Our school at a glance

Students

Once again our talented Year 12 students have earned some of the top HSC results in our area. With an ATAR of 95.95 Joanne Beames was the dux of Year 12 in 2009 closely followed by Kirra Anderson and Kirsty Gillan. All three students obtained ATAR's in excess of 90.

Thirty percent of the Year 12 cohort achieved at least one Band 5 in their HSC, with many obtaining multiple Band 5's and Band 6's.

Our students have also left their mark on the world of Creative Arts earning recognition by being selected in the HSC ‘Call Back’ in Dance, Drama and Music. Jamie-Leigh Johnson’s mark of 97 in Music was a very pleasing result as she was one of our first ever students to study a HSC subject under our joint curriculum structure with Westport High School and Port Macquarie High School. Jamie-Leigh actually studied her Music through Port Macquarie High School.

Student leadership through both the SRC and Peer Support continues to be strong and has gained recognition for both individuals and the school. In 2009 Caleb Walton in Year 10 was elected to the State SRC Council for 2010.

In 2009 the long running sporting visit with Cumberland High School saw Wauchope students host Cumberland. This visit provides opportunity for students to experience a multicultural world outside Wauchope.

Staff

Wauchope High School, (WHS), has a very stable, dedicated and experienced staff who extend their professional learning through participating in professional learning days and opportunities.

A significant percentage of WHS staff extend their professional experiences by participating in and leading HSC marking teams.

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

Significant programs and initiatives

In 2009 the school Parents & Citizens’ Association (P&C) continued its support for the choir and stage band. As a sign of increasing confidence, public performances were once again increased throughout the year with 16 choir members winning places in the Schools Spectacular.

The school successfully continued the mentoring programs Plan-It Youth and Ten Percent on Top. The Ten Percent on Top program saw Year 12 students choose a staff member as a mentor to assist in coping with Year 12 and preparing for the HSC.

The Peer Support program continues to offer Year 10 and 11 students leadership opportunities while ensuring year 6 primary students enjoy a seamless and positive transition from Year 6 to Year 7.

In 2009 WHS commenced the planning process to establish Positive Behaviour for Learning, PBL. Through the PBL process the school will review and rewrite many of its policies surrounding discipline and positive behaviour while planning for the implicit teaching of positive behaviour.

Our Aboriginal Education Programs this year further cemented relationships with our local community and the Norta Norta program provided valuable mentoring and tutoring for students of Aboriginal heritage.

Student achievement in 2009

NAPLAN

Literacy –NAPLAN Year 7

In 2009, 117 Year 7 students participated in the Literacy assessment and ninety two percent of students achieved at or above the state benchmark, Band 4.

Numeracy –NAPLAN Year 7

117 Year 7 students participated in the Numeracy assessment and ninety seven percent of students achieved at or above the state benchmark, Band 5.

Literacy –NAPLAN Year 9

136 Year 9 students participated in the Literacy assessment and ninety three percent of students achieved at or above the state benchmark, Band 5.

Numeracy –NAPLAN Year 9

In 2009, 136 Year 9 students participated in the Numeracy assessment and ninety seven percent of students achieved at or above the state benchmark, Band 5.
School Certificate
In 2009, 128 students sat for the English, Science and Computing Skills School Certificate exams and 127 students sat for Mathematics, the Australian History and Geography exam and the Civics and Citizenship exam.

Higher School Certificate
In 2009, 64 students were awarded the Higher School Certificate and one student successfully completed 8 of the necessary 10 units of study. Thirty percent of HSC candidates obtained results that included at least one Band 5 or better. Three students obtained ATAR's in excess of 90.

While many HSC students chose a traditional pattern of study a significant number of students chose a combination of subjects that also provided TAFE certification.

Messages
Principal's message
I commend this report to you. It gives our school community an overview of the school's operation for 2009. Our School Council is the self evaluation committee for the school and each year reviews the student data that forms the basis for this report and provides guidance in the preparation of the annual report.

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.

Bob Henry

P&C Message
The P & C operates both the School canteen and uniform shop. Both have been well run during the year and supported by wonderful volunteer parents and carers of children who attend our School. These are the main source of funds for our P & C.

After many years of fundraising and decision making we found ourselves in the wonderful position of being able to make a significant contribution to our School. That contribution is the COLA (covered outdoor learning area). The P & C matched the Australian Government dollar for dollar on it’s construction. We believe that the COLA will provide many benefits to the School.

Not the least of which is that it provides a large enough area for the whole school to assemble without being concerned about our harsh Australian weather. Lighting and sound have been installed so that this area is multifunctional. In addition sporting equipment has been ordered to enable the area to be used for basketball and volleyball and a quote is currently being sought for resurfacing the area.

The P & C has also financially supported the School during the year by providing essential components for the new tractor, supporting the costs of educational assessments, making the canteen more secure and contributing towards both the Year 7 open night and the transition from year 10 to year 11 night.

The P & C meets on the 3rd Wednesday of each month; in the School staff room. It is attended by a small, dedicated group of people who strive to help improve the School. We welcome your future involvement as new opinions and ideas are always sought after. Being involved does provide you with a direct insight into the challenges being faced by the School community and enables you to share in the joys of the achievements of our student body.

Amanda Thomas, P&C President

Student representative's message
The 2009 Student Representative Council (SRC) consisted of 36 members, the majority being made up of Year 10 and 11 students. The Council includes the School Captains and Vice Captains who are automatically accepted as representatives.

At the start of each year during orientation day the SRC choose different charities to support. This year we held the Jeans For Genes day and Daffodil day where we sold paraphernalia to the school such as pens and daffodils. Another charity we supported was Red Nose day where we sold plush toys and red noses.

This year we again supported Aung Ko Myat as our support child in Burma and we hear he is doing very well.

As usual in September we held the motivational media which was a success in the school with all years showing up and having a good time.

Due to other commitments this year we were only able to get 3 school socials up and running. Although there were only 3 the turn out couldn’t
have been better with each event having tickets totally sold out.

This year the SRC continued the initiative of the last Council to introduce more student seating into the playground. The seating plan put forth last year has proven to be a major help to the school community with a donation of over 6 new chairs this year. New and existing seats have been painted with 6 different colour codes to indicate the year allowed to sit on them.

A proposition was suggested that the SRC help with purchasing air conditioners for the school hall. This suggestion was warmly accepted by the SRC and we have put forth with planning to help.

We also assisted several students in their endeavour to attain a higher education by providing support within the SRC

Caleb Walton SRC Member

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

Management of non-attendance

Student attendance is managed in the first instance by the roll call teacher. Monitoring attendance is managed by the Head Teacher Administration, the Head Teacher Student Services and the Welfare team of Year Advisers. The Head Teacher Administration works in liaison with the local Home School Liaison Officer to both review attendance and manage serious breeches.

Structure of classes

Our class structure allows for a talent development class in Years 7 and 8. There are now talent development classes in all years from Year 7 to 12

Retention to Year 12

WHS traditionally has a retention rate similar to schools of a similar profile, 50.3%. In 2009 WHS had a retention rate of 48.4%, this represented a fluctuation of 1.5 students.

WHS is continually working towards strengthening retention rates to achieve statistics consistent with metropolitan and state means.
Post-school destinations

Twenty-six students from last year’s Year 12 were offered positions at university for 2010. This is an outstanding offer rate, considering that only 75% of students applied for an ATAR. Some of these students have already commenced their tertiary courses and some have deferred their studies. Two students are abroad participating in student exchange programs in England and Germany and will take up their university places in 2011.

Students were offered positions at various universities in a wide range of courses including Medicine, Psychology, Physiotherapy, Occupational Therapy, Science, Nursing, Business, Arts and Teaching.

Several students are pursuing careers in entertainment through acceptance into the Australian Institute of Music, auditions for NIDA and cruise ship dance contracts.

Of the remaining students, the majority has enrolled in TAFE courses or has directly entered the workforce.

Year 12 students undertaking vocational or trade training

Of the 78 students who undertook their HSC in 2009, 24 studied a vocational course at WHS and a further 13 students with outside providers.

In the group of students who studied with outside providers:

- three students studied two courses at WHS and one course at the North Coast Institute of TAFE.
- two students studied with other outside providers.

Students studying with outside providers were nearly equally divided by gender and contained two indigenous students; one of each gender.

In total, 44% of students in Year 12, 2009 studied a vocational or trade training course. This resulted in a total of 46 Certificate I or Certificate II qualifications.

Two students completed a School Based Traineeship, one in Community Pharmacy and one in Retail.

Year 12 students attaining HSC or equivalent vocational educational qualification

Of the 78 students who undertook their HSC at WHS 75 students achieved this qualification- this represents 96% of the candidature.

Two of the 78 students were studying for their HSC via Pathways and completed all Units studied. One student did not sit for the HSC Examination.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>35.5</td>
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<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>Teacher of Reading Recovery</td>
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</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
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</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>13.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>67.1</strong></td>
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Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools. In 2009 WHS had no indigenous members of staff.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
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<tbody>
<tr>
<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.

Date of financial summary: 30/11/2009

**Income**

<table>
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<th>Source</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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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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<td>Canteen</td>
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<td><strong>Total income</strong></td>
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**Expenditure**

Teaching & learning

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<tbody>
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<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
<td>94,611.66</td>
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<tr>
<td>Extracurricular dissections</td>
<td>94,611.66</td>
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<tr>
<td>Library</td>
<td>15,916.81</td>
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<tr>
<td>Training &amp; development</td>
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<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
<td>123,837.20</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<td>Utilities</td>
<td>80,622.94</td>
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<td>Maintenance</td>
<td>44,756.88</td>
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<td>Trust accounts</td>
<td>101,081.34</td>
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<tr>
<td>Capital programs</td>
<td>117,524.95</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>1,273,451.63</td>
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**Balance carried forward**

<table>
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<tr>
<th>Amount</th>
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<tbody>
<tr>
<td>331,809.47</td>
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</table>

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

Achievements

**Arts**

We have a comprehensive program of drama within the school including a number of performance evenings to showcase classroom talents for students from Years 9 to 12. A Year 8 performance group and backstage crew were selected to participate in the District Drama festival at the Players Theatre in Port Macquarie. We also participated in the Theatrebites showcase of HSC works in 2009 at the Glasshouse in Port Macquarie.

- Year 8 toured the local primary schools with a clowning show and local aged care facilities with a mime show accompanied by the choir and band.
- Our Circus Troupe was invited to perform at the local community Crazy Day. Circus students were invited to provide workshops for distance education students at Camden Haven High School.
- Regional Drama Camp at Delicate Nobby with NIDA tutors was attended by our drama students.
- Year 10 students performed Commedia del Arte street theatre at the 2009 Comboyne Spring Fair along with the year 8 clowns and street performers. The fire troupe was part of the opening ceremony.
- Students starred in a film made by an ex student, which won a national film competition – “The Optus One80 Project”.
- Our dance students competed in the Regional Dance Festival.
- Our school choir was selected in 2009 for the third year in a row to participate in the Sydney Schools Spectacular Combined Schools Massed Choir.
- A HSC Music student was selected for Encore and as soloist in “Starstruck” in Newcastle.
- The School Band and Choir performed at Bundaleer Nursing Home and Hostel, the local Rotary Club dinner and the “Christmas at Timbertown” event.
- Al Fresco evening showcased the talents of music and art students in an open air picnic evening.
- The School Band and Choir also supplied items for school Excellence Assemblies and Presentation nights.
• We have a comprehensive circus program as part of sport. Students have the opportunity to learn the basics here and expand their talents in the circus performance group who are called on to perform at a wide range of community and school events. There is also a fire juggling troupe who take these skills one step further, this is an ongoing collaboration with Slippry Sirkus which is in its fourteenth year.

Sport

2009 has been a tremendous year for WHS Sport where students have participated and excelled in a wide range of sporting and recreational activities through the School Sports Program. Students have had the opportunity to play representative sport at Interschool, Lower North Coast Zone, North Coast, NSW Combined High School (CHS) Association and National levels.

The major team achievements in 2009 were:

• The Open Boys Volleyball team were North Coast Champions and finished 6th in the State.
• The Open Boys and Girls Beach Volleyball teams were both North Coast Champions
• The Girls Under 14 Futsal team were North Coast Champions
• The Boys 13 years 4 by 100m relay team qualified at CHS level
• The Under 14 Boys Cricket team finished runner-up in the North Coast final of the National Bank Cup

The major individual performances were:

• Laura Cook of Year 7, who qualified at State (CHS) level in Swimming, Cross Country and Athletics. She competed in 5 events at Swimming, and finished 10th in the 13 Years division at Cross Country.
• Aaron Powell (Year 7), Mitchell Hickson, Georgia Petersen and Rebekah Bannerman (all Year 9) represented North Coast at the CHS Cross Country. Rebekah earned a Silver Medal in the 15 Years team event.
• Scott Dickson (Year 7), Georgia Petersen and Mitchell Hickson (Year 9) represented North Coast at CHS Athletics. Scott made the final of the 800m.

• Trent Clayworth represented North Coast at CHS Volleyball and Water Polo, and Lower North Coast in Cricket, Swimming and Athletics.
• Sam Cass and Jack Lewis were selected and accepted places in the Australian Under 19 Futsal team. Georgia Petersen was also selected in the Girls team.

In addition to these outstanding achievements, Wauchope High School retained the Jack Parsons Memorial Shield in the Interschool Visit with Cumberland High School. Gordon House was the inaugural winner of the House Cup, which was kindly donated by the 2009 Year 12 students.

Other Science

• In the University of NSW 2009 Science Competition less students competed than in previous years but overall those students achieved well above average results. There were students competing in each year group and results were as pleasing as previous years. Year 10 student, Anna Rienstra obtained a high distinction placing her in the top 1% of entrants. As well as the high distinction the school obtained 3 distinctions and 3 credits from eleven entrants. Overall Wauchope High School students achieved well above average for all the skill areas tested.

• The Chemistry competition resulted in two distinction and one credit certificate from eleven entries.

• Twenty four of our year 9 and 10 students competed in the regional Science and Engineering Challenge in Kempsey, however we didn’t win as the team did last year, but we still performed very well against the other schools.

• This year was Wauchope High’s first attempt at this engineering Aurecon Bridge Building Competition. Each school is allowed one team of three from Year 8 or 9. The bridges had to be presented for testing in person at the NSW Art Gallery in Sydney. Our bridge attracted plenty of attention with many enquires about how we got such tight arcs. When it came to judging we got great marks for aesthetics and innovation, but when it came to weighing, one last pitfall for beginners, we had to take of some of the string suspensions to fit the weight rig. We will know better next time.

• Our Agriculture students competed in the Regional “Cows Create Careers” competition as defending champions and one team came second overall. This was still a very pleasing result.
The school cattle team competed at the 99th Wauchope Agricultural Society’s Annual Show Day winning the best Hastings bred animal with our Hereford cow “Jenny”. Our Red Polls won their breed, a total of six first and second prizes based on best animal to student presentations. A number of people commented on the presentation and quality of the WHS livestock.

Academic

In the National Assessment Program (NAPLAN), results across the Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 4 to Band 10.

Year 7 NAPLAN results range from Band 4 (lowest) to Band 9 (highest), while Year 9 results range from Band 5 (lowest) to Band 10 (highest).

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

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
Progress in literacy
The school has no data available for this report.

Progress in numeracy
The school has no data available for this report.

School Certificate
In 2009 128 students were awarded the School Certificate. Student performance in each of the mandatory examinations is shown in the graphs below.
School Certificate relative performance comparison to Year 5 (value-adding)

Higher School Certificate

Performance band in performance band:
Australian Geography, Civics and Citizenship

Performance band in performance band:
Computer Skills

School Certificate: Relative growth from Year 6 (value-added)

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

Percentage of Year 7 students achieving at and above minimum standard

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>92.0</td>
</tr>
<tr>
<td>Writing</td>
<td>87.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>92.0</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>89.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91.8</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>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91.5</td>
</tr>
<tr>
<td>Writing</td>
<td>86.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>92.3</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>85.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97.6</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Our school Aboriginal Education Team members Sue Rust and Marg Sipkes regularly attended the local Hastings AECG meetings and are actively involved with their agenda sharing information and resources about the diverse activities for indigenous students in our schools.

One of the highlights of 2009 was the Reconciliation Day held as part of Naidoc Week. The day was well supported by all Aboriginal students and their invited guest, a chosen non-indigenous friend. Several Aboriginal community and family members attended the day as well, their participation and support made the day a special occasion.

WHS students participated with students from Wauchope Public and Camden Haven High Schools in the Didgeridoo performance. Ninety students from the three schools participated in Didgeridoo playing and cultural awareness and appreciation activities.

The Norta Norta program was established providing one on one tutoring to Aboriginal students to improve literacy and numeracy.

Our Aboriginal Education Team attended 4 PLP planning Collegial Days facilitated by the DET Principal Education Officer, Clancy Benson. These days were integral to WHS in establishing protocols for implementing and writing student PLP’s.

WHS continues to be a member of the Dare to Lead initiative.

Multicultural education

Our support of students from other cultures is exemplified in the SRC’s sponsorship of an 8 year old Burmese boy called Aung Ko Myat. Students are excited by reports of his progress and vitally interested in contrasting the differences in his living conditions compared to our own.

Our annual interschool sporting competition with Cumberland High School continues to provide strong interaction with a school very different from our own in terms of enrolments. The students mix not only in sporting competition but socially as well, learning a great deal about the differences between rural and urban living in Australia. In 2009 Wauchope High Students hosted students from Cumberland in Wauchope.
Respect and responsibility

WHS students continue to pride themselves on their interaction with our wider community and the positive programs they set up within the school. Senior and junior students are actively involved in the Blood Donation program and volunteer to be part of the annual Red Cross appeal.

We have an active SRC who clearly see part of their role is to help peers recognise the needs of others through Harmony Day, Daffodil Day and the Jeans for Genes Day. We celebrate Reconciliation Day every year and send students to “Crocfest” annually. We have a program of community service that takes many of our students into the support unit.

We have invited motivational speakers under the auspices of the SRC to relate their experiences in schools, particularly in relation to bullying and discrimination. Our students participate in the Power of Choice, Crossroads and Love Bites programs which deal with respect for the road as drivers, respect for ourselves as citizens and respect for women in relationships.

Other programs

Habits Of The Mind

In 2009 we introduced a new program into year 7 to complement the highly successful Mind Matters course in Year 8. This new program was based on the research by Professor Arthur Costa and Bena Kallick into habits exhibited by successful people no matter what their walk of life. Their research reveals 16 habits that can be used to improve outcomes for individuals. A team of teachers at Wauchope High School developed a series of seminars and teaching strategies to accompany each habit that would be suitable for Year 7 students.

During term 2 we focused on one habit each two weeks selecting the 8 habits we felt would most benefit Year 7 students. Each two week period would begin with the habit identified on assembly, posters in the school and a seminar outlining and demonstrating the importance of the habit.

The resource material was distributed to Year 7 teachers with classroom activities suitable to each subject area every two weeks so the habit would be reinforced through relevant classroom work.

At the end of the 16 weeks each Year 7 child was required to submit a rich task where they had to create something new, relate it to a current subject of study and describe how they had used the eight habits to be more successful in their design and completion of the task.

All Year 7 students completed the task and showed their diverse and substantial talents. The next eight habits will be part of their mind matters course in Year 8.

We will be repeating the program with next years Year 7.

Progress on 2009 targets

Target 1
To increase student literacy in the combined top three bands, of Year 9 particularly in reading and writing, from 38% to 43%

Our achievements include:
- Personalised learning plans (PLP’s) have been developed in literacy for identified Year 8 students.
- Criterion marking for Habits of the Mind projects has been implemented.
- A self nominated project submitted with our feeder primary schools has resulted in sharing successful literacy strategies in middle school.

Target 2
To increase student numeracy in the combined top three bands in Year 9 from 46% to 51%

Our achievements include:
- Completion of the self nominated project with feeder primary schools looking at successful numerate strategies for middle school.
- Personalised learning plans (PLP’s) have been developed in numeracy for identified Year 8 students.
Target 3
To improve student retention by 5% at all transition points

Our achievements include:

- An extended transition program 6-7 with increased visits by students and parents into the school.
- Setting up a lighthouse project group in Year 10 to better meet the needs of identified early school leavers.
- Maintaining and expanding the Plan-it-Youth program for students in Stage 5 (Years 9 & 10)
- Widening curriculum choice in year 11 through careerlink, e-learning and distance education options.
- Maintain the “10% on Top” program and expand the opportunity for as many families as possible to participate in the interview program.

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 Quality Teaching and the Creative Arts KLA.

Educational and management practice
Learning Teaching-Quality Teaching Frameworks

Background

Wauchope High School staff have made Quality Teaching practice a high priority in the school plan. We wanted to benchmark our current level of Quality Teaching practice from a staff and student perspective. The Quality Teaching framework has three dimensions, intellectual quality, quality learning environment and significance. Each is divided into a number of elements. Whilst not all elements are present in every lesson certainly the three dimensions will be. We concentrated on the quality learning environment dimension and four of its elements.

Explicit Quality Criteria
Engagement
High Expectation
Student Self regulation

We surveyed every staff member and all of Year 7 in the four areas to determine areas for future professional development and identify those areas where we do well from both a student and staff point of view. We were particularly interested in those areas of greatest difference in perspective between the staff and students of Wauchope High School.

Findings and conclusions

There were obvious areas of agreement between staff and students in the area of explicit quality criteria in the classroom. Staff felt they demonstrated care when students were not achieving their best and year 7 acknowledged this care. Both students and staff agreed that it was clear in the classroom how students could achieve good results and that they were shown a new way of doing things when they were experiencing difficulties.

Students believed it was clear the quality of work they were expected to achieve but were equally clear that they wanted more feedback on work during lessons. They wanted staff to help them learn from their mistakes and reflect on their individual learning.

In terms of engagement students and staff agree there is active encouragement of students in the classroom and students confirm convincingly that they have clear explanations of work they are going to learn, how it fits into the topic and that they are on task the majority of the time.

There is also agreement between staff and students that the choice by students in the curriculum is very limited and that class activities are interesting.

In this category there are some interesting results from the student surveys, the majority perceive that teachers do not take a personal interest in them and that praise for trying hard is more readily available to boys than girls.

Teachers and students had a highly positive view of expectation in the classroom with over 80 % of both boys and girls stating that teachers believe students can do well in school that the teacher expects them to do their best and understand the teacher wants all students to learn successfully.

Teachers believe they set high standards and expect students to do their best at all times but concede there is work to do in making class activity challenging.

In regard to expectations, 47% of boys and 38% of girls admitted they did not actively participate in class. That they did not ask questions or contribute to activities. Interesting in this category
was also the disparity between boys and girls in answer to the question “I work hard in class” where 84% of girls responded positively and only 69% of boys.

In the final element of student self regulation there was definite agreement between staff and students that students do understand the standards of behaviour that are expected in a classroom and they also understand the consequences of their own choices and behaviours in class. To a lesser extent there was also agreement that in general students do not try to interrupt the learning of others.

Students and staff also agree there is work to do in encouraging all students in the class to learn and show respect for the teacher. Whilst the majority of students believed they wanted to behave well in class staff were less positive.

It is also interesting in this category that 10% more girls felt good when they completed a task successfully and that boys tried 9% less than girls in class.

Future directions

We clarified our strengths through this data and will continue to build on giving our students clear expectations in regard to their learning and behaviour in the classroom and wider school settings. It is important to also maintain and nurture the caring attitude of staff towards students and their learning.

Now we need to provide opportunities for staff to learn the most effective way to feedback to students on a regular basis. The feedback needs to be specific to improving student weakness and could be linked to a personalised learning plan.

We need to explore new ways to create choice for students in the curriculum and utilise our merit scheme more fully throughout the school for both boys and girls.

It is important we consider boys education and collect data that helps us formulate a plan that addresses increasing the level of engagement in class, encourages active participation in the communication process with teachers and improves boy's perceptions about success.

It is the only KLA in the school that does not have a Head Teacher whose background and training is in the KLA they are managing.

The Performing Arts have been strongly supported at Wauchope High School in both junior and senior levels with outstanding results at HSC level particularly in Drama and Art over the past decade. As a multi disciplinary faculty we wanted to examine our success and monitor it against Quality Teaching framework concepts.

We completed student satisfaction surveys for both mandatory and elective classes in each of the disciplines as well as looking at a comprehensive staff audit of faculty practices.

An over all picture of the creative arts at Wauchope High School is gained by looking at trends in elective course numbers for Years 9&11.

Findings and conclusions

Music is cohort driven and depending on the group forms a small class of keen musicians. Drama appears to have a fluctuating pattern and Art continues to maintain good numbers with sometimes enough to form two classes. There also appears to be a steady growth in senior numbers.

Our student survey data revealed some patterns particularly in art and drama classes in Year 8. Both proved to be good places to learn. In both disciplines students felt that the teachers instructions were adequate for practical demonstrations. In both subjects students mostly knew what was expected of them in order to do their best. And they felt encouraged to succeed and feel good about success.

Some students felt that they could be given more opportunity to plan their own learning and talk to the teacher more in regard to this planning.

Students in art believed they needed more information on how the teacher was assessing their progress. This was not an issue in drama.

In all areas and all disciplines the levels of positive feedback amongst seniors completing creative arts courses was very pleasing.

Students and teachers felt teaching strategies in general were strong and diverse but there was general agreement by teachers that we need to develop strategies
- to communicate regularly with care givers
- to provide regular and meaningful feedback to students
provide as many opportunities as possible for students to perform

The creative arts staff demonstrated high standards of satisfaction with faculty characteristics in nearly all areas. Concern centred around those areas that we don’t have as much control over such as class groupings focussing on student need. This was a huge problem in music where all classes are of mixed ability and experience in relationship to music.

There is a high satisfaction level with professional development but many faculty members working as they do in isolation miss the strong networks found in schools in urban areas where there are larger numbers of drama and music teachers.

Resources and planning is an area of concern where budget restrictions and accessibility to resources make the teaching of performing arts difficult.

Future directions

After discussing the findings and reviewing the data the creative arts faculty have decided to unify their approach to course and unit outcomes, assessment details and how they are delivered to students. They will continue to update programs so they are all written in an outcome based manner.

They will use NAPLAN data more effectively in teaching literacy and numeracy explicitly and develop more strategies in using technology in the CA classroom.

We will also be implementing new ways to provide feedback to both students and parents.

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.

This year we focused on communication with our parents as a measure of parent satisfaction. In 2009 we have endeavoured to increase our level of communication with parents and identify the most successful strategies for a range of situations.

We surveyed Year 8 parents and had 94 returns. Within this sample 80% regularly received newsletters, 55% had been to an information evening during the year and 54% had seen positive news stories about Wauchope High School in the local media.

Over half the sample had attended an excellence assembly that year and regularly checked the front notice board for upcoming events. 77% preferred hearing about school events through a note home and 78% preferred a letter when hearing information about their own child in particular. This was followed closely be phone calls.

There was a high level of satisfaction with the newsletter and its information about school events and achievements.

A smaller but significant percentage of the sample saw the improvement in our method of communication remarking on phone messages, website and newsletter as more effective and regular.

The majority of parents would appreciate an automated text message should their child not be at school if we introduced that technology.

There were clear recommendations that arose from the data we collected and they were

- Continue to regularly put out informative newsletter with occasional mail outs.
- Use the front sign with updated information each week or more frequently when possible.
- Advertise the website
- Maintain our presence in the local media
- Promote blue letters which report positive activities in all faculties
- Look at policy and systems re phone calls with parents
- Review the purpose of parent teacher evenings and how best to make them work.

Professional learning

Wauchope High School is moving towards developing professional learning plans for each individual staff member. We encourage all staff to take full advantage of the multitude of courses on offer.

In 2009 all professional learning funds were exhausted with all KLA’s having equal access.

The range of activities that staff accessed included quality teaching, Aboriginal education, beginning teacher support programs, information technology skills, learning support training, gifted and talented teaching strategies, new trends and training in vocational education, welfare based activities as well as an assortment of faculty based training courses.
2009 saw the introduction of 2 additional staff development days in Term 4. All staff development days were carefully planned to reflect the identified needs of staff, the implementation of the Digital Education Revolution and the three target areas identified in the school management plan.

**School development 2009 – 2011**

Extensive work has been done in 2009 to prepare a strategic School Plan for 2010 that encompassed State and regional priorities. The resulting 2010 Management Plan has had maximum input from all groups in the school community.

The targets for 2010 reflect some of the main areas of development outlined in the strategic plan.

**Targets for 2010**

Targets for this year centre on Literacy, Numeracy, Retention and Aboriginal Education.

**Target 1**

*To increase the percentage of Year 9 students in the top 3 NAPLAN Bands in:*-

- **Literacy** from 31% to 35%
- **Numeracy** from 37% to 40%

Strategies to achieve this target include:

- Develop strong links with the feeder primary schools, cross campus sharing of data.
- Use of Term 1, 2010 SDD on the use of NAPLAN data.
- Create a team linked to the literacy team to develop a whole school literacy plan for the explicit teaching of literacy skills linked to specific text forms used by KLA’s utilising pre and post tests to measure growth and reward student improvement.
- Implement Newman’s Analysis techniques in the teaching of numeracy.

Our success will be measured by:

- The number of cross campus meetings
- Evaluation of Term 1, 2010 SDD
- The number of student awards for improvement.

**Target 2**

*To reduce the number of Long Suspensions in 2010 from 13 to 10.*

Strategies to achieve this target include:

- Review of discipline code and welfare policies so they reflect positive language and strategies.
- Introduce Rock and Water Program
- Apply Positive Behaviour for Learning processes to reduce fractional and whole day truancy.
- Teach positive behaviours to students for classroom and non classroom settings.
- Conducting individual Year 10 career interviews and establish a database with individual pathways.

Our success will be measured by:

- Construction of new policies
- Suspension and referral data
- Truancy data

**Target 3**

*To develop a Personalised Learning Plan for all Aboriginal students in Years 8 to 10 by the end of 2010.*

Strategies to achieve this target include:

- Staff familiar with PLP process and a pool of mentors established
- Successful Norta Norta Program
- Budget allocated to maximize use of AEA and Tutors in the school;
- Senior students exposed to the tutor program
- Raising staff awareness of local Aboriginal culture
- involvement of Aboriginal Community in meetings

Our success will be measured by:

- PLP’s in place and used by staff for students in years 8, 9 & 10
- Staff Development Day re Aboriginal Culture program and local input
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.

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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: