



*Coffs Harbour Senior College*  
*Annual School Report*



2011



## Our School at a Glance

### Director's message

The information in this report summarises another very busy and rewarding year for the senior college. I would like to acknowledge the tremendous support and the hard work of staff during 2010. The college continues to thrive as a result of this dedication and commitment. Much of this work and the successes that come from it are outlined in this report in both the faculty reports and the college committee reports. Staff are dedicated and committed to pursuing excellence and the best possible outcomes for students. Many give up their time to support the after school homework and study centre as well as the Gifted & Talented (GATS) after school tutorial program.

Student exit surveys consistently indicate a high level of satisfaction with life and work at the college with students emphasising the positive relationships with staff and the more adult like environment as highlights for them.

The college has been designated a Centre for Excellence and much of the focus for 2011-2012 will be to develop strong partnerships with other high schools in the network ("Spoke schools") to share and develop high quality teaching, and with Southern Cross University (SCU) to support pre-service teacher training.

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.

*John Ward – Director*

### Student representatives' message

We have been asked to write about what it is like being a student at Coffs Harbour Senior College. Simply put, it is a wonderful experience, full of great memories and fun times. As students here, we made the difficult choice to move away from the familiarity and comfort of our previous schools, but having now taken that important step, we could easily recommend it to any other students. Here, we are consistently encouraged to

extend ourselves and broaden both our knowledge and our horizons. Although it is challenging at times, as any HSC student will experience, our time here at the college is always interesting and rewarding.

What we also find is that, at least in our local area, the Senior College has no equal, and stands alone when compared to regular secondary schools. It really is a unique place to spend each day enjoying what is on offer.

But there is more to being here than simply attending as a student. Just enjoying the college and campus life here each day is a great experience. What we love about being at the Coffs Harbour Education Campus (CHEC) is the overwhelming sense of communal spirit amongst the students of the three educational sectors - the Senior College, Southern Cross University, and the North Coast Institute of TAFE.

As a result of sharing this environment, students here have the ability to access a wide range of shared facilities and resources. Here at the college we have modern facilities, fantastic teachers, and a great choice of subjects, and every aspect of life here at Coffs Harbour Senior College comes together each day to provide each and every student with an excellent and memorable HSC experience, and we love every moment of it.

*Michael Babbage and Laura Valentine  
SRC President and Vice President, 2011*

### School context

The college remains unique in the government school setting in New South Wales. It is the only college that has been developed on a greenfields site and has an integrated partnership with a university and a TAFE. For the start of each year the partners are obliged to develop a common timetable to allow the effective delivery of their individual programs. This is necessary because the resources of the campus are largely shared.

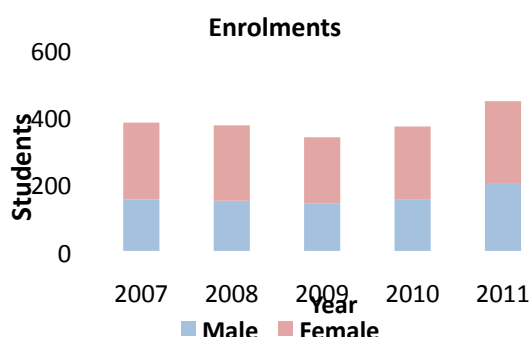
The college is a very different environment in which our students work and learn. We all have a corporate responsibility to each other. The buildings and resources are owned by the partnership and each day students rub shoulders with staff and students from the TAFE, university and the English Language

Centre. They are firmly embedded in an adult learning environment. Student evaluations consistently indicate that our students thoroughly enjoy their experience here. This happens alongside outstanding academic results as well as many cultural, sporting and vocational achievements.

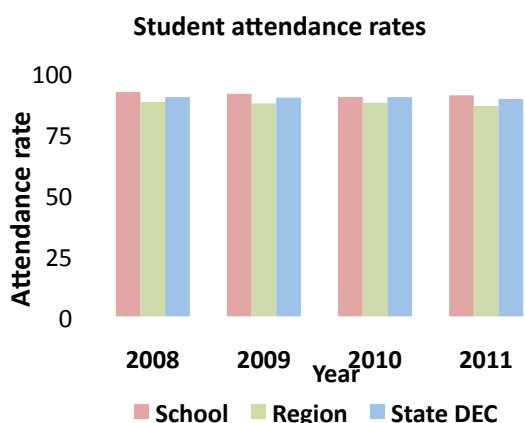
### Student information

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

### Student enrolment profile



### Student attendance profile



### Management of non-attendance

Non-attendance is addressed by contacting parents by phone, written advice, interviews and using the student service support systems of the college such as our mentor program. Attendance rates continue to be good but the target of 100% is yet to be achieved.

### Retention to Year 12

280 students entered Year 11 in 2010. 234 students entered Year 12 in 2011. This represents a retention rate of 85%. The figure is slightly misleading, however, as they are not the same homogenous cohort. Mobility continues to be high in Years 11 and 12.

### Post-school destinations

40 students were offered early entry into SCU under the STAR Scheme, while 33 students received an offer of early entry into the University of New England. Four students received early entry offers from the University of Canberra and two students were made early entry offers into Charles Sturt University. A total of 140 firm offers into universities were made for study commencing in 2012.

### Year 12 students undertaking vocational or trade training

A total of 26 Year 11 and 18 Year 12 students studied Information Technology in 2010. All achieved Certificate II while eight students completed the Information Technology Extension course. In the area of Hospitality, there were 36 students in the Preliminary course and 26 in the HSC course. Eleven Year 12 students achieved Certificate I in Kitchen Operations while 26 of the cohort also achieved Certificate II. A further 51 students studied a range of vocational education courses through TAFE while 13 students studied Entertainment at either Toormina High or Orara High Schools. There were seven school-based trainees in 2011. A further 59 students undertook a non-framework course with North Coast TAFE.

### Year 12 students attaining HSC or equivalent vocational educational qualification

213 students sat the compulsory HSC English examinations. 216 students were awarded the HSC while 19 received a Record of Achievement. These students were cross-schools and pathways students.

## 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

Position	Number
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teachers	5
Classroom Teachers	27.4
Teacher of Emotional Disabilities	0
Teacher of Mild Intellectual	0
Teacher of Reading Recovery	0
Support Teacher Learning	0
Teacher Librarian	1
Teacher of ESL	0
Counsellor	1
School Administrative & Support	7.2
<b>Total</b>	<b>43.6</b>

## Staff retention

The retention rate of staff at the Senior College is very high. During 2011 one Science teacher retired and was replaced through the merit selection process. An English/Drama teacher was appointed for 2012 while a temporary HSIE teacher became a .8 permanent part-time appointment.

## Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	20

## Financial summary

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

The following summary includes Department of Education & Communities (DEC) contributions to CHEC that are held in the college account (see Tied Funds). College students benefit directly from this contribution.

Further details concerning the statement can be obtained by contacting the school.

Date of financial summary:	30/11/2011
<b>Income</b>	<b>\$</b>
Balance brought forward	1019821.30
Global funds	437110.72
Tied funds	1310575.14
School & community sources	109327.47
Interest	46723.67
Trust receipts	55428.06
Canteen	0.00
<b>Total income</b>	<b>2978986.36</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	106023.97
Excursions	61353.73
Extracurricular dissections	39551.04
Library	3328.66
Training & development	3581.68
Tied funds	1333445.85
Casual relief teachers	59047.56
Administration & office	223497.31
School-operated canteen	0.00
Utilities	76069.95
Maintenance	1554.75
Trust accounts	56122.37
Capital programs	83471.90
<b>Total expenditure</b>	<b>2047048.77</b>
<b>Balance carried forward</b>	<b>931937.59</b>

## School Performance

### English

2011 was another busy and productive year for the English faculty achieving many of the goals targeted in 2010. We welcomed a new temporary member of staff to the English faculty, Lynsey Kelly who started the year teaching Preliminary classes and then agreed to join Mike O'Dell to manage the impressive number of Extension 1 and 2 students we had at the college in 2011. Lynsey is, unfortunately for us, returning to Sydney in 2012 as English Co-ordinator at Waverley College. We wish Lynsey all the best in her leadership role and thank her for her contribution to the faculty this year. Some happy news, with our Year 11 Student Adviser and faculty colleague, Lisa Miljkovic (now Wainwright) being married at the beginning of the October school holidays.

Consolidation of the prescribed Area of Study–Belonging and various modules and electives across all English courses has definitely been achieved within the faculty.

Alignment of texts across all classes in the Advanced and Standard course has allowed for effective resource building and sharing of material amongst the staff. Standard English teachers have been particularly active in building resources on Moodle for student access. Advanced English continued to extend on the wealth of material already available. A goal for 2011 was to try to deliver more "lecture style" sessions to enable classes to come together and teachers to team teach content. HSC Advanced classes on Lines 2 and 3 were able to take advantage of this different method of lesson delivery and enjoy further access to campus lecture theatres and facilities therein. Students certainly benefited from a greater sharing of ideas and interaction with different teachers in this setting and it is planned to continue to provide this style of lesson to students in 2012, where possible in the timetable. Extension 1 and 2 students were also involved in a number of weekend workshops run jointly by Mike O'Dell and Lynsey Kelly.

To complement this, our Extension and Advanced students have also been able to access additional lectures and study days as part of the Stage 6 Self Nominated Project (SNP) undertaken by the local Coffs Harbour DEC schools. This funding was available linked to the key aim of the North Coast Region for 2011 and beyond which is to try and boost results for the top 25% of HSC students. On behalf of the Senior College, Mike O'Dell and Lynsey Kelly presented at the study day for Extension students, and at another Advanced English Revision Day Lynsey Kelly presented on Area of Study and Jon Hart on Module A. Teresa Welsh and Jon Hart also presented at the Creative Writing Workshop Day early in Term 3. We then modified these presentations for the benefit of our Standard students and presented our own creative writing session to assist them. Our active involvement in these combined study days is a testament to the enthusiasm and expertise of our English staff. Their effort and contribution is much appreciated!

Once again, the Senior College participated in the Premier's Debating Challenge. Our team, consisting of Laura Bennett (Year 12) and Sasha Aranyi, Marnie Holterman, Sarah Lispet, Britney McMullen, Caitlin Reulein and Olivia Turner (Year 11), debated in four rounds of the competition and although they did not make the finals all members performed admirably and worked together as

an effective team. Olivia Turner and Marnie Holterman also participated in the regional finals of the Sydney Morning Herald Plain English Speaking Competition with both girls coming equal second place in the prepared section of the competition.

Faculty staff have continued to be active in attending seminars and courses to enhance their professional learning. Teresa Welsh, Lee Stafford and Jon Hart travelled to Sydney for the annual English Teachers Association (ETA) Conference, gaining valuable updates on English pedagogy and new ideas for presentation of syllabus content. Lynsey Kelly was involved in HSC marking here in Coffs Harbour for Advanced English, Module C. At the combined English collegiate staff development day held at Coffs Harbour High School, Karen Deam presented a workshop on Area of Study – Section 1. Lisa Wainwright completed an online course relating to managing, motivating and engaging students effectively.

The goals for 2012 of the English faculty include:

- Continued presentation of HSC study day/workshop activities to enhance student learning.
- Continued use of lecture theatres, connected classrooms to facilitate varied lesson delivery and extend access to course content. This will further consolidate team teaching and faculty collaboration.
- Redesigning of assessment tasks to ensure equity across all classes that occur on different lines here at the college. Assessing the suitability of online submission of tasks via Moodle.
- Active participation in collegiate activities for the benefit of both staff and students.
- Further investigation and participation in relevant professional learning activities for staff across all courses.

*Karen Deam – Head Teacher English and CAPA/LOTE*

## **Drama**

Drama continues to grow in numbers and popularity here at the Senior College. It is a very supportive environment for those that are drawn towards creative and performing arts. In 2011 we enjoyed having 24 Year 12 complete their HSC. 35 are enrolled to do Drama for HSC 2012. The best thing about

these numbers is that the students inspire each other to new creative heights and so the momentum grows.

In 2011 we enjoyed our annual pilgrimage to see *OnStage* at the Seymour Centre in Sydney showcasing the best performances from NSW. We are all very excited to see one of our own students, Aliena Lyall, perform her individual piece in the 2012 *OnStage*. What a treat for the 24 students attending this excursion to be able to cheer her on.

Belvoir Theatre continued to provide first class tutors and programs for us and all the students enjoyed training in improvisation techniques. We were able to utilise the new gym on campus for these classes and the students gained a great deal from them.

Our combined lunchtime concerts with the Music students provide the actors and musicians with the opportunity to perform for quite a large audience. Student attendance at these concerts is always excellent and provides support and feedback for our talented performers. It gives them more confidence in their ability and also shows them where they need to improve.

Five of our students this year have been involved in the local production of *Rent* and so are able to also showcase their talents for the wider community.

Our theatre facility will take a big step forward this year with new lights being approved. There is nothing like the magic in a theatre when the lights first come up to reveal another world. I would also like to thank Jo Reid who did an excellent stepping in for me whilst my broken foot healed. As always the show went on!!

*Lynnie Robertson – Drama Teacher*

## **Dance**

2011 was a hectic year for dance students due to the large number of candidates needing the space in the dance room. It is also the first year that a male has completed the two years of the course.

We had three students from John Paul College who trekked across twice a week for the two years to complement the Senior College candidates. This is a creditable commitment as these students need to catch

up on work they miss at their other school to attend the dance class.

The highlight of the year was Beth Jeffery's nomination for the *Callback* concert in Core Performance, Core Composition and Major Performance. *Callback* is the exemplary works from the HSC dance practical examinations that are held in August. The markers nominate the candidates that have performed well. The candidate then sends a copy of their performances to a committee who selects works that they want performed in the *Callback* concert. We have had numerous nominations in the past for one component of the course but never all three components! Well done Beth!

The choice of majors this year was varied with Jasmine Kelsey majoring in dance for film, Kirsty Lee Mears majoring in choreography and the rest majoring in performance.

The class was fortunate to have workshops over a four-week period to assist with their technical performance.

*Wendy Morrison – Dance Teacher*

## **French Beginners**

As in previous years, students were offered the opportunity to sit for the Australian Languages Certificate (ALC). One Year 12, Vishnu Hazell participated and received a credit for both the reading and listening sections. The aim is to try and have more students from the 2012 HSC cohort take the opportunity to compete in this exam. Again in 2011 both Year 11 and 12 students corresponded with Belgian students in Malonne. Year 12 students sent two DVDs and Year 11 are in the process of producing their first introductory DVD, where they introduce themselves in French, ask the Belgian students some questions, then give the Belgian students a guessing game, where they choose an Australian person/place/thing and give clues, to which the Belgians must find the answers. This continues to be a great opportunity for students to forge international links and put their language skills into practice.

*Vanessa Faynes – French Teacher*

## Mathematics

### The Staff

Tracey Willis joined the staff at the Senior College at the start of the 2011 year. She has been a very welcome addition to the Maths department and has enjoyed the transition. The entire Maths staff comprising of Dean Richardson, Aman Lehl, Denise Wake, Di Hendry, Tracey Willis and Tony Bone enjoyed a very rewarding year.

### Learning Assistance

A very big thank you must go out to Di Hendry who this year manned the tutorial room for Maths every Wednesday from 4pm to 6pm. Di has developed a bit of a cult following with several regular customers taking advantage of Di's knowledge and experience in Maths.

Again it never fails to amaze me at the level of access that our students have to their teachers. Anytime that you pass by a teacher's office you will find a student in the room receiving tuition which is one of the things that we at the college are very proud of.

*Tony Bone – Head Teacher Mathematics*

## Science

Once again another jam packed year for the Science faculty at CHSC. At this point in time we say farewell to our Year 12 classes comprising of two Physics, two Chemistry, three Biology, one Earth & Environmental Science, and one Senior Science class. We wish them all the best for the future and eagerly await the results of the HSC exams.

In 2011 we filled one fulltime Science teacher position through merit selection and welcome the successful applicant, Chris Bormann, to our faculty. Chris stems from Inverell High School and brings with him his expertise in Physics and Senior Science.

During 2011 our focus has once again been to provide support structures surrounding the concept of HSC success. We have purchased digital Kiss Notes (Keep it Simple Science) for most of the Science subjects on offer. These provide scaffold knowledge for the Preliminary and HSC courses for the students to build upon over the course delivery.

For the first time we have co-ordinated a network Science study day and a HSC tutorial support in the student vacation prior

to the HSC exams. This activity was attended by up to 100 students from around the region and involved delivery from high achieving staff from both within and outside our cluster of schools. The evaluations were very positive and we look forward to building upon this activity next year.

This focus is also reflected in our professional learning activities, where the Science staff has been integral in the development of common assessment tasks for the Coffs Coast Combined High Schools (C5) network and also the promotion of quality teaching resource sharing amongst the group.

This year we purchased 15 laptops in conjunction with the North Coast TAFE in order to augment the student laptop rollout, making technology available to all students in all lessons where required. We have purchased additional data logging equipment so that all students have some access to this technology as required by the current Board of Studies (BOS) syllabuses.

During Science Week, Geoff Goldrick organised for the college to host the CSIRO *Scinema* Science Film Festival. The festival ran over two nights in O Theatre and ultimately led to Geoff being invited to appear as a regular guest discussing science on ABC Coffs Coast radio. Geoff's sessions run on Thursday mornings at 6.20 am.

### Biology/Earth & Environmental Science (EES)

Several Biology and EES students participated in the Australian Biota Study Day at the North Coast Regional Botanical Garden – this was a joint program with the Botanic Garden Trust, Australian Museum and Taronga Zoo.



*(Zianna Fuad, Ryan Williams and Jessica Aitken studying the invertebrate fauna at a wonderful creek near Dorrroughby)*

The HSC EES students attended a three-day field study to Lismore to address the mandatory field components of the subject, and by all accounts a great time was had by the staff and students who attended.

The Biology students attended an excursion to Woolgoolga rock platform and the Woolgoolga Flora Reserve early in Term 1 to address mandatory field components of the Year 11 Biology course. For the first time this year we had the Cascade Environmental Education Centre team, led by John McQueen, present to our students which worked really well.



### **Physics and Chemistry**

Fyn Rogers took two teams over to the Titration competition this year and gained second place. We will attend the event again this year and aim to take out the first prize this time!

This year we piloted a program where students worked collaboratively online to prepare summaries and discuss problems prior to their exams. The pilot was a success and we will be developing it further this year.

### **Science Homework Centre**

Fyn, one of our Physics and Chemistry teachers, has been conducting a homework assistance centre on Thursdays from 4.15pm to 5.45pm. This has been well attended throughout the year and will continue this year. As occasion demands, and especially leading up to assessment tasks, tutorials are offered in various subject areas.

### **2012 Goals**

With continued focus on the HSC exam preparation for our Science students we hope to see further improvement in the number of our students achieving in the higher performance bands and also improvements

to our value added data. Two study days will be held in 2012 for our HSC students in conjunction with the other C5 schools. We will attempt to run joint excursions with these schools in an attempt to put higher achieving students into more competitive student groupings.

A greater focus once again will be placed on experiential learning and engagement through the increase in students attending workshops and field studies. Many subjects have now mandated the attendance at these events and linked assessments to these tasks. Our data logging apparatus will be improved as will resources to assist in the delivery of the field components of our subjects.

*Marc Miller – Head Teacher Science*

## **Human Society & Its Environment (HSIE)**

The HSIE faculty catered for almost 600 students across nine subjects. Continued varied and innovative teaching practice ensured good student engagement throughout the year. The range of activities students engaged in was quite diverse. Excursions were a major component of HSIE subjects, competitions and team teaching as well as a variety of approaches to teaching and assessment.

### **Practicum teachers**

As part of our ongoing commitment to teacher education and training we saw a number of practicum teachers placed in HSIE. The expansion of links between SCU and the college due to the Centre for Excellence funding has meant a greater role played by our faculty in the training of pre service teachers and it will be interesting to see how the embedding of pre service staff for greater teaching blocks will have both on teaching practice and sharing of ideas between SCU and the HSIE faculty in future years. Jon Hart, in conjunction with SCU, saw several pre service teachers “shadow” (observe) HSIE teachers for one and two week blocks, so they could see how students and teachers interacted in the classroom as well as outside the classroom. Jon Hart and Charlie Bellemore both lectured and tutored to pre service teachers from SCU this year.



### **Teacher training and development**

Digital Education Revolution (DER) laptop teaching and subject professional development continued throughout the year. All staff attended some professional development. Staff travelled to Sydney to attend professional development courses in Modern, Ancient and Extension History, Legal Studies and Business Studies.

### **Premier's Anzac Memorial Scholarship Tour**



Charlie Bellemore accompanied 12 students from NSW for the Premier's Anzac tour to Turkey and Greece in September.

Highlights of the tour included the services at the Anzac Cove and visiting the Australian War Memorials at Suvla Bay Turkey, Phaleron Bay Athens and at Maleme Crete and taking part at the commemoration service at Suda Bay Crete as part of the 70<sup>th</sup> anniversary of the Battle of Crete. This tour was part of a student scholarship initiative funded by the State Government and the NSW RSL.

### **Society & Culture**

Preliminary students this year have been broadening their social literacy skills by immersing themselves in social research. A survey was constructed and completed by students to assess the changing peer group structures at the college. This tested their skills as researchers as it required expertise in interviewing, observing and questioning a variety of students from both Year 11 and Year 12.

In May, Society & Culture students were fortunate enough to participate in an intercultural communication session with students from the English Language Centre (ELC) on campus. These meetings required the students to put their intercultural communication skills to work as well as providing an opportunity for ELC students to practice their English skills. This opportunity served as an excellent way to bridge communication gaps and put theory into practice!

The third annual Personal Interest Project (PIP) Study Day was again conducted in

October and was attended by all Year 12 students undertaking Society & Culture. This day was a huge success as it allowed students to hear about the PIP process in detail from both teachers and past students as well as gain valuable knowledge on the research process.



Twenty-two students completed a PIP this year – this provided students with the opportunity of researching and presenting a topic of interest and completing 40% of their HSC exam mark. The topics chosen ranged from popular culture areas to an exploration of identity across a range of genders and generations. The quality of the projects this year were of a high standard and students now are eagerly awaiting their HSC results.

### **Studies of Religion**

The focus in 2011 was on allowing students to develop a cross religion study using a variety of teaching strategies. Technology has been used in the classroom to allow the integration of content from both religious traditions (Buddhism and Islam) in a more effective way. This teaching strategy was proven effective with the entire 2010 cohort being awarded either Band 6 or Band 5 results in the HSC exam. It is hoped this current group can mirror these results.

Students have also participated in hands on sessions where they learnt more about this religion through meditation practice and interactive websites. A series of personalised tutorial sessions have also improved the extended writing skills of these students and enabled them to complete exam work with new found confidence and are now eagerly awaiting their results.

Many thanks to Maureen Linsley, Robyn Edwards and David Neville for their help on the day.

### Year 11 Ancient History

Ancient and Modern History students travelled to Sydney in August. The three-day trip included visits to museums such as the Maritime Museum, Australian History Museum and the Antiquities Museum at Macquarie University as well as the Holocaust Museum. Students worked with archaeologists, historians and curators with materials related directly to their courses.



### Year 12 Ancient History

Students completed a broad range of topics which included the Cities of Vesuvius, the societies of Bronze Age Crete and Sparta, and the historical periods of Rome of the Julio-Claudians and New Kingdom Egypt.



*(Russell Granger, Lecturer on Greek, Roman and Persian Ancient History)*

The climax of their completion of the course was the History Study Day held at the campus in August. This was a chance to review all aspects of the course, talk to senior HSC markers such as Alan Wheatland, and hear lectures from world renowned archaeologist Estelle Lazer. It is always encouraging to see local history teachers contributing as well with Jon Hart, Teresa Welsh and Charlie Bellemore delivering

informative lectures in Modern and Ancient History.



*(Lecturer David Van Tol with Cate Reulein and Vessi Kupenova)*

### Year 12 Geography

Geography is best taught on the soles of the feet and so a large component of the course was the field work. This included:

- The mangroves of Coffs Creek to examine ecosystems at risk in the local area;
- The dune system of Sawtell Beach as a case study for ecosystems;
- Sawtell as an example of urban dynamics in a country town;
- Pacific Bay Resort as an example of an economic enterprise in the economic activity –tourism; and
- The wetlands of Newport Creek.



These activities helped build skills in geographical enquiry and reinforced concepts learned in class.

### Year 12 Modern History

27 students completed the HSC course this year and the topics studied were World War One Western Front, Germany from 1918-1939, Personality Studies of Albert Speer and Leni Riefenstahl as well as The Peace and Conflict Study Indochina 1954-1979.

One of the highlights of the year was the excellent presentations of their major oral and research task on Indochina. Students had to

select an individual or group to represent their perspective in a five-minute talk. Some students dressed for the occasion such as Jacob Grice as a Buddhist monk protesting against the South Vietnamese Government in 1963, or as a US soldier's mother played by Tilly Lawless. The talks were high quality presentations.

### Vietnam Excursion

Jon Hart has been running successful Vietnam excursions for a number of years and this year was no exception. Although the focus of the trip was to visit sites associated with the Vietnam War as part of the Modern History course, time was allocated to visit Buddhist temple sites for Studies of Religion and Society & Culture as our key topic area studied is continuity and change within Vietnamese society. Also, there was an opportunity to do some traditional Vietnamese cooking as part of our Food Technology studies. The trip was conducted during the September school holidays and parents and students who attended saw the experience not only of great educational worth but exciting to see how the students interacted with the local Vietnamese people.



*(Cooking Class)*



*(Temple Visit)*

### Extension History Study Day



Year 12 History Extension students heard from two senior markers David Woodgate and Carlo Tuttocuoro in February. The lecture sessions included information on answering HSC questions, case studies and advice on the research project for their HSC. Over 60 students from North Coast schools attended the session and gained a good insight into the improvement of their written responses for their examination and major project.

### Competitions

**ASX Sharemarket Game** – the college entered 75 syndicates in this competition and despite the economic downturn the majority of the syndicates made a profit just proving that students can be fiscally responsible and can spot a bargain. The students experienced the highs and the lows of the fluctuations of the stock market which is an invaluable lesson in both Business Studies and life.



James Mitchell-Williams (pictured above) was ranked 45<sup>th</sup> and Callum Booth was ranked 59<sup>th</sup> in NSW.

**Geography** – in our fourth year of competing in the National Geographic Channel Australian Geography Competition, our students again have achieved seriously outstanding results. Nine extremely keen students paid their money and completed the test then waited for their results. The majority

of students who participated were awarded a High Distinction.



Laura Bennett (pictured) was one of only four students from across Australia selected to represent Australia in Mexico.

**Business Studies** - the college has a strong successful tradition in the University of NSW Australian Business Studies Competition with our students regularly finding themselves in the top 5% of Australia. Outstanding participants this year were Cameron Lohs and Amellia Hasson who both won money prizes and were in the top 1% of students from across Australia.

**Economics** – in our ongoing pursuit of challenging our students we again entered the University of NSW Australian Economics Competition. Outstanding results were once again achieved with some individual outstanding results.

**Long Tan Australian Defence Force Awards**  
This award is given for students who demonstrate outstanding leadership qualities. This year's winners are Cameron Lohs (Year 12) and Chandla Stack (Year 11).

**Continuing to Build Links with SCU**  
As part of our ongoing commitment to building strong links with SCU a number of students participated the School of Tourism and Hospitality Management Event which was an excellent two way sharing event.

For the second year running Business Studies students also assisted SCU with the further testing of the development of a computer program that would assist students in the identification of undergraduate courses that best suited to their interests.

We also aided SCU School of Business with identifying and developing a scholarship program for local students.

**Legal Studies**  
Once again it has been a busy year for Legal Studies. Students attended both the Local and the District Court to supplement and

complement the course material covered in the classroom. Seeing the legal system in action is essential in this course. Students were also treated to a visit by a NSW Detective Scott Carpenter (pictured below) to hear things first hand rather than just the textbook version.

Justin Baldwin was our latest addition to staffing, teaching Preliminary Legal Studies, and he has come from a Policing background which allowed students to gain a valuable insight into the nature of court prosecutions and understanding evidence in criminal investigations.



2010 saw the introduction of the revamped Legal Studies Syllabus and staff have been busy keeping abreast and continuing the updating of their knowledge in this area. This included staff attending professional learning activities during the year such as Understanding the Law for Non-Lawyers.

**Economics**  
With the recent changes in the syllabus for Economics and the highly volatile global economic conditions it has been a very interesting and challenging time both in the real world and in the classroom. Keeping abreast of current events by the use of technology in the classroom has been of great benefit to students. Staff attended an Economics seminar led by Ian Moore, a writer and teacher on teaching techniques in Business Studies and Economics.

**Business Studies**  
This year's HSC Business Studies cohort was a very motivated group. They took all the opportunities that were available to them and they worked hard in the latter stages of the course. The marketing assignments were amongst the best that have been submitted by any year at the college. They were prepared

for the HSC examination and worked well after the assessment period.

*Charlie Bellemore – Head Teacher HSIE*

## **Personal Development/ Health /Physical Education (PDHPE)**

Wade Newton, as the PDHPE teacher, has become a first aid assessor with Royal Life Saving Australia and looks forward to strengthening these ties with the college's involvement in several programs over the next few years. Wade also had the opportunity to be a member of the Industry Training Advisory Group (ITAG) in developing the new Sport Coaching program to be implemented in 2012.

The Year 11 classes this year had the opportunity to participate in several physical activities including Zumba, European Handball, Basketball and Ultimate Frisbee for the unit of work Fitness Choices. Other practical sessions were conducted using a series of tests to measure a person's current level of fitness. Tests included the beep test measuring cardiovascular endurance, sit and reach test measuring flexibility and the vertical jump test which measures power.

Students once again had the opportunity to gain a first aid certificate through Royal Life Saving Australia which most completed successfully.

Year 12 PDHPE is divided into four components – Health Priorities in Australia, Factors Affecting Performance, Improving Performance and Sports Medicine. Students get the opportunity to look at what it is to be a healthy nation, areas of concern regarding health and methods of improving the health of all Australians. Practical sessions are conducted during the units of work that focus on the human body and how it adapts to different types of training and techniques used to reach peak performance. Some activities include gym sessions with a focus on program design, plyometric activities for speed and ways to improve strength and endurance in training programs.

### **Sport Coaching**

This year saw the first group of students gain the Certificate II in Sport Coaching. Matthew

Allen, Nicole Howarth and Matthew Campbell worked very hard over two years to gain their nationally recognised accreditation. The Sport Coaching course allows students, with an interest in the Sport and Recreation industry, to practically gain the experience necessary to become qualified in a very sought after working sector. Apart from achieving competencies towards their Certificate II students also are presented with the opportunity to gain hands on experience in a field of work that they are interested in through the compulsory 70 hour work placement component. Several students have had very positive reports with some gaining employment from their work placements.

Surf Life Saving is the focus of the Sports Coaching program with the majority of students successfully completing their Ocean Safety Surfer Award (OSSA) through the Coffs Harbour City Council's Lifeguard program. The theory component covers wave formation, dangers in the surf, rock platforms, and rescue and respect in the surf. Practical sessions included students learning key rescue techniques and methods of reading and responding to the ever changing surf conditions. These skills are lifelong skills that will ideally protect our students from the dangers on the beach and arm them with the skills to be able to identify dangers and help other members of the community in the case of an emergency.

*Wade Newton – PDHPE Teacher*

## **Technology & Applied Studies (TAS)**

2011 has seen the TAS faculty continue to strive to deliver a comprehensive range of courses designed to meet the ever-changing needs of our students. Students have benefited from the diverse course offerings and the expertise of the staff in charge of them.

Staff professional development has seen an increased focus with all staff participating in training activities. These have included private courses and DEC inservicing. In addition to attending these activities, staff have presented at a number of events, primarily through the college involvement in the Centre for Excellence. This has seen all faculty members increasingly involved with other local schools through their collegiate groups. The Term 3 TAS staff development day predominately focused on practical

workshops to further the skills and knowledge of staff. Skills obtained at this event have been passed on in the classroom including HSC Design & Technology students who incorporated the use of Google sketch up and Water Jet cutting.

The students, and in particular the staff from the TAS faculty, continue their involvement in college activities including Kerry Tolley and Tanya Stack in a variety of morning teas, food for graduation ceremonies etc, and Denise Wake through her involvement in the college Yearbook and Colours Day celebrations.

### **Design & Technology**

The Design & Technology course saw a pleasing increase in numbers this year, particularly as it has been reduced or not offered in other schools within the region. The range of works presented at the HSC level was highly varied and included portable food presentation stands, a sustainable housing development plan and a design focused e-magazine.

The creativity and originality of the work is testament to the staff and students involved.

### **Hospitality**

Year 12 Hospitality students had a busy year. Work placement was successful with some students gaining casual employment. The Food & Beverage students conducted cafés at the Hole in the Wall facility which has enabled them to meet several service unit requirements. This was also a popular event for the entire student body. All monies made benefited the Hospitality students by reducing their subject fees.

We have seen an increase in students in the Preliminary course and have attempted to meet this need through offering an additional class on Line 7. This also allowed us to offer both the Commercial Cookery and the Food & Beverage strands. In Term 4, the Hospitality students prepared a buffet function with a Christmas theme for staff and students. It will involve the Food & Beverage students setting up the room and serving the guests, and the Commercial Cookery students preparing the food items. In addition to supporting local charities there was a collection of small change for the support of our local Salvos who do so much in our local area at both Christmas and all year round.

Work placement was again a success, with over half of our students being offered casual employment in the establishments in which they performed their work placements. There were many accolades for our students during work placement, with one host employer remarking "keep sending us more students like this one". I would like to take this opportunity to thank all of the host employers who have volunteered to be part of the work placement program. It is only by their generosity that our students are able to gain valuable insights to the real Hospitality world and also to enhance the students' learning and skill development.

### **Food Technology**

2011 was the first year of testing of the changed Food Technology Syllabus.

During Term 4 Kerry Tolley was very fortunate to have attended a day workshop at the campus presented by a senior marker of Food Technology. She was given the opportunity to experience a simulated marking session providing her with very useful skills to help enhance the responses that our students present in formal exam situations. This also provided the opportunity to discuss the new areas of the syllabus, such as emerging technologies, and an outline of the depth of information required and sources for future research on this and other topics.

### **Textiles & Design**

Textiles & Design had a record-breaking year numbers wise with the largest HSC group to commence the year. The HSC students of 2011 produced some innovative and unique major Textiles projects.

The Preliminary year was very busy with the group producing two projects in three terms. The larger Preliminary group displayed high design and skill ability with the year ending with an excursion to a local fibre manufacturer and some experimentation of innovative embellishment techniques with the newly purchased machinery and equipment.

### **Information Technology (IT)**

The IT course has continued to provide students with a taste of the opportunities available within technology-based careers. The opportunity to obtain two credentials (the HSC and VET Certificate II) through completion of this course has appeal to a

large number of students. Additionally, we have seen an increase in the number of students opting to continue through the VET framework into tertiary studies. The 2010 HSC results saw our first Band 6 result in IT which was a great achievement for both the student and Denise Wake as the course teacher.

Denise was invited to become a member of ITAG who are responsible for the development of the regional teaching and assessment plan. She has also had the opportunity to become a HSC marker for the first time – this should allow her to bring back greater experience of knowledge of what is expected of the students in order to improve their HSC results.

### **Information Processes & Technology (IPT) and Software Design & Development (SDD)**

These courses have maintained a steady number of students, with the SDD course in particular attracting a number of high quality students. There continues to be refinements made to the delivery of these courses in order to better reflect the development of information technology in the wider community. One area of focus is to improve the attraction and retention of females to the information technology courses.

### **Engineering Studies**

This course continues to provide a valuable opportunity to students who are interested in pursuing a career within this field. They are given a range of experiences and the opportunity to combine both theory and practical skills.

### **Community & Family Studies**

During Term 4 Kerry Tolley was very fortunate to have attended a workshop which was presented by a senior marker who had also worked for the BOS in various capacities. She was given the opportunity to experience a simulated marking session providing very useful skills which we can be used to help enhance the responses that our students present in formal exam situations. We also learned about how other schools approach various topics and were able to share teaching ideas which have "worked " and have made learning by students more enjoyable.

### **2012 Goals**

In 2012, the faculty is aiming to continue to support students in meeting their potential. Staff are constantly looking to refine the delivery of course content and develop their skills in order to improve the outcomes for students – the content of which will continue to be tailored towards the students' interests in order to improve relevance.

Additionally, we will continue to draw upon the shared knowledge to be found within the college, through encouraging cross-faculty involvement within course delivery. This is an area which is familiar to members of the TAS faculty, but one in which we see great benefit for the students.

*Chris Webb – Head Teacher TAS*

### **Visual Arts and Photography**

In 2011 student interest and demand for classes remained consistent and high as the college maintained four Year 11 and four Year 12 Visual Arts classes. Photography continues to grow as a subject choice with students. The strong demand for this subject is supported by the students' interest in the use of digital photography and film.

Visual Design and Photography are becoming increasingly important as choices for students who change their pattern of study during or at the end of the Preliminary course and wish to continue to satisfy requirements for the HSC.

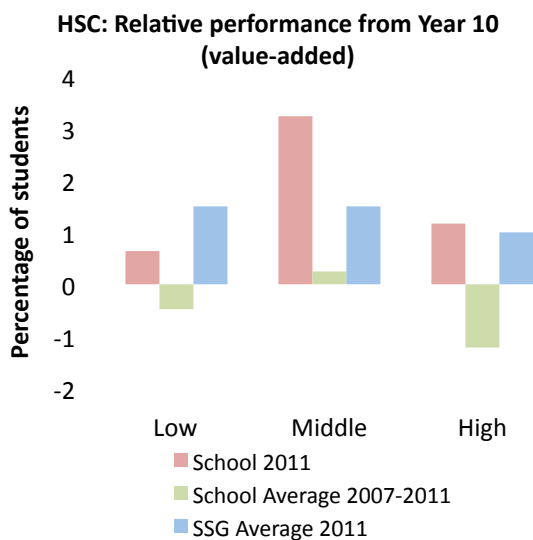
*Ian Rushforth – Art teacher*

### **Academic**

#### **Higher School Certificate**

Our results in the HSC both within the college and in comparison across the region were very good across a broad range of courses, with some outstanding individual results. A total of 36 students were listed on the HSC Distinguished Achievers' List with a combined total of 74 Honour Roll Credits which was the highest in the local area. One student appeared on the HSC Allrounders' List while two came equal seventh in the state in Studies of Religion and two achieved equal eighth in the state in Information Technology. In total the group achieved 394 Band 5 and Band 6 results across the range of courses.

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



The 'value-added' data showed that all three groups of students made positive gains in relation to their Year 10, School Certificate results. These gains were ahead of 'statistically similar schools' across the state.

## English

### Extension 1 and 2

2011 saw the biggest cohort of students taking the Extension English courses but this also means a wider spread of achievement. This was most noticeable in Extension 1. There was generally strong performance within the group, especially in gaining E3 (Band 5) level but not as many E4 (Band 6) as were expected. Extension 2 results were very pleasing however, with a greater percentage of students achieving E4 (Band 6) than in 2010. Extension 2 students achieved above state average in all band levels of this course.

### Advanced English

Students performed extremely well in this course with Band 6 results (eight students), being closer to the entire State average than 2010. Most noticeable was our very strong achievement of Band 5 results for this cohort and significant value adding to all our top performing students from their School Certificate results. Data available indicates a continued and definite trend upwards over the past two years in the performance of our students in Advanced English.

## Standard English

Students in this course perform right across the band spectrum but it was most noticeable that students scoring in Band 1 were significantly reduced last year. Whilst the percentage of students achieving results in Band 5 was slightly down from 2010, we were still above state average in overall performance in this course which is pleasing. Our goal from 2010 was to lift more students into Band 4 and this was achieved. More significant value adding occurred with middle to lower performing students than those in the higher bands.

## Mathematics

The Mathematics faculty has been very excited by the results achieved by students this year. We are very pleased with the efforts made by both staff and students to achieve to this high level.

### General Mathematics

The General Mathematics course was the big achiever for the year. Data shows that the college achieved above state average in Band 4 (31 students), Band 5 (24 students) and Band 6 (8 students) and was below state in the lower bands. The data shows that for Bands 3 and above the students achieved a positive value added with some Band 4 and Band 5 students in the School Certificate showing a considerable improvement in the HSC. The school versus state comparison shows a significant level of achievement for students in the General course.

### Mathematics

The Mathematics results for 2011 were very pleasing. 22 students sat the HSC with seven of those students achieving a Band 5, slightly above state average. Two of those students achieved a score of 89, which both agree, was a significant result and was a big contributor to their ATAR. The trend data shows a slight improvement in marks compared to previous years at the school and we are working hard to ensure that this trend continues.

### Extension 1

Students of the Extension 1 course had a very successful year in 2011. Of the 14 students, three scored an E4 (the top band) and ten scored an E3.

Data shows that some students showed a significant value added compared to their School Certificate results and that for all students the course was a major contributor to their ATAR. A comparison to previous



years shows a large improvement to the average student mark for this course. The in-school comparison (0.99 in a range of -1 to 1) shows that the Extension students did significantly better in their Maths than in their other subjects.

### **Extension 2**

Twelve students attempted the Extension 2 course in 2011 with one student achieving an E4 and nine achieving an E3. For ten students their Extension 2 mark was the biggest contributor to their ATAR and they all also had the benefit of doubling the contribution from their good Extension 1 marks. The in-school comparison showed that the students did considerably better at their Extension Maths course than in any other of their subject.

Well done to all students and Maths staff for their hard work and effort throughout the year.

### **HSIE**

The HSC results for 2011 were some of the best we had achieved since 2008. The value added data supported the overall trend of girls out performing boys across all the subject areas in HSIE. Special mention must be made of our school dux Amelia Hasson who achieved Band 6 results in Modern History, Legal Studies, Business Studies and Society & Culture. This indicates the importance of HSIE in academic performance of our top students and has been reflected over a number of years.

Interviews with teachers of high achieving students related how attendance, exam essay practice, continuous review of class notes, attendance at after school tutorials and seeking individual help from subject teachers were key indicators of high achievement. Low achieving students suffered from irregular attendance, poor understanding and clarification of assessment tasks, limited preparation of study notes and being ill prepared to sit three-hour examinations were key factors in performance.

We are lucky to have an experienced teaching staff who were willing to share good teaching practice through regular team meetings and continual re-evaluation of assessment tasks, and good feedback to students about assessment results.

Our school versus state analysis placed HSIE in 0.23 above the State. The value added data indicated that we added value to students in Bands 2-5 in comparison to their School Certificate results but our Band 6 School Certificate results were lower. Compared to the North Coast Region, we are still outperforming in all our subjects in percentages of Band 5-6 results.

### **Ancient History**

Some outstanding results in this subject with 18 students achieving Band 5 or 6 results out of a cohort of 43 students. These were the best results since 2002. Our school versus state results were 3.22 above state average. Teresa Welsh and Robyn Edwards are to be commended on their hard work and persistence with students in supporting their classes to achieve some excellent results. The Same School Within State (SSWS) data reflected we scored 0.39 above the State.

### **Business Studies**

Nine out of the 52 students achieved Bands 5 or 6 in their HSC in this subject. A common thread with poor performance was attendance, especially of the low performing male students. The mean HSC result for our students was 67.85 and the State-wide mean was 72.93. The school versus state variation over a seven year period indicated these were our weakest results on state versus school comparison. We have put in place a number of strategies for 2012 including the HSIE Study Day to be held in August 2012, after hours tutorials will continue targeting the boys in particular, and closer monitoring of students who fall behind their business management project during the year.

In the HSC examination, Section IV showed the widest division of marks compared to students across the state on global employment relations.

### **Economics**

One student attained a Band 5 out of the group of 16 students. Although the results may seem depressed, it is interesting to note that four students achieved significant change in their value added data compared to their School Certificate results. There were no students who were in the Band 6 category from their School Certificate. The importance of school attendance was a key factor in performance in this subject.

## **Geography**

Two students out of the group achieved Band 5 results from a group of 16 students.

## **History Extension**

This subject continues to attract committed students who perform well under the tutelage of Jon Hart with 15 out of the 20 students achieving either E3 or E4 results. The state average versus the school was 1.16. This continues the trend of the college outperforming across the state in this subject. The data indicated we were 0.30 above the state.

## **Legal Studies**

Five out of the 27 students attained a Band 5 or 6 result in 2011. The examination performance of the better candidates was disappointing, as the students were prepared for the examination. In comparison to other years (2008) this group's performance was weaker. The school versus state variation data indicates a trend below state performance from 2007-2011 with 2010 being our weakest result.

## **Modern History**

This year's results were comparable to one of our best performances since 2005. 18 out of the 27 students achieved Band 5 or 6 scores. We achieved 5.37 in the state versus school statistics which highlights the good work put in by both students and teachers in this subject. The SSWS data indicated we were 0.60 above the state.

## **Society & Culture**

Seven out of the 23 students achieved Band 5 or 6 results. What was pleasing to see was the consistency of marks both in the HSC examination and for their PIP project. Value added data indicated a significant improvement in the Band 4-5 range. The PIP project needs to be managed tightly as some projects were completed without thoroughness.

## **Studies of Religion**

This subject continues to shine as one of our top performing subjects at the college. Eleven out of 15 students achieved Band 5 or 6 results. Performances over a 10-year period indicate a culture of high expectations and students willing to organize good study notes, combined with solid revision programs that includes exam practice essays. The state versus school variation was 4.40

and indicates the teaching strength the college has in this subject.

## **Science**

### **Biology**

The Biology students performed close to the state average with an overall negative of 1.91% below state average. The student plot showed a number of students who were aberrantly below the expected improvement. The lower band students seem to have been lifted to some degree but the middle to higher band students being significantly under the expected value adding. A few students approached the Band 6 performance level with a good number of students gaining Band 5.

### **Chemistry**

The Chemistry data shows for the first time in many years an above state average performance (of +1.35 %) with significant value adding across most of the group. A few students achieved very poorly compared to the expected improvement and appeared to be misplaced in this subject. The North Coast Region schools in general performed below state average indicating a regional trend.

### **Earth & Environmental Science (EES)**

The EES group performed significantly above the state average with an overall result of +9.19 % above the state average. All students in this class were significantly value added. One student received a Band 6, five students gained a Band 5 and one with a Band 4. This was the most significant positive result in EES since 2004. The students were a small motivated group who adopted the suggested revision and HSC preparation structure.

### **Physics**

The Physics group performed at a level +0.97% above state average. This was one of the best results in Physics in recent times, and compared to the region the college Physics students performed quite well. Value adding was evenly distributed amongst the group with no student gaining a Band 6 level of performance but with ten students operating at the Band 5 level, many just missing out on a Band 6 by a couple of marks. Within-school comparison showed a moderate positive trend.

### **Senior Science**

The Senior Science results were excellent this year well above the state average with a positive score of +6.33 %. Student value added was evenly distributed amongst the group. Three students achieved a Band 6 level performances and another 13 gained a Band 5. This result was a first in this subject at the college, demonstrating the positive effect of correct student course selection.

Overall the Science results were excellent as compared to the regional results with an indicative requirement to lift the performance of the Biology cohort. Similarly the Physics and Chemistry groups could further improve but the results in these subjects were the best that we've had for some years. The value added information indicates that students overall have been lifted across all performance bands.

### **Visual Arts**

The Visual Arts students achieved very good value added results across the board. No students achieved Band 6 this year which is aberrant from the traditionally significant numbers in this band in Visual Arts. The results do not seem to reflect the efforts of the students nor the group's ability. Some students enrolled into the college into Year 12 only and this would have affected the continuity in their studies and as such they tended to underperform.

### **Drama**

Once again our results were above state average with Rachel Bennell topping the marks with 96. Aliana Lyall was nominated for *OnStage* for her individual performance piece. Kaden Hartcher was one of eight Australians selected for TAFTA and after completing training in Sydney goes on to train in the USA. One of the major achievements of the Drama students is that they work as a group to complete their HSC and learn invaluable lessons about cooperation, compassion and communication. As in the Finnish system the focus is on practical learning and inclusion so that each student can maximise their potential.

### **Music**

The clientele in Music 1 for 2011 HSC was quite different from previous years where the skills and talents were more evenly distributed and at a particularly high level.

There was also diversity of performance media. Therefore, Band 5 achievements were increased and Band 4 diminished.

In Music 2 and Extension Music, many students excelled in the performance, musicology and submitted compositions area. William Jeffery attained full marks for his Extension Music composition. Achievement in this course very much depends on student ability and sometimes candidates would be more suited to Music 1.

### **French**

In 2011 we had eight candidates. The class did not perform as well as in past years as a whole, but this was expected due to the caliber of the clientele. There were no Band 6 results. Despite this, 50% of the class achieved Band 5, with the highest mark of 88. For the three top students, French was their highest mark in their HSC, with the top two of those students performing at 8.6 and 12.8% respectively above their School Certificate results in value added. There was one student who achieved a Band 4 with 77%, with French as her second highest mark in the HSC. At the lower end, two students received Band 3, which was on par with their other subjects. Value added data showed they both under-performed in their HSC compared to their School Certificate.

### **PDHPE**

The 2011 HSC cohort for PDHPE was much larger than previous years with 44 students completing the course compared to 16 in 2010 and 26 in 2009. This naturally created a greater range of marks, most notably the increase in students gaining Band 6 results.

A portion of the cohort scored below average marks and this was directly related to their attendance and overall dedication to the subject in general. The value added statistics clearly show that some students produced dramatic increases in their results comparatively. Two examples show increases from a School Certificate mark of 80 and a HSC result of 90. This demonstrates that those students who are willing to actively participate in all class activities have the opportunity to do well and add value to their expected grade score. Most notable was the relationship between the students who were consistently competitive with their results among their peers throughout Year 12. These students were continually striving to achieve higher marks with all set tasks, a healthy

rivalry that was clearly highlighted by their value added scores.

Overall the results for PDHPE were pleasing for 2011 although it still remains a challenge to engage all students to reach their potential.

### **TAS**

This has once again been a very successful year for the TAS faculty. We have increased the numbers of students completing courses within the faculty, whilst maintaining the standard of the results achieved. Changes to the delivery and focus of a number of courses have led to significant positive student results. As we reflect upon the results achieved, we continue to look to refine the delivery of the courses to better address the needs of the students.

### **Design & Technology**

2011 saw the Design & Technology course continue to achieve above average results in a challenging course. We saw a small increase in the number of students who attempted the Design & Technology course. In this, there was a significant increase in the number of female students undertaking its study.

The range of projects completed by the students encompassed food presentation equipment, online magazines all the way through to scalable housing planning. The majority of the students benefitted from completing this course, in that they performed above expectation. Of note, for the majority of students, Design & Technology was their best result.

### **Engineering Studies**

Due to its complexity and the mathematical nature of it, this course tends to attract male an Engineering career. The quality of the students attempting the course in 2011 was fairly high and the results achieved overall were pleasing when compared to the state averages. The students from the college largely performed as predicted based upon the School Certificate results but there is room for improvement, particularly at the upper levels.

### **Food Technology**

This year saw the resumption of college classes for this course at the HSC level. We have performed well in this course in the past and were looking to continue in this vein.

In 2011 the results of the students in this course were very pleasing with students all achieving at or above expectations. Particularly pleasing results were obtained by the middle ability students where significant value adding was achieved. For the majority of the students Food Technology was the course in which they performed at the highest level when compared to the remainder of the courses they attempted.

The only issue with the results achieved by this cohort is the lack of extension of the upper ability students. The very small percentage of Band 6 results awarded across the state makes this a particularly difficult goal to achieve. This is an area in which we will look to review and rectify in the delivery of the course in the future.

### **Information Processes & Technology**

2011 saw the college candidates return to performing above that of the rest of the state. A small cohort was maintained in this course after a number of other students had elected not to continue with this course to the HSC. The remaining students performed above expectations and benefitted from significant value adding to their results. The middle to lower ability students showed the greatest benefit from attempting this course. Of note is the fact that for each of these students, IPT was amongst their best results achieved in the HSC and they also studied the VET Information Technology course. Additionally, each of these students has continued with this career path in their tertiary studies.

### **Software Design & Development**

This was an interesting cohort in that there was a broad range of abilities. The results were again positive in comparison to the state averages and the overall value added results achieved by the students. Upon closer inspection, there was significant achievement of a small number of students within the middle bands which masked the fact that some of the other students performed poorly. The lower ability students struggled with the demands and in particular the language and technical nature of the course, whilst the upper ability students failed to achieve positive benefit from this course, possibly by not being extended regularly enough.

### **Textiles & Design**

2011 saw an increase in the number of students attempting this course. Once again,

Textiles & Design maintained its high standards, excellent results and positive value added results for all students. It was dominated by female students but we did have a male student complete this course and perform well. We have made some changes to address some of the time management issues that have plagued students in this course which appear to have assisted in relieving the stresses which can occur as they approach submission time for their major project.

### **Hospitality**

This course has seen an increase in the number of students attempting the optional examination. The results achieved have on average been above those of the rest of the state. Further investigation shows that most students are achieving results consistent with their anticipated achievements based upon their School Certificate grades. The most pleasing aspect of the results achieved by the group has been the transition from the lower and middle bands into the higher bands. This has largely been achieved by a more focused delivery of examination techniques and practice for the students intending to sit the HSC examination.

### **Information Technology**

This was a very successful year in IT with one student achieving 8<sup>th</sup> in the state and another 11<sup>th</sup>. The excellent results for this course in 2011 were the result of a greater emphasis on developing the students' examination skills after targeting the students within the course who were looking to attempt the optional HSC examination. We have seen significant improvement for a large number of the middle and upper band students, an indication that they have responded positively to this additional assistance. We are looking to continue to develop this program in the future.

## **Significant programs and initiatives**

### **Sport**

Once again this year the college has had a very successful sporting year with achievements in both individual and group sporting events.

Swimming and the girls relay team made it all the way to CHS State where they

competed in the State Championships. Emma Goddard, Casey Irwin, Chandla Stack and Klaryse Dam made up the squad.

Athletics and the track events were where we had most success with Britney McMullen and Siobhan Deam representing the college at State level. Britney ran in the 1500m and 3000m coming 3<sup>rd</sup> in the latter. Siobhan represented in the 800m gaining 2<sup>nd</sup> place. Emma Goddard competed in the discus field event.

Cross Country was another highlight with Britney McMullen running 3<sup>rd</sup> and Siobhan Deam 20<sup>th</sup> out of a field of 85 students from all over the State in Eastern Creek, Sydney.

The boys basketball team was successful claiming Zone champions again for 2011.

Individuals selected for representative honours in basketball included Brent O'Brien and Jason Johanson-Leete, and Nicole Howarth in the girls who all attended week-long camps for basketball this year.

Congratulations to all students who represented the college in 2011.

*Wade Newton – Sport Co-ordinator*

### **Student Welfare**

The Student Welfare, Well Being and Progress Committee is a large cross-faculty group comprising the Director, the Assistant Director, a Counsellor, the Careers Adviser, the Supervisors of Girls and Boys, Year Advisers and Assistant Year Advisers. Fortnightly meetings are used to monitor students' progress not only from an academic but also social development. The college believes the importance of ready contact to parents and students are part of the success of student achievement.

We welcome our Year 11 Student Adviser Wade Newton and Assistant Adviser Teresa Welsh as part of the committee for 2012. They have been very busy organising the orientation programs for students in 2012.

The team has promoted a number of whole-college events to ensure the engagement of students from an academic, social and emotional well being perspective. A number of key college policies were reviewed and the

Welfare and Anti Bullying Policies have been updated.

Committee members are involved in a wide range of professional learning needs to keep current with the variety of adolescent issues, such as tobacco and alcohol seminars, which resulted in whole campus discussions on smoking on campus and resulted in extra signage of no smoking zones. Another initiative was Denise Wake's promotion of Women in Educational Leadership seminar for female students at the college which examined how women play such a vital role in all sectors at the campus and beyond.

Likewise, cross-campus activities such as the Sorry Day Ceremony and Reconciliation Week highlight the role of the committee in keeping constant communication with the other sectors of the campus. Lance Noel's work co-ordinating student BOS entries as well as giving advice on post-college options to students has been done with close affiliation with TAFE and the university.

The committee played an important role in the recent visit by Tuggerah Lakes Secondary College who were re-examining their current welfare and assessment structures with the intention of bringing change to their college. Such interaction is vital for the development of secondary colleges in NSW and David Bateman, Assistant Director, was part of a college team that attended the Senior Schools Conference.

**College Passports** – a key feature underpinning our commitment to the whole college experience was the College Passport system. Year 11-12 students were issued with passports to record attendance at college activities. The completion of the Passport system entitled students to receive their Gold College Way Certificate. More students are attaining this Certificate which indicates a whole-school approach towards their college experience.

Next year we hope students will support the reintroduction of the student diary. The committee saw the importance of having a hard copy of a diary for students' to organize their busy assessment schedules.

**Mentor Program** – all students are assigned to a teacher as their mentor. This mentor supports the students in many ways and they take a special interest in them, especially how

they have settled in at the college. Informal meetings between students and their mentors provide opportunities for students to raise issues of concern with them.

Mentors also provide their students with advice on the productive use of their time, so that they can be well prepared for assessment tasks, exams and other assigned activities. Support is also available on study methods, coping with stress and other problems associated with the Preliminary and HSC courses. Where mentors do not feel they have the expertise to directly help their students they refer them to others who do possess the necessary expertise. This is a very valuable support mechanism that all students should use effectively.

The college places great emphasis on mentoring and pastoral care. Many students avail themselves of the services that their mentor can provide - especially as the stresses of HSC study increases.

Mentors act as an active listener for their mentees [the students] and try to support their progress to the end of Year 12. We strongly urged all parents and carers to endorse the benefits of the mentoring system.

**Orientation Programs** - two orientation programs are held for the incoming Year 11 cohort each year. The first is at the conclusion of their Year 10 studies in December and the second program is part of their first day at the college. Activities include sessions on All My Own Work, timetables, administration queries and the distribution and explanation of the study skills booklets. Lisa Wainwright, the Year 11 Year Adviser and Tanya Stack, the Assistant Year Adviser did an outstanding job with the organisation of the days.

There was time for students to familiarise themselves with life at the campus through guided tours by Year 12 students and by staff. One of the key strengths of the college is the close connection Year 12 students have with Year 11 students. There were many opportunities for students to mix with others through the get-to-know-you sessions and the SRC Barbecue.

*Charlie Bellemore – Committee Chair*

## Curriculum, Assessment, Reporting & Exams Committee

**Handbooks** – the committee spent a portion of the year reviewing and revising several of the college's handbooks. First amongst these was the Student Assessment Handbooks. A very big thank you goes out to Dean Richardson and the rest of the committee for the many hours of work put into the revamp of these books.

The Staff Assessment & Reporting Handbook was also updated this year. Dean again led the way and was supported by the rest of the committee.

**Study Skills** – Teresa Welsh took on the job of reviewing the study skills program. It was decided that the college would not hand out a study skills handbook but would put all relevant information onto the college Moodle so that all students could have access to the information at anytime. This move has also made it possible for the committee to add any relevant material as it becomes available.

**Examinations** – a huge thank you goes out to Maureen Linsley, Dean Richardson and Tony Bone for the efforts undertaken to develop our examination timetables and supervision rosters this year. Because of the huge range of subjects offered at the college it is a very difficult job putting together a timetable that works.

**Reporting** – minor changes have been made to the reporting schedule with an interim report being prepared at the end of Term 4 for Year 12 students. It was also decided to remove the interim report at the beginning of Term 3 as we already had a full report at the end of the same term.

**Trial Review** – one of the main tasks for the committee this year has been to review the changes made to the timing of the trial exams and the introduction of an extension week at the start of Term 3. The trial review will continue into 2012 to allow for the accumulation of data necessary to make a decision. A survey of staff and students has seen the scrapping of the extension week in 2012. Again, a huge thank you to the committee for the work and effort put into all of the jobs taken on by us this year.

*Tony Bone – Committee Chair*

## Gifted & Talented Initiatives

**Centre for Excellence** - this has proved to be a wonderful resource for the co-ordination of activities that have a GATS orientation. Jon Hart has been very pro-active in providing opportunities for Extension and Advanced English students to attend enrichment activities and lectures. Teachers also have shared their skills in order to encourage higher-order thinking and deep knowledge in the classroom. It is a natural partner to a GATS committee.

**Competitions** – Maria Priori has always been particularly strong in this area and has run many successful competitions, in particular for Geography and Business Studies. English had entrants in poetry and short story writing competitions and other faculties also ran their own events. If a student enters many competitions however it can be quite expensive and it may be worth subsidising some entries for each faculty to encourage more involvement. Better advertising was also needed for some events.

**Debating and Public Speaking** – this attracted many of the highest achieving students in the year and provided an excellent opportunity to improve their knowledge of world events as well as their skills in presentation and logic. The difficulty is resourcing the rounds in regard to time and adjudicators.

**Extension Classes** – the college had more students in Extension classes this year than they have in any other year. This was aided by some additional time being given to Extension English. Finding timeslots to run these classes has been a source of discussion this year and is still continuing. Distinction courses are no longer being offered but new universities pathways will be offered in 2012.

**Excursions** – these have ranged from university visits to combined excursions to Sydney in many subject areas. Excursions benefit all students but having enrichment activities on these excursions aimed at specialised areas of interest are particularly taken advantage of by GATS students. This was shown on the Sydney History excursion this year. This idea is worth further development.

**Scholarships/Careers** – Lance Noel, Careers Adviser, has been advertising many

opportunities for GATS students, interstate as well as in NSW. He is an excellent source of information for students and is sometimes overlooked by them. He would make a very good member of a GATS committee, if he had time, because of his university contacts and alternative point of view.

**SCU and Other University Courses** – the opportunity has existed for many years for students to study an SCU course concurrently with their HSC courses. Timetabling issues, lack of transference to other universities and the pressure of the HSC have affected the numbers that have taken advantage of this. For 2012 University of New England, University of NSW and Macquarie University have established courses that HSC students may take through distance education. They will not count to an ATAR however.

**Tuesday Tutorials** – these have consisted of extension lectures and activities by college teachers in a range of subjects. The majority have been quite successful with numbers attending ranging from 20-40 students depending on the topic. Two had no students attend as they were skills-based rather than content-based and the students did not recognise how useful they would be. Tutorials ran better in Terms 1 and 2, there has been only a few since as many teachers had too large a workload to do extra. There was a clash in times for one Extension class. When the tutorials were originally planned it was hoped to also have videoconferences and guest lecturers. Some of these have occurred but with varying success due to fees, technology issues and students' desire to have instruction that they see as directly relevant to their marks. I would like to see every faculty suggest a videoconference or expert that we could approach. I have also spoken to Jon Hart about running some Centre for Excellence events on the Tuesday afternoons.

**Homework Centre** – this is not a GATS initiative but is available to all students, particularly those struggling, who were seeking extra help and practice. In 2011 Monday was for English and HSIE, Wednesday for Maths and Thursday for Science. The Wednesday for Maths has been the most successful. Di Hendry has staffed this session every week and has built up a following. In fact she needed an extension of hours from 4-6pm and this is always used.

Science has had varying success and English and HSIE were not as successful as last year.

*Teresa Welsh – GATS Co-ordinator*

## **Vocational Education**

**Framework Courses** – IT was taught at the college and had 26 students (19 male and 7 female) complete the Preliminary year and 18 students (13 male and 5 female) complete the HSC year. II in IT. Eight HSC students (all male) completed IT Extension which was taught by TAFE.

Hospitality was taught at the college and had 36 students (9 male and 27 female) complete the Preliminary year. Of these students 11 completed the Kitchen Operations strand. 26 students (8 male, 18 female and 1 support student) completed Hospitality in the HSC year. All of the mainstream students received Certificate II in Hospitality.

Other framework courses were accessed through TAFE with students commencing Retail (3 HSC), Tourism (11 Preliminary, 8 HSC), Metals & Engineering (3 Preliminary, 1 HSC), Construction (7 Preliminary, 1 HSC), Business Services (2 Preliminary, 1 HSC) Primary Industries 4 unit (1 HSC), Automotive (5 Preliminary, 4 HSC) and Electrotechnology (3 Preliminary and 1 HSC). Entertainment Industry was taught at Toormina High School with 10 Preliminary students and 3 HSC students undertaking the course. Mandatory work placement was organised through Youth Directions.

**Non-Framework Courses** – Sport Coaching was taught this year with 9 students (5 male and 4 female) completing the Preliminary year and 12 students (6 male and 6 female) completing the HSC year. Three students received Certificate II in Sport Coaching. All students completed 35 hours of work placement which was organised by the teacher of the course.

A total of 26 students commenced non – framework TVET (TAFE delivered VET) courses in the Preliminary year while a total of 24 students commenced non-framework TVET courses in the HSC year. These courses were studied at both CHEC and the Glenreagh Street Campus of TAFE.

**School-Based Trainees/ Apprentices** – there were a total of seven school-based



trainees/apprentices in 2011. The areas included Retail, Information Technology, Hospitality, Marine, Hairdressing and Warehousing.

**VET Awards** – a major award was given to students from Year 11 and Year 12 for successful completion of a VET course (or courses) while at Coffs Harbour Senior College and was awarded at the college's graduation ceremonies.

Jade Humphreys, a Year 12 student in 2010, was awarded an Australian Vocational Student Prize. The prize recognises the achievements of students who complete senior secondary studies while undertaking vocational education and training. Jade received \$2,000 and an achievement certificate.

*Lance Noel – Careers Adviser*

### **Student Activities Committee**

This committee was a newly established one here at the college, continuing on from the former Promotions Committee but incorporating additional events linked to student participation and welfare. Members of this committee are drawn from across all faculties with particular individuals taking ownership of the organisation of singular events or being involved in many more in an assistant capacity. Meeting of this committee was on a needs basis in the lead up to particular events and activities. The committee regularly promotes student activities in *College News*, acknowledging student participation and achievement. In 2011 there were many opportunities for students to be involved in college activities.

**Crossroads – Student Health and Well-Being Day** – this is a program organised for Year 11 students with thanks to Robyn Edwards as the co-ordinator. Crossroads reflects some of the contemporary health issues facing young people. It acknowledges and aims to support senior students as they address changing issues related to identity, independence and their changing responsibilities. Some of these issues are drug and alcohol abuse and the link to mental health, coping with stress, building self esteem and relationship building, dealing with contracts such as mobile phone plans, safe driving skills, and safe partying.

In 2011 the community guest speakers for this day were Coffs Harbour Police, Youth Liaison Officer, Senior Constable Snow, Peter Osbourne from Department of Fair Trading, Jo Walker from the North Coast Area Health Service, John Black from Safe Parties, Wendy Harfield from Interrelate and Gary Maher from Headspace. The college gratefully acknowledges the contribution from these local speakers on this day.

**RRISK (Reduce Risk, Increase Student Knowledge) Program** – in November 2011, our students were once again involved in this program, which is run on campus and is promoted and organised by a dedicated community committee with representatives from Health, Education and Local Government. RRISK aims to provide our Year 12 students with the skills, attitudes and knowledge needed to make informed decisions about driving, alcohol and drug use, risk taking behaviours and safe partying. The key messages of the seminar are Plan Ahead, Know the Facts, Make Informed Decisions and Look After Your Friends. Our participation in this seminar is to supplement the Crossroads program offered earlier in the year. Fifteen of our Year 12 cohort acted as peer facilitators on the day and all students are to be commended on their exemplary behaviour and positive participation in this event. Tanya Stack (Year 12 Assistant Adviser) mainly organised our involvement at this seminar and coordinated the student facilitators. Marc Miller and other staff assisted to run a BBQ on both RRISK days to raise funds for the SRC project – *Build a School in Haiti*. These BBQs were a new element of the day that was initiated in 2011 and feedback has been positive to consider sausage sizzle BBQs again next year to contribute to SRC fundraising.

**CAPA Showcase Nights** – there were two very successful college showcase nights held in August. The talent of our students in the CAPA area was once again outstanding, ably mentored and organised by our wonderful CAPA staff. The audiences on both nights were treated to an array of acts from energetic drama groups to intense individual monologues, spine tingling vocal pieces and unique instrumental performances. This year we had professional sound and lighting organised by ex-college student Darcy Cook, assisted by students enrolled in the TVET Entertainment course. Hospitality staff and students were also involved in providing

interval refreshments using the newly purchased expresso coffee machine. These nights are a highlight of the year and will be continued in 2012.

**Further Annual Activities** – these included the campus Anzac Day ceremony, graduation ceremonies for Year 11 and Year 12, the Year 12 Morning Tea and Post HSC Results BBQ.

*Karen Deam – Committee Chair*

## **Student Representative Council (SRC)**

The SRC leaders for 2011-2012 were elected by the student body and staff -

**President:** Jake Bailey

**Vice-President:** Olivia Turner

**Secretaries:** Sasha Aranyi; Siobhan Deam

**Treasurer:** Chandla Stack

**Media Liaison:** Kate Miller

**Fundraising:** Britney McMullen; Fiona Mackay; Laura Gaynor

**Environment:** Lewis Jeffery; Samuel Rowe

**Initiative:** Rory Hude; Bryce Casson

SRC activities included:

**Relay For Life** - participation in this very worthwhile community event was a college highlight again in 2011 thanks to the excellent co ordination and preparation by the SRC and SRC Coordinator – Lee Stafford. Relay For Life is a wonderful opportunity for both Staff, Year 11 and Year 12 to come together, have fun and raise money for the Cancer Council. Those who came along to Marshall's Fields in Coffs Harbour for part of the day or



for the whole overnight stay, were most grateful for dry weather as in previous years, walking in the cold, wet conditions has not been pleasant! The SRC gift from 2010 (two outdoor gas heaters) were put to very good use at this event. It is anticipated that the purple Senior College marquee will once

again stand proudly amongst the others should the event take place in 2012.

**Colours Day** – this day is a celebration of college identity. Aside from the fun, social activities it is the official changeover of the new SRC executive. The campus was awash with the vibrant colours of purple and jade as the students enjoyed the talent of their peers in CHEC Factor, participated in the Daggy Dance-Off and Fashion Parade, enjoyed the sausage sizzle and urged their ducks along in the pond in the annual duck race. The SRC President (Jake Bailey) and Vice President (Olivia Turner) were announced from a very talented group of students who had given their nomination speeches the previous day. Thanks go to the retiring SRC executive from 2010/2011 - Michael Babbage (President), Laura Valentine (Vice President), Jake



Funnell (Treasurer), Anita Triska (Secretary), Phoebe Court (Publicity), Maddie Kemmis (Fundraising), Daniel Green (Media), James Gabauer and Elliot Brown (Motivation), and Chanel Van Wyngaardt and Jacob Grice (Environment). The outgoing SRC gift to the college was a video camera to be used for school events.

Special thanks also to all staff for their effort and assistance on the day but especially to Lee Stafford (SRC Coordinator) and Denise Wake (CHEC Factor Coordinator)

Other SRC Activities for 2011 included Shave for a Cure, World Vision 40 Hour Famine, Earth Hour and Legacy fundraising drive.

*Lee Stafford – SRC Co-ordinator*

## **Aboriginal Education**

Aboriginal students and parents attended our first Aboriginal student meeting for the year in February in the Gumbaynggir Resource

Room. This gave students the opportunity to meet Aboriginal services at the campus including Briony Burchell, co-ordinator with the Indigenous Mentoring Scheme, Shaun Hart from the Centre at SCU, Fiona Webb who was co-ordinating the 2CHY radio program along with Indigenous TAFE teachers and Gumbaynggirr Elders Uncle Harry Mumbulla and Auntie Elaine Turnball who gave short introductions to students and what services will be offered by the various sectors.



Student meetings were held regularly during the year in the Gumbaynggirr Resource Room, and gave students an opportunity to talk about their learning experiences and also as a means of getting the latest information on scholarships and courses available to them whilst studying and post-college options. We had ten Aboriginal and Torres Strait Islander students this year with six students in Year 11 and four students in Year 12. All four students in Year 12 completed their HSC successfully and they hope to continue their studies both at TAFE and University.

The **AIME Tutoring Program** was taken up by students this year. Co-ordinated by Briony Burchell, university students volunteered to help Aboriginal students with their studies this year at Orara High and Toormina High after school. We would like to thank Briony and the volunteer university students for helping our students.

Year 12 students have been identified in 2012 by the AIME program to work on team building within schools in the area, share ideas on assessment tasks and act as support for fellow students. There will be follow up meetings in Terms 1-3, 2012 with Briony Burchell.

**Norta Norta Program** – we made a successful application for funding to tutor students in their respective subjects. Although there was high parental support for the program, the students did not support the program and it was decided to re-apply for the funding in

2012 at the start of the year so the tutorial system can be promoted from the beginning of the year. We have submitted this application to the Local AECG (Aboriginal Educational Consultative Group) for their input as well.

**Aboriginal Educational Consultative Group (AECG)** – Charlie Bellemore attended some of the meetings this year. The AECG is an important forum for Aboriginal parents and community to keep up-to-date with educational issues and allow for input which is acted on from State level. The AECG would like to see greater involvement of teaching staff and parents in the education of their children at school. Meetings were held monthly on school rotational basis. One suggested activity for 2012 would be for a student to attend a meeting each month from the Year 11 Aboriginal Studies class to see how our local community operates at an educational support network from pre-school to university.

**Aboriginal Studies** – once again Aboriginal Studies will be offered to Year 11 students at the college in 2012. Although a small group, it is hoped the subject will become embedded in the curriculum in future years. There is a unique opportunity to be part of the community learning experience as there are many Indigenous services on campus from TAFE to university. We will be accessing many Aboriginal educators in the conduct of the course.

**Personalised Learning Plans** – one of the key factors behind successful completion of Year 12 is having a plan with personal goals. In 2012, each Aboriginal student will work with Charlie Bellemore, Lance Noel, Careers Adviser and Briony Burchell from AIME to develop a learning plan which will suit them and is achievable for their future aims. Part of this plan will include regular tuition help through the Norta Norta Program. This is part of the North Coast Strategic Directions from 2012-2014.

**University Links with Senior College** – one of the exciting developments to have occurred this year was the appointment of Adam Brunton as the Indigenous Recruitment Officer for SCU. Adam is a local man who is keen to encourage our students to consider studying at SCU post-college. He will be part of the team supporting our students in 2012 and offer any support for choices students may wish to pursue.

Shaun Hart has also been appointed as the Indigenous Officer for Gnibi Centre at SCU and he is keen to meet students and engage in their learning as well.

Charlie Bellemore tutored pre-service teachers on the inclusive classroom in Term 3 at SCU with a focus on Aboriginal Education. Fifteen pre-service teachers were involved in developing teaching resources applicable to showing how Aboriginal perspectives impacts at every level of education. Special thanks to Aboriginal Education Officers Merv Bolt from Coffs Harbour High School and Ben Ferguson from Orara High School for offering their insights into the importance of working with the local community to support Aboriginal students in the classroom.

*Charlie Bellemore – Indigenous Support*

## **Technology Committee**

The Technology Committee has continued to support the educational needs of both college staff and students. 2011 has primarily been focused on the refinement of existing technologies. Our Moodle site has been upgraded to the new Moodle 2.1 environment and has allowed us to re-evaluate and further develop its application within each course.

We have continued to roll out improved facilities within the teaching spaces. To assist teaching staff to improve their delivery of course content by using these technologies, training and support has been offered aimed to highlight 'best practice' in their use.

All teaching spaces utilised by college students now include wireless internet access and either IWBs or data projectors.

In an attempt to develop the skills of the staff, in-house training was developed and conducted in a variety of targeted areas. We have also been attempting to broaden the knowledge of staff in the use of new technologies through showcasing them to interested staff and within staff meetings.

Behind the scenes there have been a number of improvements to core services. These are primarily aimed at improving the ability of staff to interact with support services, improved student management and greater efficiency of common administrative tasks.

We are in the process of evaluating a number of new initiatives which could be implemented in the future. These include installing a Clickview server, to allow for better management and distribution of video content, and incorporating Turnitin, to assist staff in identifying potentially plagiarised work, into our Moodle site.

The college also continues to look into the future by reinvigorating its digital presence through an improved website and taking its first steps to embrace the growth in social media through both Facebook and Twitter. You can visit the college website at [seniorcollege.com.au](http://seniorcollege.com.au) or find us on Facebook at [facebook.com/coffsharboursc](https://facebook.com/coffsharboursc) or on Twitter at [twitter.com/coffsharboursc](https://twitter.com/coffsharboursc)

*Chris Webb – Committee Chair*

## **National Partnerships Program – Centre for Excellence (C4E)**

In September 2010, Coffs Harbour Senior College was selected as a Centre for Excellence as part of the National Partnerships Program. As a Centre for Excellence in 2011, the Senior College has been working in conjunction with other schools in the Coffs Harbour cluster in order to improve the quality of teaching and, therefore, improving student outcomes. The schools that are part of the C4E cluster with the Senior College are Bellingen, Coffs Harbour, Orara, Toormina and Woolgoolga High Schools.

The goals of the C4E are:

1. To promote quality teaching targeting specific local needs to improve student outcomes in our cluster.
2. To establish partnerships with Southern Cross University and pre-service teachers.
3. To assist at all levels of accreditation for teachers, especially focusing on New Scheme teachers.

The C4E has been provided with extra resources. These include a Highly Accomplished Teacher (Jon Hart), a paraprofessional (Michelle Henderson) and financial support to ensure the running of selected programs.

Many of the C4E initiatives originated through surveys conducted within each of the cluster schools. These were then acted

upon through a C4E committee made up of representatives from each school based on perceived school needs. This has resulted in a wealth of successful professional learning days where expertise is provided locally rather than city-based. Examples included English Extension, Engineering Studies, Textiles, Drama and Music.

The C4E has also been involved in successful mentoring programs for SCU pre-service teachers. It involved voluntary “shadowing” whereby a pre-service teacher observed weekly an experienced teacher in the C4E cluster. This then resulted, in many cases, in a successful practicum due to the relationship developed between the pre-service teacher and his/her mentor. These substantial links between SCU and the C4E cluster of schools have the potential to be developed further in 2012.

Funding is available for another two years so that many of the initiatives developed in 2011 can continue. To a large extent, the successes of 2011 are due to the enthusiasm and dedication of the teachers in our cluster and their willingness to become involved in the opportunities available. However, it would not have been as successful without the co-operation of the Senior College staff who have embraced the C4E ethos and propelled our initial programs.

*Jon Hart and Michelle Henderson*

## **Progress on 2011 Targets**

The college was designated a Centre for Excellence for 2011-2013. While the full range of programs to support students will still take place, much of the focus was concentrated around the Centre for Excellence model.

To this end there were two major targets in 2011:

1. Develop high quality teaching practices as a result of quality professional learning for teachers at all levels – Pre-service, New Scheme, Experienced.
2. Develop positive relationships between C4E partners to improve the quality of teaching and learning.

**To achieve these targets we intended to:**

- Promote and demonstrate quality teaching through classroom and school wide practice.

- Provide quality supervision, mentoring and support for early career teachers.
- Align professional development to the Institute of Teachers (IOT) Teaching Standards.
- Increase the percentage of teachers achieving voluntary accreditation at Professional Accomplishment (PA) and Professional Leadership (PL).
- Develop and strengthen links between teacher education programs, transition to teaching and teacher induction.

### **Specific strategies used to achieve our targets included:**

- Work with other schools in the cluster to strengthen the quality of teaching with an emphasis on supporting New Scheme Teachers and sharing quality teaching ideas.
- Pre-testing of staff understanding and capacity to implement Quality Teaching (QT) Strategies, Professional Teaching Standards and IOT expectations for PA and PL. This included pre-service teachers, college staff and some staff from “spoke” schools.
- Staff/student evaluation/survey about learning and QT.
- All college staff participated in data analysis using SMART and the Results Analysis Package (RAP).
- Use of this data to increase staff understanding of student needs.
- Establishing a new professional learning team process.
- Increasing staff understanding of IOT Teaching Standards and Accreditation requirements.
- Introduction of a “shadowing” program for trainee teachers from SCU.
- Use strategies such as mentoring, coaching, team teaching.
- At a cluster level – building a professional learning community with cluster schools via professional learning activities, regular meetings, school development days. The areas of focus related to Stage 6 English, Mathematics and Science as well as supporting New Scheme teachers through mentoring and observation.
- A wide range of professional learning activities were organised in response to teacher needs in English, Music, Dance, Drama, Science, Community & Family Studies, Engineering Studies, Food Technology, Textiles, PDHPE, Economics, Business Studies. In addition our

Mathematics teachers have participated in regional professional learning activities.

- Developing and managing some online learning including Moodle and use of Wikis.

## 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.

### Educational and management practice

#### *School Culture – Student Attitudes to School*

#### Background

The Senior College is a unique learning environment for our students and is structured very differently to traditional schools. We annually survey our Year 12 students as they leave but this year have decided to seek feedback from our Year 11 students about their experience in their first year at the college. The survey was administered as part of the Term 4 study skills program.

#### Findings and conclusions

Overwhelmingly, students indicated that they enjoyed being a part of this learning environment. They indicated that they feel connected as a result of the relationships they have developed, are motivated to learn, receive high quality instruction and a great deal of support from their teachers. They also indicated that their teachers treat them fairly and have high expectations of them.

#### Future directions

We will continue to place great emphasis on providing a caring and nurturing environment for our students. This will emphasize positive relationships with students and parents, good communication options and high quality teaching. Student support structures are crucial and we always endeavor to provide meaningful and timely support for all students. The mentor system is a major part of this support as is the counseling available to students through our student counseling services.

One area that we will need to look closely at is in regards the use of the Digital Education Revolution (DER) laptops. Students have indicated that they generally are not using their laptops and we will need to investigate ways of improving this situation.

## Curriculum

### *Reporting and Examinations*

#### Background

In 2010 it was decided to investigate ways of increasing the amount of teaching and learning time available for Year 12 teachers and students. This involved visiting schools that had changed their Year 12 examination processes and discussing options that could be considered by the college. It was decided to introduce a new examination structure for Year 12, 2011 by removing the traditional half yearly exam and bringing forward the Trial HSC. This would allow a longer period for focused work and/or assessment after the Trial HSC. It would also provide up to two additional weeks of lessons with the removal of the half yearly exam. In order to help us make the right decision for future action we need to examine a range of data including:

- Term 3 attendance of Year 12;
- Quality and considered feedback from students and staff via surveys; and
- Our HSC results including value added information.

#### Areas for focus include:

Year 12:

- Removal of the mid-course examination
- Bringing forward the mid-course report to Week 10 Term 1 (with no exam mark/rank).
- Bringing the Trial HSC forward to the end of Term 2.
- Introducing an extension activity week at the beginning of Term 3 to help with major projects and revision.
- The need for staff to complete two Year 12 reports in one term.
- Removal of the Teacher's Comment from the Trial HSC report.
- Determining the impact of moving the trial exams on scheduling of assessment tasks and reporting timelines.
- Conflict with external areas – inability to utilise external exams and some regional HSC preparation days.
- Areas for improvement.

Year 11:

- Removal of the mid-course exam – mid-course report has no exam mark/rank.

#### Findings and conclusions

By the end of Term 4 two aspects of the revised structure had been evaluated. These were the Interim Reports for Year 11 and the

Extension Week for Year 12 at the beginning of Term 3. A decision regarding the timing of the Trial HSC will be made following further evaluation and analysis of data including HSC results.

### **Future directions**

Staff evaluations showed that the Year 11 Interim Reports were quite valuable. They gave teachers the opportunity of informing parents early in the course about how well their students had settled into each of their courses. A number of suggestions for improvement were made and these will be implemented in 2012.

The staff survey relating to the Year 12 Extension Week revealed a mix of opinions regarding the value of the week. While teachers of practical courses saw value in having some additional time to work with their students in finishing major works, other teachers were concerned about some loss of face-to-face teaching time. Changes will be made for 2012.

### **Parent, student and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below:

Exit surveys of Year 12 students indicate that the overwhelming majority of students enjoy the college experience. Typically, students note that the adult learning environment, relationships with teachers, quality of the teaching staff and the support available to them are key factors in making their time at the college rewarding and enjoyable.

All Year 11 students were also surveyed regarding their "Attitudes to School", given that they are in their first year at the college. As stated in the Key Evaluations, students in Year 11 have rated their first year at the college as extremely rewarding and enjoyable.

Teachers, too, regularly comment on how their experience of teaching is enhanced by being on staff at the college.

A parent opinion survey was distributed in October and comments indicated that they are extremely satisfied with the opportunities and support that is provided by the college. The vast majority of parents rated the college environment and opportunities offered for

students as extremely high. In particular, some parents praised the more adult learning environment and the fact that their children seemed to be better prepared for tertiary study as a result of being at the senior college.

## **Professional Learning**

A total of 35 teachers participated in a wide range of professional learning activities during 2011. This worked out to cost an average of \$476 per teacher. This amount included payment for casual relief staff, course fees, travel and accommodation expenses. The range of professional learning activities that staff participated in included:

- Quality teaching strategies (13% of expenditure);
- Syllabus implementation (3%);
- Leadership and Career Development (11%); and
- Student welfare and equity programs (12%).

A number of administrative staff also undertook professional development opportunities during 2011. Activities included career development and all aspects of front office work practices and management.

School development days in Terms 1 and 2 focused on the following whole school issues:

- Review of Higher School Certificate data;
- Engaging students in learning;
- Quality Teaching;
- Use of technology in teaching;
- Child Protection;
- Emergency Care and CPR training; and
- Anaphylaxis training.

The Term 3 school development day was organized to allow teachers from each KLA the opportunity to come together to address a range of teaching and learning issues.

## School Planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

### School Priority 1

#### Outcome for 2012–2014

High quality teaching practices as a result of quality and relevant professional learning.

#### 2012 Targets to achieve this outcome include:

- All teachers increase their understanding and knowledge of the Professional Teaching Standards;
- All teachers have a professional learning plan;
- All teachers participate in the Professional Learning and Support Teams model.

#### Strategies to achieve these targets include:

- Deep analysis of HSC data;
- Professional Learning plans are aligned to EARS and TARS;
- Quality professional learning events offered through the Centre for Excellence program which address teacher identified needs;
- Executive participation in the Collegial Leadership Networks;
- College focus on developing higher order thinking skills, scaffolding written responses and meaningful feedback to students.

### School Priority 2

#### Outcome for 2012–2014

Improved average daily attendance for students in Years 11 and 12.

#### 2012 Targets to achieve this outcome include:

- Average daily attendance improves;
- Value added data for students improves.

#### Strategies to achieve these targets include:

- Strengthened college processes for dealing with students whose attendance is poor or irregular;
- An improved system of daily attendance recording;
- Continuation of high standard of communication between teachers and parents;

- Increased focus on providing support and counseling for students who are struggling.

### School Priority 3

#### Outcome for 2012–2014

Improved learning outcomes for two target groups – “boys” and the “top 25%”.

#### 2012 Targets to achieve this outcome include:

- Improved value added data for students over time.

#### Strategies to achieve these targets include:

- Supporting students through study skills programs, The Learning Curve Diary, Orientation camp, Scaffolding, Literacy and Numeracy teacher support, Tutoring and the after school Learning Centre program;
- Increased focus on the development of higher order thinking skills and the strategic use of technology in the classroom.

## 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.

John Ward, Director  
David Bateman, Assistant Director  
Chris Webb, Head Teacher TAS  
Charlie Bellemore, Head Teacher HSIE  
Karen Deam, Head Teacher English  
Tony Bone, Head Teacher Mathematics  
Marc Miller, Head Teacher Science  
Lance Noel, Careers Advisor

#### School contact information

Coffs Harbour Senior College  
363 Hogbin Drive, Coffs Harbour 2450  
Ph: 6659 3010 Fax: 6659 3004  
Email: [coffsharbs-h.school@det.nsw.edu.au](mailto:coffsharbs-h.school@det.nsw.edu.au)  
Web: [www.chsc.nsw.edu.au](http://www.chsc.nsw.edu.au)  
School Code: 8272

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 [www.schools.nsw.edu.au/asr](http://www.schools.nsw.edu.au/asr)