Messages

Principal’s message

Quality education can only be achieved when
the school, parents and community work in
partnership to support student learning. Such a
partnership exists amongst the Wollumbin High
School (WHS) community.

During 2010 we shared many success stories
with our community through our newsletter, the
Wollumbin Talkabout. The 2010 Annual Report
is further testimony to the achievement of our
students, the partnerships forged with our
community, the challenges faced by the school
and our commitment to continuous
improvement.

I am constantly impressed with the
achievements of students, the dedication of
staff and the support of parents and community.
Thank you for making my role so rewarding.

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.

Ms Karen Connell

Parents and Citizens’ Association
(P&C) message

It has been a pleasure to be associated with a
small but dedicated team of parents and
citizens of our school who have the same
determination and vision to support the staff in
providing an excellent education to all students
at our school.

We have provided funds totaling $42,500 this
year to the school to assist in a range of
projects. This is an outstanding achievement
and is indicative of the commitment and hard
work of our P&C members. The funds will be
extremely beneficial in improving the facilities at
the school particularly in the ICT areas. It was
also pleasing to be able to provide some
funding to assist in the further development of
our new school band by purchasing shirts and
banners to be used during their performances.

I acknowledge the efforts and support of the
executive who are an extremely hard working
team. They, along with the Principal, have
shown me full support. The executive team
shares the same objectives to ensure we are an
effective parent representative body.

I urge all parents to seriously consider
becoming involved in the school in whatever
capacity they possibly can. The P&C meetings
are the legitimate forums for parents to express
their views and the meetings are conducted in a
friendly manner with all in attendance given the
opportunity to also ascertain information on any
aspect of our school.

Mr Viv Johnston
P&C President

Student representative’s message

The 2010 Student Representative Council
(SRC) had a very successful year. Some of the
organisations and appeals we supported were
the 40 Hour Famine, Movember and the Haiti
Earthquake appeal.

Sales from Valentine’s Day roses went to the
Haiti Earthquake appeal. The SRC helped with
fundraising for Movember by running a BBQ
and mufti day. The 40 Hour Famine was a big
success with a total of $2898.40 raised. The
SRC also started a new house competition,
where the house with the most money raised
won the trophy. Our winners were Melaleuca.

An Impact Leadership Conference was a very
useful experience for 12 members of the SRC.
The workshops on learning leadership skills
really impacted on the SRC in a positive way.
We also sent four year 11 students, Brooke
Magnum, Madeline Carroll, Yotum Mishtler and
Simone Clarke to a Global Leadership
Conference.

Mthokozisi (Kozi for short) our sponsor child’s
birthday and harmony day were celebrated by
having a mufti day, BBQ and some activities.
We also had some very crazy hair do’s walk
into school on “wacky hair day” as a fundraiser
to help the SRC run Motivational Media for all
the students.

Overall the 2010 SRC had a terrific year and we
look forward to 2011. We would really like to
thank Mr Shearman, our SRC mentor, who led
us throughout the year.

Shae Penman

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

Student enrolment comprised 228 boys and
237 girls. There were 27 Aboriginal students
enrolled.
### Student Enrolment

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>209</td>
<td>221</td>
<td>223</td>
<td>217</td>
<td>228</td>
</tr>
<tr>
<td>Female</td>
<td>246</td>
<td>260</td>
<td>260</td>
<td>241</td>
<td>237</td>
</tr>
</tbody>
</table>

### Student attendance profile

Student attendance is above region but below state levels. Senior school attendance has been maintained, but junior attendance level is not as high as 2009. It is vitally important that students attend school consistently to ensure learning is not compromised.

### Management of non-attendance

Rolls for Years 7 to 11 are marked in mentoring each morning in addition to period by period marking by classroom teachers. Year 12 use a swipe card system. Discrepancies are reported to the Deputy Principal and Administration staff. Parents are contacted by phone or by letter if absences are not explained promptly. Concern regarding student attendance is raised with parents by the Deputy Principal and Year Advisers. The Home School Liaison Officer supports the school with individual cases.

### Retention to Year 12

Retention data, which examines the proportion of students staying on from School Certificate (SC) to the Higher School Certificate (HSC) at WHS, indicates 70% of our 2008 SC students completed their HSC in 2010. This data indicates our retention rate was higher than that of similar schools (60%) and the state pattern (63%).

### Post-school destinations

<table>
<thead>
<tr>
<th>Destination</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>17</td>
</tr>
<tr>
<td>Gap Year</td>
<td>5</td>
</tr>
<tr>
<td>TAFE</td>
<td>8</td>
</tr>
<tr>
<td>Working</td>
<td>7</td>
</tr>
<tr>
<td>Defence forces</td>
<td>2</td>
</tr>
</tbody>
</table>

Unfortunately we were unable to contact some of our students.
Year 12 students undertaking vocational or trade training

42% of Year 12 students studied one or more vocational courses, contributing to the successful completion of their HSC in 2010.

Year 12 students attaining HSC or equivalent vocational educational qualification

100% of our Year 12 students attained HSC or equivalent vocational educational qualifications in 2010.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>29.6</td>
</tr>
<tr>
<td>Careers Adviser</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>7.182</td>
</tr>
</tbody>
</table>

The school employed an Indigenous mentor through the Priority Schools Program.

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>99.95%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>.05%</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.

Date of financial summary: 30/11/2010

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>336 304.11</td>
</tr>
<tr>
<td>Global funds</td>
<td>359 803.65</td>
</tr>
<tr>
<td>Tied funds</td>
<td>464 752.17</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>192 406.18</td>
</tr>
<tr>
<td>Interest</td>
<td>19 414.11</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>46 757.74</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>1 419 437.96</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>68 393.90</td>
</tr>
<tr>
<td>Excursions</td>
<td>59 558.37</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>38 672.92</td>
</tr>
<tr>
<td>Library</td>
<td>10 445.59</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>6 887.76</td>
</tr>
<tr>
<td>Tied funds</td>
<td>399 620.09</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>130 450.20</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>110 095.17</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>91 128.26</td>
</tr>
<tr>
<td>Maintenance</td>
<td>18 623.46</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>42 884.65</td>
</tr>
<tr>
<td>Capital programs</td>
<td>18 722.60</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>995 480.97</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>423 956.99</strong></td>
</tr>
</tbody>
</table>

A full copy of the school's 2010 financial statement is tabled with the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

North Coast Region Public Education Certificates were awarded to Mrs Anne Allard (Excellence in Teaching); Ms Helen Smith (Contribution to Public Education); Gabriel Araujo (Outstanding Achievement in Year 12), and Teleah Andrews (Excellence in Student Achievement K-Year 11).
Jesse Sharp Year 12 was awarded a Far North Coast Student Achievement Award. Also acknowledged for their contribution to public education were staff members, Ms Susie Hall and Mr Dennis Paek.

Students participating in the Premier’s Student Volunteering Awards program achieved at a high level:
- Diamond Award - Anthony Davie-Rieck
- Gold Award - Nicola Albury
- Silver Award - Shaun Clifford
- Bronze Award - Brittany Barnes and Charles Pinson

The work of the volunteering student team, under the leadership of Mr Mitchell Lambert and Mr Sean Larrescy, was acknowledged when nominated by North Coast Region for a Premier’s Student Volunteering State Award.

Kendall Neschi Year 11 was selected to attend the National Youth Science Forum. Three senior students attended the Young Astronauts Space School in Newcastle.

The Chess team earned a place in the State competition after becoming North Coast Region Champions.

Junior students achieved outstanding results in the University NSW School Chemistry, Crystal Competition. Wollumbin High School teams placed first, second and third in the year 7 division.

The Year 10 Information Expo was very well attended by parents and students who took the opportunity to meet with representatives from universities, Board of Studies, local businesses and industry, TAFE, School Based Traineeship providers and defence force personnel.

Gabriel Araujo of Year 12, Madeline Carroll of Year 11 and Anthony Davie-Rieck of Year 10 received the Australian Defence Forces Long Tan Award for Leadership.

Thirty five WHS Excellence Awards were presented to students for outstanding achievement.

The new Language Laboratory, built under the Building Education Revolution program, was officially opened on the 5th November.

A partnership formed with Southern Cross University enabled 60 students to participate in visits to Lismore campus.

Students achieved high level results in the NSW Geography competition, the Australian Mathematics competition (15 credits) and the Australian English competition. Jesse Sharp Year 12 and Bill Nobbs-O’Brien Year 7 achieved distinctions in the University of NSW Global Science competition. Seven students achieved at credit level. Jack Cave Year 11 gained a distinction and Gabriel Araujo Year 12 achieved a credit in the Australian Chemistry competition.

Nicole Bowley Year 12 participated in a 37km trek as a component of the bronze Duke of Edinburgh award.

Maddy Carroll was one of only 22 girls selected to attend the UBS Young Women’s Leadership Conference. It is the fifth year in a row that a Year 11 girl from WHS has been chosen.

**Arts**

Emma Lasker played at the Opera House with the NSW Schools Wind Band being one of only two saxophonists chosen from across the state.

Cassie Challinor attended the North Coast Region music camp. Cassie, who played the trumpet, performed with the Brass Ensemble and in the Concert Band.

MADDD was a huge success. Students entertained the audience with dance, drama, musical items and comedy.

64 visual arts students presented 40 animated short films to a large audience at the Murwillumbah Regent Theatre.

Poet, David Hallett presented workshops to students from all years encouraging student appreciation of poetry.

Six Year 11 Drama students performed in the Norpa production of Engine and two students gained valuable experience in backstage crew roles. Students also participated in the Murwillumbah Theatre Company’s production, Fantastic Mr Fox.

Students entered the Sleek Geeks short film-making competition combining scientific knowledge with digital video making skills.

The Wollumbin High School Band joined 500,000 students from across Australia, using technology link up, to perform Come Play Your Part. The band also performed at local primary schools on their inaugural Rocktober Tour.
Sport

Wollumbin High School students have enjoyed success on the sporting field. They participated in numerous combined high school sports, which included State Knockout competitions, Tweed Valley competition, individual trials and normal Wednesday sport.

The school tries to cater for a variety of talents and interests and it is important that students are involved in some type of physical activity. Feedback from the community is very positive with our students often being complimented on their behaviour and dress standards while in the public eye.

Students are offered a choice of approximately 20 non-competitive sports including yoga, dance, self-defence, archery, surfing, rowing, skateboarding, fishing, beach volleyball, chess and beach walking.

Our achievements for 2010 included

- Students selected in a variety of regional sporting teams including hockey, basketball, cross-country, rugby league, cricket, futsal, soccer, swimming and athletics.
- Twelve records broken by ten students at the athletics carnival; five students progressed to Combined High School (CHS) State Championships with Mary-Anne Grant attaining a bronze medal in javelin.
- Two swimmers were selected in the zone team to compete at regional level with Clancy Whiteman being junior boys AWD Champion and progressing to the CHS State Championships
- Two students, Tom Edwards and Emily Anderson, were selected in the regional cross-country team to compete in the State Championships
- Five students were selected in the Far North Coast hockey team. Two students, Allie Farrell and Blake Wotherspoon were selected in the North Coast regional team. Blake Wotherspoon captained the Queensland under 14 side and was named player of the tournament.
- Sheridan Gorton represented the North Coast in golf.
- Jaime Enseleit represented NSW in the Australian Softball titles.
- Xavier Hawkey was selected in the Far North Coast cricket team.
- Megan Albury won gold, silver and bronze medals at the Murwillumbah Rowing Club regatta.
- WHS relay team won the annual Murwillumbah Show schools relay challenge.
- Rebecca Mongan was presented with the Pierre de Coubertin sporting award for excellence.

Academic

In the National Assessment Program, the results across Year 7 and Year 9 literacy and numeracy assessments are reported on an achievement scale. The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Year 7: from Band 4 (lowest) to Band 9 (highest)
Year 9: from Band 5 (lowest) to Band 10 (highest)

and/or

Please note on the following graphs: Like School Group (LSG) information assists schools to consider their students’ performance on relation to schools serving similar communities.
Literacy – NAPLAN Year 7

Percentage of students in bands:
Year 7 reading

Band
- Percentage in band 2010
- School average 2008 - 2010
- SSG average 2010
- State average 2010

Numeracy – NAPLAN Year 7

Percentage of students in bands:
Year 7 grammar and punctuation

Band
- Percentage in band 2010
- School average 2008 - 2010
- SSG average 2010
- State average 2010

Literacy – NAPLAN Year 9

Percentage of students in bands:
Year 7 spelling

Band
- Percentage in band 2010
- School average 2008 - 2010
- SSG average 2010
- State average 2010

Percentage of students in bands:
Year 9 reading

Band
- Percentage in band 2010
- School average 2008 - 2010
- SSG average 2010
- State average 2010
In the School Certificate (SC) the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

A total of 82 students sat for the formal School Certificate examinations.

Please note on the following graphs: Like School Group (LSG) information assists schools to consider their students’ performance in relation to schools serving similar communities.
A comparison of performance data by students who sat the Year 5 Basic Skills Test (BST) during 2006, matched against their SC test in 2010, indicated that in English-literacy, mathematics, science, history and geography the middle performing students reflected state growth but the higher performing students did not reflect state growth. Too few students achieved in the lower performance bands to be mapped.

Students continue to perform strongly in the computing skills test.
Higher School Certificate

We congratulate Year 12, 2010 on their HSC achievements. Jesse Sharpe was Dux of Wollumbin High School. 61 students sat the HSC. Eight students were notified of early entry to university prior to the HSC exams.

44% of our students achieved in the two highest bands across 18 courses. Six students achieved band 6 (the highest achievement band) in 1 or more courses. 21 students achieved band 5 (the second highest achievement band) in one or more courses. Extension 2 English students achieved at very high levels. The school made the Board of Studies Merit List for both English and Maths.

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

Students in Year 12 in NSW Public Schools have been grouped into performance bands based on their previous performance in the SC external tests where matching results are available. Trend data indicates that students in the middle and lower performance bands were below state growth patterns. Students in the higher performance bands reflected state patterns.

Minimum standards

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

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards.

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>School 2010</th>
<th>School 2006 - 2010</th>
<th>SSG 2010</th>
<th>State 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93.3</td>
<td>88.9</td>
<td>88.9</td>
<td>87.8</td>
</tr>
<tr>
<td>Writing</td>
<td>88.9</td>
<td>88.9</td>
<td>87.8</td>
<td>98.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>88.9</td>
<td>88.9</td>
<td>87.8</td>
<td>98.9</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>87.8</td>
<td>87.8</td>
<td>87.8</td>
<td>98.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.9</td>
<td>98.9</td>
<td>98.9</td>
<td>98.9</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>School 2010</th>
<th>School 2006 - 2010</th>
<th>SSG 2010</th>
<th>State 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90.5</td>
<td>84.2</td>
<td>82.1</td>
<td>89.2</td>
</tr>
<tr>
<td>Writing</td>
<td>84.2</td>
<td>84.2</td>
<td>82.1</td>
<td>89.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>82.1</td>
<td>82.1</td>
<td>82.1</td>
<td>89.2</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>82.1</td>
<td>82.1</td>
<td>82.1</td>
<td>89.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>89.2</td>
<td>89.2</td>
<td>89.2</td>
<td>89.2</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Write On

The Write-On Project that was established in 2007 continued in 2010. The program focused on the development of creative writing skills for talented junior students and provided an authentic audience for their published work. A series of student workshops were conducted by author and teacher Melaina Faranda. Students received detailed individual feedback and developed a range of self editing skills.

Twenty three students had their work published, with a number of other students being involved in the project at different stages. The ongoing development of creative writing skills is reflected in the excellent HSC results for Extension 2 English. All four students were involved in the Write-On project in their junior years.

Literacy

In alignment with the Stage 4 and 5 Syllabuses in all subject areas, Wollumbin High School emphasises the development of literacy skills across all Key Learning Areas (KLAs). Writing skills were an important focus in 2010, reflecting the need for students to develop more sustained and sophisticated responses. The work done in classrooms was supported by grammar and spelling activities implemented in mentoring classes.

Literacy across the KLAs is supported by the Links to Literacy website on the school’s intranet. This extensive site provides information, examples and activities on basic punctuation, grammar, spelling and word building along with text type scaffolds and hyperlinks to other literacy sites and literacy games. This site is available to students for copying onto flash drives.

Within the English faculty a range of initiatives have enhanced literacy outcomes. Year 8 and Year 9 English classes formed interest groups for novel study and writing units. Learning activities targeted students’ specific needs and challenging texts were accessed by more able students.

The introduction of the Digital Education Revolution laptops in Years 9 and 10 facilitated an emphasis on online and multi-media texts. This is an important shift as these texts have an increasing impact on learning and society in general. Critical literacy and visual literacy are taught explicitly to assist students to understand and analyse these texts.

Peer Tutoring

A total of 23 junior students were involved in the program in 2010. Student’s confidence and engagement improved as a result of their participation in the program.

NAPLAN data showed that students involved in peer tutoring improved their reading results from Year 7 to Year 9 by an average of 56 (state average 40.1 and school average 51.7), they also improved their writing results from Year 7 to Year 9 by an average of 84 (state average growth was 26.9 and school growth average was 24.5).

All of the Year 11 tutors completed theory and field work to successfully attain a TAFE certificate.

Debating and Public Speaking

2010 was another successful year for debating and public speaking. Teams competed in all three Premier’s Debating Challenges. All teams won at least one of their debates.

Four Year 9 and 10 students attended the North Coast (NC) regional debating workshops. Shanalee Hayer was chosen as a member of the combined Year 9 and Year 10 NC debating team. Shanalee is the second student from WHS to be a representative in a NC team.

The Murwillumbah Lions Club Youth of the Year competition was won by Emma Lasker who went on to represent the school at the zone finals. This was the third consecutive year that Wollumbin High School’s representative has progressed to zone level.

Two students from Wollumbin High School participated in the Legacy Junior Public Speaking Zone final.

Numeracy

Wollumbin High School mathematics staff and staff from our partner primary schools (Chillingham, Crystal Creek, Dungay, Tyalgum, Murwillumbah and Murwillumbah East) worked together on a middle years’ numeracy project. Staff were involved in professional learning workshops, lesson observations occurring across both the primary and secondary settings and demonstration of classroom lessons by North Coast Region consultancy team members.

Teachers reflected on quality teaching practices focusing on improving the levels of numeracy achievement for all students. The project also enhanced the use of Information Communication Technology (ICT) learning
tools, interactive technologies and ICT based curriculum resources in teaching numeracy.

The schools involved will continue to work collaboratively to support learning as a continuum from primary to secondary school.

Technology “Connected Learning”

The wireless network was extended to the gymnasium.

The use of “MOODLE” (an online resource tool) enables students and parents to access learning resources and assessment information from home.

An additional six data projectors have been installed in classrooms. The purchase of eBeams also enhanced ICT learning. P&C funding has supported the school in enhanced ICT resourcing.

The library received 10 new computers in the annual Department of Education roll out.

The staff room was allocated updated computer screens to assist staff with programming and report writing.

Year 9 received their laptops and along with Year 10 are utilising them in their learning. Mr Paek (Technology Support Officer) is recognised for his commitment and ability to problem solve with any laptop issues.

The mapping of ICT skills in stages 4 & 5 across all KLA’s is focused on ensuring that all outcomes are being met for the Year 10 computing skills test.

Aboriginal education

Wollumbin High School’s first Indigenous School Captain was elected.

The Aboriginal Dance Group continued throughout 2010 under the instruction of Deidre Currie, a descendant of the Ngundawal people. The group were invited to perform at Richmond River High School and work-shopped dance routines with Richmond River students after their performance. As a result of the spirit, cultural pride and expertise shown by our dancers Richmond River High have formed their own Indigenous Dance Group.

Our Aboriginal Dance Group were also invited to perform at the opening ceremony of World Environment Day in Murwillumbah. Students performed a traditional dance and a dance which they choreographed themselves. The response from the community was very positive.

NAIDOC, Reconciliation Week and Sorry Day were celebrated by the whole school with the “Hands Across Australia” activity.

Three students undertook School Based Traineeships with the ANZ and Commonwealth banks.

Four students were successful in securing “Two Ways Together: Scholarships for Aboriginal Students” to support their studies.

Students attended the Deadly Days festival at Casino, Vtracks and TAFE taster days.

A number of students and parents attended a bar-b-que at the school to discuss future directions.

A number of parents and students met with a representative from the Department of Education, Employment and Workplace Relations (DEEWR) and as a result two parents are working with the representative on an initiative for parents.

The Indigenous Education Coordinator is an associate AECG member and attends local meetings.

Multicultural education

Wollumbin High School’s cultural understanding was enhanced by:

- hosting 20 Korean students and 3 staff for 10 days from the Cheongju Foreign Language High School;
- elective PE classes participating in multicultural games units;
- mentoring activities targeting anti-racism, anti-discrimination and tolerance;
- running Harmony day activities;
- English texts focusing on multicultural themes;
- Food Technology students preparing food products from the native bush tucker gardens. They also studied multicultural and fusion cooking;
- Year 8 Design and Technology studying a unit focusing on foods of the world; and
- students attending Fusion Day at Southern Cross University
**Respect and Responsibility**

Encouraging students to become responsible and considerate citizens, exhibiting a spirit of community service where the school’s values of respect, resilience, relationships and responsibility are reflected is demonstrated by:

- Ongoing support for the Red Shield Appeal, strong participation in the 40 Hour Famine and continued sponsorship of a child through World Vision.

- A large contingent of students participated in the ANZAC Day March and Ceremony representing the school with pride and exhibiting respect for others.

- The explicit teaching of resilience, tolerance and positive relationships in Boys’ Group, in mentoring, in the Year 8 ‘Take a Stand Day’ and through the Volunteering Program.

- Recognition of students exhibiting respect and responsibility is included in the awards system, reinforced in mentoring and continues to be an element of quality portfolio presentations.

- Non denominational religious lessons for Year 7 and Year 8 students have run in the school for three years.

- The mentoring program has a themed approach to school values emphasising anti-bullying, anti-racism, multiculturalism, reconciliation and environmental education.

- Year 11 students participated in Reduce Risk – Increase Student Knowledge (RRISK) Seminar.

**Priority Schools Program (PSP)**

Improved student learning outcomes are supported by:

- Quality Portfolio program;

- targeted programs by the Community Liaison Officer (CLO) to improve parent partnerships;

- Peer Tutor Literacy program;

- Transition to High School program;

- Workplace Literacy and Numeracy program for identified boys;

- Write - On program;

- extensive resourcing of the library;

- acceleration for gifted and talented students in mathematics;

- employment of an Indigenous mentor;

- the Student Voice group, trained in peer mediation;

- Student Voice representatives attending North Coast area meetings;

- after school math’s tutoring;

- additional junior classes in English and Mathematics;

- additional resources for the Learning Support room; and

- a successful submission for equity funding enabled Wollumbin High School to create a cross KLA team to develop rich learning tasks for Year 7 students.

**Quality Portfolio**

Wollumbin High School students from Years 7 to Year 11 collected examples of quality work and compiled the samples in a portfolio. Towards the end of their studies students used their portfolio as a basis for an oral presentation to a panel, reflecting on their achievements as learners.

Panels consisted of a teacher, parent or community member and a student drawn from a lower academic year. Year 7 presented cross-curriculum projects along with their portfolio. Student feedback was provided formally in the end of year report issued to parents.

Extensive surveying of students and panel members indicated the initiative has been very successful and will continue in 2011.

**Learning Support**

A total of fifteen volunteer community members assisted with assessment tasks, homework, class work and individual learning programs. Their assistance contributed to individual student’s success, task completion and improvements in literacy and numeracy results.

- 17 Year 7, 17 Year 8, 12 Year 9, 3 Year 10 and 3 senior students had regular withdrawal lessons for literacy or numeracy support.

- 90 Year 7, 85 Year 8, 37 Year 9, 41 Year 10, 36 Year 11 and 11 Year 12 accessed Learning Support during the year.
Progress on 2010 targets

Target 1
50% of Year 9 students, who received lower bands in the NAPLAN literacy test in Year 7 2008, will achieve higher bands.

Our achievements include:
- 30% of these students achieved in higher bands for grammar and punctuation; 12% achieved higher bands in reading and writing and 10% of students achieved higher bands in spelling.
- A reduction in the percentage of matched students below national minimum standards from Year 7 2008 to Year 9 2010 of 12% in grammar and punctuation, 11% in writing and spelling and 7% in reading.

Target 2
Year 7, 2010, will reflect the national mean in the number and data strands of the NAPLAN test.

Our achievements include:
- data, measurement, space and geometry mean is above region and close to state which is a significant improvement from 2009; and
- number, patterns and algebra mean has remained stable.

Target 3
62% of students in Year 10 2008 complete Year 12 in 2010.

Our achievements include:
- a retention rate of 70%.

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.

Educational and management practice
Welfare and Discipline

Background
During 2010 the school's welfare and discipline policy underwent a review. There has been an increasing number of faculty and afternoon detentions imposed, increased suspension rates, and a decrease in awards being presented on assembly.

Findings and conclusion
Data was collected through surveys, documented detention and suspension rates, interviews with students, parents and support staff, focus discussions at staff meetings and feedback at parent teacher evenings. The reasons provided by parents for enrolling non local students at the school and the reasons why parents sought to transfer from the school were also considered.

The area of greatest concern to all stakeholders was in the area of classroom management.

Students clearly stated that they wanted 'tougher' teachers, who would not tolerate misbehaviour in the classroom. Students also wanted clear and consistent consequences for peers whose misdemeanours were preventing others from learning. Student responses to surveys indicated that there is a strong network of support provided within the school. There was strong support for after school and faculty detentions but generally students felt sport detention created injustices. The new rewards system was not clearly understood by students.

Parents stated overwhelmingly that the school provided a safe learning environment for students and that there was strong support for students requiring learning assistance. Many parents sought clarification on homework policy.

Staff indicated students who arrived late to class, came to class without materials, called out in class, left their seats or engaged in anti social behaviour caused the greatest concern. Outside the classroom maintaining uniform standards, student use of inappropriate language and students in out of bounds areas was of concern. Staff inconsistency in challenging unacceptable behaviour was also discussed.

Future directions
In 2011 the school will commence the Positive Behaviour for Learning (PBL) program. PBL will focus on clarity and consistency in discipline procedure, including sport.

Staff will use the student diary as a means of communicating with parents. The CLO will provide assessment and homework information to year 7 and 8 parents. The diary will also provide data on a student’s pattern of being out of class.

At year meetings and through mentoring, staff will regularly explain the process of earning rewards particularly in achieving Deputy Principal and Principal awards. The target is to increase the number of these awards by 5 percent each year over the next two years.
Curriculum
Aboriginal Education

Background
The school has implemented a range of strategies to enhance learning outcomes for Aboriginal students.

Findings and conclusions
Junior students who had been below or close to the national benchmark were supported through Norta Norta In Class Tuition in the areas of literacy and numeracy.

Year 7 NAPLAN results for Indigenous students indicated a significant improvement in performance in all areas compared to 2009. These areas are reading, spelling, writing, grammar, punctuation and numeracy. In numeracy and reading Wollumbin High Indigenous students performed above state average for all Indigenous students in public schools. In grammar and punctuation our students performed above state average for all Indigenous students.

Year 9 NAPLAN results for Indigenous students indicated strong growth and significant improvement in spelling, writing, grammar and punctuation and numeracy. Our students performed well above the state average for all Indigenous students. Results for reading in Year 9 followed the statewide trend demonstrating a slight decline in performance.

Most students demonstrated significant growth from their previous NAPLAN assessments in Year 5 or Year 7.

School Certificate results indicate that all Indigenous students performed close to or above state average in English - literacy, but above state average for all Indigenous students in NSW. Results for Mathematics, Science and Australian History, Civics and Citizenship indicate some strong individual performances demonstrating continuous growth.

Seven senior students undertook regular tutoring through the Norta Norta program and one student successfully sat the HSC.

The position of Indigenous Student Mentor, funded through PSP, continued to support student achievement and provided an important link to parents.

Each student updated their Personal Learning Plan (PLP) and discussed the progress of their plan with the Mentor, Indigenous Education Committee co-ordinator and parent/s. Plans were made available to all staff.

The Indigenous Education Committee was not as active as it had been in the past; a planning meeting was held toward the end of the year to discuss strategies for 2011.

Future Directions
Maintain the position of Indigenous Mentor.
Maintain and refine PLPs for students
Parents will work with a DEEWR representative to develop a PACE application that focuses on how parents can support their students to enhance learning outcomes.
Submit an Equity Program funding application which focuses on Quality Teaching and Aboriginal Education
Expand the Indigenous Education Committee to a whole school team approach in 2011.

Parent, student, and teacher satisfaction
Students in year 10 are now in the second year of DER laptop implementation. The school sought opinions on the positive outcomes of this initiative and the challenges laptops pose when integrating them into learning activities.

The positive outcomes identified by parents included their student not having an excuse for not doing homework; opportunity to submit work online from home; opportunity for students to be more in charge of their learning; the laptop being a good learning tool for class work and research; opportunity for students to develop computer literacy and keyboard skills; improved access to lesson material and the development of organisation and time management skills.

Students indicated that the laptop was a valuable learning tool; that work missed at school could be accessed at home; that some tasks are completed more easily and quickly than before; that work can be submitted from home; that laptops are a good tool for research, and for some they enjoyed working with technology and learning new things on the laptop.

Staff indicated instantaneous access to research was very valuable for learning; that increasingly a more environmentally friendly approach to learning was occurring; students are able to manage their laptops well; MOODLE access is quick and supports learning activities; and students were engaging with technology.

The challenges identified by parents included laptops not living up to student expectations; and, at this stage, little reduction in the amount of equipment students take to school. The challenge for parents to monitor what students are expected to do was raised, along with some parents feeling they aren’t able to help
students as much as they had in the past and concern that reading, writing and spelling skills may decrease. Distraction was another concern in regards to student access to games and time taken to log on. Reliance on MOODLE as a teaching tool was also raised. Impact on unreliability of internet at home and problems with sustained logging on were also raised.

Students raised the notion of distraction, indicating it was a challenge to resist the temptation to play games or surf the net. The time taken for a laptop to be repaired when it was sent away was identified as a problem for students. A tendency for laptops to freeze is a frustration for students. Restrictions on internet access and blocked sites impacted on research opportunities for some subjects. For some students, there appeared to be a swing toward too much work being assigned to laptop learning in some subjects. Concern was expressed about the impact of needing to write during exam periods yet increasingly using their laptops and the loss of this skill.

Staff identified challenges such as students not bringing their laptops thereby impacting on planned learning activities; student access to games and the resulting distraction; the unreliability of these earlier models; the inability for DER laptops to link to the school's intranet where student resource materials are located; the need for students to transfer information to thumb drives for printing purposes and the size of the screens has been a challenge for some students.

The information outlined is invaluable in considering how best to utilise laptops to support learning and how the school can better inform parents. The Community Liaison Officer will plan parent workshops for 2011 on MOODLE. The technology team will continue to maintain a focus on engaging students in learning through laptops and other technologies. In 2011 students from years 9 to 11 will have DER laptops which will bring new opportunities in the senior school.

Professional learning
The Professional Learning Plan for Wollumbin High School is built around the Department of Education and Training priorities:

- career development; and
- welfare and equity.

Funds for professional learning were provided by the Department of Education and Training and the Priority Schools Program. The average expenditure per teacher on professional learning was $743.00.

Staff ensured any knowledge or strategies gained through professional learning was shared with colleagues. Professional learning contributed to the professional growth of staff and improved student outcomes at Wollumbin High School.

ICT professional learning needs were met through activities on school development days and by teachers accessing special workshops. Release time enabled teachers to design learning activities incorporating ICT. The school was allocated $10000 for ICT professional learning.

School development 2010 – 2011

Targets for 2011

Target 1

50% of the School Certificate cohort will achieve band 4 or above in the English literacy test.

Strategies to achieve this target include:

- enrichment class in Year 10;
- whole school focus on sustained writing; and
- across KLA emphasis on vocabulary extension and spelling.

Our success will be measured by:

- School Certificate data

Target 2

50% of the students sitting the School Certificate in 2011 will achieve band 4 or higher in the Maths test.

Strategies to achieve this target include:

- focused revision and homework based school certificate questions; and
- classes structured to maximize student achievement.

Our success will be measured by:

- School Certificate
Target 3

Maintain student retention at 70% for Year 10 completing Year 12 in 2011.

Junior attendance rate at or above the state rate.

Strategies to achieve this target include:

- Closer monitoring and support for students at risk of non-completion and/or poor attendance
- Early contact with parents regarding attendance.

Our success will be measured by:

- Retention data
- Junior attendance data

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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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: