Nambucca Heads High School
Annual School Report 2014
School context statement

Nambucca Heads High School on the Mid North Coast has provided quality education from Years 7 to 12 in a caring and professional environment since 1992.

The school’s NSW Family Occupation and Employment Index (FOEI) for 2014 is 133. Of the school population of 350, 25% of students identify as ATSI (Aboriginal or Torres Strait Islander).

The core values of the school centre on academic performance, social development and student welfare. Our welfare focus creates a supportive environment that offers a wide range of programs, including accessing outside agencies, that cater to the specific needs of our students.

The school has well-established and identifiable community networks which enhance our large range of vocational education programs. The addition of two Trade Centres has greatly increased the opportunities of all students to gain positive educational outcomes.

The school achieves its success by focussing on quality classroom practice delivered in a collaborative manner by a highly experienced staff. Students receive a holistic education as seen by our success in the HSC, performing and visual arts, in debating and public speaking as well as on the sporting field in both team and individual pursuits.

The school continues to introduce a variety of new technologies into the classroom as they become available. In the area of social development, the school provides opportunities to travel both within Australia and overseas and to participate in a wide variety of extra-curricular activities.

Principal’s message

It is my pleasure to present the 2014 Annual School Report. Congratulations to our entire school community on another year of productive and proactive work. I look forward to working with you all again in 2015.

Simon McKinney

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
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<th>2012</th>
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Student attendance profile

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State DEC

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<td>89.9</td>
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Management of non-attendance

Attendance continues to be a concern at our school. Our attendance profile is below that of the region and the state. Students who have attendance issues are supported through year advisor, DP and Principal contact with home, Learning and Support Team assistance and HSLO intervention. The school continues to SMS parents or guardians if a child is absent, resulting in a quicker flow of information between the school and parents/guardians.

Post-school destinations

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
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<tr>
<td>unknown</td>
<td>35</td>
<td>38</td>
<td>8</td>
</tr>
</tbody>
</table>
Post-school destinations

20 students gained Early Entry at UNE or Southern Cross University by direct application. As well students were also able to apply via the School Recommendation Scheme to another 7 Universities. This was the first year the SRS has operated. 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. This led to increased offers from UTS, University of Sydney, University of NSW, Griffith University and the University of Newcastle in comparison to other years. A number of other students gained entry into Universities with the view to a career in forensic science, biomedical science, surveying, engineering, environmental science, education and event management.

Vocational Education

One student from Year 10 gained a School Based Traineeship in Business Administration with the Local Area Health Service, working at Macksville Hospital, to commence in 2015.

Two of our Year 11 students completed the first year of their Aboriginal Student Teacher in Training School Based Traineeships. One other student completed their first year as a SBaT at the local Indigenous Child Care Centre

Year 12 students undertaking vocational or trade training

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

In 2014, 45 students undertook a VET course or Trade training in their preliminary year (although not all have carried through) and 48 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

Of the 48 students who started Year 12, 65% attained their HSC or equivalent vocational educational qualification.

Workforce information

Workforce composition

<table>
<thead>
<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>
<td>Assistant Principal(s)</td>
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</tr>
<tr>
<td>Head Teachers</td>
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<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<tr>
<td>Total</td>
<td>52.0</td>
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</table>

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

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
<td>10</td>
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</table>

Professional learning and teacher accreditation

100% of teachers participated in professional learning activities. Activities undertaken were based around subject specific learning activities, Visible Learning or professional learning opportunities based around the implementation of the Australian Curriculum.

For professional learning opportunities all staff are required to apply to the senior executive and the school uses a variety of funding sources to enable staff to access these opportunities.
School Development Days were held in Terms 1 to 4 and we focused on:

- Mandatory training such as Code of Conduct, Anaphylaxis training etc.
- Faculty planning around the new Australian Curriculum.
- Combined faculty SSD with colleagues from Macksville to Maclean.

**Beginning Teachers**

NHHS had two beginning teachers in 2014. Both of these teachers had access to a mentor teacher throughout the year and were provided with release from face-to-face teaching in order to meet with their teacher mentor as per the funding under Great Teaching, Inspired Learning.

Both staff members also accessed TPL activities that were both faculty specific and classroom management focussed in order to support them in their first year of full-time teaching in NSW public schools.

We had three new scheme teachers maintaining accreditation of Proficient and no teachers seeking voluntary accreditation at Highly Accomplished or Lead or maintaining accreditation at one of the voluntary stages of Highly Accomplished and /or Lead.

**Financial summary**

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

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<tr>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
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<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<td>Extracurricular dissections</td>
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<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
</tr>
</tbody>
</table>

| **Balance carried forward** | 649745.56 |

Further details in relation to the financial summary can be obtained by contacting the school.

**School performance 2014**

**Academic achievements**

**NAPLAN**

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.

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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

Click on the link

http://www.myschool.edu.au

and enter Nambucca Heads High School in the Find a school section and select GO to access the school data.

Higher School Certificate (HSC)

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

The following graphs show Year 12 student performance at the High School Certificate in 2014.

Please note that these graphs only reflect a candidature of 10 students or more in a subject area over the past 5 years.

Other achievements

VISUAL ARTS

Five students attempted the HSC Visual Arts course developing Bodies of Work that were both rich in diversity and technical ability. Two students attained Band 5 and Keiana Bateman’s indigenous artwork was purchased by Tursa and Aboriginal Social Care in Coffs Harbour.

Several excursions were held for Visual Arts students in 2014 enabling students to gain first-hand experience with artworks and professional practising artists.

Senior Visual Arts students attended the ArtExpress exhibition at the Art Gallery of NSW in Sydney to view first-hand the finest HSC artworks from 2012. This gave senior students an insight into the hard work, perseverance and determination needed to produce high quality artworks. Students also had the opportunity to visit the Sydney Biennale at the Museum of Contemporary Art and Cockatoo Island where they explored the historical site as a temporary contemporary art gallery.
Year 11 Art students travelled to Hungry Head to visit David Bromely an amazing printmaker, graphic artist and painter. Our students witnessed his artistic practice. They also had the opportunity to question him about his ideas. The students (and the teachers) were amazed to learn that a drawing he creates in Hungry Head on a weekend can be influencing world opinion the next week. Seeing how artists can work with various art forms first hand is a wonderful learning experience for our students.

Year 9 students completed a successful unit on Still Life and an introduction to postmodern appropriation. The class group enacted their rendition of Renoir’s ‘Luncheon of the Boating Party’ to parents and students in the school quadrangle during lunchtime. This allowed the remainder of the school to witness an ‘Art Happening’. Year 11 students transformed the surrounding environment with appropriated works by Yayoi Kusama. The students successfully negotiated the challenge of working in a collaborative manner, making collective, creative decisions and directing the installation themselves.

As part of the WRALS program several students completed two murals for Nambucca Heads High School. These murals designed and directed by indigenous artist Richard Campbell featured local Gumbaynggirr stories including the Muurrbay Tree and the Two Women Parting the Sea. These works now form part of the rich artistic tradition and heritage at Nambucca Heads High School.
The Photography classes at NHHS held a photography competition throughout the year encompassing monthly themes interpreted in a variety of ways by the entrants. An annual prize was awarded for various categories at the NHHS annual Presentation Day. As part of their course photography students visited scenic areas to photograph landscapes and seascapes incorporating the local environment into their photographic compositions. This year we also had students enter some images in the Nambucca River District Agricultural Show with some success. Three students, Anna Daley, Sophie Blair and Ellie Argent, won prizes at the show.

The annual NHHS ‘Archibald’ Prize exhibition was again popular amongst our art students. Entries were judged by the Year 12 Visual Art Class. Several prizewinners were announced at the annual Presentation Day.
This year, as a Drama Department, we made the conscious decision to focus more within Nambucca Heads High School so that our best efforts, performances and indeed, students, were not taken to other venues. It was also felt that energy needed to be directed into the classroom activities to build up the ethos and fabric of productions in the school by developing skills, commitment, confidence and the collaborative spirit within the school in preparation for larger year productions and a musical next year. This decision was timely with the dissipation of the Coffs Harbour Drama Collegiate. Because of this, there was less access to camps, workshops and events previously held in the Coffs Harbour district. Overall, this decision was successful in that we reduced excursions and developed a climate of theatrical productions and events within the school.

**HSC Drama**

In 2014 the HSC Drama students gained substantial results in the HSC. With 3 Band 4s and a Band 5, the students demonstrated their capacity to perform strongly as individuals and competently as a group. Individual Performances showcased a variety of styles and topics: from the serious look at nurses in the Vietnam War by Sarah Orman, Amadeus by Zac Hocking to the comedy of Commedia dell’ Arte by Annika Warren and a contemporary comic piece by Abbee-Kate Milgate. They chose the difficult topic of family grief to explore in their group devised performance. However, the students were less enthusiastic about their written responses. Next year we will focus more on developing skills in writing about Drama in the junior and senior years.

Year 12 Assessment task performances continued to provide the opportunity to Junior Drama audiences to participate in diverse stylistic experiences where Year 12 devised performances and performed Contemporary Australian Drama pieces. They also ran workshops focusing on the work of Augusto Boal and Tadashi Suzuki. These offered the continued exposure of junior students to the possibility of studying senior Drama.

**OnStage**

In February a large group of Drama students attended the OnStage performances of the best of 2013 NSW HSC Drama Group Devised performances at the Seymour Centre in Sydney. This excursion was combined with Orara High School drama students from Coffs Harbour. This year the students attended a Brecht workshop presented by Shannon Murphy at the Belvoir Street Theatre where seniors also viewed a performance of “Stolen,” one of their HSC texts. At the Australian Theatre of Young People the group participated in a lively and dynamic workshop exploring the clowning work of Jacques Lecoq and other physical theatre practitioners. The senior students also participated in a Suzuki workshop by a member of Zen Zen Zo from Brisbane, as Tadashi Suzuki was one of the practitioners the HSC students studied for their final exams. The Suzuki method is a Japanese style of training concentrating on the core muscles to maintain proper stature which allows you to have a stronger connection and be more powerfully connected with the audience while on stage. We also went to the “Bite Me” monologues at the ATYP which was very beneficial as Abbee-Kate Milgate chose her Individual Performance from this collection.

This excursion continues to provide a significant theatrical exposure to live theatre, theatrical venues and practitioners, whilst continuing to maintain the standard of HSC Drama. In addition it continues to foster the spirit of collaboration between Drama students within the school and between schools.
Year 10: Living with Lady Macbeth

Year 10 Drama class produced “Living with Lady Macbeth.” This was performed three times for parents and members of the public as well as for the junior students at Nambucca High School. This production provided a significant challenge for year 10 Director, Anna Daley, who interpreted the play with a strong clarity of vision and an encouraging manner with fellow students.

The Elements of Production were integrated into this performance with sound and lighting contributing significantly to the meaning and the Celtic look of the play.

Throughout the development of the production, everyone worked hard as a cast to devise characters and their relationships and also to prepare everything back stage. Students in the class worked on costumes, staging, set design, lighting, audio and promotion. As a class they all learnt so many new skills and experienced the dedication required to put on a final performance. Some of the operating lights and sound.

The students agreed to incorporate a theme and moral to the play so that the dark scenes and jokes had a lighter, deeper meaning behind them. The idea behind the performance was that ‘you can do anything if you set your mind to it,’ to teach kids to be as ambitious as the main character, Lily (who was played by three different students,) and to never doubt what they can accomplish.

Cast from the play said that, “we all thought that we couldn’t pull it together, however, the best feeling was when it all worked out and got lots of nice comments from teachers, parents, school friends and members of the public”. It was a great experience for Year 10 Drama who will be seen performing as lead characters in the 2015 musical.

Belvoir Street Theatre

The Belvoir Street Theatre workshops came to Nambucca Heads High School again this year! Michael Pigott, who is a regular workshop provider for Sydney drama students, delivered the workshop. Nambucca Heads High School is one of only a small number of high schools out of the Sydney metropolitan area to offer this type of workshop.

There were two workshops organised for the day, one which was very well attended was out of school hours.

Both the workshops energised the students and stimulated them to explore props and movement in group performances. The basis of the workshops was to look in a different way at focus, contrast, time and space. Through playing with objects, working with awesome students from different years and taking a new look at the space, some very interesting performances were devised. It was a very physical workshop and Michael kept everyone moving! Anybody walking into the performance space would really start to wonder about the students at NHHS – it was very important for the students to rediscover how important it is for everyone to play!

Drama at NHHS continues to provide the opportunity to play – in more ways than one.

Coffs Harbour Eisteddfod

Yet again, NHHS Drama represented the school with a high level of award winning performances. The Individual Performances of Max Galo and Jayde Hill were selected for the Showcase Performance which is the highest honour performers can gain at the Eisteddfod. These were 2 of the 4 Drama performances which were
selected in the whole Eisteddfod Showcase Concert in Coffs Harbour on Sunday 1st June.

Year 12 gained Highly Commended and a 2nd place for Annika Warren’s Individual Performance.

Year 11 gained a 2nd place and a 3rd place for Jayde Hill’s Individual Performance as well as a Highly Commended for their Improvisation.

Year 10 submitted dramatised scenes from “Living with Lady Macbeth” and gained first and second places. They also gained second place for their group devised and improvisation work.

Natalya Byrt won a trophy and was invited to attend the Showcase Concert in Coffs Harbour. Unfortunately, Natalya was unable to attend as she was performing in her final production of the musical, “Annie” at the Jetty Memorial Theatre in Coffs Harbour.

Year 9 used the Eisteddfod to rehearse for their Primary School Tour and won several awards. Max Galo won a trophy and was the overall prize-winner of Year 9. He also successfully performed at the Showcase Eisteddfod in Coffs Harbour.

“The Eisteddfod was awesome for all of our students! Year 9, 10, 11 & 12 Drama all put in a great effort with some fantastic wins and gruelling losses but most of our performances were somewhere in the middle and we represented NHHS to the max!”

**Year 9 Drama Tour of Primary Schools**

In May, Year 9 Drama toured the feeder Primary Schools to perform and run workshops for the Year 6 students in the hall at Nambucca Primary School, Frank Partridge Primary School and in the outdoor covered area at St Patrick’s, Macksville. The plays were about transitioning from Year 6 to Year 7 and the dramatic changes that all of the students are about to go through - making and keeping friends, new teachers, body image, and even starting to have an interest in the opposite sex! Students also led some fun activities. We played games like, Zip, Zap, Zoom! Knots, and Captain’s Coming! The teachers and students told Year 9 how much they appreciated them coming to the schools with their performances, answers to their questions, enthusiasm and encouragement. Year 9 tried their best to show the Primary kids that High School may have its ups and downs, but the Year 7 students can make it through with support from all sorts of people!

**Theatresports**

Theatresports again ran throughout the year as a sporting option, which provided junior students with exposure to Drama as a subject and the energy, fun and skill required. This sport indirectly encouraged Year 8 to choose Drama as an elective in Year 9.

2014 was a year of transition in Drama where energy was put into successfully re-developing skills, confidence and a culture of performance within the school. 2015 aims be a year where the Drama Department will have a higher profile on the stage.

**Duke of Edinburgh**

Our school continued to provide opportunities for students to complete their Silver and Gold level Awards, with 16 students completing Silver and 4 gaining the Gold Award. We took advantage of the rich variety of natural environments within 2 hours of the school with expeditions held on the Bellinger River, Nymboida River and Warrell Creek along with walks in Guy Fawkes NP, Yuragir NP, Dorrigo Mountain and Point Lookout to Thora.

Over seventy students took part in the expedition components completing white water kayaking and bushwalking trips over two, three and four days. These students will continue on with other aspects of the award including developing a physical recreational skill, a new hobby or skill and community service.

Students develop skills in leadership, teamwork, self-reliance and resilience during the program, particularly in the challenging outdoor expeditions.

Community Service options were varied and may include Surf Club patrols, Bushcare, Meals on Wheels, SRC, assisting local sporting or cultural groups.
Significant programs and initiatives – policy

Aboriginal education

Four Aboriginal students completed their HSC last year, which is consistent with our completion rates for a number of years. Importantly some students who were at risk have made huge gains and have gone on to employment or further study.

The Junior Land Council and the activities surrounding this group made up of both Aboriginal and non-Aboriginal students keep producing the goods for our school and community. In 2014 the Junior Land Council completed a substantial amount of work at Bellwood Reserve which has provided gardens, playing areas and covered seating for the community.

Senior tutoring has been delivered to our students via Norta Norta funding and this funding continues to be great support in getting students to complete their HSC.

The delivery of Gumbaynggirr is ongoing in our school and we work closely with Muurabay Language Centre to train and deliver quality teaching to our students.

We had eight Aboriginal students on the SRC last year. These students have made structural changes to way our assemblies are run and include the Acknowledgement of Country Protocols. That we observe as a school.

Multicultural education and anti-racism

Multicultural perspectives are incorporated into teaching and learning programs.

In visual arts students study art from a wide range of cultures.

English and HSIE all incorporate units of work which encourage student’s understanding and tolerance of others.

The school’s languages program encourages students to study and engage with other cultures and to develop an appreciation for them.

A trained staff member is an Anti-Racism Contact Officer and is available for students and staff should the issue of racism arise. Nambucca Heads High School promotes tolerance and respect of all ethnic and indigenous backgrounds.

Significant programs and initiatives – equity funding

Aboriginal background

The RAM funding has enabled NHHS to solidify our partnership with Aboriginal families and Aboriginal community organisations. The RAM funding has built on an already positive and inclusive school culture that has improved the quality of teaching for Aboriginal students. This led to increased involvement and commitment in learning and improved student outcomes.

Socio-economic background

The RAM funding has facilitated NHHS in delivering curriculum and non-curriculum opportunities for all students. This led to increased involvement and commitment in learning and improved student outcomes.

Learning and Support

RAM funding was used to employ School Learning and Support Officers (SLSO) to provide assistance for targeted students. This led to increased involvement and commitment in learning and improved student outcomes.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:
Online survey of all stakeholders in the NHHS community.

Tell Them From Me staff survey.

School planning 2012-2014:

School priority 1

Literacy and Numeracy

Outcomes from 2012 - 2014

To achieve a greater than or equal to expected growth of 60% in Writing. We achieved 56%

To achieve a greater than or equal to expected growth of 50% in Numeracy. We achieved 61%

At least 65% of students in the Quicksmart Program improve their Numeracy results in Pat Test by at least 2 points. We achieved 73%

Evidence of achievement of outcomes 2014:

- Literacy/Numeracy strategies are embedded into teaching and learning programs.
- Continuation of Quicksmart Program.

School priority 2

Quality Teaching

Outcomes from 2012 - 2014

- ICT strategies implemented with the Australian National Curriculum.
- Visible Learning strategies have been implemented throughout the school via TPL opportunities.

Evidence of achievement of outcomes in 2014:

- Focussed Staff, Faculty and Individual Professional Learning around ICT use in the classroom.
- Visible Learning is a whole school focus and was led by a designated Visible Learning Leader in 2014.
- National curriculum implemented for Yr. 7 & Yr. 9

School priority 3

Attendance and Engagement

Outcomes from 2012 - 2014

- Strengthened communication links with parents by new Principal.
- School spirit increased by maximising opportunity for student engagement in extra curricula activities.
- Continue to foster and promote the Junior Land Council.

Evidence of achievement of outcomes in 2014:

- Formal PT meetings including P&C, PT, Parent Breakfast, etc. via newsletter and Sentral communication via SMS and email.
- Extra curricula activities e.g. inaugural School of Origin trophy.
- Junior Land Council activities acknowledged and appreciated by the whole school community.

Parent/caregiver, student, and teacher satisfaction

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

Their responses are presented below.

What parents like about the school:

- Communication links between parents and staff.
- Positive feel in the school.
- Caring and respectful teachers.
- Rewards program.
• Differentiation.
• Great teacher/student relationships.
• Excursions offered to students.

What parents think could improve:
• Uniform.
• Healthier canteen.
• Lockers for students.
• Smaller classes.

Future Directions
2015-2017 School Plan

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

The school utilised a varied range of tools and data to create the 2015-2017 school plan in order to determine NHHS’s future strategic directions.

These included:
• On-line surveys of parents/community, students, non-teaching staff and teaching staff about the effectiveness of teaching and learning, communication processes, leadership and management and areas of school strength and improvement.
• School Development Day in Term 4, 2014 was focussed entirely on analysing the survey results.
• Teaching staff completing the Tell Them From Me Focus On Learning Teacher Survey in Term 4, 2014.

The Aboriginal Education Consultative Group (AECG) and the P&C have been in regular contact with the Principal in regards to the creation of the plan and the following directions have been approved by the Nambucca Heads High School community:

STRATEGIC DIRECTION 1
“Whatever It Takes” for student success.

Positive learning, engagement and academic success for all. To provide an educational environment that provides all students with the literacy and numeracy skills that will enable them to achieve positive post-school opportunities. Our focus is on students.

STRATEGIC DIRECTION 2
Capacity Building of whole school staff.

Staff deliver curriculum that is flexible in order to meet the learning needs of all our students. NHHS teachers engage in TPL activities that enable them to cater to the 21st century learner utilising current methodologies. We strive for excellence in learning, teaching and leading.

STRATEGIC DIRECTION 3
School community engagement and participation.

To build stronger community connections that incorporate our shared vision of high expectations and commitment to effort, improvement and achievement in a supportive learning and working environment.

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.

Simon McKinney - Principal
Angela Bagordo – Head Teacher CAPA
Declan Horan – Careers teacher
Steven Steward – Duke of Ed Co-ordinator
Cathy McSkimming – Drama teacher
Felicia Jarrett – Aboriginal Education Officer
School contact information

Nambucca Heads High School
Centenary Parade
Nambucca Heads NSW 2448
Ph: 02 65686777
Fax: 02 65688318
Email: nambucca-h.school@det.nsw.edu.au
Web: www.nambucca-h.schools.nsw.edu.au

School Code: 8595

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