2009 Annual School Report
Coffs Harbour High School

NSW Public Schools – Leading the way
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 from its present site near the fishing port and beaches for 72 years. It has a major commitment to securing the best possible educational outcomes for all our students, irrespective of their background.

The school enjoys strong support from its community, and has an active and dynamic Parents and Citizens Association.
Strengths include our student leadership model, an exceptional offering of excursions, the enrichment program in Years 7 and 8, and an experienced and dedicated staff.

Principal's message
2009 could be described as a year of building and rebuilding.

I am very fortunate in being able to continue building upon the solid foundations created by my highly respected predecessor, Ken Butcher. Ken, who had been Principal at Coffs Harbour High for five and a half years, retired in the middle of the year after almost 40 years of passionate dedication to students in public schools across NSW.

Farewell and Thank You Ken Butcher
Ken's tenure at our school can be characterised by a vision which always had at its core doing what was best for students. His legacy remains visible as the school reshapes and renews its physical structures, and will remain visible in my efforts to keep that vision clearly in focus as a guiding principle underlying all our decisions and activities.

We also said goodbye to much loved and respected Deputy Principal, Ken Duryea. Ken was held in high esteem by the whole Coffs Harbour High community - staff, parents and of course students.

So we inevitably have a lot of rebuilding to do in regard to our Senior Executive. It is perhaps symbolic that the physical rebuilding of the School is before us as a constant reminder that great things are possible when the foundations are as sound as those we have here. The new Principal and Deputy will be doing their utmost to ensure that what goes on inside the new buildings will maximise the fantastic extra educational potential created by the buildings themselves.

This document aims to tell parents about the school’s achievements during 2009 and where we want to go next. The information it contains is part of our continuing self-evaluation process. It is a balanced and genuine account to which many people contributed, and I express my gratitude to them for their help.

Patti Kearns
P&C President's message
The P & C continued to be a cohesive team working to support the students and staff. On behalf of all our families I would like to thank Ken Butcher and Ken Duryea for their strong leadership during their time at Coffs Harbour High.

The P & C derives the majority of its funds from the success of the school canteen, ably run by Mrs Gail Swan and Mrs Wendy Mitchell. The canteen provides nutritious and varied food, and also stocks school uniforms and other equipment. Gail and Wendy are assisted throughout the year by a cheerful group of volunteer helpers. Their contribution is invaluable: it allows canteen profits to be used for enhancing teaching programs and the school's image in the community.

Major P & C projects for 2009 were:

- Continued funding of the school newsletter
- Upgrade of technology facilities through the purchase of interactive whiteboards and data projectors.
• Installation of the electronic message board on Harbour Drive.

  Leanne Bourke

**SRC Chairperson’s Message**

Each year four student representatives are elected by their peers from years 7-11. These 20 students, along with the ten prefects, make up the Student Representative Council.

Under the leadership of a dynamic executive (Megan Palmer, Romy Shorter, Jordann Pedron, James Franklin, Mason Peronchik) the 2009 team was very successful in catering for students’ needs, as well as in fundraising. Activities included:

• Valentine’s Day roses, balloons and red lips to help year 12 fundraising.
• Over $1000 for Victorian Bush Fire relief (matched by the P&C). The prefects then challenged other local schools to help support this worthy cause.
• Pink and Blue Day for breast cancer and prostate cancer research.
• Jeans for Genes day. We raised $400 this year, making a total of about $2000 towards research into childhood diseases over the past six years.
• Bandana Day raised $600 towards teenage cancer research, with a total of about $3600 over six years.
• Highly successful school socials at the Coffs Harbour Ex-Services Club.
• Rewards Day to Movie World on the Gold Coast to congratulate students who worked consistently throughout the year.
• Regional SRC meetings and camps helped improve our leadership skills and exchange ideas with other schools.

  Megan Palmer

**Student Information**

**Enrolments**

Since 2006 Coffs Harbour High School has had an enrolment ceiling of 850 students. At the time of the census the enrolled number of students was 804 but this grew during the course of 2009 to reach 850. The school draws students from Coffs Harbour, the northern beaches and the Orara Valley.

<table>
<thead>
<tr>
<th>Year</th>
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<th>Female</th>
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<tbody>
<tr>
<td>2005</td>
<td>448</td>
<td>459</td>
</tr>
<tr>
<td>2006</td>
<td>414</td>
<td>447</td>
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<tr>
<td>2007</td>
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<td>378</td>
<td>439</td>
</tr>
<tr>
<td>2009</td>
<td>363</td>
<td>441</td>
</tr>
</tbody>
</table>

**Management of non-attendance**

In 2009 the Deputy Principal, Mr Peter Brotherton, and Head Teacher Administration, Mrs Margaret Grice Little, worked closely with the Home School Liaison Officer, Ms Jane Pearce, to refine practices of reporting student absences to parents. They introduced a system of fortnightly checks in which year advisors are given a list of students causing concern. In addition to the absence letters which are sent home, the school is placing greater emphasis on phone contact and this is beginning to show positive results.

**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 a genuine choice of public school for their Stage 6 studies. Whilst Coffs Harbour High offers a wide curriculum choice there are some students for whom the subject offerings at the Senior College are more suitable. The table below shows that following a period of decline the percentage of students staying on into Year 11 and 12 is increasing.
Close to half of the 2009 Year 12 students were offered places through the University Admissions Centre. More than half of these students selected regional universities as their first preference, predominantly Southern Cross University (Coffs Harbour) and University of New England (Armidale). Many had been offered a place as part of early entry schemes.

**HSC and Vocational qualifications**

98% of the cohort of 82 students achieved the HSC. 29% of these students completed a vocational qualification through TAFE.

**Staff information**

**Establishment**

Significant changes took place in the executive structure during 2009. The Principal, Mr Ken Butcher and Deputy Principal, Mr Ken Duryea, retired in July. Ms Patti Kearns was appointed as Principal following a merit selection process. The Deputy position is to be filled in 2010. Mrs Margaret Grice Little transferred to fill the position of Head Teacher, Administration and Mr Connel Field was appointed following merit selection as Head Teacher, PDHPE. At the end of 2009 we farewelled two long-serving and highly valued members of staff, Mrs Betty Ann Austen (English) and Mr Mike Howarth, (Careers and IT). Mrs Jane Wilson has been permanently appointed as LOTE teacher and has introduced the study of Chinese. One member of staff is of Indigenous background.

**Teacher qualifications**

All Coffs Harbour High School teaching staff meet the professional requirements for teaching in NSW public schools including accreditation with the NSW Institute of Teachers.

All teaching staff have a tertiary degree or diploma; in addition 15% of them also have postgraduate qualifications.

**Staff Attendance**

Staff have access to leave entitlements such as sick leave. In 2009 the average daily attendance for staff was 95.3%.

**Financial summary**

The table below reflects the position as at 30th November 2009. It covers funds for operating costs; it does not include expenditure in areas such as permanent salaries, buildings and major maintenance.
### Income

Balance brought forward 292,088.66
Global funds 584,162.40
Tied funds 355,492.62
School & community sources 412,414.00
Interest 14,768.54
Trust receipts 26,374.58

**Total income** 1,685,300.80

### Expenditure

Teaching & learning
- Key learning areas 180,736.35
- Excursions 205,911.64
- Extracurricular 39,826.68
- Library 10,307.91
- Training & development 2,545.72
- Tied funds 330,114.49
- Casual relief teachers 195,074.65
- Administration & office 138,216.02
- Utilities 88,542.23
- Maintenance 27,015.13
- Trust accounts 24,936.68
- Capital programs 16,191.21

**Total expenditure** 1,259,418.71

**Balance carried forward** 425,882.09

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A full copy of the school's 2009 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

Higher School Certificate results featured some outstanding individual results including those by Dux, Elliot Wolgamot, and Renee Noble, who each received three entries on the Distinguished Achievers List.

Elliot had exceptional success in 2009. As well as being elected School Captain and being named as Dux, he also received the Australian Defence Force Long Tan award for teamwork and leadership and the Pierre de Coubertin award for sportsmanship. We wish Elliot well in his Engineering studies at the University of Sydney.

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**Subject statistics**

Maths achieved sound results across all courses, and obtaining five band 6 results in General Mathematics was outstanding. English results were also solid, and Advanced English is now approaching the state average. Business Studies (5 points above state average), PDHPE and Community and Family Studies were also high performing subjects.
In 2009 our highest performing subject was **English**, with the percentage of students in the top two bands (42%) well above the comparable percentage at state level (34.4%). Mrs Madigan, Head Teacher English, has led the faculty in considerable professional development around both programming and marking to the school Certificate guidelines: the value of this work is shown in these results. Mathematics students also performed well with the top two bands, like English, exceeding state averages.

In **Mathematics** no students were placed in the lowest band. Teachers are now working towards reducing the number of Band 2 students. The faculty have identified Measurement as one strand needing attention. This is mostly tested in the non-calculator section of the School Certificate test, and teachers are developing students’ competency in this area.

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**HSC performance compared to School Certificate**

The table below compares 2009 results with those of the same cohort’s School Certificate results two years previously. Compared with our average over the last five years, 2009 showed improved results for higher achieving students while middle-range students were much less successful.

School Certificate performance is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).
Science have done well to have very few students being placed in the lower two bands but need to push more students into the top two bands and in particular to the Band 6 level of achievement. The teaching of Year 10 Science has been restructured with classes rotating across different teachers. This will allow specialist teachers to deliver certain topics to all students.

History and Geography both performed at close to state average, but there were nearly twice as many students in Geography in the higher bands as in History. Both subjects are doing well to have small percentages of students in the lower bands, but there is too great a clustering of students in the middle bands. Analysis of student performance using RAP and Board of Studies component reports will allow programs to be refined to move students along the achievement bands.
School Certificate Performance compared with Year 5

The table below compares 2009 results with those of the same cohort’s performance in Year 5. Strong value adding is seen in English, Maths and Science. History moved closer to positive value-adding compared with the average of previous years.

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.

The school’s literacy and numeracy team, led by Mrs Paula Madigan (Head Teacher English), Mrs Rosemary Laurens (Head Teacher HSIE) and Mr Simon Borgert (Head Teacher Maths), used the SMART data analysis tools to investigate the 2009 results in both Year 7 and Year 9, leading them to define five focus areas for whole school attention. These have been presented at staff meetings and incorporated into faculty programs for 2010.
The Australian Government sets minimum standards for reading, writing, grammar and punctuation, spelling, and numeracy for years 3, 5, 7 and 9. The performance of our students in the National Assessment Program has been compared to these minimum standards. The percentage of our students achieving at or above the standards is reported below.

Minimum standards

The Australian Government sets minimum standards for reading, writing, grammar and punctuation, spelling, and numeracy for years 3, 5, 7 and 9. The performance of our students in the National Assessment Program has been compared to these minimum standards. The percentage of our students achieving at or above the standards is reported below.
#### Year 7 students at or above minimum standard

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
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<tr>
<td>Reading</td>
<td>97.0%</td>
</tr>
<tr>
<td>Writing</td>
<td>92.2%</td>
</tr>
<tr>
<td>Spelling</td>
<td>94.6%</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>92.2%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96.4%</td>
</tr>
</tbody>
</table>

#### Year 9 students at or above minimum standard

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>92.8%</td>
</tr>
<tr>
<td>Writing</td>
<td>90.7%</td>
</tr>
<tr>
<td>Spelling</td>
<td>90.0%</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>86.7%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95.3%</td>
</tr>
</tbody>
</table>

## Arts

2009 has been an exciting and challenging year for creative arts. Students have had the opportunity to be involved in many activities both at school and away, with public performances and excursions to experience drama, music and visual arts.

Drama students, under the guidance of Ms Hair and Mr Crewe, had a busy year, beginning with a trip to Sydney by the Year 12 students to see Onstage. In Term 2 Year 10 and Year 12 students competed in the Coffs Harbour Eisteddfod, gaining first place in the Small Group Performance Section. Year 10 Drama successfully presented the play Lockie Leonard in the Lighthouse Studio. In Term 4 Year 9 Drama students presented Yannagai, Yannagai. The talented group controlled all aspects of this successful production, including the sound and lighting via their laptop computers. Two drama workshops were also presented to our students during the year – one by the Australian Youth Theatre, the second by Denny Murphy from the Commedia del Arte Company.

In Term 1 senior Visual Arts students spent three days in Sydney under the guidance of Mr Woodward and Mr Butler. They were able to see and do many things that they would not be able to experience in Coffs Harbour. These included Art Express at the Art Gallery of New South Wales, and visits to the Museum of Contemporary Art and the Brett Whiteley Gallery.

In Term 3, Ms Montgomery and Ms Munro took 30 Music students on a cultural excursion to Sydney. Highlights included the musical Chicago at the Lyric Theatre, a performance by the Sydney Symphony Orchestra at the Opera House, a visit to the Sydney Conservatorium, and the World Press Photography Exhibition at the State Library. Ms Montgomery also prepared ten of our talented singers for the annual Celebration Concert which was held at Homebush in Term 4.

A school highlight during Term 3 was On Show 2009. This production, directed by Ms Chivas and Mr Woltschenko, featured the talents of over 120 students. The program included music, drama, dance, gymnastics, spectacular fire-twirling, and fashion parades featuring garments from Mrs Martin's Textiles students from Years 10, 11 and 12. Year 12 student Steven Mitchell directed the lighting for the show, and his laser lights and flame throwers were spectacular.

## Sport

2009 was a very successful year for sport. A number of students gained selection in Mid North Coast and North Coast sports teams. Also, a large number of CHS Knockout teams competed in Zone and North Coast finals. Congratulations also to Kenita Monks on gaining selection in the NSW Lawn Bowls team. In Inter-house shield competition, Red house was again the champion house.

![14 years cross country winners](image)

### Sports Awards

- Nick Bailey – senior male sportsperson
Liza Goulding – senior female sportsperson  
Ethan Sellings – junior male sportsperson  
Chandla Stack – junior female sportsperson  
Kenita Monks – North Coast Sporting Blue

For his contribution to our sports program and the way in which he represented the values of Coffs Harbour High School, Elliott Wolgamot was awarded the Pierre De Coubertin Award for 2009.

Camps and Excursions

We are very proud of our excursion program, and feedback from parents and prospective parents suggests that our extra-curricular activities are a significant factor when parents choose Coffs Harbour High for their children.

Valla

This Peer Support camp provides wonderful leadership opportunities for carefully selected and intensively trained Year 10 students, who then guide their Year 7 charges through anti-bullying sessions, derived from the latest research. Students are trained to identify all forms of bullying, to respond appropriately and to develop strategies for becoming more resilient and bully proof. One of our major strategies is to mobilise the bystanders to reject all forms of bullying.

Snowy Mountains

The Snowy Mountains form the magnificent backdrop for our Year 9 excursion. Based at Jindabyne Sport and Recreation Camp, students learn to ski or snowboard during the day, developing responsibility for their equipment and learning their part in teamwork by being in the correct place at the correct time. At night they interact with students from a wide variety of city and country secondary schools by participating in organised activities conducted by Sport and Recreation staff. This is an opportunity that many North Coast students never experience.

Heron Island

Year 11 students are introduced to an exceptionally sensitive and beautiful marine environment. The reefs surrounding Heron Island are ranked in the top ten scuba diving and snorkelling sites on earth, and our students conduct complex scientific investigations and complete valuable assignments while living at the University of Queensland’s research facility. Students are introduced to rigorous scientific research by some of the world’s pre-eminent experts in Marine Science.

Meebunn-Bia

Students from Year 8 are taken to this pristine rainforest setting, where professional guides conduct physical activities using rope ladders, flying-foxes and rope bridges, challenging students in a safe and caring environment. Self-reliance, teamwork and individual self-confidence are some of the positive outcomes of this important experience.

Exploring the reef

Other significant programs

Aboriginal education

Forty-two indigenous students were enrolled at CHHS in 2009. Year 12 student Ruben Browne was elected School Vice-Captain for 2009, and
did an excellent job representing the school at official functions and providing leadership for younger students. In Year 10, Matthew Flanders also provided strong leadership through his commitment to raising the Aboriginal flag each morning, and delivering the Welcome to Country at Assemblies in both Gumbaingirr and English. The school has a strong tradition of supporting the welfare and learning of indigenous students. QuickSmart provided many indigenous students with extra numeracy support. Our thanks go to Mr Mervyn Bolt and the Teachers’ Aides for their participation in this program. Indigenous students participated in the V-Tracks program, which gave them a taste of many different courses offered by our local TAFE College. As always, NAIDOC Week provided indigenous and non-indigenous students alike with the opportunity to reflect on the past and focus on the future. Students participated in local celebrations, and teachers ensured indigenous themes were central to learning in all subjects during that week. A new program, called AIME, started in 2009. Managed by former Coffs Harbour High School Captain, Clarke Webb, it gave Year 10 students the opportunity to meet regularly with students from Southern Cross University, thus helping raise awareness of tertiary education as an option for indigenous students.

A big effort was made in the second part of the year to get the process of Personalised Learning Plans (PLPs) going in earnest. This enabled Mr Mervyn Bolt, Mrs Rosemary Laurens, indigenous parents and students to meet and have a conversation about students’ educational achievements to date and to set clear goals. Staff were updated on the process in Term 4, and this has consolidated the focus on indigenous education at the school. Yarn-ups will continue in 2010 until all students have a PLP in place.

Our thanks go to all staff for their continued efforts supporting indigenous education, especially to Mr Mervyn Bolt, who works tirelessly for indigenous students from his base in the Aboriginal Resource Room.

**Multicultural Education**

Multicultural education continues to be a fundamental part of the curriculum at Coffs Harbour High. Mandatory units exploring aspects of multiculturalism are part of many subjects, especially junior History, Drama, Visual Art and English courses as well as in Language classes. Multicultural programs in English were supported with two grants that allowed the purchase of books with a multicultural perspective.

For the first time in its history, CHHS was able to offer students courses in Mandarin Chinese (Year 8) and Spanish (Years 8, 11 and 12). This has added greatly to the multicultural awareness of those students, and improved the scope of the curriculum. Mrs Jane Wilson was appointed as our first permanent teacher of Mandarin. She brings enormous enthusiasm and expertise to the LOTE faculty.

The enrolment of students new to Australia, in particular from Togo, Congo and Burma, provided the opportunity to increase everyone’s understanding and appreciation of other cultures. With the help of Mr Alex Riske these students presented cultural performances at both the high school and partner primary schools.

**English as a Second Language (ESL)**

In 2009 our school continued to be designated as an ESL school, with 11 students identified as meeting ESL guidelines. This allowed us to employ ESL teacher Mr Alex Riske and to support the students by the purchase of appropriate resources.

In Term 4 our ESL students attended intensive swimming lessons. These greatly increased their confidence in the water and will allow them more access to a range of water-based opportunities both at school and in the community.

**Respect and Responsibility**

Coffs Harbour High was chosen in 2009 as a pilot school for the Volunteering Program. Many Year 9 students chose to become involved, and volunteered for a range of community activities, including Surf Lifesaving and the SES. Several students became eligible for a Bronze award, indicating that they had completed 20 hours of volunteering.

**Environmental Education**

The focus areas for 2009 were student leadership and sustainable infrastructure in both the school and the community. The emphasis was on building awareness and understanding of both local issues and global context. It included the following events:
Youth Lead Australia

Four Year 10 students took part in a leadership course at Mt Hyland, facilitated by the non-profit organisation OzGreen. They identified environmental issues relevant to both their individual interests and community needs, and then developed personal and collective action plans to bring about positive change.

2030 Strategic Plan

Year 10 Geography students participated in a Youth Round Table, in the context of Coffs Harbour City Council’s Strategic Plan. They contributed ideas for the future of the city, and proceedings were published as part of the 2030 vision statement for Council.

Climate change initiatives

In the lead-up to the Copenhagen summit, members of the School’s Environmental Representative Council participated in Youth Decide. They created informative presentations for a school assembly, and then collected votes on the carbon emission reductions that students perceived as necessary. An overwhelming number of students voted, and the resulting information was tabulated and sent to the Prime Minister’s office.

Year 8 students from the Enrichment Class were invited to take part with other students from the region in a Youth Leadership Congress to discuss the impacts of climate change. The group communicated with other regions via a video conference that also involved members of a delegation to Copenhagen. Action plans were created and presented to Coffs Harbour Council and community through a forum held at the Council Chambers.

In November two research fellows from Newcastle University interviewed students and staff involved in the School Climate Change Initiative. This is a two-year project developing shared curriculum across KLAS and involving Stage 3 (upper Primary classes) at Coramba, Karangi and Korora schools and Stage 4 (Years 7 and 8) at Coffs Harbour High.

The purpose of the research is to assess the impact of the Initiative on:
- Student understanding, engagement and action
- Teacher professional learning
- Scoping and sequencing programs

School environmental management planning.

Sustainable Infrastructure

During the year the School used a $49,000 Commonwealth Government water grant to install a 20,000 litre tank and associated irrigation. This makes possible the implementation of our aquaculture program (developed in 2008-9) and also allows effective watering of students’ crops. We also received a $50,000 Solar in Schools grant, which will be used to install a 4 kW system of solar panels at the Agriculture plot, making it completely self-reliant for both water and electricity. A further $7000 will be used for energy-efficient lighting in the science block.

Paper recycling is currently in limbo between contracts, and we await the result of the City Council’s search for alternative funding for our recyclable collections.

Memorial Ceremonies

The School was ably represented at the community ANZAC Day service by Year 10 and 12 students, including our Prefects. School Captains Carla Finch and Elliot Wolgamot read the prayers while David Van Tongeren and Sarah McEwan laid the wreath.

The theme for our own school service was Sir John Monash, who served at Gallipoli and was instrumental in devising strategies which helped bring the war on the Western Front to a quick end. The School Captains hosted the service while Vice-Captains and Prefects spoke on the many and varied contributions of this fine Australian. Our guest was Mrs Maisie Gordon, who spoke about her memories of life on the home front during wartime.

The School’s Remembrance Day Service was held at 11 a.m. in part of our newly renovated playground, the ‘amphitheatre’ located outside the Lighthouse Studio. Four Year 9 students, Lucy Langfield, Jessie Mills-Thom, Brittany Treadwell and Isabelle Capell-Hattam each wrote a speech about what the day meant to them. Sales of badges and pens in the industrial area of the city raised $1900, which was donated to the RSL sub-branch.
Progress on 2009 targets

Embracing the Digital Education Revolution

Our achievements include:

- Effective and representative Technology committee
- Improved technology infrastructure with an increase in interactive whiteboards and data projectors
- Phase 1 of wireless connectivity (Library and Science Block) completed
- Efficient rollout of laptops to Year 9
- Extensive training of staff in laptop pedagogy
- Establishment of a staff laptop user group

Improving the buildings and physical surrounds

Our achievements include:

- New drainage and sewage lines, along with improved drainage from school buildings
- New student toilets
- Two new Maths General Learning Spaces
- New Visual Arts facilities, including three new classrooms, a kiln, a Visual Design computer laboratory, and an outdoor teaching space
- Freshly painted English and Technology departments
- Much improved grounds, with increased seating, useable paved areas and gardens

Improving HSC Outcomes

Our achievements include:

- Negotiations on shared curriculum with schools in our School Education Group
- Revised Stage 6 curriculum offerings to take account of the new school leaving age
- Mentoring support for teachers delivering HSC courses for the first time
- Continued improvement in retention to Year 12

Playground cleanliness

Our achievements include:

- Increased respect for school gardens as assets worth maintaining
- Greater willingness by the student body to help clean up grounds
- Creation of new landscaped garden by Ms Hoban and garden club students, with materials donated by community
- Formation of Environmental Representative Council to increase awareness of environmental concerns and recommend whole-school initiatives
- Dedicating a room with displays to Environmental Studies in the HSIE component of the current Capital Works upgrade
- Significant over-all improvement in appearance of grounds

Key evaluations

It is a requirement for all New South Wales public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of attendance and technology delivery.

Attendance

Although Attendance had been an area for evaluation in 2008, our data showed that there was still need for significant improvement.

Our investigations and discussions found that attendance would improve only if all people involved in the recording and follow-up process were represented at relevant planning and development meetings. Thus in 2009 planning meetings involved three members of the SASS staff as well as the Home-School Liaison Officer, Deputy Principal and Head Teacher Administration. In addition, steps were taken to streamline communication with parents. Another significant development was the attendance of the HT Administration at Student Welfare meetings to liaise with Year Advisors about attendance. There are already signs that this improved structure is having a positive effect.

Future directions include:

- Regular monitoring by HT Admin of roll marking procedures
- Improved compliance by seniors with flexible swipe on procedures
- Increased phone communication with parents
- More regular recognition of students with outstanding attendance
Teaching of Technology Outcomes

Teachers had often reported that their ability to achieve the technology outcomes of their syllabuses was seriously compromised by lack of access to computer rooms.

Investigations confirmed that computer rooms were heavily booked by specifically IT courses (especially Years 7 and 8) and Elective courses such as Graphics Technology. Because of the timetable structure it was impossible for some classes to obtain computer bookings.

Steps which were taken to address this included:
• Development of an online booking system, managed by the Head Teacher Administration
• P & C donation of $55,000 for IT infrastructure, interactive whiteboards and data projectors

Future intentions to facilitate continued progress:
• Review the need for stand-alone IT classes in Stage 4, since technology should now be embedded into all syllabus programs
• Review timetabling of classes into computer labs, allowing for the fact that Years 9 and 10 will have laptops and the school will have full wireless coverage
• Purchase BookIt or similar software for managing room and resource booking

Parent, student, and teacher satisfaction

The school takes the opinions of parents, students and teachers very seriously. Whilst no formal evaluation was carried out during 2009, informal feedback was systematically sought throughout the year. A summary of responses is presented below.

Parents consistently referred to the following as positive aspects of the school:
• our reputation in the wider community
• the effectiveness of the P & C and the canteen
• the high quality of the school newsletter
• the current upgrade to school facilities

Students cited as positive aspects of the school:
• the rollout of laptops
• school excursions

Teachers indicted that positive aspects of the school are:
• collegiality
• upgrade of facilities

Areas identified for attention by each group were:
Parents: inadequate website
Students: bullying, playground seating
Teachers: noise and disruption from building upgrade, constant change in leadership during 2009

Professional learning

All teachers participated in professional learning activities during 2009. 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 whiteboards
• quality teaching
• enhanced course programming and assessment
• techniques for improving literacy and numeracy

Development Plan Targets for 2010

Review of Student Wellbeing policy

Strategies to achieve this target include:
• Policy rewriting, led by Deputy Principals, following current DET guidelines
• Systematic consultations with all stakeholders – parents, students and staff
• Review of the operation of RISC

Our success will be measured by:
• Increased understanding throughout the School of student wellbeing policy
• Enhanced wellbeing reflected in higher attendance and lower suspension rates
• Improved delivery of learning and behaviour support to students
• Clear communication paths and timely feedback to staff, students and parents

Implementation of Technology Plan

Strategies to achieve this target include:
• Audit of technology resources
• Training and development of staff
• Purchase of BookIt
• Expanded use of Moodle

Our success will be measured by:
- Increase in student access to technology
- Increased use of Connected Classroom
- Increase in staff delivery of high quality learning experiences using technology
- Strategic purchasing of equipment

**Professional development of School Executive Team**

Strategies to achieve this target include:
- Reviewing structure of Executive meetings
- Training and development in the areas of identified need: time management, delegation, and managing staff
- Implementation of EARS
- Increase the involvement of Executive team in school planning

Our success will be measured by:
- Development of a cohesive Executive team
- Improved management systems
- Improved Executive communication
- Whole-school ownership of school plan

**Explore shared delivery of Stage 6 curriculum**

Strategies to achieve this target include:
- Development of a CHHS curriculum team
- Curriculum meetings with local public high schools
- Review of timetable structure and period length to maximise inter-school compatibility
- Investigate the implications of new technologies for delivering curriculum across schools

Our success will be measured by:
- Increased retention to Stage 6
- Student satisfaction with curriculum choices
- Increased knowledge and capacity of staff
- Strengthening of the capacity of public education across the Coffs Harbour area

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted throughout the year and analysed other available 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. A large number of people have played a part in this process, and we wish to express our thanks for their efforts and co-operation.

Patti Kearns, Principal
Jann Clarke, SAM
Simon Borgert, Head Teacher Maths
Rosemary Laurens, Head Teacher HSIE
Paula Madigan, Head Teacher English
Marc Miller, Head Teacher Science
Michael Woltschenko, Head Teacher CAPA

**School contact information**

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Parents can find more information about Annual School Reports, how to interpret information in the reports and provide feedback about them at: www.schools.nsw.edu.au/asr