Nambucca Heads High
Annual School Report
Our school at a glance

Students
The overall school enrolment in 2012 was 431 students, which was slightly down on total enrollments in 2011 of 468. Total Year 7 enrolments were 80 as compared with 85 in 2011. Our senior students consisted of 68 in Year 11 and 49 in Year 12. Libby Seymour achieved the prestigious title of Dux of the school with an ATAR of 80.5.

Of our student population, 16% identify as Aboriginal and as a result, significant Aboriginal education programs are implemented in the school. Five Aboriginal students sat for the Higher School Certificate.

Staff
Nambucca Heads High has a professional staff who is trained in their subject areas. Staff has had significant training in the use of technology in the classroom. A large number of staff deliver, and are trained in, VET courses. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
The school has a number of funded programs which enhance what we can offer at our school.

- National Partnership of Schools funding was in its third year. This significant amount of funding has enabled the school to purchase resources, embed Quality Teaching practices into our classrooms and develop after-school literacy programs and numeracy programs such as Quicksmart.
- Priority Schools Program funding has enabled us to build stronger relationships with our community and parents by providing funding to develop links and associations with our community.
- The Trade Training Centre funds enabled us to build commercial cooking facilities in the school. This is an outstanding resource which has complemented our very strong Hospitality area at our school.
- Aboriginal funded programs including Stronger Smarter Norta Norta developed programs that supported Aboriginal students in gaining academic excellence.

Student achievement in 2012

NAPLAN Year 7

<table>
<thead>
<tr>
<th>Percentage of Y7 students achieving at or above minimum standards in 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Progress in Literacy
The Year 7 NHHS results for 2012 indicate that students performed better in Writing, Spelling, and Grammar and Punctuation than the 2011 cohort although, overall students performed below the national benchmarks. Reading results were lower for this cohort than the previous group.

In Writing, 12.8% of students achieved the top two bands as compared to only 6.8% for the SSG group and 18.8% for State. This represents a good result against the SSG, although it is still below State levels.

Literacy continues to be a strong focus of our teaching

Progress in Numeracy
The Year 7 NHHS results for 2012 indicate that students gained 4.2% in the top two bands as compared with 9.4% for the SSG and 25.7% for the State.

Numeracy remains a strong focus of our teaching.

NAPLAN Year 9

<table>
<thead>
<tr>
<th>Percentage of Y9 students achieving at or above minimum standards in 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
Progress in Literacy
In Literacy, student performance reflects results that are mostly on par or better than the SSG group but below the State group.

In Reading, there were 10.5% of students in the top bands, compared with 9.8% for the SSG and 20.5% for the State. In Spelling, Grammar and Punctuation and Writing students gained results better than the SSG, although not the State. In Writing, in particular, there were 6.9% of students in the top two bands compared to 16.2% in the State.
Literacy remains a strong focus of our teaching.

Progress in Numeracy
There were 9.6% of students in the top two bands, compared with 9.9% for the SSG and 24.4% for the State. The bottom two bands contained 43.1% compared with 47.1% for the SSG and 31.1% for the State. Numeracy remains a strong focus of our teaching.

Higher School Certificate

Higher School Certificate relative performance comparison to School Certificate (value-adding)
The Middle relative performance band is the same as that for the SSG, while NHHS’s Low and High bands achieved a positive result. The SSG comparatively, achieved negative results in these two bands.

Messages

Principal’s message
2012 was a year with a continued strong focus on teaching methodology and good performance at Nambucca Heads High School. Upon analysis, HSC results were in line with expectations and many students achieved to their aims and have moved off into the work force or to further study. There were a large number of students who gained early entry to University for 2013.

One of the core aims at Nambucca Heads High is to develop young people with a positive attitude, a sense of purpose and respect for themselves and community. During 2012 the school continued to provide an atmosphere that engendered a happy and positive feel amongst students and staff with both groups proud of and happy to belong. Academic success is obviously a focus of every school however; we strive to build individuals that can be a positive part of our community in the future.

There have been many sporting successes throughout the year, particularly with students involved in team sports. The school continues to “punch above its weight” at zone, regional and state level, often achieving results that are truly outstanding for a school of its size.

Of particular note was the girls 4X100 relay team which came home from the state titles as the premier team in NSW. Craig Jarrett was able to take out the State title in the wheelchair shot-put and then continued on to set an Australian record at the National titles.

Quality Teaching remains as a very large priority in the school. As part of the Federal National Partnerships there has been considerable time and effort spent to develop and embed skills to improve the quality of the teaching that is delivered. Teaching staff have spent much time on professional development as part of this process. During this year there was a move to focus on the next phase to embed Differentiated
Curriculum into the practice of the school. This was a part of the school plan and was met with enthusiasm and success by teaching staff.

As we plan for the next school year we reflect upon our efforts this year and plan where the focus should be for the next 12 months. Again we will be concentrating on the delivery of Quality Teaching in the classroom. The focus on base Literacy and Numeracy skills will continue as these underpin all other learning. Blooms Taxonomy and differentiated curriculum will be expanded to embed this as standard practice within the school. The new NSW Curriculum will also be high on the agenda as we plan for its introduction in 2014.

There have been some long term members of the school community that have left the school at the end of 2012 after giving many years of dedicated service. In particular, the HSIE staff has seen the most major change with Paul Orman, Paul Webster and Neil Gerard moving into retirement. Neil has spent the last three years as our National Partnerships Leader and we will miss his insight and tenacity. Barbara Redman from the admin office has also left after being a cornerstone of the admin office for such a long time. Her calmness and efficiency will be difficult to replace. It is a mark of the school that all of these staff was very sad to be leaving. We wish them all the best in retirement.

Finally, I wish to remind all of the school community that Nambucca Heads High is a proud and committed Comprehensive Public School. We have students from absolutely every different echelon of society, all with different strengths and weaknesses and all with individual needs. As a school team of teachers, aides, office staff and executive we are proud of the role we play in the development of responsible and valuable members of our community. I am proud to be a part of that team, and speak of this school with pride.

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.

Peter Vernon
Principal

P & C and/or School Council message
The P & C has continued to maintain and hold its financial position for 2012 while we developed fund-raising goals.

Our main project for the year, when it was said it couldn’t be done, was to get a school sign approved for outside the school grounds. Councillors were individually lobbied and speeches were made at council meetings detailing the benefits to the school community and to the town of having a school noticeboard in a high visibility area.

The P & C also held a raffle at Parent and Teachers Night to purchase some dance costumes for the Dance Department at CAPA. Prizes were sought from local businesses and the money raised by the raffle was added to a donation from P & C for $750.00 for dance costumes. The P & C purchased business cards to hand out when we canvassed businesses and found these to be very helpful.

Other P & C ventures included: $300 donated tow the Sporting Awards on Presentation Day; a sausage sizzle held outside Woolworths during the October long Weekend making $141.00, showing that we could organise supplies and conduct a business with some decorum.

Committee members, Raylene Burnett and Kerry Daley sat in on the school funding committees for NPS and PSP funding, and by doing so added a community voice to the schools decisions. They also reported back to the P & C on funding decisions making the process far more transparent.

Alison Daley, our Treasurer, also executed the large and important task of being on the selection panel that saw Peter Vernon become Principal and also Jo Marshall take on the position of Deputy. Alison did one days training to master the interviewing process and then spent a number of days going through the formal selection process.
Annette Welsh also sat on selection panels representing the parents of the school for the selection of Head HSIE teacher as well as Head TAS teacher.

Letters were written during the year from P & C members Lanice Milgate and Susan Jenvey to Regional Directors for Public Education regarding permanent leadership for the school, once Hilton Humphries decided to leave at the end of Term One. They insisted that the school deserved to get the best candidate and that the process go to an advertised position followed by a selection process.

Many times during the year discussions were held initiated by parents regarding changes to education policies both by State and Federal Governments. The Gonski Report was discussed and avidly awaited for its release. Parents are unanimous. They would like to see more money spent on Public Education not less. We also discussed what was on offer with policies such as Local Schools Local Decisions.

My thanks to: Lynn Gooch who did an excellent job as secretary; Kerry Daley who worked tirelessly on making the sign happen; Terry Byrt for his go-between actions with the RSL and to all other committee members who turned up and participated in meetings, raffles, and BBQs.

Sue Jenvey
P and C President

Members of the SRC actively organized and ran three socials, working closely with the Entertainment class. The themes included K&M which was a social to support one of the teachers, Kristle McKinnon.

A Jellybean competition and mufti days with themes of Halloween, International and Jersey days were other fundraisers.

A cake stall was held at lunchtime, also as a fundraiser for sports people in our school.

The SRC actively supported other school activities such as the fundraiser for fellow student, Craig Jarrett. At this event they ran a BBQ.

Student leaders: Jake Hoban, Gabriella Marriott, Renee Lindsell, Timothy Daley, Jayde Hill, Abbee Milgate and Connor Hoban attended the GRIP Leadership day in Coffs Harbour.

At the end of the year, long-term SRC Patron, Mr Paul Webster left us to commence his retirement.

Cathy McSkimming
SRC Coordinator

### School context

### Student information

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

### Student enrolment profile

Student enrolments continue to be fairly steady at Nambucca Heads High school. In 2012, 422 students were enrolled, 211 females and 211 males, which is slightly down on previous years.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>247</td>
<td>250</td>
<td>234</td>
<td>228</td>
<td>214</td>
</tr>
<tr>
<td>Female</td>
<td>216</td>
<td>223</td>
<td>213</td>
<td>217</td>
<td>217</td>
</tr>
</tbody>
</table>
Management of Non Attendance

Attendance continues to be a concern at our school. We have a very high absenteeism which has seen significant improvement. Statistically, the average attendance rate for all students was up 2% from 83% (2011) which exceeded the target set for this year. This change is accredited to the appointment of an attendance officer and the persistent efforts of our HSLO. In addition, parents are informed by SMS if their child is absent, resulting in a quicker flow of information between the school and parents/guardians.

Structure of classes

The junior classes are ungraded, consistent with the school’s belief that socialization makes a positive significant contribution to students’ welfare during their junior years. 80 students enrolled in four classes in Year 7 in 2012.

In senior years the school provides a vocational strand for all students. In 2012 the school offered English Communications and Applied Mathematics courses.

Retention to Year 12

The school has a retention rate of 51.2%, which is higher than the SSG but lower than the State of 63.4%. The school’s relative success in this area in spite of our attendance and socio economic background is due to the wide curriculum offering that occurs at our school.

Retention to Year12

Post-school destinations

15 students gained early entry at UNE, ANU, University of Newcastle, UTS, CSU Bathurst or Southern Cross Universities. Many students were able to expand the options from early entry and gained entry into their preferred courses and Universities on the merits of their ATARS.
Three students gained entry into the Australian Institute of Music (AIM) and are outstanding musicians. A number of other students gained entry into universities with the view to a career in forensic science, tourism, nursing, aged care, human movement, event management, teaching and paramedics.

Four students from Year 10 gained apprenticeships or traineeships in the valley in the areas of panel-beating, automotive, retail (IGA) and hair-dressing as a direct result of work experience organized by the Careers Advisor at NHHS. Other senior students gained employment in tiling, plumbing, hospitality (chef), retail (IGA) general trades (Abi Group).

One of our indigenous students currently awaiting notification of a traineeship with Nova Skill after a successful school based traineeship in her final year.

Year 12 students undertaking vocational or Trade training

Nambucca Heads High School has a very strong and comprehensive Vocational Education program.

Three Year 12 students completed School Based Traineeships: one in Business Services (NAB Bank) and two in Plumbing. Reanna Stacey is an Aboriginal student who gained both the NAB traineeship and completed her HSC.

In 2012, 71 students undertook a VET course or Trade training in their preliminary year (although not all have carried through) and 45 HSC students completed VET training and Work Placements in the following: Business Services, Construction, Entertainment, Hospitality, Information Technology and Metal & Engineering.

Nambucca Heads High School has a Trade School in Metal & Engineering and a Trading Training Centre in Hospitality. Both facilities provide industry level equipment, resources and training.

Year 12 students attaining HSC or equivalent vocational educational qualification

All of the 49 students who started Year 12 completed their HSC with 45 gaining Vocational Education qualifications.

Staff information

Nambucca Heads High School has a highly trained and diversified staff, with one third of staff having VET teaching qualifications, enabling us to offer a comprehensive VET program. Academic courses delivered by qualified teachers are available in Extension English, Mathematics, Physics and Chemistry which cater for our high achieving academic students.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>7.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td></td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.6</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>13.182</td>
</tr>
<tr>
<td>Total</td>
<td>63.182</td>
</tr>
</tbody>
</table>

Our school has significant Aboriginal programs coordinated by our sole Aboriginal teacher, Mr Cattanach, along with a full time AEO, Felicia Jarrett. Aboriginal teacher aides also assist in the classroom.

Staff retention

Nambucca Head High school maintains a high retention rate in staffing. Those who leave our school are retiring or seeking promotion in the Department.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100% of staff</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>3 staff</td>
</tr>
</tbody>
</table>
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>346828.71</td>
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<tr>
<td>Global funds</td>
<td>471849.92</td>
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<tr>
<td>Tied funds</td>
<td>979009.67</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>166595.48</td>
</tr>
<tr>
<td>Interest</td>
<td>26335.22</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>43552.06</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>2034171.06</td>
</tr>
</tbody>
</table>

| **Expenditure**          |            |
| Teaching & learning      |            |
| Key learning areas       | 114036.23  |
| Excursions               | 73305.76   |
| Extracurricular dissections| 52919.81  |
| Library                  | 10499.72   |
| Training & development   | 0.00       |
| Tied funds               | 847962.58  |
| Casual relief teachers   | 135421.37  |
| Administration & office  | 87018.69   |
| School-operated canteen  | 0.00       |
| Utilities                | 93865.74   |
| Maintenance              | 47178.31   |
| Trust accounts           | 42205.08   |
| Capital programs         | 15361.58   |
| Total expenditure        | 1519774.87 |

| Balance carried forward  | 514396.19  |

School performance 2012

Achievements

ARTS

With an active and vibrant CAPA staff, NHHS offers a wide range of arts subjects and activities including performances, exhibitions, competitions and excursions.

Visual Arts

One of the year’s highlights was the invitation to Matilda Sutherland, Year 11, to attend the National Art School in Sydney during mid-term breaks to expand her experience and knowledge of painting. Elite

Matilda Sutherland, Year 11

Matilda’s father, Mark, a professional artist, made it a family affair when he mentored Year 8 students in portrait painting during term 2.

The annual NHHS ‘Archibald’ Prize exhibition/competition was won by Year 8 Ashlee Gardiner for her painted rendition of her fellow student, Louise Parth. The People’s Choice prize was won by Chilla Beeby in Year 7 for a self-portrait.

Lachlan Morriss Year 10, entered the National Youth Week Art competition as part of national Youth Week, and is currently awaiting results.

Jyles Luhlam, Year11 attended a workshop run by the ABC and Genwire, producing a video on a fellow student called ‘Day in a Life’. The short film will be exhibited in local and regional art galleries.
2010 NHHS Year 12 student, Rachel Hall was nominated and chosen for Artexpress, her coloured pencil portraits, exhibited at the Newcastle Art Gallery.

Music

The wealth of talent in our school is borne out each year as HSC students achieve outstanding results and students from all years clamour to perform in the Showcases. This year, Cameron Kelsey (below) from Year 12, gained a band 6 while 6 others achieved a band 5.

Cameron Kelsey, Year 12

Meanwhile junior and seniors alike play, sing and act in the two showcases run this year by the music department to the delight of the audience. Haydn Shannon (below) is an outstanding pianist who regularly plays in school musical performances.

Haydn Shannon, Year 8

During May of this year, students from NHHS participated in the NSW PPS Choral Concert, “Voices in Performance,” at the Sydney Town Hall. NHHS Students joined the choir, while four seniors from the Entertainment course, supported the performers as stage crew, gaining valuable backstage experience.

In November the annual pilgrimage to the Schools Spectacular Concert, took place, where students were bussed to the Sydney Entertainment Centre.

DRAMA

NHHS offers a variety of opportunities to enhance and expand the drama experiences of its students.

Year 12 students attended a performance by the Sydney Theatre Company, ‘Midsummer’ at the Opera House in March. The Junior Drama Camp held in March presented the group with Aboriginal dance theatre sports and mask making. In addition, “Platform 9’ ran again in 2012 at the Jetty Memorial Theatre where Beth Gregory and the Year 12 Drama group performed their HSC pieces.

The District Eisteddfod held in June in Coffs Harbour saw the involvement of Year 9, 10, 11 and 12 Drama students. Group and Individual Performances created an opportunity for all actors to showcase their talents. Some 60 students attended the District Eisteddfod with several winners and placings across all years.

Group Devise, HSC students.

A series of events culminated in the HSC Drama Practical Examination in September. Here, both Individual and compulsory Group Performances were examined by an external examiner resulting in considerable success. The HSC Showcase night
held in September provided a platform for senior students to perform, and also thank their teachers and parents for the support offered during Years 11 and 12.

SPORT

NHHS continues to excel in sporting events, achieving Australian, State and Regional representatives in myriad fields.

The highlights include:

Representing at Australian Level: Craig Jarrett

17 year old Craig won gold at the AWD Junior Championships in discus and javelin and silver in the shot put event. He was awarded a NSW State Blue and in October, in Hobart at the All Australian Championships, won the javelin event.

He has won numerous places in various disciplines along the way as well as being a member of the U/23 NSW wheelchair basketball team who won gold in the National Championships in Perth in April.

Craig has been included in the Paralympic Talented Athletic Program for shot put, discus and javelin.

Jayde Hill came first in the 3000m walk at the All Australian Championships in Hobart.

Representatives at the State level include:

A special mention to Jayde Hill and Madeline McCullagh who represented NHHS in three major carnivals: swimming, cross-country and athletics.

Athletics-Jayde Hill rewrote the record books at the NSW Junior Athletic Championships and State Junior Championships in the 1500m and 3000m walk. At the CHS meet, Jayde came third in the 17s walk although only 15 years old.

Savannah Peterkin won second in the long jump, narrowly missing out on a place at the All Schools Championships in Hobart later in the year. Cassie Ryan came first in the T20 200m and 800m events while Craig Jarrett placed first in each of his T56 shot put, discus and javelin events. The U/17 girls relay team (below) won gold, coming first out of 30 teams.

Paige Ussher-Kinnear, Savannah Peterkin, Mercedes Peterkin, Hannah Iredale – State 4x100m relay winners
Cross Country—Jayde Hill came first in the U/14s at CHS, while Hannah Iredale, Madeline McCullagh and Xanthe Ronan represented their school with distinction.

Swimming—Courtney Fuller won silver in 100m breast stroke.

Surfing—Coco Beeby won all heats at the All-Star Titles and came 4th in the U/19s; and at the NSW State Titles came 3rd in the U/18s.

Representatives at the Regional level include:

Swimming - Jaymee Fuller was named the 14yrs Age Champion and broke a 23 year old record in the 100m breast stroke. Xanthe Ronan was named the 12yrs Age Champion.

Cross country - 16 athletes competed at this level representing NHHS.

Surfing – Coco Beeby, was named Regional Champion.

A special award was presented this year at our school, sponsored by the Premier of NSW. The award was won by Jake Hoban for being one who both plays and ‘puts back’ into their chosen sport. This talented Year 12 student, played, coached and referred Rugby League locally and is well respected by his peers.

OTHER

Duke of Edinburgh

Outdoor enthusiasts are attracted to this activity and they had plenty of opportunity to indulge in the bush. Ably supported by various volunteer staff members, Mr Steve Steward organized and supervised a number of forays into nearby National Parks.

TRADE SCHOOL

The new trade School continues to be a boon to NHHS. It has developed into the hub for Aboriginal Education at NHHS. Links to career options and opportunities tie the Trade School into the lives of indigenous students, resulting in more positive approaches to theory classes and so a significant improvement in outcomes.

The whole community is regularly invited to view and participate in activities run at the Trade school. Aboriginal parents help plan their year 7 and 8 children’s education program with a view to their career aspirations.

Now in its fourth year of operation, we have a fully equipped and functioning metals fabrication facility, a full commercial kitchen and new language centre. These facilities have generated considerable interest among the student population at both senior and junior levels.

The activities at the Trade school have spilled over into other parts of the school, for example the Mathematics department where more senior students have opted for this subject in direct response to the requirements of trades. Also staff in English and Mathematics co-deliver aspects of the making and recording processes used in construction.

Community links continue to strengthen and include NSW TAFE; Nambucca Land Council providing new facilities for local indigenous groups (eg All Year 11 students in metals and engineering have built letter boxes for every house on the Aboriginal Reserve); the Nambucca Surf Club (general repairs of club equipment and facilities); NV Youth Employment Opportunity Service and local Primary Schools.

SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS

A range of School Based Apprenticeship and Traineeships were undertaken by students in 2012 including:

Year 12: two Plumbing, one Aged Care Traineeship (not completed) and one Business Traineeships (NAB Bank). Reanna Stacey is an Aboriginal student who gained both the NAB traineeship and completed her HSC.

Year 11: one in Retail (Woolworths).
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 these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
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 Higher School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Reading – NAPLAN Year 7

Year 7 NAPLAN Reading

<table>
<thead>
<tr>
<th>Average score, 2012</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>506.6</td>
<td>504.2</td>
<td>535.2</td>
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</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Band</th>
<th>Percentage in Bands</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12</td>
<td>16.2</td>
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<td>10</td>
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Reading – NAPLAN Year 9

Year 9 NAPLAN Reading

<table>
<thead>
<tr>
<th>Average score, 2012</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
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Skill Band Distribution

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Progress in reading

In Year 7 Reading, NHHS students achieved results higher than the SSG but below State levels. Results in Bands 8 and 9 were good at NHHS compared to SSG. In Year 9, results for NHHS were once again above SSG and in Bands 8 and 9 again.

Progress in numeracy

In Year 7 Numeracy, NHHS students achieved results below both the SSG and State levels, although figures in the middle Bands, 6 and 7, were similar. In Year 9, results for NHHS were on par with SSG results but below State levels.
Higher School Certificate

In general, students at NHHS gained similar results to their Statistically Similar Group (SSG). NHHS students better than State results in Hospitality and Senior Science and about the same result in PDHPE and Standard English.

HSC: Course Summary Graph

Results are unavailable for subjects with a small number enrolled.

Significant programs and initiatives

National partnership programs

The National Partnership program at NHHS is now in its third year. Approximately $470,000 of extra funding came into the school, much of which was ear-marked for Teacher Professional Learning (TPL) and the purchasing of resources.

In previous years, TPL focused on updating technology, literacy and numeracy skills. The Quicksmart Numeracy program was introduced; all faculties were given time to develop explicit ICT teaching strategies for their curricula; training was also provided to staff on the DER Laptops and interactive white boards.

All staff can now access and use SMART data, are familiar with the Quicksmart program and more readily use ICT strategies in the classroom. Increased familiarity with computers and software will enhance teaching strategies and delivery for all students at NHHS.

Increased parental involvement (via better communication) has been targeted in the preceding years to improve decision making and representation. The P&C continue to be represented at the regular National Partnership meetings and additional parent workshops informed and empowered parents in the education of their children in 2012.

Personal Learning plans were prepared for Aboriginal students.

The development of the Sentral electronic roll-marking, reporting and referral system has greatly enhanced the communication between parents and the school and the schools record keeping facilities. This system has an SMS facility allowing parents to be quickly contacted when their child is away from school. This system has been actively embraced by the school community and will continue in 2012.

2012, the third year of this four year plan, will see more interactive white boards installed in the school, increased parent workshops and greater emphasis on curriculum differentiation for all students.

Stewart Ison
NP Coordinator

Aboriginal education

NHHS has endeavoured to create successful educational outcomes for Aboriginal students at in 2012.

- The Junior Land Council is a highly successful ongoing program. In 2012 the Council consisted of 40 Aboriginal and non-Aboriginal students from Years 7-12. In conjunction with the Trade School, students focused on ‘Putting back into the Community’, completing projects for the Nambucca Heads community. In addition, there was a focus on social justice for all which helped engage students within the classroom, giving
them confidence and interest in their subjects.

- Five students completed the HSC in 2012, a consistently high number. One Year 8 student achieved a 1st in 5 subjects.
- Year 9 NALAN results were again excellent in 2012. Reading Writing, Spelling, Grammar and Punctuation saw NHHS outperform the State Aboriginal cohort.
- All Aboriginal students at NHHS have Personalized Learning Plans (PLPs) to support the curriculum, their goals and their aspirations.
- Senior Tutoring programs supported learning.
- PLP Dinners and Information Evenings were run in 2012 to increase community engagement. Separate dinners were held for juniors, while the parents of seniors were involved in a special event highlighting the importance of years 11 and 12.
- The Gumbaynggirr language program continued for Year 8 students, delivered by Aboriginal community members. An excursion to Bongil Bongil National Park saw instruction by Aboriginal NP Ranger, Mark Flanders, in Bush Tucker and other cultural areas which reinforced classroom work.
- Aboriginal Education Workers are a feature of our delivery to students.
- Several students completed VET programs, in particular, Katelyn Jarrett who achieved 4 Certificate 2 courses. Reanna Stacey, through the Aboriginal Employment Strategy, completed her Business Services traineeship.
- Students attended the Deadly days and NAIDOC activities. Deadly Days were held at Wauchope and featured the band, Justice Crew.
- The Aboriginal Education Advisory Committee which included Elders and community members met regularly and guided the school on leadership, attendance retention/ welfare/ student health and community engagement.

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**Progress on 2012 targets**

**Target 1**

*Increase the percentage of students who achieve greater than or equal to expected growth in year 9 NAPLAN writing to 50% in 2012.*

Our achievements include:

- There has been limited progress according to NAPLAN data which indicates that NHHS students faired below both the SSG and State levels.

**Target 2**

*Increase the percentage of students who achieved greater than or equal to expected growth in year 9 NAPLAN numeracy to 50% in 2012.*

Our achievements include:

- This target was achieved. 2012 SMART data indicates that 50.9% of NHHS students achieved this greater than or equal expected growth.
- NAPLAN data indicates that NHHS students faired on a par with the SSG figures but below State levels.

**Target 3**

*Increase the percentage of students in the top two bands in Year 9 for NAPLAN results in writing from 13% in 2011 to 15% in 2012.*

Our achievements include:

- There has been limited progress according to NAPLAN data which indicates that NHHS students achieved 6.9% in Band 9 although none achieved in Band 10.

**Target 4**

*Increase the percentage of students in the top two bands in Year 9 for NAPLAN results in numeracy from 7% in 2011 to 12% in 2012.*

Our achievements include:

- There has been limited progress according to NAPLAN data which indicates that NHHS students achieved 6.9% in Band 9 and 1.7% in Band 10.
Target 5

*Increase the percentage of staff using ICT strategies in the classroom from 80% to 95% in 2012.*

Our achievements include:

- 97% staff using ICT strategies daily with 85% staff using IWB in class on a regular basis.
- Staff survey indicates that a high level of technical support and readily available resources has enabled them to increase their use of ICT strategies for the benefit of students.

Target 6

*Increase teacher engagement with the processes of Curriculum Differentiation from 10% 2011 to 80% in 2012.*

Our achievements include:

- Significant progress has been made with staff survey results indicating that 78% of staff found the process helpful and felt more engaged with the concepts of Differentiated Curriculum.
- 40% of staff have developed units across subject areas.

Target 7

*Increase the average attendance rate for all students by 1% from 83% to 84% in 2012.*

Our achievements include:

- This target was achieved and exceeded. Analysis of Oasis data shows attendance rate of 85% (as at November).

Target 8

*Decrease the number of students who have less than 85% attendance rate by 2% from 39% to 37%.*

Our achievements include:

- This target was achieved and exceeded. Analysis of Oasis data shows that students who have less than 85% attendance had a rate of 35% (as at November).

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Schools in Partnership and Educational and Management Practice.

Schools in Partnership

Background

Nambucca Heads came off the SIP’s program in 2012, affecting both the remedial and Aboriginal education programs at our school.

Findings and conclusions

With the funds from SIP no longer available and after our 2011 evaluation, we concluded that NHHS needed to have a greater and more concrete relationship with our school community to embed practices that would be sustained without SIP support.

To this end, we allocated resources targeting lasting relations with our school community. The development of NHHS’s educational action plans involved our community, giving them a say in the direction of the school. Stronger links with our feeder schools were forged through more Transition events.

Future directions

Our 2013 plan is to ensure that our resources are aimed at developing lasting relations with our school community.

We are determined to develop committees that will develop educational action plans for our school and involve our community in the school’s direction. Stronger links with our feeder schools is also seen as developing stronger links with our school community.

Curriculum

Literacy and Numeracy Support Programs

Background

We have been looking for programs to improve the Literacy and Numeracy levels of our students. We had already successfully introduced
Quicksmart as a means to support our Numeracy programs. The school is keen to use all our resources to improve basic Literacy and Numeracy achievements of students.

Findings and conclusions

The use of Year 11 students, who were tutored to support and tutor students in Year 8 along with SLGO's, proved a significant support network for poor readers. The program operated during roll call and Literacy lessons set aside each fortnight for ability graded classes. Grammar and Writing skills were incorporated around central themes that would engage students. This program, developed by Mrs Lyndee Thomas, also involved community members delivering some of the material. Most students participated in the program with diligence and effort and made improvements in their writing and editing skills.

Future directions

- Share results and recommendations with feeder schools.
- Analysis of results to set targets for whole school programs.
- Help develop Literacy/Numeracy strategies.
- Follow up for students achieving in the Low and Elementary Bands.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

In general, parents agreed or strongly agreed that the school’s academic and sporting successes were significant in contributing to the positive image of NHHS in the Nambucca Valley.

Parents also believe that NHHS has good facilities and communication with parents, broad subject choice, qualified staff and a caring and nurturing environment.

Teachers at NHHS indicated that they are generally satisfied with the image of their school within the Nambucca Valley. They promote and support a nurturing ethos at their school and participate in a number of extra-curricular activities as a result – both social and academic in nature. Teachers support the Trades School and vocational components of the curriculum and embrace the use of ICT in the classroom.

Students at NHHS indicated that they enjoyed extra-curricular activities most: music, sporting excursions, Duke of Edinburgh, Art competitions and Debating. In addition, some believed that the Trade School had had a positive impact on their willingness to attend school and in the classroom (attitudes to Mathematics had changed as a result of it complementing trade subjects).

Professional learning

Professional Learning in 2012 continued to revolve around the school plan and the desire to maintain Quality Teaching practices into the school as adopted in 2011. The Professional Learning funds continued to be directed toward providing teachers with Technology skills (eg use of Moodle) to build on the teaching strategies gained through IPL the previous year.

School planning 2012–2014

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

School priority 1

Outcome for 2012–2014: Literacy and Numeracy programs embedded in the curriculum

Targets:

- Decrease percentage of students in Year 9 below NMS (NAPLAN) from 31% in 2012 to 25% in 2013 in Writing.
- Increase the percentage of students who achieve greater than or equal to expected growth in the Year 9 NAPLAN
numeracy from 50.9% in 2012 to 58.4% in 2013.

Strategies to achieve these targets include:
- Formation of interdisciplinary Literacy / Numeracy Team
- Development of Literacy and Numeracy Professional Learning and targeted workshops for staff and parents
- Continue Quicksmart Program
- Staff to continue to develop teaching practices based on the Smart Data analysis
- Further develop existing Literacy strategies (Writing, Tutor)

Our success will be measured by:
- Establish Literacy/Numeracy team in term 1, with 2 meetings per term.
- All Year 8 class teachers to have a Literacy/Numeracy Profile by End Term 1.
- At least 65% of students in the Quicksmart Program improve their Numeracy results in Pat Test by at least 2 points.
- At least 2 workshops for staff to up skill staff on SMART data by end T 2.

School priority 2

Outcome for 2012–2014: Manipulation of ICT in the classroom to aid in lesson delivery.

Targets:
- Increase staff usage of ICT strategies in the classroom from 95% using limited strategies in 2012 to 95% using the full complement of strategies (Quality Teaching, Moodle, Differentiated Curriculum) in 2013.

Strategies to achieve these targets include:
- Focused Staff, Faculty and Individual Professional Learning around ICT use in the classroom
- Computer sites/resources used as part of lesson deliver
- Continue to develop skills using Moodle as a student centred learning tool
- Develop skills using Sentral for Attendance, Records, Reporting and Assessment
- Review, amend and digitise the current school policies, in order to make the policies accessible and current on school intranet / internet as appropriate.

Our success will be measured by:
- All staff to have the opportunity to access at least one ICT focused workshop per semester.
- Provide staff access to at least one workshop per term focused on advanced ICT skills.
- All teachers have programs with ICT strategies in their lesson outlines by end of Semester 1 and each faculty to establish an ICT resource bank by end Term 2.
- All staff to have undertaken basic skills training on Moodle by end of Semester 1 and all staff to utilise Moodle with a class by end of Term 3.
- 100% of staff use Sentral to mark class rolls by end of Term 1
- Each teacher will use Sentral to complete school reports during Semester 1
- Systemically review current policies during 2013 and Amend, publish and store digitally by end of Term 4.

School priority 3

Outcome for 2012–2014: Quality Teaching

Targets:
- Increase the delivery of Differentiated Curriculum units in each subject across stages 4 and 5 from 1 to 3 units in 2013.
- Increase Quality Teaching through growth of at least one level of the Quality Teaching Matrix from 3 in 2012 to 4 in 2013.
Strategies to achieve these targets include:

- Teachers to be further in-serviced and trained in developing and delivering and assessing further differentiated lessons to students
- Refine ICT teaching strategies to be aligned with QT best practice
- Increased knowledge and application of Blooms Focus for Stage 5&6 classes in the classroom.
- Ensure that QT is a component of all programs developed ready for implementation of new NSW curriculum as required in 2014.
- Formalise the TARS and EARS process.

**Our success will be measured by:**

- 90% of staff to have utilized 1 professional learning day per semester.
- Differentiated units of work to exist in all curriculum units by end of Semester 2
- 100% of staff will access professional learning in linking ICT and QT.
- 100% of classrooms have Colour Coded Posters by end of Term 1.
- Within Stage 6 all teaching programs to include teaching strategies that reflect a Blooms focus by end of Semester 1
- KLAs develop appropriate teaching and learning programs by the end of Term 3.
- By the end of T1 all Staff & HT will have participated in a TARS/EARS interview with their relevant supervisor.

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Strategies to achieve these targets include:

- Implement parent workshops, surveys and events on how to support children’s learning for parents.
- Strengthen the School Community bond by holding informal functions for staff and parents.
- Continue to implement formal processes for Aboriginal Student’s PLPs.
- Increase student’s engagement in extra curricula activities.
- Review the current Stage 6 Curriculum.
- Review student attendance data regularly and address emergent issues.

**Our success will be measured by:**

- Conduct at least one workshop per semester to support parent understanding of child’s education
- At least 2 events conducted by the end of Term 3 including current Year 7 and 12 Parent Breakfast Meeting.
- 100% of EARS/TARS documents indicate that staff has completed the Aboriginal Student PLPs.
- Once per term a student performance focused assembly and at least 2 (per term) extra curricula activities.
- Junior Lands Council to meet regularly and reported back to student assemblies at least once per term.

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School priority 4

**Outcome for 2012–2014: Attendance and Engagement**

**Targets:**

- Increase the number of students who have greater than 85% attendance from 65% in 2012 to 67% in 2013.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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.

Peter Vernon – Principal Representative
Sue Jenvey – P & C Representative
Cathy Skimming – SRC Representative
Gary Cattanach – Aboriginal Representative
Stewart Ison – HT Mathematics and CEO NPS
Jo Paix - Teacher

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