2010 Annual School Report
Wauchope High School
Our school at a glance

Students
Wauchope High School is a comprehensive Year 7 to Year 12 High School.

We are a proud member of the Bago Community of Schools. A community of schools that comprises ourselves and our ‘feeder’ primary schools, Wauchope, Beechwood, Byabarra, Comboyne, Huntingdon, Long Flat and Rollands Plains.

The BAGO community of schools work together to provide significant opportunities for students in academic, sporting, cultural and leadership pursuits.

With an enrolment of just under 700 students WHS offers a wide curriculum choice and boasts a proud tradition of achieving academic excellence, whilst providing outstanding opportunities for vocational education and TAFE certification.

Staff
Wauchope High School continues to have a very stable, dedicated and experienced staff. Many of our staff participate in HSC marking and are leaders in their Key Learning Areas.

Our staff participate in Professional Learning activities and all teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
In 2010 the school continued our commitment to the introduction of Positive Behaviour for Learning (PBL). Staff, students and parents established our PBL core values of Care & Respect; Best Effort and Safety.

Staff and students once again have supported the 10% on Top program where 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 with leadership opportunities while ensuring year 6 primary students enjoy a seamless and positive transition from Year 6 to Year 7.

Messages

Principal’s message
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 continues to operate 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 matching the Australian Government “Dollar for Dollar” in the construction of the COLA and the provision of a significant sound and lighting system planning in 2010 focused on providing an adequate surface for the COLAR area. Unfortunately this project had to be put on hold as construction work for the new school buildings necessitated removal and replacement of a significant amount of the original COLAR surface.

Putting this project on hold has provided the P&C with time to consolidate funding and to work with the school in prioritising needs.

A P&C subcommittee was formed in 2010 to work with the school to review our current uniform; survey parents, students and staff and make suggestions concerning the direction the school should take regarding student uniform. It is envisaged that this will be a long process with recommendations made in late 2011.

The P & C has financially supported the School during the year by providing funding for a variety
of activities including the school magazine, student representation and the music program.

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

In 2010, as always the Student Representative Council is an enthusiastic and dynamic group of students.

Our orientation day at Centre of Gravity presented the first of many team building experiences and an opportunity to review and amend our constitution. Since then, SRC members have helped coordinate sporting tournaments by assisting with the canteen, aided organization for Motivational Media, raised funds for “Jeans for Genes” to help fund generic research, “White Balloon Day” to raise awareness about sexual abuse and “Daffodil Day” in support of cancer research.

The SRC with the help of coordinator Mrs Moy have organized two socals with the themes “Masquerade” and “Hillbillies and Hobos”; much anticipated and exciting occasions for the student body.

In addition to giving financial support to sporting teams and the cattle team’ our long term project this year has been to raise funds to contribute to reverse cycle air conditioning for the school hall. SRC representatives have been keen to “blazer-up” and help with ushering and serving afternoon tea for our Excellence Assemblies.

The SRC has proudly represented and supported Wauchope High School and the community.

Anna Rienstra, SRC President

School context

Student achievement in 2010

It was a pleasure to be with the Walton family at Government House on Wednesday November 24 when the Governor of NSW, Her Excellency Professor Marie Bashir presented our 2010 Boys Vice Captain Derrick Walton with an Order of Australia Association Certificate of Commendation.

Derrick was one of only twenty one students chosen from both government and non-government schools across NSW. It was an enormous honour for Derrick who was recognized for his contribution to the Student Representative Council, the Peer Support Leadership Group, the Anti-Bullying Policy Group, the Christian Camp Ichthus Group, his efforts as a blood donor and his role in the youth awareness film Dungoona. Congratulations Derrick.

Congratulations to Anna Rienstra who was selected to represent Wauchope High School at State level as a member of the 2010 NSW Department Of Education and Training State Schools Senior Wind Band which performed at the Sydney Opera House as part of the 2010 Instrumental Festival.

Anna spent a week in Sydney playing the flute in the Senior State Wind Band. The ensemble, comprising of 60 musicians from schools all over NSW, rehearsed intensively before performing on two different nights at the Sydney Opera House. It was inspiring to work with a professional conductor and play challenging music.

Two Wauchope High students attended the Model United Nations Assembly (MUNA) over a weekend in Woolgoolga where 30 teams of students gathered to debate social, Religious, environmental and economic issues of international concern.
Anna Rienstra and Talya Wehlburg represented Zimbabwe, adopting both their dress and values as they spoke on four separate motions and responded to others. The Wauchope High team were voted by other delegates to be the equal best team.

It is always a delight when our students excel at the national level. Twenty-five Year 10 and two Year 11 students recently entered the Australian Geography Competition in 2010. Of our 25 students five were awarded with High Distinctions, four received Distinctions and five students received Credit certificates. In the Australian National Chemistry Quiz Tom Everson achieved a 99 percentile High Distinction. Two Distinctions (Mitchell Freeman Yr 12 & Mitchell Hickson Yr 10) and 2 Credits (Anna Rienstra Yr 11& Pat Pollard Yr 12) were also awarded to WHS students.

Four students from Wauchope High School finished second as a team in the State Cross Country. The boys were presented with silver medals by Mr Dave Whittick who has been working at state CHS. At the carnival, all of the Wauchope High students performed their personal bests, so it was a rewarding moment for the team submission to have come second against a large number of other school including the sports high schools across the state. Congratulations to Rebecca Bannerman, Alec Malcolm and Tye Grieve on their personal best and to the silver medal winners Kaleb Langbien, Nigel Malcolm, Ned Parker and Darren Bourke.

**Student enrolment profile**

![Student enrolment profile](chart)

**Student attendance profile**

![Student attendance profile](chart)

**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 breaches.
Retention to Year 12

Post-school destinations
Twenty-nine students from last year’s Year 12 were offered positions at university for 2011. This is an outstanding offer rate, considering that only 70% of Year 12 students applied for an ATAR. Some of these students have already commenced their tertiary courses and some have deferred their studies. Of the students who applied for an Early Admission Programme 76% were successful in gaining an offer.

Students were offered positions at various universities in a wide range of courses including Engineering, Dietetics, Accounting, Social Work, Exercise Science, Design, Theatre, Tourism, Science, Nursing, Business, Arts and Teaching.

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

Year 12 students undertaking vocational or trade training
Of the 69 students who undertook their HSC in 2010, 22 studied a vocational course at WHS, a further 8 students with TAFE and 1 with a private provider.

Students studying a vocational course were nearly equally divided by gender and included three indigenous students. All indigenous students completed at least 2 vocational courses, (4 units). One indigenous student completed 4 separate vocational courses including 4 units of Retail in one year.

In total, 45% of students in Year 12, 2010 studied a vocational course. This resulted in a total of 38 Certificate I or Certificate II qualifications.

One indigenous student completed a School Based Traineeship in Business Services.

Year 12 students attaining HSC or equivalent vocational educational qualification
Of the 69 students who undertook their HSC at WHS 68 students achieved HSC or equivalent vocational educational qualifications; this represents 98.5% of the candidature.

One of the 69 students was studying for their HSC via Pathways. Three students studied Life Skills subjects for their HSC.

Staff information

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>37.6</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>12.8</td>
</tr>
<tr>
<td>Total</td>
<td>67.2</td>
</tr>
</tbody>
</table>

In 2010 WHS have no members of staff who are of Aboriginal heritage.

Staff retention
All staff in 2010 have been retained for 2011.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>24</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>30/11/2010</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>344 211.27</td>
</tr>
<tr>
<td>Global funds</td>
<td>569 194.21</td>
</tr>
<tr>
<td>Tied funds</td>
<td>296 674.31</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>245 234.29</td>
</tr>
<tr>
<td>Interest</td>
<td>18 796.62</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>135 447.52</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1 609 558.22</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 92 383.85  |
| Excursions                 | 65 181.69  |
| Extracurricular dissections| 123 387.36 |
| Library                    | 14 725.13  |
| Training & development     | 7 555.19   |
| Tied funds                 | 293 321.06 |
| Casual relief teachers     | 214 073.97 |
| Administration & office    | 150 902.88 |
| School-operated canteen    | 0.00       |
| Utilities                  | 86 929.45  |
| Maintenance                | 71 596.54  |
| Trust accounts             | 123 981.96 |
| Capital programs           | 45 536.28  |
| **Total expenditure**      | 1 289 575.36 |

A full copy of the school’s 2010 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 2010

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 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, Comboyne Spring Fair and Kendall Show.
- Regional Drama Camp at Delicate Nobby with NIDA tutors was attended by our drama students.
• Our dance students competed in the Regional Dance Festival and School Spectacular.

• 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.

• The School Band and Choir performed at Bundaleer Nursing Home and Hostel, the local Masonic Lodge dinner and the “Christmas at Timbertown” event.

• 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 Slippy Sirkus which is in its fifteenth year.

**Sport**

In our newly organized system of houses the school is sorted alphabetically into four groups which are named after famous Australian poets; Gordon, Kendall, Lawson and Patterson. Each house has captains and vice captains as well as year captains. Points for the houses come from a range of activities such as sports carnivals, the merit system, school participation in sporting and cultural activities and newsletter puzzles. Congratulations this year to Gordon house.

The annual swimming carnival was held on Thursday February 4. Despite the gloomy weather there were multiple races held for each age group.

As well as swimming races, there was a volleyball court set up for students and water slide activities.

The swimming carnival was an excellent day.

The athletics carnival took place on a warm and sunny winter’s day. Participation from students was so impressive not all timetabled events were able to be conducted on the day. The enthusiasm and sportsmanship shown by all was outstanding.

The cross country carnival was held in Term 2 with over 500 students competing in the 3 km, 4 km, 6 km and 8 km races.

Congratulations to all age champions in swimming, athletics and cross country.

Girls soccer set new records by having its most successful year in the school’s history. The under 15 girls team competed in the Bill Turner Trophy. The girls were very successful in reaching the final 16 teams of this prestigious competition encompassing schools from NSW, Queensland and the ACT. The senior girls soccer team competed alongside 295 other schools in the Errea Cup. Victories against Camden Haven, Westport, Macksville and Burwood enabled us to reach the State Quarter Finals where we were beaten 2 - 1 in a tough encounter against Caringbah High School. We are extremely proud of our top 8 placing in the State and congratulate Georgia Peterson who was selected as a shadow for the NSW State Open Soccer Team.

WHS has a proud sporting reputation and once again in 2010 competed in many sporting competitions, too many to mention in this brief review.

A highlight of the sporting calendar is always the Jack Parson’s Memorial Shield. In 2010 we travelled to Cumberland for our 35th inter school visit and were successful in retaining the shield.
Our students were once again not only outstanding young sports men and women, but also terrific ambassadors for our school and our community. Congratulations to Trent Clayworth and Hollie Marsden who were nominated as our Most Valuable Players.

Other

Mathematics

Congratulations to all students who entered into the Mathematics Challenge and the Mathematics Competition, with special mention of Benjy Mackiewicz for his excellent results.

We would like to thank all students and staff who participated in the after school Tutoring program.

In 2010, 90 students participated in the Mathematics excursion to Luna Park. Students, in groups completed a work booklet about the rides and amusements in the complex by observation and participation. Both staff and students enjoyed the long day on the northern bank of Sydney Harbour.

Science & Agriculture

Energetic and driven are terms that reflect the motivated approach that the Ag and Science staff use in their quest to turn all students into enquiring people of critical thinking. The practical and challenge based programs often make student brain cells work overtime and we hope all students will look at life through their own eyes, painted by the principles of discovery and understanding. All staff work hard to engage students in the many exciting extra curricular activities that reinforce the curriculum outcomes.

In 2010 students participated in:-

- the Science and Engineering Challenge
- Cows Create Careers, (an industry based Ag competition)
- Competitions, (ICAS, Chemistry)
- Marine Studies excursions

- Ag Quip
- The Cattle Team
- World Environment Day.

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 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)

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

In 2010, 128 students sat the NAPLAN Literacy Assessment.
Numeracy – NAPLAN Year 7

In 2010, 124 students sat the NAPLAN Numeracy Assessment.
Literacy – NAPLAN Year 9

In 2010, 130 students sat the NAPLAN Literacy Assessment.
Numeracy – NAPLAN Year 9

In 2010, 131 students sat the NAPLAN Numeracy Assessment.

School Certificate
Higher School Certificate

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2010</th>
<th>School 2006 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>69.0</td>
<td>68.7</td>
</tr>
<tr>
<td>Biology</td>
<td>63.8</td>
<td>69.7</td>
</tr>
<tr>
<td>Business Studies</td>
<td>67.8</td>
<td>65.6</td>
</tr>
<tr>
<td>Community and Family Studies</td>
<td>74.4</td>
<td>76.8</td>
</tr>
<tr>
<td>Drama</td>
<td>69.6</td>
<td>75.1</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>58.5</td>
<td>60.7</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>76.7</td>
<td>77.5</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>67.2</td>
<td>67.1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>61.3</td>
<td>61.2</td>
</tr>
<tr>
<td>PDHPE</td>
<td>70.2</td>
<td>71.5</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>71.6</td>
<td>74.6</td>
</tr>
<tr>
<td>Primary Industries Examination</td>
<td>68.0</td>
<td>67.1</td>
</tr>
</tbody>
</table>

Minimum standards

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

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

**Percentage of Year 7 students in our school achieving at or above the minimum standard in 2010**

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

**Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010**

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

Aboriginal education

Our school has continued its relationship with the local AECG with Aboriginal Education Team member Andrew Lord attending most meetings and sharing on developments in the school whilst seeking advice on future directions and initiatives.

WHS has developed an online PLP data recording system makes key personal information, student targets and strategies for improvement readily accessible to all staff. Our PLP day enjoyed a significantly improved attendance rate than initiatives in 2009. As a result we have now engaged in a dialogue with parents/carers representing about 50% of our 64 Aboriginal students.

All WHS staff participated in the Bago Community of Schools Cultural Awareness day. The evaluation indicated the overwhelming majority of participants took some constructive information and cultural awareness away from the day. The school has made a number of good contacts with key community elders and groups. WHS participated in numerous cultural activities throughout the year. Some highlights included a very successful NAIDOC day involving community members delivering numerous workshops for indigenous students and their non-indigenous friends. Many parents also attended. Other events included V-Tracks TAFE tasters, the local Deadly skills day and North Coast Deadly cultural festival.

The Norta Norta program continued with received increased funding in 2010 to improve outcomes in literacy, numeracy and attendance; an additional application added another $10,000 sponsorship for individual senior students. This support included an after school homework centre for any Aboriginal students needing extra assistance or resources to complete homework or assignments.

Multicultural education

In 2010, Cumberland High School hosted our school in the 35th annual interschool visit. This visit provides our students with sporting, academic and cultural experiences. Students from our rural school are billeted in the multicultural urban environment of Cumberland over the three day exchange.

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. The school has a “volunteer program” whereby we promote and reward students for volunteer work that is performed within the school or broader community.

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 that 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.

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. We are a Positive Behaviour for Learning, PBL, school with core values of Best Effort, Care & Respect and Safety.

13
Progress on 2010 targets

Target 1

To increase the percentage of Year 9 students in the top 3 NAPLAN Bands in Literacy and Numeracy

Our achievements include:

- We developed strong links with our feeder primary schools through our involvement in the BAGO Community of Schools. Meetings were held each Term. Teachers and executive from the English, Mathematics and Science KLA’s visited primary schools and shared teaching pedagogy.
- Staff Development Days focused on NAPLAN data and strategies to improve student outcomes
- Our target was achieved by; 38% of students in Reading and Spelling; 37% of students in Grammar & Punctuation; 31% of students in Numeracy and 22% of students in Writing.

Target 2

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

Our achievements include:

- Positive Behaviour for Learning processes were adopted for non classroom settings
- Individual Career interviews were conducted for Year 10 students and Personalised Learning Plans established.

Target 3

To develop PLP’s for Aboriginal students.

Our achievements include:

- Staff Development Days were used to familiarize staff with PLP’s
- Senior students were exposed to the tutor program
- The BAGO Community of Schools conducted a shared Staff Development Day to raise awareness of and experience Aboriginal culture.
- Individualised Personal Learning Plans were developed

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 2010 our school carried out evaluations of our Enrichment Program and the TAS Key Learning Area.

Educational and management practice

Enrichment programs within the school

Background

Wauchope High School staff decided in 2010 to introduce an enrichment class in Year 7 to extend the enrichment program already operating in other years. Nearing the end of its first year in operation it was clear a full evaluation was necessary in order to assess the effectiveness of the program and its future directions. At the same time it was important to review all enrichment programs in the school, gauge their effectiveness and identify new strategies. All students in the enrichment class were surveyed along with parents. Head teachers and teachers were surveyed regarding the enrichment class in Year 7 as well as enrichment strategies in other years.

Findings and conclusions

Our surveys of students in the enrichment class made it clear how much the class structure and activities were appreciated by students. All students were happy with the process used for selection and did not want to see an entrance examination introduced. 100% of the students enjoyed the work describing it as both stimulating and challenging. 96% of the students identified English and Mathematics as the most important subjects for them but most cited technology and sport as areas of interest in their lives and appreciated the opportunities offered to them in these areas in High School. Almost all students were high in their praise of teachers assigned to this class and teaching styles employed by them in delivering content. High order thinking and significant experiences figured prominently in survey results. They all knew teachers wanted them to achieve, to do their best and be successful.
Over half were concerned about homework demands and multiple teachers on one subject. It was clear from the results that students felt a more concerted effort should be made between teachers of this group to coordinate assignments, homework and nature of content delivered. 8 responses were received from parents, all of whom were happy with the selection process and the class progress in general. They all believed their son or daughter had made the transition to High School successfully in part to inclusion in the enrichment class. There were concerns expressed by a number of parents regarding the type of homework delivered, wanting more extension work rather than repetition of class work. They would like to see the continuation of hand picked teachers for the class as well as the minimal number of teachers possible particularly in each individual subject area. They also clearly wanted more opportunities to meet with teachers and to be part of a personalised learning program for their child.

Staff viewed our enrichment program as critical to attracting enrolments from our local area and used the survey process to offer suggestions on how to extend and improve our current practice. In particular reference to our Year 7 enrichment program they agreed with parents about amounts of homework being assigned to the class needing coordination as well as a team of teachers looking at content delivery to combine course outcomes. There was also general agreement regarding personalised learning plans for students in enrichment classes.

Future directions

2011 will see the continuation of the enrichment class in Year 7 and the current selection process remain. There are steps we will take to extend our current enrichment program including introducing personalised learning programs for each student and setting up a review team to consider

- a professional development program for staff who teach enrichment programs
- setting up a combined outcomes group for the enrichment class to coordinate a teaching and assessment program
- a coordinated approach to the amount and type of homework given to top classes
- introducing a planned extra curricular program for Year 7 as well as provide individual strategies.

- structural change in order to showcase our teaching programs and enrichment activities.

Curriculum

In 2010 the TAS faculty management and teaching practice was reviewed.

Background

Through professional discussion and faculty monitoring by the Principal and Head Teacher, in 2010 the TAS faculty was reviewed in regard to:-

- Faculty Planning and management
- Teaching and Learning
- Assessment and Reporting

Findings, conclusions and future directions.

Faculty Planning and Management:

The faculty management plan will be reviewed collectively by the department to better establish agreed targets, strategies and indicators of success. Data sources are to be agreed upon and student satisfaction surveys conducted.

Teaching and Learning:

Course / unit outlines are to be re-developed for students detailing content, outcomes and assessment details.

Attendance at faculty and team meetings is non negotiable to foster a team culture and develop consistent expectations.

Assessment and Reporting:

Assessment policies need to be reviewed to ensure a comprehensive assessment policy for determining SC awards consistent with BOS and DET policies.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

This year we sought feedback re feedback given to our school community particularly our reporting system to parents and the feedback given to students through our assessment program Year 8 families were surveyed during the mind matters program and we had 91 responses. Almost 100% of parents
surveyed were extremely happy with the current reporting system and believed children at Wauchope High School are well rewarded for best effort and excellence. It was also gratifying to see parents believed students should complete unfinished class work as homework and prepared to work in partnership with teachers to ensure this happened. It was interesting to note students were looking for more awards but acknowledged feedback was positive and indicated how to improve performance. Students were keen to see longer comments on reports and wanted books checked regularly so they would feel more motivated to keep them up to date. It was clear all students were well acquainted with assessment requirements for individual subjects and liked the idea of this information being available in a booklet of some kind or on the school website. With the introduction of laptops parents are less likely to check work done using this technology but acknowledge this is a cultural change we need to make. On the whole parents would like earlier notification about report dates and assessment tasks requesting information on the school website and email. Parents accessed the school website often and found it invaluable as a resource particularly during weekend and holiday periods.

Professional learning

Wauchope High School encourages all staff to take full advantage of the multitude of courses on offer. In 2010 all professional learning funds were exhausted with all KLA’s having equal access to professional learning.

Along with school priorities of literacy, numeracy and quality teaching professional learning funds and activities were directed toward the establishment of a school moodle and the delivery of learning activities using the technology offered through the Digital Education Revolution.

Staff Development Days focused on Aboriginal Awareness, school priorities as outlined in the School Management Plan and Positive Behaviour for Learning.

School development 2009 – 2011

Extensive work has been done in 2010 to prepare the strategic 2011 School Plan. School Committees have been established to reflect priorities within the State, Regional and School plan. The resulting 2011 has support from staff and is fully endorsed by the school community.

Targets for 2011

Target 1

To improve the mean score for writing. 90% of all students to improve their benchmark score by 3 or more points using NAPLAN marking criteria on technical terms and linking words.

Strategies to achieve this target include:

- TPL of staff on technical terms and linking words
- Benchmark pre and post testing using NAPLAN marking criteria
- Explicit teaching of technical terms and linking words.

Our success will be measured by:

- Individual improvement from pre to post assessments.
- Number of staff participating in TPL in linking words and technical terms

Target 2

To improve NAPLAN results for Year 9 2011 by 5% from Year 7 2009.

Strategies to achieve this target include:

- Cross-faculty of work and exchange of work
- Use of Newman’s Error Analysis with appropriate PL
- Use of pre and post test analysis

Our success will be measured by:

- Pre and post test data analysis
- Involvement in PL
- Evaluation of cross-faculty programs.
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: