Wollumbin High School
Annual School Report

2012
Messages

Principal’s Message

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 Wollumbin High School (WHS) community.

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 2012 we shared many success stories with our community through our newsletter, the Wollumbin Talkabout. The 2012 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.

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

Collaboration with the government high schools in the Tweed Valley (TS) is opening opportunities for students whilst strengthening collegial networks between the TS 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

It is always 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 totalling over $28,000 to the school and the students for various projects that will benefit all students across all Key Learning Areas (KLAs).

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 promoting exercise in addition to raising 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 enticing to the students and staff. As a result our canteen made a great profit which places us 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 for their Higher School Certificate. The program is proving to be extremely beneficial to students and their study partners. Without the dedication of the teachers who have volunteered to run the program in our school, this program would not be possible. The efforts and dedication of the teachers is greatly appreciated by our P&C.

Another great project, which our P&C is in partnership with the school, is the Wollumbin Coffee Project. The P&C is extremely excited about this initiative and recognises the huge benefits to many of our students across several Key Learning Areas.

I acknowledge the efforts and support of the executive, an extremely hard working team, who were united in working in partnerships with the Principal and staff to enhance the educational experiences 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

The Student Representative Council (SRC) had a busy year in 2012.

2012 saw the SRC seniors mentoring the junior members, passing on their valuable experience over the course of the year.

Wollumbin High School (WHS) hosted many fundraising events in 2012. These included the Bandaged Bear Appeal, Clean Up Australia Day, Red Nose Day, the 40 Hour Famine and Jeans for Genes Day. In 2012 we donated over $3000 to various charities and organisations.

We also hosted Motivational Media at the school. The event was co-ordinated and paid for by the SRC and taught students an invaluable lesson about being responsible for their actions.

More students than ever attended the World Vision Global Leadership Convention on the Gold Coast. This was a fantastic opportunity for students to mix with other young leaders in the region and to develop their leadership skills.

We held a school social in conjunction with the Year 12 fundraising committee, with DJ Leeming providing an amazing light and sound show. The event was well attended by teachers and students from Years 7 to 12.

Some other highlights of the year included barbeques, a mufti day, Kozi’s birthday fundraiser and Harmony Day. Students also represented the school at such events as Parent Teacher night, Open House, Anzac Day and Remembrance Day.

The 2012 Student Representative Council had a tremendous year and are looking forward to the challenges of 2013.

It has been a pleasure being the SRC co-ordinator in 2012 and I wish them all the best in 2013.

Mr Steve Trotter

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>223</td>
<td>217</td>
<td>228</td>
<td>239</td>
<td>244</td>
</tr>
<tr>
<td>Female</td>
<td>260</td>
<td>241</td>
<td>237</td>
<td>219</td>
<td>217</td>
</tr>
</tbody>
</table>

Student attendance profile

Student attendance is above region 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 by period marking by classroom teachers. Year 12 use a swipe card system. Discrepancies are reported to the Deputy Principal and Administration staff. Parents are contacted by phone or by letter if absences are not explained promptly. Concern regarding student attendance is raised with parents by the Deputy Principal and Year Advisers. The Home School Liaison Officer supports the school with individual cases.
Retention to Year 12

Retention data, which examines the proportion of students staying on from School Certificate (SC) to the Higher School Certificate (HSC) at WHS, indicates our retention rate fell below that of similar schools and the state pattern.

<table>
<thead>
<tr>
<th></th>
<th>SC06-HSC08</th>
<th>SC07-HSC09</th>
<th>SC08-HSC10</th>
<th>SC09-HSC11</th>
<th>SC10-HSC12</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>59.8</td>
<td>67.1</td>
<td>70.2</td>
<td>65.4</td>
<td>53.8</td>
</tr>
<tr>
<td>SEG</td>
<td>53.2</td>
<td>54.7</td>
<td>60.0</td>
<td>62.5</td>
<td>56.1</td>
</tr>
</tbody>
</table>

Post-school destinations

<table>
<thead>
<tr>
<th>DESTINATION</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>49%</td>
</tr>
<tr>
<td>TAFE</td>
<td>14%</td>
</tr>
<tr>
<td>Working</td>
<td>17%</td>
</tr>
<tr>
<td>Apprenticeships/Traineeships</td>
<td>8%</td>
</tr>
</tbody>
</table>

Unfortunately we were unable to contact some of our students.

Year 12 students undertaking vocational or trade training

33% 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.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>28.5</td>
</tr>
<tr>
<td>Careers Adviser</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teachers</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>7.182</td>
</tr>
<tr>
<td>Total</td>
<td>47.882</td>
</tr>
</tbody>
</table>

The school employed an Indigenous mentor and a Community Liaison Officer through the Priority Schools Program.

Staff retention

The only staff change for 2012 was one retirement.

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>$30/11/2012</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>425295.84</td>
</tr>
<tr>
<td>Global funds</td>
<td>409181.51</td>
</tr>
<tr>
<td>Tied funds</td>
<td>401695.95</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>190706.46</td>
</tr>
<tr>
<td>Interest</td>
<td>22417.38</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>71525.05</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1520822.19</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
- Key learning areas 62759.22
- Excursions 71168.57
- Extracurricular dissections 39528.46
Library 7235.03
Training & development 10734.41
Tied funds 432308.27
Casual relief teachers 110100.39
Administration & office 143128.04
School-operated canteen 0.00
Utilities 108268.90
Maintenance 24050.76
Trust accounts 74634.69
Capital programs 21532.79
Total expenditure 1105449.53
Balance carried forward 415372.66

A full copy of the school’s 2012 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2012

Achievements

Introduction of the Wollumbin High School Gold Award achieved by Matthew Wells. Increasing numbers of students achieving Awards of Honour and Awards of Excellence.

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

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

Four students were invited to attend the Southern Cross University EXCELerate Science Experience residential school.

Four Aboriginal students selected to attend the Wollumbin Dreaming Aboriginal Youth Leadership Initiative for Aboriginal youth from the Tweed to Mullumbimby.

Brianna Greasley Year 10, Jake Swift Year 11 and Anthony Davie-Rieck Year 12 received the Australian Defence Forces Long Tan Award for Leadership.

Zak Thomas, Year 9, received the Sustainable Futures Australian 2012 Environment Excellence Award.

Mr Brooker, Mr Lambert and Mr Trembath designed and presented drug prevention workshops to students in our partner primary schools.

A grant secured by the school has enabled the establishment of a coffee crop. The program provides agriculture, business studies, construction and hospitality students with authentic learning opportunities.

Six students achieved credits in the ICAS Mathematics competition in which students from over twenty countries competed.

Thirteen Year 7 students, along with Year 6 students from our partner schools, attended an information day at Griffith University Gold Coast Campus.

Shanalee Hayer, Year 12, progressed through local and zone heats of Lions Youth of the Year to compete at the Regional final.

Arts

Bradley Norman, Year 12, had his Visual Arts major work selected for inclusion in Art Express. Art Express is the NSW HSC Major Works Exhibition.

Callum Savage, Year 12, was nominated for Encore. Encore is a selection of performances and compositions by HSC music students.

Six Wollumbin High School drama students participated in the local production of Shakespeare Stories.

Jesse Mahler, Year 9, was selected to play at the Opera House as a member of the North Coast Region Band.

Fiona Stanley, Year 8, and Jesse-Lee Mahler, Year 9, were selected to attend the Regional Music Camp.

Sixteen students and the Wollumbin High School band were involved in the Murwillumbah Festival of the Performing Arts.

The Wollumbin High School band performed at Cooly Rocks On, Crystal Creek fete and fireworks event and the Belly to Big School Festival.

Cadillac Rockers, comprising six Wollumbin High School students, won the Youth Talent Quest event at Cooly Rocks On.

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

Year 8 students presented forty three animated short films to a large audience at the Murwillumbah Regent Theatre.
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 School offered a choice of approximately twenty non-competitive sports including yoga, dance, self-defence, surfing, rowing, skateboarding, fishing competitions, beach volleyball, chess, beach walking and Zumba.

Our student achievements for 2012 included the following highlights:

- Students selected in a variety of regional sporting teams, including Swimming, Athletics, 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 has developed at the school with a large number of students from this program progressing to zone and six students progressing to state level. We also had our largest relay representation to zone. Eighteen records were broken at the Athletics carnival with twenty four students progressing to the North Coast (NC) finals. Four students progressed to state and they were all placed in the top 10 in their field.

- Six swimmers were selected in the Far North Coast (FNC) team. The relay team gained second place in an invitational swim.

- Our schools relay team achieved second place at the Murwillumbah show school relay competition.

- Ten students gained their surf survival certificate.

- Brittany Barnes was selected for the Pierre De Coubertin Award. This award is in recognition of sporting achievements in the areas of playing, coaching, administration and also recognises qualities of fair play and sportsmanship. This is a joint initiative of the Department of Education and Training and the Olympic Committee. It is a state wide award.

- Blake Wotherspoon was a shadow for the North Coast Hockey team.

- Mrs Lofts coached a Queensland Womens Masters team at the Australian titles.

- Emily Anderson was selected in the FNC Soccer team.

- Cross Country – for the first time a whole school compulsory event was conducted and this produced many promising runners. The afternoon proved very successful.

- Golf – Madeline Trew and Sheridan Gorton progressed to State with Sheridan being selected in the All - Schools golf team.

- North Coast Blue-Sheridan Gorton won a Blue for her success in Golf.

- Australian Football League (AFL) – Mathew Wells was selected in the Northern NSW Under 15 Australian Football League (AFL) side.

- Football – the Open Girls team progressed to round 4 of the Bill Turner cup.

- Touch Football – three students assisted the primary schools by refereeing their Touch competition and were highly commended for their behaviour.

- Cricket – the Open Girls team were North Coast finalists.

- Beach Volleyball – Wollumbin High School girls were the FNC champions.
- Tweed Valley Competition – the Junior Girls Tennis, A Volleyball and B Volleyball girls were all winners in their divisions, being undefeated all competition. Many other teams made the finals.

**Academic**

In the National Assessment Program, the results across the Year 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these 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 Higher School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

**Reading – NAPLAN Year 7**
Numeracy – NAPLAN Year 9

Minimum Standards data

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95.2</td>
</tr>
<tr>
<td>Writing</td>
<td>86.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>89.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>95.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>87.8</td>
</tr>
<tr>
<td>Writing</td>
<td>66.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>87.1</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>84.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95.3</td>
</tr>
</tbody>
</table>
Achievements

- Year 9 students in the bottom band, below National Minimum Standards (NMS) reduced from 15% in 2011 to 12% in 2012 for reading. This was a 3% improvement.

- Year 9 students in the bottom band, below NMS reduced from 19% in 2011 to 13% in 2012 for spelling. This was a 6% improvement.

- Year 9 students in the bottom two bands, at or below NMS reduced from 41% in 2011 to 28% in 2012 for reading. This was a 13% improvement.

- Year 9 students in the bottom two bands at or below NMS reduced from 43% in 2011 to 26% in 2012 for spelling. This was a 17% improvement.

RoSA

78 students completed the Year 10 Record of School Achievement (RoSA).

Higher School Certificate

We congratulate Year 12, 2012 on their HSC achievements. Callum Savage was Dux of Wollumbin High School. 52 students sat the HSC.
Significant programs and initiatives

Aboriginal education

The first Indigenous activity on our 2012 calendar was the anniversary of the National Apology. Indigenous students presented the history and impact of the National Apology at a special assembly.

Both Indigenous and non-Indigenous students acknowledged Sorry Day with speeches and an engaging power point presentation. To show respect and commitment in acknowledging the Stolen Generation and reconciliation an Aboriginal flag was created by students and staff using coloured ribbons bearing their names.

Naidoc was celebrated in 2012 through Indigenous games in the gymnasium and on the oval. Two Titans under 20s players were involved in the day. Awards were presented to students who wrote poems about our rich Indigenous culture. A special assembly and a cake in the form of the Aboriginal flag were other important Naidoc events.

Indigenous students and friends attended Deadly Days in Ballina to learn more about culture, connections, higher education and employment opportunities.

Four students successfully completed the Wollumbin Dreaming Leadership program and are already using the skills gained by mentoring junior students.

Our Indigenous dance group, accompanied by local Indigenous primary school students and mentored by Uncle Dennis, performed for our Korean visitors early in the year. The dancers proudly shared their culture with the visitors. It was a deadly performance. The combined group also performed at MADDD under the guidance of Stephen Larcombe. Many of the dancers participate in the Kids Caring for Country Cultural Awareness group held every Wednesday afternoon at Murwillumbah Primary School.

All Indigenous students were part of the Norta Norta tutoring program in 2012. Two Indigenous and two non Indigenous tutors worked intensively with both senior and junior students to better position them for success.

Three students either took up or continued bank traineeships in 2012; Jaime Horne & Nina Budda-Dean with the ANZ and Miranda Kelly with NAB.

The Titans Beyond Tomorrow program continued with our year 12 and post school age students supporting them into employment or further education.

The year ended with our inaugural “Yarn Up” held at Green Hills. Students, parents and staff enjoyed an afternoon celebrating the successes of our Indigenous students throughout 2012. Yarn Up is planned for term 2 and term 4, 2013.

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.
- Students attending Fusion Day at Southern Cross University.
- Hosting an exchange student from Belgium.
**Write On**

The Write-On Project that was established in 2007 continued in 2012. The program focused on the development of creative writing skills for talented junior students and provided an authentic audience for their published work. A series of exciting and engaging student workshops were conducted by author and teacher Melaina Faranda and author Simon Higgins. Students received detailed individual feedback and developed a range of self-editing skills.

Twenty seven students had their work published, with a number of other students being involved in the project at different stages. Visual Arts students contributed art work to illustrate themes in published works as well as an impressive cover for the booklet. The ongoing development of creative writing skills is reflected in the excellent HSC results for Extension 2 English. All three students were involved in the Write-On project in their junior years.

**Literacy**

In alignment with the Stage 4 and 5 syllabuses in all subject areas, Wollumbin High School emphasises the development of literacy skills across all KLAs. Spelling skills were an important focus in 2012, with spelling strategies integrated into all KLA units and mentoring activities. NAPLAN data indicates a marked improvement in spelling in Years 7 and 9, reflecting the success of this approach.

The emphasis on sustained writing progressed through 2012 and will continue in 2013. Higher School Certificate and NAPLAN data reflect a need for continued attention to this area. All KLAs will increase opportunities for students to develop their skills in writing sustained and sophisticated responses, especially under time constraints and first draft conditions. Increased use of technology has generated a need for students to retain and develop their ability to communicate in handwriting and non-digital modes.

Grammar and punctuation are also an ongoing focus, supported by a whole school correction code, detailed feedback and careful editing. To support work done in classrooms, a systematic and explicit revision of skills will take place in mentoring programs.

To further support our literacy focus, WHS teachers visited partner primary schools in 2012 to gather literacy resources and view the ways in which primary teachers integrate literacy activities into lessons. This was an important first step to opening the dialogue within our Community of Schools about the literacy continuum.

**Peer Tutoring**

As Year 11 students were not available for peer tutoring in 2012 we ran the program for the first time with students from Year 10.

Twenty eight students trained with Murwillumbah TAFE to act as peer tutors for seventeen Year 7 and eleven Year 8 students.

They contributed significantly to the literacy improvements of the students they tutored.

Twenty five of the tutors completed all the necessary theory and field work to gain TAFE certificates. All of the junior students improved on their initial reading results when they were reassessed at the end of the year.

**Debating and Public Speaking**

Teams from Wollumbin High School competed in all three Premier’s Debating Challenges. The senior team (Years 11-12) performed very well, achieving equal first place in the zone. The junior teams (Years 7-8 and 9-10) gained valuable experience through their interschool debates, developing their skills and confidence in public speaking.

Wollumbin High School was represented at the Murwillumbah Lions Club Youth of the Year by Shanalee Hayer. Shanalee performed very well in this prestigious competition, progressing to the Regional Final in the third round. This achievement reflects the high level skills and attributes of our students and the opportunities that are available to them.
Respect and Responsibility

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

- Ongoing support for the Red Shield Appeal, strong participation in the 40 Hour Famine and continued sponsorship of a child through World Vision.
- A large contingent of students participated in the ANZAC Day March and Ceremony representing the school with pride and exhibiting respect for others.
- The explicit teaching of resilience, tolerance and positive relationships in Boys’ Group, in mentoring, in the Year 8 Take a Stand Day and through the Volunteering Program.
- Recognition of students through citizenship awards, this being an element of 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, anti-racism, multiculturalism, reconciliation and environmental education.
- Presentation to whole school by the Tweed Shire Ambassadors as part of the 2012 International Day for People with a Disability
- Year 11 students participating in the Reduce Risk – Increase Student Knowledge (RRISK) Seminar.

Quality Portfolio

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

Panels consisted of a teacher, parent or community member and a student drawn from a lower academic year. Year 7 presented cross-curriculum projects along with their portfolio.

Student feedback was provided formally in the end of year report issued to parents. Extensive surveying of students and panel members indicated the initiative has been very successful and will continue in 2013.

Learning Support

Eighteen volunteer community members assisted with assessment tasks, homework, class work 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 were reassessed by the Learning and Support Teachers in Year 8 and all of them had made significant improvements in their results for fluency, accuracy and comprehension with an age appropriate passage. These students also achieved above school average growth in grammar, reading and spelling and above state average growth in reading and spelling between 2010 and 2012 in their NAPLAN test.

Six students were involved in a spelling program for two mornings a week during peer mentoring time. Students also accessed Homework Help for assistance across all KLAs during break 2.
Think Tank
In 2012 the program was extended to Year 5 and Year 6 students.
Selected students met one day per week for a semester at WHS to learn about, discuss and pose solutions for major world issues. The program was established to cater for high achievers and inquisitive students within the public education system.

Progress on 2012 targets

Target 1
Increase the number of Year 9 students achieving at proficiency level in NAPLAN reading by 1% and spelling by 2%; and
Our achievements include:
- Year 9 Reading improved from 19% achieving in the top two bands in 2011 to 24% achieving in the top two bands in 2012. Therefore, we exceeded our target of 1% improvement, with 5% more in the top two bands in 2012.
- We met our target for Spelling as we went from 12% in 2011, to 14% in 2012 in the top two bands.
- Grammar and Punctuation results for Year 9 improved from 7% in the top two bands of achievement in 2011 to 15% in 2012 – an 8% improvement.
- Year 9 students in the bottom band (below NMS) reduced from 20% in 2011 to 15% in 2012 for grammar & punctuation, a 5% improvement.

Target 2
Increase the number of students in the top three bands by 10% in NAPLAN numeracy test in Years 7 and 9.
Our achievements include:
- we did not meet the target for Year 7, we had a decrease of 14.6% but continue to work with our partner schools on numeracy strategies; and
- we did meet the target for Year 9; we had an increase of 11.2%.

Target 3
Move student retention toward state level
Our achievements include:
- Student leavers entering TAFE, the workforce and transferring to other towns contributed to Wollumbin High School not meeting this target.

School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluations of Technology and Applied Studies and Aboriginal Education: Dare to Lead Snapshot.

Curriculum – Technology and Applied Science (TAS) Stage 5

Background
Over the past five years the Technology and Applied Studies (TAS) Key Learning Area (KLA) has experienced fluctuation in the number of students electing stage 5 courses. The courses within the TAS KLA include Food Technology, Textiles Technology, Digital Media and Industrial Technology – wood and metal. An evaluation was conducted to determine if course delivery was meeting the needs of the students.

Findings and conclusions
The stage five Food Technology programs were updated during 2011 and 2012 to include more interesting practical lessons, relevant theory and a more streamlined assessment program. Photographs of student work displayed in the classrooms contributed to pride and interest in student achievement. Food Technology has regained its popularity with strong class sizes in 2012 and an indication this will continue in 2013. Consistency in teaching staff has had a positive impact on this subject area.
Stage five Textiles Technology practical projects have been engaging students. Class contribution and agreement of assessment components is encouraged. This ownership has proved successful with students responding positively to this initiative. Samples are displayed in the classroom and encourage interest in practical aspects of the course. Numbers are building in this course.
Digital Media is a recent inclusion to stage five electives with a high level of student participation. It is based on the Photographic and Digital Media syllabus as it suits the teacher’s strengths and capabilities. Student projects are evolving and the quality of student products is improving.

Technology Wood and Metal classes utilise design folios in addition to practical project work. Project opportunities have been expanded, building on skills and student interest to achieve quality products. Team marking of assessment tasks is contributing to consistency in agreed standards but tasks could benefit from further refinement. Numbers in classes are building.

Popularity is building in all these subjects with all classes reaching maximum sizes. The improved practical components in these subjects are engaging the students and the quality of finished projects are acknowledged.

Future directions

Food Technology: There is a need to maintain the momentum with the highly organised programs and assessment. The use of student work books is most valuable and this subject is setting high standards and providing a model for the other TAS courses.

Textiles Technology and Industrial Technology – Wood and Metal: Using Food Technology as a model these courses will undergo further refinement with a focus on updating programs, assessment and theory booklets. This process will build on the practical projects that have been introduced during the past two years.

Digital Media: Building the resource base for this course is a priority.

Education and management practice - Aboriginal Education

Background

During 2012 Ms Kim McIntosh was employed one day per week to support our Indigenous students through our Dare to Lead Project. Ms McIntosh worked with staff and community to enhance community involvement within the school and widen cultural and educational opportunities for our Indigenous students 7-10.

Findings and conclusions

The Dare to Lead team visited our school for 2 days in term 3. The feedback they provided has been valuable in affirming a range of initiatives at Wollumbin High School and providing direction for future enhancement. In particular our digital Personal Learning Plans entitled “My Story My Learning” were considered best practice by national standards. The Dare to Lead team sought permission to share these stories with other schools. Wollumbin High School was also recognised as a school which provides many opportunities for Indigenous student leadership.

Future directions

Areas to fine tune in the future include greater Indigenous content on the school website, a uniquely Indigenous newsletter for our community, a local cultural immersion program for staff and the establishment of an Indigenous Hall of Fame for ex-students.

Our first Indigenous newsletter entitled the Message Stick will be published in 2013.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school’s Top Class initiative.

Their responses are presented below.

As a result of highly positive feedback at the end of 2011 our Top Class program was continued throughout 2012. As a result of parent, staff and student input modifications were made to the selection process and the manner in which feedback was provided to unsuccessful applicants.

Positive feedback from parents included;-

- Child eager to discuss their day and share learning at home
- Child is more motivated, organised and focussed on success
- Child is happier in the top class
- Work is of a higher quality and submitted on time

Positive feedback from students included;-

- Happier in top class
• Sense of achievement with more difficult work
• Producing work of a higher standard
• Fewer distractions
Positive feedback from staff;
• Professional satisfaction seeing students succeed with more challenging work
• Fewer distractions
• Students in the top class performed strongly in the Quality Portfolio process

Parents and students felt that the workload could be challenging at times.

Staff expressed the need for more planning time to deliver quality differentiated programs for students in the top class.

Parents, students and staff were overwhelmingly in favour of continuing the top class into 2013

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 Community and the Priority Schools Program. The school was allocated $28,980 for professional learning.

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

ICT professional learning needs were met through activities on school development days and by teachers accessing special workshops. Release time enabled teachers to design learning activities incorporating ICT. Digital Education Revolution funds of $14,371 were allocated to ICT professional learning.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014
Wollumbin High School results reflect NSW DEC achievement levels in spelling, grammar and punctuation for Year 9.

2013 Targets to achieve this outcome include:
• Increasing the number of Year 9 students at proficiency in Grammar and Punctuation by 5% in the NAPLAN literacy test.

Strategies to achieve these targets include:
• whole school focus on sustained writing;
• whole school focus on spelling and vocabulary;
• staff professional learning on the K-10 Literacy Continuum; and
• Community of Schools’ focus on Literacy.

School priority 2
Outcome for 2012–2014
Strengthen representation of Year 9 students in the top two bands in numeracy by 5%.

2013 Targets to achieve this outcome include:
• Increase the number of Year 9 students in the top three bands by 10% in NAPLAN numeracy tests.

Strategies to achieve these targets include:
• An explicit focus on the teaching of fractions, decimals and percentages for Years 7 and 8 and problem solving for year 9.
• Posing a NAPLAN style problem at the beginning of every lesson for Years 7 to 9, related to the current topic, to provide
students with practice on inferential comprehension.

- Improving NAPLAN exam techniques for Years 7 to 9 to reduce the number 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.
- Community of Schools’ focus on improving Stage 4 outcomes in Fractions and Decimals.

**School priority 3**

**Outcome for 2012–2014**

Improve retention rates to HSC competition 2013.

2013 Targets to achieve this outcome include:

- move student retention toward state level.

**Strategies to achieve these targets include:**

- active participation in Tweed 5 collaborative curriculum program;
- junior school student nominations for top class placement;
- all Aboriginal students have a Personal Learning Plan;
- implement Year 11 senior studies focus program during mentoring;
- implement Senior Success program for Years 11 and 12; and
- enhanced student leadership opportunities.

**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 Sue Turner – School Administrative Officer

Mrs Nicole McKay – Parent Representative
Mrs Donna Swift – Parent Representative

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: