2008 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.

As a community we value:
- a safe, secure and disciplined environment where the teaching and learning process is not compromised;
- a focused curriculum that challenges and engages students;
- teaching excellence, where professional knowledge and practice is continually refined;
- high expectations, where constructive feedback assists the achievement of quality student learning outcomes;
- our students as learners and acknowledge their success;
- adolescents, preparing them for successful transition to further education, training and employment;
- partnerships with our parents and wider school community, fostering open communication; and
- the diversity and uniqueness of our local community.

During 2008 we shared many success stories with our community through our newsletter, the Wollumbin Talkabout. The 2008 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

P&C message

Thank you to all the teachers for making Wollumbin High School a happy and successful place for our young ones to be educated. I would also like to thank the members of the P & C for all their help and assistance in raising funds for the school. Some of the fundraising included a film evening, trivia night, BBQ, donut drive and an Easter egg day. There is also the ongoing profit from canteen sales under the guidance of Jenny Rawson and parent volunteers.

All these efforts have ensured a healthy cash fund to not only acknowledge student achievement, but also provide much needed resources for students which would otherwise be beyond the school's budget.

The next years are going to be demanding ones and education will give this important young generation a vital chance in a rapidly changing world. To this end I appeal for as many parents as possible to support the P & C. In doing so, not only will you be able to assist in fundraising but more importantly you will make new friends, gain greater insight into your student's education and have your views heard at our monthly meetings.

After serving many years some members of the committee will be standing down this year and it is vital that new parents join in. The tasks are not onerous and in fact are often a lot of fun. So please help us help your children.

Mr Tony Thompson (P & C President)

Student representative's message

2008 was a fantastic year for the Student Representative Council (SRC). It was very successful and busy. Mr Garry Shearman took on the role of the SRC coordinator and guided the young leaders through a great year.

In the first two weeks of school the SRC was busy organising the Valentine’s Day fundraiser. Throughout the year the SRC fundraised for many charities such as Red Cross, Relay for Life, Harmony Day, Salvation Army and Legacy. The 40 Hour Famine was one of our main charities this year. We had lots of participants and raised over $2000. We also had a lot of support for Red Nose Day with many students wearing red noses around the school.

Elise Daley, Cedella Dunn, Maddy Carroll and Emma Lasker attended the North Coast Region SRC meeting during term 2. As a result Emma Lasker was elected to State SRC. She represented the North Coast Region with enthusiasm and diligence.

A social was held at the end of second term. It was a huge success and well attended.

On the day of Auson’s Birthday (our sponsor child from Tanzania) the whole school got together and enjoyed the activities run by mentoring groups to raise money to continue supporting Auson’s education needs.

Overall the SRC has achieved a great deal and are looking forward to 2009. We would like to
thank the students and teachers for their ongoing support in our endeavours.

Madeline Carroll and Simone Clarke

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 at the commencement of 2008 was 489. The junior school population totalled 362 with 66 students enrolled in Year 11 and 61 students enrolled in Year 12. 20 Aboriginal students were enrolled.

Student attendance profile

Junior attendance was above region but slightly below state level.

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Region</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>89.0</td>
<td>87.8</td>
<td>90.1</td>
</tr>
<tr>
<td>2006</td>
<td>90.3</td>
<td>88.3</td>
<td>89.9</td>
</tr>
<tr>
<td>2007</td>
<td>89.7</td>
<td>88.6</td>
<td>90.1</td>
</tr>
<tr>
<td>2008</td>
<td>88.4</td>
<td>88.0</td>
<td>90.1</td>
</tr>
</tbody>
</table>

Senior attendance was slightly above region but below state level.

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Region</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>85.4</td>
<td>88.0</td>
<td>89.5</td>
</tr>
<tr>
<td>2006</td>
<td>88.6</td>
<td>88.1</td>
<td>89.7</td>
</tr>
<tr>
<td>2007</td>
<td>89.2</td>
<td>87.8</td>
<td>89.6</td>
</tr>
<tr>
<td>2008</td>
<td>88.9</td>
<td>88.3</td>
<td>89.8</td>
</tr>
</tbody>
</table>

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 59.8% of our 2006 SC students completed their HSC in 2008. Our retention rate was higher than that of similar schools but it falls slightly below the state pattern.

<table>
<thead>
<tr>
<th>Year</th>
<th>SC02 - HSC04</th>
<th>SC03 - HSC05</th>
<th>SC04 - HSC06</th>
<th>SC05 - HSC07</th>
<th>SC06 - HSC08</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>52.2</td>
<td>53.1</td>
<td>54.9</td>
<td>62.1</td>
<td>59.8</td>
</tr>
<tr>
<td>SEG</td>
<td>52.7</td>
<td>56.3</td>
<td>56.1</td>
<td>52.3</td>
<td>53.2</td>
</tr>
<tr>
<td>State</td>
<td>59.5</td>
<td>61.0</td>
<td>61.1</td>
<td>60.8</td>
<td>60.3</td>
</tr>
</tbody>
</table>

Post-school destinations

The destination of students who signed out from years 10, 11 and 12 during the 2008 school year is provided by students on the “Leavers Clearance Form”.

<table>
<thead>
<tr>
<th>Year</th>
<th>Work/ Apprenticeship</th>
<th>New School/ TAFE</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>4</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>11</td>
<td>7</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The Careers Adviser conducts a destination survey annually for HSC students. Of the 61 students who completed their HSC in 2008, 43% continued into further study and 13% have gained full time employment, including those who obtained apprenticeships. 29% of students are either in part time work, awaiting acceptance for, or actively seeking, employment in the local area. The remaining 15% of the students have deferred their entry to university for a range of reasons.

Staff information

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

<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>30</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>Total</td>
<td>41.4</td>
</tr>
</tbody>
</table>

School Administrative Manager 1
School Administrative Officers 5.7
General Assistant .5

Staff retention

The school's retention rate from 2007 to 2008 was 96%. Two members of staff transferred, one retired and three new teachers joined the staff. The District Guidance Officer and the district's
Assistant Principal Behaviour positions were placed here.

**Staff attendance**

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 93.4%.

**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>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>5</td>
</tr>
</tbody>
</table>

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>197 812.24</td>
</tr>
<tr>
<td>Global funds</td>
<td>337 029.79</td>
</tr>
<tr>
<td>Tied funds</td>
<td>324 335.90</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>203 489.63</td>
</tr>
<tr>
<td>Interest</td>
<td>23 463.29</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>56 896.97</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>945 215.58</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>66 206.84</td>
</tr>
<tr>
<td>Excursions</td>
<td>78 247.56</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>56 442.57</td>
</tr>
<tr>
<td>Library</td>
<td>948.43</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3 589.27</td>
</tr>
<tr>
<td>Tied funds</td>
<td>253 941.02</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>121 497.63</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>101 758.73</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>69 291.25</td>
</tr>
<tr>
<td>Maintenance</td>
<td>14 280.27</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>52 140.51</td>
</tr>
<tr>
<td>Capital programs</td>
<td>8 242.89</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>826 586.97</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>118 628.61</td>
</tr>
</tbody>
</table>

A full copy of the school's 2008 financial statement is tabled with the P & C. Further details concerning the statement can be obtained by contacting the school.

**School performance 2008**

**Achievements**

Stephanie Bennett, Year 12, received a Minister for Education’s Award for Excellence in Student Achievement. She was one of only 39 students across the state to receive this award.

Mrs Thea Curby, Emma Lasker, Stephanie Bennett, the Boys 4 Success Program and Mrs Karen Bennett achieved North Coast Region Awards.

Mrs Sue Lofts, Mr Ross Goode and Emma Lasker received Far North Coast Public Education Awards. The school’s Mentoring Program also received an award.

Wollumbin High School hosted the Murwillumbah ANZAC Day ceremony. Emma Lasker, Hanna Johnston, Robert Mudge and Kris Keevers were congratulated on their thoughtfulness and professionalism in their leadership of the ceremony.

Stephanie Bennett progressed to level 4 of the 6 levels in the Lions Youth of the Year Competition covering Northern NSW and Southern QLD. Stephanie won the Public Speaking component of the competition.

Ishtar Dunn was one of only 22 year 11 girls in NSW selected to attend the UBS Young Womens’ Leadership Conference for one week in Sydney. It is the third year in a row that a Year 11 girl from Wollumbin High School has been selected.

Rotary’s Model United Nations Assembly (MUNA) is held annually providing an opportunity for senior students from different schools to debate current world issues. Ishtar Dunn, Lily Morrison and Hanna Johnston represented South Korea at MUNA.

In the University of NSW International Science competition, with over 1.5 million entries from Australia and 17 other countries, Jesse Sharp (Year 10) achieved a distinction. This placed him in the top 2% of all year 10 students. Seventeen students achieved credits in this competition, placing them in the top 20% of their year groups.

In the Australian Schools English competition two students received distinctions and six students achieved credits. In the Australian Mathematics competition students achieved three distinctions and seventeen credits.

Our junior debating teams achieved outstanding results. The Year 10 team won the Border Schools competition with the Year 7 – 8 team being runners up in the inter-zone final of the Premier’s Debating competition. They just missed out on a trip to Sydney to debate at state level.
Seven students attended the week long Youth Transition Seminar as guests of Rotary. Students gained many insights into leadership and strategies to achieve personal success in life.

Late in 2008 the school was advised it had received a grant from the Environmental Trust under the Eco Schools program. The Wollumbin Indigenous Food and Medicinal Plant Walk will be implemented in 2009.

Arts
Our students again achieved outstanding results in the 2008 Priority Schools Program (PSP) “Shorts Online Film Festival” competition. Whilst not winning the main prize this Year the following was achieved:

Best student film Years 7 to 10 –
- Storm by Ram Havey and Veda Crawford
- The Hairdresser by Simone Leeming
- Snowgirl by Kai Bennett-Cochrane

Best animation 2008 –
- Storm by Ram Havey and Veda Crawford
- Payback by Scott Buck and Scott Smith

A very successful MADDD (Music, Art, Drama, Design) concert was presented to a packed house. Over one-quarter of our students performed at the concert. Performers were supported by a very able backstage crew of students and staff. The P & C provided catering.

Jillian McCrae’s Visual Arts HSC work was chosen for inclusion in the NSW HSC ARTEXPRESS exhibition.

Year 12 artworks were also included in the Frameworks Exhibition held at the Tweed River Art Gallery.

Students performed at the North Coast Region Public Education Day celebrations. The Wollumbin High School Rock Band (Jono Harvey, Scott Hutcheson, Izaak Palmer, Melissa Furnell, Katelyn Summerfield and Jack Clarke) performed “Waiting on the World to Change”.

Sport
Wollumbin High students have again 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 complemented on their behaviour and dress standards while in the public eye.

Wollumbin High offered a choice of approximately 20 non-competitive sports including yoga, dance, self-defence, kick boxing, surfing, rowing, skateboarding, fishing, beach volleyball, beach walking, body combat weight training and drama. This year we also added the interest electives of chess and gardening.

Our student achievements for 2008 included:

- students selected in a variety of regional sporting teams including hockey, basketball, cross-country, touch, Rugby Union, Rugby League, cricket, futsal and athletics. Many of these students had outstanding achievements when they reached state level;
- a strong athletic program with 18 students progressing to zone and 9 students to state level. Our senior girls relay team also reached state level;
- 17 records broken at the Athletics carnival;
- the Girls Open Volleyball team progressed to the third round of the state knockout. Tahnee Mills was selected in the North Coast side and was awarded the coaches medal for outstanding play;
- our school relay team achieved second place at the Murwillumbah show school relay competition;
- 18 students gained their surf survival certificate;
- Tahnee Mills was selected for the Pierre De Coubertin Award. This state award is in recognition of sporting achievements in the areas of playing, coaching, administration and also recognises qualities of fair play and sportsmanship;
- six students selected in the Far North Coast hockey teams;
- Jake Farrell was subsequently selected in the Australian Under 16 Hockey side to tour Hong Kong. Jake and Dylan Wotherspoon are members of Queensland junior state sides.
• Dylan Wotherspoon, Jake Farrell, Cameron Barnes and Samantha Iwanuscha were selected in North Coast hockey teams. The boys were part of the North Coast team which won the state titles. The team was coached by Mrs Lofts.

• nine teams reached the finals of the Tweed Valley competition with three teams emerging winners – Girls Open Soccer, Boys A Basketball and Girls B Volleyball;

• Lehman Espley was selected in soccer to tour Great Britain with the Queensland representative players.

• Natalie Rose, Rebecca Mongan and India Yates were selected in the Far North Coast Soccer team. The school side progressed to the third round of the state knockout.

• Tom Edwards progressed to the state titles for Cross Country.

Academic

In the National Assessment Program, the results across years 7 and 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.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

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.
Numeracy – NAPLAN Year 9

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

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 total of 83 students sat for the formal School Certificate examinations.
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 2005 matched against their SC test in 2008, indicated that in English-literacy, mathematics, geography and science 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, 2008 on their outstanding HSC results. Stephanie Bennett was Dux of Wollumbin High School. 61 students sat the HSC. 50% of students achieved results that placed them in Bands 5 or 6 – the top two achievement bands. 10% of students achieved at Band 6 level (the highest) in one or more subjects.

Special mention must be made of the results achieved in Advanced English. 20% of the students achieved a Band 6, 50% a Band 5 and 30% a Band 4.

Three students were notified of early entry to university prior to the HSC exams.
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 were available.

Trend data indicates that the growth rate of all our students, no matter the performance band, was in the top 20% of the state growth pattern.

Minimum standards

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

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported in the following tables.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 7 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90.7</td>
</tr>
<tr>
<td>Writing</td>
<td>88.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>87.2</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>86.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95.4</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 9 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91.7</td>
</tr>
<tr>
<td>Writing</td>
<td>87.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>88.2</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>89.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97.7</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

A very successful Education Week assembly strengthened the reconciliation process and recognition of the significance of Aboriginal culture. A moving Welcome to Country traditional song was performed by Deidre Currie. Tom Gallifant and John Cowderoy (Year 12) spoke on the importance of NAIDOC celebrations. Rikkiella Bailey (Year 11) spoke on the significance of Sorry Day to Aboriginal people. Stacey Wade (Year 10) spoke on the healing involved in the Reconciliation Week recognition. All students, community members, parents and staff placed their handprint on the “Reconciliation Wall”, with a flag raising ceremony occurring at the start of the day. This event was part of the, “Advance Australia Fair” program that was supported by the Indigenous Coordination Centre at Coffs Harbour. The whole school listened to the Apology to the Stolen Generation and held discussions during mentoring.

The Indigenous Mentor Program continued in 2008 with quality support and mentoring for Aboriginal students. This enhanced the partnership between all staff, parents, students and community members. All Aboriginal students had personalised learning plans developed in term one, then updated in term three. The Indigenous Education Committee comprising staff, parents, community representatives and students met throughout the year. The In-class Tuition Program received funding in semester two to support the literacy and numeracy needs of Aboriginal students.
Rikkiella Bailey (Year 11) and Stacey Wade (Year 10) received “Two Ways Together: Scholarships for Aboriginal Students” to support their senior studies. Candice Forest-Powell (Year 11) successfully continued her School Based Traineeship with the ANZ Bank in Murwillumbah. Stacey Wade was elected to the SRC representing Aboriginal students.

Kevin Saunders taught 20 year 7 students how to make instruments used by Indigenous Australian people. The instruments were then used by all year 7 students in the Indigenous Music Unit. Students made drums, shell and gumnut shakers to accompany the didgeridoo and clap sticks.

Six Aboriginal students actively participated in the Regional Leadership and Identity workshop in Lismore. A group of Aboriginal and non Aboriginal students keenly contributed to the “Welcome to Identity: Sharing Our Stories” Rap through a regular online forum. All Aboriginal students with a friend actively shared in the “Deadly Days” festival in Lismore. The Vtracks days for Aboriginal students at Kingscliff TAFE provided meaningful opportunities and career links for students in their career planning.

Multicultural education

Wollumbin High School’s cultural understanding was enhanced by:
- the Korean teacher attending a two day workshop learning further about language, traditional dress, music and other cultural aspects;
- Wollumbin High School hosting 14 Korean students for one month;
- two staff and four students visiting Korea and setting up a sister school agreement with Cheongju Foreign Language school;
- activities such as an excursion to a Korean restaurant and craft activities;
- the Korean teacher selected as an assessor for the 2008 HSC paper and accepted into the National Standards Project;
- participation in the Multicultural Exchange program. Wollumbin High School hosted 16 students from the Beverly Hills and Chatswood Intensive English Centres for a seven day stay;
- a team of students participating in the Mock United Nations Assembly hosted by Rotary;
- focused activities during mentoring targeting anti-racism, anti-discrimination and tolerance;
- the Student Representative Council running Harmony Day activities;
- Key Learning Area specific themes on Japanese Selah cooking and Latin American dancing; and
- English texts focusing on multicultural themes.

Respect and responsibility

Encouraging students to become responsible and considerate citizens, exhibiting a spirit of community service where the core values of integrity, excellence, respect, responsibility, cooperation, participation and care, fairness and democracy was done in the following ways:
- responsible citizenship features in the awards system is discussed in mentoring groups and during portfolio presentations;
- students utilise their skills in resolving disputes amongst their peers;
- ongoing support for Red Shield Appeal
- strong participation in the 40 Hour Famine;
- a large contingent of students participated in the ANZAC Day march and ceremony;
- student representatives assisted in badge selling for Legacy and attended the legacy luncheon;
- continued sponsorship of a child from Tanzania through World Vision;
- continued non-denominational religious lessons for years 7 and 8 students;
- strengthening relationships between boys due to Boys Group;
- girls strengthening their relationships and developing respect for each other through the Girls Group;
- the theme of excellence supported through mentoring and in all Key Learning Areas culminating in end of year portfolio presentations;
- the mentoring program has emphasised themes such as anti-bullying, multiculturalism, reconciliation and environmental education;
- the Wall of Reconciliation featuring the hand prints of both the teaching and student body;
- Year 8 students participating in the “Expect Respect” day. Facilitators were from local service providers and the NSW Police;
- students attended Motivational Media with follow up activities in mentoring;
- Year 11 students participated in Reduce Risk – Increase Student Knowledge (RRISK) seminar;
- student representatives participated in the 2020 Youth Summit on Sustainable Living,
infrastructure, ethics, arts and culture with one being selected to speak on ABC radio; and

- as part of the school's Student Voice program student representatives participated in the Tweed Shire Social Plan Forum providing valuable input into the Council’s Social Plan.

**Priority Schools Program**

Wollumbin High School values the opportunities provided to our students due to inclusion in the Priority Schools Program (PSP).

The following programs supported improved student learning outcomes:

- quality portfolios and panel presentation for all students in Years 7 to 11;
- peer tutoring literacy program;
- transition to high school program;
- a workplace literacy and numeracy program for identified boys;
- Write-On program;
- extensive resourcing of the library;
- activities for gifted and talented students;
- Indigenous mentor;
- targeted programs by the Community Liaison Officer (CLO) to improve parent partnerships; and
- initiatives undertaken by the Student Voice group.

**Quality Portfolio**

Wollumbin High School students from years 7 to 11 collected examples of quality work during 2008 and compiled the samples in a portfolio. Towards the end of their studies students used their portfolio as a basis for an oral presentation (100% presented) to a panel, reflecting on their achievements as learners.

Panels consisted of a teacher/community member and a student drawn from an academic year below. Year 7 presented cross-curriculum projects along with their portfolio.

Student feedback was provided formally in the report provided to parents.

Extensive surveying of students and panel members indicated the initiative has been very successful and will continue in 2009.

**Transition to High School**

A comprehensive transition to high school program continued with years 5 and 6 students having an opportunity to participate in a Maths Olympiad.

Year 6 students attended orientation days during terms 2, 3 and 4. Two days focussed on different subjects with a third on teamwork. Year 6 students also participated on the quality portfolio panels.

The school appointed a Year 6 to 7 Adviser in February thus ensuring that the teacher gets to know many of the students before they commence year 7. The students were provided with a calendar to transition events. An “Open House” afternoon and parent information meeting was conducted.

Wollumbin High School hosted a joint meeting with partner primary schools to analyse literacy and numeracy data from 2008 NAPLAN results. From this initiative a focus on joint learning activities around a rainforest theme will be conducted across years 6 and 7 for 2009/2010.

**Literacy**

In 2008 Wollumbin High School continued a modified version of the ‘Write On’ Project that was introduced in 2007. The program focused on the development of creative writing skills for talented students in years 7-10. A number of student workshops were conducted by author and teacher Melaina Faranda. Students also had the opportunity to have their work edited and published in a booklet. Overall, thirty six students were involved in the project, with a total of twenty students having works published. This year student art work that reflected themes of the stories was included.

Following the purchase of many new books with a focus on notable and classic children’s literature, the library has become an active place of reading and learning. The theme of Book Week 2008 was “Fuel Your Mind” and the library ran a variety of competitions including poetry, art, performance and reading quests with prizes donated by book companies and the community.

Six students successfully completed the Premier's Reading Challenge, earning them a mention in the Sun-Herald. Congratulations to Brodie Conaghan, Lillian Edwards, Christian Paul, Narelle Read, Hayley Tagget and Shae Penman. Many other students achieved a personal best by completing a half challenge, receiving a certificate from the school.

In 2008 the Librarian and Head Teacher, English started to develop a Links to Literacy website. 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 will ultimately be made available to all Wollumbin students by copying onto flash drives or laptops.
Wollumbin High School recognises literacy on a whole school basis and not solely as the responsibility of the English faculty. As such teachers in all faculties have been introduced to a range of methods and strategies to integrate the explicit teaching of literacy into their lessons. Specific foci in 2008 included the basics of punctuation and sentence construction and a range of text type scaffolds to ensure consistency of understanding across KLAs.

Within the English faculty a range of initiatives have enhanced literacy outcomes. Years 8, 9 and 10 English classes formed interest groups for the novel study and writing units. Students were taught at a level targeted to their 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 School Certificate and Higher School Certificate exams.

Peer Mentoring is an ongoing forum for explicit teaching of literacy strategies and throughout 2008, blocks of mentoring time focused on building skills and understanding in literacy. 20 year 7 students were involved in Peer Tutoring. Students were selected for inclusion in the program after a reading screen test administered by the Support Teacher Learning Assistance at the beginning of the year. At that stage none of the students were able to reach the benchmark of 100 words per minute (w.p.m). Students were re-tested at the beginning of 2009 and the targeted students had improved their results.

The group average for rate of reading increased from 62 w.p.m. to 89 w.p.m. The average for accuracy increased from 89% to 94% and the average for comprehension increased from 43% to 58%.

Four of the re-tested students achieved better that 100 w.p.m. which is considered the benchmark speed for an age appropriate test. 10 of the re-tested students achieved 95% or above, which is considered the benchmark for accuracy. 10 of the re-tested students achieved a score greater than 50% for comprehension.

**Technology**

Several KLA’s have utilised a variety of technologies within the school learning environment this year.

The use of an interactive whiteboard in mathematics is engaging students in their learning.

Senior maths teacher Corey Topper has developed his own website for students to access 24 hours a day. This website is linked to the school’s INTRANET and INTERNET whereby the students have direct access to HSC past papers, school assessment past papers, weekly revision sheets and course content notes. This has been developed for Years 11 & 12 with a pilot version for Year 9 under way. Students are encouraged to use their own laptops to complete lessons and access future units.

The Library has several projects including the INTRANET page called “Links to Literacy”. Years 7 and 8 students participated in an online BLOG based on identity. Students who completed the Premiers Reading Challenge participated in a Video Conference with author Anna Fienberg. Websites have been added to the Library catalogue. This is accessed by both teachers and students from both home and school.

Chemistry students are conducting interactive lessons with Tweed River High School. It is known as the “VITAL” (Virtual Interactive Teaching and Learning) program.

A laptop utilised during Korean lessons allows the students to access the internet for researching topics and to use WEBCAM to conduct lessons with Korean schools. An interactive whiteboard has been ordered for the Korean classroom.

**Progress on 2008 targets**

**Target 1**

*Improve Year 7 reading results from below state average to reflect state average*

Due to the introduction of national testing in 2008, year 8 did not sit a Literacy test to provide comparison data.

Our achievements include:

- a whole school literacy focus through KLAs and mentoring
- an increased number of students participating in the Premier’s Reading Challenge
- targeted students involved in Peer Tutoring improved their reading ability whilst being mentored by year 11 students
Target 2

**Improve Year 7 and 9 numeracy results from state average to above state average**

Due to the introduction of national testing in 2008, reporting of our achievements is based on national rather than state achievements:

- 95.4% of year 7 students achieved at or above minimum standards
- 97.7% of year 9 students achieved at or above minimum standards

Target 3

**Maintain our retention rate of 62% for students remaining from years 10 to 12**

Despite our efforts, data indicated we did not achieve the target as our retention rate was 59.8%. We will continue to focus on strategies to improve the retention rate of our students.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations—one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations.

Educational and management practice

School Values

**Background**

The school's values statements have been in place since it opened in 1995. Some modification of the values had occurred during the past five years but a full evaluation by the school's community had not been conducted. Preparation for such an evaluation occurred in 2007 with the evaluation commencing term 2 2008. Student consultation occurred over two days with SRC and Student Voice groups acting as facilitators. Parents were surveyed via the school’s newsletter and responded in good numbers. Staff data was gathered during focus group discussions at staff meetings.

**Findings and conclusions**

Student data generated on day 1 of the consultation was collated by the facilitator team and presented to students on day 2. Students refined this data through a voting system providing valuable information on values, school purpose and the skills students need when exiting school. The student facilitators also assisted with compiling the data from parents and staff which was combined with student data in readiness for a smaller working party.

A working party comprised of students, staff and parent representation (CLO) refined the data and identified the values for implementation in 2009. The working party identified clarification statements to accompany the values. Student representatives presented the draft values to a sample of students and staff seeking further input. The values were accepted and will be fully implemented in 2009. The values identified were responsibility, relationships, respect and resilience.

Future directions

It was recommended the values be included in 2009 school planners, be work-shopped in mentoring, be printed on posters for display in all areas of the school, be printed on wrist bands for students and be explained in the newsletter. The Student Voice group will collate workshop data gathered during mentoring lessons to further support the introduction of our values.

The working party commenced drafting a school purpose statement and exit skills profile and will continue to focus on this during 2009.

Curriculum

**Background**

Five years ago Year 8 students at Wollumbin High School consistently appeared disengaged and disruptive in the mandatory classes of art, music and language. In 2003 Wollumbin High introduced Year 8 electives ensuring the mandatory hours of the above subjects were met in Year 7. Design & Technology would be studied over Years 7 and 8 to meet mandatory hours. Elective choice would include visual arts, music, physical education, language, drama and commerce.

This strategy was designed to improve the engagement of students through broadened curriculum options and an enhanced learning continuum leading to improved student interest and therefore more positive classroom behaviour.

**Findings and conclusions**

Parent feedback indicated:

- 100% of the returned parent survey supported the mandatory hours in Year 7 and elective choices in Year 8.
- 75% ranked the curriculum as meeting the needs of Year 7 and 8 students to a high level.
- 40% endorsed the current choice of electives.

Year 8 feedback indicated:

- 77% of students agreed it was a positive feature to complete all mandatory hours in Year 7.
• 76% of students agreed that music should be completed in Year 7.
• 58% said they would like some mandatory art in Year 8.
• 81% thought there was a good choice of electives in Year 8.
• 100% of students thought choosing electives in Year 8 was a good idea.
• 81% agreed language should be completed in Year 7.
• 50% of students suggested a wider range of electives if possible would be desirable.

Year 7 feedback indicated:
• 80% thought mandatory hours in music, art and language a good idea.
• 75% disagreed that they would like to complete some mandatory music in Year 8.
• 85% would like some mandatory art in Year 8.
• 80% did not agree with completing mandatory language in Year 8.
• 95% thought the choice and the variety of electives was appropriate.

Staff feedback included:
• High support for the current Year 7 and 8 pattern.
• Reduction in discipline issues noted.
• Improved student engagement.
• Consideration of 3 electives to create even more choice.

Future directions
The Stage 4 Curriculum team found overwhelming support for a continuation of the current curriculum pattern for stage 4 and as such it will be managed within the staffing allocation.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about our awards structure. Parents were surveyed through the school’s newsletter – the Wollumbin Talkabout, Year 12 students responded at a year meeting with the remainder of students surveyed during mentoring. Staff held discussions during staff meeting time.

Feedback indicated it was time to update the awards structure. Recommendations included:
• increase the number of levels of achievement;
• add tangible rewards to the achievement level;

• investigate the possibility of seniors having a different system to juniors;
• acknowledge achievements beyond school in awards structure;
• student planner should be a record of achievement;
• commends system not working;
• maintain the competencies if possible as focus; and
• investigate if achievement of major awards can be included in student reports.

For 2009 a revamped awards system will be introduced for all students.

Four levels have been identified: Year Adviser’s Award, Deputy Principal’s Award, Principal’s Award and the WHS Award of Excellence.

Certificates have been updated and professionally printed. There will be a reward attached to most levels of achievement. Students will work towards KLA, Sportsmanship, Outstanding Achievement and Citizenship Merits to earn the major awards. Acknowledgement of these achievements has been included in the new student planner which will be issued to students commencing 2009.

The new awards structure will be reviewed and refined, as necessary, during 2009 in readiness for full implementation in 2010.

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. The average expenditure per teacher on professional learning was $711.

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.
School development 2009 – 2011

Targets for 2009

Target 1

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

Strategies to achieve this target include:
• whole school approach to improve student use of grammar, vocabulary, word choice, and complex sentences
• literacy scaffolds made available on school intranet for student access
• focus on writing across KLAs to improve the quality of student responses

Target 2

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

Strategies to achieve this target include:
• whole school approach through mentoring to improving student achievement in multiplication and division
• maths staff will focus on patterns, algebra, fractions and decimals
• constant revision on a variety of concepts

Target 3

Junior attendance rate is to be at or above 89%

Strategies to achieve this target include:
• implement attendance action plan for students with low attendance
• contact with parents regarding student absence
• introduce new awards system
• professional learning focus on using ICT as a tool to enhance student engagement

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.

Ms Karen Connell - Principal
Wollumbin High School Executive
Mrs Sherril Parkes – School Administrative Officer
Mr Tony Thompson – P & C President
Mrs Jenny Unwin – Community Liaison Officer

School contact information

Wollumbin High School
North Arm Road, Murwillumbah NSW 2484
Ph: 6672 5121
Fax: 6672 6056
Email: wollumbin-h.school@det.nsw.edu.au
Web: www.wollumbin-h.schools.nsw.edu.au
School Code: 8596

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: http://www.schools.nsw.edu.au/asr