Alstonville High School

Our community values integrity in all aspects of life

Values

We value and support:
- A positive, healthy and safe learning environment
- Respectful attitudes and actions
- Diversity
- Pursuit of personal excellence
- Service to community
- Team work
- Quality learning and teaching
- Initiative, leadership and self-discipline

Learning

We aspire to be:
- Life-long learners
- Creative and critical thinkers
- Effective communicators
- Skilled in literacy and numeracy
- Independent and organised
- Competent and innovative with technology
- Environmentally, socially and culturally informed
- Caring and compassionate
**ALSTONVILLE HIGH AT A GLANCE**

*Our school is consistently described as one of the most successful schools on the North Coast of NSW, placed amongst the top 200 schools in the state for its HSC results for over a decade.*

Alstonville High School is located in an attractive location in a quiet part of Alstonville surrounded by rainforest and farmlands. Our school caters for all learners with an academically selective stream, comprehensive stream and individual support for students with learning difficulties.

Significant programs and initiatives in 2011 included:
- Celebrating our school’s 25th birthday
- Launching our new web page
- Participation in the Flexible School trial
- Implementing our new Student Well-being policy
- Finalising our new school uniform ready to start in 2012
- Reworking our approach to supporting Gifted and Talented students
- Developing a new Boys’ education strategy
- Developing stronger links with Plateau to the Sea learning community

**PRINCIPAL’S MESSAGE**

The School’s motto of Integrity emphasises the importance of strong principles and values supported by a commitment to high quality teaching and learning.

We enjoy very strong links with the local community. Strong ties with our local primary schools and neighbouring high schools facilitated by the creation of the Plateau to the Sea learning community saw a continued growth in opportunities for our students including newly created Plateau instrumental and choral groups.

Alstonville High School strives to ensure a quality, balanced program for all students. We have established a proud record of excellence in academic, cultural and sporting achievements.

**P&C MESSAGE**

2011 was a very productive year for Alstonville High School Parents and Citizens Association. Greater involvement in school activities has deepened our understanding of our role and responsibilities within the school and enriched the bonds uniting our school community.

Leading up to the school’s 25th anniversary celebrations, the P&C funded the publication of a book “Alstonville High School - The First Twenty-five Years”. We also organised, subsidised and participated in a very well attended working bee to beautify the school grounds.

A new school uniform has been introduced after almost two years of consultation and collaboration between the P&C and the school community. This change has been regarded positively by both the school and the wider communities and sends a message that we value our students as citizens as well as for their achievements.

The P&C planned and funded stage one renovations to the school's twenty-five year old canteen. Stage two will be completed in 2012, along with relocation of the uniform shop adjacent to the canteen which will allow greater accessibility and a better service to the school community.

P&C members contributed to the review of school policy on Gifted and Talented Education and the establishment of the Boys Education Strategy. Teachers were invited to make presentations at P&C meetings and the President attended all award ceremonies and the Year seven orientation and Year six information assemblies.

There has been increased student participation in P&C activities in functions such as the Year seven welcome barbecue and the Year twelve farewell breakfast. Members believe that participation in such events not only provides a show case for talented students but helps them to have pride in their school as well as fostering another generation of volunteers.

Other activities included:-
- establishing pages on the school’s new web site for the P&C, Canteen and Uniform Shop
- donating monogrammed uniform shirts and blouses to the school captains
- taking responsibility for ordering Years 10 and 11 celebration shirts,
- initiating the opening of the school office on uniform shop trading days in the Christmas holidays. This allowed office staff to assist parents with enquiries, accept early payment of school fees and issue bus forms.

The continued success of the P&C has been demonstrated by higher attendance rates at meetings and greater teacher and student participation in P&C activities. This has strengthened our partnership with the school community.

**STUDENTS’ REPRESENTATIVE COUNCIL MESSAGE**

The Student Representative Council was very active during 2011. They supported a large number of charities and publicised the work of these groups whilst raising donations. The Council also ran school socials and arranged for new seating to be installed around the
school. Members of the council were active at a range of school events such as assemblies, open nights and functions within the wider community. They took on issues on behalf of the students and served as representatives on a range of committees such as the canteen committee and the P&C. They were also consulted on school policy as it was developed. The Student Representative Council planned and delivered spirit week again in 2011, and this was another very successful event helping to maintain positive school spirit. During the year they also had input into school sustainability initiatives and helped maintain some important environmental practices.

The members of the Student Representative Council in 2011 were:

Lauren Clarke, Sam Clark, Stephanie Whittingham, Kate Aslin, Katie Croaker, Emily Kirsh, Claire Lucena, Amanda Maxwell, Claire Walker, Elise Cavanagh, Connor Floyd, Kel Gale, Kate Hepton, Heidi Wright, Liam Stevenson, Chloe Timms, Matilda Sweeney, Penny Skehan, Aden Nock, Josie Myers, Brooke Convery, Symantha Butts, Chloe Hughes, Lucy Andrews

**SCHOOL OVERALL PERFORMANCE**

**Highlights from 2011 include:**

- We celebrated our 25th Birthday during 2011. The Alstonville Historical Society and Alstonville High School worked together to publish a book celebrating the 25 year history of the school. We had a wonderful working bee and even better birthday open day. Highlights of this day included opening our new Creative and Performing Arts space, bringing together all of Alstonville High School’s principals (past and present) along with a terrific program of music, displays and student performances.
- The school continued its focus on improving student engagement with learning. There was a focus in 2011 on higher order thinking and the integration into teaching programs of elements of Bloom’s modified taxonomy [http://bloomstheory.wikispaces.com/Original+Taxonomy](http://bloomstheory.wikispaces.com/Original+Taxonomy)
- Participation in the 47 trial school project which resulted in:
  - Creation of an extra classes
  - Head Teacher Gifted and Talented Education/innovations
  - Appointment of a Business manager
  - Lunchtime activities program
  - Plateau to the Sea Combined music program
  - Continued delivery of shared senior curriculum
- Implementation of our new Student Wellbeing policy
- Development of new Gifted and Talented Education policy
- Development of a new Boys’ Education strategy
- 20 students competed at state or national sporting level covering sports such as water polo, cricket, soccer, rugby union, netball and touch football.
- 8 students were awarded Regional Sports awards
- Georgia Redmayne achieved State Sporting Blue
- Students achieved Duke of Edinburgh Gold Medal status – one of very few public schools in Australia to regularly achieve this award
- Over a third of our year 12 students were offered early entry to university
- Steve Maginnity completed a tour of Brazil and Argentina as part of his Premier’s Teaching Scholarship
- Maths Head Teacher, Steve Duncan and experienced teacher Mike Sheehan presented at an Extension 2 Mathematics day. This was part of a strategy to bring Extension 2 Mathematics students studying on the North Coast together and better prepare them for the HSC.
- Introduction of a new school uniform commenced with a new skirt in 2011 and continues with a roll out of a complete new design in 2012 – a new design that is attractive and will help Alstonville High School students present themselves in a positive way in our community. A strong and positive public image helps our students directly because they are more likely to be offered jobs, traineeships or apprenticeships or opportunities for further education when they leave school and this is very important.
- Specific positive behavior classes and workshops
- Launched new school website exceeding 1200 hits per week. As high as 400 hits in one day. Included:
  - New P&C section
  - New Consultation section
- Captured in excess of 87% family email addresses – allowing for improved contact in areas such as school newsletter, reminders and general school information
- Success of students in mathematics competition, Tournament of the Minds, Visual Arts competition, Newspapers in Education and debating.
- Students were participated in regional, state and national music programs
- Students were involved in state and national leadership programs
• Students involved in National Arts and Sciences programs
• Students continued to achieve excellent results in English. Each Monday MS. Smith conducted a creative writing workshop from which students enter writing competitions. In 2011 Caitlyn Thomas, Year 7, achieved second place in the Sydney Writer’s Festival. Louise Bardwell and Adam Bradford secured second place in the Sun Herald Writing Competition.
• Our students continue to impress in debating. The Year 10 team reached the state quarter finals. Heidi Wright was selected for the North Coast Team and the State Debating Team. She was recognised as an exceptional speaker who has a promising future in this field.
• In 2011 students again entered the UNSW English Competition. This is an excellent diagnostic tool as well as providing points for entry to UNSW University.
• English students were also immersed in our major internal public speaking task. Finalists from this process had the opportunity to present their speeches to the Rotary and Probus Clubs. This is an important event as it provides a platform to highlight student success.
• Year 7 students presented picture books to the Primary school that they had composed as both writer and illustrator. It was impressive to view the high standard in 2011.
• Parents and carers have been actively involved in school committees, P&C, as volunteers at the canteen, uniform, on excursions and in fund raising.
• Environmental education – a lot of fantastic work has been done creating a sustainable grow centre in the agricultural area by Mr Maginnity with the generous help of the parents and community. This will assist students in the studies of Agriculture and ecology in the school
• Continued upgrading of school facilities with the completion of the Emergency Exit from the top floor of the Industrial Arts rooms, with its added bonuses of entry, light and fresh air. Industry standard fume and gas extraction was also installed in the metal heat area. Further work was done painting around the school and replacing floor coverings. We have also achieved our target of having one data projector for every second classroom and are on the way to achieving our target of one per room. Student seating in the playground was also replaced with custom designed and built units in the area between J block and the basketball courts
• The Industrial Arts faculty acquired new equipment for student use including a vertical borer and Festo Domino Jointing machine, cordless drills, biscuit joiner and cordless jigsaw.
• Introduced the ONGUARD Safety training program improving safety instruction and testing for students, and saving paper use.
• The appointment of a temporary SASS position in the Industrial Arts Faculty to free up the teaching staff from maintenance and resource management to the higher priority of teaching. This proved to be the case. By instructing the Assistant in his duties, staff were able to focus a greater amount of time on teaching content and pedagogy.
• Year 12 Textile and Design students were involved in a video conference on their Major Textile project that was conducted in Sydney and televised across NSW
• The Year 11 Textile and Design excursion to Wicked Weasel was another highlight, and Gina Lockton bought 50 historical swimwear costumes to exhibit to the class
• The Year 12 Food Technology class visited Byron Bay Cookie Company and tasted brand new biscuits that had not yet reached the market
• Hospitality students catered for numerous events including the Crawford House Centenary, Rotary dinner, CAPA night and the year 12 farewell breakfast. The year 11 students demonstrated their skills in the “Chefs on Show” competition at the Lismore show
• All PDHE PE units of work for year 9 and 10 were converted to units suitable to be used with laptop computers, combined with the new data projectors. They have been a great success.
• The Music Department had two HSC students selected for Encore 2012 at the Opera House Sydney. Ronan Cowie was acknowledged for his Viva Voce and Danny Hayter for his orchestral composition performed on stage.
• The Visual Arts Department had Meg Lake receive a top band result in the National Art School Intensive Studio Practice 1 unit course.
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Student achievement in 2011

NAPLAN

In years 7 and 9 students sit these national tests in literacy and numeracy and individual results are reported to families. The school uses the information to design programs for students who need extra support and to
identify and extend students who are consistently achieving in the top bands.

In the year 7 and 9 test students performed very strongly when compared to all schools across the state.

Spelling, writing, Grammar, Punctuation and vocabulary development will be focus areas in 2012.

<table>
<thead>
<tr>
<th>Naplan 2011</th>
<th>Year 7 AHS %</th>
<th>State %</th>
<th>Av %</th>
<th>Year 9 AHS %</th>
<th>State %</th>
<th>Av %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band 10</td>
<td>NA</td>
<td>NA</td>
<td>13</td>
<td>8</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Band 9</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>16</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td>Band 8</td>
<td>26</td>
<td>17</td>
<td>24</td>
<td>33</td>
<td>23</td>
<td>29</td>
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<td>27</td>
<td>22</td>
<td>28</td>
<td>22</td>
<td>26</td>
<td>24</td>
</tr>
<tr>
<td>Band 6</td>
<td>27</td>
<td>27</td>
<td>24</td>
<td>11</td>
<td>22</td>
<td>14</td>
</tr>
<tr>
<td>Band 5</td>
<td>10</td>
<td>20</td>
<td>10</td>
<td>4</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Band 4</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

| Writing     |              |         |      |              |         |      |
| Band 10     | NA           | NA      | 9    | 8            | NA      |      |
| Band 9      | 8            | 7       | NA   | 10           | 10      | NA   |
| Band 8      | 16           | 13      | NA   | 28           | 19      | NA   |
| Band 7      | 21           | 20      | NA   | 27           | 20      | NA   |
| Band 6      | 30           | 27      | NA   | 18           | 21      | NA   |
| Band 5      | 23           | 23      | NA   | 9            | 22      | NA   |
| Band 4      | 3            | 9       | NA   | NA           | NA      | NA   |

| Spelling    |              |         |      |              |         |      |
| Band 10     | NA           | NA      | 6    | 8            | 7       |      |
| Band 9      | 8            | 12      | 10   | 13           | 17      | 17   |
| Band 8      | 17           | 19      | 17   | 32           | 26      | 30   |
| Band 7      | 30           | 27      | 24   | 30           | 25      | 27   |
| Band 6      | 28           | 23      | 33   | 11           | 15      | 12   |
| Band 5      | 11           | 13      | 12   | 8            | 9       | 7    |
| Band 4      | 5            | 7       | 3    | NA           | NA      | NA   |

| Grammar     |              |         |      |              |         |      |
| Band 10     | NA           | NA      | 7    | 5            | 10      |      |
| Band 9      | 5            | 7       | 11   | 8            | 11      | 13   |
| Band 8      | 21           | 17      | 17   | 31           | 27      | 27   |
| Band 7      | 25           | 19      | 26   | 35           | 26      | 33   |
| Band 6      | 33           | 30      | 26   | 14           | 18      | 11   |
| Band 5      | 11           | 16      | 11   | 6            | 14      | 6    |
| Band 4      | 3            | 10      | 4    | NA           | NA      | NA   |

<table>
<thead>
<tr>
<th>Naplan 2011</th>
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</thead>
<tbody>
<tr>
<td>Band 10</td>
</tr>
<tr>
<td>Band 9</td>
</tr>
<tr>
<td>Band 8</td>
</tr>
<tr>
<td>Band 7</td>
</tr>
</tbody>
</table>

National Benchmarks

The Commonwealth Government sets minimum desirable standards for reading, writing and numeracy at particular ages. These are referred to as national benchmarks.

The performance of the students in our school in the year 7 NAPLAN and the year 9 NAPLAN tests are compared to these benchmarks. The percentages of our students achieving at or above these benchmarks are reported in the following table.

<table>
<thead>
<tr>
<th>National Minimum Standards (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>Year 9</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

These figures are further evidence of the effectiveness of our targeted literacy and numeracy programs. We will be working to improve students’ performance in writing, spelling and numeracy.

School Certificate

School Certificate results exceeded the state average in English, Mathematics, Science and Computer Skills. 1 student (Emily Entwhistle) scored 100 and 3 students (Lachlan Smith, Hannah Howe and Lydia Fleming) scored 98 in the School Certificate.
School Certificate Average Mark | 2010 AHS | 2010 State | 2011 AHS | 2011 State
---|---|---|---|---
English - literacy | 77 | 75 | 79 | 76
Mathematics | 73 | 70 | 71 | 69
Science | 77 | 75 | 75 | 74
History | 68 | 68 | 69 | 70
Geography | 69 | 69 | 70 | 70
Computer Skills | 82 | 77 | 81 | 77

School Certificate relative performance comparison to year 5 (value-adding)

Our school also measures the improvement made by students from year 5 to the School Certificate. An analysis of this data indicates that a score of over two points is very significant in indicating subject areas which have made the most improvement for students since year 5.

<table>
<thead>
<tr>
<th>Course</th>
<th>2011</th>
<th>School Average 2007-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1.0</td>
<td>0.6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>-0.1</td>
<td>1.6</td>
</tr>
<tr>
<td>Science</td>
<td>-0.8</td>
<td>0.5</td>
</tr>
<tr>
<td>History</td>
<td>-3.1</td>
<td>-2.2</td>
</tr>
<tr>
<td>Geography</td>
<td>-2.4</td>
<td>-1.3</td>
</tr>
<tr>
<td>Computers</td>
<td>0.6</td>
<td>2.1</td>
</tr>
</tbody>
</table>

Higher School Certificate

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>71</td>
<td>80</td>
<td>70</td>
</tr>
<tr>
<td>Biology</td>
<td>73</td>
<td>78</td>
<td>72</td>
</tr>
<tr>
<td>Business Studies</td>
<td>71</td>
<td>71</td>
<td>72</td>
</tr>
<tr>
<td>Chemistry</td>
<td>79</td>
<td>79</td>
<td>74</td>
</tr>
<tr>
<td>Community and Family Studies</td>
<td>68</td>
<td>73</td>
<td>73</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>60</td>
<td>64</td>
<td>63</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>80</td>
<td>79</td>
<td>79</td>
</tr>
<tr>
<td>Food Technology</td>
<td>73</td>
<td>78</td>
<td>70</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>68</td>
<td>74</td>
<td>70</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>74</td>
<td>75</td>
<td>72</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>76</td>
<td>75</td>
<td>66</td>
</tr>
<tr>
<td>Mathematics</td>
<td>83</td>
<td>78</td>
<td>76</td>
</tr>
<tr>
<td>Mathematics Ext 1</td>
<td>83</td>
<td>79</td>
<td>81</td>
</tr>
<tr>
<td>Modern History</td>
<td>89</td>
<td>80</td>
<td>73</td>
</tr>
<tr>
<td>History Ext</td>
<td>97</td>
<td>85</td>
<td>76</td>
</tr>
<tr>
<td>Music</td>
<td>85</td>
<td>84</td>
<td>75</td>
</tr>
<tr>
<td>Personal</td>
<td>76</td>
<td>77</td>
<td>72</td>
</tr>
</tbody>
</table>

---|---|---|---
Development, Health and Physical Education | | | |
Physics | 76 | 76 | 75 |
Society and Culture | 71 | 74 | 74 |
Software Design and Development | 79 | 78 | 70 |
Textiles and Design | 71 | 76 | 74 |
French Beginners | 70 | 76 | 74 |
Visual Arts | 77 | 80 | 7 |
Primary Industries Exam | 70 | 70 | 74 |
Hospitality Exam | 73 | 75 | 75 |

HSC results for the school are only shown for courses with 10 or more candidates.

Once again Alstonville High School has performed very well in the HSC. We were listed for the eighth year in a row in the top 200 schools in NSW and are considered to be one of the highest performing comprehensive High Schools in NSW. Our strong results included:

- 24% (32 students) achieved a band 6 with 75 band 6 results overall.
- Two students achieved band 6 for 10 or more units (Caitlin Gordon-King and Georgia Redmayne), two more received band 6 for 8 units (Alex Helms and Jessica Stewart)
- 54% of students achieved Band 5 and 6 results for at least one subject (155 band 5 results), a total of 230 band 5 and 6 results
- 13% (18 students) achieved all band 5 and 6 results for 10 or more units
- Highlights include:
  - Modern History - 13.01% above state average, 45.45% of students achieved band 6, 90.9% of students achieved band 5 and 6
  - History Extension - 10.08% above state average, 100% of students achieved band 6
  - Chemistry - 3.15% above state average (54% bands 5 & 6)
  - Drama - 4.72% above state average
  - English Extension 1 - 2.16% above state average (44% band 6 - the state average was 24.1%, 56% band 5). Caitlin Gordon King, Grace Fleming and Jessica Stewart were outstanding along with Jordon McHugh.
  - English Extension 2 - 2.32% above state average. 60% of students achieved results in the top band against
20.1% the state average. Caitlin Gordon King, Grace Fleming and Jessica Stewart were in the top 10%.
- IT - 4.95% above state average
- PDHPE - .75 above the state average and received 2 band 6 and 7 band 5 results
- General Maths - 6.23% above state average (42% bands 5 & 6 compared to state figure of 24%)
- Maths 2 Unit - 5.44% above state average (66% bands 5 & 6 compared to state 51%)
- Maths Extension 1&2 - above state average
- Music - 3.69% above state average (82% bands 5 & 6 compared to state 59%)
- Software & Design - 7.15% above state average (46% bands 5 & 6 compared to state 26%)
- Construction - 3.09% above state average (11% bands 5 & 6 compared to state 7%, 56% band 4 to 6 compared to state 36%)

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

The relative performance improvement figure for students in the lower and middle bands was disappointing. We have seen significant improvements in the results for students in the high bands. This cohort performed very well in the School Certificate and was starting from a very high base.

<table>
<thead>
<tr>
<th>Performance band</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>School - 2011</td>
<td>-4.4</td>
<td>-0.2</td>
<td>3.4</td>
</tr>
<tr>
<td>School Average 2007 - 2010</td>
<td>-1.2</td>
<td>.7</td>
<td>0</td>
</tr>
</tbody>
</table>

Significant Programs and Initiatives

Aboriginal Education

Aboriginal Education has been a focus of Alstonville High School during 2011 with the appointment of an Aboriginal Student Support Officer (ASSO) and Aboriginal Education Committee which meets regularly and is made up of predominately classroom teachers. Fortnightly social meetings for students and a special lunch for parents, caregivers and community members were established. The ASSO established stronger links with community by attending the monthly AEGC meeting. A week long program of activities during NAIDOC Week was very successful, with guest speaker Rhoda Roberts speaking at the special assembly and morning tea. A near 100% completion rate of Personalised Learning Plans was achieved and electronic versions are available for staff to access on the school intranet. Five Year 8 students joined ‘The Aspiration Initiative’ academic enrichment pilot program which is to support them for five and a half years into their first year of university or further study. Students also attended TAFE Deadly Days.

Multicultural Education

All subject areas and programs continue to explore multicultural perspectives to build awareness amongst our students.

PDHPE developed new units of work for students to use with laptop computers that had as a focus multicultural education. The English faculty introduced a new poetry unit in year 10 called Poetry from Different Cultures that also addressed this subject. The new National Curriculum includes a new focus on Asian Literature.

The school has two trained Anti-Racism Contact Officers and we encourage parents, carers and community members from diverse backgrounds to become involved with the life of the school to encourage the promotion of a racism free learning and working environment.

Respect and Responsibility

Alstonville High School continued to demonstrate its commitment to develop students’ notions of respect and responsibility.

The student council organised the annual spirit week event. We have continued to encourage students to participate in community service programs including selling badges for Legacy, fund raising for Westpac Helicopter, Red Cross Calling and Stewart House. The Duke of Edinburgh program continues to grow in popularity and this program encourages students to perform community service and acquire new skills.

The Senior Volunteer Leadership program and Peer Support program continued to operate in 2011. We also joined the Premier’s Student Volunteering Scheme in 2010. Students were awarded Gold, Silver and Bronze awards in 2011.

Student Welfare

Student Welfare continues to be a priority at Alstonville High School. 2011 saw the development of roles for the Boys and Girls supervisors. A Leadership program was developed targeting stage 5 boys. This will see the inaugural Boys Leadership Camp commencing in Term 3 2012. Girls with Purpose was also commenced in 2011 targeting stage 5 girls. This program proved very successful in raising self-esteem and increasing
engagement with our participating students. Boys Club continues and this weekly meeting of Asperger students is proving invaluable in the maximising of student outcomes for this group of students, both educationally and socially. Whole school performances were conducted during the year aimed at educating students about ways they can avoid cyber bullying behaviours. These were in the form of Brainstorm productions and Multimedia Motivational shows. Our school merit system continues to recognise the fine work that students are producing in the classroom with the awarding of hundreds of merit certificates, and many students went on to earn Principal’s Red Awards and Principal’s Blue Awards. 2011 saw the refinement of our Student Wellbeing policy. All school community members are now versed in the new school goal statement, values statement and expected behaviours.

Positive Behaviour for Learning is a method for promoting learning for all students by encouraging positive behaviour. Alstonville High School continues to develop and plan for the implementation of Positive Behaviour Learning strategies. We have designed new practical whole school rules (Respect, Responsibility and Participation) and staff will begin formal explicit teaching of these rules in term 2.

Vocational Education

In 2011, many students selected vocational courses for year 11 and/or year 12. School delivered courses included Hospitality, Metals and Engineering, Primary Industries and Construction. These subjects combine theory/practical components with an optional HSC exam for ATAR calculation.

TAFE delivered vocational courses were again popular in year 11 and 12. A delivery change from Monday afternoons to Wednesdays am and pm, meant some students could access two TVET Courses. Areas included Animal Studies, Tourism, Flight Attending, Hairdressing, Beauty Therapy-(Makeup or Nails), Automotive (Mechanical or Paint/Panel), Fashion, Retail Baking, Construction, Hospitality-Cookery, Electro-technology, Plumbing, Health Services, Horse Industry Skills, Children’s Services, Retail Services, Business Services, Community Recreation-Fitness, Multimedia etc. We had five year 10 students access special regional Stage 5 funding to participate in TVET with year 11/12 students.

In 2011, we had twelve students in years 10/11 commence/continue as school based trainees/apprentices (with TAFE and/or school and regular part time paid employment) whilst still qualifying for a HSC. We also had three students complete their traineeships whilst finishing Year 12 studies as well. Students exit school with dual accreditation (TAFE and NSW DET delivered competencies). The traineeships were in Sport and Recreation/Fitness (2), Community Pharmacy/Retail, Business Services, Hospitality/Cookery(3), Hairdressing(2), Health Services/Aged Care (2), Tourism, Retail Certificate (2)and Construction. One student transferred into a full time apprenticeship during Term 4 2011, which was a successful transition post school.

Late in 2011, we participated in an annual Vocational Program called Deadly Days where indigenous students attended a day at TAFE with activities and with well-known Indigenous mentors present.

Years 9-12 ongoing Work Experience continued to be a more flexible and optional program in 2011 in the Alstonville/Wollongbar community, surrounding towns and interstate. Year 10 students not attending the annual snow trip in Term 3 participated in Work Experience to increase awareness of post school options. Students received workplace employer evaluations and certificates to use as references. Work experience is a valuable way of planning future subjects and/or employment and education options. Two new and innovative vocational “tasters” were commenced in 2011. Colleen Bowles initiated (and Jane Hewetson mentored) a year 10 Girls with A Purpose Program combining workshops and workplace visits in Terms 1/2 2011 and Jack Larrescy initiated/mentored a Year 10/11 Boys Workplace /Volunteer program at House with No Steps at Alstonville during Term 2 2011.

Other vocational activities available to students were the Term 1 University Road Show and Defence Force Visits to Alstonville High School, excursions to Wollongbar TAFE, TVET Open Day for year 10 and years 9/10 ATSI students and the year 11/12 Tertiary Careers Market at Lismore. Annual subject selection and post School Interviews were held with most of years 10 and 12 in Term 3.

Student Information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>435</td>
<td>460</td>
<td>456</td>
<td>445</td>
<td>463</td>
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<tr>
<td>Female</td>
<td>484</td>
<td>481</td>
<td>460</td>
<td>426</td>
<td>437</td>
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**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>7</td>
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<td>Total</td>
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<td>12</td>
<td>90</td>
</tr>
<tr>
<td>Total</td>
<td>89</td>
<td>88</td>
</tr>
</tbody>
</table>

**Retention and post school destinations**

Retention to Year 12

<table>
<thead>
<tr>
<th>SC04-HSC07</th>
<th>SC05-HSC08</th>
<th>SC06-HSC09</th>
<th>SC07-HSC10</th>
<th>SC08-HSC11</th>
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<td>School</td>
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<td>66</td>
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<td>SEG</td>
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<td>57</td>
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<tr>
<td>State</td>
<td>61</td>
<td>60</td>
<td>61</td>
<td>63</td>
</tr>
</tbody>
</table>

**Year 12 (Terms 1-3).**

Four students left for traineeships, work or TAFE. One student transferred to Distance Education.

**Year 11**

Eleven students left for employment. Eight moved to other schools (NSW/QLD). Two left seeking employment and one student went to TAFE.

**Year 10**

Twenty students left for work or TAFE. Fourteen students moved to other schools. One student transferred to distance Education. Two students were seeking employment.

**STAFF INFORMATION**

Alstonville High School staff are professional, dedicated and focussed on meeting the needs of all students.

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>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>10.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>44.1</td>
</tr>
<tr>
<td>Careers Advisor</td>
<td>1.0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher Behaviour Disorders</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative staff</td>
<td>11.972</td>
</tr>
<tr>
<td>Support staff</td>
<td>4.0</td>
</tr>
<tr>
<td>Total</td>
<td>77.672</td>
</tr>
</tbody>
</table>

**Financial summary**

Date of financial summary: 30/11/2011

**Income**

- Balance brought forward: $577,498.52
- Global funds: $508,059.34
- Tied funds: $304,449.71
- School & community sources: $433,193.45
- Interest: $32,213.82
- Trust receipts: $57,324.51
- Canteen: $0.00
- Total income: $1,335,240.83

**Expenditure**

- Teaching & learning: $129,670.05
- Key learning areas: $169,318.60
- Extracurricular dissections: $143,464.46
- Library: $17,182.48
- Training & development: $1,047.33
- Tied funds: $348,675.33
- Casual relief teachers: $198,103.19
- Administration & office: $138,149.00
- School-operated canteen: $0.00
- Utilities: $110,255.14
- Maintenance: $78,715.96
- Trust accounts: $97,208.88
- Capital programs: $0.00
- Total expenditure: $1,431,790.42

**Balance carried forward**: $480,948.93

This summary covers funds for operating costs and does not involve expenditure in areas such as permanent salaries, building and major maintenance. Teacher professional learning is included in tied grant reporting. A full copy of the 2011 financial statement is tabled at the
annual general meeting of the Alstonville High School P&C. Further details concerning the statement can be obtained by contacting the school.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools. Alstonville High School has an experienced, dedicated and highly qualified staff.

<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>2%</td>
</tr>
</tbody>
</table>

**Whole School Planning and Evaluation**

**Progress on 2011 targets**

**Focus area 1**

*Maintaining and improving student performance in literacy and numeracy*

This was achieved by:

- liaising more closely with Primary Schools
- integrating literacy and numeracy assessment within faculty assessment schedules
- regular professional learning
- targeting student groups and skills areas

Success was measured by:

- 1% improvement in NAPLAN spelling in top band
- development of explicit literacy components in all Key Learning Area programs
- some improvement in grammar and punctuation results (Not consistent)
- continued above average performance in numeracy
- improved value adding for numeracy (third consecutive year)

**Focus area 2**

*Maintaining and improving student engagement and retention*

This was achieved by:

- continued review of curriculum on offer
- development of integrated senior study skills program
- development of Plateau to the Sea Senior Curriculum project
- improved student wellbeing support
- development of a new Boys’ Education strategy
- development of a new school Gifted and Talented Education strategy
- improved whole school communication

Success was measured by:

- Significant improvement in retention figures
- Strong enrolment (an area needing continuing emphasis)
- Plateau to the Sea Senior Curriculum project delivered more than three subjects
- targeted support for senior students completed
- implementation of school wide PBL lessons and program
- published new Boys’ Education strategy
- published new Gifted and Talented Education strategy
- new website and student communication strategies developed

**Focus area 3**

*Continued Quality Teaching focus*

This was achieved by:

- commencing preparation for National Curriculum and Teaching Standards
- supporting ongoing teacher professional learning
- reviewing Human Society and Environment (HSE)
- reviewing whole school literacy
- improved support for Aboriginal students

Success was measured by:

- teacher feedback on national initiatives (see inclusion in 2012-2014 School Management Plan)
- development of a school based teacher mentor scheme
- introduction of Personal Professional Learning Plans
- completion of Literacy and HSE reviews
- improved participation rates in Norta Norta
- evaluation and review of Personal Learning Plan implementation

**Key Evaluations (intro)**

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.
Educational and management practice – Educational Leadership (47 School Pilot)

Background

Involvement in the pilot aimed to support schools to develop and build upon;

- Effective global financial management practices
- Strong leadership and whole school engagement in resourcing student learning outcomes
- Processes to monitor school, student and financial performance to identify where change is required

Initially our involvement was focused on professional learning and challenging our thinking. The conversations about actually joining the project were interesting and professionally enhancing.

During 2010 we learnt a lot about school cleaning contracts, maintenance issues and school budgets. We watched and learnt from other schools that initially had some funds to try some new approaches. We worked with AMU to ensure the best value for our nominal maintenance budget.

In the latter half of 2010 we worked with Ballina High School and Southern Cross School K-12 and appointed a project manager for a joint senior curriculum project. In 2011 we are offering a range of courses between the three schools involving mixed modes of delivery.

Findings and conclusions

For our school the fact that we could talk about innovation and have the possibility of some financial bonus for innovation was very important.

Participation in this program changed the paradigm of discussions at school and has had a significant effect on staff participation in changed practice. There was an incentive for interested staff to lead change projects. We have been able to provide interested people with new leadership roles and this has increased engagement.

Achievements in 2011:

- Lunchtime activities program
- Aboriginal support officer
- Boys’ Education Officer
- Head Teacher Gifted and Talented Education
- Formed an additional year 7 class
- Business Manager
- Head Teacher Equity

Future directions

To continue to look for initiatives that allow the school to assert appropriate local authority in areas that will improve service delivery to students and the community. We will also continue to look for ways that allow staff to show leadership through leading innovative programs focussed on improving student outcomes. This will be reflected in our key theme for 2012 – 2014, explicitly promoting a community wide ‘love of learning’.

Curriculum

Faculty Focus Area Reviews 2010: ICT and curriculum 7 to 10

Human Society and Environment

Background

The main area of focus was on Stage 5 Australian Studies. In previous years this course has been delivered on a semester basis where half a year group completed History for one semester and then rotated to complete Geography in second semester.

Findings and conclusions

The previous model of delivery made it difficult to achieve continuity in terms of content covered and maintaining student interest. With the changes to the School Certificate and the removal of the external exam an opportunity arose to change the model of delivery.

Future directions

To improve overall delivery and quality teaching in these areas we adjusted the process of delivery. We have now the full year course of stage 5 History being taught in year...
9 and a full year course of stage 5 Geography being taught in year 10.

Whole School Literacy Background

The review was conducted as a means of determining whether existing cross KLA Literacy strategies were effective in maintaining or improving Literacy standards. These strategies had been developed in response to NAPLAN data.

Findings and conclusions

Through an analysis of SMART Data and surveys of staff and students the following was revealed:

- The majority of students believe staff and parents have high expectations regarding their attainment of literacy standards.
- There was a recognised need for data to more strongly inform teaching programs and practices.
- Spelling, grammar and punctuation were identified as areas for continued focus.
- Continued practice across all KLAs is essential in building confidence in student writing skills.
- It was revealed that many staff lack confidence in explicitly teaching Literacy and believed they would benefit from further professional development.

Future directions

It is essential that all KLAs embed literacy in their programmes, including assessing Literacy as an integral part of assessment criteria.

It is recommended that KLAs explicitly teach identified areas of need, such as spelling, grammar, punctuation and comprehension, particularly inference.

In order to improve the NAPLAN results of our students, it is imperative that all KLAs are aware of, and explicitly teach, the focus text type for that year.

Stronger avenues of communication with parents and wider community will need to be developed in order to inform them of Literacy strategies and ways in which they can support their student.

In order to effectively support staff in implementing the recommendations, and in light of the imminent introduction of the National Curriculum, it is vital that the position of a Literacy Coordinator be developed and sustained.

Parent, Student and Teacher Satisfaction

In 2011 the school actively sought the opinions of parents, students and teachers about the school.

We invited feedback on school progress through the school newsletter, at parent/teacher events, through the school council meetings and at P&C meetings. We surveyed parents in relation to redesigning the school uniform shop, Gifted and Talented Education Policy and Boys’ Education Policy. The planning groups for all of these activities had parent representatives. Parents continue to be actively involved in the school uniform committee.

The use of email communication by year advisers was increased to include year advisers across three year groups. Newsletters were emailed home to over 450 families.

We maintained and improved an online booking facility for parents to book for parent/carer and teacher meetings and this was very positively regarded by parents, carers, students and staff.

Parents of students in the Plateau Enrichment Program were surveyed each semester and the feedback from these surveys was also overwhelmingly positive.

We also established a consultation section in our new website and provided links to survey tools on the website in relation to programs being evaluated during the year.

We evaluated our use of school diaries and changed our focus on these for 2011.

School Development 2012-2014

For more specific information on the school’s plans for improvement in the period 2012 to 2014 please refer to our school management plan - http://www.alstonville.h.schools.nsw.edu.au/consultation

Strategic directions

- Explicit focus on nurturing a community wide love of learning
- Focussing on innovation and self-directed learning
- building stronger student engagement with learning
- improving the school’s physical and social environment
- improving integration of ICT with the school’s operation
- building strong partnerships
**Theme for 2012 - 2014 – Nurturing a love of learning**

**Focus area 1**

**Improving student outcomes**

This will be achieved by:

- increasing student engagement
- building teacher capacity
- integrating technology effectively into practice
- Commencement of implementation of National Curriculum
- Joint curriculum delivery
- Continued focus on Positive Behaviour for Learning program

Success will be measured by:

- Improved performance of students in top bands (2%)
- Improved student engagement and independent learning skills
- Increased awareness and explicit reference to Bloom’s taxonomy
- Improved use of student diaries
- Review year 10 learning programs
- Development of peer collaboration programs
- Development of teacher mentor program
- Professional Learning focus on use of blended learning technologies
- Develop new teaching programs for National Curriculum
- Joint School development days
- Implementation of Annual PBL plan

**Focus area 2**

**Improved Literacy and Numeracy Outcomes**

This will be achieved by:

- Improved performance in spelling
- Improved performance in grammar and punctuation
- Implement whole school vocabulary program
- Strategic numeracy focus

Success will be measured by:

- Success building teacher capacity
- Regular presentations at staff meetings
- Trend data showing improvements in spelling, writing and grammar and punctuation

**Focus area 3**

**Positive school culture**

This will be achieved by:

- Positive and consistent commitment to learning
- Improved school communication
- Review of School Environmental Management plan
- Implementing new school uniform
- Improved focus on student and staff leadership and self-directed learning

Success will be measured by:

- Explicit whole school focus on developing increased commitment to the concept of ‘a love of learning’
- Shared understanding of concept – ‘what we allow we teach’
- Evidence of improved acceptance of responsibility for learning
- Increased opportunities for student input into quality of learning experiences
- More explicit promotion of notion of school pride
- Developing school communication improvement strategy
- Identify new leadership team for school sustainability focus
- Implement revised uniform monitoring procedures
- Develop school leadership policy
- Develop school mentoring program

**Focus area 4**

**Aboriginal Education**

This will be achieved by:

- Development of talent identification program
- Improved awareness and implementation of personal learning plans
- Building teacher capacity

Success will be measured by:

- Identification and support of talented students
- Regular Professional Learning
- Revised faculty teaching programs
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.

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.

David Silcock
Principal

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