WOLLUMBIN HIGH SCHOOL
Annual School Report 2013
School context

Wollumbin High School (WHS) is a small, comprehensive, rural school situated in Murwillumbah catering for students from Years 7 - 12. The school has been recognised as having a high concentration of students from low socio-economic backgrounds and ceased the Priority Schools Program (PSP) in 2012. The school runs an extensive transition to high school program with our partner primary schools and is a member of the Tweed 5 (T5) collaborative curriculum and leadership program with the Far North Coast high schools.

We expect our students to make learning a priority, to act safely and be respectful within an environment of high expectations, educational excellence and student success. Quality education is further enhanced when the school, parents and community work in partnership to support student learning. Such a partnership exists amongst the WHS community.

We are committed to providing quality education in a supportive environment where students achieve success as learners.

Messages

Principal’s Message

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.

During 2013 we shared many success stories with our community through our newsletter, the Wollumbin Talkabout. The 2013 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.

We welcomed Mr Stuart Cutcher to the Deputy Principal (DP) position and thanked Ms Kerry Stevenson for relieving as DP until the position was filled.

The strengthening of links with our partner primary schools has formed a Community of Schools (CoS) alliance focussed on enhanced learning outcomes for students.

Collaboration with the T5 high schools is opening opportunities for students whilst strengthening collegial networks between the school executive.

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

Once again it was a pleasure to be associated with the dedicated team of parents and citizens of our school who have the determination and vision to support the staff in providing an excellent education to all students at our school.

During the year we provided funding totaling over $28,000 to the school and the students for various projects including the purchase of high jump mats, Rock and Water equipment, wireless PA system for carnivals and school events, further band equipment such as special microphones for instruments and vocals, drum kit additions and a speaker box. A laptop and software for the sports coordinator and new computers to enable ongoing upgrades were purchased.

The P&C also funded the airfares of the school captains enabling them to attend the School Leaders Seminar in Sydney. We also acknowledge student academic success through ongoing canteen vouchers and Awards Night donations. All students who are selected for State representation receive monetary acknowledgement to assist with travel costs. The P&C also supplies, free of charge, school hats/caps for students due to the climate and location of Murwillumbah.

Our major fundraising event for the year was again our Fun Run and Walk. This annual event is becoming more and more successful as a school community building exercise as well as the opportunity to raise funds for the school. Congratulations to all who were involved in organising this event.

During the year we continued our focus on ensuring our canteen menu not only reflected the NSW Healthy School Canteens Association requirements, but was also attractive to the students and staff. As a result our canteen made a great profit and this is very pleasing as it places
our P&C in a position to pass on further funding to the school in the near future.

Our P&C was instrumental in introducing to our school the highly acclaimed Senior Success Program which benefits the senior students who are studying in Years 11 and 12 towards their HSC. The program is proving to be extremely beneficial to our students and their study partners. Without the dedication of the teachers who have volunteered to run the program in our school it would not be possible to provide this great resource to students. The efforts and dedication of these teachers is greatly appreciated by our P&C.

Our P&C continues in partnership with the staff and students in operating the Wollumbin High Coffee Project. The P&C remains extremely excited about this initiative and recognise the huge benefits to many of our students across several Key Learning Areas (KLA). We look forward to the commencement of harvesting and processing our first crop in the near future.

I acknowledge the efforts and support of the executive, an extremely hard working team, who were united in working to form strong partnerships with the Principal and staff to enhance the educational experience of all of our students at the school.

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. The meetings are conducted in a friendly manner and are extremely informative on what is happening in our school and NSW Public Education.

Viv Johnston
P&C President

Student representative’s message

In 2013 the SRC gained a new teacher mentor, Miss Smith. We decided to have meetings during breaks which worked well as everyone still had the ability to do mentoring and peer tutoring.

In July, we held our social for the year. It was a huge success. Attendance was good, as was behaviour and attire.

SRC students participated in Open House, Year 12 Formal, Athletics Day, P&C Fun Run, Legacy Day and ANZAC Day.

Some students from SRC also participated in the World Vision Youth Convention. The SRC recognised Kozi’s birthday. He is our sponsor child. Funds were raised toward his education through the sale of slices of birthday cake.

2014 promises to be another full year with lots to do.

Fiona Stanley

Student information

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

Student enrolment profile

Student attendance profile

Student attendance rates

Student attendance is above regional levels and just below state levels. 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 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.

Post-school destinations

<table>
<thead>
<tr>
<th>DESTINATION</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>25%</td>
</tr>
<tr>
<td>TAFE</td>
<td>16%</td>
</tr>
<tr>
<td>Employment</td>
<td>27%</td>
</tr>
<tr>
<td>Apprenticeships/Traineeship</td>
<td>0</td>
</tr>
<tr>
<td>Other (seeking employment, travel, gap year)</td>
<td>9%</td>
</tr>
<tr>
<td>Destination Unknown</td>
<td>23%</td>
</tr>
</tbody>
</table>

Unfortunately we were unable to contact some of our students.

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.

Year 12 students attaining HSC or equivalent Vocational educational qualification

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

Workforce information

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

Workforce composition

<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 Teacher(s)</td>
<td>29.3</td>
</tr>
<tr>
<td>Careers Adviser</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>7.182</td>
</tr>
<tr>
<td>Total</td>
<td>48.682</td>
</tr>
</tbody>
</table>

6% of the staff at Wollumbin High School are of Aboriginal and Torres Strait Islander heritage.

Staff retention

Three staff retired during 2013.

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>80%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20%</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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>415372.66</td>
</tr>
<tr>
<td>Global funds</td>
<td>391819.85</td>
</tr>
<tr>
<td>Tied funds</td>
<td>291214.59</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>160031.96</td>
</tr>
<tr>
<td>Interest</td>
<td>13340.30</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>39637.70</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1311417.06</td>
</tr>
</tbody>
</table>

Expenditure

| Teaching & learning          | 48267.80  |
| Key learning areas           | 28887.27  |
| Extracurricular dissections  | 38013.44  |
| Library                      | 9992.93   |
| Training & development       | 10772.24  |
| Tied funds                   | 330606.36 |
| Casual relief teachers       | 120210.26 |
| Administration & office      | 135418.06 |
| School-operated canteen      | 0.00      |
| Utilities                    | 115385.70 |
| Maintenance                  | 28086.78  |
| Trust accounts               | 33631.69  |
| Capital programs             | 47617.87  |
| Total expenditure            | 946890.40 |
| Balance carried forward      | 364526.66 |

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2013

Southern Cross University representatives presented Uni-Bound workshops to Year 8 and 9, and some Year 9 students were selected to attend the Uni-bound residential program.

Senior students were accepted into the Southern Cross University Head Start Program.

Matthew Wells of Year 10 and Shae Penman of Year 12 received the Australian Defence Forces Long Tan Award for Leadership.

Samuel Cook of Year 10 received the Sustainable Futures Australian 2013 Environment Excellence Award.

Cheongju Foreign Language High School students and staff enjoyed a ten day visit to the school, staying with host families.

Brianna Greasley and Megan Albury both achieved Distinctions in the Australian National Chemistry Quiz.


In the Big Science Competition 2013, a High Distinction was achieved by Bill Nobbs-O’Brien; Distinctions were achieved by Rebecca Bartlett, Sudarshan Harrison, Blake Lam and Rosa Lysiak and Credits by Tess Sneddon, George Townsend, Koby L’Estrelle, Duncan Miller, Mackenzie New and Rhiannon Heighes.

Nina Baumer was selected as a featured artist in the NSW Schools Spectacular. She was also selected for the NSW Talent Development Program.

MADDD, the school’s annual performance night, was a huge success. Students entertained the audience with dance, drama, musical items, gymnastics, circus and comedy acts.

Year 8 students presented forty-five animated short films to a large audience at the Murwillumbah Regent Theatre.

The Wollumbin High School band won their section of the Murwillumbah Performing Arts Festival.

The school entered in the Premier’s Sporting Challenge with a large number of students participating. Many Diamond Awards were achieved and this gained much needed equipment for the school.

Fiona Stanley was the Far North Coast (FNC) Age Champion and North Coast (NC) 14 years Swimming Champion. At the state titles, Fiona competed in seven individual events, placing as a finalist in three events (200 m Individual Medley, 400 m Freestyle and 400 m Individual Medley).

At the State titles Tess Sneddon competed in the 12 years girls 100 m butterfly. Tess, Clair Constable, Laetani Brehaut and Jordan Howlett were successful in the 12 years freestyle relay and finished 9th in the finals. Conor Greasley placed 17th in the 14 years 400 m freestyle event. Clancy Whiteman (17 years) swam some personal best times to place 11th in the 50 m Athletes with Disabilities (AWD) backstroke, 4th in 50 m AWD freestyle and 6th in his 100 m AWD freestyle.

Rebecca Marr and Katrina Marr competed at the All Schools Athletics Championships in Shot-put and Hurdles respectively. Rebecca achieved a Bronze medal in her division and was selected in the NSW team to compete at Nationals.

Rebecca Marr was also selected to represent FNC in basketball.
Students competed in thirty-one events at the FNC Athletics championships. From this a large team was selected in the NC team to travel to State, including two relay teams.

Sade Cefai, Mikaela Davis and Alec O’Brien were selected in the FNC Cross Country team with Sade and Alec selected in the North Coast team.

In golf, Sheridan Gorton (Year 12) was the North Coast Gross overall winner and Combined High Schools (CHS) winner. Sheridan also won the Pierre De Coubertin award.

Madeline Trew (Year 8) was the North Coast Gross overall runner up, winner of the Jack Newton shield and winner of CHS Years 7 - 9.

Matthew Wells was selected in the FNC Australian Football League (AFL) team and was selected in the state team to travel to Darwin.

Drew Magnum and Meg Phillips were selected in the NC Gymnastics team.

Katrina Marr, Rebecca Marr, Mikaela Davis and Wyatt Randall were selected in the FNC volleyball team. Makaela Davis was also selected as a shadow for the North Coast side.

In the Knockout Competitions (KO) Wollumbin’s Under-15 Girls’ Hockey and Under-14 Girls’ Cricket Teams were FNC champions.

**Academic achievements**

**NAPLAN**

In the National Assessment Program, the results across the Years 7 and 9 literacy and numeracy assessments are reported on a scale referred to as bands.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select GO to access the school data.

**NAPLAN Year 7 - Literacy**

![Percentage in bands: Year 7 Reading](chart.png)

**NAPLAN Year 7 - Writing**

![Percentage in bands: Year 7 Writing](chart.png)
NAPLAN Year 7 - Numeracy

Percentage of Year 7 students achieving at or above minimum standard (exempt students excluded)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>94.3</td>
</tr>
<tr>
<td>Writing</td>
<td>87.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>88.4</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>83.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94.3</td>
</tr>
</tbody>
</table>

NAPLAN Year 9 - Literacy

Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
</tr>
</tbody>
</table>
Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91.9</td>
</tr>
<tr>
<td>Writing</td>
<td>67.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>88.2</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>82.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91.7</td>
</tr>
</tbody>
</table>
Higher School Certificate (HSC)

We congratulate Year 12, 2013 on their HSC achievements. Carina Farrell was Dux of Wollumbin High School. 44 students sat the HSC.

Over half our students received offers of early entry to university prior to HSC results being known.

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

Record of School Achievement (RoSA)

Seventy-eight Year 10 students successfully completed their RoSA.

Significant programs and initiatives

Aboriginal Education

As part of the junior and senior Norta Norta programs two people of Aboriginal heritage were employed as tutors to provide targeted, in-class support for all Aboriginal and Torres Strait Islander students Years 7 – 12. Both tutors were working with students and parents to meet the needs and aspirations of individuals as documented in the students’ Personal Learning Plans (PLPs). Year 12 students assumed leadership roles in our mentoring program.

Student-led conferencing of PLPs with family and team members evolved into “Yarn Up” during 2013. Students showcased their achievements at significant points during the year and reflected on their learning progress. Students, parents and team members highly valued these afternoons.

Our tutors developed a program for students which allowed them to explore their Aboriginality and reflect on their goals and aspirations.

During Term 3, a third tutor was employed to design, and co-deliver, a highly effective mentoring program. In this way a connected overview of the support program Years 7 – 12 was shared by all three tutors and by the school staff.

The Aboriginal Education team reviews student progress on a regular basis. Most students are meeting assessment deadlines and there has been an increased representation of students in our award program.

Most students are attending school on a regular basis. Many have attendance rates above state and school average.

Aboriginal Education perspectives and content in each KLA is delivered to all students through explicit strategies identified in teaching programs. Wherever possible, local community members are involved in the delivery of this content.

The new NSW syllabuses have Aboriginal perspectives identified as mandatory in all subject areas. This provides opportunity for strengthening of perspectives as new programs are written.
NAPLAN results indicated strong growth for most students across the range of test areas.

- In Year 9, three students were above both state and school averages in Reading. One is also above state and school average in both Writing and Numeracy. Two other students are also above State and school averages in Numeracy.

- In Year 7, one student demonstrated growth in all areas tested. This is a clear demonstration of how parent involvement in school life can significantly influence learning outcomes for a student. Four other students demonstrated growth in multiple test areas.

- Four Year 7 students demonstrated growth in Reading above both state and school averages.

- Two Year 7 students demonstrated growth in Writing above both state and school averages.

- Five Year 7 students demonstrated growth in Spelling above both state and school averages.

- Three Year 7 students demonstrated growth in Grammar above both state and school averages.

- Six Year 7 students demonstrated growth in Numeracy above both state and school averages.

Two Head Teachers and several parents regularly attend the local Aboriginal Education Consultative Group (AECG) meetings and are excellent conduits of information and consultation.

WHS has a strong tie to the Titans Beyond Tomorrow program and added the Titans Girls Academy to our list of partnerships in 2013. Girls involved in this program enjoyed the highly structured workshops, camp and end of program presentation. They are keen to be involved again next year.

During 2013 the Aboriginal Education team leader established a working relationship with Kids Caring for Country, a locally designed and run program for students and their parents. This group is led by a local Aboriginal woman incorporating language and culture and is growing in strength each year.

Several of our girls have been involved with the Girls Group run by the local Family Centre. The Family Centre organisation also funded a number of in-school workshops, run by a local Elder. This program explored identity and self in relation to culture and education. The program culminated in a three day camp at Emu Gully.

**Multicultural Education**

Wollumbin High School’s cultural understanding was enhanced by:

- The visit from Cheongju Foreign Language High School. This visit by our sister school enhanced our cultural understandings of Korea.

- Elective PE classes participating in multicultural games units.

- The SRC 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.

- Activities to develop understanding of racism and discrimination and the role of the Anti-Racism Contact Officer (ARCO) incorporated into the mentoring program.

- Year 8 Design and Technology studying a unit focusing on foods of the world and an extensive research project on the use of jewellery with various cultures around the world.

- Hosting exchange students, Michael Simoni from Denmark and Suzon Rondeaux from Belgium.
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 participating 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 mentoring, in the Year 8 Take a Stand Day, Year 10 Respectful Relationships Day and through the Volunteering Program.
- Recognition of students through citizenship awards, this being an element of our Quality Portfolio presentations.
- Non-denominational religious lessons for Year 7 and Year 8 students.
- The mentoring program’s themed approach to school values emphasising anti-bullying, reconciliation, anti-racism, multiculturalism and environmental education.
- Peer Mediators assisting other students to resolve issues.
- Year 11 students participating in the Reduce Risk – Increase Student Knowledge (RRISK) Seminar.
- Student volunteers assisting people with technology use at the Seniors Expo day.

Rock and Water

This year Wollumbin High School delivered the internationally acclaimed Rock and Water program to all our Year 7 and Year 8 boys. The three week program was delivered through one period each day. The program was delivered by Mr Cutcher, Mr Lambert and Mr Butterfield. Mr Cutcher trained Mr Lambert and Mr Butterfield so they can deliver the program to students in the future.

The Rock and Water program provided an opportunity for boys to understand and develop self-management and personal control skills. Physical exercises were used to illustrate concepts.

The program is based upon the idea that the development of your own body awareness assists in the development of emotional awareness, which in turn, fosters the development of self-awareness. Self-awareness leads to calm and considered decision making, particularly in conflict situations.

Focus areas of the program included verbal and emotional expression, emotional control, self-management of impulse-driven tendencies and the ability to respond to and manage aggressive tendencies in both themselves and others. The peaceful resolution of conflict was repeatedly stressed throughout the program.

The program gave many staff a common language to discuss welfare and discipline issues with students. Additionally, the incidence of conflict between boys in our younger years reduced after the implementation of the Rock and Water program.

Quality Portfolio

Wollumbin High School students from Year 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 the basis for an oral presentation to a panel, reflecting on their achievements as learners.

A Student Learning Plan is incorporated in the process with students identifying goals, tracking progress and discussing achievements with their mentoring teacher and panel members.

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 2014.
The Write On project was established at Wollumbin High School in 2007 and has continued annually. The program develops creative writing skills for interested and talented students. Writing workshops were run by author Melaina Faranda which initiated student story ideas. Students then drafted and redrafted their creative pieces following feedback from author and teacher editors.

Twenty students had their stories, poems and raps published in a professional book. Many Visual Arts students contributed art work to illustrate specific stories.

Debating

Teams from Wollumbin High School competed in all three Premier’s Debating Challenges. The senior team (Years 11 – 12) performed well and gained interpersonal and communication skills through the collegial interactions with senior students at other schools. The junior teams (Years 7-8 and 9-10) gained valuable experience through their interschool debates, developing their skills and confidence in public speaking.

Learning Support

Eleven volunteer community members assisted with assessment tasks, homework, classwork and individual literacy programs. Their assistance contributed to individual student success, task completion and improvements in literacy outcomes.

Students involved in literacy programs in Year 7 2012 were reassessed by the Learning and Support Teachers in Year 8 2013 and all of them had made significant improvements in their results for fluency, accuracy or comprehension with an age appropriate passage.

During the year, seventy-seven Year 7 students, seventy-six Year 8 students, fifty-nine Year 9 students and sixty-one Year 10 students attended Learning Support for individual literacy programs or assistance with assessment tasks. Thirty-five senior students accessed learning support during their study periods to complete work.

Peer Tutoring

2013 was another successful year for peer tutoring. Fifteen Year 10 students trained with Murwillumbah TAFE to act as peer tutors for twelve Year 7 and three Year 8 students. They contributed greatly to the literacy improvements of the students they tutored. All fifteen tutors completed the necessary theory and field work to gain their TAFE certificates.

All of the Year 7 and 8 students tutored improved their reading fluency, accuracy or comprehension results between their initial testing at the beginning of the year and their re-testing at the end of the year.

National Partnerships

In 2013, the school received a grant of $122,552 under the Improving Literacy and Numeracy National Partnerships (ILNNP) to assist the school in raising student results in the reading texts and comprehension aspects of literacy. Staff underwent professional development in the K - 10 Literacy Continuum in the area of comprehension. This enabled staff to better understand how to measure students against the continuum and understand the required skills at their next level of achievement.

Head teachers led their KLAs in reviewing literacy strategies implemented in learning and assessment activities. Enhanced strategies have been incorporated into programs. In 2014, wherever practicable, assessment tasks will state the relevant markers and clusters for the aspects on the Literacy Continuum that the assessment task will provide evidence for. It will also provide students with the opportunity to self-assess against the criteria, and staff an opportunity to collect evidence of achievement.

The major project undertaken during 2013 was participation in Focus on Reading (FoR) Phase 1, which was modified to suit the secondary environment. All staff enthusiastically participated in learning the keys to improving reading comprehension results for students. The executive team completed additional FoR leadership modules. The Super 6 comprehension strategies have begun to permeate the school and can be seen on the walls in classrooms.

In 2014 staff will continue with Phase 2 of Focus on Reading. The school will embed the Super 6
comprehension strategies across all KLAs and maintain our focus on the writing thread of the Literacy Continuum, building the capacity of students to write in a sustained manner. We will continue to work with our partner schools on implementation of the Literacy Continuum. We will provide literacy information and strategies to parents through the school’s newsletter. KLAs will continue to review and refine literacy learning activities.

As part of the reporting process for the ILNPNP grant, the school was able to gather data from Year 7 and 8 students, measuring achievement against the K-10 Literacy Continuum from early Term 2 to the end of Term 3. This data revealed an improvement in the students’ results and showed the immediate early impact of the staff professional development in this area on student outcomes.

The ILNPNP provided the school an opportunity to build the capacity of staff to identify and support students at risk of falling behind in literacy.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- School teams report on progress of the aspects of the school plan for which they have responsibility.
- The executive team monitor and appraise the effectiveness of the School Plan in meeting targets and outcomes
- An annual review of the progress in achieving school priorities identified in the three year strategic School Plan, guides any amendments to the plan such as refining of targets, adjustment of strategies, timeframes or personnel.

School planning 2012—2014: progress in 2013

School priority 1

Literacy

Outcomes from 2012—2014

Wollumbin High School results reflect NSW DEC achievement levels in spelling, grammar and punctuation for Year 9.

Evidence of progress towards outcomes in 2013:

- We did not meet the target as the number of Year 9 students at proficiency in Grammar and Punctuation was 12%, which was a decrease of 3% from 2012.
- However, there was a significant decrease in the number of Year 9 students at or below the National Minimum Standard for Grammar and Punctuation in 2013, decreasing from 44% to 31%.
- There was also an increase in the number of Year 9 students achieving equal or greater than expected growth in Grammar and Punctuation in 2013, increasing from 42.7% in 2012 to 48.1% in 2013.
- A significant upward trend over the last three years in the number of students in Year 9 achieving equal or greater than expected growth in Grammar and Punctuation has also been achieved, with 36.1% achievement in 2011, 42.7% in 2012 and 48.1% in 2013.

Strategies to achieve these outcomes in 2014

- continue whole school and CoS focus on sustained writing and implementation of the Literacy Continuum;
- teaching of spelling rules in mentoring classes, English classes and across KLAs;
- staff professional learning and student introduction to the Literacy Continuum;
- utilisation of diagnostic spelling tests for all students in Years 7, 8 and 9; and
- whole school focus on grammar and punctuation, utilising the Literacy Continuum to assist in the measurement of progress.
School priority 2
Numeracy

Outcomes from 2012–2014
Strengthen representation of Year 9 students in the top two bands in numeracy by 5%.

Evidence of progress towards outcomes in 2013:

- Whilst we did not meet the intended target for Year 9; we had an increase in the number of students achieving a Band 10 by 2.5%.

- A distinct improvement in 2013 was evident, shown by an 8% reduction in the number of non-attempts on particularly difficult questions, where a large percentage of students typically do not attempt to answer.

- In 2012 a high percentage of non-attempt questions were from a range of topics and identified as Band 7 level or higher. In 2013, this had narrowed to the measurement topic in the calculator section and involved complex problem solving skills identified as Band 10 level questions.

- Mathematics programs included an explicit focus on the teaching of fractions, decimals and percentages for Year 7 and 8 and problem solving for Year 9.

- Mathematics teachers posed a NAPLAN style problem at the beginning of every lesson for Years 7 to 9, related to the current topic, providing students with practice on inferential comprehesion.

- Problem solving PowerPoint presentations were developed for Years 7 and 9 to enable teachers to maintain a consistent approach to the teaching of appropriate strategies.

- Community of Schools’ (CoS) focus on improving Stage 4 outcomes in fractions and decimals. Combined CoS fractions, decimals and percentages workshop held in Term 1, 2013. Analysis of 2013 NAPLAN results with appropriate resources linked to targeted areas shared with all CoS members.

Strategies to achieve these outcomes in 2014:

- Continued combined professional development with CoS, in preparation for the introduction of the new Maths syllabus in 2015 into K – 6, designed to ensure a smooth transition between primary and secondary programs.

- Continued improvement on the explicit teaching of fractions, decimals and percentages in the Year 7 Program whereby concepts and operations will be taught separately across school terms to give students time to absorb concepts and decrease confusion.

- Encouragement of student participation in academic mathematical programs and competitions that are extra-curricular, engagement with mathematical concepts, ideas and problem solving.

- Continue to expose students to NAPLAN style questions to continue the pleasing downward trend of non-attempts.

- Include areas of noticeable difficulty in past NAPLAN exams: number skills including fractions and decimals, in the 2014 Year 7 Rich Task by incorporating the use of decimals into the data students need to analyse on temperature and rainfall.

School priority 3
Retention to HSC

Outcomes from 2012–2014
Improve retention rates to HSC completion.

Evidence of progress towards outcomes in 2013:

- Retention data, which examines the proportion of students staying on from Year 10 to the Higher School Certificate (HSC) at WHS, indicates our retention is still below that of schools within our School Education Group and the state pattern.

- There was no growth in retention from 2012 to 2013, it remained the static.

- Student leavers entering TAFE, the workforce and transferring to other towns contributed to Wollumbin High School not meeting this target.
We introduced a Senior Success Program for students, parents and carers in 2013, however only small numbers of participants attended.

Collaborative curriculum with T5 schools provided challenges for students who were taught via video link up as it required self-direction, self-motivation and a high degree of organisation.

**Strategies to achieve these outcomes in 2014:**

- Introduce the first Senior Success workshop at the Year 11 Assessment Information Evening to encourage improved participation in future workshops.
- Continue the Year 12 Senior Success workshops.
- Year 11 mentoring sessions focus on senior student support and reinforce Senior Success strategies.
- Enrol students in Distance Education with teacher mentor support for courses where T5 collaboration is not conducive to learning opportunities.
- Encourage senior students to attend the Homework Help afternoons and to take up tutoring options.
- English Head Teacher presenting a series of workshops on essay writing skills.
- Earlier identification of students at risk through Deputy Principal and executive monitoring strategies.
- Encourage all Year 12 students to be actively involved with their teacher mentor.
- Maintain opportunity for school and TAFE VET opportunities.

**Professional learning**

100% of staff were involved in professional learning activities.

The Professional Learning Plan for Wollumbin High School is built around the Department of Education and Community 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 Community. The school was allocated $28,700 for professional learning and expended these funds. The average expenditure per staff member was $625.

Staff were involved in activities within and beyond the school. These included workshops, conferences, training days, peer professional learning, program development, the Focus on Reading program and T5 collegiate activities. Staff also utilised technology to access professional learning opportunities. Focus topics included syllabus implementation across a range of KLAs, VET upskilling, implementation of literacy strategies, new scheme teacher workshops, coaching for executive staff, Dare to Lead – Community Engagement in Practice workshop, introduction to the new planning tool, sports coaching, curriculum implementation, career development, Positive Behaviour for Learning training, Road Safety Education, technology skills development and workshops to support student welfare.

The school also received $7,319 to support the implementation of the National Curriculum. Release time enabled teachers to develop programs for Years 7 and 9 based on new syllabus requirements for English, Mathematics, Science and History. In 2014 programs for Years 8 and 10 will be developed.

The first School Development Day did not occur due to extensive flooding in the local area preventing the majority of staff from arriving at school. Term 2 School Development Days focused on Tools for 21st Century Learning with staff completing two modules, The Learner and the New Curriculum and Teaching for the New Curriculum, as did a shared afternoon on curriculum implementation with the Tweed 5 schools. Term 3 focus was on programming and curriculum differentiation to meet the needs of students. The final School Development Day
involved Focus on Reading modules, CPR and Emergency Care training. The Focus on Reading program is reported on in the National Partnerships section of this Annual Report.

Four new scheme teachers worked toward achieving NSW Institute of Teachers accreditation, one new scheme teacher maintained accreditation at Professional Competence whilst two teachers worked towards maintenance of accreditation.

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.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school’s junior assessment procedures. The opinions were gathered through survey and focus groups.

Their responses are presented below.

When asked if their child showed them tasks, parents’ responses ranged from no to usually. Some parents thought tasks provided the necessary information whilst others thought more detail could be provided. Parents indicated the spread of tasks, especially for Year 7, could be improved. Feedback to students on task achievement could be improved as could penalties for late submission of tasks.

Student responses indicated they are receiving sufficient notice to complete the tasks but that task requirements could be clearer and the spread of tasks improved. They would also like the teacher to take more time to explain the assignment when it is issued. Marking rubrics do assist students with their assignment completion. Year 10 students wanted the weighting of each task included on the template.

A review of assessment tasks by a staff panel noted inconsistency in the quality of tasks being presented to students, variations to the agreed school assessment template and that further development of marking rubrics was required, with coordination of tasks for Years 7 and 8 needing to occur.

As a result of the feedback the following strategies will be implemented in 2014.

- Coordination of tasks for Years 7 and 8 by the executive team to improve the spread. An assessment task schedule will be published for parents.
- An updated assessment template will be implemented and will include information on submission requirements, late penalties and a student self-reflection component. Weightings for Years 9 and 10 will also be included.
- A consistent school approach to rubric development will be implemented, and will include a literacy strand.
- Head Teachers will more closely monitor the quality of the tasks being issued to students.
- Sharing of examples of Year 7 tasks with our partner schools, who will introduce Year 6 students to the template enabling students to build on their knowledge of assessment procedures in high school.
- Introducing a Year 7 and 8 parent workshop on assessment and homework to support student achievement.

Program evaluations

All NSW public schools are required to conduct an annual review of curriculum to assist in effective school planning. In 2013, Personal Development, Health and Physical Education (PDHPE) conducted a major curriculum review to address student literacy standards in Years 7 and 8 (Stage4).

Background

Literacy is an identified focus area of Wollumbin High School, with sustained writing being an essential skill to support student achievement. The PDHPE staff evaluated current practices in teaching, learning, programming and student assessment to determine the effectiveness of literacy strategies utilised. The review was based on interviews, online surveys and observations. Evaluation surveys were completed by staff, students and parents.

Findings and conclusions

The use of scaffolding (a framework or guide students use to write extended responses), was found to be strong and a definite area for continued use and refinement. Scaffolding was
found to be most commonly used in assessment tasks.

Interestingly, 70% of students surveyed believed PDHPE did not encourage sustained, long response answers. The majority of students rarely submitted a draft copy to their teacher, with students surveyed submitting a draft only 10% of the time. Students identified time and PDHPE not being viewed as an academic subject as reasons for this. 74% of students surveyed preferred to type rather than write due to ease and availability of spell check. This affects a student’s long term ability to complete sustained writing under exam conditions.

**Future directions**

Within Stage 4 PDHPE programs, a greater variety of scaffolds will be embedded to encourage sustained writing. Staff will maintain their current use of scaffolding in assessment tasks. Programs will create greater opportunities for students to engage in sustained writing. The Super 6 comprehension strategies will be embedded into programs as staff build their knowledge in using these strategies.

Students will be required to submit some handwritten assessment tasks with a recommended word limit to explicitly encourage sustained writing. To encourage students to submit a draft copy of their task, incentive outcome awards will be issued. Additionally, the draft will also contribute to final task marks.

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**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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: