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 School

Principal: David Silcock

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2014 School Captains and Vice Captains

Bindjarla Cook (VC), Samuel Mackerras (C), Tarah Clark (C) and Anais Cross (VC)

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
Annette McGrath P & C Representative
Chris Hill Teachers Federation Representative
Stephanie O'Brien Head Teacher Equity
Jill Perkins Administration Staff Representative
William Wood Technology Support Officer

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)
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 2013 included:

- Conducting a school-wide Tell Them From Me Survey to collect more information about student engagement at school
- Extending our boy’s leadership program to include year 8 and year 9 boys in two successful camps and an ongoing mentor program
- Connor Floyd being awarded a State Nanga Mai award and a DEC regional Award for student leadership
- 6 students achieved Head Start awards in 2013
- Our team of Legal Studies students won the Southern Cross University Mooting competition
- Lydia Fleming won the Griffith Garrett’s Creative Writing Competition for a 2000 word creative piece
- We completed the installation of data projectors and interactive white boards in classrooms 12 months ahead of schedule. We also installed a new sound system, integrated data projector and screen in the school hall
- We continued our focus on building strong professional relationships participating in the joint school development days with Byron Bay and Mullumbimby High Schools
- As one of 229 schools from across NSW we continued to lead in the introduction of reforms aimed at enhancing local school authority and associated new management systems for finance and student wellbeing
- We trialled a new professional mentoring project with Southern Cross University students in partnership with academic staff from the university
- Our students experienced success in the University of NSW - Economics and Business Studies competition, the stage 5 Geography Photograph competition and the stage 4 & 5 National Geography competition, with students receiving numerous High Distinctions and Distinctions (as well as merit awards)
- The Alstonville High School community was advised that our application for a $1,000,000 Primary Industry Trade Skills Centre was approved. It is hoped that this facility will be ready to enrol students in 2015

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

The Alstonville High School P&C Association has continued throughout the year to work closely with the staff and school community to enhance both the environment and the resources available at our school.

A busy bee in the grounds of the school in April was a chance for some extra cleaning up, as well as an opportunity for discussion between parents and staff about projects within the school grounds, both under way and in the planning.

A proposal to build a deck area to the rear of the canteen was accepted and work commenced in June. This area is envisaged to cover a wide range of purposes for students, parents and staff, including a meeting area, a study retreat and somewhere for small functions to be held.

The Alstonville Wollongbar Fun Run, run in conjunction with the Wollongbar Primary School in July, continues to be a success with participant numbers steadily increasing. This is a great promotion for the school and an opportunity to work together with members of the community.

Following extensive research and investigation by our treasurer the P&C moved to an electronic base for their financial operations in July. This has been a success and
greatly reduced the need for volunteers to travel to the school to sign cheques and endorse payments.

A new canteen manager was appointed in October and we continue to see steady growth in sales in both the canteen and uniform shop. Focus on a healthy menu as well as providing both staff and students with variety and choice seems to be an effective combination.

Although there tends to be a general reluctance within the community to take on voluntary roles, organisations such as the P&C continue through the efforts of a very capable few who bring with them a positive attitude and the aptitude to make things happen. As a result the P&C looks forward to another successful year in 2014.

Students’ Representative Council message

The SRC achieved a lot in 2013. 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.

They also hosted a successful junior social in 2013.

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.

School Overall Performance

Highlights from 2012

- Over 35 year 12 students were offered early entry to Universities across Australia
- We continued to have high levels of teacher involvement in Professional Learning activities including participation in three joint School Development days with Southern Cross School K-12, Byron Bay High School and Mullumbimby High School
- The fantastic ‘Battle of the Histories’ (Ancient and Modern)
- PDHPE electives continue to be extremely popular. The number of elective Sports Studies classes in years 9/10 has increased to 6 for 2014.
- The Human Society and Environment faculty introduced a Student of the Week merit system, rewarding students in line with the PBL core principles
- The student diaries continue to be a useful resource for students. In PDHPE theory lessons, students have the opportunity to look closely at some of the personal development activities covered in the diaries.
- Writing has been a focus at Alstonville High School for the past two years. In 2013 Lydia Fleming won the Griffith Garrett’s Creative Writing Competition for a 2000 word creative piece titled ‘Cappadocia’. As the winner, not only did Lydia receive a personal prize, but she also won $1500 for the school. It has been decided that this money will be kept in trust to enable the first placed Extension 2 writer to receive an award and monetary prize annually. In 2014, we intend to extend the entries for this competition to entering students in a journalist competition at the Griffith Campus.
- An exciting new initiative in 2013 has been the editing process adopted by all KLA’s. We have focused on 6 editing symbols aiming to create a consistent approach to the editing of student work in the school. It has been rewarding to witness students utilising this approach so we look forward to improvement of writing in the future.
- Our elective Sports Studies students have continued to deliver sports coaching sessions to students in years 5 and 6 at Alstonville Primary School. This continues the positive relationship that has been formed through the sports departments at both schools.
- Two students were nominated to display major works in Visual Arts and Design and Technology State displays
- In the University of NSW International Competition for Schools 6 students achieved Distinctions and 1 a High Distinction.
- In the Australian Mathematics Competition 6 students achieved Distinctions.
- In the Mathematics Challenge for Young Australians, aimed at extending the most capable Mathematicians, 1 High Distinction and 2 Credits were achieved by the 3 entrants. In the second phase of the competitions 4 of 5 students achieved Credit awards. Of particular note were 2 students who...
elected to sit the 4 hour Australian Mathematics Olympiad Competition, where from an elite group of 809 students from 108 schools, both were placed in the top 50 students.

- The Visual Arts Department had two year 11 students, Kirralea Turner and Kelly Kortick selected in the National Art School Intensive Studio Practice 1 unit course. Kirralea also won the Under 21 Student Prize and the Emerging Artist’s Award at the Bently Art Show. We also had year 10 student Bodhi Scott-Jones representing in the State Wind Band. Bodhi, Gabrielle Stanek and Brianna Bowles were selected and performed in workshops with the Sydney Symphony Orchestra.

- During 2013 the Science faculty worked in collaboration with Mullumbimby High School and Byron Bay High School Science departments to develop programs for years 7 to 10 for the National Curriculum. These programs will be introduced in 2014 to years 7 and 9, with years 8 and 10 to be rolled out in 2015. This combined BAM group will continue to work together to develop digital resources for the National Curriculum. Homework has continued as a focus in 2013 with tasks across years 7 – 10 available on the school web site as well as all major assessments in Science. The unit outlines for each topic are available on the curriculum web page so parents can see what is being taught throughout the year.

- The gaining of a grant for the upgrade of Kitchen 2 enabled the TAS faculty to have all six bay bench tops and the teacher demonstration bench upgraded to seamless stainless steel with deep sinks and flick mix taps. This has bought a new ethos to the room, and a much more professional approach to everyone’s work. Also, the upgrade included a storage facility under the steps outside the Home Economics staffroom.

- The English staff has again been actively involved in showcasing students in the wider community. Mr Scott Thomas replaced Ms Kyra Rose as the Debating and Public Speaking coach entering teams in state wide competitions. In addition we conducted the Annual Speak Off competition which continues to highlight the talents of the students at this school. Four finalists (Mobina Rowhani, Emily McEwan, Leah McDuff and Jason Campbell) were chosen from each year group to speak at Probus and Rotary Club meetings. We are most grateful for the support of the local organisations that provide opportunities for the students to present their work.

- In the North Coast Maths Challenge for year 9 students, our two teams were placed second and third.

- Within the Maths faculty, significant progress was made in implementing programs to cater for our most capable students. Particularly in the junior years, the teachers are identifying those students capable of extension and are providing work designed to further develop problem solving skills and expose these students to higher level thinking skills.

- The year was also highlighted by a HSC Drama Night, HSC Music Night, HSC Art Exhibition, Junior CAPA Performance Nights and Art Exhibitions in August. Planning is well under way for a Major Musical Production in 2014.

- The year 11 Heron Island excursion continues to be a fantastic experience for students observing the ecosystems found on the Great Barrier Reef. The Agricultural excursion to the EKKA in Brisbane was also a great success. Students showed cattle at the Lismore Show where we enjoyed success once again. The students involved in the show were extremely professional in their approach and represented Alstonville High School admirably.

- Science achieved excellent results in the 2013 UNSW Science Competition, Chemistry Competition and the Rio Tinto Big Science Competition.

- The TAS faculty was very proud of the high standard of projects produced by students, from Jaden Partridge’s disabled go-kart, right through to the textiles projects and the hall stands in Year 10 timber.

- TAS hospitality and construction teachers completed significant professional learning to ensure they met the new VET requirements in these areas which continue to be a strong part of our senior 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.

- Another significant focus for the Maths faculty has been in teacher development, where classroom visits and feedback are proving useful in improving teacher capacity in such areas as the use of technology in the classroom, novel methods of introducing topics and concepts and familiarity with new courses.

- Preparation for the implementation of the National Curriculum in Maths progressed with the writing of teaching programs for year 7 and 9 in 2014 almost complete, and all staff spending significant time investigating changes, learning new software for program design, looking at gifted and talented
strategies and planning to utilise internet access now available in all rooms.

- Staff in the Science faculty demonstrated their dedication to students by conducting holiday study courses for HSC students during each holiday period.
- The HSE faculty participated in a pilot program for the National Curriculum and successfully implemented the new History syllabus for stage 4 and 5. They also worked with Byron Bay and Mullumbimby High Schools (BAM) on an Integrated Curriculum Project after successfully applying for research funding.
- A revised HSE Homework Program based on BLOOMS modified taxonomy was implemented through all stages of History and Geography and actively publicised on the school website.
- All HSE Units across all stages have had a literacy focus – focusing particularly on Spelling (Glossary of terms) and extended writing responses.

Student achievement in 2013

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.

Year 7

In 2013 we saw improved results in year 7 reading. The state average score was 534 compared our average of 551.7. 10.3% of our students had results in the bottom two bands compared to a state average of 24.4%. 31.2% of our students were in the top two bands compared to a state average of 27.1%.

Our students performed above the state average in Grammar and Punctuation (School: 546.2 and State: 529.7), and in Writing (School: 521.1 and State: 502.1). Our year 7 students performed at state average in Spelling. We will continue our emphasis on implementing strategies to improve performance in Spelling, Grammar and Punctuation and Writing. Year 7 boys were 10 scale scores above the state average in the test aspect of Reading.

Our year 7 students performed slightly above average in Numeracy (School: 549.7 and State: 540.9). 17.6% of our students earned results in the bottom two bands compared to a state average of 24.6%. 31.2% of our students had results that placed them in the top 2 bands compared to a state average of 27.1%.

Year 9

Our year 9 students performed strongly in reading with a school average of 592 compared to a state average of 574. We had a slight increase in the percentage of students in the bottom band, band 5 (1.2% increase) but a drop in the percentage of students in the next band up, band 6 (2.3% decrease). We also had an increase in the percentage of students in band 9 (the 2nd highest band) but this was offset by a light drop in the percentage of students performing in band 10.

Our students performed above the state average in Grammar and Punctuation (School: 580.1 and State: 565.8), and in Writing (School: 549.4 and State: 534.2). Year 9 (Girls-86 students) have improved by 27 scale scores from the 2012 data in the test aspect of Writing. Our year 9 students performed at below state average in Spelling (School: 579.1 and State: 584). We will continue our emphasis on implementing strategies to improve performance in Spelling, Grammar and Punctuation and Writing.

Our year 9 students performed above average in Numeracy (School: 594.1 and State: 584.4). 22.5% of our students earned results in the bottom two bands compared to a state average of 32.3%. 26.2% of our students had results that placed them in the top 2 bands compared to a state average of 25.5%. Our year 9 Aboriginal students were 19 scale scores above the state average growth in the test aspect of Numeracy.

The MySchool website for our school\(^1\) provides detailed information and data for national literacy and numeracy testing (NAPLAN).

ESSA

Students in year 8 in 2013 achieved some exceptional results in the state-wide Essential Secondary Science Assessment (ESSA). We have seen results in ESSA improve from above the state average every year since 2009. In the overall results in 2013 we had no students in the bottom achievement band and 76% of students in the top 3 bands (compared to a state average of 51.4%). In the component of the exam assessing students’ ability to communicate scientifically we had 23.6% of our students achieve the highest band compared to a state average of 12.4%. This set of results is a very significant achievement for our students and their hard working teachers, congratulations.

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>
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<tr>
<td>Writing</td>
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</tr>
<tr>
<td>Spelling</td>
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<tr>
<td>Grammar</td>
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<tr>
<td>Numeracy</td>
<td>97</td>
<td>99</td>
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<tr>
<td>Writing</td>
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<tr>
<td>Spelling</td>
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<td>93</td>
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<tr>
<td>Grammar</td>
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<td>91</td>
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<tr>
<td>Numeracy</td>
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<td>96</td>
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<td><strong>Year 9</strong></td>
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<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
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<tr>
<td>Spelling</td>
<td>94</td>
<td>93</td>
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<tr>
<td>Grammar</td>
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<tr>
<td>Numeracy</td>
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Higher School Certificate

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<td>Society and Culture</td>
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<td>Visual Arts</td>
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</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 eleventh 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:

- 42% of our students received 80% for one or more subject
- 14% of students received 80% or higher for all subjects
- Ancient History 6% above state average
- Design and Technology 3% above state average
- English Advanced 2% above state average
- Food Technology 8% above state average
- General Mathematics 3% above state average

We would like to congratulate our HSC students for 2013. It takes dedication and hard work to complete the HSC and our students have achieved some terrific results this year. We have had a large group of students who have achieved ATARS in excess of 90. These include:

- Alex Whitehead - 98.55
- Lachlan Smith - 98.3
- Nick Mooney - 96.05
- Rachel Stevens – 91
- Emily Entwistle – 97.6
- Jaden Partridge - 97.45 (and 2nd in state for Design and Technology with his Go Cart for the disabled)
- Briana Bowles 91.2
- Brydie Gordon King - 92.65
- Connor Floyd - 92.65
- Heidi Wright - 94.55
- Lydia Fleming – 96.95
- Dean Grebert - 92.1

2 [http://youtu.be/Jl1TBTsoFGQ](http://youtu.be/Jl1TBTsoFGQ)
Significant programs and initiatives

Aboriginal education

In 2013 the Aboriginal Student Support Officer role was supported by a total of nine Norta Norta tutors and Louisa Edge during Term 4 completing tutoring and organisation including Personalized Learning Plans. We had 5 students successfully sit for the Higher School Certificate, including the School Captain, Connor Floyd. The Vice Captain for 2014 is Aboriginal student Bindjarla Cook. Bindjarla also attended the week long Learn Earn Legend! Work Exposure with Government Program (WEX) in Canberra with students from across Australia. A group of year 9 students began their connection with the Australian Indigenous Mentoring Experience (AIME) which sees them attending Southern Cross University four times a year to engage in academic and social activities driven to see Indigenous success. Three students continue with The Aspiration Initiative, an academic enrichment program, attending camps and conferences throughout the year. Two year 9 students were awarded North Coast Region student scholarships to assist with educational expenses. NAIDOC week saw the school community come together for a whole school photo making the formation of an Aboriginal flag. Traditional dancers from Ballina High School attended and the image made the front page and page 3 of the Northern Star. There are 32 students who currently identify as either Aboriginal or Torres Strait Islander.

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. Our Positive Behaviour for Learning program (PBL) is based on three themes: Respect, Responsibility and Participation.

Building on these themes we introduced new classroom processes encouraging students to make choices about their engagement with work prior to discipline strategies needing to be applied.

Regular PBL classes were conducted during the year explicitly covering a range of topics, expectations and strategies for students linked to the three themes.

The student council organised the annual Spirit Week event again in 2013. 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 Senior Volunteer Leadership program and Peer Support program continued to operate in 2013. We joined the Premier’s Student Volunteering Scheme in 2010. Students were awarded Silver and Bronze awards in 2013.

Student Welfare

Student Welfare continues to be a priority at Alstonville High School. We are taking a proactive approach focussing on building student engagement by nurturing a love of learning. To support this approach we maintained an executive position for Head Teacher for Teaching and Learning – Equity as well as creating a new position of Head Teacher Teaching and Learning – Quality teaching. As previously mentioned we extended our boy’s education program into year 9. 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. Although the name remains as Boys Club (at the request of students) it also caters for female students.

Whole school performances were conducted during the year aimed at educating students about ways they can avoid cyber bullying behaviours.

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. In 2014 this scheme will be modified and extended.

Vocational Education

In 2013, we again had many students selecting or continuing a wide range of vocational courses for year 11 and year 12. School-delivered courses included Hospitality, Primary Industries, Agriculture and Construction. These subjects combine theory and practical components with an optional HSC exam for ATAR calculation.
TAFE-delivered (TVET) vocational courses were also popular for years 11 and 12. Delivery remained on Wednesday AM and PM, which meant some students were able to access 2 TVET Courses, generally on the same campus. Areas included Animal Studies, Tourism, Flight Attending, Hairdressing, Beauty Therapy (Makeup or Nails), Automotive (Mechanical, Small Motors or Paint/Panel), Fashion Design, Retail Baking, Hospitality (Chocolates, Desserts, Cakes & Pastries), Hospitality-Cookery, Electro-Technology, Metals and Engineering, Construction, Plumbing, Health Services, Children’s Services, Retail Services, Information Technology, Multimedia etc. We had four year 10 students access special regional Stage 5 funding to participate in TVET with year 11/12 students. A new program for our students included - Wollongbar TAFE was able to secure some extra PPI funding which allowed 5 year 10 boys to access a small motors/motorcycle repair course on Wednesday mornings for two terms.

In 2013, we had 16 students in years 10/11/12 commence/continue as school based trainees/apprentices (with TAFE or school delivered theory, School subjects and regular part time paid employment). Students still qualified for a Preliminary year 11 Certificate or HSC. By the end of 2013, we had 1 of these students complete their traineeship whilst finishing their year 12 HSC. One student also left school to move into a full time apprenticeship at the end of year10 which was a successful post school transition. Students choosing part time apprenticeships or traineeships, exit school with dual accreditation documents (TAFE transcripts and NSW DEC delivered competencies). The training areas were in Automotive-Mechanic (3), Animal Studies (1) Electro-technology (1) Hospitality/Cookery (1), Business Services (2), Information and Cultural Services-Library (1) Hairdressing (1), Beauty (1) Health Services/Aged Care (1), Butchery-Meat Retail (2), Retail (2).

Years 9-12 ongoing Work Experience continued to be a more flexible and optional program in 2013 operating in the Alstonville/Wollongbar community and 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 or certificates to use as references. Work Experience is a valuable way of planning future subjects and/or employment and education options.

During 2013, some of the funds received in 2012 for a $20,000 educational grant (to expand options for students due to increased retention rates with NSW governments’ new 17 years school leaving age), were accessed to introduce and support new subjects including year 11 Work Studies and year 11 English Studies.

Other Vocational activities available to students were the Annual University Road Show and Defence Force Visits to Alstonville High School, the TAFE Open morning and 6 TAFE Taster days for students in Year 10, excursions to Wollongbar TAFE TVET Open Day for Year 10 and Years 9/10 ATSI students, Northern Rivers Careers Expo (Years 10-12). Other activities included the year 11/12 Tertiary Careers Market at Lismore and the year 11 Excursion to Medicine and Allied Health Careers Workshop. A small number of year 11/12 students participated in the SCU Head Start program to participate in University studies on Wednesday afternoons.

Annual subject selection and post school Interviews were held with most of year 10 and all of year 12 in Term 3.

The Careers Adviser maintained currency of information participating in links with other local Careers Advisers, DEC Support, CONNECT, SBAT Coordinator, Defence Force, UAC, QTAC, TAFE, Universities, Employers, and Community Agencies.

The MySchool website for our school provides further information about our school’s VET program.

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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Retention and post school destinations

Retention to Year 12

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<tr>
<td>Total</td>
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| State | 7   | 93   | 92   | 93   |
|       | 8   | 90   | 90   | 91   |
|       | 9   | 89   | 89   | 89   |
|       | 10  | 87   | 87   | 88   |
|       | 11  | 88   | 88   | 88   |
|       | 12  | 89   | 99   | 90   |
| Total | 89  | 99   | 90   | 90   |

School leaver destinations 2013

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<th>Yr 12</th>
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<td>2</td>
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<tr>
<td></td>
<td>Employment</td>
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<td>TAFE</td>
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<td>2</td>
<td>0</td>
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<tr>
<td></td>
<td>Employment</td>
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<td>1</td>
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<tr>
<td></td>
<td>Other</td>
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<td>0</td>
<td>0</td>
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<tr>
<td></td>
<td>Other</td>
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<td>Total</td>
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</table>

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>
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</thead>
<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Head Teachers</td>
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<td>Classroom Teachers</td>
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<tr>
<td>Careers Advisor</td>
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<tr>
<td>Learning and Support</td>
<td>1.0</td>
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<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative staff</td>
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<tr>
<td>Support staff</td>
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<tr>
<td>Total</td>
<td>74.68</td>
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</tbody>
</table>
Financial summary

Date of financial summary: 13/11/2013

Income
- Balance brought forward: 676,122.91
- Global funds: 603,446.49
- Tied funds: 311,847.19
- School & community sources: 376,752.85
- Interest: 20,674.49
- Trust receipts: 36,530.42
- Canteen: 0.00
- Total income: 1,349,251.44

Expenditure
- Teaching & learning
  - Key learning areas: 140,551.67
  - Excursions: 172,892.24
  - Extracurricular dissections: 124,017.05
- Library: 13,741.96
- Training & development: 5,211.19
- Tied funds: 329,455.51
- Casual relief teachers: 158,156.51
- Administration & office: 138,531.32
- School-operated canteen: 0.00
- Utilities: 91,911.75
- Maintenance: 43,129.46
- Trust accounts: 52,232.47
- Capital programs: 52,232.47
- Total expenditure: 1,402,204.62

Balance carried forward: 623,169.73

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 2013 financial statement is tabled at the annual general meeting of the Alstonville High School P&C. This financial statement was produced earlier in 2013 because Alstonville High School moved over to the new LMBR financial model requiring us to close our bank account. 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.

Qualifications % of staff
Degree or Diploma 100%
Postgraduate 2%

Whole school planning and evaluation

Progress on 2013 targets

Focus area 1 - Improving student outcomes
Achievements for 2013 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) and Moodle (Teaching and Learning Online – TaLO)
- Positive Behaviour for Learning (PBL) sessions were a regular feature of staff meeting
- PBL specific classroom management strategies were introduced in all classes

Focus area 2 - Improved Literacy and Numeracy Outcomes
Achievements for 2013 include:
- Improvement in NAPLAN results for spelling
- Improvement in NAPLAN results for grammar and punctuation
- Year 7:
  - Spelling achieved growth 4.2% above the state average and 3.9% above DEC schools state average
  - Writing achieved growth 13.2% above the state average and 18.3% above the DEC schools state average
  - Numeracy achieved growth 2% above the state average and 3.1% above the DEC schools state average
- Year 9:
  - Spelling achieved growth 2.1% above the state average and 2.9% above the DEC schools state average
  - Reading achieved growth 5.6% above the state average, 5.8% above the DEC schools state average and 10.5% above neighbouring high schools
  - Numeracy achieved growth of 5.5% above the state average, 7.5% above the DEC schools average and 12.5% above neighbouring high schools
  - Collected faculty data on student performance in spelling to compare with external data
- Developed faculty specific literacy plans to complement the school literacy plan
- Regular Literacy sessions staff meetings
- Each faculty developed stage 4 metalanguage lists and definitions with appropriate vocabulary extension activities

Focus area 3 - Positive school culture
Achievements for 2013 include:
- Implemented whole school PBL lessons each month providing students with explicit advice on how to achieve desired standards of behaviour
- Continued Head Teacher Equity position
- Continued promotion and implementation of new school uniform with very positive community feedback
- Introduced Tell Them From Me student survey to gather data about student engagement to inform school planning
- Increased focus on and explicit references to school theme – nurturing a love of learning
- Revised and refined teams structure

Focus area 4 - Aboriginal Education
Achievements for 2013 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 – Empowering Local Schools National Partnership and the Learning and Management Business Review (LMBR) implementation

Background
There has been an international trend towards moving increased levels of authority and autonomy to local high schools. In Australia this trend was reflected at the national level by the Empowering Local Schools National Partnerships initiative and at the state level by the Local Schools, Local Decisions program. In 2011 Alstonville High School was selected as one of 47 schools across NSW that would provide input into how this process might be implemented in NSW public schools. We trialled practices in the areas of increased flexibility in relation to staffing and school finance, improved school governance and community consultation, and enquiry into international and national best practice

Findings and conclusions
In 2013 our participation in this program culminated in Alstonville High School being selected to be one of 229 Schools who would trial the implementation of new software and school resourcing models.

In term 4 we closed down our old bank accounts and moved to a new combined DEC finance system. We also received funding under a new model, the Resource Allocation Model (RAM) which was based on the socio economic profile of our school community based on enrolments. This included, for the first time, additional funding for Equity programs and to support Aboriginal students. Included in the school budget is a budget for school staffing costs.

The implementation at the end of 2013 was difficult. We successfully transferred school funds to the new account but we experienced a range of problems with the new finance package including difficulties with:

- Placing orders due to operational issues with the software
- Receipting and banking, again due to operational issues associated with the new software
- Ascertaining the financial position of the school and using report facilities
• Limited functionality and difficulty of using student wellbeing modules
• Overall operational stability of the new software leading to periods of time when the software was not operational

Future directions
The school will continue to work with DEC LMBR implementation team to ensure the successful roll out of the new school resource model, with improved financial and student wellbeing tools to support our focus on nurturing a love of learning. This will involve careful planning around the use of new equity funding to ensure that its use leads to improved student learning outcomes and enhanced positive school culture.

Curriculum
Implementing the National Curriculum

Background
The Federal Government in partnership with state governments established a consultation process with the view to introducing a national curriculum framework. The new curriculum was to be introduced in stages from the start of 2014 starting with English, Maths, Science and History.

The implications for schools were significant because this meant not only would new teaching programs need to be developed and new resources acquired but that new approaches to teaching would also be required.

Alstonville High School had previously joined in a Professional Learning Community with Byron Bay and Mullumbimby High School. This was called the BAM Professional Learning Community. The BAM schools decided that we would work collaboratively to develop new teaching programs, resources and approaches that would allow us to successfully implement the new curriculum requirements in 2014. We also decided that we would promote and support the operation of KLA professional associations in the local area to further encourage professional collaboration and learning.

Findings and conclusions
The BAM professional learning community conducted three joint School Development Days. Each of the days allocated a majority of the agenda to KLA groups working together to develop resources for the new curriculum.

Initially there were some reservations about the need for the three schools, who had traditionally not worked together, to conduct events of this kind. Evaluations were conducted for each of the three days and improvements made to supporting and organising each subsequent day based on feedback. As a consequence the days received strong endorsement.

Each school was able to commence 2014 ready to implement the new curriculum in the four initial KLA areas.

Another consequence of working collaboratively was that each term BAM held joint senior executive meetings. This allowed for the senior executive from each school to demonstrate examples of other successful programs from each school and for professional learning to occur. A middle executive leadership program was also identified as a desirable goal for the group.

Future directions
BAM will continue to hold two joint professional learning days in 2014. The first of these days will occur at the start of term 3. BAM will maintain a focus on KLA collaboration but we are also implementing a middle executive and aspirant leadership program related to the National Teaching Standards.

BAM will also be working with TAI to include a focus on effective pedagogy for Aboriginal students.

Parent, student and teacher satisfaction
In 2013 the school actively sought the opinions of parents, students and teachers about the school.

Tell Them from Me Survey
In term 3 2013, 671 students from Alstonville High School took part in a trial of a new student survey looking at student engagement.

Positive areas from the report included:
• Students with a positive sense of belonging
• Students with a positive relationship and students, particularly in the junior years, who value school outcomes
• Students view of positive school behaviour
• Low levels of truancy
• Students who try hard to succeed
• Students who felt they had strong advocates outside of school
School advice on subject selection, career advice and post school planning

Areas where we see there is potential for improvement include:

- Positive homework behaviours
- Intellectual engagement in years 9 and 10
- Student interest and motivation to learn – year 10 in particular
- Students with moderate or high levels of anxiety – year 9 in particular
- Incidents of bullying – year 9 in particular
- Year 7 students planning to finish high school
- Year 7 students planning a post school education or training

The Tell Them from Me student survey was modified from a Canadian survey and it is apparent from feedback from the students that some of the terminology used in the survey was not familiar to Australian students and this has affected the initial data. Feedback was provided to the team in charge of the survey design and data production on behalf of DEC.

During term 4 we evaluated our progress on our three year school improvement plan and looked at what refinements we would need to make. The information that we have gathered from this survey will be used to inform this process. We also discussed the results with the P&C and SRC during term 4.

We will conduct the survey again in term 1 2014.

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.

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
- Improved student engagement and independent learning skills
- Increased awareness and explicit reference to Bloom’s taxonomy
- Successful introduction of National Curriculum
- Development of peer collaboration programs
- Development of teacher mentor program
- Professional Learning focus on use of blended learning technologies
- 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