2008 Annual School Report
Coffs Harbour High School

NSW Public Schools – Leading the way
Our school at a glance

Coffs Harbour High School (CHHS) is a comprehensive secondary school that has occupied its current site for 71 years. To service the educational needs of a diverse, mobile community the school offers a broad academic curriculum that has multiple links to an array of extra curricula activities and support networks.

Student leadership is a special facet of this school in that it exists at many levels and adds to the whole school experience for our young men and women. Retaining the traditional prefect body, linking it to the Student Representative Council (SRC) with further links to the Environmental Representative Council (ERC) and Student Leadership is for Koori Kids team (SLIKK), the students are not only prominent in student government but also in advancing our school community towards sustainability and cultural harmony.

The partnership that exists between the school and our parent body is strong. The Parents and Citizens Association (P&C) continues to support the school in many ways. Their outstanding achievements in 2008 were to replace the ageing stage curtains in the school hall and to fund the establishment of the new school website.

From the end of 2008 the school will be targeted by the NSW Department of Education and Training (DET) for a major capital works program over two years that will revitalise many of the teaching, administrative and play areas on site.

Messages

Principal's message

The Annual School Report (ASR) is developed by the school self-evaluation committee comprising staff members and parents under the leadership of the principal. This document aims to inform parents of Coffs Harbour High School about the processes of self-evaluation and annual reporting. These are central components of a school’s accountability requirements to its parents and community and the DET. They are also important components of a school’s development planning.

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.

Ken Butcher

P&C message

Again another great year at Coffs Harbour High School has passed.

Following on from last years report with reference to funding for major works, we continue the consultation process to ensure these funds will be used in a way which will most benefit the school both in the short and long terms. The P&C is working with the school and the government consultants to ensure this will happen.

Yet again our wonderful committee and our fantastic canteen staff have worked hard to provide a wide choice of well priced foods in the canteen. The profits from the canteen have been directed into school projects that include:

- continued funding of the school newsletter, student diaries, and book vouchers for Presentation days;
- funding for the school website;
- sports items for representative teams; and
- stage curtains for the school hall.

Once again I thank all our staff and volunteers because it is they who make our fund raising efforts possible so we can continue to provide our children with the little extras that they deserve.

Thanks also to Ken Butcher and his team of staff for their support again in 2008

Kim Seater P&C President

Student representative's message

The student representative council (SRC) is a group of students elected to represent their year. Every twelve months, four students are elected from each year cohort to represent their fellow peers. These twenty students along with the
prefects and captains represent a good cross section of the school community.

Their role within the school is to highlight student needs and concerns and work towards achieving the goals that the SRC set for their twelve months in office. Their main aim is to make the school a better place for the students giving the student body a voice within the school community.

Activities organised for 2008 included:

- Two highly successful school socials.
- Providing food and drinks and tours of the school for events such as Orientation Days, Cross Country and Enrichment Days.
- Bandanna Day, where the students raised $850 for CanTeen.
- Pink Day where the students raised money for breast cancer research.

Carla Finch

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>471</td>
<td>448</td>
<td>414</td>
<td>385</td>
<td>378</td>
</tr>
<tr>
<td>Female</td>
<td>477</td>
<td>459</td>
<td>447</td>
<td>432</td>
<td>439</td>
</tr>
</tbody>
</table>

Retention to Year 12

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>87.1</td>
<td>88.9</td>
<td>87.3</td>
<td>88.0</td>
</tr>
<tr>
<td>Region</td>
<td>87.8</td>
<td>88.3</td>
<td>88.6</td>
<td>88.0</td>
</tr>
<tr>
<td>State</td>
<td>90.1</td>
<td>89.9</td>
<td>90.1</td>
<td>90.1</td>
</tr>
</tbody>
</table>

Post-school destinations

Approximately a third of Year 12 2008 have applied for university courses on the completion of their studies. Twenty students have been offered early entry to Southern Cross University and 13 students have applied for early entry to University of New England. Approximately 20 students indicated that they will be taking a gap year before considering continuing to tertiary education.

The New School Based traineeships in Year 11 have led to six students leaving during the year to take up full time apprenticeships with their employers.
Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment
A very small reduction in the number of students attending the school has seen the staffing establishment reduced from 57.8 to 57.2 teaching staff.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>42.2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>57.2</td>
</tr>
</tbody>
</table>

Staff retention
Staff retention at Coffs Harbour High School continues to be stable. This stability reflects the geographical location of Coffs Harbour, the services available in our community and the quality of CHHS as an educational facility.

Staff attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 95.00%. Note that the staff attendance is determined by subtracting the number of short-term, unplanned days absent from the total available teaching days.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10%</td>
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</tbody>
</table>

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

Expenditure

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>242 835.81</td>
</tr>
<tr>
<td>Global funds</td>
<td>485 270.98</td>
</tr>
<tr>
<td>Tied funds</td>
<td>263 771.99</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>365 617.59</td>
</tr>
<tr>
<td>Interest</td>
<td>24 050.82</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>32 155.60</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1 413 702.79</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>177 507.85</td>
</tr>
<tr>
<td>Excursions</td>
<td>214 400.20</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>35 822.57</td>
</tr>
<tr>
<td>Library</td>
<td>12 164.82</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2 419.66</td>
</tr>
<tr>
<td>Tied funds</td>
<td>216 425.81</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>180 398.61</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>131 362.62</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>86 826.62</td>
</tr>
<tr>
<td>Maintenance</td>
<td>18 370.37</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>30 597.72</td>
</tr>
<tr>
<td>Capital programs</td>
<td>15 267.28</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>1 121 564.13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Balance carried forward</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>292 138.66</td>
</tr>
</tbody>
</table>

A full copy of the school's 2008 financial statement is tabled at the annual general meeting of the P&C Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Achievements

Arts
The year 2008 has been an exciting and challenging one 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 the visual arts.

Senior drama students began the year with a trip to Sydney to see 'Onstage' and attend performances of Ngapalji Ngapalji and talks by indigenous playwright and director, Wesley Enoch. The students followed this with a performance of their self-devised fairytale show at a local pre-school.
In Term 1 the senior visual arts and music students went to Sydney under the guidance of Mr Woltschenko, Mr Woodward and Ms Chivas for three days. They were able to see and do many things that they would not be able to experience in Coffs Harbour. Some of these included going to see Art Express at the Art Gallery of NSW, a visit to the museum of Contemporary Art and a viewing of the musical “Rocky Horror Show”

Senior drama students perform at ‘OnShow”

In Term 3 a special senior CAPA evening was held to showcase the work of the Year 12 visual arts and music students. The art students displayed their Bodies of Work and the music students performed their HSC pieces. There were also performances by the Year 11 drama students and refreshments were served by the Year 12 Hospitality students.

The works produced by the Year 12 visual arts students ranged from intricate bead sculptures to painting, drawing and ceramics. They were of an excellent standard and the work by Kathleen Edwards, ‘Viva La Frida’ was selected for Art Express.

Sport

This year a number of students gained North Coast Combined High Schools (CHS) representation in a range of sports, with one going on to gain state honours. A number of teams competed in zone finals, some achieving outstanding results. The U14 boys futsal team were North Coast champions as were the U15 girls beach volleyballers.

Kathleen Edwards with “Viva La Frida”

Sportsman of the Year - Reece Edwards

The Pierre de Coubertin award was won by Reece Edwards who was also named as The Sportsperson of the Year. The Year 11 Sportsperson of the Year was awarded to Helen Moseley. The awards for Junior Sportspersons of the Year went to Clancy Brown and Georgia Burt.

North Coast Sports Awards

- Tim Metcher - Special Achievement Award for Rugby
- Nick Bailey – Recognition Award for Swimming
North Coast Combined High Schools (CHS) Reputation 2008

- Australian Football (AFL) - Lucas Nicholls
- Athletics - Eleanor Hayes, Vaclav Svab
- Basketball - Ryan Bailey
- Cross Country - Reece Edwards, Alana Evans, Helen Moseley, Nathan Beale, Guy Leckenby, Mitchell Hall, Jordan Dyson, Zac McLaughlin
- Gymnastics - Tahlia Hinton
- Hockey - Reece Edwards
- Rugby League - Jarred Wallace
- Rugby Union - Tim Metcher
- Softball - Hannah Morris
- Swimming - Nick Bailey

Debating

This year Coffs Harbour High School entered the Premier’s Debating Challenge in both the Years 7 and 8 and the Years 9 and 10 categories.

The Years 9 and 10 teams met Nambucca Heads High School on Thursday May 8 for its first debate, which they successfully argued. The Second debate was against Toormina High School and the third against Nambucca Heads High School which they lost.

The Years 7 and 8 debating team saw a group of talented students competing against Nambucca Heads High School, Bellingen High School and Dorrigo High School. Unfortunately we were defeated in all three contests. The girls should not be disheartened though, as they are fine debaters and will go a long way in future debates.

Public Speaking

Our school hosted the regional final of the Sydney Morning Herald Public Speaking Competition on Thursday 7th May.

Our representatives were Carla Finch and Elliot Wolgamot. They were both very professional in their approach and certainly were great ambassadors for our school. Elliot won the prepared section, but unfortunately could not maintain that level in the impromptu segment. Congratulations to both students.

Years 7, 8 & 9 competed in the annual Public Speaking Competition. This competition sees the best students of local schools competing for a trophy and a gift certificate. The students volunteer to share their speeches with the rest of their cohort. The year 2008 revealed some very talented students who produced some exceptional speeches. The winners were Phoebe Court of Year 9 with her speech on global inequalities, Isabelle Capel-Hattam of Year 8 who spoke about the negatives of Christmas and Evie Noble of Year 7.

ANZAC/Remembrance Ceremonies

Coffs Harbour High School was represented at the community ANZAC Day service by School Captains Laura Sury and Kane Sinclair, as well as by prefects Sonya-Lee Donohue, Tom Murtha, Sam Wheeler-Smith and Alana Evans. The weather was inclement but spirits and pride were high.

Three CHHS cadets, Megan Lappin, Quentin Amos and Scott Kennedy formed part of an armed forces contingent. A commemoration service was also held on the first Thursday of Term 2, with our student leaders all playing their part in delivering speeches which covered Australians' contributions and sacrifice in conflicts ranging from Gallipoli to Iraq. Our three cadets, together with two from Grafton, made up the catafalque party. Our guest speaker was Mr. Trevor Wilson, an Indigenous ex-serviceman who spoke movingly of his experiences.

Camps and Excursions

This school’s excursion program continues to be extremely successful and is a major factor when parents select a secondary school for their children.

Meebunn-Bia takes students to a pristine rainforest setting where professional guides conduct physical activities on rope-ladders, flying-foxes and rope-bridges, challenging the individual students in a safe and caring environment. Group-dynamics, self-analysis and self-awareness are positive outcomes of this very important experience.
Students at the Valla Bush Dance

Valla Camp gives carefully selected and trained Year 10 leaders the opportunity to help and mentor Year 7 students as they train them in the latest anti-bullying techniques.

The Snowy Mountains is the magnificent venue for our Year 9 excursion at Jindabyne Sport and Recreation Camp. Students learn to ski or snowboard during the day and interact with students of all ages from a wide variety of NSW secondary schools while participating in organised activities conducted by Sport and Recreation staff.

Heron Island introduces Year 11 students to one of the most sensitive and beautiful environments on earth - a coral reef - and while students scuba and snorkel on these reefs, they are completing complex assignments that raise their awareness and knowledge of the marine environment and how they can help save it.

Information and Communication Technology (ICT)

Following a full ICT audit in late 2007 CHHS has begun a program to address the infrastructural needs of the schools ICT structure. CHHS needs a new file server and have been awaiting confirmation as to what machine to acquire. We have now ordered a DELL poweredge Server, together with devices to ensure uninterrupted power if there is a power outage, and enough storage space to ensure essential backups as needed. The server will hopefully be installed by the beginning of the 2009 academic year.

This year we have also increased the number of computers in many staff rooms reducing staff/computer ratios and hence staff access has increased considerably. In addition we have increased the number of data projectors from 4 to 16 with all faculties now having access to these.

Connected Learning

We have been successful in gaining a fully connected classroom (CC) which is planned to be a shared resource for all staff in 2009. So far the CC has been used by many staff in video conferencing, ranging from Environmental Education forums to the “Tall Poppy” science Lectures.

Six of our staff have been trained in the use of Interactive Whiteboards (IWB’s) and the associated software. These teachers are now beginning to train other staff and students at CHHS.

Academic

National Assessment Program Literacy and Numeracy (NAPLAN)

In the National Assessment Program, the results across the Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 7 students are reported in bands from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9 students are reported in bands from Band 5 (lowest) to Band 10 (highest for Year 9)

2008 was the first year in which the National Literacy and Numeracy tests (NAPLAN) were held. As NAPLAN reports in bands (4-10), it is not possible to compare these results with the 2007 ELLA Test results which reported in four bands (From Low achievement to Proficient).

Literacy – Year 7
Numeracy – NAPLAN Year 7

Year 7 NAPLAN RESULTS 2008
NUMERACY

Achievement Bands

<table>
<thead>
<tr>
<th>Percentage Of Students</th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 9</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Band 8</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>Band 7</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>Band 6</td>
<td>25</td>
<td>23</td>
</tr>
<tr>
<td>Band 5</td>
<td>30</td>
<td>27</td>
</tr>
<tr>
<td>Band 4</td>
<td>35</td>
<td>32</td>
</tr>
</tbody>
</table>

Literacy – NAPLAN Year 9

Year 9 NAPLAN RESULTS 2008
LITERACY

<table>
<thead>
<tr>
<th>Percentage of students in performance bands: School Certificate English-literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Average 2004 - 2008</td>
</tr>
</tbody>
</table>

School Certificate

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

In English-literacy two students achieved Band 6, 39 students achieved Band 5, 68 students achieved Band 4, 41 students Band 3 with five in Band 2 and one in Band 1.

In Mathematics three students achieved Band 6, 18 students Band 5, 40 students Band 4, 55 students Band 3 with 39 in Band 2 and two in Band 1.

In Science two students achieved Band 6, 26 students achieved Band 5, 52 students Band 4, 80 students Band 3 with 30 in Band 2 and three in Band 1.

In Australian History, Civics and Citizenship two students achieved Band 6, 13 students achieved Band 5, 40 students achieved Band 4, 67 students Band 3 with 19 in Band 2 and five in Band 1.

In Australian Geography, Civics and Citizenship two students achieved Band 6, 17 students achieved Band 5, 69 students achieved Band 4, 45 students Band 3 with 19 in Band 2 and five in Band 1.

In the SC Computing Skills Test 63 students achieved High Competency, 66 students achieved the Competency level with two students Competence was not demonstrated.
Higher School Certificate (HSC)

In 2008, Coffs Harbour High School saw 72 students sit the HSC examinations. This cohort can be proud of their results. Of the 26 courses sat for by the students a result on or above the state average was achieved in 17.

Eleven students achieved a Band 6 (a score of 90 or higher) in at least one subject. Two students achieved a Band 6 in four subjects. Nine students achieved results in the top two bands for extension courses.

In visual arts, four of the nine students achieved a Band 6, with the other five students achieving a Band 5. That is 100% of the class achieved a result in the top two bands. Across the State it was 61%. An excellent class result was also seen in Society and Culture where six students achieved a Band 5 (86% of the class), compared to 37% of students across the state achieving a Band 5 or 6.

The Two Unit Mathematics course had three of its six students achieve a Band 6, compared to 17% of students across the State achieving a Band 6.

Courses where the mean was significantly higher than the State mean were Society and Culture, Mathematics 2 Unit, Mathematics Extension 1, Visual Arts, VET Information Technology, English Advanced, Physics and Textiles and Design.
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2008

| Percentage of Year 7 students achieving at and above minimum standard |
|--------------------------|----------------------|
| Reading                  | 95.7                 |
| Writing                  | 93.1                 |
| Spelling                 | 92.5                 |
| Punctuation and grammar  | 91.9                 |
| Numeracy                 | 96.2                 |

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2008

| Percentage of Year 9 students achieving at and above minimum standard |
|--------------------------|----------------------|
| Reading                  | 95.3                 |
| Writing                  | 87.3                 |
| Spelling                 | 93.3                 |
| Punctuation and grammar  | 87.9                 |
| Numeracy                 | 96.6                 |

Significant programs and initiatives

Aboriginal education

It has been a good year for all those involved in Aboriginal Education.

The QuickSmart program has operated successfully for another year. The outcomes achieved by students participating in the program were very pleasing. Students demonstrated significant gains in numeracy skills. These results reflect the commitment of the QuickSmart team.

The evaluation of the program revealed strong gains in numeracy when compared to a control group who did not receive QuickSmart intervention.

A new program called V-Tracks operated this year for students considering career path planning. The program was an ongoing initiative between the TAFE and the DET.

The program began with an excellent day at the Coffs Harbour Education Campus (CHEC) which featured motivational speakers and a series of workshops. Students participating then selected a number of workshops that they attended at TAFE over the following months. The workshops were diverse and included computing, engineering, nursing, horticulture, automotive, business services, hair and beauty and child studies.

Many thanks also must go to Uncle Merv Bolt who continues to run the Aboriginal Resource Room providing invaluable support to students.

Congratulations also to Ruben Browne who was elected as Vice Captain of our school for 2009.

Multicultural education

Multicultural education continues to be a fundamental part of the curriculum at Coffs Harbour High School.

Mandatory units exist in many subjects which explore different aspects of multiculturalism. These are particularly found in junior history, geography, drama, visual art and English courses and of course French.
The opportunity has also been taken to make students more aware of other cultures with the enrolment of a number of African students.

Whilst only a small number, the school, through the employment of specialised ESL teachers, has actively assisted these students who have limited English skills.

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

In 2008 our school became designated as an English as a Second Language (ESL) school. This means that we are recognised as educating students from a variety of cultures.

The extra funding has allowed us to support the students through employing a full time ESL teacher, buying resources and networking with other schools in the area.

We have supported 6 students from a range of nations such as Togo, China and Burma. After a time settling in, the students are integrated into the classroom with support. These students have certainly added another pleasing dimension to our school culture.

**Respect and responsibility**

In 2008 our school continued to promote its core values of cooperation, commitment, courtesy and care. These values are displayed on a large sign above the school assembly hall stage and are embedded in our school code of conduct which is displayed in classrooms. Teachers work through the values with the students on an ongoing basis inside and outside the classroom. On a more formal level, the school’s core values form part of the students’ half yearly and yearly reports. This includes a report on the core values for each subject for every student. Students are also encouraged and continue to support both local and Australia wide charities and welfare organisations on an annual basis.

**Other programs**

**Student Welfare**

Students at Coffs Harbour High School are supported by programs such as Bullying Sux (our Anti-Bullying program), Rock and Water, Love Bites, Year 12 Mentoring, Student Assistance Scheme and many less formal support mechanisms.

Our Welfare Team is the core of our support network for students. The team is made up of our six Year Advisers, Head Teacher Welfare, two Deputy Principals, Counsellor, Aboriginal Support Worker, Supervisor of Female Students and more recently our school medical officer. The team meets each week to identify and discuss students in need and to formulate our responses.

**Boys’ education**

Following support from the school executive and staff, a boy’s only class was formed in Year 9 for the 2008 school year. The class was made up of students who were targeted as having ability but not opting to work to their capacity. The class remained together for their English, Science, Geography, History and Health lessons. Group meetings with teachers of the class were held and the progress and strategies were discussed and implemented. Teachers of the class also attended a conference on Boys’ Education which was held in Sydney during Term 1.

An evaluation of the class was conducted at the end of Term 4. Survey responses from the students in the class and parents stated that the class was successful in terms of improving the educational outcomes of the boys. A majority of the students and parents want the class to continue in Year 10. Teachers of the class believe the students have made excellent progress and their level of engagement in class work is high. It is the intention of the school to run the Boys’ only class in 2009.

**Environmental education for sustainability**

Environmental concerns are still at the forefront of media attention and public perception. Coffs Harbour High School is playing an active role in developing student knowledge and understanding of issues and promoting positive actions for the future.

The concept of sustainability was introduced across many faculties this year. An integrated curriculum approach was taken to enhance student learning and combine the many talents of the teaching staff. Close consultation and assistance was also supplied by Coffs Harbour City Council, Department of Environment and Climate Change and Cascade Environmental Education Centre.

The programs undertaken combined curriculum areas with grounds management considerations.

In February HSC Geography and Earth and Environmental Science students attended a lecture/seminar for the NSW Environmental Education Centres’ Annual conference. The seminar, presented by Dr Mary White, was on the topic of Australia’s fragile environment through time. Following the presentation the students were asked to lead discussion groups to help with the direction of Environmental Education in NSW.

The Green-up-clean-up campaign fundraiser was carried out by the Year 7 with Year 11 Environmental Representative Council (ERC) students. This raised a substantial amount of money that has been put back into school programs,
Students on a field trip
HSC students in Term 4 undertook fieldwork in Dorrigo National Park for the Ecosystems at Risk topic. This was followed by an interactive presentation using the new connected classroom. Andrew Turbill, a specialist from the National Parks and Wildlife Service gave a presentation on the impacts of climate change on our local region. CHHS hosted the conference with Bellingen and Dorrigo students joining in.

The end of year interest elective program (EOYIE) also revealed environmental activities that included the planting of local native species in a rainforest garden within the TAS block.

The new rainforest garden

Progress on 2008 targets

Target 1
Move the school into a position to fully embrace the Digital Education Revolution

Our achievements include:
- an additional computer laboratory has provided a measurable increase in student access to technology;
- improved access and professional learning opportunities have increased staff confidence and usage of technology in the classroom;
- staff have identified improved engagement of students due to the change of focus in classrooms; and
- the connected classroom provides improved educational digital connectedness with other learning institutions;

Target 2
Further engagement of all teaching staff in the quality teaching (QT) framework

Our achievements include:
- excellent HSC results for 2008;
- our classrooms continue to show consistent examples of learning which occur within a quality teaching environment; and
- quality teaching being the focus of a number of sessions on School Development Days;

Target 3
Improving the outcomes for Boys Education at Coffs Harbour High School

Our achievements include:
- an evaluation of the boys-only class by staff, students and parents late 2008 with very favourable results;
- a greater number of staff trained in classroom strategies designed to enhance the learning of boys;
- continuation of the boys-only class into Year 10 in 2009; and
- continual improvement in the learning outcomes for boys, particularly in Stage 5.
Target 4

Improving Higher School Certificate (HSC) outcomes for our Year 12 students

Our achievements include:

- significantly improved HSC results for 2008;
- recognition by teaching staff of the need to focus in this area. A whole of school, team approach is clearly evident;
- improved confidence by staff in using a variety of teaching approaches; and
- a program of further analysis and implementation of strategies has been organised for 2009 to carry this initiative into 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 2008 our school carried out evaluations of:

Educational and management practice:

Improving Student Attendance

Background

In Term 4, 2007 Regional Office supplied Coffs Harbour High School with data relating to our student attendance rates. This data confirmed that the overall attendance rates for CHHS were approximately 1.5% below that for the Region.

As a result an Attendance Task Force was established to investigate why the attendance rates were less than we had expected and subsequently to make recommendations for improvement.

Findings and conclusions

The most significant findings of the Task Force were as follows:
- Many senior students were not “swiping on” at the start of their school day;
- Students on excursions being marked as absent on occasions;
- Students who have left CHHS being left on the rolls;
- too many students with unjustified absences; and
- students, in general, were not aware of the importance of attending school regularly.

Future directions

The Task Force has set a target of achieving 90% student attendance by the end of 2010. This is 1.5% above the Regional average. Strategies including staff training in roll keeping procedures, senior students being more aware of their responsibilities, rewards for students with outstanding attendance and more accurate recording of excursion information will all be implemented.

Curriculum: Evaluation of the School Reporting Process

Background

At the beginning of 2008 the School’s reporting system was not fully operational. A committee was formed consisting of all stakeholders in the process. It examined different reporting systems used by other schools taking into account the requirements of the DET and current concerns of the NSW Teachers Federation

After extensive investigation a decision was made to use the School Based Student Reporting (SBSR) system and this system was set up in time for the Semester 2 2008 reporting period. Reports are now completed for each student in Years 7 to 12 each semester and given to the student to take home.

Findings and conclusions

The reports were completed and distributed meeting all deadlines. There is still more to learn about the new system but the teaching staff were generally happy with the introduction of the new reports and enjoyed being able to access them from home. Feedback from parents, guardians and students has been very positive as well.

Future directions

The School plans to continue using the SBSR system into the immediate future and will maintain the committee responsible for overseeing the reports to ensure they do not become the sole responsibility of one person.

Other evaluations

Parent, student, and teacher satisfaction

The school sought the opinions of parents, students and teachers about the school. Whilst no formal evaluation was carried out, subjective evidence was collected throughout the year. A summary of the responses is presented below.

Parents indicated that the positive aspects of the school are:
- improved computer and technology facilities;
• friendly, approachable and professional teachers;
• students having access to a diverse curriculum;
• the high quality of the school canteen; and
• improved communication by the school with the community.

Students indicated that the positive aspects of the school are:
• improved student access to technology;
• regular school socials;
• access to a broad curriculum; and
• a supportive student welfare system.

Teachers indicated that the positive aspects of the school are:
• increased technology and access to training;
• setting of clear roles and responsibilities;
• firm and consistent discipline which supports both staff and students; and
• positive and productive school tone.

Professional learning
A total of 54 teachers participated in a broad range of professional learning activities during the year costing an average of $1,270.97 per teacher. This amount included payment for relief teachers, course fees, travel and accommodation.

The range of professional learning activities in which teachers participated included:
• Beginning teacher programs (4%)
• Information and communication technology (5%)
• Literacy and numeracy (9%)
• Quality teaching (27%)
• Syllabus implementation (25%)
• Leadership and career development (27%)
• Welfare and equity programs (3%)

Support staff also received professional development opportunities with an average of $33.00 per person. Activities included training in new procedures and programs.

School development days in Terms 1, 2 and 3 enabled staff to participate in the following activities:
• analysis of HSC results;
• faculty programming and planning;
• in-servicing on School Based Student Reporting (SBSR);
• resuscitation and First Aid training;
• using technology in the classroom to develop quality assessment tasks; and
• training on library web enquiries using Thin Client.

School development 2009 – 2011

Targets for 2009

Target 1

Move the school into a position to fully embrace the Digital Education Revolution

Strategies to achieve this target include:
• enrich and expand the school’s Technology Committee;
• target the teaching staff to rapidly increase their capacity and confidence in the area of interactive whiteboards and digital technology and their application in the classroom;
• prepare the school’s digital infrastructure to easily accommodate the increase in access and usage; and
• participate in the Laptops for Learning Program which will eventually see every student in Years 9 to 12 with their own laptop computer.

Our success will be measured by:
• measurable increase in student access to technology;
• increased staff confidence and usage of technology in the classroom;
• improved engagement of students due to the change of focus in classrooms;
• more efficient teaching practice; and
• improved educational digital connectedness with other learning institutions.

Target 2

Improving the Buildings and Physical Surrounds of Coffs Harbour High School

Strategies to achieve this target include:
• the major Capital Works Program which will commence in 2009 and continue until 2011;
• successfully applying for funding through the Building the Education Revolution (BER) National Schools Pride project;
• applying for further funding through the BER Science and Language Centres for the 21st Century Secondary Schools project.

Our success will be measured by:

• greatly improved school buildings and amenities for our students and staff well into the future;

• modernised teaching and learning spaces across the school which allows more effective pedagogical practices to occur; and

• revamped and revitalised Science laboratories and classrooms which will benefit both students and staff.

Target 3
Improving Higher School Certificate outcomes for our Year 12 students

Strategies to achieve this target include:

• presentation of HSC statistics and trends to staff on a School Development Day;

• organisation by Senior Curriculum Co-ordinator of a whole-school approach to achieving improved HSC results;

• faculties developing successful approaches to teaching HSC students with an emphasis on improved outcomes; and

• staff presenting workshops and providing resources on successful Stage 6 classroom practices;

Our success will be measured by:

• improved HSC results established over a period of time;

• increased staff confidence in using a variety of teaching approaches;

• increased retention rates from Stage 5 to Stage 6 at CHHS; and

• an increased number of students from outside our school applying to study the HSC at CHHS.

Target 4
Improving the Playground Cleanliness of Coffs Harbour High School

Strategies to achieve this target include:

• regular presentation of information to students on school assemblies;

• teaching staff vigilant on playground duty reminding students of their obligations in this area; and

• prefects and SRC members taking a leading role in encouraging students to maintain the cleanliness of our playground.

Our success will be measured by:

• the greatly improved physical appearance of our playground;

• teachers and students working together to maintain a clean, healthy and safe playground; and

• positive comments and feedback from members of the public and visitors to our school on the improved appearance of the playground.

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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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: