Our school at a glance
We are a comprehensive high school serving the city of Coffs Harbour and surrounding localities. The school has delivered quality public education on the same site since 1938. We are committed to securing the best possible educational outcomes for all of our students, irrespective of their background.
Strengths include an experienced and passionate staff, an exceptional offering of extra curricular activities and strong community support. The school enjoys an excellent partnership with its dynamic Parents and Citizens Association.

Principal’s message
2010 continued to be a year of rebuilding, with some very encouraging achievements to report. On a personal note I enjoyed completing my first full year as Principal.
The school’s first Enrichment class completed the School Certificate in 2010, and results were excellent. The majority of students from this class have stayed at Coffs Harbour High for their HSC studies. HSC results were also very sound, with five students achieving ATARs in the nineties and students with tertiary aspirations obtaining places in their desired courses, including Law, Media studies and Advanced Science.
The political controversy surrounding NAPLAN was a difficult time for teachers at the school and the strong support received from the P&C was heartening. Many of the changes argued for at the time have been incorporated into My School 2.

Our Indigenous students participated in a range of special programs, including mentoring (AIME) and Careers Education (V Tracks). I would like to acknowledge the work of Mr Merv Bolt and Ms Rosemary Laurens.

Two significant restructures were undertaken in 2010, both led by Deputy Principal, Ms Kathy Steward. The school’s welfare and discipline policy was rewritten to reflect changes in DET policy. There are now clear expectations of students and clear guidelines for staff, and this has resulted in a more settled climate within the school.
The other major change in 2010 was restructuring the senior curriculum to offer a wider choice of subjects to our students through collaboration with other local government schools.
In 2010 the building program continued and we became accustomed to an ever-evolving site. New Art rooms were ready for the start of 2010 and the P&C generously equipped a brand new computer lab. New HSIE classrooms and a refurbished library, complete with much needed server room were added. The most dramatic change occurred at the start of Term 4 when the main office and all Senior executive rooms relocated to the school’s original building. The refurbishment of the school has had a very positive impact on staff and student morale, even if the dust, noise and constant redoing of timetables has been wearing at times. The harmonious relationship that has existed between the building company and the school is due to the very affable nature of the Woollam’s foreman, Victor McLean, the liaison provided by Deputy Principal, Peter Brotherton, and the many behind-the-scenes jobs done by office manager, Jann Clarke.

Our school canteen continues to be the envy of other schools who visit. I am grateful for the great service it does for students, staff and visitors in providing a nutritious and interesting menu. Gail Swan and Wendy Mitchell provide outstanding leadership to a wonderful team of parents who give generously to support the school.

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.

P & C President’s message
The school and community have formed a strong bond of co-operation which fosters involvement and communication. This year we focused on providing our children with new sporting uniforms and blazers, to enhance the strong sense of pride we continue to instil amongst the students of Coffs Harbour High. We also supported students at-
tending excursions, enabling them to widen their learning experiences. Our heartfelt thanks go to the ladies in the canteen for their tireless efforts again this year and also to the staff and students for their patience and tolerance throughout the two years of refurbishment.

P&C meetings are the 1st Monday of the month in the library at 7.00 pm. New faces and new ideas are always welcomed. The P&C can only be as productive as the parents who support it. Please consider being active in your school. Join the P&C and have a say in your child’s future.

Leanne Bourke

SRC Chairperson’s Message
Four student representatives for each year from 7 to 11 are chosen by peers and staff in a formal election. These 20 students, with ten prefects, make up the Student Representative Council.

Under the leadership of a dynamic executive (Clancie Bourke, James Franklin, Ben Evans, Ryan Vandenberg and Mason Peronchik) the 2010 team worked tirelessly to cater for students’ needs and to raise funds. Activities included:

- The Prefect Barbecue at the swimming carnival raised $200.
- Valentine’s Day roses, balloons and red lips raised $450 which was donated to the school for paper recycling for 12 months.
- Jeans for Genes raised $540 this year, making a total of $2540 towards research into childhood diseases over seven years.
- Bandana Day raised $600 for cancer research, with a total of $4200 over six years.
- Highly successful school socials were held at the Coffs Harbour Ex-Services Club.
- Rewards Day at Dreamworld congratulated students who worked consistently; the SRC funded breakfast for 120 students.
- Regional SRC meetings and camps improved our leadership skills.
- Duncan Sawyer Appeal – students raised $700 for an ex-student who became a paraplegic after a bicycle accident.
- On ANZAC Day six SRC representatives sold Australian flags in support of RSL Ex-Services Charities.
- Cassandra McDonald, Megan Palmer and Sam Chorazy addressed the Coffs Harbour city ANZAC Day service at the cenotaph.
- Prefects laid a wreath at the Remembrance Day Service at the cenotaph.
- Representatives from the Prefects and SRC laid a wreath at the Police Remembrance Day, held at the Anglican Church

Prefects 2010
Captains: Cassie McDonald, Lucas Nicholls
Vice-Captains: Megan Palmer, Sam Chorazy
Prefects: Jessica Sutton, Romy Shorter, Emily Scholes-Robertson, Hargi Sangha, Jasper Hills, Danny Wilson

SRC Representatives 2010
Year 7: Meg Kadwell, Jasmine Trivett, James Langfield, Lachlan Lugg
Year 8: Scout Bourke, Stevie Mills-Thom, Mason Peronchik, James Franklin
Year 9: Connor Wilson, Madison Lusty, Matthew McEwan, Ryan Vandenberg
Year 10: Saskia Craigan, Jessie Mills-Thom, Olivia Turner, Mark Williams
Year 11: Clancie Bourke, Hannah Morris, Jessica Polack, Clancy Brown, Jack Driscoll, Ben Evans.

Our sincere thanks to the hard-working and inspiring Ms Judi Martin, Prefect and SRC coordinator, and Ms Denise Alchin, SRC coordinator.

Clancie Bourke

Student information
Since 2006 Coffs Harbour High has had an enrolment ceiling of 850. The census enrolment of 859 students remained stable throughout the year. There has been an increase in the number of students from a non English speaking background enrolling in the school due to a refugee resettlement program in Coffs Harbour.
Retention to Year 12
Retention of students from Year 10 to 12 is influenced by the presence of a public Senior College in Coffs Harbour providing students with course options specific to Stage 6. 2010 marked the introduction of legislation requiring students to remain at school or undertake approved employment or educational programs until age 17. This has increased student retention in Year 11 but many are choosing to leave before completion of HSC.

Year 12 qualifications
25% of our Year 12 students completed a vocational qualification through TAFE, while 17% completed a school vocational qualification. 99% of the cohort of 70 students achieved the HSC.

Post-school destinations
40% of the 2010 Year 12 students were offered places through the University Admissions Centre. More than half selected regional universities as their first preference, predominantly Southern Cross University, University of New England and University of Newcastle. The five highest achieving students with ATARs in the nineties all chose courses at metropolitan universities, four in Sydney and one in Brisbane. Nine students were offered a place as part of early entry schemes.

Staff information
Coffs Harbour High has a high staff retention rate. Changes in staffing are usually due to retirement or promotion.

The vacancy created by the retirement of Deputy Principal, Mr Ken Duryea, was filled on merit by Ms Kathy Steward, while the vacancy created by the retirement of Ms Betty Ann Austen was
filled on transfer by Ms Julie Roberts. Mr Marc Miller took up the position of Head Teacher, Science, at Coffs Harbour Senior College. We also farewelled Mr Brad Smith (Head Teacher, Welfare), Mr Michael Woltschenko (Head Teacher, CAPA), and long-serving Art teacher Mr Geoff Woodward. These three positions are yet to be filled. Ms Sheree Brennan retired after 33 years as teacher-librarian, and that position was filled on merit by Ms Gail Latham. Vacancies in Science and Maths were filled on a permanent basis by two of our outstanding temporary teachers, Mr Craig Hundle and Ms Linda Hayes.

One member of the school staff identifies as Indigenous.

**Current Staff Numbers**

<table>
<thead>
<tr>
<th>Role</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Classroom teachers</td>
<td>50</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
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<tr>
<td>Teacher-Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.8</td>
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<tr>
<td>Administrative staff</td>
<td>11.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>76.5</td>
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</table>

**Teacher qualifications**

<table>
<thead>
<tr>
<th>Level</th>
<th>% of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>85</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>15</td>
</tr>
</tbody>
</table>

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

Ms Jane Wilson and Mr John Mellalieu completed accreditation with the Institute of Teachers. Three members of staff completed training to teach VET courses: Mr Craig Hundle in Primary Industries, Mr John Mellalieu in Business Services, and Ms Denise Alchin in Hospitality. Ms Madge Hair completed a Master’s degree including a thesis exploring Indigenous theatre.

### Financial summary

This summary covers funds for operating costs. It does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th><strong>Income</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>425,882.09</td>
</tr>
<tr>
<td>Global funds</td>
<td>551,414.05</td>
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<tr>
<td>Tied funds</td>
<td>337,456.58</td>
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<tr>
<td>School &amp; community sources</td>
<td>394,133.18</td>
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<tr>
<td>Interest</td>
<td>22,055.27</td>
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<tr>
<td>Trust receipts</td>
<td>40,746.66</td>
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<tr>
<td><strong>Total income</strong></td>
<td>1,771,687.83</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>156,508.64</td>
</tr>
<tr>
<td>Excursions</td>
<td>233,802.49</td>
</tr>
<tr>
<td>Extracurricular</td>
<td>39,234.11</td>
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<tr>
<td>Library</td>
<td>7,582.72</td>
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<tr>
<td>Tied funds</td>
<td>352,979.79</td>
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<tr>
<td>Casual relief teachers</td>
<td>202,642.77</td>
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<tr>
<td>Administration &amp; office</td>
<td>153,830.77</td>
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<tr>
<td>Administration staff training</td>
<td>1,985.71</td>
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<tr>
<td>Utilities</td>
<td>104,794.60</td>
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<td>Maintenance</td>
<td>36,429.13</td>
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<tr>
<td>Trust accounts</td>
<td>28,761.74</td>
</tr>
<tr>
<td>Capital programs</td>
<td>86,080.60</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>1,404,633.07</td>
</tr>
</tbody>
</table>

| Balance carried forward  | 367,054.76 |

A full copy of the school’s 2010 financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.
Academic performance

Higher School Certificate

HSC results featured some outstanding individual performances, including those of Dux Sam Chorazy and four other students with ATARs in the nineties: Lucas Nicholls, Cassandra McDonald, Morgan Stack and Kiara Livesey. Morgan had the distinction of 7th place in the State in Textiles and Design. Congratulations to Morgan and her teacher, Ms Judi Martin.

Graphs below show results compared with state average for subjects with an enrolment above 10. They demonstrate a solid performance across the different disciplines, with particularly good results in Ancient History, Business Studies and Earth and Environmental Sciences. Students also performed very well in higher level Maths courses, Textiles and Music, but these do not appear in the graphs because of smaller class numbers. Of equal importance to averages is that so many students were offered tertiary places in their first preference courses, including high demand courses such as Aeronautical Engineering and Law.

Higher School Certificate performance compared to School Certificate

Whilst we are outperforming schools with similar enrolments for both middle and high achieving students we still need to move all groups into positive figures.

School Certificate

School Certificate performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).
In 2010 English showed the best overall performance at the School Certificate with 35.7% of students achieving a Band 5 or Band 6 compared with 30% at state level. The significant work done by staff in programming and assessment to improve the writing skills of students is being rewarded. In particular assessment tasks were structured to elicit higher order thinking and processing in responses from students.

Science were the faculty with the highest number of Band 6 results and like English and Maths had very few students in the lowest two bands. The self-select program is producing good outcomes for the students choosing this pathway.

In 2010 English showed the best overall performance at the School Certificate with 35.7% of students achieving a Band 5 or Band 6 compared with 30% at state level. The significant work done by staff in programming and assessment to improve the writing skills of students is being rewarded. In particular assessment tasks were structured to elicit higher order thinking and processing in responses from students.

Maths results continue to improve with the number of students achieving Band 5 and Band 6 approaching state average.

History and Geography, as in 2009, are the School Certificate subjects which are performing below state average. Teacher allocations will be restructured in 2011 to allow those with expertise in either History or Geography to teach that particular domain rather than both subjects.
Naplan

The National Assessment Program examines literacy and numeracy skills in Years 3, 5, 7 and 9. Results are reported on a scale from Band 1 to Band 10 representing increasing levels of competence.

Year 7 results can range from Band 4 (lowest) to Band 9 (highest) while Year 9 ranges from Band 5 to Band 10.

Literacy – NAPLAN Year 7

The Year 7 Naplan results reflect learning done in primary schools. We use the data to identify areas of weakness, and to adjust programs to meet the needs shown by our analysis. Ms Paula Madigan and Mr Simon Borgert presented our analysis of Naplan results in both Numeracy and Literacy to the P&C.

Numeracy – NAPLAN Year 7

Compared to previous years, the Year 7 Numeracy results have a higher percentage in both the bottom and top bands. This information has been used to modify current numeracy programs in Year 8, so that student needs are better catered for.
Literacy – NAPLAN Year 9

The focus on teaching explicit writing skills in English across years 7 to 10, including presenting an argument using the WHY model, is showing results in both Naplan and School Certificate data.

Numeracy – NAPLAN Year 9

Year 9 results in numeracy were strong with above state average value-added improvement from Year 7, indicating the effectiveness of implemented strategies. A key focus for improving numeracy results has been implementation of Mathletics across Years 7–11. This online program encourages automaticity in number recall, allowing students to engage more readily with numeracy-based tasks. All Mathematics lessons commence with fundamental numeracy activities, and all assessment tasks contain basic numeracy questions.
Music

In June Year 12 went to Lismore Campus of Southern Cross University for a HSC Workshop. Over two days students presented performances and compositions for appraisal by HSC Markers.

In August 30 students travelled to Sydney for the annual Music excursion. They saw West Side Story, a Sydney Symphony Orchestra concert at the Opera House, the Moran Portrait and Photography Exhibition at the State Library and went to the Art Gallery of NSW.

In October vocalists participated in a two-day rehearsal and performance at Sydney Town Hall. Students sang a Beatles Medley, an excerpt from Te Deum by Berlioz and choruses from Handel's Messiah. Students were accompanied by a symphony orchestra and huge Town Hall organ.

Dance

We entered a dance routine in the Eisteddfod for the second year running. The dance was a contemporary piece, choreographed by Belinda Lemair, a local dance teacher. 20 students from Years 8 to 10 came a very close second.

In term 4 our Eisteddfod group and a smaller group were invited to perform at Woolgoolga High School at the inaugural North Coast Dance Spectacular. The smaller group’s dance was choreographed by Mason Peronchik, a very talented Year 8 student. Our dancers were so impressive that one act opened and one closed the show.

On Show

Our annual performing arts extravaganza wowed audiences again this year. Music students performed HSC pieces along with many other bands and solo instrumental and vocal performances. There were Drama items from both senior and junior classes, a fashion parade from senior and junior textile students, an excursion slide show, a selection of stop frame animations from Year 10 Visual Design students, choir performances and a teacher band. Dance was well represented this year with contemporary numbers.

Minimum standards

The Commonwealth Government sets minimum standards for literacy and numeracy for years 3, 5, 7 and 9. The performance of our students in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards.

In 2010 the following percentages of Year 7 students achieved the minimum standard or higher.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91.4</td>
</tr>
<tr>
<td>Writing</td>
<td>89.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>91.5</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>84.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91.9</td>
</tr>
</tbody>
</table>

In 2010 the following percentages of Year 9 students achieved the minimum standard or higher.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91.1</td>
</tr>
<tr>
<td>Writing</td>
<td>89.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>86.8</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>86.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95.6</td>
</tr>
</tbody>
</table>

Arts

Visual Arts and Photography

The Visual Arts Department moved into new facilities at the start of 2010. This comprised three art rooms, storage areas, kiln room, undercover work area and computer learning space, equipped with Apple computers donated by the P&C.

With the removal of the darkroom Photography became completely digital. Students embraced the technology and making movies became possible. Stop frame animation was used as a starting point for learning new programs.

In March senior Art and Music students travelled to Sydney to view Artexpress and see the Sydney Symphony at the Opera House. They also went to the Museum of Contemporary Art and studied the public art and architecture of Sydney. Music students went to a concert at the Conservatorium.

Megan Palmer
as well as solos and belly dancing. Year 11 Hospitality students served supper to the audience.

**Drama**

With the help of parents and students in weekend workshops *The Lighthouse Studio* was renovated, creating a more professional learning space by painting the studio in suitably theatrical colours designed by parent, James Morland. Another generous parent, Phil Stevens, designed and built storage cupboards.

Year 9 students successfully staged a production of the challenging historical play, *Black Mary* by Julie Janson. The students took responsibility for direction, set design, costumes and lighting, and memorizing lengthy roles.

Year 10 students worked with pre-service teacher Mitchell Burey to create their very popular performance of *No Place Like Home*, an amalgam of *Alice in Wonderland* and *The Wizard of Oz*. This was a comedic costume and character piece and an excellent way for students to complete their junior drama studies.

Year 11 students created an innovative murder mystery, *Cluedo*, by combining a series of self-devised individual monologues. This process gave the students invaluable experience for their HSC Individual Projects.

Five students attended the North Coast Drama Camp at Yarrahapinni where they learnt from professional tutors and came away inspired and excited. The students then peer taught their new skills to classmates.

**Sport**

Sport continues to play a pivotal role in the lives of CHHS students. A number of students gained selection in Mid North Coast and North Coast Sports Teams. Special congratulations to Kenita Monks on being selected for the NSW Lawn Bowls Team for the second year running, and to Georgia Newell for selection in the State Under 16 Volleyball team.

A large number of CHHS Knockout teams competed in Zone and North Coast Finals. Both the Under 14 Boys Futsal and the Open Boys Indoor Cricket teams were North Coast Champions.

Congratulations to the following students, who achieved major sporting awards in 2010:

**Senior Male Sportsperson:** Clancy Brown  
**Senior Female Sportsperson:** Liza Goulding  
**Junior Male Sportsperson:** Guy Leckenby  
**Junior Female Sportsperson:** Billie Bourke  
**North Coast Recognition:** Kenita Monks  
**Pierre De Coubertin Award:** Nathan Beal

**Camps and Excursions**

We are very proud of the quality of our extra-curricular activities which in 2010 included major excursions to Valla, Meebun Bia, Snowy Mountains and Heron Island. In addition to these whole-year excursions there were numerous faculty-based trips including Science self-select to Sydney, Year 8 Chinese to Brisbane, Year 7 Geography to the Dorrigo rainforest, Senior Visual Arts and Music to Sydney. In fact there was rarely a week without some group heading out of the school.

**Meebun-Bia**

This week-long camp in the Gold Coast hinterland gives Year 8 students the opportunity to de-
Aboriginal Education

• Maishya Craig was the outstanding Indigenous student in Year 12; she has enrolled in Nursing at Southern Cross University, with an ultimate career goal of Medicine
• Personalised Learning Plans have been organised for the majority of students
• A Good News Book has been placed in the Staff Room to communicate Indigenous achievements
• Students participated in the following programs: AIME, Norta Norta, Deadly Days, V Tracks, Yarrawarra Girls’ Camp, Galambila Deadly Shots Project, Coffs City Council Botanic Gardens Project, Yarrawarra HSIE Excursion, Careers for Indigenous People
• Students hosted the NAIDOC assembly, and attended the Indigenous Awards ceremony to celebrate academic achievement and progress at the end of Semester 1.

Multicultural Education, ESL

Year 8 LOTE (languages other than English) students presented a Multicultural Festival, which included African dance, salsa, French cooking, Chinese games, Tai Chi, Spanish and Chinese fan-making, and Chinese calligraphy.

Chinese students enjoyed an excursion to the Buddhist temple in Brisbane, while a Year 9 HSIE excursion to Woolgoolga helped students learn about the local Indian community and culture.

Our school continued to be designated an ESL (English as a Second Language) school, allowing us to employ ESL teacher Mr Alex Riske and to support students by the purchase of appropriate resources. Mr Riske worked with students from Congo, Togo, Ethiopia and Burma to improve their English and help them integrate into lessons and school life. We also had the services of a Burmese interpreter for semester two, which proved immensely beneficial for the relevant students.

ESL students presented cultural items at local partner schools and performed for the first time at On Show. This allowed them to celebrate their own cultural heritage, as well as to raise awareness.

Snowy Mountains

Based at Jindabyne Sport and Recreation Centre, Year 9 students have the opportunity to ski or snowboard for a 4-day program. This is an experience that many of our students would not otherwise get the opportunity to undertake. Students develop many skills throughout the week and are also given the opportunity to mix socially with students from other parts of the state.

Heron Island

Heron Island offers the perfect backdrop for students to undertake rigorous scientific research and scuba dive and snorkel in a pristine reef location. Throughout the 9 days, students use the University of Queensland Research Facility and equipment, and are assisted by top class scientific researchers. This is a wonderful opportunity for our students and Coffs Harbour High School is amongst a select group of schools who are given this experience.

Yalla

This program provides a range of exciting outdoor activities aimed at increasing the social cohesion of our students, as well as reinforcing our strong tradition of anti-bullying. After a rigorous selection process, a group of Year 10 students are trained in Peer Support and anti-bullying strategies, and given the responsibility of mentoring a small group of Year 7 students. This camp aims to achieve significant improvement in “Bullying Literacy”, and helps with transition from Primary School. It also gives Year 10 students the opportunity to develop and display their leadership skills.
Students of the Year 7 Enrichment class were assessed for the North Coast region EGATS (an on-line learning program for gifted and talented students). Davis Howlett gained entry to the program and achieved excellent results in his final project on origami.

**Self-Select Science**

After finishing Year 8 many of the Enrichment class elect to pursue their interest in Science by joining the Self-select class for Years 9 and 10. Self-select operates as a contract based learning system. Students engage in a range of activities, excursions and competitions designed to increase their breadth and depth of Science knowledge. With ten Band 6 results in School Certificate Science this year the self-select formula appears to be a winner.

**Respect and Responsibility**

The School continued its involvement with the Premier’s Volunteering Program, this year extending the program to students in Years 9 and 10. Students volunteered with organisations such as the Rural Fire Service, Landcare, the Cancer Council and the school canteen. Five students — Chris McIntyre, Lucy Langfield, Emily Trivett, Hannah Marshall, and Lucy Mudge — achieved a diamond certificate, the highest award, for 80 hours of volunteer service. Thirty other students received a gold, silver, or bronze award for their efforts.

**Gifted and Talented**

The Year 8 enrichment class undertook the Independent Study Project. This is a free choice, open-ended project where students select and research a subject of interest and develop their own learning goals. They must create an item, object, model or display through which to demonstrate the depth of their learning. Two outstanding projects belonged to James Franklin and Georgia Nash. James chose Special Effects and wrote, directed, and acted in his own movie. Georgia investigated clothing design and production and made her own dress which she had a friend model.

2010 was a great year for the Agriculture Department. Staff and students have been kept busy building up the school farm with various successful enterprises. Staff have developed their own skills with Amanda Joyce undertaking the Tractor Operator and Maintenance course and Craig Hundle becoming accredited in Primary Industries.

One of the biggest events of the year is Agstravaganza held in Term 2 to coincide with Year 8 Science studying an Agriculture unit. Agstravaganza is designed to promote Agriculture and Marine Studies. The school farm was a hive of activity with students involved in fun and educational activities including: horse husbandry (presented by Christine Duver), campfire, damper cooking and barbecue, dairy calves (presented by local dairy farmer Gary Eichmann), tractor driving, meat

 ESL students attended intensive swimming lessons, which greatly increased their confidence in the water and allowed them increased access to water-based opportunities at school and in the community.
rabbids, aquaculture, water conservation, fancy dress and funky gumboot competitions.

It was wonderful to see so many parents and family members join in. Some of them had no idea where the school farm was whereas for others it was a trip down memory lane. Students were proud to show off their vegetable plots to their parents.

**Hall of Fame**

In December staff and students welcomed Mr Richard (Dick) and Mrs Jennifer Laffan to induct Matthew Laffan into the school’s Hall of Fame. Matt was a former Vice-Captain who died at the age of 38 on 1st March, 2009.

Matthew was a campaigner for people with disabilities, wrote many articles and was frequently interviewed on shows such as Andrew Denton’s *Enough Rope*. He campaigned for the position of Mayor of Sydney, acted on the judiciary for Rugby Union, served on the staff of the NSW Director of Public Prosecution.

Many of Matthew’s former teachers attended the ceremony to share memories of Matthew’s school days and to support Dick and Jenny.

The Laffans generously donated the Olympic torch carried by Matt in Sydney and a woodcut picture of Matthew that is displayed in the foyer.

Jenny Laffan addressed the assembly describing the hardships faced by Matt throughout his life. She also described his courage in not allowing his health problems to impact on achieving goals in his business, sport, civic and social life.

Students had previously watched the episode of *Australian Story* that demonstrated Matt’s courage, humour and intellect. Mrs Laffan reinforced their impressions of Matthew’s character and ability to overcome challenges.

Matthew has joined former inductees, Mr Allen Hogbin, Ms Noelene Bloomfield, Mr Doug Gam, Dr Roslyn Bayliss, Ms Alison Page and Mr Lee Winkler.

**Progress on 2010 targets**

**Review of Student Wellbeing policy**

The Learning Support Team completed a revision of procedures for Student Wellbeing and Behaviour Management. The document brings together the values, practices, programs and personnel which relate to student wellbeing at Coffs Harbour High. It is designed to inform and guide staff in their work with students and equip them to manage the complex demands faced each day in classrooms and in the playground.

We recognise that student achievement is directly related to student wellbeing and we are committed to developing and delivering a range of procedures and programs to promote the health and safety of all students. Students need clear boundaries and rules and we are committed to developing and maintaining positive relationships with students and managing intervention strategies for students who choose to engage in misbehaviour.

The new procedures have clear expectations of and consequences for student behaviour, flow charts to inform staff of appropriate action when responding to misbehaviour including that relating to bullying and truancy. The procedures outline the range of intervention and support strategies which we access, including monitoring cards, suspension from school, referral to in-school programs of support, counselling and Interagency support.

Procedures for recognising student effort and achievement have been refined. Bronze, Silver and Gold levels have been strengthened by the addition of requirements in academic areas, social and citizenship and sport and extra-curricular. Another layer has been introduced to strengthen student engagement and participation at school. Coloured slips called *Well Done, Thank you* or *Had a go* are awarded and drawn each week in Year Meetings and students have the opportunity to win a canteen voucher. These initiatives have been well received by students.

**Implementation of Technology Plan**

Significant progress was made in the use of technology as a teaching tool.

Our achievements include:
• Delivery of in-school professional learning led by Simon Borgert and Paula Madigan.
• Increased teacher knowledge and skills especially in Smartboard delivery and Moodle.
• A project led by Ms Madigan in which teachers worked with IWB trainer, Ms Jessica Little, and then mentored faculty colleagues
• Improved support for technology including installation of IWBs, enhancement of Moodle, improvements in the booking system for resources and the creation of a dedicated server room in the library.

Professional development of School Executive

Our achievements include:
• Fortnightly executive professional sharing
• Strengthening of Head Teacher networks
• Mentoring of aspiring executive
• Sharing leadership opportunities including at regional and state level.

Shared delivery of Stage 6 curriculum

The curriculum team meets fortnightly to plan for effective curriculum and timetable delivery. In 2010 the team worked with the whole staff to develop awareness about the implications of the raised school leaving age; the changing demands of the workforce and increasing need for vocational options for students. Some changes to school organisation were made for the 2011 school year including a rotating whole school assembly and weekly year meetings. These changes aim to strengthen communication and engagement of students in building a positive school culture.

We participated in a shared project with local schools (Orara High School, Coffs Harbour High School, Toormina High School and Woolgoolga High School) called the C4 initiative (Coffs Coast Combined Curriculum) to offer shared delivery of courses across schools for Year 11 students from 2011. The schools have collaborated throughout 2010 to generate enhanced options for students on Super Wednesday, where all schools have modified timetable arrangements to enable students to travel off site to access courses like Metals and Engineering, Construction, Primary Industries and Entertainment, as well as Dance. These courses were unlikely to run in individual schools, but become viable when offered across schools.

The group are continuing to meet to address challenges including assessment procedures, shared enrolment, sharing information about students and transport. We are optimistic about the success of the initiative and hope to increase collaboration and share delivery utilising video-conferencing in the future.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Stage 6 curriculum delivery and Student Welfare. Both evaluations have been reported on in the previous section.

Parent, student, and teacher satisfaction

Parents are encouraged to give feedback through email, P&C and interviews. Areas for improvement which have been raised include consistency of roll marking and attendance monitoring, the school website, cleanliness of playground, lack of drinking facilities.

The latter two were also raised by students and the Environmental Representative Council has been active in seeking solutions.

Students and staff have at times during the year expressed concern over the interruptions due to the building program but all are appreciative of the long-term benefits.

Staff have had to adjust to ongoing change in the leadership of the school. All executive positions have changed in the last three years and this has meant rebuilding of communication pathways and some reshaping of values and directions.

Professional learning

All teachers participated in professional learning. Available resources were shared between whole-staff training and activities specifically designed for individual needs. Focus areas were:
• Improving technology skills of teachers, especially in relation to the new student laptops and interactive white boards
• Quality teaching
• Improving literacy and numeracy
• Student management and welfare

**Targets for 2011**

**Enhanced opportunities for Stage 6**
Strategies to achieve this target include:
• Appointment of transition advisor
• Increased use of external resources
• Pursue cross schools initiative
Our success will be measured by:
• Breadth of curriculum
• Student retention and participation
• Strong links with educational partners
• Sharing of quality assessment practices

**Asia awareness**
Strategies to achieve this target include:
• Mandarin taught to Year 8 LOTE classes
• CHHS designated as a *Confucius Classroom*
• Participation in *Leading 21st Century Schools – Asia Literacy*
• Increased awareness of Asia literacy across all KLAs via participation in *Leading 21st Century Schools*.
• Integration of *Asia Awareness* into Year 8 Enrichment program
Our success will be measured by:
• Elective Mandarin class in Year 9 in 2012
• High-level Mandarin results in the School Certificate in 2012
• Integration of *Asia Awareness* units of work across all KLAs at CHHS in 2012
• Integration of *Asia Awareness* component into Year 8 Enrichment program

• Establishment of strong networks with Southern Cross University
• Establishment of Asian Studies elective

**Improved playground facilities**
Strategies to achieve this target include:
• ERC to investigate improved garbage bins
• Establish garden area along Edinburgh St
• Apply for grants to carry out improvements
• Increase seating in playground
• Increase student responsibility for the playground
Our success will be measured by:
• Cleanliness of playground
• Student, teacher and parent satisfaction
• Pleasant environment for students

**About this report**
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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