**Transcript for the Henry Kendall HS Differentiation Video**

**Graphic**

“A whole school approach to differentiation”

Henry Kendall High School

**Andrew Backhouse**

My name is Andrew Backhouse, I'm the principal of Henry Kendall High School. So Henry Kendall High School is a comprehensive public high school on the New South Wales Central Coast, located in Gosford. We have approximately 850 students, of which we also have a support unit of 6 classes and 49 students.

**Teacher in class**

"You need to match which child goes with which parent."

**Andrew Backhouse**

Our team at Henry Kendall has 63 teaching staff, including 8 special education specific staff who teach across the range of years 7 to 12.

**Tracy Smith**

My name is Tracy Smith. My role at the school is head teacher, student services. The team I lead at the school. The work we do is, revolves around learning support, support for students with English as an additional dialect.

We have the chaplain as part of our faculty. We also have careers in transition. And I lead the SLSOs in mainstream at the school. So it's a really dynamic faculty. And we're working constantly every day to make those adjustments for students who need extra support with assessment tasks and so on.

We also manage the welfare concerns of the school community.

**Andrew Backhouse**

It's incredibly important for all students to be included in the school and for us to, I guess, cater for them individually. It's a long... a long time has passed since we walked into a classroom and gave the same information to 30 kids sitting in neat rows who rote learnt.

Those days have long gone. And we're now at the point, thankfully, where we understand that there are 30 different learners in front of us. And they, you know, 850 different learners across the school. And we need to cater for individual needs and value each of them in their learning journey.

The styles of learning have changed the way that kids value learning has changed. And we need to change with that. And to do so, we need to be really adaptive and fluid and dynamic in the way in which we approach pedagogies, but we also approach learning processes for kids.

So our whole school processes are really about ensuring our teachers understand the kids they're teaching. They need to know those students. They need to know what their needs are. And they need to understand those needs right across both behavioural, medical or environmental needs.

So what we do at the start of every year is each teacher creates a class profile for every single class that they teach, and that covers every single student within those classes. What that does is identify the individual needs of the students and provides a resource for the teachers that is active and fluid and helps guide their planning lesson by lesson, unit by unit. It's a it's a living document that keeps the needs of individual students foremost in their minds.

**Tracy Smith**

The processes that we have in place to support students when they begin at our school, coming in to year 7, are quite extensive. So those processes will start six months prior to the student actually starting with us. So halfway through their year 6 schooling, we will start to liaise with the primary schools.

Every student who's coming to us, we start to build their student profile and we gather that information through working very closely with the primary school teachers and the executive staff from the schools. We also work closely with the parents.

So any student that is deemed at risk of having an issue with transition, we would ensure in the term 4 of the previous year that we would have a parent interview with those students to gather as much information as we possibly can.

It's really important that we actually see how those students interact in our setting so that as soon as they come to us right from orientation day, that we are making accommodations for them. We also create an extensive profile booklet because every student will have a profile.

We collate that into a profile booklet. And every teacher actually receives a copy of that booklet on orientation day. So right from that moment when they walk into that classroom on orientation day, every classroom teacher is aware of every student and their needs that's in that classroom sitting in front of them.

So it's a really, it's a wonderful resource that the teachers are presented with. And it's the student services team that actually put that together, which is amazing.

Class profiles are created by every teacher in the school for every class they have. So in that profile, they will have the students photo and they will have any adjustments that are needed for their learning. They might also have the information around their social emotional health. They might have information around their physical needs and whether there's a health care plan.

So anything that's vital and important to know about that student will be in that class profile. The work that we do in student services and across the school with regard to adjustments and differentiation is vital to make sure that every student that comes to us is able to do their personal best.

And I think it's quite a complex process in many ways. But the thing about what we do is that it needs to be properly resourced. Teachers are given time to do their student profiles. Our principal ensures that they are given time to do that.

We also are given quality time to foster those relationships with our primary schools and also with our parents.

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