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, 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 2011 Wauchope High School placed great emphasis on improving student literacy and on Aboriginal Education.

The school also continued our commitment to the Positive Behaviour for Learning (PBL) and its 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. This program has been a focus of the school and is well received within our school community.

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.

Robert 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 and 2011 focused on providing an adequate surface for the COLAR area. Funding for this project is significant hence 2011 has been a year of consolidating funds; however the P&C was able to support the school in several significant ways. Since the introduction of student laptops glare from windows has caused some problems for many of our students. The P&C purchased window blinds for all of the exterior windows in A Block. It also provided pin boards to several of the school’s older classrooms, making them more welcoming, functional and productive learning environments.

The P&C uniform subcommittee worked with the school to survey students, parents and staff regarding the current uniform. As a result of the work done the school is in a position where it will implement the recommendations of the subcommittee in 2012.

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 students.

Amanda Thomas - President.

Student representative’s message

In 2011, the Student Representative Council has proudly represented and supported Wauchope High School and the community.

Our orientation day at the Centre of Gravity provided the first of many team building experiences and an opportunity to review and amend our constitution. Members were inducted at a formal assembly and have been selected as representatives at youth forum meetings.

Since then, SRC members have helped coordinate sporting tournaments by assisting with the canteen. We've held a cupcake day in support of the RSPCA and raised funds for 'Jeans for Genes' (genetic research) and 'Daffodil Day' (cancer research). We also continue to sponsor our World Vision child, Aung Ko Myat, from Burma.

School socials are much anticipated and exciting occasions for the student body. The SRC, with Mrs Moy's guidance, have arranged three socials with the themes 'Disney', 'Tight and Bright' and 'Costume Party'. The SRC has given financial support to sporting and cattle teams. We've also assisted with organisation for Motivational Media and ushering and serving afternoon tea for our Excellence Assemblies.

As always, the Student Representative Council has been an enthusiastic and dynamic group of students. We've developed valuable leadership skills and anticipate further opportunities in the remainder of the year.

Anna Rienstra, SRC President

School context

Student information

The year 2011 has been an extremely busy one for the school and our students have again taken full advantage of the many academic, cultural and sporting opportunities and activities offered to them to support their growth and development.

The year commenced with our Year 11 Peer Support students guiding the new Year 7 students as they transitioned to High School. Not only has this program provided leadership and pastoral care opportunities for our senior students but surveys of Year 7 students have indicated it helped them to quickly settle into High School, feel welcomed and supported.

There were many highlights in 2011; one of the most memorable was certainly the official launch of our Positive Behaviour for Learning program. The school was delighted to welcome ex-student Ian Schubert back to officially launch the PBL program. It only took 6 weeks into the school year to see the first 14 of our students awarded for consistently giving their best effort in class, homework and extra curricula activities. They demonstrated care and respect to others and their ability to be safe and responsible school and community members.

As is usual custom for WHS, our sporting calendar was full and offered many opportunities for students to compete, develop and showcase their talents. Many of our students excelled in their sport and special mention is made to Trent Clayworth who represented NSW Combined High Schools in Volleyball and to our Open Girls Soccer Team who made the State Final only to be beaten by a goal in extra time.

On the academic front we celebrated many successful achievements in state wide academic competitions. Our biannual Excellence
Assemblies continue to be a highlight of the school academic calendar and again in 2011 were superbly supported by students, parents and relatives. Many of our students and staff were awarded for excellence in 2011 but special mention is made to our two Year students Blake Debreceney and Rebecca Tout who were all awarded in Education Week with BAGO Community of Schools Awards of Excellence. The pinnacle of awards for excellence in NSW schools is the Minister of Education award. In 2011 only 37 Year 12 students from all of NSW were chosen for this most prestigious award; 3 of these students were chosen from the North Coast. It was a great credit for Trent Clayworth and Anna Rienstra to be chosen for this prestigious award.

We are very sorry to see a wonderful Year 12, well represented by the two students named above, leave but look forward to the highlights and challenges 2012 will bring.

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
Thirty one students from Year 12 in 2011 were offered positions at university for 2012. This is an outstanding offer rate of 41% of the cohort. Eighty three percent of students were eligible for an ATAR; some of these students will commence their study in 2012 while others have deferred. Of the students who applied for an Early Admission Programme, 91% were successful in gaining at least one offer.

Students were offered positions at various universities in a wide range of courses including Medicine, Psychology, Law, Engineering, Social Work, Exercise Science, Nursing, Business, Teaching, Criminology and Information Technology.

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 76 students who undertook their HSC in 2011, 25 studied a vocational (VET) course at Wauchope High School with 11 students completing a TVET courses (TAFE). Five students studied 2 VET courses as part of their HSC.

Students studying a VET course were nearly equally divided by gender and 50% of Indigenous students completed a VET course.

In total, 45% of students in Year 12, 2011 studied a vocational course. This resulted in the vast majority achieving Certificate II qualifications.

Three students completed School Based Traineeships in either Business Services, Horticulture or Tourism.

Year 12 students attaining HSC or equivalent vocational educational qualification

All of the 76 students who undertook their HSC in 2011, achieved the HSC or equivalent vocational education qualification.

Three students studied their HSC under the Pathways option and one student studied Life Skills subjects.

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>
</tr>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Head Teachers</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>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
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<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</td>
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</table>

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

Staff retention

At the end of 2011, two staff members retired and one staff member accepted a promotion to another school. All other permanent staff have been retained for 2012.

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>
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<tr>
<td>Postgraduate</td>
<td>24</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.

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<thead>
<tr>
<th>Date of financial summary:</th>
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<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>398,428.32</td>
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<td>School &amp; community sources</td>
<td>280,240.94</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
<td>130,673.64</td>
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<tr>
<td>Canteen</td>
<td>20,669.10</td>
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<tr>
<td><strong>Total income</strong></td>
<td>1,688,021.32</td>
</tr>
</tbody>
</table>

| **Expenditure**            | $          |
| Teaching & learning        |            |
| Key learning areas         | 85,079.31  |
| Excursions                 | 109,322.06 |
| Extracurricular dissections| 119,358.77 |
| Library                    | 15,218.87  |
| Training & development     | 3,020.41   |
| Tied funds                 | 302,073.13 |
| Casual relief teachers     | 248,962.71 |
| Administration & office    | 116,411.46 |
| School-operated canteen    | 0.00       |
| Utilities                  | 93,575.88  |
| Maintenance                | 40,772.16  |
| Trust accounts             | 132,610.52 |
| Capital programs           | 64,039.44  |
| **Total expenditure**      | 1,330,474.52 |
| **Balance carried forward**| 357,546.80 |

A full copy of the school’s 2011 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 2011

Achievements

Arts

We have comprehensive programmes of drama, visual arts and music within the school including a number of performance evenings to showcase classroom talents for students from Years 9 to 12. Below are some of the outstanding opportunities available for Wauchope High School Creative and Performing Arts students:

- Clown Tour of Primary Schools
- Comboyne Spring Fair
- Christmas Celebrations Chamber of Commerce
- Bago Community of Schools celebration – Bain Park
- Making Bago bunyips outreach
- Outreach dance project – Beechwood and Byabarra
- District drama Camp attendance
- Bago Community of Schools celebration – Bain Park: art wearables exhibition and fashion parade
- Annual excursion to Newcastle: senior art students experiencing “Art Express” exhibition
- H.S.C. artworks display/exhibit in school foyer for presentation night celebrations.
- Art Competition for indigenous students “Journeys” organised by ‘Genwire’: joint competition winner, Naomi Williams Year 10 2011
- Senior music students’ performances during assemblies and presentation night 2011: exceptional opportunities for students to perform in front of a live audience.

We also have a comprehensive circus programme 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.
**Sport**

**Swimming:**

Extreme temperatures, lots of sunscreen, enthusiasm, shade and water meant that the Wauchope High School swimming carnival was another resounding success. The participation of so many of our students, both strong and weaker swimmers, created a welcome day of relief from the heat as well as an opportunity for fun and competition. The two swim through events saw over ninety percent participation where, every student had a chance to become wet and cool and earn a point per lap for their sporting house.

**Athletics:**

Two postponements followed by a rare dry day was the back drop to this year’s exciting athletics carnival. Both the students who participated and those that supported had a great time. Competition was fierce but with great sportsmanship shown by all. Student attendance on the day was strong and there were even sightings of a pair of senior citizens who slowly made their arthritic way around to most of the events to cheer on the competitors.

**Cross Country:**

Despite forecasts of rain the Cross Country kicked off Term 2 this year with teachers’ out on the track clutching umbrellas and students keen to race, (despite a few grumbles about the rain). As it was, the sun broke through the clouds and the afternoon turned into a great event. Some of the junior boys were even that keen they ran a little further than planned.

There were some outstanding results as Wauchope High returned from the Zone Cross Country this year; and forty Zone students qualified to go through to regional level. Five Zone school teams out of twelve within the Zone were made up of students from Wauchope High School – an outstanding result.

Representing Wauchope at state Cross Country level this year were: Zac Flanagan (Gold medal 1st at Zone and Regional), Alec Malcolm (Silver medal 2nd at Regional), Ned Parker (3rd at Regional), Mitchell Hickson (4th at Regional), Rebecca Bannerman (5th at Regional), Boys 16 years team: Kaleb Langbein, Nigel Malcolm, Ned Parker, Darren Bourke & the Boys 17 years team: Mitch Hickson, Alec Malcolm, Tim Cole, Carey Fletcher.

**Other**

**English**

English has had another successful year moulding the putty of young teenage minds.

Our faculty has regular meetings to reflect upon best practice and are focusing our energies at the moment upon preparation for the rewriting of English programs for the new National Curriculum. This and the fact that 2011 is the final year of the School Certificate, allow us an opportunity for renewal.

This year also saw an excursion for Year 12 students to Tamworth to view a performance of the play “The Shoehorn Sonata”. Despite an early start and late finish, this excursion was enjoyed by all who attended and invaluable preparation for the HSC. All the best for the future Year 12.

Another excursion this year took fifty enthusiastic Year 8 students to Laurieton Plaza Theatre to enjoy the final film in the Harry Potter series; “The Deathly Hallows – Part 2”, as part of a study of the fantasy genre. Students enjoyed not only the final epic film but also seeing Mrs Bignell in Hogwarts apparel and a stop-over at ‘Micky Dees’ for lunch.

**Mathematics**

In 2011 we had 94 students enter the Maths Challenge in the Junior and Intermediate Divisions. We have again shown that students at Wauchope High School enjoy the challenge of quite difficult problems. Sarah and Chloe Houseman proved themselves by obtaining a Distinction and High Distinction respectively,
while other students gained excellent results, a great experience for all.

Four of our Year 8 GATS students, Daniel Everson, Lachlan Lenehan, Zoe Murphy and Willis Thompson accompanied Mrs Kerr to Armidale to participate in a UNE Mathematics day of mathematical challenges. They stayed overnight at PLC College with students from Camden Haven High School. This was another great experience for all those involved.

Each year, at the end of Term 4, the Mathematics faculty reward Year 7 and 8 students for their efforts and commitment to Mathematics throughout the year. We offer them the opportunity to attend an excursion where 90 students see and participate in Mathematics within a fun and action-packed environment.

In an effort to improve student understanding and outcomes achieved, the Mathematics staff are again providing an opportunity for Year 12 and Year 11 students to gain extra help after school. Currently, on Thursday afternoon 3:30 - 4:30pm a staff member is available, on a rotational basis, to offer assistance to enable students to improve their abilities in areas of difficulty. A similar program was offered for Year 10 students in preparation for their School Certificate in Term 4.

The Year 11 and 12 students in Mathematics Extension 1 have had the opportunity this year to be involved in the Southern Network Mathematics program run by Mr Marr. This has involved students attending half-day and full day seminars with other students from around the area. The highlight was the two day camp held at Bonny Hills for Year 12 in Term 3 and Year 11 in Term 4, where students were exposed to presenters from outside of the region. We are hoping that the long term affect is the improvement of HSC results in this course.

Science
We have had another successful year in Science for the students and staff of Wauchope High. Our Year 7 GATS class completed a Living Skills assignment which honed the students’ skills in scientific drawing, bug collecting, macro photography and investigation of electron microscope photography. Year 7 GATS also class entered ‘Murder Under the Microscope’ and successfully found the crime site and victim, but after finding the villain as well, the group reassessed the evidence and went for another villain. Overall they all developed some excellent skills in forensic analysis and group communication, well done! Shortly after, a number of students listened to the exciting tales of the NASA engineering who pressed the launch buttons for the early Gemini rockets. All Year 7 worked hard to grow crystals, fine tune their microscopic vision of microbes and their telescopic vision as they contemplated the universe.

To stimulate competition and excellence, Wauchope High students are encouraged to participate in Australian and Australasian wide competitions. In the UNSW Science competition this year Wauchope High gained six Distinctions, (Benjy Mackiewicz, Daniel Everson, Sharee Patrick, Chloe Houseman, Mason Hicks, Alexander Moore), and seven Credits, (Mitchell Hickson, Tim Cole, Sarah Houseman, Willis Thompson, Daniel McMillan, Samantha Mead, Tristan Koch). The Chemistry competition was also well supported by Year 11, with the Wauchope High group average higher than the NSW state average. Sarah Everson gained a credit, Carey Fletcher a Distinction while Benjy Mackiewicz and Mitchell Hickson both gained High Distinctions. In the Rio Tinto Big Science Competition Wauchope gained three High Distinctions Alexander Moore, (Yr 7), Sarah Houseman(Yr 10), Jacob Camilleri (Yr 10), two Distinctions Charles Bohlsen (Yr 7), Benjy Mackiewicz (Year11) and two Credits (Tristan Koch (Yr 7) and Sarah Everson (Yr 11).

The Science and Engineering Challenge in Kempsey was a blast again for Year 9 and Year 10 students who pitted their best engineering skills
against other schools. Also in January, Year 12 student Anna Rienstra attended Canberra for the National Youth Science Forum learning to manipulate DNA and held the oldest known terrestrial rock and mineral at the ANU Research Schools. She later applied and was selected as as one of three school students in Australia to go to Thailand for the International Youth Science Forum. What an experience!

Recently Year 11 Biology enjoyed their annual ecosystem study at Pilot Beach with interesting finds on the rock platform. Marine Studies students developed skills in SCUBA and whale watching was the best it has been to date. Surfing has also been set up.

The Year 12 Final Assembly saw Tori Hollis as the recipient of the Bob Peate Memorial Award in Chemistry. This is for the greatest improvement in skills and outcomes between Year 11 and Year 12 and is jointly sponsored by the Peate family and the Science faculty.

**Agriculture**

As the year progressed students were busy developing and maintaining gardens and were able to take home produce on a regular basis. Snow peas are a favourite through winter and beans, tomatoes, corn and melons are popular during the warmer months.

With a great winter season and plenty of hay in the shed the animals are thriving, and as this report is being written there are five healthy beef calves and seven crossbred lambs that have just been born. Many of these will be destined for the dinner plate, as much of what we do here at the school farm involves food production. Until then, the calves and lambs will be cared for and monitored by students in all classes.

We have taken part in the Cows Create Careers program again. This is a dairy industry initiative that sees us link with a local dairy farmers and other people in the dairy industry. Students take on the care of two calves for a period of three weeks and need to meet all the needs of the calves for this period. This includes feeding twice a day with milk replacement powder, cleaning out the calf pen and monitoring the health and growth of the calves. A project is done to document the work done by each group of students.

The annual excursion to Gunnedah to look at the AgQuip field days was on again and those students keen on all things farming had a great, but long day. A 3.30am start and 10.30pm finish was enough to exhaust even the most energetic staff and students. Thanks must go to Mr Starr and Ms Wagner for supervising this trip. No doubt the purchases made have benefited the students, their parents and the school.

**HSIE**

The HSIE staff are diverse in nature and teach a wide range of subjects – Ancient History, History Extension, Senior and Junior Geography, Junior History, Business Studies, Legal Studies, Society and Culture, Commerce, Careers and French.

This faculty works as a team and achieves positive outcomes. There is a combination of the experienced and the young and enthusiastic.

HSIE proudly boasts massive participation in student enrichment activities and the undertaking of extra responsibilities within the school environment. Two Year Advisers, ANZAC Day, MUNA, Mock Trial Competition, Sports Organiser, Cattle Team Organiser, Year Camps, Melbourne Excursion, Medieval Days and a visit by Pompeii Archaeologist Jaye McKenzie-Clarke are all examples of such.

The physical environment in the HSIE area has been greatly improved throughout 2011. Rooms F5 and F7 have had window tinting and thousands of dollars have been spent to enable the students to learn in a quality classroom where they will also be able to display their work.

Students in this faculty continue to achieve outstanding outcomes in School Certificate and
Higher School Certificate exams and external competitions such as the Australasian Geography competition. In 2011, 125 students from Years 7 to 11 participated in this competition and attained 13 High Distinctions, 12 Distinctions and 21 Credits.

HSIE challenges the students to develop the confidence to push their academic limits.

**PDHPE**

All PDHPE staff have had a productive and enjoyable year despite some obvious difficulties with building developments, rooming, new subject areas taught by some staff and long stints of wet weather.

Mat Ball once again was a favourite game for the majority of students with the introduction of obstacles late in Term 3 making it a little more challenging for eager classes. Miss Keogh’s PASS class ran a successful Mat Ball competition over many lunch times. Many thanks to all students involved and to Mrs Keogh for the organisation.

Yr 11 enjoyed a day of Skirmish with Mr Clayworth and a reluctant Mrs Halliday to celebrate completion of their course. Many students could boast about their yellow and blue bruises for weeks afterward. They let both teachers off lightly to which they are very thankful, especially Mr Halliday.

**TAS**

We have moved !!! Yes we are at long last in the new TAS Block.

While the new buildings are fantastic we have had our teething problems, (yes there was a day when the teachers got stuck in their staffroom).

Our students have really benefited from the new equipment that was part of the building grant.

Food Technology and hospitality have enjoyed using the new kitchens and the standard and array of skills that can be taught using the new equipment has improved our student learning. Hospitality was even able to run a Barista course and use the coffee machine.

Our Textiles department has really benefitted with the schools purchase of 20 new Bernina sewing machines. These machines are very modern and feature an electronic display, embroidery stitches, while still being able to do the basics of a simple seam and freestyle machine embroidery. Both our textiles and technology classes have really enjoyed using the machines and have produced outstanding work.

The Industrial Arts rooms have been equipped with replacement machines for all the fixed machinery and some new machines that will allow us to introduce new learning outcomes for the students. The future looks bright for us to develop and improve the level of practical skills of our students and we will work closely with the students to lift their project quality.

Our Staff in this faculty have endeavoured to provide a quality learning environment for our students even to the point of all coming in during the holidays and putting extra time into setting up the new building. During the trials and tribulations of packing and moving staff endeavoured to provide quality learning experiences for our students. Our year 12 classes that completed major projects were able to produce a very high standard of work despite moving in the middle of their projects. This is a credit to our outstanding teachers and students.

**Support Unit**

Some of the fantastic highlights of the 2011 year included; whale watching, the marine/ biology excursion, our weekly world cooking adventures and our impressive drama and artistic/craft classes.

Everyone also enjoyed playing sport and participating in lunchtime football kicking with Mr Spurway and Mr Taylor.

This year the SU2 team made a special effort to spend an equal amount of time working hard and having fun. We have taken a particular interest in cooking on Fridays and inviting people from
around the school to dine with SU1 and ourselves at lunchtime. This is a favourite time for all of us to sit down and celebrate the end of the working week. Our Ag Plot has supplied some of the food we serve and we are proud of our effort to cultivate fertile soil and produce superior vegetables.

The highlight of the year for SU3 was perhaps our lunch with local federal member of parliament, Lyne MP, Mr Rob Oakeshott. A generous benefactor donated a sum of money allowing us to have a beautiful lunch at the Boardwalk restaurant in Port.

Many issues were discussed during the lunch. These included, but were not limited to; the current state of our hospitals and roads, immigration and concerns with regards to the over population of Australia, weapons, spray cans, the military and Australia’s involvement overseas, selling uranium to the North Koreans and the voting age.

**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.

In Year 7: Bands range from Band 4 (lowest) to Band 9 (highest)

Yr 9: Bands range from Band 5 (lowest) to Band 10 (highest)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Numeracy – NAPLAN Year 9

**Year 9 Writing**

- Percentage in bands:
  - Bands 5 to 10
  - SSG % in Band 2011
  - State DEC % in Band 2011

**Year 9 Spelling**

- Percentage in bands:
  - School Average 2008-2011
  - SSG % in Band 2011
  - State DEC % in Band 2011

**Year 9 Grammar & Punctuation**

- Percentage in bands:
  - School Average 2008-2011
  - SSG % in Band 2011
  - State DEC % in Band 2011

**Year 9 Numeracy**

- Percentage in bands:
  - School Average 2008-2011
  - SSG % in Band 2011
  - State DEC % in Band 2011
School Certificate

**Percentage of students in performance bands: School Certificate English**

**Percentage of students in performance bands: School Certificate Science**

**Percentage of students in performance bands: School Certificate Mathematics**

**Percentage of students in performance bands: Australian History, Civics and Citizenship**
School Certificate relative performance comparison to Year 5 (value-adding)

Percentage of students in performance bands: Australian Geography, Civics and Citizenship

Percentage of students in performance bands: Computer Skills

Higher School Certificate
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.

Minimum Standards data

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
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<tr>
<td>Numeracy</td>
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</table>
Significant programs and initiatives

Wauchope High School continues its commitment to Positive Behaviour for Learning, (PBL); the 10% On Top program and Peer Support.

The school community chose core values of Care & Respect, Safety and Best Effort. The PBL Team is exploring, implementing and evaluating strategies to enhance core values in playground and class settings.

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 success of this program can be measured by its longevity and the fact that some KLA’s chose to introduce the program into Year 10 in 2011 to assist students in preparing for their School Certificate examinations.

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. Feedback from Year 6 students and our Bago Community Of Schools partners indicates the worth of this program and the esteem to which it is held within our school community.

Aboriginal education

The Indigenous Student Merit Scheme and the Merit Scheme Awards Day were a fantastic success. We had about 25 parents and community members attending the presentation for 45 students who were present and receiving awards. (56%) The invitations were beautifully designed and mailed out to all parents equating to another positive home contact which represented 100% of our Aboriginal student population. Ian Latham (acting SED), Wayne Anderson (SEO2/ acting PEO Aboriginal Education), Mavis Saunders-Heath (AECG President) and Aunty Helen Archibald-Simmons (AEO – Wauchope Public) were all special guests in attendance at the day. Very positive feedback/discussion praising the setting, the format and turnout was shared at the Hastings AECG meeting immediately following the assembly.

Indiginews has continued to be published throughout the year. At least 2 editions mailed home equated to another 2 positive home contacts for each Aboriginal student.

An alternative to suspension program was not developed and may be considered for 2012 as multiple suspensions have been directly tied to attendance problems.

Positive feedback letters are an area for concern and improvement. Only 7 students received letters which is just 11.5% of all Aboriginal students and represents just 1% of the overall student population. With 10% Aboriginal students, this is obviously an under representation of the overall student population. Only 3 out of 55 (5.5%) of permanent staff sent positive home contact letters. I suspect this later statistic represents the focus area for improvement in 2012.

In 2011 just 12 students received more than 3 negative home contacts. This means that the net effect of Indiginews, NAIDOC invitations and Indigenous excellence assembly invitations equates to 49 students (80%) received more positive home contacts than negative. This has exceeded the baseline data by 13% and attained our ambitious 2011 target.

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The NAIDOC Celebration Days were again a successful event with many parents in attendance and positive feedback from parents.

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students included)</th>
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<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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and students. Indigenous Art workshops, Storytelling and Bush Tucker Cooking were all part of the week and thanks to a funding grant we were able to pay many of our community members to deliver these sessions.

The PLP days held early this year were a huge success. Of our 61 students over 95% now have a PLP and at least 70% of these were produced in consultation with parent participation. We hope to continually revisit this success in future years, however the real challenge will be getting teachers to use and apply the PLP information in the classroom.

The culturally relevant writing resources were produced by Andrew Lord and were made available to teachers before the 2011 NAPLAN.

The NAPLAN results for 2011 were a resounding success and provided much of the energy for the Indigenous Excellence assembly celebration.

Our Aboriginal students performed exceptionally well on the improvement scales across all aspects of testing. They outperformed their cohort across the school, the region and the state. In the test aspect of Numeracy, 40% of students achieved equal to or greater than expected growth, outperforming our target by 15%. In the test aspect of Reading, 60% of students achieved equal to or greater than expected growth. This exceeded our baseline data by 10%, however we did not quite reach our target of 75%.

**Multicultural education**

In 2011, Wauchope High School hosted the 36th annual Cumberland High School interschool visit. This visit provides our students with sporting, academic and cultural experiences. Students from our rural school billeted students from the multi cultural urban environment of Cumberland over the three day exchange. Students and families within our school community continue to enthusiastically support this interchange of cultural experiences.

**Other programs**

**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 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 Anti-Bullying programs, 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.

**Progress on 2011 targets**

**Target 1**

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

Our achievements include:

- Utilisation of Staff Development Days for professional learning for explicit teaching writing techniques.
- Pre and post testing data demonstrated that 80% of students in Years 7 – 9 improved significantly.
• Parent feedback strongly supported the positive acknowledgement certificates for Improvement in Literacy.

Target 2
To improve NAPLAN results for Year 9 2011 by 5% from Year 7, 2009.

Our achievements include:
• Reading results improved by 7%
• Spelling results improved by 7%
• Grammar & Punctuation results improved by 6%
• Numeracy results improved by 6%
• Reading results improved by 7%
• Measurement Space & Geometry results improved by 5% and
• Number, Pattern & Algebra results improved by 7%

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 2011 our school carried out evaluations of our Literacy strategy and our HSIE faculty.

Educational and management practice
Literacy strategy across KLA’s

Background
The literacy team worked with the literacy consultant to introduce a cross KLA strategy to further improve writing. The team evaluated previous NAPLAN data and decided to focus on writing setting two targets. Those targets were linked to the spelling of more complex words and the use of linking words. These two in combination were judged to be the most likely skills to improve students writing in line with the targets set by the team. Staff Development Days were used to train staff in the use of the spelling strategies including those published with the SMART data (these strategies are published as part of the whole NALAN literacy and numeracy package). Although only one term and a few weeks into a three year strategy, it was possible to evaluate the success of the strategies put in place during Term 1 using the 2011 NAPLAN data. Staff were also asked to pre and post test targeted literacy skills. The Aboriginal Education Team also focused on literacy working with targets set by the literacy team. Together they set up a shared folder used by both teams which has become a resource for the teaching of literacy thereby further developing the school as a learning community in literacy.

Findings and conclusions
The pre and post tests made it clear that the explicit teaching of spelling complex words was successful. All staff were happy with the process and commented on the significant improvement students had made. Data collected by staff demonstrated that up to 80% of students in Years 7-9 improved significantly and up to 90% showed some improvement. We celebrated students’ success at Year Assemblies with the vast majority of students receiving certificates of improvement in literacy.

2011 NAPLAN data also demonstrated significant improvement in spelling. From the SMART data highlights page “Year 7 have improved by 31 scale scores from the 2010 data in the test aspect of Spelling.” Our Year 9 students (with a scaled score demonstrating growth of 41 points in spelling) outperformed our local like school group (scaled score of 34.9) by 6.1 points and the State (scaled score of 35.8) by 5.2 points. In Year 7 in 2009, 0% of students spelt difficult words correctly, whereas 33% of the same cohort of students could spell difficult words in Year 9 2011. Spelling is reported on using six different levels in NAPLAN and each of those levels demonstrated a significant improvement. For example, in both Year 7 2009 and Year 9 2011 not one of our students scored in the lowest two levels or bands. However 49% of Year 7 in 2009 scored 3, the third level up. Year 9 2011 saw only 4% of those students scoring a 3. By Year 9 96% of students scored in the top three levels compared to only 51% when those students were in Year 7.
The literacy team worked in collaboration with the Aboriginal Education team to provide access to culturally relevant resources to our Aboriginal students. Our indigenous students made the same gains in spelling as our non-indigenous students. This collaboration also demonstrated significant results in other areas. From the school highlights page, “Year 9 (Aboriginal-11 students) are 9 scale scores above the state average in the test aspect of Reading.” and “Year 9 (Aboriginal-11 students) are 17 scale scores above the state average growth in the test aspect of Reading.” This is certainly indicative that the literacy strategy at Wauchope High School is successful at bridging the gap.

A staff evaluation of the strategy in Term 4 demonstrated that when moving into writing paragraphs, staff found it difficult to develop a pre and post test that effectively and efficiently provided data to the literacy team. This said, the data that was collected using pre and post tests in class confirmed that the explicit teaching of paragraphing in KLAs did impact positively on the accuracy and length of paragraphs. It also established that the literacy team had more work to do in building background knowledge in this area of literacy across KLAs.

There were concerns expressed by a number of staff that the strategy needed to develop extra steps rather than moving straight from spelling to paragraphing and then into a complete persuasive text. They would like to see the continuation of the successes of the strategy but felt that both staff and students would benefit from slowing down. The results of students’ pre and post tests were positive but not as remarkable as those for spelling further suggesting the need to review the strategy for 2012. NAPLAN data which demonstrated that our students’ development and use of paragraphs was below state average gave solid direction to the literacy team.

At parent/staff interviews, parents commented that for many students, the “improvement in literacy certificate” was the first time their achievement was publicly acknowledged. They would like to see the continuation of year assemblies that recognise achievement across the school. They also clearly wanted more opportunities to meet with their children’s teachers.

**Future Directions**

2012 will see the continuation of the literacy strategy across KLAs. Changes have been made to the strategy based on classroom and NAPLAN data and a staff evaluation.

In 2012, the strategy will continue:
- focussing on spelling including the spelling of transitional (linking) words
- to pre test so that students will not be taught literacy skills they have already mastered
- to post test in order to measure success

In 2012, the strategy will explicitly teach:
- Recognition of a topic sentence at the beginning of a paragraph
- Recognition a topic sentence elsewhere in a paragraph
- Deconstruction of paragraphs onto a scaffold
- The writing a topic sentence for a set of sentences which will make up a paragraph
- The development of cohesive, linked paragraphs with the view to move on to persuasive texts

**Curriculum**

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

**Background**

Through professional discussion and faculty monitoring by the Principal and Head Teacher, in 2011 the HSIE faculty was reviewed in regard to:-
- Faculty Planning and management
- Teaching and Learning
- Assessment and Reporting

**Findings and conclusions**

**Faculty Planning and Management:**
Feedback from all surveys indicated a high level of satisfaction with faculty planning and management. The faculty was seen to be well organized with team members working in an
environment that encouraged sharing of programs, resources and teaching strategies.

HSIE course outcomes are well articulated and understood by staff and students; assessment procedures are clear and well understood by staff and students.

Teaching and Learning:
Students are aware of course expectations and requirements however it was generally agreed by staff that one area that required improvement was in regard to students taking greater ownership for their learning.

Assessment and Reporting:
Assessment policies are well documented and understood by staff and students. Policies are consistent with BOS and DET policies.

Future directions
In 2012 the HSIE faculty will be required to develop strategies to better engage students; establish common expectations to be ‘on task’ and develop a culture of shared ownership for learning.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers on bullying.

Student surveys consisted of 32 questions relating to whether they felt they had been bullied at school and whether they had ever participated in bullying another student. The survey consisted of questions relating to cyber and non-cyber bullying. For each survey question response options were “Never”, “Once in a while”, “Often” and “Very Often”. Responses were collated by Year group, by gender.

The staff survey took the form of a situational analysis with 21 questions relating to how staff would respond to a bullying situation.

An analysis of student responses is presented below.

Questions relating to student being the victim of non-cyber bullying indicated:

- 17% of students indicated they never “get called names by others” and 54% of students indicated they once in a while “get called names by others”.
- 33% of students indicated they never “get picked on by others” and 48% of students indicated they once in a while “get picked on by others”.
- 66% of students indicated they never “get hit and pushed around by others” and 22% of students indicated they once in a while “get hit and pushed around by others”.

Questions relating to student being the victim of cyber bullying indicated:

- 63% of students indicated they never “have been sent abusive text messages, emails or had them posted on Facebook” and 28% of students indicated they once in a while “have been sent abusive text messages, emails or had them posted on Facebook”.
- 93% of students indicated they never “have been sent upsetting images electronically” and 5% of students indicated they once in a while “have been sent upsetting images electronically”.

Questions relating to student being a part of non-cyber bullying indicated:

- 65% of students indicated they never “give soft kids a hard time” and 24% of students indicated they once in a while “give soft kids a hard time”.
- 76% of students indicated they never “like to get into a fight with someone I can easily beat” and 18% of students indicated they once in a while “like to get into a fight with someone I can easily beat”.


Questions relating to student being part of cyber bullying indicated:

- 80% of students indicated they *never* “have sent abusive test messages, emails or posted them on Facebook” and 17% of students indicated they *once in a while* “have sent abusive test messages, emails or posted them on Facebook”.
- 95% of students indicated they *never* “have sent upsetting images electronically” and 4% of students indicated they *once in a while* “have sent upsetting images electronically”.

As a result of student responses in 2011 the school:

1. Evaluated and re-wrote the Anti-Bullying Policy
2. Re-wrote the bullying section of the Welfare Policy
3. Held a Cyber Smart day
4. Used the parent information flyer on the Bullying No Way web site as a model to produce an information flyer for students and parents.

**Professional learning**

Wauchope High School encourages all staff to take advantage of the multitude of courses on offer. In 2011 all professional learning funds were exhausted with 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 using technology to increase student engagement.

Staff Development Days focused on Quality Teaching, Literacy strategies, Aboriginal Education and Positive Behaviour for Learning.

**School planning 2012—2014**

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

**School priority 1**

**Outcome for 2012**

Aboriginal students and families broaden and extend engagement with teaching, learning and the school community.

**Strategies to achieve these targets include:**

- Continue to develop effective school transition programs for Aboriginal students.
- Monitor and evaluate personalised learning plans for Aboriginal students.
- Foster Aboriginal student leadership.
- Celebrate Aboriginal culture as a significant part of our school community

**Our success will be measured by**

- Personalised learning plans will be used to more deliberately support individual student progress
- The establishment of a junior AECG.
- Our school will continue to celebrate Aboriginal culture at positive whole school events
School priority 2

Outcome for 2012

Professional learning which enhances teacher skills in meeting student needs

Strategies to achieve these targets include:

- improve staff involvement in school plan implementation
- support of teams to address priorities for student learning
- to make the most effective use of professional learning funds
- to address the needs of staff for professional learning

Our success will be measured by

- effective induction programs each year
- needs of beginning teachers identified and addressed
- access to continuing professional learning for aspiring leaders

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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