by the generosity of spirit of our staff – both teaching and support staff – whose commitment to providing a quality public school education results in amazing experiences and quality pathways into the future for our young people. I take this opportunity to thank my team for their ongoing dedication and to acknowledge parents and care givers who have entrusted their children to us in the sure knowledge that we value them as partners in their child's education.

Year 12 results

Congratulations to Emma Lim, our ATAR Dux for 2018. Emma is joined by Jordan Abrahams who will also be inducted into our 95+ Club at our 'High Achievers' event in semester two. Furthermore, I extend my congratulations to Jocelyn Lim who was recognised as our VET Dux for 2018. Like many students at Kent Street, Jocelyn managed an ATAR workload alongside a Certificate course and she fared admirably on both fronts.

Our WACE Achievement Rate of 88%, whilst slightly higher than previous years, remains lower than desired. We can celebrate a dramatic improvement in the On-line Literacy & Numeracy Assessment (OLNA) achievement. Our Reading attainment rate sat at 98.3%, Writing attainment was at 93.9% and Numeracy attainment was 93%, which is an increase of over 10% from the previous year. Interventions commenced in 2018 will continue and we expect both the Writing and Numeracy achievement rates to continue to improve as a direct result of these being areas of ongoing focus.

Our VET achievements continue to be a recognised area of real strength in our school. I commend both students and staff who work diligently to ensure that a vast majority of our students who enrol in a Certificate course achieve a nationally recognised qualification that will hold them in good stead for further education or employment.

Showcasing our strengths

In 2018, we hosted both the Minister for Education and the then Prime Minister whose interest in Kent Street was peaked as a result of the excellent work that we are doing in the Sciences. Our Centre of Resources Excellence (CoRE) program which actively engages students in developing their enterprising skills has achieved such acclaim that we have commenced an outreach program for other schools. Tom Price SHS in the Pilbara region officially launched Tom Price CoRE at the end of last year and there are many other schools clamoring to embrace this initiative. Our corporate approach to education is being matched in Aviation where we have shared our quality curriculum, with both government and non-government schools, to the ultimate benefit of the youth of today regardless of where they attend school.

Reflecting on our priorities

We participated in our first school review process as an Independent Public School in 2018 and were very pleased with the findings. It was clear to the independent reviewers that we reflect upon our achievements and actively work to improve, even in areas of recognised strength. Our ongoing focus on literacy and numeracy coupled with student engagement strategies so that our students become the independent thinkers and life long learners they aspire to be, remains our prime objective. Our focus on whole school pedagogy where every lesson starts with a bang and ends with a flourish, where the learning intention is clear and there is a 'do now' activity to engage them from the outset, all work towards that goal. We will continue to focus on developing this philosophy with new staff as they join us in 2019 so that every student is engaged in the learning and has the courage to achieve.

A thank you

Finally, in 2018, I was honoured to have been nominated for the Secondary Principal of the Year in the WA Education Awards. Knowing that my school community has faith in my abilities and wished to recognise me in this way was greatly appreciated. To be shortlisted for this award because of what our school community shared with the assessors was humbling to say the least. It is an honour to be the Principal of such a fine school.

Please read on as we share a snapshot of the many opportunities and achievements from 2018.

Kath Ward
Principal

Highlights from 2018

Engaging in the First LEGO League robotics competition for the first time was a result of a past student, currently enrolled at Curtin University, encouraging us to do so. Our team of eight dedicated students, proudly supported by Mr David Pascoe, put in a lot of after school hours, resulting in them winning the Ambitious Robot Design Award. Judging included a review of robot design, team cooperation and an intense grilling over their presentation on how to solve the problem of fuel in space and ideas to aid astronaut exercise.



Our new-look Design Expo was the talk of the town when we combined the Arts and Technologies to showcase the various talents of our school community. Displays of work produced were coupled with live performances of music, a fashion show and catering was provided by the Hospitality students. The evening culminated in our graduating Fashion & Design students taking to the catwalk, highlighting their portfolio of achievements from their time in the Fashion & Design Approved Specialist Program.

Our Certificate II in Outdoor Recreation students took to the water to learn how to check the conditions (both wind speed & direction), to rig up their sailboats, launch them, and to manoeuvre them with accuracy. A focus on showing initiative and supporting the team resulted in all students achieving this competency. This skill provides an excellent basis in Year 11 for when the students progress to achieving their Recreational Skippers' Tickets in Year 12.



Our Annual Swimming Carnival was the culmination of swimming lessons which form part of the regular lower school curriculum at Kent Street. The advantage of having our own 25 metre swimming pool means that every student who wishes to participate on the day can ... even if some of our upper school students compete, head back to class to do a Physics test then return to the pool.

Fashion & Design students, along with two enthusiastic teachers and one fantastic parent, went on a journey of a lifetime to London, Paris and Milan in April. Their aim was to broaden their understanding of the Fashion and Design Industry in both historical and contemporary contexts. They achieved this and much more, soaking up the culture and cuisine as they went.



Year 12 Chemistry students were given a fantastic opportunity to see some industrial chemical processes in action at North Metropolitan TAFE. They were given hands on experience in the creation of shampoos and how the chemical industry fights to prevent the spread of fungi and other viruses in their products. This was part of the Labs & Lectures series offered by the Australian Society of Cosmetic Chemists.



The Kent Street CoRE 2018 Resources Challenge continued to grow, capturing the engagement and competitiveness of our local Primary Schools. This year, 13 teams from 7 different schools were mentored through 3 major events in a day filled with fun, opportunity and learning experiences. The Resources Challenge exposes students of all ages to a potential career within the Resources Industry.





Emma Lim
ATAR Dux &
SCSA Commendation



Jocelyn Lim
VET Dux



Roshan Bal
Australian Defence
Force Long Tan Award



Olivia Withers
Principal's Award
& CEC Medal

Student Academic Performance - Year 12

The measure for successful completion of senior school studies is the **Attainment Rate** and achievement of the **Western Australian Certificate of Education (WACE)**. The school's achievements in relation to comparative groups is shown below.

	Attainment Rate (%)	WACE (%)
School	96	88
Like Schools	97	89
Public Schools	96	89

Our overall WACE achievement was 88%. The chart shown below shows the percentage of students who met each of the requirements to attain their WACE.

Component	Met by
Breadth and Depth	97%
Achievement Standard	95%
Completion of 4 units of English	100%
ATAR or Certificate	100%
Literacy and Numeracy	
Reading	98%
Writing	94%
Numeracy	93%

ATAR Results - Median (all students) - Median (by gender)

49% of eligible students undertook an ATAR pathway. This is 12% more than expected based on statistical predictions and the school's Index of

Community, Socio-educational Advantage (ICSEA).

Our school has a philosophy of encouraging students to challenge themselves. As a result some students did not achieve a competitive ATAR. However, all gained a certificate qualification.

As the TAFE entry requirements have now changed to give less focus on the completion of a certificate qualification and more on school grades, a review of this philosophy will be undertaken.

ATAR Performance

ATAR Score range	% students
99+	-
90-99.95	9%
80-89.95	12%
70-79.95	21%
55-69.95	37%
< 55	21%

There were 10 Students who achieved an ATAR in the range 60 - 69.9 and were eligible to gain the ECU bonus based in the school's ICSEA.

Median ATAR (school and comparative groups)

Group	Med. ATAR
School (all students)	67.9
Like Schools	76.15
Public schools	79.5
School (TISC only)	72.0
School (female)	72.45
School (male)	65.85

With the availability of alternate entry pathways to university students are seeing Uni Ready entry courses and Certificate IV / Diploma qualifications as viable options.

Vocational Pathway - Participation & Achievement

School delivered VET in Certificate II	Percentage completed
Business	79%
Conservation & Land Management	67%
Engineering Pathways	87%
Hospitality	100%
Information, Digital Media and Technology	94%
Music Industry	100%
Outdoor Recreation	93%
Sport and Recreation (Cricket)	100%
Sport and Recreation (General)	82%
Visual Arts	100%

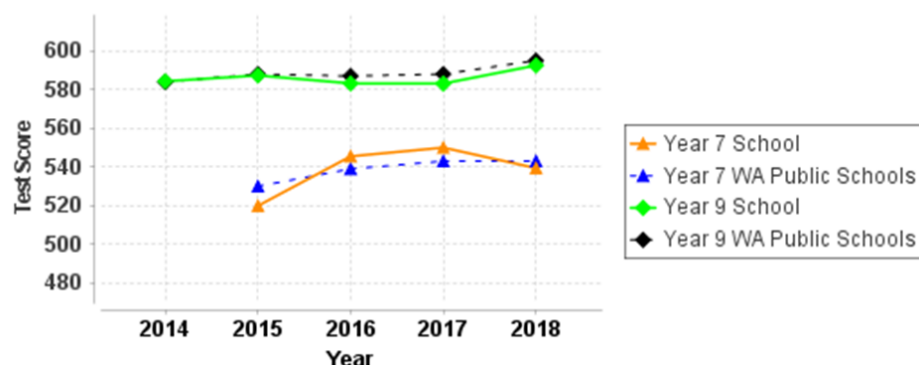
114 Year 12 students enrolled in at least one certificate. The achievement rate was very high with 124 completions from 139 enrolments.

Total Year 12	119
VET students	114
1 cert	73
2 certs	39
3 certs	2
ATAR plus cert	53
ATAR no cert	3

Lower School Student Academic Performance

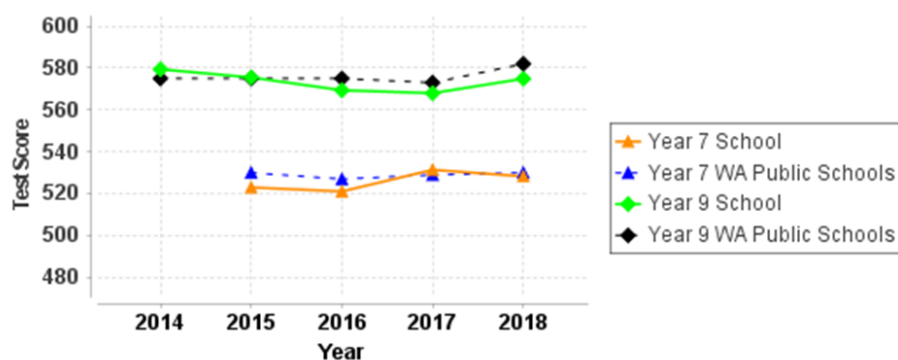
NAPLAN—Aligning our priorities

Average Numeracy Score



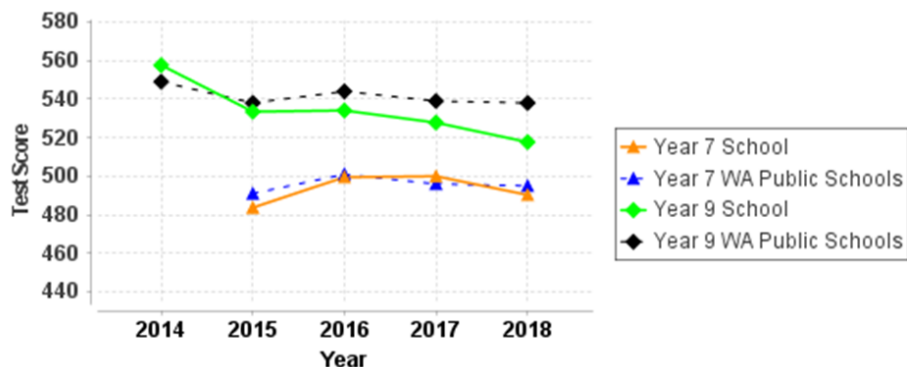
Kent Street was slightly below WA Public Schools for both years 7 and 9. The Literacy and Numeracy Working Party have enlisted the services of CNAP to assist with data analysis and help develop strategies to build on these results in 2019 and beyond.

Average Reading Score



The year 9 cohort improved on their reading results from last year; however, both years were slightly below the standard compared to WA Public Schools. The Literacy and Numeracy Working Party are introducing a program of tactical reading in home room, with a focus on mental imagery, beginning with our new year 7's in 2019.

Average Writing Score



Kent Street, like students at most WA Public Schools, achieved our lowest results in writing. Our school is taking a pro-active response to address this issue. The Literacy and Numeracy Working Party has in-serviced all staff on the TEEEL approach to writing paragraphs. This focuses on Topic sentence, Elaborate and develop, Example or evidence, Explanation and linking concluding sentences. Posters are now displayed in all classrooms and regularly reinforced to students.

Interpreting Graphs

Kent Street Year 7 students achieved comparable results to both like schools and WA Public Schools in all categories of NAPLAN.

Of particular note was their very sound achievement in Grammar & Punctuation. This is traditionally an area where students struggle.

Year 9 results saw evidence of improvement in both Spelling and Grammar & Punctuation. However, for both Numeracy and Writing, they achieved within the expected range but at a level lower than desired.

Strategies for this group of students seeking to pass their On-line Literacy & Numeracy Assessment (OLNA) include the explicit teaching of the TEEEL paragraphing structure and access to OLNA WA.



Jordan Abrahams
Caltex Best Allrounder



Navirnyaa Selvarajah
Ben Wyatt Prize
for Citizenship

Our Business Plan 2018-2020

2018 marks the first year of our new Business Plan so very few targets are expected to have been achieved by the close of this year. Our school community elected to maintain the three priority areas and can report upon the following:

Student Engagement—Our Positive Behaviour Support strategies have been embraced by the school community. House points and reward events feature regularly. We are establishing an Aboriginal Education working party to ensure that the implementation of the Aboriginal Cultural Standards Framework is embedded in daily practices.

Student Achievement—Annual Learning Area reviews indicate that the majority of subjects are attaining or working closely towards the target of 80% A-C grades. Our whole school pedagogy focus to maximise learning in every class remains a shared initiative.

Professional Growth—Peer observation and feedback coupled with a commitment to provide student voice opportunities through the Classroom Climate Questionnaires is embedded in the school's performance development culture.

School Self-Assessment: Parent, Student and Teacher Satisfaction

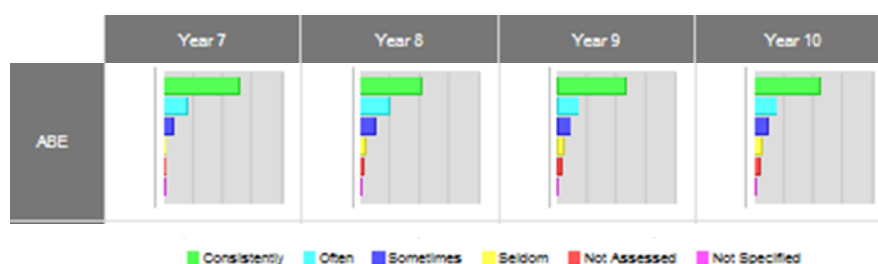
The National School Opinion Survey that all schools conduct is a bi-ennial requirement and Kent Street elected to use the suite of surveys available through the Curtin University Effective School Improvement tool in 2017 and will continue to do so on alternate years. Consequently, this data compares 2016 to 2018.

Student survey findings—There was a dramatic increase in responses (from 144 students to 620) and a slight increase in the belief that teachers expect them to do their best was noted. Students continue to enjoy school and feel safe, agreeing that teachers motivate them to learn. New areas introduced in 2018 rated highly—students agree that they get opportunities to do interesting things, their teachers are good and care about them.

Parent survey findings—There was overall agreement that students feel safe at our school and the results remained consistently positive across the two testing years. Of the new questions in 2018 results from parents were consistently high with an average rating of around 3.7 for the belief that teachers at this school are caring and of good quality. On the question regarding whether the school is well led, the rating was high at 3.9 with a strong majority of parents either strongly agreeing or agreeing.

Staff survey findings—There was nearly a 20% increase in staff agreeing that student behaviour was well managed and this was matched by an increase in the view that staff feel well supported in our school. The new areas introduced involved satisfaction with the school, whether they would recommend our school to others and whether teachers care and these all rated highly. It is worth noting that the percentage of teachers in their first five years of teaching increased and this is a reflection of a recruitment campaign to provide greater diversity in our staff.

Teacher Judgements of Attitudes, Behaviour and Effort— In 2018, Kent Street staff reported on our new set of ABE's, based on our PBS values matrix. The six attributes, seen below, were used by teachers in all learning areas, for years 7 to 10, as an indicator to parents of how students performed in each subject. Overall, in year 7, 85 % of students achieved the attributes **consistently or often**, which was our highest performing year group. This was followed by year 8's at 78 %, year 9's at 77 % and year 10's at 75%. Less than 8 % of students were recorded as seldom meeting the six expected attributes. Although these results were pleasing, especially with our new year 7 students, the focus on actively engaging in learning will continue to be a priority area.



1. Works to the best of his/her ability.
2. Actively participates in learning.
3. Is well organised and prepared for learning.
4. Meets deadlines.
5. Behaves appropriately.
6. Shows courtesy & respect for the rights of others.



Congratulations to our Pathways Coordinator, **Clare Clayton**, on winning the Ed Connect Desmond Heenan School Coordinator of the Year award for 2017. This award was presented in 2018 in recognition of Clare's outstanding commitment to supporting volunteer mentors in our school.



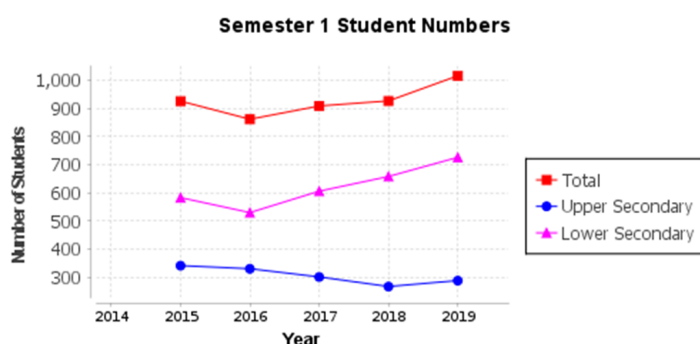
2017 Year 12 student, Connor Frearson, was recognised nationally as the runner up 'Apprentice of the Year' at a ceremony held in 2018. Connor was a graduate of our Flexible Learning Program and accredited FLP with preparing him with the life skills to pursue a career as a chef.

Staff Qualifications

All teaching staff met the professional requirements to teach in Western Australian public schools, are registered with the Teacher Registration Board of WA and have Working with Children clearances.

Professional Growth remains a priority at Kent Street to ensure that staff have the capacity to embrace the WA curriculum, WACE and VET requirements.

Student Apparent Retention Rate from Year 8 to Year 12



	2014	2015	2016	2017	2018
Lower Secondary	499	581	537	618	658
Upper Secondary	274	306	295	284	268
Total	773	887	832	902	926

The trend of a marked increase in enrolments at Year 7 continues thus increasing total student numbers considerably. We look forward to these numbers extending into the senior schooling years as the prospect of adding more options to the timetable will provide greater choice to them as they prepare for life beyond secondary school.

Attendance Rates

	Kent Street SHS data	All WA Public Schools
2016	87.8%	87.7%
2017	91.1%	87.8%
2018	89.6%	87.6%

Attendance Rates by Year Group

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2016	94%	88%	89%	86%	86%	87%
2017	94%	92%	90%	87%	91%	91%
2018	93%	89%	90%	85%	90%	90%
WA Public Schools	91%	88%	87%	85%	87%	88%

Whilst just falling short of our target of 90% overall attendance, it is pleasing to see that we continue to stay above the average attendance for WA Public Schools. We have a number of focus areas for 2019 including increasing the number of authorised absences, increasing Aboriginal attendance and staying above 90% attendance across all year groups. A number of strategies and programs have been put in place to assist with these goals for 2019.

With regards to Aboriginal attendance rates, we fell short of our aspirational target but ranked nearly 9% above WA Public Schools and note that our number of Aboriginal enrolments continue to grow.

Our 10th Annual Variety Show, 'Deja Who?' took a journey down memory lane and resurrected some of the characters from years gone by. They were ably supported by the circus troupe of new comers.



Sponsored by the West Coast Eagles and the Wirrpanda Foundation, a team of students engaged in a 6-week Aboriginal Leadership program, which culminated in the Waalitj Cup and tour of the facilities at Optus Stadium.



We hosted students from Osaka High School in Japan as part of our exchange program in term three. Our students then travelled to Japan in December to experience life in a Japanese school and community.

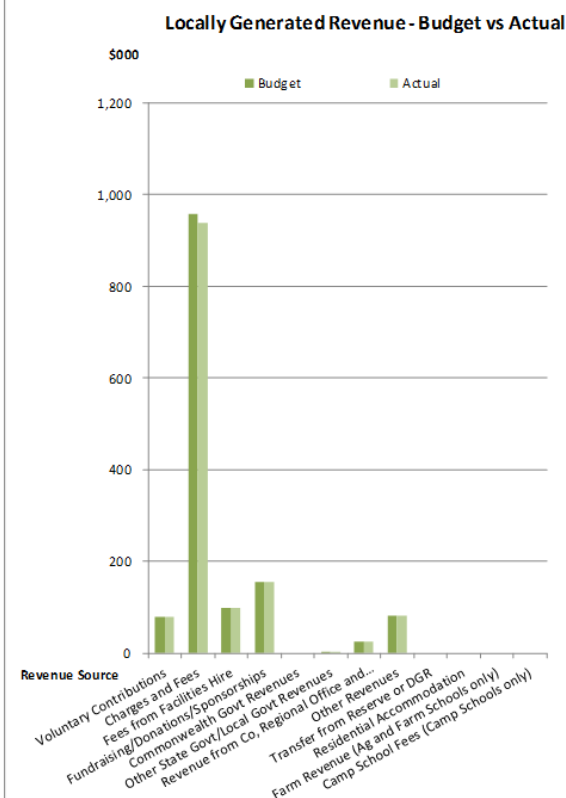
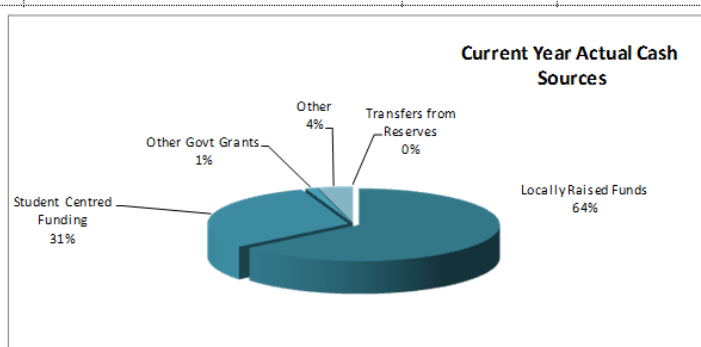




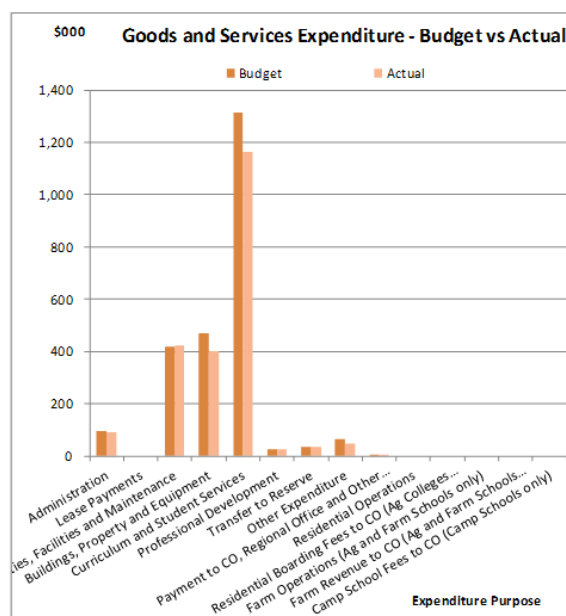
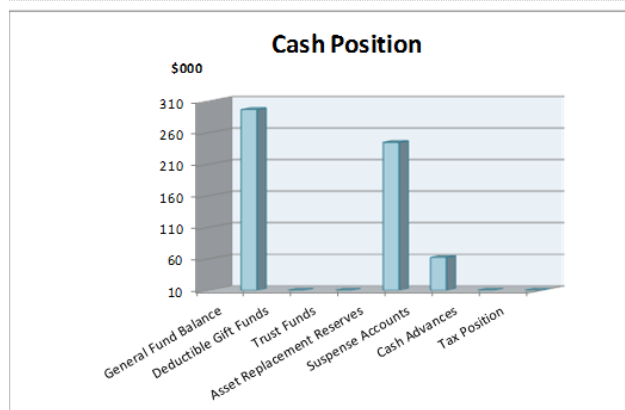
Kent Street Senior High School

Financial Summary as at
31 December 2018

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 79,924.00	\$ 79,924.25
2 Charges and Fees	\$ 957,102.50	\$ 938,493.32
3 Fees from Facilities Hire	\$ 98,234.00	\$ 98,232.77
4 Fundraising/Donations/Sponsorships	\$ 156,009.00	\$ 156,010.54
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ 25,165.00	\$ 25,165.00
8 Other Revenues	\$ 80,928.00	\$ 80,990.09
9 Transfer from Reserve or DGR	\$ -	\$ -
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 1,398,362.50	\$ 1,379,755.97
Opening Balance	\$ 502,120.00	\$ 502,119.69
Student Centred Funding	\$ 605,188.00	\$ 605,187.93
Total Cash Funds Available	\$ 2,505,670.50	\$ 2,487,063.59
Total Salary Allocation	\$ 9,607,327.00	\$ 9,607,327.00
Total Funds Available	\$ 12,112,997.50	\$ 12,094,390.59



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 94,987.00	\$ 90,389.02
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 417,611.36	\$ 421,618.78
4 Buildings, Property and Equipment	\$ 468,908.00	\$ 401,781.71
5 Curriculum and Student Services	\$ 1,312,070.05	\$ 1,164,569.65
6 Professional Development	\$ 25,500.00	\$ 25,742.08
7 Transfer to Reserve	\$ 35,000.00	\$ 35,000.00
8 Other Expenditure	\$ 63,989.28	\$ 49,458.76
9 Payment to CO, Regional Office and Other Schools	\$ 2,734.81	\$ 2,180.00
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 2,420,800.50	\$ 2,190,740.00
Total Forecast Salary Expenditure	\$ 9,466,681.00	\$ 9,466,681.00
Total Expenditure	\$ 11,887,481.50	\$ 11,657,421.00
Cash Budget Variance	\$ 84,870.00	



Cash Position as at: 31 December 2018	
Bank Balance	\$ 590,625.37
Made up of:	
1 General Fund Balance	\$ 296,323.99
2 Deductible Gift Funds	\$ 235.15
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 244,408.85
5 Suspense Accounts	\$ 62,025.78
6 Cash Advances	\$ 1,300.00
7 Tax Position	\$ 11,068.00
Total Bank Balance	\$ 590,625.37