Our school at a glance

Students
In 2009 seventy five students enrolled into year 7 which was less than previous years, however our overall numbers were 487 which is consistent with our last few years. In total 51 students sat the higher school certificate with some outstanding results recorded once again in the Creative Arts area. Students were placed in the top ten percent in both Drama and Music.

Staff
Nambucca Heads High is fortunate that each faculty area has fully subject qualified teachers. Staff are continually updating their skills especially in the technology and Vocational education field.

All teaching staff meets the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
Priority Schools Program
Our PSP program is a 3 year one which has Literacy, Numeracy and Attendance as the three key areas. Teacher training, lesson withdrawal, literacy and numeracy resources and intensive teaching practices are the main spending areas in the PSP budget. Parents are represented on the school’s PSP committee. The priorities and achievements for PSP in 2009 are as follows.

- Close the gap between the state average and our SC and HSC results.
- Maintain growth in Literacy from year 7-9.
- Increase the number of students in highest bands by 5%.
- Build on existing quality teaching programs.
- Analyse and utilise NAPLAN data to a greater extent.
- Continue to hold parent workshops to involve them in our Literacy and Numeracy.

Student achievement in 2009

Literacy – NAPLAN Year 7
We are significantly below the state average with 17% of our students in the top 2 bands compared to 27% for the state. We are overrepresented in the lower 2 bands with 40% compared to the state at 23%. This is a significant figure that is a focus for coming years.

Numeracy – NAPLAN Year 7
There are significant steps forward to be made with our Numeracy. 34% of our students were in the bottom 2 bands compared to the state at 24%. In the top 2 bands only 13% of our students achieved in the top 2 bands compared to the state at 28%. Numeracy at the basic level will be a continued focus of our teaching.

Literacy – NAPLAN Year 9
There was a pleasing result in our year 9 literacy with 20% of students achieving in the top 2 bands compared to the state average of 18% a notable achievement. 29% of students fell into the bottom 2 bands as opposed to the state at 30%. We have made significant progress in closing the gap for our students.

Numeracy – NAPLAN Year 9
In numeracy 12% of students achieved in the top 2 bands as compared to the state average of 25%. In the bottom 2 bands the school had 32% compared to 22% for the state. Numeracy will continue to be a major focus for our school plans over the next few years.

Messages

Principal's message
2009 has been a year of change and opportunity for the future. The Federal Government’s BER program and other education initiatives certainly impacted on our school. Infrastructure has been added to and we will end up with learning spaces for our languages and Hospitality students. This on top of the SES funding to improve our teaching resources will have a long term impact on our school and the learning
environment of our students. While these facilities are a wonderful asset to our school it is the teachers and their relationships with our students that make Nambucca Heads High School a great place to learn and grow up.

The push by the Government for accountability and greater choice led to the introduction of the 'Myschool' website. It would be misleading for me to make comparisons of schools based on these figures but suffice to say that this school and the teachers continue to make a significant difference to our children based on the learning growth of students in Year 9 from Year 7.

The focus on Technology and how it can improve our Literacy and Numeracy results has witnessed the growth and development of Technology in our school. The use of technology as a tool in business and learning is a forever changing one. Our students need to be equipped with the knowledge and resources that are part of our changing world. Our staff are equipped with the knowledge and resources to keep abreast of technological change.

Congratulations to our Creative Arts area which continued to maintain the very high level achievement in the Higher School Certificate. Once again students from our school were judged to be the best in the state in Art, Drama and Music. Outstanding results, which reflect both student ability and teacher dedication.

Learning is always a focus at our school and a very important one. Here at Nambucca Heads High School we believe that learning occurs to a greater extent in an environment which is fun and everyone wants to be a part of. Hopefully our school will be remembered by the vast majority just for that.

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.

Hilton Humphries

P&C and/or School Council message

2009 was a busy year for the P&C. Our big fundraiser was the Trivia Night raising $3000. Not only was it profitable but we had such a huge and positive turnout that the night was extremely enjoyable.

The hard work and dedication from our P&C committee and our Canteen staff over the 2009 year have assisted with:

- Purchase of the high school's new black baby grand piano, which was used by the current Year 12 Music students for the completion of their HSC
- Royal Far West
- Presentation Day Awards
- SRC shirts
- State Representatives
- Sponsorship of our individual students representing state and nationally in sport, the Arts and educational events.
- Various team and individual sporting trips throughout the year

The P&C is held every 3rd Wednesday of the month in the boardroom, 1st level of the Nambucca Heads RSL. Our members are kept up to date from the in depth reports presented by our Principal, Mr Hilton Humphries, whom always keep a hands on approach with all the school's activities. Various school policies are fine tuned, major events are planned and general discussion fills the boardroom!

Invitation is open to all teachers and parents, as it is an invaluable forum for information and discussion.

Kristen Russo
P&C President

Student representative's message

In 2009 the SRC worked hard to make sure that our school was not only a safe learning environment, but a positive fun place to be. During Roll call every morning the SRC came together to make our goal a reality. We came up with our own new and innovative ideas to try, but also borrowed tried and true programs from the past.

Highlights during the year included Loud Shirt Day, Teacher v Student Sporting games (Netball and Soccer), Movember, Pizza Day and school socials. These activities helped to
raise school morale, money for worthy causes and were a great source of fun.

Loud Shirt Day was our first big fundraiser for the year which was a very successful day with both students and teachers helping to raise funds for victims of the Victorian Bushfires. Overall our school raised $5,800 for the bushfire victims and everyone should take pride in this amazing effort.

This year for the first time, we organised two Teacher v Student sporting games which took place on the last day of Term 1 and Wednesday 9th September during Term 3. Both days were highly successful with the whole school, teachers and students from Year 7 to 12 participating in Netball and Soccer matches. The two days promoted interaction between students from different years and teachers and aimed to create a better school environment. Congratulations to the student netball team that defeated the teachers by 25 goals, while the students played soft in the soccer match to let the teachers win 1-0.

Movember was again a major hit, with a record amount of money raised to aid in the fight against prostate cancer. As participating students and staff grew their Mo's the anticipation built for the infamous “walk off”. It went off without a hitch with some hilarious results. Some managed a healthy thick spread while others looked decidedly as though they had a bad case of mange. The BBQ to follow was enjoyed by all, a big thank you to Woolworths Nambucca Heads who donated the sausages.

Throughout the year we had many programs running, including the Milk Cap collection and recycling of paper in the classrooms. We also started a mobile phone and ink cartridge collection program so that these items which are potentially harmful to the environment could be recycled.

2009 was a successful year for the SRC with the help from our new SRC co-ordinator Mr Gilbert. In 2009 the SRC endeavoured to add to the quality of student life by encouraging participation, school and community spirit, and a positive and caring school culture. Together we “Create Tomorrow”.

Tahnee Milgate
SRC Representative

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></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<td>239</td>
<td>239</td>
<td>247</td>
<td>250</td>
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<tr>
<td>Female</td>
<td>213</td>
<td>217</td>
<td>226</td>
<td>216</td>
<td>223</td>
</tr>
</tbody>
</table>

As can be seen from the graphs Nambucca Heads High School has been gradually increasing our enrolments over the past five years. This is a positive reflection on the school and staff.
Attendance has and still remains a problem at our school. The poor attendance rate is explained in part by a small proportion of total non-attenders. Attendance is a focal point for our 2010-2012 School Plan. Through programming and parent awareness and support we hope to improve these poor figures.

Management of non-attendance

We devote staff time and school resources in an attempt to improve our attendance. The school works in consultation with Regional support officers to deal with absentees. The school is determined through welfare and classroom programs to improve our rates of attendance. Parents will play a vital role in this program.

Structure of classes

In keeping with the philosophy of our school Year 7 and 8 classes are ungraded with students placed in classes on social rather then academic grounds. Students in 9 and 10 are placed in classes based on their results in assessments. Due to small schools supplement we are able to minimise the size of our classes to 25 or less.

In the senior years an academic and vocational strand is available to all students. Challenging academic classes eg Physics, Chemistry, Extension 2 Mathematics and English are able to run with small candidature due to the small schools supplement we receive in staffing.

Retention to Year 12

Our retention rate to Year 12 has improved significantly with the introduction of Vocational Education courses in the senior curriculum. The pleasing statistic with retention is the growth in retention for our Aboriginal students.

Post-school destinations

A significant percentage of the HSC cohort received University offers. Nine students received early entry at UNE through the UNE Extra Early Entry Scheme. In all a total of 15 students received offers before the publication of HSC results.

A number of students have enrolled in TAFE courses from the CSC cohort. A good percentage School Based Traineeships have been offered further employment, either full time or casual in their areas of training, while a few other Year 12 leavers have found employment in the local retail industry.
A small number of students made the transition from school to work at the end of Year 10 gaining apprenticeships in the local motor body building industry and construction.

Year 12 students undertaking vocation or trade training

2 x Year 12 students undertook trade training – 1 in Business Certificate II and 1 in (Primary Industries) Horticulture Certificate II.

Our Business student received the VET in School Student of the Year Award for the North Coast 2009 – NSW Training Awards.

61% of Year 12 students were enrolled in vocational courses including Business Services, Construction, Entertainment, Hospitality, Information Technology, and Metal & Engineering.

Year 12 Students attaining HSC or equivalent vocational education qualification

75% of Year 12 student attained the HSC or a vocational qualification in 2009.

Staff information

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

Staff establishment

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<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Deputy Principal(s)</td>
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</tr>
<tr>
<td>Head Teachers</td>
<td>7.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>33.0</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
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<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
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</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.0</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
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<tr>
<td>Total</td>
<td>59.2</td>
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</table>

Nambucca Heads High School has two Indigenous teachers in History and Technology as well as a part time language teacher who teaches the Gummbannngir language to students in Years 7 and 8. In addition to this our school has a fulltime Aboriginal Education Officer and an Aboriginal tutor who works with junior and senior students.

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>
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<tbody>
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<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
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Financial summary

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

<table>
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<tbody>
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<td>Balance brought forward: 469 732.96</td>
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<tr>
<td>Global funds: 393 036.87</td>
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<tr>
<td>Tied funds: 408 418.65</td>
</tr>
<tr>
<td>School &amp; community sources: 174 976.36</td>
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<tr>
<td>Interest: 16 462.29</td>
</tr>
<tr>
<td>Trust receipts: 56 913.76</td>
</tr>
<tr>
<td>Canteen: 0.00</td>
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<tr>
<td><strong>Total income</strong>: 1 519 540.89</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas: 81 748.70</td>
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<tr>
<td>Excursions: 99 277.33</td>
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<tr>
<td>Extracurricular dissections: 49 849.46</td>
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<tr>
<td>Library: 10 196.41</td>
</tr>
<tr>
<td>Training &amp; development: 0.00</td>
</tr>
<tr>
<td>Tied funds: 561 980.60</td>
</tr>
<tr>
<td>Casual relief teachers: 125 848.77</td>
</tr>
<tr>
<td>Administration &amp; office: 85 651.63</td>
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<tr>
<td>School-operated canteen: 0.00</td>
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<tr>
<td>Utilities: 73 185.44</td>
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<tr>
<td>Maintenance: 67 862.40</td>
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<tr>
<td>Trust accounts: 67 637.75</td>
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<tr>
<td>Capital programs: 2 613.64</td>
</tr>
<tr>
<td><strong>Total expenditure</strong>: 1 225 852.13</td>
</tr>
</tbody>
</table>

| Balance carried forward: 293 688.76   |

A full copy of the school's 2009 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 2009

Nambucca Heads High school continues to be a high achieving school in the creative arts area. Students in Drama, Visual Arts and Music achieved in the top ten percent in their respective subjects. The opens rugby league side were once again crowned North Coast champions in the Arrive Alive cup. Our debating and public speaking students were successful under the tutelage of Mr Richardson. The school continues to be committed to providing a holistic approach to learning.

Achievements

Visual Arts

2009 has been a busy year for the Visual Arts Department with enthusiastic involvement in school and community activities by both staff and students.

A diverse range of courses were taught to students this year with units of work in photography, ceramics, sculpture, painting, drawing and printmaking offered to students in Year 7 to Year 12. Outstanding works were displayed in the front office foyer and featured Year 8 Masks, Year 7 Still Life Painting, Year 9 Ceramic Forms, Year 10 Portraits and Year 11 Still Life Drawing, Painting and Art Books.

The annual NHHS “Archibald Prize” exhibition attracted many quality entries. This year the theme again focused on staff members and submissions reflected a diversity of painting and drawing styles. Works were on display in the front office foyer.

Three Year 10 students Rachel Hall, Victoria Grace and Regan Benson were chosen to represent NHHS at a two day painting workshop in Coffs Harbour organised by the Coffs Harbour Regional Gallery. These students were given the opportunity to work with local professional artists enabling them to further develop their skills in the painting medium.

The Visual Arts staff organised two very successful excursions this year. The ARTEXPRESS excursion to Sydney in March enabled Year 12 students to view first hand outstanding HSC artworks as well as attend the YoYo Exhibition at the Museum of Contemporary Art in Sydney.

Elective Art students attend the HSC ARTEXPRESS exhibition at Grafton Regional Gallery in August where the work of former NHHS student Brydi Fatnowna was exhibited. A colour print of Brydi’s work was chosen for the opening night invitation which was attended by Art staff.

Eight Year 12 Visual Arts students completed Body of Work submissions as part of their HSC studies. A diverse range of mediums
were used to create vibrant and exciting artworks.

Mrs Angela Bagordo  
Creative & Performing Arts Head Teacher

Sport

Nambucca Heads High School had an excellent year in Sport in 2009 in both individual and team pursuits. The highlights include:

- Daniel Gilmore was chosen for the NSW Combined High School Lawn Bowls team and for this won a prestigious North Coast Sport Blue.
- Stephanie Morrison also won a North Coast Sport Blue for her achievement in Girls Football.
- Five of our talented athletes were awarded a North Coast Recognition Award for excellence in their field of Sport:
  - Tiara Hill for Swimming, Cross Country and Athletics
  - Hannah Iredale for Swimming, Cross Country and Athletics
  - Silas Robbins for Athletics, Touch Football and Rugby League
  - Matt Archer for Tough Football and Rugby League
  - Paige Ussher-Kinnear for Athletics
- Paige won a gold medal in the 100m hurdles at NSWHCS Athletics and went on to represent us at the NSW All Schools Championships where she won a gold again in the 100m Hurdles and also the 200m Hurdles.
- Our Lawn Bowls Team made it through to the last 4 in the State Lawn Bowls Championships— the best any team from our school has ever achieved.

- Whaite House won the Swimming and Cross Country Carnival, Gordon won the Athletics Carnival and were overall Champion House for 2009

Jan Greenwood  
Sport Organiser

Debating and Public Speaking

Nambucca Heads High’s debating teams continued their successes of the past few years in 2009, with teams in each of the competitions making it to the North Coast Quarter Finals.

The school entered in all three of the Premier’s Debating Competitions for schools, with one team in the Year 11 & 12 Division, two in the Year 9 & 10 and two also in the Year 7 & 8 Division.

First to compete were the Year 12 team, again this year consisting of Amy Savage, Aimee Bannister, Nicola Iredale and Georgie Maggs. In the Zone competition this team easily accounted for Toormina High, Macksville High and Bellingen High School to run out Zone winners. Unfortunately the Quarter Final saw Georgie bravely compete despite a raging dose of the flu, and when they became the Affirmative for the topic “That obesity is the individual’s problem” they came across a difficult and unpopular case to argue, narrowly going down to Port Macquarie High.

I would like to again express my special thanks to these girls who have debated together for six years and achieved notable success representing the school, being...
runners up in the North Coast Final in 2007, Zone winners this year and with Amy being selected in the North Coast Team in 2007.

Two teams were entered in the Year 9 & 10 team of Matt Rumsey, Sarah Pilgrim, Ruth Curtis and Sheridan Kelly and a combined Year 9/10 team of Caitlyn Mahon, Teagan Eadie, Hannah Iredale and Ziggy Fatnowna. Both teams were narrowly defeated by Macksville High, who would go on to win the North Coast Final, while the Year 10 team had a victory over Kempsey High School.

At the North Coast Debating Camp a combined team of Caitlyn, Sarah, Sheridan and Ziggy were invited to compete in the Quarter Finals, and in a very close decision were defeated by Murwillumbah High, who actually went on to lose the Final.

Two teams were also entered in the Year 7 & 8 Competition, a Year 7 team consisting of Anna Curtis, Paige Eadie, Sarah Orman, Rachel Mackney and Madeline McCullagh and Year 8 team of Rebecca Mackney, Gabriella Marriott, Matilda Sutherland, Kristine Stone and Jake Hoban.

The two teams ended up in the same zone, with the Year 7 defeating Macksville High and Coffs Harbour while the Year 8 beat Dorrigo High and Macksville to set up a Zone Final between the two Nambucca teams which saw the Year 8 team victorious.

In Public Speaking the school entered students in three competitions with Jordan Hoban representing in the Sydney Morning Herald Senior Competition, Ziggy competing in and winning the local Legacy Junior Competition and Matt and Jordan competing in a Rotary Competition which saw Matt go on to the next round.

I would like to thank all the students who competed in the various competitions this year and congratulate them all for their efforts in representing the school.

Year 12 Debating team: Amy Savage, Nicola Iredale, Georgie Maggs and Amy Savage

Bill Richardson
Co-ordinator

Academic

In the National Assessment Program, the results across the Years 3, 5, 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 the assessments.

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

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

and/or

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest). Literacy – NAPLAN Year 7

### Literacy – NAPLAN Year 7

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Number in band 2009</td>
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<td>25</td>
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<tr>
<td>Percentage in band 2009</td>
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<tr>
<td>School average 2007 - 2009</td>
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<tr>
<td>LSG average 2009</td>
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<td>21.0</td>
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<tr>
<td>State average 2009</td>
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### NAPLAN Year 7

<table>
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### Numeracy – NAPLAN Year 7

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<td>11</td>
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<tr>
<td>State average 2009</td>
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### Literacy – NAPLAN Year 9

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<td>542.3</td>
<td>585.9</td>
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<td>7</td>
</tr>
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<td>14</td>
<td>11</td>
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<td>16.3</td>
<td>12.8</td>
<td>33.7</td>
<td>17.4</td>
</tr>
<tr>
<td>School average 2009</td>
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<td>LSG average 2009</td>
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<tr>
<td>State average 2009</td>
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<td>30.3</td>
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### Numeracy – NAPLAN Year 9

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<td>State average 2009</td>
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<td>28.5</td>
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### School Certificate relative performance comparison to Year 5 (value-adding)

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<th>LSG Average 2009</th>
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<td>-0.6</td>
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<tr>
<td>Mathematics</td>
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<td>-1.1</td>
<td>-0.8</td>
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<tr>
<td>Science</td>
<td>-0.1</td>
<td>1.4</td>
<td>-1.0</td>
</tr>
<tr>
<td>Australian History, Civics and Citizenship</td>
<td>-0.9</td>
<td>-0.6</td>
<td>-0.3</td>
</tr>
<tr>
<td>Australian Geography, Civics and Citizenship</td>
<td>-1.6</td>
<td>0.2</td>
<td>-0.5</td>
</tr>
<tr>
<td>Computer Skills</td>
<td>-1.6</td>
<td>-2.2</td>
<td>-0.4</td>
</tr>
</tbody>
</table>

**Note:** By definition, the State average relative performance is zero.

### School Certificate relative performance comparison to School Certificate (value-adding)

### Higher School Certificate relative performance comparison to School Certificate (value-adding)
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

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

Percentage of Year 7 students in our school achieving at or above the minimum standards in 2009

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

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009

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

Significant programs and initiatives

Aboriginal education

A significant source of funding for Aboriginal education in 2009 was the Norta Norta program. Tutors were employed to provide support for Aboriginal students especially those in the senior years. Progress reports and evaluation of PLP’s were pleasing outcomes of this program. The most positive outcome was the hundred percent completion rate for Aboriginal students in year 12. The North Coast award for school based traineeships was awarded to an Aboriginal student in Year 12 who completed the Business services course. There is little doubt that the support of this tutorial program enabled Aboriginal students to complete and gain their Higher School Certificate.

Aboriginal students are making significant gains in our school both socially and academically. The discipline referrals indicate a 30% reduction in levels incidents and external testing results in NAPLAN the School Certificate and Higher School Certificate show a continued improvement in Aboriginal student outcomes. The ultimate target will be achieved when our Aboriginal students achieve at or above non Aboriginal students outcomes.

Liam Munsie, Lewis Smith, Zac Johnson, Kieran Jarrett at NAIDOC celebrations

Other programs

Special Education

It's been a busy year in the Support Unit again with all students and classes engaged in academic, independent living skills and community access programs.

The learning programs of all support students are individualised to meet their specific learning needs. All the teaching staff has worked hard this year to cater for the diverse and unique academic, social and independent living needs of all the support students.

Both down stairs classes have achieved some very tasty outcomes during their fortnightly shopping and cooking programs. Throughout the course of the year the
student’s confidence and skills around the kitchen have developed well. These classes have also participated in a number of community visits around the Nambucca area. The trips to the cinema and the indoor centre have proven to be popular trips for the kids.

The support unit was visited this year by the SES and Local Fire Brigade. Both organisations talked about and demonstrated many safety practices that can be used around the home and the case of an emergency.

We have had most of our senior students involved in work experience programs this year. The skills and knowledge that the students have gained from these placements are invaluable to their social maturity and work readiness. I’d personally like to thank all employers involved in this program.

I would like to comment on the tireless work that the Teachers’ Aides Special do, not only in the support unit but right across the school. Without these dedicated staff the ability of the school to meet the specific learning and physical needs of all support students would be a much more difficult task.

Thanks to all the staff at Nambucca Heads High who were involved in the teaching of students in the support unit this year. I am looking forward to that close association continuing next year.

We have five year 12 students exiting school this year, Ben Pianta, Glenn Fahey, Patrick Campbell, Raymond Keast and Olivia Dean. All students will be involved in either community participation or transition to work programs next year.

I look forward to seeing all the students at school in 2010.

Rod Cross
Head Teacher, Special Education

Progress on 2009 targets

Target 1

To maintain growth in literacy and close gap between state in numeracy by at least 5% and Aboriginal students by 6%; reduce students in lower 2 bands by at least 4% in numeracy and literacy; increase students in upper bands in both literacy and numeracy by 5%; maintain level of Aboriginal growth rates in NAPLAN to achieve comparative results; improve bands 5 and 6 in SC by at least 5%:

Our achievements include:

The Higher School Certificate emphasised the school’s excellence in the creative arts area with Drama, Music, Visual Arts, Design and Technology and food Technology above the state average and significantly higher than like schools. There is still work to do in relation to the traditional subject areas.

In the School Certificate English and Science represented a small, 2%, increase in the top 2 bands and a significant improvement in the bottom bands with a decrease from 12% to 4%. Mathematics placed 37% of our students in the lower 2 bands as opposed to a 5 year average of 34%. This numeracy problem will need to be the focus of our school plan over the next few years.

NAPLAN indicated that we are significantly below the state average in year 7. In Literacy 17% of our students achieved in the top 2 bands compared to the state average of 27%. In the low bands 40% of our students compared to the state at 23%. The next 2 years will require a major focus on improving these results both top and bottom. In numeracy 13% of students achieved in the top 2 bands compared to the state average of 28%.

The NAPLAN results in year 9 were encouraging in relation to our set targets and intense Literacy strategies of the school. Significant improvement from year 7 was noted with 20% of students achieving in the top 2 bands which were higher then the state average of 18% and in bottom 2 bands the school was represented with 29% as opposed to the state of 30% a notable achievement. In numeracy 12% of students achieved in the top 2 bands as opposed to the state average of 25%. In the bottom 2 bands the school had 32% compared to the state’s 22%. Numeracy will need to be a greater focus in our school plan for the coming years.

Target 2

To engage and retain students at school and improve the teaching strategies of
staff through the development of technology. Interactive technology to be available and used by staff before the end of year. 60% of staff to use interactive technology. 70% of staff to have used technology as teaching tool for delivery of learning.

Our achievements include:

The school through the support of the P and C and PSP funds were able to install interactive technology in each faculty area. Staff meetings and professional development focused around the use of technology in the classroom. Supervision and staff responses were positive in regards to the use of technology as an aid to support learning in the classroom. Our retention rate in year 12 was excellent especially our Aboriginal students who all successfully completed their higher school certificate.

Technology is a continued focus in our school as staff become more aware of the wide use of technology to aid learning the classroom.

Target 3
Encourage and promote attendance at school to reflect the retention and attendance improvement of Aboriginal students.

Our achievements include:

Our attendance at school is still well below the state average. Much of our data relates to a small number of students who rarely attend school. The retention and attendance of Aboriginal students has been excellent.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of.

Educational and management practice
School Situational Analysis

Background
As part of the NPS funding initiative the school community was invited to discuss the school’s strengths and weaknesses and what were priorities for parents and staff in the school. How could we further involve parents in the learning of their children and how can we improve what occurs in our classroom. How do we improve Aboriginal relations and Aboriginal outcomes in the school. With these questions in mind the school implemented a survey for all concerned in the school.

Findings and conclusions

- We were underperforming in external exams but especially in the areas of writing and numeracy.
- Surveys indicated that while students appreciated the care and encouragement of staff many were disengaged from learning.
- The majority of teachers mode of curriculum delivery needs to be refined.
- There is a desire for increased training and development opportunities for parents.
- Aboriginal community listed they needed training and understanding of reading, writing and spelling and greater understanding of welfare policy.

Future directions

- Funding from NPS be directed towards resources and teaching strategies that will address both numeracy and learning.
- Use of QT to enhance lessons. Technology development. NPS coordinators and STLA to support teaching strategies in classroom.
- There is a need for focussed TPL program that addresses curriculum delivery and embed practices into classroom.
- Organised training sessions for parents that fit into their daily schedules ie after work.
- Parent workshops in those areas listed of concern to our Aboriginal parents. A review of welfare system
Curriculum
Aboriginal Education

Background

The school has been involved in the Stronger, Smarter Program and presented at a National Conference for Aboriginal education in Brisbane in 2009. NHHS has been successful in gaining positive outcomes for Aboriginal students both socially and academically. State and school has poured a great deal of resources into meeting the needs of our Aboriginal students. An ongoing evaluation is needed in regards to these programs so we can be assured we are investing our resources in the most appropriate way.

Findings and conclusions

- Aboriginal students results in external examinations demonstrated that the programs operating in the school are working well. Our students value added was high as was their raw data results as compared to Aboriginals in the state.

- The senior support tutorial program funded in part by the Norta Norta program is an essential program to ensure our senior students successfully complete their HSC year. In 2009 all Aboriginal students in Year 12 successfully completed their Higher School Certificate.

- Discipline referrals for Aboriginal student in 2009 declined by 30%.

- Personalised Learning Plans were very well constructed and indicated clear directions for those students.

Future directions

- Follow up on Personalised Learning Plans with individual meetings with students and parents.

- Develop a sustainable plan for tutorial support for senior Aboriginal students.

- Ensure that NPS, PSP, Norta Norta, STLA programs address strategies to improve the Literacy and Numeracy outcomes in our school.

- Develop leadership opportunities for our Aboriginal students in cultural, academic and sport settings.

Other evaluations

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

The P and C is the main source of feedback from parents. The open forum suggests that parents are happy with the direction of the school and the learning both socially and academically the school is providing.

Parents continue to attend professional and social occasions in good numbers which is a reflection of their support for the school and our achievements. The school has a good working relationship with the parent body.

Professional learning

The staff focus in training courses relates to the school plan. The development of technology practices is an important part of professional learning. The use of interactive whiteboard technology to enhance teaching practices and the use of software to better engage students in the classroom.

A significant amount of professional learning funds was expended on the Nambucca valley schools combined staff development day which was a success for all participants.

School development 2009 – 2011

The school focus over the next two years is to use technology to enhance the learning of students especially in literacy and numeracy.

Targets for 2010

Target 1

To improve the average student growth from Year 7 to Year 9 NAPLAN in writing by 4 points from 15 to 19; improve the average student growth from Year 7 to Year 9 NAPLAN in numeracy by 2 points.
from 34 to 36; increase the percentage of students in the top two bands in Year 9 for NAPLAN results in writing by 3% from 12% to 15%; increase the percentage of students in the top two bands in Year 9 for NAPLAN results in numeracy by 6% from 12% to 18%.

Strategies to achieve this target include:

- Establishment of Priority Area Leaders from executive to address and evaluate priority areas.
- Provide professional learning opportunities for staff to access resources and courses that address priorities.
- Analysis, dissemination and implementation of plans that address NAPLAN and other external data findings.
- Implement quality teaching practices.

Our success will be measured by:

- Teaching programs contain explicit literacy and numeracy outcomes
- Reflection of targets in Personalised Learning Plans.
- Our external testing results.

Target 2

To increase the average attendance rate for all students by 1% from 88% to 89%; decrease the number of students who have less than 85% attendance rate by 3% from 28% to 25%

Strategies to achieve this target include:

- Analysis of data and development of whole school action plans.
- Implementation of welfare and incentive programs.
- A commitment both in resource allocation and determination to address the problem of absenteeism.
- Develop programs that make school a pleasant and positive environment for all students.

Our success will be measured by:

- Increased participation of students in extracurricular activities.

- Reduction of N award letters on RISC by3%.
- Referrals to HSLO drop by 3%.
- Attendance rates across the whole school increase by 4%.

Target 3

To increase teacher use of technology in the classroom; increase teacher engagement with the processes of Quality Teaching through growth of at least one level of the Quality Teaching matrix.

Strategies to achieve this target include:

- Implement improved TARS practices which incorporate professional learning and support to teachers.
- Classroom teachers work with STLA and NPS coordinators to develop the literacy and numeracy focus in the classrooms.
- Purchase Interactive whiteboards and develop teaching strategies which utilise their use as a learning tool in the classroom.
- Identify and promote current best practices in quality teaching within the school and implement strategies to facilitate.

Our success will be measured by:

- All teachers have an individual professional learning plan.
- Student engagement in the classroom.
- Evidence of tracking of student learning outcomes and refinement of teaching programs.
- DER and QT elements are evident in programming and practices.

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.
Hilton Humphries, Principal
Kristen Russo – Community Representative
Neil Gerard – Executive Representative
Gary Cattanach – Aboriginal Representative
Lyndee Thomas – Staff Representative

School contact information
Nambucca Heads High School
Centenary Parade
NAMBUCCA HEADS NSW 2448
Ph: 02 65686777
Fax: 02 65688318
Email: nambuccahd-school@det.nsw.edu.au
Web: www.nambuccahd-schools.nsw.edu.au
School Code: 8595

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: