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 2012 included:

- Implementing our Positive Behaviour for Learning program based on Respect, Responsibility and Participation
- Ten students being awarded North Coast Sporting Awards and Jake McIntyre being awarded a State Sporting Blue for Sporting Excellence
- Connor Floyd being selected to participate in both the State and Federal Constitutional Conventions
- Commencing our Boys’ leadership program including an inaugural Boys’ Camp
- Partnering with Wollongbar Primary School P&C to run our first Alstonville/Wollongbar fun run which was a huge success
- Hosting teachers, students and university staff from Vietnam, Cambodia and Indonesia
- Alstonville had 8 out 9 secondary students chosen for the regional eGats program
- Alexander Whitehead finished first in his Head Start course run by Southern Cross University which included 1st and 2nd year university students
- $30,000 invested by the P&C to support the installation of electronic white boards, data projectors and other associated technology across the school enabling us to maintain our target of having this kind of technology in all appropriate rooms by the end of 2013

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

In 2012 Alstonville High School P&C Association undertook many activities with the main focus being on enhancing services to the school.

Stage two upgrade of the canteen to commercial standard was undertaken and a new uniform sales area constructed adjacent to the canteen with parents assisting with much of the work. Both projects were funded by the P&C and attracted a 50/50 grant of $22,000.

A coffee machine and grinder were purchased and a learning space constructed within the canteen to allow the Year 11 and 12 Food and Beverage students to undertake their barista training on site. This has given them the opportunity to provide cafe service at various school and P&C functions. Part of this project was funded with a donation of $1,000 from the Rotary Club of Alstonville.

These projects have enabled the P&C to improve accessibility to uniform sales and have provided students with the opportunity to work in a commercial environment resulting in stronger partnerships with the school and wider community.

Students’ Representative Council message

The SRC has achieved much in 2012. They have continued to support a large number of charities, as well as creating awareness for them. An example of this is Saken, who is a sponsor child in Nepal the SRC currently supports.

SRC members have been active at a range of school events such as assemblies, open nights and functions, as well as representing the school in the wider community on days such as ANZAC day. The SRC represents the student body on a range of groups such as the canteen committee and the P&C.

The SRC has provided funding support to students allowing them to receive leadership training as well as allowing them to attend other extra-curricular activities.

A highlight of the year for the SRC was spirit week. This week was once again a very successful event helping to maintain positive school spirit.
The SRC is currently providing a peer mediation service, which more and more students and staff are choosing to use.

The members of the Student Representative Council in 2012 were:

- Year 12: Clare Walker, Tim Ellis, Leigh Cross, Lora-Jean Damen, Katie Croaker, Clare Lucena, Hannah Sheehan, Amanda Maxwell, Ryan Paesler, Kate Aslin, Emily Kirsh
- Year 11: Alexander Whitehead, Kel Gale, Connor Floyd, Brianna Bowles, Bonnie Hindry, Kate Hepton, Emily Entwistle, Lydia Fleming, Elise Cavanagh, Heidi Wright
- Year 10: Mary Thomson, Kiana Earley, Blake Williams, Hannah Davis, Chloe Timms, Matilda Sweeney
- Year 9: Aden Nock
- Year 8: Chloe Hughes, Josh Galbraith, Lucy Andrew
- Year 7: Benjamin Kirsh, Zachariah Maxwell, Gabrielle Stanek

School Overall Performance

Highlights from 2012 include:

- The chancellor of Southern Cross University, the Honourable John Dowd AO, QC was our guest of honour at the year 12 farewell assembly and he spoke positively of the national reputation Alstonville High School held as a model of successful comprehensive public education.
- Over 30 year 12 students were offered early entry to Universities across Australia.
- We had an increase of 22% in teacher involvement in Professional Learning activities including participation in two joint School Development days with Southern Cross School K-12, Byron Bay High School and Mullumbimby High School.
- Our school debating program culminated in Chloe Timms representing the North Coast region at the state debating competition and being named speaker of the tournament.
- Maths reported increased success in its program of integrating the use of ICT in classrooms.
- We continued to improve our communication with families and the community by capturing 95% of family email addresses allowing us to communicate regularly with families. Our webpage had 94,000 plus visits during the year, we introduced SMS messaging for student attendance monitoring and established a school Twitter account.
- Our school commenced a school wide focus on using an online learning tool with students called Edmodo to improve access to learning materials for students. Our year 6 to 7 transition program also made use of Edmodo so students could meet online and experience a taste of high school work.
- The Science faculty continued with an increased focus on literacy and numeracy. Homework for the faculty in the junior years was reduced to three tasks per term in response to parental feedback. These tasks are now available on the school website as are all assessment tasks for Science. Unit outlines for each topic in Science are available on the curriculum web page so parents can see what is being taught throughout the year.
- The HSIE faculty worked tirelessly on reinvigorating their programs to ensure that all units are based on student centred learning. They have implemented Blooms into History and Geography programs and assessment tasks which is assisting in achieving a balanced program of activities that cater for all students’ abilities and interests. The unofficial faculty motto follows an old Chinese proverb that states “He who learns but does not think is lost.”
- Classes in stages 4 and 5 in PD/H/PE have benefitted from an increased focus on the integration of technology in classrooms with units resulting in increased student engagement.
- Three HSC students were nominated for consideration to exhibit their major works for Industrial Technology and Design and Technology in the INTECH display in Sydney, and the Design and Tech display at the Power House Museum. These students are Tom Campbell, Isaac Hair and Holly Hauenstein.
- Students participating in external mathematics competitions achieved very strong results with all students achieving results above the participation level.
- Year 7 attended a History excursion to Brisbane where they studied a topic related exhibition on the Mummy – Secrets of the tomb. This excursion was extremely beneficial as it enabled the students to interact with real artefacts.
- The music department in 2012 produced a Musical which was performed for our neighbouring primary schools and as a highlight in our CAPA week program. The week featured two major performance nights and a junior art exhibition as well as a separate HSC Major Works exhibition and opening.
The English faculty continued to support students entering writing competitions and had students enter the UNSW competition. The feedback received from this competition provides very useful diagnostic information as well as providing points for entry to UNSW.

Science faculty excursions of note were the Heron Island excursion, exploring the ecosystems found on the Great Barrier Reef, the Year 11/12 Chemistry excursion to Stanthorpe, and the Agriculture excursion to the EKKA in Brisbane. Students also had the opportunity to showcase cattle at the Lismore Show.

Year 9 and Year 10 History were entertained by Return Service Men who came and shared their first hand experiences of the Vietnam War. This experience truly allowed the students to empathise with the soldiers and deepen their understanding of the War.

Science students achieved excellent results in the UNSW Science Competition, Chemistry Competition and the Rio Big Science Competition.

The maths faculty continued its program of integrating literacy activities in teaching programs to support our school wide literacy strategy.

Interest in PH/H/PE stage 5 electives continues to increase and in 2013 the faculty will be running three Physical Activities and Sport Studies (PASS) classes in Year 9 and two in Year 10.

The Technical and Applied Studies faculty (TAS) was bought together under one banner and whilst previously the two subject areas of Home Economics and Industrial Arts complemented each other they are now one dynamic force in the school curriculum.

A group of Gifted and Talented Visual Arts students produced a Mural memory board as part of a community project for St Andrews nursing home in Ballina.

Students from Alstonville High School continued to actively participate in public speaking activities with finalists from school competitions speaking to the Rotary and Probus Clubs. Feedback from the audiences at these events has been highly complimentary.

Our Agriculture program continues to evolve and grow with generous support from the community. We now have a fish Aquaponics tank and this project promises to be very exciting thanks to the hard work of Mr Maginnity.

Mr Osland retired as Head Teacher at the end of 2012. Mr Osland has provided many years of invaluable service to Alstonville High School and was fondly farewelled by staff and students.

The school and the community worked together in 2012 to strengthen our Hospitality program with the TAS faculty, the Canteen and the P&C combining to purchase a coffee machine to support the teaching of Barista skills and for use with school functions. Local business has helped with supply of product and training.

Visual Arts is proving to be a very popular elective course in the school, going against the state trend. Art students from years 8 to 11 were represented in the Ballina Youth Week competition.

The new spelling program that was introduced in the school in 2012 has also been very successful as evidenced by our most recent NAPLAN results and school data. The English faculty and the school would like to thank staff, parents and students for their support of this program.

Year 9 and Year 10 Geography were successful in developing an environmental program that reduced the impact of erosion on our beaches. They attended an excursion to Byron Bay to witness examples of coastal erosion and learn about coastal erosion mitigation strategies.

Over the Christmas break we commenced redevelopment of the school oval. The upgrade should see a return to the school’s ‘home ground’ advantage with many more school games being able to be played at the school in the future.

In 2012 the CAPA faculty focussed on curriculum development. All teaching programs were updated to reflect the Quality Teaching Framework, Bloom’s taxonomy as well as literacy and numeracy units. All teaching programs are now supported by PowerPoint presentations that are accessible to all students.

2012 saw the continuation of our school working in partnership with Alstonville Primary School with year 10 PASS students running coaching sessions for the year 5/6 students over three weeks during term 1.

Students and staff participated in a regional extension Maths 2 forum for staff and gifted and talented maths students attending Alstonville High School.

2012 saw the retirement of Bob Wilson after 30 years of teaching. He will be greatly missed. In 2012 French, Italian and Indonesia were the languages undertaken by our students. 2013 will see a review of the languages we have on offer in order to better target the needs of our current students.
Student achievement in 2012

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. We are particularly pleased with results in Year 7 spelling, grammar and punctuation, numeracy and Year 9 numeracy and spelling.

Spelling, writing, grammar, punctuation and vocabulary development will continue to be focus areas in 2013.

The MySchool website provides detailed information and data for national literacy and numeracy testing (NAPLAN). Click on the following link [http://www.myschool.edu.au/](http://www.myschool.edu.au/) and enter the school name (Alstonville High) in the Find a school text box and select GO.

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>
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<tr>
<th>National Minimum Standards (%)</th>
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<td>Writing</td>
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<td>96</td>
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<tr>
<td>Spelling</td>
<td>95</td>
<td>95</td>
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<tr>
<td>Grammar</td>
<td>97</td>
<td>99</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98</td>
<td>97</td>
</tr>
<tr>
<td>Year 9</td>
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<td></td>
</tr>
<tr>
<td>Reading</td>
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<td>Writing</td>
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<td>81</td>
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<tr>
<td>Spelling</td>
<td>92</td>
<td>94</td>
</tr>
<tr>
<td>Grammar</td>
<td>94</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>99</td>
<td>98</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.

Higher School Certificate

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2012</th>
<th>School 2008 - 2012</th>
<th>State 2012</th>
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<tbody>
<tr>
<td>Ancient History</td>
<td>69</td>
<td>78</td>
<td>67</td>
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<tr>
<td>Biology</td>
<td>77</td>
<td>77</td>
<td>71</td>
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<tr>
<td>Business Studies</td>
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<td>72</td>
<td>71</td>
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<tr>
<td>Chemistry</td>
<td>74</td>
<td>79</td>
<td>75</td>
</tr>
<tr>
<td>Community and Family Studies</td>
<td>75</td>
<td>72</td>
<td>73</td>
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<tr>
<td>English (Standard)</td>
<td>62</td>
<td>63</td>
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<tr>
<td>English (Advanced)</td>
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<tr>
<td>General Mathematics</td>
<td>68</td>
<td>74</td>
<td>66</td>
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<tr>
<td>Hospitality Exam</td>
<td>74</td>
<td>75</td>
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<tr>
<td>Industrial Technology</td>
<td>73</td>
<td>74</td>
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<td>Legal Studies</td>
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<tr>
<td>Mathematics Ext 1</td>
<td>82</td>
<td>81</td>
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<tr>
<td>Modern History</td>
<td>70</td>
<td>78</td>
<td>73</td>
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<tr>
<td>Personal Development, Health and Physical Education</td>
<td>76</td>
<td>76</td>
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<tr>
<td>Physics</td>
<td>75</td>
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<td>75</td>
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<tr>
<td>Society and Culture</td>
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<td>76</td>
<td>73</td>
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<tr>
<td>Software Design and Development</td>
<td>69</td>
<td>75</td>
<td>70</td>
</tr>
<tr>
<td>Textiles and Design</td>
<td>72</td>
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<td>76</td>
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<tr>
<td>Visual Arts</td>
<td>79</td>
<td>80</td>
<td>76</td>
</tr>
</tbody>
</table>

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 ninth 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:

- 50% of our students received 80% for one or more subject
- 13% of students received 80% or higher for all subjects
- Biology 4.3% above state average
- English Ext 2 8.2% above state average
- Music 4.6% above state average
- PD/H/PE 4.6% above state average
- 35 students were accepted to Southern Cross University, Griffith University or New England University on early entry
• Students studied 33 HSC courses provided by Alstonville High School and 25 Vocational Courses (VET) provided by external providers such as TAFE.

• A range of high ATARS was achieved with 12% of students achieving an ATAR of 90 plus including:
  - Madeline Spicer 97
  - Amanda Maxwell 96.8
  - Emily Kirsh 96.45
  - Callum Bowles 91.55
  - James Rigby 91.35
  - Kate Aslin 86.65
  - Paris Lino 82.6

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

In 2012 we saw improvement in relative performance in the low and high bands. The improved performance of students in the high band was particularly pleasing. We will continue to work on performance in low and middle bands, accounting for the relatively high starting point for these students.

<table>
<thead>
<tr>
<th>Performance band</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
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</thead>
<tbody>
<tr>
<td>School - 2012</td>
<td>-1.6</td>
<td>-2.0</td>
<td>5.0</td>
</tr>
<tr>
<td>School Average 2008 - 2012</td>
<td>-2.2</td>
<td>-0.4</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

The appointment of an Aboriginal Student Support Officer (ASSO) and Aboriginal Education Committee continued into 2012 allowing students and parents support to improve educational outcomes. The ASSO continued to attend the monthly AECG meeting. This year’s NAIIDOC Assembly was said to be “the best ever” with an empowering speech by Bindjarla Cook and a performance by comedian Sean Choulburra. Three staff members were fortunate enough to attend the AECG and Region delivered ‘Connecting to Country’ Local Cultural Awareness Program. Two students were awarded Regional Encouragement Awards, presented in Coffs Harbour. Three students were selected by audition for the NAISDA Dance Camp held at the Eora Centre, Redfern for a week in August. The students were accompanied by the ASSO. Two students were selected for the Elsa Dixon School Based Traineeships with the Lismore City Council, one in Finance and the other with the Lismore Regional Library. One Year 11 student was one of four students in the state to be awarded the NSW Legal Aid Scholarship which runs across two years and provides the student with financial assistance as well as an internship each year. Personal Learning Plans were completed for all new students. Deadly Days (TAFE) and Digby Moran excursions were also attended. The Aspiration Initiative students continued their program, attended camps during school holidays in Dubbo and Redfern.

Multicultural education

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

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 2012. We joined the Premier’s Student Volunteering Scheme in 2010. Students were awarded Gold, Silver and Bronze awards in 2012.

Student Welfare

Student Welfare continues to be a priority at Alstonville High School. 2012 saw the development of roles for the Boys and Girls supervisors. A Leadership program was developed targeting stage 5 boys. This saw the inaugural Boys Leadership Camp commencing in Term 3 2012. ‘Girls with Purpose’ was also commenced in 2012 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 Aspergers 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.

2012 saw the refinement of our Student Wellbeing. All school community members are now versed in the new school goal statement, values statement and expected behaviours. The Positive Behaviour for Learning reinforces this with the introduction of signage and classroom rules and expectations.

**Vocational Education**

In 2012, we again had many students selecting or continuing vocational courses for year 11 and year 12. School-delivered courses included Hospitality, Primary Industries- Agriculture and Construction. These subjects combine theory/ practical components with an optional HSC exam for ATAR calculation.

TAFE-delivered (TVET) vocational courses were also popular for year 11 and 12. Delivery stayed on Wednesday AM and PM, which meant some students were able to access 2 TVET Courses. Areas included Animal Studies, Tourism, Flight Attending, Hairdressing, Beauty Therapy-(Makeup or Nails), Automotive (Mechanical or Paint/Panel), Fashion Design, Retail- Baking, Construction, Hospitality-Cookery, Electro-technology, Metals and Engineering, Construction, Plumbing, Health Services, Children’s Services, Retail Services, Community Recreation-Fitness, Information Technology, Multimedia etc. We had five year 10 students access special regional Stage 5 funding to participate in TVET with Year 11/12 students.

In 2012, we had 20 students in Years 10/11/12 commence/continue as school based trainees/apprentices (with TAFE or school delivered theory, School subjects & regular part time paid employment). Students still qualified for a Preliminary Year 11 Certificate or HSC. By the end of 2012, we had 7 of these students complete their traineeships whilst finishing their Year 12 HSC. Students exited school with dual accreditation documents (TAFE transcripts and NSW DET delivered competencies). The traineeships were in Sport and Recreation/Fitness (2), Automotive-Mechanic or Paint/Panel (5)Hospitality/Cookery(2), Hairdressing(2), Health Services/Aged Care (2), Butchery-Meat Retail(1) Tourism(1), Retail (3), Plastering (1) and Construction-Cabinetmaking(1).

From this group-four students also transferred out of school into a full time apprenticeship by the end of Term 4 2012, which was a successful post school transition.

In 2012, 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/Role Models present. An ATSI careers market day was also held at Lismore to explore post school options for education and/or employment.

Years 9-12 ongoing Work Experience continued to be a more flexible and optional program in 2012 in 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 or to secure potential casual work. Students received workplace employer evaluations/certificates to use as references. Work experience is a valuable way of planning future subjects and/or employment and education options.

During 2012, to expand options for students due to increased retention rates with NSW governments’ new 17 years school leaving age, we applied for a possible education grant of up to $20 000 to introduce/support new AHS subjects of Year 11 Work Studies and English Studies. Mrs Karen Stanton and Mrs Leone Chapman (with some guidance from the Careers Adviser Ms Karen Horne) spent many hours on the submission which was successful in the school receiving the full $20 000 allocation. Some of these funds were used in Term 4, to employ Mrs Michelle King, to visit workplaces and develop a local employer database for possible employment (part time school based/ casual or full time) or to access with groups for Industry visits etc.

Other Vocational activities available to students were Term 1 University Road Show and Defence Force Visits to Alstonville High School, TAFE Open morning and 6 days TAFE Taster for funded students in Year 10, 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/Post School Interviews were held with most of Year 10 and all of Year 12 in Term 3.
The MySchool website provides further information about our school’s VET program. Click on the following link [http://www.myschool.edu.au/](http://www.myschool.edu.au/) and enter the school name (Alstonville High) in the Find a school text box and select GO.

**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

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### Student attendance profile

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<tr>
<td>12</td>
<td>89</td>
<td>99</td>
</tr>
<tr>
<td>Total</td>
<td>89</td>
<td>99</td>
</tr>
</tbody>
</table>

### Retention and post school destinations

#### Retention to Year 12

<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>43.6</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>11.482</td>
</tr>
<tr>
<td>Support staff</td>
<td>4.0</td>
</tr>
<tr>
<td>Total</td>
<td>76.682</td>
</tr>
</tbody>
</table>

Year 12 (Terms 1-3)

Six students left for traineeships, work or TAFE. One student transferred to another school.

Year 11

Fourteen students left for employment. Six moved to other schools (local or interstate). Seven left seeking employment and six students went to TAFE.

Year 10

Five students left for work or TAFE. Ten students moved to other schools. Two students transferred to distance Education. Two students were seeking employment.

**Staff information**

Alstonville High School staff are professional, dedicated and focused 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>43.6</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>
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</tr>
<tr>
<td>Counsellor</td>
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</tr>
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<td>Teacher Behaviour Disorders</td>
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</tr>
<tr>
<td>School Administrative staff</td>
<td>11.482</td>
</tr>
<tr>
<td>Support staff</td>
<td>4.0</td>
</tr>
<tr>
<td>Total</td>
<td>76.682</td>
</tr>
</tbody>
</table>
### Financial summary

<table>
<thead>
<tr>
<th>Financial summary</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of financial summary:</td>
<td>30/11/2012</td>
</tr>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$480,948.93</td>
</tr>
<tr>
<td>Global funds</td>
<td>$683,400.48</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$365,799.25</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$435,708.67</td>
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<tr>
<td>Interest</td>
<td>$27,309.68</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$93,218.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>$1,605,436.28</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>$164,023.52</td>
</tr>
<tr>
<td>Excursions</td>
<td>$184,189.43</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>$149,894.13</td>
</tr>
<tr>
<td>Library</td>
<td>$17,620.43</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>$1,969.63</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$317,976.44</td>
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<tr>
<td>Casual relief teachers</td>
<td>$176,371.13</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>$143,040.40</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>$125,617.30</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$125,617.30</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>$40,817.38</td>
</tr>
<tr>
<td>Capital programs</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>$1,410,262.30</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>$676,122.91</td>
</tr>
</tbody>
</table>

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 2012 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

#### Focus area 1
**Improving student outcomes**

Achievements for 2012 include:

- Reviewed assessment and reporting practices for years 7 and 10
- One leadership activity conducted each term

- Professional learning applications were linked to professional learning plans, the school management plan and faculty management plans
- Each staff meeting had a professional learning focus
- 100% of staff were involved in Community of School professional learning activities
- Programs for new curriculum jointly developed with Byron Bay and Mullumbimby High School staff (BAM)
- Professional learning focussed on use of blended learning tools (Edmodo)
- Positive Behaviour for Learning (PBL) sessions were included with each staff meeting
- PBL specific classroom management strategies introduced in all classes

#### Focus area 2
**Improved Literacy and Numeracy Outcomes**

Achievements for 2012 include:

- Average 2 points improvement per student in year 7 and 9 spelling NAPLAN results
- Average 1 point improvement per student in overall grammar and punctuation NAPLAN results in years 7 and 9
- Exceeded 2% improvement target NAPLAN in numeracy results in years 7 and 9
- Commenced collection of faculty data on student performance in spelling
- Development of faculty specific spelling plans to complement school wide spelling strategy
- Regular Literacy sessions at all staff meetings
- Students in numeracy top bands in years 7 and 9 NAPLAN exceed state percentages
- Each faculty developed stage 4 metalanguage lists and definitions with appropriate vocabulary extension activities

#### Focus area 3
**Positive school culture**

Achievements for 2012 include:

- Implementation of consistent school and classroom rules accompanied by consistent behaviour management framework (PBL)
- Continuation of Head Teacher Equity position
- Continued promotion and implementation of new school uniform with very positive community feedback
Developed framework for new school communication policy and procedure (see Educational Management and Review report)
Commenced planning for new Senior Service program for further development in 2013

Focus area 4
Aboriginal Education
Achievements for 2012 include:
- High retention rates in Aspiration Initiative program
- Improved monitoring of implementation of Personalised Learning Programs for all Aboriginal students
- Maintained active Aboriginal Education Support group (see earlier Aboriginal Education Report)
- 100% of year 7 and 8 teaching programs reviewed

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 – School Workgroups and Communication

Background
The school previously has had a number of committees operating across the school that completed various management tasks required for the smooth operation of the school, or to provide support for a school wide focus area. Committee coordinators and staff were reporting that they were experiencing difficulties finding times for committees to meet, participation in committees was varied and the place of committees in the school’s organisational and decision making framework was unclear. The roles and responsibilities of various committees had not been reviewed for a long time and their relationship to the school management plan was also unclear. An equity question had arisen in relation to expectations of staff related to participation on committees with some staff being seemingly overloaded with commitments and other staff not belonging to any committees at all. A decision was made to conduct a review to:
- Clarify roles and responsibilities
- Link school committees more clearly with school focus areas as outlined in the school management plan
- Review meeting times and processes
- Review Executive roles and responsibilities
- Address perceptions of equity issues in relation to staff participation in whole school activities

Findings and conclusions
A list of all the school committees and teams was distributed and at a staff meeting cross faculty groups were each given the task of trying to group these various committees together along areas of commonality of purpose with our school focus at the center. Groups were encouraged to look for ways we could rationalize the number of committees and a decision was made to adopt a new term, workgroups, to reinforce the fact that a group only be formed to perform a specific set of tasks for a defined period of time.

The information feedback from these cross faculty groups was collated and distributed to all staff. At the next meeting a recommendation was put to staff that we organize our workgroups around three focus areas:
- Student Learning and Support
- Teaching Support, and
- Management Support

This recommendation was adopted. Using this as a starting point new cross faculty groups were asked to brainstorm what new workgroups should exist to relate to these three focus areas. Twelve workgroups were identified and the following structure adopted as a model to base further planning on.

From here staff met and drew up work statements for each of these workgroups outlining school focus areas they would address, preferred composition and when and how the workgroup would meet. Faculties then met to determine who would join each of the workgroups.
Future directions

The school will monitor the operation of this new structure for six months and then conduct an initial review to determine initial views on the effectiveness of the new model. A review of the meetings times, procedures and link with executive meetings, whole school staff meetings and faculty meetings will also occur, working of this new workgroup model. The school is also focussing on improving staff satisfaction with whole school staff meetings.

Curriculum
Implementing Bloom’s Taxonomy across the school

Background

The school had previously worked at incorporating the Quality Teaching Framework into the design of teaching programs, assessment and pedagogy. We had approached this task through a backward mapping exercise starting with the design and implementation of assessment tasks. One result of this focus, supported by other changes in school support structures and practices, was a marked improvement (over a three year period) in the performance growth of students in lower achievement bands as measured by NAPLAN and School Certificate results. This was not matched by similar growth for students in the higher bands (with the exception of some years in year 9 numeracy). One factor that was identified as being a barrier to further success was the lack of a common pedagogical language or tool to articulate in a simple was some of the goals of the Quality Teaching Framework, particularly in terms of encouraging a greater focus on using strategies or tools to more regularly expose students to higher order thinking processes. Bloom’s Modified Taxonomy was identified as an excellent framework to complement the Quality Teaching Framework moving towards a more consistently understood language of learning amongst teachers, students, parents and carers.

Findings and conclusions

In the first year of a three year focus the following desirable outcomes were identified for the school to work towards:

- Provide information to staff, students and families about Bloom’s modified taxonomy
- Embed references to Bloom’s Modified Taxonomy in all teaching programs
- Link to student diaries in years 7 and 11

Steps that were taken to ensure these desirable outcomes were achieved included:

- Development of a power point presentation about Bloom’s Modified Taxonomy developed and delivered to an executive meeting and whole school staff meeting. All staff were provided with a copy of this resource which had links embedded to other resources that were KLA specific
- Time was allocated at a School Development day for faculties to further investigate Bloom’s, and to develop a process for auditing existing teaching programs
- Resources and links were placed on the Professional Learning Edmodo page during 2012
- fortnightly staff newsletters made references to resources and links with student diaries
- Follow up sessions were provided at two whole school staff meetings
- Articles were included in three school newsletters and information provided on the school webpage.
- A presentation was made at a school P&C meeting

Future directions

This focus will continue for at least another two years. In 2013 there will be a more targeted approach to year 7 students. A Head Teacher Quality Teacher has been appointed for 12 months and has been tasked with:

- Facilitating peer observation amongst staff and students with a focus on use of Bloom’s and higher order thinking scaffolds or tools
- Conducting regular staff professional development and supporting faculties in implementation
- Linking Bloom’s with our Positive Behaviour for Learning Program
- Linking to our Literacy and Numeracy strategy
- Developing a survey tool to be used to gather a snapshot of student engagement with learning

Parent, student and teacher satisfaction

In 2012 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 laptops in schools and about capital works upgrades planned for the school.
Parents continue to be actively involved in the school uniform committee.

We also surveyed students about school assessment practices and modified practice and policy in light of some of the feedback.

The use of email communication by year advisers was increased to include year advisers across four year groups. 95% of family email addresses were captured and we introduced the use of SMS messaging to keep families informed of student attendance.

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 2012.

We revamped the SRC Facebook page and introduced a school Twitter account @Alstonville HS.

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.alstonvillehs.schools.nsw.edu.au/our-school/school-management-plan

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
- Continued value adding growth in numeracy and improved year 7 results through improved links with Primary Schools
**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
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.

David Silcock
Principal

Jane Sproule
P & C Representative

Chris Hill
Teachers Federation Representative

Stephanie O’Brien
Head Teacher Equity

Karen Stanton
Head Teacher English

Dave Schein
Deputy Principal

Jill Perkins
Administration Staff Representative

Connor Floyd
Student Representative

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

(Printed on 100% recycled paper)