

Wollumbin High School Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of Wollumbin High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Karen Connell

Principal

School contact details

Wollumbin High School

North Arm Rd

Murwillumbah, 2484

www.wollumbin-h.schools.nsw.edu.au

wollumbin-h.School@det.nsw.edu.au

6672 5121

Message from the Principal

Wollumbin High School (WHS), established in 1995, is a small, comprehensive, rural school situated in Murwillumbah. We expect our students to make learning a priority, to act safely and be respectful within an environment fostered by staff of high expectations, educational excellence and student success. The professional and experienced staff are student focused and dedicated to providing a full range of curriculum and extracurricular choices for students from Years 7 to 12. Our small class sizes, learning support centre and academic extension classes provide students with the opportunity to succeed in their learning. Aboriginal and Torres Strait Islander students negotiate personal learning plans, are represented in leadership and all levels of achievement within the school.

We work closely with our partner primary schools (CoS) and actively with the Tweed (T5) high school network on shared professional practice and opportunities for students. Academic, citizenship, sporting and cultural achievements are acknowledged in the awards structure. Many students achieve at state level in academic, sporting and cultural areas. The Student Representative Council is an active leadership group within the school. The annual MADD concert, animations screening, band, choir, sporting teams, debating, photography club and Korean sister school activities provide additional opportunities for students. Quality education is further enhanced when the school, parents and community work in partnership to support student learning. Strong parent and community support is evident through our volunteer tutor program and the quality portfolio program. The Parent & Citizens Association is an active group who work closely with the school to support all students.

I am constantly impressed with the achievements of students, the dedication of staff and the support of parents and community. During 2016 we shared many success stories with our community through our newsletter, the Wollumbin Talkabout. The 2016 Annual Report is further testimony to the achievement of our students, the partnerships forged with our community, the challenges faced by the school and our commitment to continuous improvement.

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.

Karen Connell

School background

School vision statement

Our students will be informed, active learners who embrace new opportunities and contribute positively to their communities as confident citizens.

School context

Education has been traditionally about acquiring knowledge. Wollumbin High School (WHS) recognises the importance of core knowledge and skills and explicitly teaches these. We focus on developing capabilities which prepare students to take their place in a global, complex and competitive world. These are academic achievement, academic endeavour, self-directed learning, effective communication, respectful behaviour, problem solving and decision making, cooperation and teamwork, service to others, leadership and creativity and innovation.

Thus teaching and learning activities focus on cultivating critical thinking, collaboration, creativity and communication skills through engaging, challenging, and meaningful experiences. To be future ready our students need to be self-reflective, willing to take ownership of their learning and feel supported so they accept mistakes and challenge as components of learning. Staff are responsive to the needs of students and increasingly utilise data and research to guide practice within a culture of collaboration. Close partnerships with parents, our educational community and the broader local community are essential to maximise learning outcomes for students and continues to be a focus of our school.

We are committed to the provision of high quality educational experiences for every student.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The executive charted progress against the milestones identified in the school plan. Reflection and our self-assessment process will further assist the school to refine strategic priorities in our school plan. Evaluation of evidence enabled mapping of progress against the School Excellence Framework. Future directions evident from the School Excellence Framework were embedded into the 2017 milestones as part of the 2015–2017 Wollumbin High School Plan to drive further improvements in the delivery of education to our students.

In the domain of Learning, our focus has continued to be on student engagement and learning through Key Learning Area (KLA) identified action research projects supported by targeted professional learning. Positive behaviour for learning strategies are used to explicitly teach behaviours designed to settle students into learning promptly and builds on the successful implementation of non-classroom setting expectations. School expectations are explicitly taught to all students by the deputy principal and reinforced by staff. A wellbeing focus underpins the learning culture of the school. School programs address the identified needs of individual students. Attendance is regularly monitored and action is taken promptly to address issues with individual students. Community involvement through the learning and support program and the quality portfolio program contributes to a positive learning culture within the school.

In the domain of Teaching, an evidence based approach guides teaching. Teachers analyse and use data to understand the learning needs of students and adjust their teaching accordingly. Detailed data from the Wollumbin CoS enhances transition from Year 6 to 7 as WHS staff access this information. Learning and Support Teachers (LaST) work closely with teaching staff and parents to support student learning. Teachers access personalised learning plans of Aboriginal and Torres Strait Islander students to support their learning. Collaborative practice is evident amongst staff with professional learning opportunities enabling reflection and evaluation of KLA action research project outcomes. Teachers participate in professional learning targeted to school priorities and their professional needs.

In the domain of Leading, students are involved in leadership roles in the school and across the Tweed (T5) network. Teams, comprising all staff, have been successful in leading initiatives and professional learning at staff meetings and

school development days. WHS executive are active within the T5 network sharing strategies and resources, building capacity of staff and providing collective learning opportunities for senior students. Aspiring leaders within the school are provided with professional learning opportunities appropriate to their professional development plans which align with the Australian Professional Standards for Teachers. The school leadership team communicates clearly about school priorities and practices, has accountability and evaluation practices aligned with the school plan and system requirements in place and focuses on quality curriculum delivery.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Confident, resilient, future ready students

Purpose

Preparing students to be contributing citizens by cultivating critical thinking, collaboration, creativity and communication skills will result in students who are better prepared to meet the challenges of future life and work.

Overall summary of progress

Our continued focus on positive behaviour for learning will move into the classroom implementation phase. Our continued focus on improving literacy skills of students will enhance their capacity to be successful at HSC, further education or full-time employment. The senior success program was integrated in the 2016 mentoring program with additional workshops conducted during school hours. The rock and water program was implemented across all of Year 7. Implementation of 8 Ways of Learning strategies provided enhanced learning opportunities across all KLAs. Professional learning opportunities on data analysis supported staff focus on differentiation to meet student learning needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Retention from year 10 to HSC is closer to the state figure	This target is still a challenge to meet. Aboriginal background loading and Norta Norta funding enabled employment of tutors and a mentor to support Aboriginal and Torres Strait Islander students. HSC tutoring, careers education and the senior success program are contributing to progress with this target.	Norta Norta \$36,642 Aboriginal Background Loading \$19,500 Socio-economic funding \$9,000
The Wellbeing Framework implemented.	This target has not yet been achieved. The wellbeing steering committee gathered data from students, parents and staff to provide as background to develop a strategic plan in 2017.	Socio-economic funding \$2,700
All teachers differentiate for individual student difference.	Staff are meeting this target and continue to maintain focus on differentiation.	

Next Steps

Maintain focus on careers education program and continuum of learning stages 3 to 6.

Continue refining the senior success program.

Continue the whole school approach to study skills, building independent research skills and embedding the 4Cs in learning activities.

Commence classroom phase of behaviour for learning and build an implementation matrix.

Participate in the Tell Them From Me survey and compare to 2015 data.

Develop and communicate strategic approach to implementing the Wellbeing Framework.

Strategic Direction 2

High quality, informed educational experiences

Purpose

Providing high quality learning opportunities will result in greater engagement and students who can demonstrate the essential skills and abilities needed to be successful in a complex and competitive global environment

Overall summary of progress

Quality teaching, assessment and the use of effective feedback continued to be focus areas for professional learning for staff. Assessment task rubrics contain a student self reflection component. The confident use of data to guide teaching practice is building with staff considering external and internal sources of data. The science KLA maintained their no new learning days to enable remediation, consolidation and extension in stage 4. The whole school literacy program targeted grammar and the school maintained its focus on sustained writing. Staff worked on increasing student achievement across the Aspect of Writing on the Literacy Continuum. The provision of a book for staff of samples at various cluster levels assisted in this process. In the mentoring program students were engaged with explicit teaching of punctuation skills to improve this aspect of their writing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Decrease the over representation in band 7 NAPLAN Numeracy Year 9 to reflect state percentages in bands 9 and 10.	The gap between the state percentage and the school percentage has decreased by 4% including a 5.8% decrease in students in band 5/6 and a 9.4% increase in band 8. Strategies implemented in Mathematics led to 96.5% of all Year 9 NAPLAN questions being attempted, with 93% of students completing more than 85% of the numeracy papers.	
70% of students achieve at or above National Minimum Standard for Year 9 Writing.	The target was achieved. 80% of students in Year 9 achieved at or above the National Minimum standard.	Socio-economic funding \$3000
100% of students are completing the self reflection and feedback components of assessment tasks.	This has not been achieved. It needs to continue to be a focus for staff as a component of assessment and learning.	

Next Steps

Implement next phase of the whole school literacy program which involves explicitly teaching specified skills required to improve writing outcomes. Years 7 –10 students will engage with a more detailed and in-depth literacy skills program in English. Years 7 – 10 will be involved in literacy activities on parts of speech during mentoring.

All staff will maintain their focus on differentiation, modification and adjustments to meet the needs of students including learning extensions.

KLA action research projects maintained.

KLAs maintain their focus on strategies to improve student response to the self reflection component on assessment tasks.

Explore STEM opportunities.

Strategic Direction 3

Enhanced, collaborative learning community

Purpose

Ensuring collective responsibility for a culture of improvement of student learning outcomes, learning environments, collaboration and inclusivity will build stronger educational partnerships and enhance student achievement.

Overall summary of progress

The implementation of the Performance and Development Framework and classroom observations engaged staff in reflective professional planning and feedback. Teachers work beyond their classrooms to contribute to broader school, network and community of schools projects. A T5 school development day enabled collaboration and learning with colleagues from other schools. KLA action research projects and team plans enabled a collaborative approach to meeting school strategic directions. The use of Sentral as a management and communication tool was expanded. The wellbeing steering committee conducted surveys and provided professional learning opportunities to inform the school's development of a strategic plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff share expertise and best practice across KLA and/or the broader learning community.	This target has been achieved. Staff will maintain this focus on sharing best practice.	Professional Learning funds
Parent/carer school communication improved through use of technology.	There has been some improvement. The Mind Matters survey to parents was sent via email leading to an increase in parent responses to a survey. In term 4, SMS absence messaging was trialled with Year 10 parents and received a positive response.	Global and Community Engagement funds
100% of staff have engaged in the PDP, observation and feedback process.	The target has been achieved.	

Next Steps

Maintain implementation of team projects and staff leading professional learning for colleagues.

Implement whole school SMS messaging of student absence.

Expand use of email and SMS to communicate school business to parents.

Careers education flyer, wellbeing and technology information included in school newsletter.

Continued opportunities for implementation of observation and feedback to support Performance and Development Plan implementation by staff.

Term 2 school development day to include CoS teachers. Term 3 school development day will include T5 networks.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>In 2016 funding from North North and Aboriginal background loading was combined to enable significant student support.</p> <p>All Aboriginal and Torres Strait Islander students are fostered and supported through the process of developing personal learning plans and student profiles that target their individual needs.</p> <p>An Indigenous mentor was employed four days per week to support our Aboriginal and Torres Strait Islander students. Two tutors were also employed to provide additional support with assessment tasks, in class learning and to reduce N notifications leading to successful course achievement.</p>	<p>\$71,935 comprising Aboriginal background loading and North North funds.</p> <ul style="list-style-type: none"> • (\$0.00)
Low level adjustment for disability	<p>Fifteen students were involved in 10 week intensive reading programs. Students improved their reading rate, accuracy and comprehension.</p> <p>Sixty five students had allocated lessons in learning support, per cycle, for intensive literacy programs, mathematics tutoring, classwork, homework or assessment task support. Students involved in the intensive literacy program achieved growth greater than the school or state average in their Year 7 to Year 9 NAPLAN reading and spelling results.</p> <p>Eighteen Year 10 students tutored targeted students from Year 7, 8 or 9 to assist them build literacy skills and reading confidence.</p> <p>Learning and Support Teachers (LaST) and School Learning and Support Officers (SLSO) assisted two hundred and thirty six students with quality portfolios, classwork, homework, assessment tasks, proof reading and to access scribes and readers. SLSO were also involved in in-class support across all KLAs, individual literacy programs and revision of learning. Students showed increased confidence in the completion of tasks and improved outcomes.</p> <p>LaST accessed additional relief days to conduct parent meetings, attend student enrolment interviews, work with teachers on modification and adjustments for learning, and compiled student profiles.</p> <p>LaST co-ordinated the community volunteer tutor program. The volunteer tutors contributed an average of 60 hours a fortnight. Students benefited from the additional 1 on 1 support and small group tuition.</p>	<p>\$43,996</p>
Socio-economic background	<p>Targeted writers program stage 3–6 and literacy initiatives to expand opportunities for students.</p>	<p>\$126,032</p> <ul style="list-style-type: none"> • (\$0.00)

<p>Socio-economic background</p>	<p>Teacher release to support the quality portfolio program to encourage reflection and student focus on learning.</p> <p>Technology resources including laptop banks for student access in KLAs, Read and Write Gold program, science software and equipment, music software, Maths on Line and Study Skills on Line.</p> <p>Resources for KLA programs and library to enhance learning programs.</p> <p>Transition to high school program to encourage positive engagement with high school.</p> <p>Student wellbeing support through year adviser release and peer mediation training.</p> <p>Head teacher and teacher release to implement KLA action research projects and team plans.</p> <p>Additional staff professional learning and resources.</p> <p>Project managers commenced research and preparation for the 4Cs and study skills project.</p> <p>Student support programs such as student assistance (uniforms, footwear, school fees and excursions), senior success program, HSC tutoring, homework help and student planners to enhance equity of educational opportunity.</p>	<p>\$126,032</p> <ul style="list-style-type: none"> • (\$0.00)
<p>Support for beginning teachers</p>	<p>Three permanent beginning teachers received targeted funding for their first year of teaching and one teacher continued with the second year of funding support.</p> <p>Support strategies were negotiated including timetable concessions, release time for programming, assessment and resource development, additional professional learning and an induction program. Mentor support was provided.</p> <p>All received support with accreditation processes and the Performance Development Framework.</p>	<p>\$44,214</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	235	231	216	231
Girls	223	212	244	245

Student attendance profile

School				
Year	2013	2014	2015	2016
7	90.8	93	93.5	93.3
8	89.8	89.1	91	91.9
9	87.1	88.8	90.7	91.3
10	83.7	88.4	89.2	89
11	89.1	89.8	91.9	89.1
12	86.1	89.3	89	93.1
All Years	87.8	89.8	91	91.2
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

Rolls for Years 7 to 11 are marked in mentoring each morning in addition to period by period marking by classroom teachers. Year 12 are marked period by period by classroom teachers. Parents are contacted by phone or by letter if absences are not explained promptly. In term 4, the school trialled SMS absence notification to Year 10 parents prior to a planned introduction in 2017. Concern regarding student attendance is raised with parents by the deputy principal and year advisers. The home school liaison officer supports the school with individual cases.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	7	28	10
Employment	13	21	28
TAFE entry	33	17	12
University Entry	0	0	34
Other	40	17	2
Unknown	7	17	12

The percentages for Year 10 and Year 11 reflect the students who left during 2016 or at the end of the school year.

Year 12 students undertaking vocational or trade training

40% of Year 12 students studied one or more vocational courses, contributing to the successful completion of their HSC.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of our Year 12 students attained HSC or equivalent vocational education qualifications.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	25.2
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	0
School Administration & Support Staff	7.18
Other Positions	5.7

*Full Time Equivalent

7% of the staff at Wollumbin High School are of Aboriginal and Torres Strait Islander heritage.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	76
Postgraduate degree	24

Professional learning and teacher accreditation

The school was allocated \$45,479.42 for professional learning. Staff were involved in activities within and beyond the school. These included workshops, conferences, training days, program development and T5 collegiate activities. Focus topics included syllabus implementation, Vocational Education Training (VET), implementation of literacy strategies, quality teaching, technology skills development and workshops to support student welfare. Staff also utilised technology to access professional learning opportunities.

The school development days focused on quality teaching using Marzano research, literacy, CPR, anaphylaxis and a combined T5 day built on an evidenced based research platform led by head teachers from across the five high schools for all staff.

The executive team participated in two T5 combined executive afternoons. One focus was on leading challenging conversations and the other afternoon focused on analysing HSC data led by a BOSTES officer.

Head teachers met once per term with other T5 KLA head teachers and focused on student engagement, curriculum development and sharing of best practice.

Additional funds were drawn from the Resource Allocation Model (RAM) equity funding providing additional opportunity for professional learning for staff and expansion of resources for the professional reading library.

One new scheme teacher gained their accreditation at Proficient stage and one maintained accreditation at Proficient stage of the Australian Professional Standards for Teachers.

Staff ensured any knowledge or strategies gained through professional learning was shared with colleagues. Professional learning contributed to the professional growth of staff and improved student outcomes at Wollumbin High School.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary of financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	373 035.51
Global funds	438 994.08
Tied funds	536 977.00
School & community sources	211 590.79
Interest	10 701.10
Trust receipts	124 637.15
Canteen	0.00
Total income	1 695 935.63
Expenditure	
Teaching & learning	
Key learning areas	37 549.39
Excursions	95 778.06
Extracurricular dissections	74 969.91
Library	1 834.27
Training & development	7 409.82
Tied funds	561 072.53
Short term relief	164 534.91
Administration & office	157 613.52
School-operated canteen	0.00
Utilities	97 128.09
Maintenance	40 246.59
Trust accounts	29 532.90
Capital programs	16 333.22
Total expenditure	1 284 003.21
Balance carried forward	411 932.42

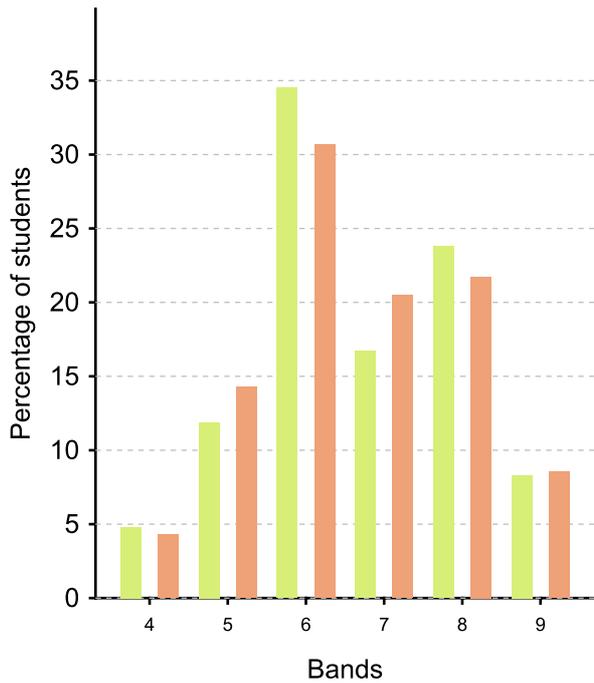
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

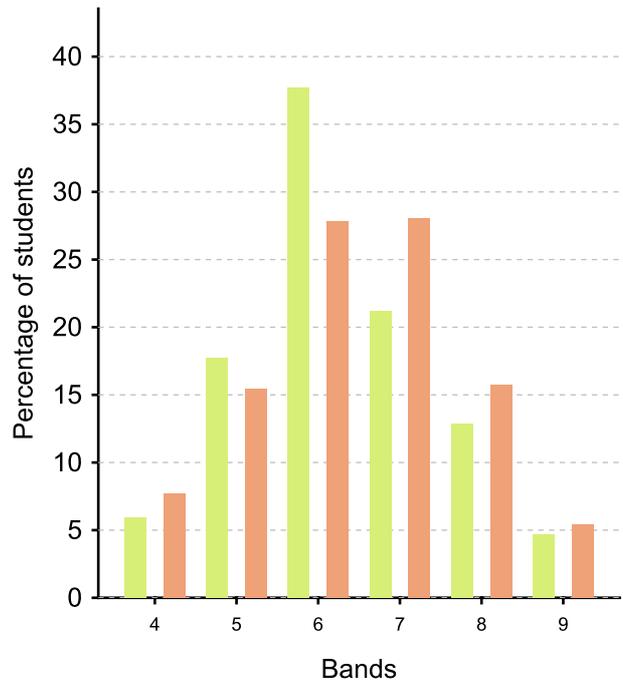
NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

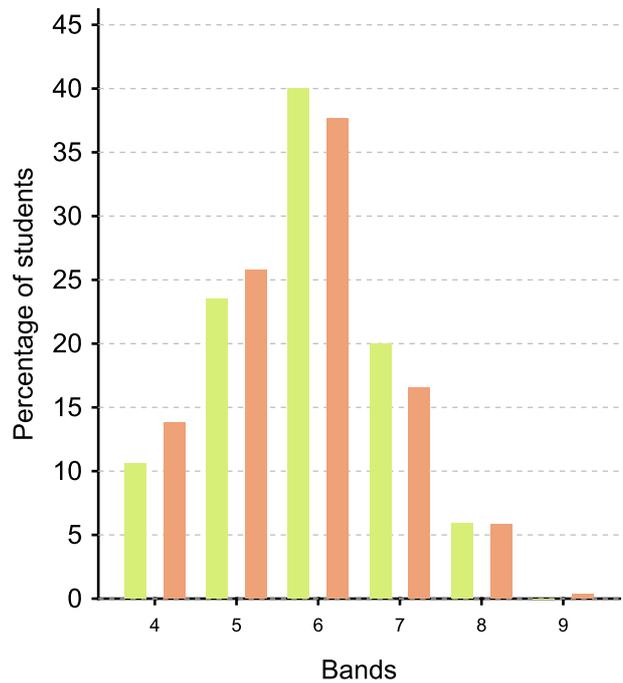
Percentage in bands:
Year 7 Reading



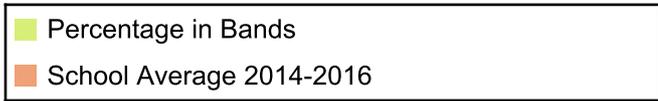
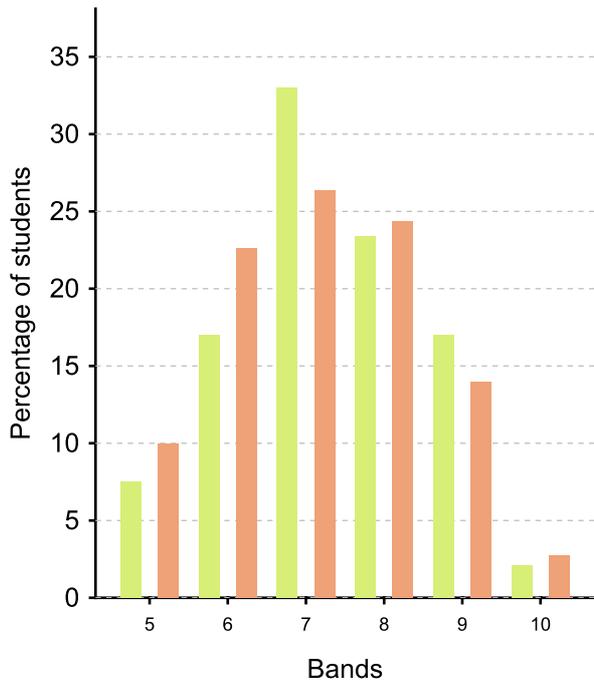
Percentage in bands:
Year 7 Spelling



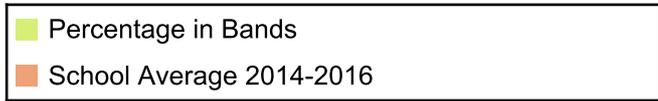
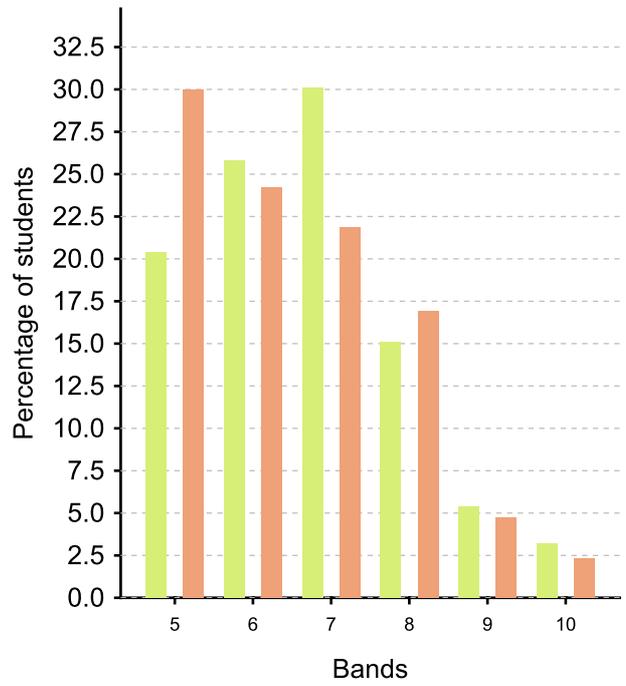
Percentage in bands:
Year 7 Writing



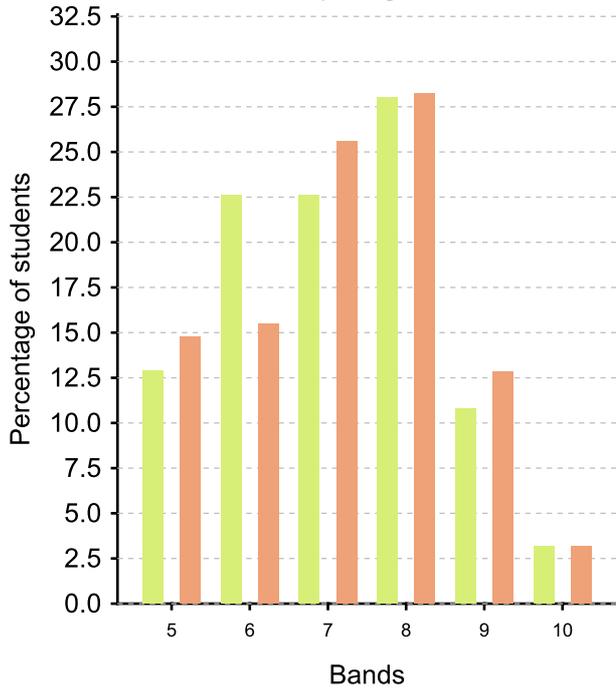
Percentage in bands:
Year 9 Reading



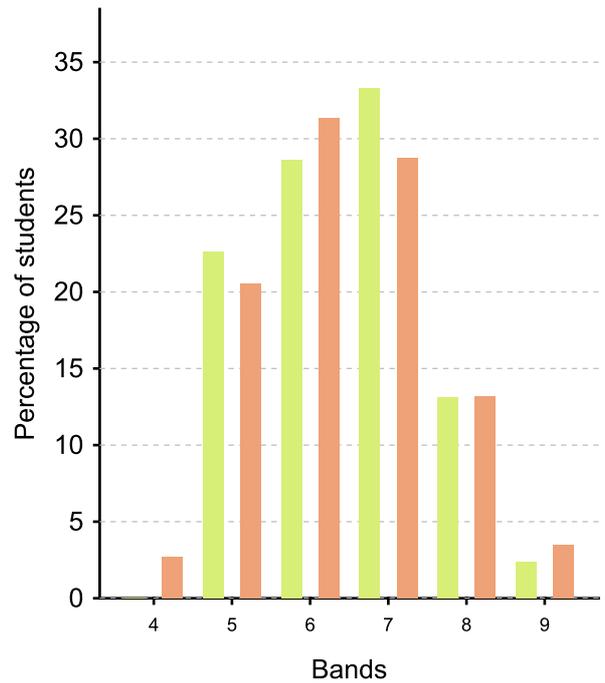
Percentage in bands:
Year 9 Writing



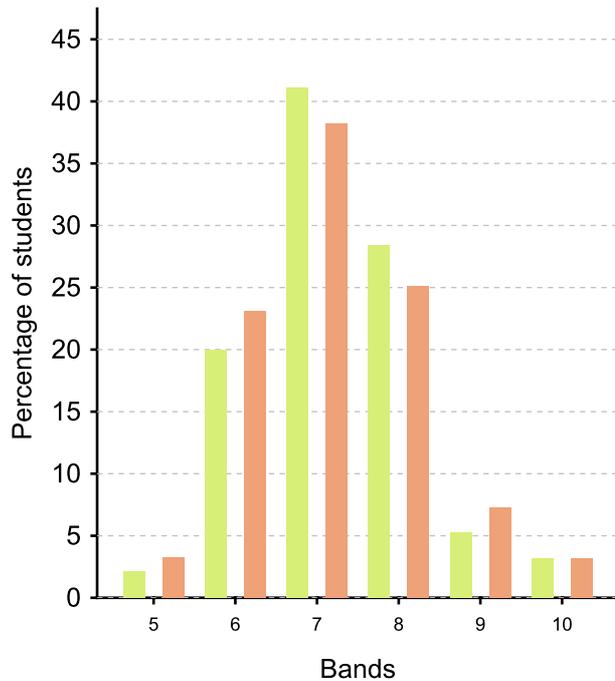
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 7 Numeracy



Percentage in bands: Year 9 Numeracy



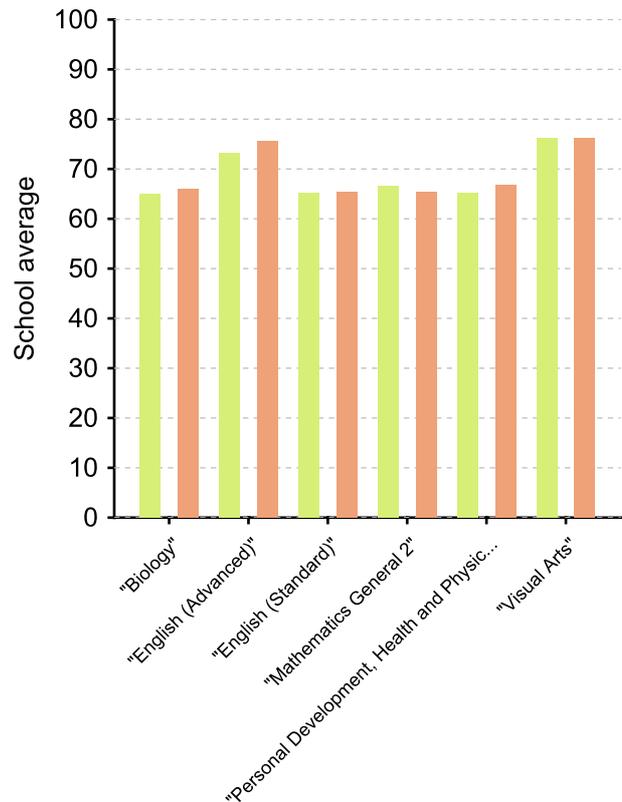
■ Percentage in Bands
■ School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the *Find a school* and select GO to access the school data.

In 2016, 32% of students in Year 7 achieved in the top two bands for Reading, and 15% achieved in the top two bands for Numeracy. 19% of students in Year 9 achieved in the top two bands for Reading, with 8% in the top two bands for Numeracy.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



■ School 2016
■ School Average 2014-2016

Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of students, parents and staff using the Mind Matters survey tool. Their responses are presented below.

- A positive school community was identified however addressing bullying behaviours needs to be reviewed and communicated.
- Programs to build student resilience would benefit students.
- The impact of positive mental health and wellbeing on student outcomes was acknowledged by the school community. Awareness of supportive programs and how to access such support was identified as a future direction.
- Initiating conversations with parents on student mental health and wellbeing can be challenging for staff. Further professional learning for staff would be beneficial.

Policy requirements

Aboriginal education

Funding from Aboriginal background loading and Norta Norta contributed to the support of students. All Aboriginal and Torres Strait Islander students are fostered and supported through the process of developing personal learning plans and student profiles that target their individual needs.

The 8 Ways of Learning strategy continued to be a focus for KLAs. Implementation was reviewed utilising survey and focus group strategies and was found to be positive in impact.

Aboriginal perspectives and learning strategies have been enhanced through the targeting of resources. The Circular Rhythm workshop, NAIDOC week activities, ANZAC Day assembly, Close the Gap Cup and Bush Tucker garden initiatives contributed to enhanced knowledge and understanding of Aboriginal culture and histories.

Multicultural and anti-racism education

Implementation of the Multicultural Education Policy and Anti-racism Policy is a whole school process.

Multicultural education is acknowledged through the ongoing relationship with our sister school, Cheongju Foreign Language High School and video link-up lessons with schools in South Korea. KLAs promote multicultural perspectives through a range of learning opportunities.

Activities to develop understanding of racism and discrimination and the role of the Anti-Racism Contact Officer (ARCO) are incorporated into the mentoring program. The ARCO speaks on assembly, addresses issues promptly and models expected behaviours. Staff commitment and implementation of the positive behaviour for learning program emphasises respectful behaviour.