School context statement

Wollumbin High School (WHS), established in 1995, is a small, comprehensive, rural school situated in Murwillumbah. The school is located in a picturesque setting contributing to the calm environment in which learning takes place. Quality teaching and learning is characteristic of the school’s culture and affirmed by our motto ‘Together We Learn’. The school is known in the community for providing a safe and respectful learning environment, a strong uniform code and an effective discipline and welfare system. The professional, experienced, friendly and supportive staff are innovative, student focused and dedicated to providing a full range of curriculum and extracurricular choices for students from Years 7 to 12. Our small class sizes, intensive learning support centre and academic extension classes ensure that all students have the opportunity to succeed in their learning. Aboriginal and Torres Strait Islander students negotiate personal learning plans, are strongly represented in leadership and all levels of achievement within the school. We work closely with our partner primary schools and actively with the Tweed 5 (Far North Coast) high schools focusing on shared professional practice and opportunities for students. Academic, citizenship, sporting and cultural achievements are acknowledged in the awards structure. Many students achieve at state level in academic, sporting and cultural areas. The annual MADDD concert, animations screening, band and Korean sister school activities provide additional opportunities for students. The Student Representative Council (SRC) is an active leadership group not only within the school, but also within the community. We value and foster home-school partnerships. Strong parent and community support is evident through our volunteer tutor program and the Quality Portfolio interviews. The Parent & Citizens Association is an active group who work closely with the school to support all students.

MESSAGES

Principal’s Message

We expect our students to make learning a priority, to act safely and be respectful within an environment fostered by staff 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 2014 we shared many success stories with our community through our newsletter, the Wollumbin Talkabout. The 2014 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 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

As this was my first term as president it was filled with many challenges but I found it a pleasure to be associated with the dedicated team of parents and citizens of our school. The determination and vision they have shown in support of the staff and all students at our school has been excellent.

During the year we provided funding totalling $25,000 to the school for various projects including the purchase of items for Music, Mathematics programs, Learning Support and the refurbishment of the Library.

The P&C also funded the airfares for the school captains enabling them to attend the School Leaders Seminar in Sydney. We also acknowledged 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.

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 substantial profit thus placing our P&C in a position to pass on further funding to the school in the near future.

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 recognises the huge benefits to many of our students across several key learning areas (KLAs). 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 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 forum 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 and Communities (DEC).

Don Napper
P&C President

Student Representative Council (SRC)

In 2014 we continued to meet regularly in our break.

In July we had our social with an 80’s theme. It was lots of fun and supported well by both students and staff. Our DJ’s this year were students Bill Nobbs-O’Brien and Sudarshan Harrison. They did a magnificent job and we hope to be able to book them again.

The members of the SRC supported all school functions during the year. They marched on ANZAC Day, organised mufti days, assisted at a Legacy function and worked at the athletics carnival. Funds raised this year sponsored a Motivational Media presentation on Resilience to the whole school.

This year we supported White Ribbon which raises awareness of violence against women. White Ribbon was facilitated by Mr Cutcher and Mr Brooker for Wollumbin High School.

Our charity this year was the not for profit group ‘You Have A Friend’. This is a locally based organisation that assists the homeless and less fortunate in the community. We raised money via a mufti day and gathered together care packages which we presented to Mr John Lee the organisation’s founder.

As part of the Tweed 5 (TS) affiliation our senior SRC members have been attending meetings with our colleagues from Banora, Tweed River, Kingscliff and Murwillumbah high schools.

We have a full list of ideas to keep us busy in 2015.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>92.1</td>
<td>90.9</td>
<td>92.4</td>
<td>91.6</td>
<td>90.8</td>
<td>93.0</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>89.4</td>
<td>88.8</td>
<td>89.5</td>
<td>88.2</td>
<td>89.8</td>
<td>89.1</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>89.3</td>
<td>87.3</td>
<td>91.6</td>
<td>86.0</td>
<td>87.1</td>
<td>88.8</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>89.9</td>
<td>86.4</td>
<td>84.9</td>
<td>90.0</td>
<td>83.7</td>
<td>88.4</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>90.1</td>
<td>90.0</td>
<td>85.2</td>
<td>88.3</td>
<td>89.1</td>
<td>89.8</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>89.9</td>
<td>90.1</td>
<td>87.3</td>
<td>88.6</td>
<td>86.3</td>
<td>85.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>88.5</td>
<td>90.1</td>
<td>88.8</td>
<td>88.5</td>
<td>88.8</td>
<td>89.8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>92.3</td>
<td>92.6</td>
<td>92.5</td>
<td>92.4</td>
<td>93.2</td>
<td>93.3</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>90.0</td>
<td>90.5</td>
<td>90.1</td>
<td>90.1</td>
<td>90.9</td>
<td>91.1</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>88.8</td>
<td>89.1</td>
<td>88.8</td>
<td>88.7</td>
<td>89.4</td>
<td>89.7</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>88.7</td>
<td>88.3</td>
<td>87.1</td>
<td>87.0</td>
<td>87.7</td>
<td>88.1</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>89.4</td>
<td>89.1</td>
<td>87.6</td>
<td>87.6</td>
<td>88.3</td>
<td>88.8</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>89.4</td>
<td>89.8</td>
<td>89.2</td>
<td>89.3</td>
<td>90.1</td>
<td>90.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>89.9</td>
<td>90.7</td>
<td>89.9</td>
<td>89.2</td>
<td>89.1</td>
<td>89.9</td>
<td>90.2</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>92.1</td>
<td>90.9</td>
<td>92.4</td>
<td>91.6</td>
<td>90.8</td>
<td>93.0</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>89.4</td>
<td>88.8</td>
<td>89.5</td>
<td>88.2</td>
<td>89.8</td>
<td>89.1</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>89.3</td>
<td>87.3</td>
<td>91.6</td>
<td>86.0</td>
<td>87.1</td>
<td>88.8</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>89.9</td>
<td>86.4</td>
<td>84.9</td>
<td>90.0</td>
<td>83.7</td>
<td>88.4</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>90.1</td>
<td>90.0</td>
<td>85.2</td>
<td>88.3</td>
<td>89.1</td>
<td>89.8</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>89.9</td>
<td>90.1</td>
<td>87.3</td>
<td>88.6</td>
<td>86.3</td>
<td>85.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>88.5</td>
<td>90.1</td>
<td>88.8</td>
<td>88.5</td>
<td>88.8</td>
<td>89.8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>92.3</td>
<td>92.6</td>
<td>92.5</td>
<td>92.4</td>
<td>93.2</td>
<td>93.3</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>90.0</td>
<td>90.5</td>
<td>90.1</td>
<td>90.1</td>
<td>90.9</td>
<td>91.1</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>88.8</td>
<td>89.1</td>
<td>88.8</td>
<td>88.7</td>
<td>89.4</td>
<td>89.7</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>88.7</td>
<td>88.3</td>
<td>87.1</td>
<td>87.0</td>
<td>87.7</td>
<td>88.1</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>89.4</td>
<td>89.1</td>
<td>87.6</td>
<td>87.6</td>
<td>88.3</td>
<td>88.8</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>89.4</td>
<td>89.8</td>
<td>89.2</td>
<td>89.3</td>
<td>90.1</td>
<td>90.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>89.9</td>
<td>90.7</td>
<td>89.9</td>
<td>89.2</td>
<td>89.1</td>
<td>89.9</td>
<td>90.2</td>
</tr>
</tbody>
</table>
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 for Year 12 data has historically been calculated as a ‘within school’ match of students who sat the Record of School Achievement (ROSA) and Higher School Certificate (HSC) at the same school.

In 2014 the retention data has been calculated using the ‘within school’ match of students who sat National Assessment Program - Literacy and Numeracy (NAPLAN) in Year 9 and the HSC at the same school. As Year 9 NAPLAN represents the most consistently sat prior examination to the HSC, it has been identified as the best starting point for the apparent retention of students within the school to the HSC available.

Retention data for years prior to 2014 has been displayed but has been shaded grey to emphasise a break in the time series.

The percentages for Year 10 and 11 reflect the students who left during 2014 or at the end of the school year. The percentages for Year 12 reflect students who left during 2014 and at the conclusion of the HSC. Employment statistics include students who gained apprenticeships or traineeships.

Year 12 students undertaking vocational or trade training

40% of Year 12 students studied one or more vocational courses, contributing to the successful completion of their HSC. This includes three pathways students who are not sitting the HSC until 2015.

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>29.5</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>47.882</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

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

Staff retention

Two staff retired during 2014.

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>
Professional learning and teacher accreditation

100% of staff were involved in professional learning activities.

The professional learning plan for Wollumbin High School reflects the Department of Education and Communities (DEC) 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 DEC. The school was allocated $36,951.75 for professional learning and expended these funds. The average expenditure per staff member was $820.

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. Focus topics included syllabus implementation across a range of KLAs, Vocational Education Training (VET) upskilling, implementation of literacy strategies and the literacy continuum, asthma training, the new school planning tool, sports coaching, curriculum implementation, career development, technology skills development and workshops to support student welfare. Staff also utilised technology to access professional learning opportunities.

The funds also included support for the implementation of the Australian Curriculum in NSW. Release time enabled teachers to develop programs for Years 8 and 10 based on new syllabus requirements for English, mathematics, science and history.

The school development days focused on Australian Professional Standards for Teachers, Super Six comprehension strategies, quality teaching, literacy, CPR, Anaphylaxis and a combined T5 morning on engaging students through effective feedback.

The executive team participated in two T5 combined executive afternoons which focused on the future directions and policies of the DEC, leadership skills and providing feedback to staff. Head teachers met once per term with other T5 KLA head teachers and focused on student engagement, curriculum development and sharing of best practice.

Seven new scheme teachers maintained their accreditation at Proficient level.

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.

Beginning Teachers

The school did not have a beginning teacher on permanent staff in 2014.

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>30/11/2014</th>
</tr>
</thead>
</table>

### Income

- Balance brought forward: $364,526.66
- Global funds: $406,965.37
- Tied funds: $504,563.71
- School & community sources: $198,965.97
- Interest: $14,124.01
- Trust receipts: $20,633.05
- Canteen: $0.00
- Total income: $1,509,778.77

### Expenditure

- Teaching & learning
  - Key learning areas: $70,033.50
  - Excursions: $93,429.21
  - Extracurricular dissections: $56,397.02
- Library: $11,109.38
- Training & development: $4,165.09
- Tied funds: $397,073.90
- Casual relief teachers: $130,742.96
- Administration & office: $114,081.25
- School-operated canteen: $0.00
- Utilities: $109,702.91
- Maintenance: $29,610.08
- Trust accounts: $17,728.36
- Capital programs: $87,008.81
- Total expenditure: $1,121,082.47
- Balance carried forward: $388,696.30
The information provided in the Financial Summary is current at the date shown. This summary includes reporting from 1 January 2014 to 31 December 2014.

A full copy of the school’s 2014 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 2014**

**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 from Band 4 to Band 10.

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.

**Higher School Certificate (HSC)**

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).

We congratulate Year 12, 2014 on their HSC achievements. Drew Magnum was Dux of Wollumbin High School. 39 students sat the HSC. Three students taking pathway options will complete their HSC in 2015. A student successfully sought a Record of Achievement.

A quarter of our students achieved Band 5 or higher and fifty percent of our students received offers of early entry to university.

Fourteen students were accepted into the Southern Cross University STAR Early Entry Scheme.

Due to Year 12 being a small cohort, not all courses are reported in the graphs below as those courses contained less than ten students.

**Other achievements**

Millicent Cotmore of Year 10 and Toby Guinea of Year 12 received the Australian Defence Forces Long Tan Award for Leadership.

Jacob Kennedy of Year 9 received the Sustainable Futures Australian 2014 Environment Excellence Award.

Twenty students competed in the Big Science Online Competition. Four students received High Distinctions, five students achieved Distinctions and five received Credits.

Achievements in arts, sport and other school programs

Arts

The 2014 WHS animation festival premiered at the Regent Theatre, Murwillumbah with 84 Year 8 students’ work featured in 45 short films. The students plan, organise and prepare their projects in Year 7. It is a complex task that requires problem solving, co-operation, persistence and organisation. In Year 8 the art workshop becomes a film studio where students film their work using digital video cameras ready for editing. The students’ creativity and originality ensured the success of the program.

Year 8, Stage 5 and Year 11 drama students were involved in MADDD as performers, backstage crew and Masters of Ceremonies. Four of our Year 11 students were nominated and accepted for State Drama Camp which involved three days of workshopping, performing and viewing performances. Four students in Year 11 were amongst 500 who auditioned for the State Drama Ensemble. The ensemble comprises a total of 20 students from across NSW. Three Wollumbin High School students were accepted into the ensemble and a fourth student was shortlisted as a reserve.

2014 saw the creation of the Wollumbin High School Vocal Ensemble who performed in the Murwillumbah Performing Arts Festival. The Ensemble received highly commended comments from the adjudicator. The success of the Ensemble resulted in the creation of the Wollumbin High School Choir. Further performances were undertaken during MADDD and Awards Night with all performances being well received.

The Wollumbin High School Band performed at the Crystal Creek Fireworks evening, Murwillumbah Performing Arts Festival (achieving second in the combined vocal and instrumental category), MADDD, Awards Night and the local primary school band tour. They also performed at the Pottsville Sports Club ‘Have a Go Show’ and the ‘Rock and Roll’ event at the South Tweed Sports Club.

Two students sat HSC music and both achieved at Band 6 level.

Nina Baumer Year 11 was selected as a featured artist in the NSW Schools Spectacular. She was also selected for the NSW Talent Development Program. This is the second year in a row Nina has been chosen for both initiatives.

Sport

Our Wednesday school sport program aims to cater for a broad range of physical abilities and interests. Sports ranged from archery to rugby league. The program also involves community members running Zumba, Mixed Martial Arts, XLR8U and Yoga.

We had a number of teams in the Tweed Valley competition finals, but the only emerging winners were the 14 years Girls’ Volleyball Team.

The school entered the Premiers Sporting Challenge with all students (and some staff) participating. Many diamond awards were achieved and this gained additional funds for sport equipment for the school.

Fiona Stanley was the Far North Coast (FNC) age champion and North Coast (NC) 15 years swimming champion. Ten swimmers progressed to the NC trials, including two relay teams. Fiona Stanley and Alec O’Brien progressed to the state championships. At the state titles, Fiona Stanley competed in nine individual events, placing as a finalist in five events.

Students competed in a large number of events at the FNC Athletics championships. Fourteen students were selected in the NC team to travel to state, including two relay teams.

Rebecca Marr Year 12 was selected to compete in the Junior National Athletics Championships. Jack Dawson Year 7 was invited to join an elite track and field team to travel to Canada in 2015.
In golf, Madeline Trew Year 9 was the NC Gross overall runner up, winner of the Combined High Schools (CHS) Years 7-9 competition and first in the net competition of the NC team.

The Lawn Bowls Team were FNC champions and the Under 15 Girls’ Hockey Team were NC champions.

Wollumbin High School students were selected as members of FNC soccer, basketball, touch football, cross country and hockey teams with a student selected as a shadow for the NC Hockey Team.

**Learning and Support**

Seventeen 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 were reassessed by the Learning and Support Teachers (LaST) at the end of the year and 100% of the students had made significant improvements in their results for fluency, accuracy and comprehension with an age-appropriate passage. The successful intensive reading program was extended from two weeks to ten weeks in 2014. Nine Year 7 and two Year 8 students participated in the program. NAPLAN results showed the average student growth for those involved in individual literacy programs to be higher than both the school average growth and state average growth between Year 7 and Year 9.

**Rock and Water**

Wollumbin High School delivered the internationally acclaimed Rock and Water program to all Year 7 and Year 8 boys. The program was delivered by Mr Cutcher, Mr Lambert and Mr Butterfield.

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.

The program will be extended to junior girls in 2015 as female staff were trained in 2014.

**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 was 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. Student feedback was provided formally in the end of year report issued to parents.

**Peer Tutoring**

2014 was another successful year for peer tutoring. Nineteen students trained with Murwillumbah TAFE staff to act as peer tutors for seventeen Year 7 and two Year 8 students. The peer tutors contributed significantly to the literacy improvements of the students they tutored. All nineteen tutors completed the necessary theory and field work to gain their TAFE certificates. All of the Year 7 and Year 8 students tutored improved on their reading fluency, accuracy and comprehension results between their initial testing at the beginning of the year and their re-testing at the end of the year.
Significant programs and initiatives – policy

Aboriginal Education – Policy Requirement

Staff were updated in policy requirements by the Wollumbin High School Aboriginal Education Team. The Opportunity, Choice, Healing, Responsibility, Empowerment document (OCHRE) was introduced to staff. Staff considered appropriate strategies to ensure Aboriginal perspectives were included in all new and updated programs. Staff were introduced to the Eight Ways of Learning. Further implementation is scheduled for 2015.

An Indigenous mentor was employed four days per week to assist Aboriginal students academically, socially and spiritually. Our mentor also provided invaluable links with community and assisted in revitalising our Aboriginal Parent Committee. This committee commenced in term three and met once per month giving Aboriginal parents opportunities to be involved in their children’s education and assist in providing Aboriginal perspectives to teaching and learning.

Wollumbin High School continued its involvement with the Australian Indigenous Mentoring Program (AIME) with resources supporting links to higher education through mentorship.

There were a variety of programs initiated in 2014 which educated all students about Aboriginal histories, perspectives and current Aboriginal Australia. Lucas Proudfoot of Circular Rhythm performed for all students discussing Aboriginal language, culture and storytelling through didgeridoo and guitar.

National Aboriginal and Islander Day Observance Committee (NAIDOC) week was celebrated through the Learning Our Way initiative which involved Aboriginal parents and community members coming to school to speak local language and work with students on basket weaving and painting. At our NAIDOC assembly WHS students performed Aboriginal dance, local Elder’s spoke and speakers from our SRC highlighted Aboriginal culture within the Wollumbin community.

Multicultural education and anti-racism

Wollumbin High School’s cultural understanding was enhanced by:

- A visit to our sister school, Cheongju Foreign Language High School, South Korea. This visit by students enhanced cultural understandings of South Korea;
- Video link-up lessons with schools in South Korea to build shared cultural understandings;
- 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 garden. They also studied multicultural and fusion cooking;
- Year 8 Design and Technology studying a unit focusing on foods of the world and an extensive research project on the use of jewellery by various cultures;
- Activities to develop understanding of racism and discrimination and the role of the Anti-Racism Contact Officer incorporated into the mentoring program;
- The Anti-Racism Contact Officer speaking on assembly, addressing issues promptly and modeling expected behaviours;
- The explicit teaching of resilience, tolerance and positive relationships in mentoring, during the Year 8 Take a Stand Day and the Year 10 Respectful Relationships Day.
- Recognition of students through citizenship and respectful behavior awards, this being an element of our Quality Portfolio presentations;
- 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;
- Staff commitment and implementation of the Positive Behaviour for Learning program.
Significant programs and initiatives – equity funding

Aboriginal background - RAM

Wollumbin High School has an 8% Aboriginal and Torres Strait Islander population and receives funding to implement its Aboriginal and Torres Strait Islander Education Action Plan (ATSIEAP).

Partnerships were strengthened through genuine collaboration between the school, Aboriginal families and Aboriginal community organisations. The re-formed Aboriginal parent committee provided Aboriginal parents with an opportunity to meet in a supportive environment to discuss their children’s education and its delivery.

The community based Learning Our Way initiative operated in our school for the first time this year. Aboriginal parents and community members ran sessions on culture and language with Aboriginal students.

An acknowledged supportive environment for students of Aboriginal and Torres Strait Islander background at Wollumbin High School has seen enrolments grow from 23 in 2013 to 34 in 2014.

An Indigenous mentor was employed to provide support for Aboriginal and Torres Strait Islander students and families. Additional funds provided targeted support in the Learning Support room to assist students meet course requirements.

Through Norta Norta funding, NAPLAN results showed improvements in some areas. In Year 9, reading had a growth of 54.2 compared to state Aboriginal growth of 34.7. Writing in Year 9 also showed growth with Aboriginal students displaying a 15.2 increase compared to state Aboriginal student growth of 5.20. Aboriginal students experienced higher averaged scaled results than state wide Aboriginal students in Year 7.

The whole school focus on literacy resulted in Aboriginal students demonstrating improvement in comprehension.

A positive school culture has been developed via many initiatives and programs to encourage Aboriginal students to strive for personal best. Wollumbin Dreaming (a program designed to encourage future leaders) hosted four students in 2014. One student from the group has been nominated SRC representative for 2014. All four students have improved confidence and attitude and have taken on leadership roles within the school such as becoming tutors for Year 7 students.

Absence in 2014 has dropped to 15% from 22% (2013).

Anecdotal observations by staff suggest that Aboriginal students have growing confidence in completing tasks and asking for help. Staff have also noticed a reduction in behavioural issues.

Involvement in the school’s annual concert, MADDD, has risen from eight students in 2013 to 25 in 2014.

Socio-economic background

A Learning and Support Teacher (LaST) was employed for an additional two days per week to provide in class support for staff and students. This initiative also enhanced the transition to high school process for students identified by partner primary schools as needing an enhanced transition process.

A Head Teacher, Teaching and Learning position was created for 2014. The primary focus was the creation of a student database – Student Snapshot – to enhance the quality of teaching and learning in the school. Student Snapshot brings together all the test results and profile information we have on our students including report grades, NAPLAN results and their multiple intelligence results. It allows teachers to build knowledge of their students before they enter their classroom at the start of the year, to make adjustments for their learning needs and to monitor their performance. The database will continue to be reviewed and updated in 2015 to ensure that it becomes embedded in our school culture.

A transition to high school database was developed, in collaboration with partner primary school executive, to improve the information provided to WHS staff on the learning achievements and challenges of Year 6 students. This information enhanced class placement and preparation for learning adjustments and will be incorporated into the Student Snapshot database.

Head teachers led their KLAs in an action research approach to improve engagement in learning. Funding provided opportunity for release time and additional professional development opportunities. The Technology and Applied Studies (TAS) KLA focused on integrating Super Six components (predicting and
visualising), word banks and scaffolds for sustained writing in Year 8 design and technology learning activities. A substantial improvement in the completion of student folios, improved capacity to present procedurally writing and evaluations of projects, which requires critical reflection, was noted.

Science focused on increasing student engagement in Stages 4 and 5. Staff surveyed students and parents to determine focus areas for improvement in programming, assessment and delivery of the curriculum. As a result Stage 4 programs contain a greater variety of practical activities, content which is better connected to the age and experience of Stage 4 students, more self-directed learning activities and an increase in outdoor activities. The 2015-2016 phase will focus on improved curriculum delivery supported by quality programming and assessment in Stage 5.

Mathematics staff surveyed all Year 9 students. Feedback indicated the need to improve choice, make mathematics challenging, fun and hands on, provide opportunity for learning outside of the classroom, to include a variety of grouping arrangements and to improve connectedness to the current Year 9 topics taught. To incorporate all of the above, mathematics staff implemented an alternative way of teaching the Measurement topic using Dr Kathie Nunley’s Layered Curriculum model. Three layers of activities provide students with opportunity to make choices about what activities they are going to complete and to demonstrate their understanding of the outcomes being learned. It also allows for differentiation and catering to students learning styles. A second survey indicated increased levels of student participation and engagement in learning. Equity funding also provided each student with access to Maths on Line at no cost to families.

The action research project for English, focused on ensuring that more students experienced success in English classes. Staff ensured that all assessment tasks had a rubric that clearly outlined the requirements for achievement at each grade level. Following data analysis, it became clear that staff needed to create structured paths for learning in some areas of English. An English essay writing continuum and a literary techniques scope and sequence from Years 7 to 10 were developed. With the implementation of a new syllabus, containing new prescriptive elements, there was a need for more specific and elaborated scope and sequence documents. As a result, the English staff created a second page for Years 7 to 10 and specified the learning path and sequence for essay writing, literary techniques, the Literacy Continuum aspect of writing and the grammar, spelling and punctuation aspects of the new English syllabus.

The Personal Development Health and Physical Education (PDHPE) and Visual Arts staff evaluated and improved the quality of teaching and learning through a refinement of current teaching strategies. With a focus on academic rigour, students were provided with clearer pathways into senior study. Higher order thinking tasks based on Bloom’s Taxonomy were incorporated into programs to encourage enquiry and creativity. There has been an increase in the percentage of students from Year 10 electing PDHPE, Community and Family Studies and Visual Arts in Year 11.

Human Society and Its Environment (HSIE) staff, after analysing the available data, decided to focus on developing sustained writing skills in the junior school with the aim of increasing the quality and quantity of student written extended responses. Additionally, HSIE focused on incorporating whole school literacy based initiatives into assessment tasks and teaching and learning programs. Teaching and learning programs have been adapted to provide four opportunities per year for sustained writing through specific tasks. In Stage 4, the tasks are highly scaffolded and there is an expectation of a minimum of one and a half pages. In Stage 5, it is expected that students will advance to two and a half pages leading to better success in the senior school.

Additional release time was provided to head teachers with the literacy, Aboriginal Education and numeracy portfolios to lead the school in improving outcomes in these areas.

**Low Level Adjustment for Disability**

Students and their parents/carers were engaged in consultative and collaborative processes to personalise learning reflecting student needs. Upon enrolment to Wollumbin High School, Year 6 students are supported through an extended orientation and transition process. Students requiring additional support to engage effectively at school are identified during this process and
are supported through a variety of strategies, including in-class observations in the student’s primary school setting to determine factors that have an impact on learning. Ongoing liaison between primary school staff with the LaST, year adviser and the counsellor results in the gathering of comprehensive information, including student profiles of learning, support needs, NAPLAN results and literacy skills. Learning outcomes are enhanced through case meetings with identified students’ parents at the beginning of Year 7 to outline support structures and the creation of learning support profiles, behaviour plans and risk management plans as necessary. These plans reflect best practice strategies, class work modifications and adjustments.

New enrolments experience a similar process where any additional needs are identified and learning and behaviour is assessed, ensuring appropriate class placement, allocated learning support sessions and appropriate learning, behaviour and risk management plans in place where necessary.

In addition to the learning and support plans, close communication with year advisers, class teachers and support staff enables class teachers to feel supported in identifying and planning for students with additional support needs.

School Learning Support Officers (SLSO) are employed to assist teachers in their classrooms and provide additional support for students.

**ILNNP**

In 2013, the school received a grant under the Improving Literacy and Numeracy National Partnerships (ILNNP) to assist in raising student results in the reading texts and comprehension aspects of literacy. The funding for the grant continued into 2014 and allowed opportunities for further professional development of staff. All KLAs underwent in-depth professional development on the aspect of comprehension, particularly exploring its appearance and assessment in different subject areas.

In 2014, assessment tasks across all subjects specified the applicable markers and clusters for the aspect of comprehension on the Literacy Continuum for which the task will provide evidence. Super Six comprehension strategies, have been integrated across the school and in all subjects. All classrooms have visible reminders of the Super Six strategies on display.

Staff observed and assessed students across 2013 and 2014 in Years 7 and 8, and some specifically targeted students in Year 9 in 2014. At the end of each semester, data was gathered from every KLA as to the achievement levels of every student in Years 7 and 8. The collated data created an overall achievement cluster for the student. Data gathering occurred every semester from the end of Semester 1, 2013 to the end of Semester 2, 2014, allowing the school to track one cohort of students across a two-year period.

At the end of Semester 1 2013, when our first data was collected, 47% of students were well below the expected level of achievement for Year 7 students with only 32% at or above expectation. By the end of the second semester, the staff were more proficient at making professional judgements against the Literacy Continuum, and the more accurate figures of 66% well below expectation and 13% at or above expectation were identified. When the final data was gathered at the end of 2014, the number of students well below expectation had decreased significantly to 44% and the number of students at or above expectation had increased to 23%.

Students are expected to move forward one cluster per year in secondary school on the Literacy Continuum. At the end of 2013 43% of students had moved forward one or more clusters, 35% of students maintained the same cluster they were in at the beginning of the year, and 22% of students had gone back a cluster. Moving into 2014, the data showed 84% of students had moved forward one or more clusters from their starting point in 2013.

At the end of 2014, the data reflected both the improvement of students and the improvement in teacher understanding of the Literacy Continuum, with 42% of students moving forward one or more clusters and 58% of students maintaining the same cluster in 2014.

We were given the opportunity to be part of the pilot program in 2014 for the secondary school use of the Planning for Literacy and Numeracy (PLAN) software. Data gathered in 2014 was entered into the software and a variety of useful reports were produced as a result.

The ILNNP grant provided the staff with an invaluable opportunity to develop deep knowledge and understanding of the Literacy Continuum in order 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:

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 2014:

- There was an increase in students achieving in the top two bands at Proficiency in Year 9 spelling from 13% in 2013 to 14% in 2014.
- There was an increase in students achieving in the top two bands at Proficiency in Year 9 grammar and punctuation from 12% in 2013 to 13% in 2014.
- There was a substantial increase in the number of Year 9 students achieving equal or greater than expected growth in spelling from 50.6% in 2013 to 56.0% in 2014.
- A significant upward trend over the last four years in the number of students in Year 9 achieving equal or greater than expected growth in grammar and punctuation has continued in 2014, with a movement from 36.1% in 2011, 42.7% in 2012, 48.1% in 2013 and 54.7% in 2014.

Strategies to achieve these outcomes in 2014:

- The focus on sustained writing and the implementation of the Literacy Continuum was continued throughout 2014, as both a whole school focus and with our Community of Schools (COS).
- Spelling rules were taught in mentoring classes, English classes and across KLAs.
- Diagnostic spelling tests were utilised for all students in Years 7, 8 and 9 to ascertain areas of need and focused teaching.
- Whole school focus on grammar and punctuation, utilising the Literacy Continuum to assist in the measurement of progress and the understanding of appropriate achievement levels for each year group.
- Creation of whole school grammar and punctuation scope and sequence for implementation in 2015 across all KLAs.

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 2014:

- Whilst we did not meet the intended target for Year 9 we did have an increase in the number of students achieving in Band 9 by 2.9%. However, there was a slight reduction in the number of students achieving Band 10.
- The number of non-attempts at questions in the NAPLAN test was further reduced, down another 2% on 2013 results. Non-attempt questions reflected those of other students across the state.
- 90.4% of Year 9 students showed growth from their Year 7 NAPLAN results.

Strategies to achieve these outcomes in 2014:

- Mathematics teachers introduced two NAPLAN problem solving sessions to all of Year 9 as a group. Students of varied mathematical ability worked together to solve NAPLAN questions that were non-attempt questions in previous years. One
session focused on calculator questions and the other on non-calculator questions.

- Mathematics teachers continued posing a NAPLAN style problem at the beginning of every lesson for Years 7 to 9, related to the current topic and provided students with practice on inferential comprehension.

- Community of Schools focus on improving Stage 4 outcomes in fractions and decimals continued with increased collegiate practice between schools, combined professional development, implementation of a mathematics transition project to enhance the implementation of the new mathematics syllabus.

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

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

School priority 3

Retention to HSC

Outcomes from 2012 – 2014

Improve retention rates to HSC completion

Evidence of progress towards outcomes in 2014:

- Students choosing not to complete HSC studies at school and leaving in Years 10 and 11 are successfully gaining employment, apprenticeships or traineeships.

- The new approach to reporting retention data is on page 3 of the Annual Report.

- In 2014 there was an increase in students deciding to move toward a vocational pathway through TAFE rather than take on Preliminary HSC studies in Year 11.

Strategies to achieve these outcomes in 2014:

- Identification of students at risk through deputy principal and executive monitoring strategies.

- KLA action research projects focusing on engagement and challenge in the junior school to minimise the impact of senior school demands experienced by students.

- Integrating strategies from the Senior Success program into Year 11 mentoring in addition to evening workshops.

- Careers counselling and support for Stage 5 and 6 students.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents/caregivers, students and teachers about the school.

Their responses are presented below.

All parents/caregivers were posted a survey asking them the following questions:

1. What were the strengths of the school?

2. What key skills and capabilities do you want students to demonstrate when they leave Wollumbin High School?

3. What skills and qualities do you want staff (teaching and non teaching) to demonstrate?

4. What can we improve on as a school to make a difference to the learning outcomes of our students?

Twenty one replies were received. Strengths of the school included the curriculum on offer, the positive student staff relationships, connections to the community, strong school leadership, the quality of the non-teaching staff, the feeling of community within the school, the innovative, knowledgeable and student focused teaching staff. The physical environment of the school was also acknowledged. The skills and capabilities parents desire for students included work and life readiness, core skills such as literacy, numeracy, communication, critical thinking and technological capability. They also want students to have a positive work ethic and to have tolerance, empathy, community awareness and social skills enabling them to be independent, confident and resilient young people. Of the staff, they want them to know their subject, to make learning interesting and to teach using a range of strategies which acknowledges the different ways students learn. They want teachers to know student backgrounds, build mutually respectful learning environments and provide additional support to students who require it.
Improvements the school could consider included improved clarity, feedback and scheduling of assessment tasks, maintain our positive learning environment and encouragement for individual excellence, include further social skills programs, assist students with goal setting and in having high expectations of their capabilities. Some parents wanted more homework to be issued and other parents wanted less.

Student forums were run across all years. They were asked very similar questions to those of the parents. Many strengths reflected those of the parents. Additional strengths included the extra curricula activities offered, the positive social relationships, mutual respect and inclusivity contributing to a safe and friendly environment, opportunities provided to Aboriginal students, the awards system, range of classes and how supportive the P&C was of the school. Students also described the skills and capabilities they wanted as ones that prepare them for the future, to be able to build social relationships and be work ready. They want teachers who can relate and communicate with students, are passionate and enjoy teaching, know their students; are consistent, calm and fair, approachable and supportive, know their subject and make learning interesting, exciting and fun. Student suggestions for improvement included making lessons more hands on and enjoyable, increased use of technology, workplace learning opportunities, less focus on assignments and expanded electives options. Students also suggested improvements regarding uniform, some areas of the physical environment and equipment resourcing.

Staff also reflected on similar questions with many similarities being evident in their responses to those of parents and students. The need to focus on improved student engagement and parent partnerships was evident. As was a focus on building resilience in students, a desire for students to focus on personal best in their learning and for students to take ownership of their learning. Staff acknowledged the collegiality within the school and the support provided by the P&C. Staff also participated in the Tell Them From Me Survey. The results of the survey will assist in development of the 2015-2017 school plan. In 2015 students and parents will be offered the opportunity to participate in the Tell Them From Me survey.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The school plan is built on consultation and valued input from parents, students and staff. It involved data gathered through survey, forums and focus groups.

The school community has identified the following strategic directions for the plan.

Direction 1: Confident, resilient, future ready students.

Purpose: To prepare students to be contributing global citizens by cultivating critical thinking, collaboration, creativity and collaboration skills.

Direction 2: High quality education experiences.

Purpose: To provide high quality learning opportunities which build student capacity. Students will demonstrate the essential skills and abilities needed to be successful in a complex and global environment.

Direction 3: Enhanced, collaborative learning community.

Purpose: To ensure collective responsibility for a culture of continuous improvement of student learning outcomes, learning environments, partnerships and inclusivity.
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

Ms Judi Lee - School Administrative Officer

Mrs Donna Swift - Parent Representative

Mrs Nicole Reynolds - Parent Representative

School contact information

Wollumbin High School
North Arm Road, Murwillumbah
Ph: 02 6672 5121
Fax: 02 6672 6056
Email: wollumbin-h.school@det.nsw.edu.au
Web: www.wollumbin-h.schools.nsw.edu.au
School Code: 8596

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: