2009 Annual School Report
Wollumbin High School

NSW Public Schools – Leading the way
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 community.

During 2009 we shared many success stories with our community through our newsletter, the Wollumbin Talkabout. The 2009 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 acknowledge and thank Mr Tony Thompson for his leadership of the Parents and Citizens (P&C). Tony maintained this role even though he no longer had a student enrolled at the school. All the members of the P&C are valued for their support of the school.

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

P&C message

This will be my last report on what has been a truly pleasant and memorable tenure of four years.

I cannot find adequate words to express my gratitude and thanks to the many office holders and volunteers who have not only made my role possible but have also raised thousands of dollars for equipment for the school.

Mrs Rawson has been a tower of strength in the canteen and deserves a special mention for all her effort. She is ever present; ensuring the canteen is always open. Thank you.

I encourage volunteers to become involved in the school. Parents are encouraged to come to P&C meetings or even send in ideas to be tabled. There is the added bonus that you, as a parent, will get a much better idea of how the school runs and what resources are available.

Finally I would like to thank all the staff for their backing and support. They have made the job very easy for me. I wish my successor Mr Viv Johnston all the very best in the role.

Mr Tony Thompson (P & C President)

Student Representative's message

2009 turned out to be a great year for the Student Representative Council (SRC).

We raised $426.00 for the people affected by the devastating Victorian bushfires by selling roses on Valentine’s Day.

Our ‘Superheroes’ themed social was held in March. The money raised was donated to the Lions Club of Murwillumbah for their Medical Research Program.

Many members of the SRC assisted with running Open House, acting as tour guides for visitors.

We introduced the mufti pass system for ‘Jeans for Genes Day’, managing to raise $330.00. Other days we supported included ‘Red Nose Day’ and ‘Bandana Day’.

Although not as successful as previous years, many students participated in the 40 Hour Famine, raising $1200.00 for World Vision.

We reached the end of sponsorship for Auson, our sponsor child. Due to our success with Auson, we decided to continue sponsoring a child with World Vision. Our new sponsor child is Mthokozisi (Kozi for short) who comes from Swaziland. We celebrated his birthday at the end of Term 3 as a fundraiser. It was a mufti day. Some motivated peer mentoring groups ran activities such as selling frozen ice blocks and a toffee stall, which, along with the BBQ, contributed to the final sum raised for Kozi.

Miranda Kelly, Jake Swift, Simone Clark and Maddy Carroll, along with Mr Shearman, attended the Regional SRC camp called InterAction. It was held at Mebbin Springs. The group had a lot of fun and also gained knowledge and ideas to be implemented in our school.

Our last fundraiser for the year was selling candy canes for Christmas. We raised approximately $100.00.

We look forward to raising even more funds in 2010 for charities and our school community.

We would like to thank Mr Shearman for guiding us throughout the year.

Nicola Albury and Ebony Keech
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 217 boys and 241 girls. There were 18 Aboriginal students enrolled.

<table>
<thead>
<tr>
<th>Student Enrolment</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>208</td>
<td>209</td>
<td>221</td>
<td>223</td>
<td>217</td>
</tr>
<tr>
<td>Female</td>
<td>251</td>
<td>246</td>
<td>260</td>
<td>260</td>
<td>241</td>
</tr>
</tbody>
</table>

Student attendance profile
Student attendance is above region and state levels.

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 Wollumbin High School, indicates 67% of our 2007 SC students completed their HSC in 2009. This data indicates our retention rate was higher than that of similar schools (55%) and the state pattern (61%).
Post-school destinations
The Careers Adviser Conducts a destination survey annually for HSC students.

<table>
<thead>
<tr>
<th>Destination</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>21</td>
</tr>
<tr>
<td>TAFE</td>
<td>15</td>
</tr>
<tr>
<td>Employment</td>
<td>36</td>
</tr>
<tr>
<td>Seeking employment</td>
<td>10</td>
</tr>
<tr>
<td>Gap Year (university 2011)</td>
<td>11</td>
</tr>
<tr>
<td>Destination Unknown</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>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>316 440.85</td>
</tr>
<tr>
<td>Global funds</td>
<td>364 259.38</td>
</tr>
<tr>
<td>Tied funds</td>
<td>317 362.79</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>109 335.59</td>
</tr>
<tr>
<td>Interest</td>
<td>13 476.44</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>28 222.90</td>
</tr>
<tr>
<td>Canteen</td>
<td></td>
</tr>
<tr>
<td>Total income</td>
<td>1 149 097.95</td>
</tr>
</tbody>
</table>

Expenditure
Teaching & learning
- Key learning areas: 58 540.64
- Excursions: 18 209.87
- Extracurricular dissections: 32 039.27

Library: 9 753.11
Training & development: 4 771.83
Tied funds: 332 495.04
Casual relief teachers: 111 304.45
Administration & office: 101 036.82
School-operated canteen: 0.00
Utilities: 77 931.88
Maintenance: 24 958.99
Trust accounts: 33 323.29
Capital programs: 8 428.65
Total expenditure: 812 793.84
Balance carried forward: 336 304.11

A full copy of the school's 2009 financial statement is tabled with the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2009
Achievements
North Coast Public Education Appreciation Certificates were awarded to Mr Sean Larrescy (Excellence in Teaching), Mr Ross Goode (Service to Public Education), Gabriel Araujo (Student Achievement) and Quality Portfolio Program (School Programs). The Quality Portfolio Program also received a NSW Department of Education Director General's School Achievement Award.

Jock Russell (Year 12) and Janette Saunders (Indigenous mentor) received Far North Coast Public Education Awards.

Year 12 students undertaking vocational or trade training
41% of Year 12 students studied one or more vocational courses, contributing to the successful completion of their HSC in 2009.

Year 12 students attaining HSC or equivalent vocational educational qualification
100% of our Year 12 students attained HSC or equivalent vocational educational qualifications in 2009.

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>28.6</td>
</tr>
<tr>
<td>Careers Adviser</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.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 employs 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>
Alethea Cotmore was one of only 22 girls selected to attend the UBS Young Women’s Leadership Conference. It is the fourth year in a row that a Year 11 girl from Wollumbin High School has been selected.

Mrs Sue Lofts was invited to speak at the Korean Language and Studies Education in Australia Conference, in acknowledgment of her outstanding teaching of Korean Language. She was invited to be a member of the National Korean Education Steering Committee. She visited Korea due to receiving an Endeavour Scholarship.

Gabriel Araujo was selected to attend the National Youth Science Forum in Canberra. Murwillumbah Rotary Club sponsored Gabriel’s attendance at the forum.

Students participated in English, science and mathematics competitions demonstrating high level results. In the NSW ICAS Science competition 3 students achieved distinctions: Jesse Sharp of Year 11 achieved in the top 2% of his year group; Kendal Neschi achieved in the top 3% of Year 10 students and Nicola Albury achieved in the top 9% of Year 8 students. Of the 26 students who sat the Australian English competition Jesse Sharp (Year 11) and Miriam Fogarty (Year 10) gained distinctions and eight students gained credits. There were 74 students who sat the Australian Maths competition. Nicola Albury of Year 9 gained a distinction and 15 students gained credits.

Under the Building Education Revolution two bus shelters were constructed, student playground seating improved, an Interactive Whiteboard installed and grounds maintenance upgrades completed.

Jonathan Harvey of Year 12, Rebecca Hawken of Year 11 and Teleah Andrews of Year 10 received the Australian Defence Forces Long Tan Awards for Leadership.

The school reached the final four in the state chess competition. The players were Glen Bettteridge, Jesse Sharp, Jarrod Gray, Mitch Tillott, Ben Lam, Nobel Lakaev and Ben Cormick.

Arts

Students have been busy this year showcasing their talents in visual arts, dance, drama and music.

Visual arts students painted a mural on the retaining wall behind the art rooms replicating some of the famous paintings throughout history. Year 8 students presented their animations to an audience at the Regent Cinema. With over 70 students creating 48 short films, it was an entertaining evening.

MADDD was a huge success. Students entertained the audience with dance, drama, musical items and comedy. Some highlights of the evening were the Min Nari Belly dancers, Mitch Manz and his band performing Desolation Row and Jack Clarke drumming to the Super Mario Brothers theme. Congratulations to all students and teachers for a fabulous evening’s entertainment.

Individual student successes included: Nobel Lakaev being one of 10 finalists on Australia’s Got Talent. Lacey Hay won ‘Battle of the Airways’ in Pottsville with an original composition and Dylan Willis, Daniel Deklerk and Sai Buckley (also known as the Hot Chilli Drummers) presented two workshops at Tumbulgum Public School.

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 2009 included:

- Students selected in a variety of regional sporting teams including hockey, basketball, cross-country, touch, Rugby Union, Rugby League, cricket, futsal and athletics.
- A strong athletic program is run at the school. An amazing 10 records were broken at the athletics carnival. A large number of students progressed to zone and six students to state level. We also had our strongest relay team representation to zone.
- The Far North Coast (FNC) Athletics Champion 12 Years Boys was won by Luke Fahey.
- Five swimmers were selected in the FNC team. For the first time our 15 Years Girls Relay Team progressed to the regional trials. Clancy Whiteman came seventh in the state in his freestyle AWD event.
• The Girls Open Volleyball team progressed to the third round of the state knockout. Kirsty Leuken was selected in the North Coast (NC) side.

• Twenty four students gained their surf survival certificate.

• Kirsty Leuken was selected for the Pierre De Coubertin Award. This award is in recognition of sporting achievements in the areas of playing, coaching, administration and also recognises qualities of fair play and sportsmanship.

• Jake Farrell and Dylan Wotherspoon were named as Murwillumbah Young Sport Achievers of the year.

• Eight students were selected in the FNC hockey teams. Proceeding to NC representative level were Dylan Wotherspoon, Jake Farrell, Cameron Barnes, Samantha Iwanuscha, Allie Farrell and Brittany Barnes. Jake was awarded player of the tournament with Cameron selected as a shadow in the state side. Dylan and Jake were selected in the all schools under 16 side. Jake was also selected in the Australian under 16 hockey team.

• The NC hockey team was coached by Mrs Lofts. She was selected as a shadow player in the Australian Veterans team.

• The under 15 girls' hockey team came runners up in NC competition.

• Nine teams reached the finals of the Tweed Valley competition. Unfortunately the finals were cancelled due to rain.

• Rebecca Mongan was selected in the FNC soccer team.

• Dylan Wake, Tomas Edwards, Payton Campbell and Emily Anderson, Sheridan Gorton and Ashley-Sarah Johnston attended the FNC cross country trials at Lennox Head. Tom Edwards progressed to the state titles.

• The lawn bowls team of Dylan Wotherspoon, Angus Donald and Cameron Barnes defeated Kingscliff High School in the first round of the knockout. They were defeated in round 2 but the team acquitted themselves well.

• In the FNC Year 9 and Year 10 touch football competition Brady Pateman was selected in the FNC team with Michelle Bowley making the possibles versus probables. Brady was also selected in the FNC 15 Years Rugby League team.

• Megan Albury and Nicola Albury have rowed in singles, doubles and on occasions have merged with other schools to row in quad crews. They have had many successes;

• Four students were selected in the FNC basketball team. They were John Carroll, Marty Reay, Jesse McGowan and Kim Roser. Kyle Leeming was selected as a shadow.

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
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 81 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 on relation to schools serving similar communities.
School Certificate relative performance comparison to Year 5 (value-adding)

A comparison of performance data by students who sat the Year 5 Basic Skills Test (BST) during 2006 matched against their SC test in 2009, indicated that in English-literacy, mathematics, science and history the higher and middle performing students reflected 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, 2009 on their HSC achievements. Jock Russell was Dux of Wollumbin High School. 53 students sat the HSC. 6 students were notified of early entry to university prior to the HSC exams.

25% of students achieved results that placed them in Bands 5 or 6 (the top two achievement bands) in one or more subjects.
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 our middle and lower performance bands reflected state patterns. Due to small student numbers, we had too few students to be mapped in the higher performance bands.

Minimum standards

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

Significant programs and initiatives

Write On

We continued the successful ‘Write On’ Project that was introduced in 2007. The program focused on the development of creative writing skills for talented junior students. A number of student workshops were conducted by author and teacher Melaina Faranda. Students received detailed individual feedback to assist them in improving their writing skills.

Twenty nine students had their written work published with an additional twelve participating in workshops without publication. Student art work reflecting themes of the stories was included with thirteen students having art works published.

Literacy

Wollumbin High School recognises literacy on a whole school basis and as such teachers in all Key Learning Areas (KLAs) are moving towards incorporating explicit and systematic literacy teaching and learning activities into classroom practice. Writing was an important focus in 2009 with attention placed on the basics of punctuation and sentence construction through a range of text type scaffolds. Mentoring is an ongoing forum for explicit teaching of literacy strategies and throughout 2009, blocks of mentoring time focused on building skills and understanding in literacy.
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 English faculty purchased model exam textbooks and encouraged student access to a range of online resources which supported and facilitated a greater understanding of the demands of the SC exams.

Peer Tutoring

Twenty one Year 7 students were involved in Peer Tutoring in 2009. Students’ confidence and engagement improved as a result of their participation. Over the course of the program the students improved their average reading speed from 63 to 80 words per minute, their accuracy from 81% to 88% and their comprehension score from 37% to 61%.

NAPLAN data showed that students participating in peer tutoring improved their reading and writing results from Year 7 to Year 9 by an average of 84 (state average growth was 26.9).

Year 11 tutors successfully completed theory and field work for their TAFE certificate.

Debating and Public Speaking

2009 was another successful year for debating and public speaking. Teams completed in all three Premier’s Debating Challenges. All teams won at least one of their debates and the combined Year 7 and Year 8 team won the zone final.

Four Year 9 and 10 students attended the NC regional debating workshops in August.

Matthew Bennett was chosen as a member of the combined Year 9 and Year 10 NC debating team. Matthew is the first student from WHS to be a representative in a NC team. The team won the state finals. This is the first time NC has won the state finals and is the first time any team has gone through undefeated: seven debates with seven wins.

The Murwillumbah Lions Club Youth of the Year competition was won by Ishtar Dunn who went on to represent the school at the zone finals where she won the public speaking award.

Wollumbin High School hosted the Legacy Junior Public Speaking Zone final.

Environmental Group Report

During 2009 students established an environmental group.

Some of the group’s activities for the year included:

- assisting in paper recycling in the school;
- establishing a bush Tucker garden;
- encouraging students to be responsible for the litter in their area;
- organising our schools Clean up Australia Day activity; and
- Ms Perry, Tegan Lawler, Georgia Graffin and Mana Small attended the Youth Environmental Society Conference at Lismore.

The major focus for 2009 was establishing and completing the Bush Tucker Garden and Walk with the support of a $2500 grant from the Eco-schools Program. Over 100 seedlings were planted. The boys group provided valuable assistance with mulching, watering and establishing plants.

Technology

Year 9 students received their laptops late 2009. It was coordinated by Mr Dennis Paek, the Technology Support Officer. The laptops take staff and students into a new era of digital learning. Staff were involved in professional learning on digital education strategies. Year 9 2010 will be the next group to receive laptops.

Science teachers have been utilising video conferencing for link ups with Tweed River High School. Biology was successfully taught between the two Year 11 classes.

Due to the upgrading of our wireless network students now have the opportunity to access the internet in most locations within the school.

An interactive whiteboard and several data projectors have been installed. Ebeams, interactive technology projectors, are being trialled in some classrooms.

Korean lessons include using a webcam to conduct lessons with Korean schools. The new language laboratory will have state of the art technology inclusions.
Aboriginal education

Lynnette Riley, from the University of NSW, presented Cultural Awareness workshop to staff on Aboriginal Kinship ties, values of “Country”, land connections and the importance of identity. Staff also participated in professional development activities led by the Aboriginal Community Liaison Officer and Aboriginal Education Consultant. Two staff members attended the Dare to Lead workshops at Fingal Primary School.

Candice Forest-Powell successfully completed her School Based Traineeship and has secured full time permanent employment in the ANZ Bank in Murwillumbah.

Students attended the Deadly Days festival at Kingscliff TAFE, Vtracks, TAFE taster days and a CONNECT/Pharmacy Training Day.

An Aboriginal Dance group began under the instruction of Deidre Currie, a descendant of the Ngunawal People. The group performed at the opening of the NSW Womens Conference held in Tweed Heads and at a school assembly. They have been a great success and will continue in 2010.

NAIDOC, Reconciliation Week and Sorry Day were celebrated by the whole school forming a human flag on the oval.

Multicultural education

Wollumbin High School’s cultural understanding was enhanced by:

- hosting of twelve Korean students for two weeks;
- Year 7 students completing joint Korean culture and Design and Technology (DAT) tasks;
- a team of students participating in the Mock United Nations Assembly hosted by Rotary;
- mentoring activities targeting anti-racism, anti-discrimination and tolerance;
- the Student Representative Council running Harmony Day activities;
- English texts focusing on multicultural themes;
- two staff, four students, one parent and Community Liaison Officer (CLO) visited Beverley Hills Intensive English Centre;
- food technology students preparing food products using native bush tucker. They also studied multicultural and fusion cooking; and
- Year 8 DAT studying a unit focussing on foods of the world.

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:

- The inclusion of a responsible citizenship merit in the awards system. Citizenship is discussed during mentoring and is an element of quality portfolio presentations.
- Students, through peer mediation, resolving disputes amongst their peers by putting into practice the values of resilience, tolerance and positive relationships.
- Ongoing support for the Red Shield Appeal, strong participation in the 40 Hour Famine and continued sponsorship of a child through World Vision demonstrates empathy for others.
- A large contingent of students participated in the ANZAC Day march and ceremony representing the school with pride and exhibiting respect for others.

The Indigenous mentor program continued in 2009. All students and parents have been actively involved in updating their Personal Learning Plans in partnership with the school.

Bernadette McAndrew (Year 11) and Jaimee Horne (Year 9) received “Two Ways Together: Scholarships for Aboriginal Students” to support their studies.

Six students have been assisted through the Norta Norta program with one on one in class tuition.

WHS hosted an Aboriginal Education Consultative Group meeting. It was well attended.

Some of our parents attended the PaCE meeting focussing on community backed education programs.
• Non denominational religious lessons for Year 7 and Year 8 students have run in the school for two years.
• The boys group strengthened relationships by working cooperatively in a positive non aggressive manner on group projects.
• Girls strengthened their relationships and developed respect for each other through special activities.
• The mentoring program has a themed approach to school values emphasising anti-bullying, anti-racism, multiculturalism, reconciliation and environmental education.
• Year 8 students participated in “Expect Respect” and Year 9 students in “Love Bites”. These programs covered respectful relationships and how to access support when needed. Facilitators were from local service providers and the NSW Police.
• Year 10 students participated in the Rotary and Tweed Shire Council launch of CRE8NOIS, a booklet to support young people facing mental health issues.
• Year 11 students participated in Reduce Risk – Increase Student Knowledge (RRISK) Seminar.
• A number of senior students participated in “Youth Using Their Hands” as part of the Tweed Shire’s celebration of Youth Week.

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 Tutoring Literacy program;
• Transition to High School program;
• Workplace Literacy and Numeracy program for identified boys;
• Write-On program;
• extensive resourcing of the library;
• activities for gifted and talented students;
• employment of an Indigenous mentor;
• the Student Voice group, trained in peer mediation to successfully assist other students in resolving problems; and
• students attending a Student Voice meeting at Casino High School to present the Quality Portfolio program.

• Ms Connell, Mr Van de Scheur, Ms Unwin (CLO), Mrs Swift (parent) and five students, (Liana Turner, Elise Daley, Teleah Andrews, Jake Swift and Gabriel Araujo) presented a workshop on the Quality Portfolio program at the State PSP Conference held in Sydney;

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 2010.

Learning Support
A total of thirteen volunteer community members assisted students 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.

Eighteen Year 7, 18 Year 8, 5 Year 9, 6 Year 10 and 5 senior students had regular withdrawal lessons for literacy or numeracy support.

Seventy one Year 7, 69 Year 8, 54 Year 9, 36 Year 10 and 7 senior students accessed Learning Support during the year.

Seven Year 7 students were involved in a sustained spelling program. They improved their spelling score by 21% (the average improvement for Year 7 was 10%).

NAPLAN results indicated that:
• the weakest 20 students in numeracy in Year 7 2007, improved their results in Year 9 2009 by an average 49.6 (State average was 38.1);
• the weakest 20 students in writing in Year 7 2007 improved their results in Year 9 2009 by an average 62 (State average was 26.9); and
• the weakest 20 students in reading in Year 7 2007 improved their results in Year 9 2009 by an average 60 (State average was 40.1).
Progress on 2009 targets

Target 1

80% of students in year 9 will be at or above minimum standards (bands 5 and 6) in punctuation and grammar

Our achievements include:
• 91.9% of Year 9 students were at or above the minimum standards.

Target 2

80% of year 9 students are at or above the minimum standards (bands 5 and 6) in numeracy

Our achievements include:
• 97.6% of Year 9 students were at or above the minimum standards.

Target 3

Junior attendance rate is to be at or above 89%

Our achievements include:
• meeting this target for all junior years; and
• student attendance rate is above region and state levels.

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

Quality Teaching (QT)

Background

The Quality Teaching team surveyed staff and students to determine the degree to which the elements of the Quality Teaching Framework were being consistently and effectively implemented in teaching and learning strategies.

Findings and conclusions

There was close correlation in student and staff responses in regards to the use of explicit quality criteria, opportunities for student directed learning, use of subject specific metalanguage and student engagement and inclusivity in learning activities.

Findings indicated the need for staff to have consistent, high expectations of students and to reinforce these expectations. Incorporating student background knowledge to enhance connectedness with learning was identified as an area to develop further.

Sustained communication with students on the Quality Teaching Framework elements will build a shared understanding and appreciation of the characteristics of a quality learning environment.

Future directions

Staff will continue to develop learning activities and assessment tasks that provide opportunities for students to demonstrate higher order thinking, deep knowledge and understanding and their capacity to solve problems. We will focus on further QT strategies at staff meetings and school development days. Head Teachers will ensure QT remains a focus of their faculty meetings. Staff will continue to build quality learning environments with their students. The Quality Teaching team will re-survey staff and students late 2010 and assess the progress made on the target areas.

Curriculum

Information Communication and Technology (ICT)

Background

Year 9 would receive their laptops late in 2009. The introduction of laptops would enhance classroom learning opportunities and as a school we needed to strategically prepare for their introduction. The majority of staff had not been formally trained in ICT. Completing an online survey staff identified current classroom ICT practice, potential student learning strategies and the professional learning required to utilise ICT with confidence.

Findings and conclusions

Survey results indicated that 54% of the staff were using ICT strategies with all years on a regular basis. ICT strategies were utilised with years 9 and 10 more frequently than other years. Staff were accessing a wide range of technologies as Interactive Whiteboards, video conferencing, Webcam, Computer Assisted Design (CAD) programs, Data Loggers, video production and digital cameras. Learning strategies included Wikipedia, search engines, educational games, digital story- telling, discussion boards, power point, e-textbooks, databases, word processing, spreadsheets, animations, publishing programs, wikis, blogs, clips from You Tube, email, draw and design tools, Google Earth, specialist music programs and pod casts.

Staff also indicated they were accessing ICT to prepare their lessons and utilising Department of Education sites to support preparation. 94% of staff indicated they were willing to use ICT in classroom practice, acknowledging the potential
of ICT to enhance student learning, with 63% indicating they were fairly confident in using technology. Staff also indicated areas of ICT expertise they felt confident in sharing with colleagues and professional learning they wished to access. Professional learning opportunities were accessed by staff throughout the year.

The survey tool enabled staff to identify what an ideal ICT classroom would look like. This information would assist the technology team plan for future resources to support teaching and learning activities. The P&C had indicated a willingness to contribute to the purchase of technology related resources. The survey tool was also used to identify classroom management strategies required when students were working with ICT. A Technology Code of Conduct was developed and implemented at the school.

**Future directions**

In 2010 the school will continue to focus on professional learning for staff, building a collaborative model of sharing expertise. The school will introduce “Moodle” as a tool that will allow staff and students to access learning resources online and will focus on professional learning and the development of classroom learning packages facilitated by an ICT specialist. Technology purchases will continue through the active support of the P&C.

**Parent, student, and teacher satisfaction**

Transition to high school commences Term 1 with a visit to primary schools to talk to Year 5 and Year 6 students. An Open House afternoon is held term 1 with WHS students conducting tours of the school and responding to questions. This was followed by a parent information session. Year 5 students participate in a sports day and a Maths Olympiad. Year 6 students participate in three transition days at WHS. A parent evening is held in December. Parents also receive a handbook about the school with their confirmation of student enrolment letter.

In 2009 the school sought the opinions of parents, students and teachers on the transition to high school program. The school was also interested in how supported students felt on the first few days of high school. Their responses are presented below.

The overall transition program was rated as being very helpful in preparing students for high school. The majority of students attended all the available transition activities and rated them as good to very good. The number of transition activities was identified as having a positive impact on high school readiness. “After attending these days my daughter could not wait to get to high school.” Many students indicated they would have liked even more visits to high school as they really enjoyed the program. The Year Adviser valued the opportunity to engage with Year 6 during their visits getting to know them prior to their arrival at high school. The information in the Parent Handbook was identified as being very useful. Not all parents attended the parent information sessions but those who did rated them highly.

Students indicated they were well supported at the beginning of high school acknowledging the role staff and senior students played in helping them locate rooms. Some students indicated the harder work and homework expectations were a challenge whilst settling in to high school.

Students also provided valuable ideas to better support Year 7 during their first few weeks of high school:

- include a map of the school in the student planner or as a handout;
- re-orient students with a school tour on day one;
- have teacher’s names and classroom numbers as larger signs;
- explain about assignments and what is required; and
- provide Year 7 with a specific senior student buddy.

The information will guide future planning for Year 7.

**Professional learning**

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

- beginning teachers;
- use of Information, Communication and Technology (ICT) for teaching and learning;
- literacy and numeracy;
- quality teaching;
- syllabus implementation;
- career development; and
- welfare and equity.

Funds for professional learning were provided by the Department of Education and Training, Priority Schools Program, Australian Government Quality Teaching Program and Success for Boys program. Three teachers gained Vocational Education Training qualifications. The average expenditure to achieve these qualifications was $2800.00 per teacher. The average expenditure per teacher on professional learning was $935.00.
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 2009 – 2011

Targets for 2010

Target 1

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

Strategies to achieve this target include:

- Whole school focus on improving student use of grammar, vocabulary, word choice and complex sentences;
- Focus on writing across KLAs through sustained writing opportunities; and
- Writing samples from Year 9 will be marked using NAPLAN criteria to provide data for further literacy support strategies.

Our success will be measured by:

- NAPLAN data
- School based data

Target 2

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

Strategies to achieve this target include:

- Whole school approach in mentoring on improving students skills in multiplication and division;
- Students complete a basic numeracy skills test to achieve a certificate of competency; and
- Mathematics classes will focus on mental arithmetic

Our success will be measured by:

- NAPLAN data
- the number of Competency Certificates achieved

Target 3

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

Strategies to achieve this target include:

- Study skills days
- Teacher mentors for individual students
- Closer monitoring and support for students at risk of non-completion
- HSC tutoring program.

Our success will be measured by:

- Retention data
- HSC completion 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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