



Education &
Communities

Public Schools NSW

8272



COFFS HARBOUR SENIOR COLLEGE

Annual School

Report

2012



Our school at a glance

We are enormously proud of what our students achieve in a relatively short space of time. Below is a snapshot of our major award winners for 2012, but in no way is an exhaustive list of our students' many achievements which have been noted throughout the year in various editions of *College News*.

YEAR 12 MAJOR AWARD WINNERS

Dux – Caitlin Reulein

Top ATAR 2011 – Amelia Hasson

Academic Excellence Awards – Siobhan Deam, Madeleine Dowling, Eden Glikzman, Simba Kuestler, Britney McMullen, Caitlin Reulein

Academic Awards – Sasha Aranyi, Saskia Craigan, Jodie Curtis, Isaac Engel, Laura Gaynor, Chandla Stack, Kacey Taylor, Chanel van Rooyen

UNSW Scholarship – Caitlin Reulein

University of Newcastle Scholarship – Laura Gaynor

UNE Vice-Chancellor's High Achievement Prize – Ammon Goines

Vocational Education Awards – Jake McCulloch, Brendan Scott

Caltex All Rounder Award – Britney McMullen

Reuben F Scarf Foundation Award – Chandla Stack

Commitment Trophy – Siobhan Deam

Commitment Awards – Sasha Aranyi, Alyssa Beaumont, Victor Brushe, Sarah Lispet, Andrew Minotti

Citizenship Award – Olivia Turner

Involvement Awards – Natalie Bateman, Ashlee Brindley, Bryce Casson, Klaryse Dam, Fiona Mackay, Chloe Pavan, Loren Pollitt, Dylan Quinlan-Baskett, Chanel van Rooyen

The Rainy Macdonald Award for Service – Laura Gaynor

The McDonald's Award – Tayla Fitton

The SCU Award – Jake Bailey

The Moody/McKimm Creative Aptitude Award – Paris Berry

Rotary Daybreak Citizenship & Community Service Award – Kate Miller

ADF Long Tan Leadership & Teamwork Awards – Olivia Turner, Kate Miller

Year Adviser Awards – Mitchell Clarke, Jayden Howton, Madison Jones, Brooke Orton, Elle Sweeney

Year 12 Sportsperson – Sarah Lumley

Sports Awards with Distinction – Klaryse Dam, Fiona Mackay, Britney McMullen, Chandla Stack

Pierre de Coubertin Award – Klaryse Dam

College Blues – Klaryse Dam, Sarah Lumley, Chandla Stack (Swimming team); Mitchell Connor, Sam Harrison, Patrice Jutzi, Simba Kuestler, Adam Marks (Futsal team); Britney McMullen (individual Cross Country)



YEAR 11 MAJOR AWARD WINNERS

Academic Excellence Awards – Coralie Cram, Guy Leckenby, Connor Wilson

Academic Awards – Darcy Bennett, Elise Boccanfuso, Coralie Cram, Tom Gardiner, Lauren Hasson, Guy Leckenby, Evlyn Kok-McCosker, Uma Miller, Mikayla Murphy, Robin Monro, Jasmine Nelson, Kathryn Nojin, Danni Percival, Evangelene Rushforth, Jennifer Scipione, Connor Wilson

Academic Progress Awards – Lauren Hasson, Robin Monro

Citizenship Award – Evlyn Kok-McCosker

Commitment Trophy – Guy Leckenby

Quota Award – Jodie Cooper

Rotary Service Award – Nathan Spinks

Involvement Awards – Joel Babbage, Francesca Bacci, Reece Baker, Jacen Bennett, Khai Clarke, Jacqueline Cross, Luke Fowler, Mikaela Hannaford

Commitment Awards – Elise Boccanfuso, Shaun Cloughton, Natalie Dierick, Renae Guihot, Kathryn Nojin, Connor Wilson

CHEC Award for Academic Improvement – Lydia Pothin

University of Newcastle Science/IT Award – Robin Monro

Vocational Award – Jasmine Sykes

Year Adviser Awards – Justine Bowman, Brody Cowling, Karlie Hackfath, Uma Miller

ADF Long Tan Leadership Award – Matthew Elsley

Sportsperson – Lachlan Moye

Sports Awards with Distinction – Natalie Dierick

College Blues –

Natalie Dierick (Swimming team);

Jacob Hughes, Lachlan Moye, Riley Dillon, Tom Gardiner (Futsal team);

Guy Leckenby (Cross Country)

Key Messages

Principal'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 2012. 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 after-school tutorial program.



College students at the Anzac Day March

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 (C4E) and much of the focus for 2011-2012 has been 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 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

Student representatives' messages

“I thought that I might clear up some of the misconceptions about the senior college that I believed before I enrolled here. I used to worry that I would find it difficult to find a friend group. Within the first few weeks, however, I had found a group of amazing, beautiful people who I look forward to seeing each day. I know that some people believe that the senior college may lack the strong bonds as a year group as it is only Year 11 and 12 and not the accumulated six years of high school, however, the huge range of driven individuals who are all like-minded learners create deep friendships. Instead of the defined groups or ‘cliques’ that can be found at many other schools, the senior college is more like a big family, as corny as that sounds. We are all friends, within the year group but also between Year 11 and 12. At most high schools, there is more separation between the two grades, but here, I often forget that some of my friends are in Year 12. I have never witnessed any type of bullying at this school. I think that because we are treated like adults, we treat the teachers and our fellow students in a mature and respectful way.

Another myth that I wanted to address is the one about the no-uniform policy. When I was at my old school, people used to say that not having a uniform meant that everyone would be judged on a superficial level. I was told that there would be people competing as to who had the best and most expensive clothing. Let me tell you all now: this doesn't happen. Everyone is unique, and we all have different taste in clothing. Nobody is

judged or excluded because of who they are or what they look like. The senior college is an accepting and supportive place.

So to sum up, "CHEC" is amazing. The teachers, the freedom, the atmosphere, the campus and the amazing people make this the best school and by far the best place to spend your final two years of school. It has been the best decision I ever made, I am having the best year ever at the college! "

Evlyn Kok-McCosker

Another perspective!

"John has invited Evlyn and me to write about our experience at CHEC. Now that's a rather dangerous risk because technically we could talk about how bad it is, however to be honest the senior college is seriously the best school I have ever attended, and trust me I've experienced almost every form of education out there short of Sydney Grammar. To be honest there are so many reasons why this school is awesome that I could take up the rest of this report so I'll cut it down to just a few. One of the things I find fascinating is the amount of subject options we have and I didn't really appreciate that until after I was here. The amount of people we take for just Year 11 makes it possible for lots of combinations. For instance, most schools will have small extension maths classes, however we started with a large group. That means that we can run classes dedicated for just extension kids, which is seriously great. You can bounce ideas off each other and it also means we have an awesome Extension 2 class in 2013, which is really important. Same thing applies for other subjects.

But it gets even better ... the freedom we have at this school is amazing. The idea is that you are responsible enough to manage your own time, not get into trouble and turn up on time to classes. Of course those who abuse this privilege by sitting out in the quad when they're supposed to be in Science suffer the consequences, not only in marks but also in terms of their chance of staying at the college. But they are the minority because, really this is an adult learning environment which means that the fact we're not sitting on piles of rubbish is not because a cleaner comes and cleans but because we put our rubbish in the bin.

Another part of the adult learning environment and freedom is the fact we get to call the teachers by their first names, which is a relief for them because they are probably sick of the generic "sir" or "miss". And it makes you feel a lot more accepted and alienates them less. And if you're the sporting type, well we run a sports program that you have to participate in a bit every Friday plus you go through to zone and state for a range of sports.

Guy Leckenby

School context

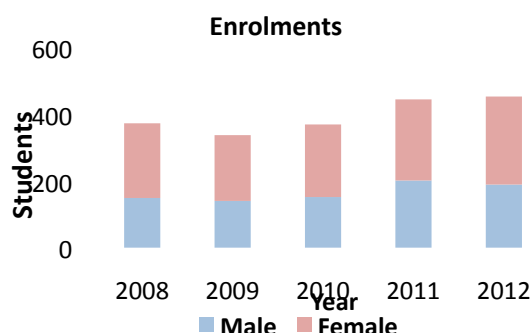
The college remains unique in the government school setting in New South Wales. It is the only college that has an integrated partnership with a university and a TAFE. For the start of each year the partners are obliged to develop a common timetable to allow the effective delivery of their individual 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

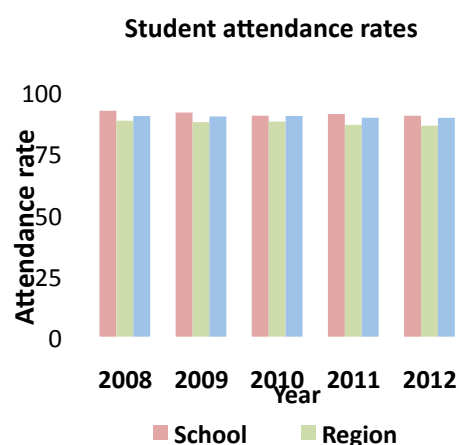


Gender	2008	2009	2010	2011	2012
Male	149	140	152	202	189
Female	224	197	218	243	264

Student attendance profile

School	Year	2009	2010	2011	2012
	11	90.7	89.0	91.0	89.5
	12	92.0	91.9	90.3	90.5
	Total	91.3	90.0	90.7	90.0
	11	87.2	86.4	84.4	84.0
	12	87.6	88.0	86.4	86.3
	Total	87.4	87.6	86.3	85.9
	11	89.4	89.1	87.6	87.6
	12	89.4	89.8	89.2	89.3
	Total	89.7	89.9	89.2	89.1

While our attendance continues to be above both state and regional averages, we continue to place much emphasis on even better attendance.



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.

Post-school destinations

46 students were offered early entry into Southern Cross University under the STAR scheme while 34 students received an offer of early entry into the University of New England. 21 students were offered places through QTAC. Four students received early entry offers from the University of Canberra and three students received early entry offers into Charles Sturt

University. A total of 77 firm offers into university were made for study commencing in 2013.

Year 12 students undertaking vocational or trade training

A total of 26 Year 11 and 16 Year 12 students studied Information Technology in 2012. Nine HSC students achieved Certificate II while four students completed the Information Technology Extension course. In the area of Hospitality, there were 31 students in the Preliminary course and 22 in the HSC course. Eight Year 12 students achieved Certificate I in Kitchen Operations while 14 of the cohort achieved Certificate II. A further 59 students studies a range of vocational education courses through TAFE while 17 students studied Entertainment at either Toormina High or Orara High. There were 11 school-based trainees in 2012. A further 88 students undertook a non-framework course with North Coast TAFE.

Year 12 students attaining HSC or equivalent vocational educational qualification

205 students sat the compulsory HSC English examinations. 205 students were awarded the HSC while 13 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	29.9
Teacher of Emotional Disabilities	0
Teacher of Mild Intellectual Disabilities	0
Highly Accomplished Teacher	1
Support Teacher Learning Assistance	.4
Teacher Librarian	1
Teacher of ESL	0
Counsellor	1
School Administrative & Support Staff	7.182
Total	47.482

Staff retention

The Department of Education required the college to adjust our mix of temporary and

permanent teachers during 2012. As a consequence of this four permanent positions were created in the areas of Science, English and History.

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.

Date of financial summary	30/11/2012
Income	\$
Balance brought forward	931937.59
Global funds	442684.91
Tied funds	1423469.34
School & community sources	169148.44
Interest	43475.52
Trust receipts	53402.24
Canteen	0.00
Total income	3,064,118.04
Expenditure	
Teaching & learning:	
Key learning areas	91225.28
Excursions	113082.33
Extracurricular dissections	34552.71
Library	8076.85
Training & development	2810.04
Tied funds	1362376.12
Casual relief teachers	35135.51
Administration & office	239521.00
School-operated canteen	0.00
Utilities	76676.07
Maintenance	1855.46
Trust accounts	52481.26
Capital programs	0.00
Total expenditure	2017792.63
Balance carried forward	1046325.41

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

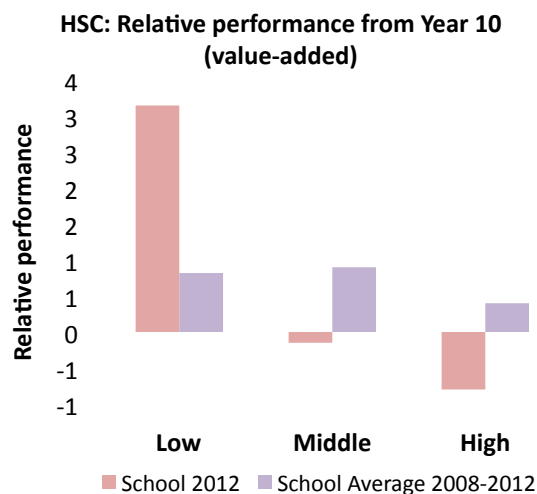
School performance 2012

In the Higher School Certificate the performance of students is reported in performance bands

ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Higher School Certificate

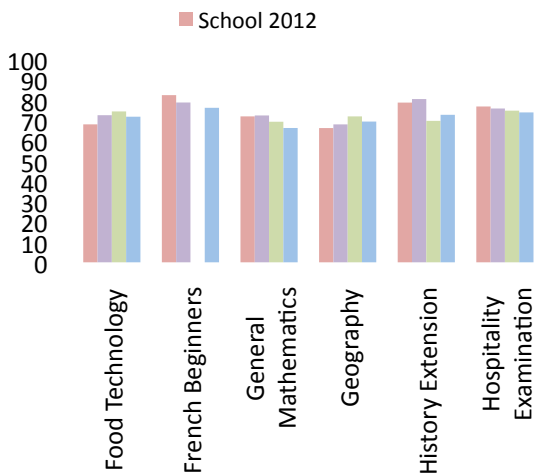
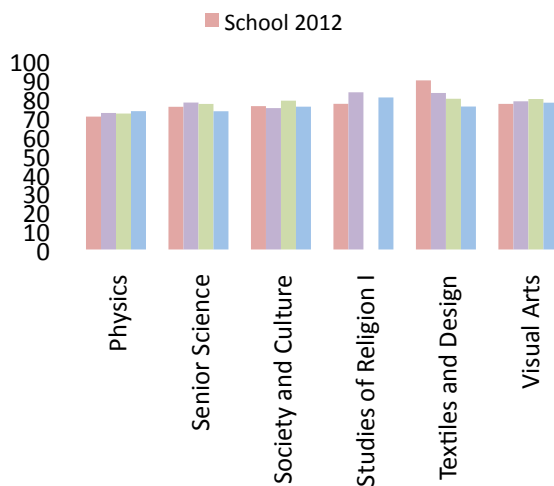
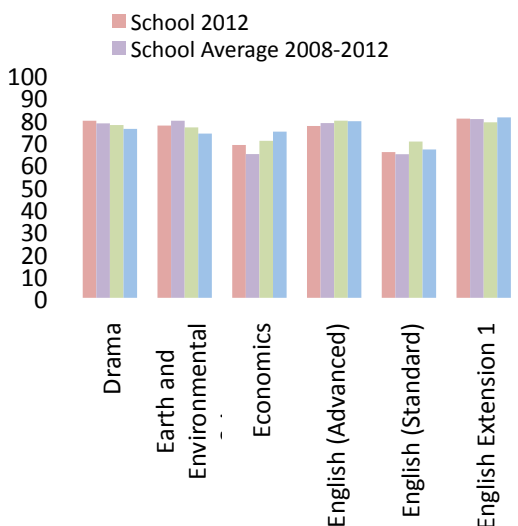
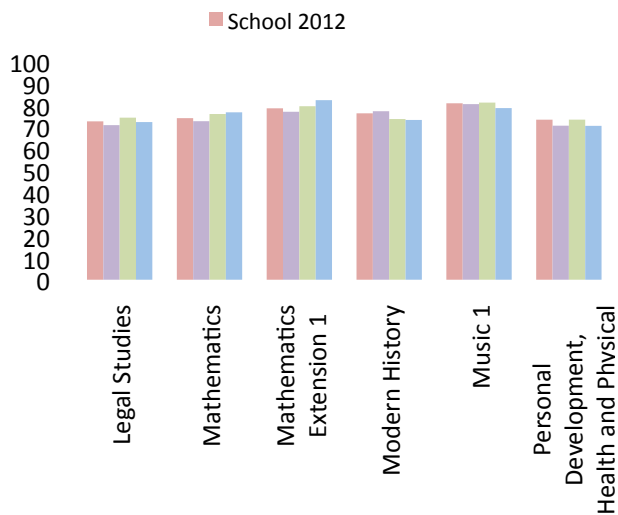
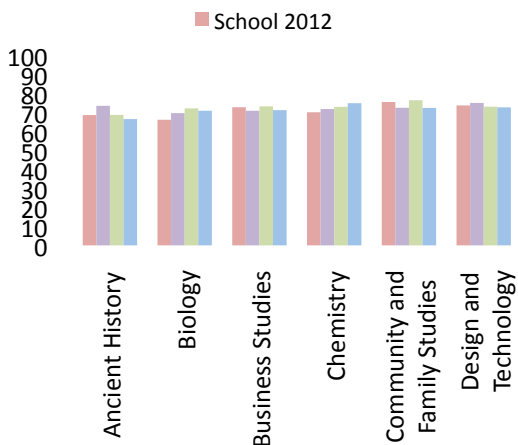
Our overall HSC results were very strong with many outstanding individual student results and impressive ATARs. Our Dux was Caitlin Reulein with an Atar of 99.4 while Britney McMullen was recognized by the Board of Studies for her All Round Achievement. Students achieved a total of 54 Band 6 results across 23 courses and 255 Band 5 results. A number of students were nominated for best of the HSC performances and major works in *CallBack* (Dance), *OnStage* (Drama), *TexStyle* (Textiles & Design) and *Encore* (Music). Chandla Stack and Mai Buddee came 8th and 20th respectively in the state in Ancient History. It is also noteworthy that we received our first Band 6 in Standard English from Jodie Curtis. As can be seen in the table below, students who were considered to be in the higher performing range in Year 10 did not, as a group, improve to the extent expected even though there were many outstanding individual results across many of the courses offered. This will be an ongoing area of focus for the college.



HSC Results by course:

The tables below are provided by the Department of Education and indicate the higher school certificate marks achieved in each course (column 1), in comparison with the averaged mark achieved in the period 2008-2012 (column 2), Statistically Similar Schools (column 3), State schools in NSW (column 4).

Comments regarding performance in specific subjects can be found in most key learning area reports.



Significant programs and initiatives

Key Learning Areas:

English Faculty Report (including Drama, Dance, Music and French)

English

The aim for 2012 was to continue to maintain the high standards of teaching and learning within our faculty and this certainly has been achieved. We welcomed Melissa Farrell as a new permanent teacher to English/Drama and one of our long term temporary teachers, Lee Stafford was able to secure a permanent position here which was wonderful for our faculty and her students. Congratulations are extended to Lisa Wainwright and her husband Thomas who welcomed a son into their family on 12th November.

Our students are fortunate to have access to excellent facilities here at the CHEC campus. In the English faculty we try and access these as

often as possible, especially the lecture theatres, where combined discussion lessons and use of technology can be integrated to engage students and provide high quality learning. Particularly in Advanced English, many students comment to us how much they gain from these combined lessons in being able to share ideas and learn from other students. Many additional study days and workshops were also offered to students as a way to further their knowledge and skills. Extension 1 and 2 students worked with notable crime writers, Marele Day and Tony Cavanagh and thoroughly enjoyed hearing from them with regard to how they gained inspiration for their writing plus tips and suggestions for students in composing their own work. Through the Collegiate Leadership Network (CLN) and extra availability of funds through the Stage 6 Special Needs Project (SNP) our students attended an HSC Advanced English Module Day and a Creative Writing Workshop. Karen Deam, Teresa Welsh and Jon Hart were presenters at these study days in 2012. The aim of the English CLN group is to continue to try and procure funds to provide similar study days for the students in 2013.



The regional final of The Sydney Morning Herald Plain English Speaking Awards was held at the senior college on 8th May 2012. Teresa Welsh co-ordinated this event with many compliments going to her and the college for the excellent organisation of the morning. We had two Year 11 students enter this competition, Guy Leckenby and Evlyn Kok-McCosker who both spoke superbly. Evlyn received a highly commended for her speeches on the day. Guy was fortunate to be chosen as the regional winner and went on to compete in Sydney at the State Awards where he acquitted himself admirably amongst the high calibre of entrants. It is wonderful for the College to have such talented students.

Staff continued to be active throughout 2012 in attending professional learning opportunities as a means of further developing teaching capacity to

extend student outcomes. The intention is to continue to attend courses throughout 2013 as relevant to the teaching of English for the HSC.

The 2012 HSC results in English were again quite strong. Students achieved seven Band 6 and 22 Band 5 results in Advanced while the college received its first ever Band 6 result in Standard along with 11 Band 56 results. This was a great achievement.

In Extension 1 we received two Band 6 and six Band 5 results from the class of ten students while in Extension 2 we received one Band 6 and four Band 5 results.

Our average scores in both Standard and Extension 1 were above State average scores.

Karen Deam – Relieving Head Teacher English/CAPA/LOTE

Dance

Three very talented dance students sat for the HSC in dance this year - Emily Elliott, Abby Peronchik and Rebecca Dixon. All three excelled in their Core Composition to be nominated by the examiners for the *CallBack* concert that showcases exemplary work from across the state. Emily was also nominated for her Core Performance work. Congratulations to all three students. The HSC students also benefited from dance workshops in both performance and composition and gained an insight into the examination requirements from the Supervisor of Dance Marking. The Year 11 students were a focused group and I look forward to working with them in Year 12. These students also had the benefit of performance workshops throughout their lesson times.

Wendy Morrison – Dance Teacher

Drama

Drama continues to grow in numbers and popularity here at the senior college. The college creates a very supportive environment for those that are drawn towards the creative and performing arts. In 2012 we had 24 Year 12s complete their HSC. Twenty-five are enrolled to do Drama for HSC 2013. The best thing about these numbers is that the students inspire each other to new creative heights and so the momentum grows.

In 2012 we enjoyed our annual pilgrimage to see *OnStage* at the Seymour Centre in Sydney which showcased the best performances from NSW. This year we received three nominations for

OnStage. Caitlyn Wallace for her self-written piece and performance, Maddy Ayling for her individual performance and Billy White, Ziggy Bramich, Sam Rowe and Nathan Booth for their dynamic group devised. It is an excellent achievement for regional students to attain this level of acknowledgement.

Belvoir Theatre has continued to provide first class tutors and programs for us and all the students enjoyed training in improvisation techniques with Shannon (fresh from directing in Germany) and performance with Julie. We were able to utilise the new campus gym for these classes and the students gained a great deal from them. We also hosted the group launch for HSC Drama students from the region and we came together for a very productive twelve-hour day.

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.

Congratulations to Rachel Bennell (2011) on her excellent Band 6 result. Also congratulations to Kaden Hartcher for his successful audition and acceptance into TAFTA. This year, Billy White and Taylor Neave have gained places and will train in Sydney and Los Angeles in 2013.

This year, Melissa Farrell has come on board as a Drama and English teacher and I welcome her expertise and knowledge. As always the only constant is change. Viva la theatre!

Lynne Robertson – Drama Teacher

French Beginners

As in previous years, students were offered the opportunity to sit for the Australian Languages Certificate (ALC). Two Year 12 students, Saskia Craigan and Britney McMullen, participated and received distinctions and credits for both the reading and listening sections. The aim is to encourage more students from the 2013 HSC cohort to take the opportunity to compete in this exam.

Again in 2012 both Year 11 and 12 students corresponded with Belgian students in Malonne. Year 12 students sent two DVDs and Year 11 have just received their first introductory DVD from Belgium, where students introduced themselves to us in English. They then asked our students

some questions about Australia, finishing with a guessing game, where they chose a Belgian person/ place/thing and gave clues, to which our students must find the answers and in turn, present themselves in French via DVD with our own quiz questions. This continues to be a great opportunity for students to forge international links and put their language skills into practice.

HSC results: In 2012, we had ten candidates. The class performed very well compared to past years, with three students (i.e. 30% of the class) receiving Band 6, with marks of 97, 95 and 94. Following this, two students (20% of the class) received Band 5 and the remaining students i.e. 50% of the class (four students) achieved Band 4, with the lowest mark being 72. The average mark was 82.4%. Trending showed French was 6.2% above state average, which has been consistent with similar results for French over the last five years.

Compared to other school results at the college, French was the highest mark for four students in the school, with one student gaining his only Band 4 in French, where all other subjects he received a Band 3. Most other students received results on par with their other subjects., with the exception of one.

Vanessa Faynes – French Teacher

Music

In 2012 the college offered music in all three HSC Music courses – Music 1, Music 2 and Extension Music and students from Year 12 sat for all three courses.

2012 has been a very busy and productive year for both the students and teachers in the music department. The Year 11 and Year 12 music students performed at a variety of events throughout the year. These performances included the CHEC Factor, Colours Day celebrations, various graduation ceremonies for the university and TAFE students, and both the Year 11 and Year 12 graduation ceremonies. Year 12 students showcased their talents in the annual Music Night concert held over two nights in August. We were entertained with a variety of performance styles and original compositions by the students. The performances were of a high standard. Many of the Year 12 music and drama students took advantage of the “Works in Progress” performance session that ran weekly during Terms 1, 2 and 3. During the lunchtime concert students were given the opportunity to

practice performing the pieces they were working on for their HSC in front of an audience.

Students were taken to Sydney on two occasions – first to the *Encore* performance held at the Opera House which showcased the outstanding student performances from 2011. We also visited the NSW Conservatorium and the Australian Institute of Music and caught up with past students from the college studying at these institutions.

Secondly, a group of students trained in their free time to learn the music for Vivaldi's *Gloria*, Stephen Sondheim's *Medley* and *Four Slovak Folk Songs* by Bartok. We had a two-day intensive rehearsal in the Sydney Town Hall with a full orchestra and 500 singers. Needless to say the sound was outstanding.

Special mention must be made of the following outstanding students:

Dylan Quinlan-Baskett has involved in numerous community musical activities. He has participated in conducting and performing in the Bellingen Youth Orchestra and the Coffs Harbour Orchestra as well as accompanying the Coffs Harbour Conservatorium Choir.

Sean Rudner achieved Honours in the 6th Grade Classical exam. He was also offered a touring and recording contract.

Mason Levey achieved the Associate Certificate in Music in Piano and passed the 5th Grade Theory exam. He won the senior championship and the district eisteddfod scholarship on piano.

Ashley Brindley performed extremely well in the Coffs Harbour Eisteddfod achieving first place in the 18 and under Leider Section, first place in the Overall Lieder Section and high achievement award in the Classical Championship.

Jessica Carter achieved Honours in the 4th Grade Theory exam.

Shanteya Lancaster was chosen to participate in the Talent Development Program held in Port Macquarie.

Billy White has had on several musical hats this year. Apart from performing with his usual eye-catching flair, he has had call-backs for the Talent Identification Program, he has directed a number of musical productions in the community, and has produced video clips for local artists including the band *SAYD*. This band comprises four of our Music 1 students – Robbie Jeffrey (voice/guitar), Owen Nuske (guitar), Blake Jackson (drums) and

Nick Brazel (bass), who have continued on from their success in the 2011 Youth Rock competitions with more wins this year snaring some recording contracts along the way.

Many of the Year 12 music students from the class of 2012 are furthering their musical training and have been accepted into tertiary music courses around Australia.

Susan McGowan and Lindsay Morley – Music Teachers.

Mathematics

2012 has been a very busy and rewarding year for the maths staff. Throughout the year many of the staff attended professional learning courses in order to maintain the high teaching standards expected at the college. With the introduction of the new General Maths courses next year the staff have been busy looking at the changes and programing for next year.

There are several changes to staff next year. Our most experienced maths teacher Di Hendry is leaving us for retirement. Di has been working at the college for nine years and with her wealth of experience will be very hard to replace. Di has also represented the maths faculty in the homework centre on a Wednesday afternoon. She has been a very popular tutor with a regular group of students who always attended in order to get her help. Aman Lehl is also reducing his load significantly to 0.1 and his presence will be missed in the class and the faculty. Good luck to both.

In relation to the 2012 HSC, our students achieved some outstanding results, particularly in Maths General, in which there were four Band 6 and 20 Band 5 results. In the Mathematics Extension 1 course 10 of the 11 students received either a Band 5 or 6. Our 2 unit Mathematics results were not as strong with no Band 6 results. This will be an area of focus for 2013.

Tony Bone – Head Teacher Mathematics

Science

The science faculty has continued to deliver a broad range of subjects to both the Preliminary and HSC groups.

At the Preliminary level we had four Biology classes, two Chemistry and Physics classes, one

Earth & Environmental Science (EES) class, and a small Senior Science class. There seems to have been a greater retention of students in their science subjects with the exception of a fairly significant move towards Senior Science, particularly with those students struggling with the 2 unit courses.

Science Staffing: The Science faculty has currently two permanent staff members, Marc Miller as Head Teacher Science/ Visual Arts and Chris Bormann who is a Physics and Chemistry teacher. We have just recently placed an advertisement for merit selection for a further permanent teaching position to cover the Chemistry and Senior Science load of the Science allocation; this will make three permanent staff out of the 4.5 teacher load in the Science faculty.

HSC results: Our 2012 results were in the main very pleasing especially in regards the improvement made in comparison with Year 10 school certificate results. The data showed that results in EES, Chemistry, Physics and Senior Science were above state average and many students “added value” in that time.

Subject	Z Score	Value Added Score	Within School Comparison
Biology	-0.405	-0.23	-0.29
EES	+9.19	+1.01	+0.69
Chemistry	+1.35	+0.18	+0.01
Physics	+0.97	+0.14	-0.04
Senior Science	+6.33	+0.76	+0.14

Overall Improvement Strategies: Based on these results we have collaboratively developed the following strategies in an aim to improve on our good results in 2011.

i) The relatively negative Biology results we believe are partially caused by the presence of many students who enrol in the Biology course due to the lack of anywhere else to go, and consequently lack a particular focus on doing well in the subject. As Biology is run on three subject lines, this is a natural consequence. We are currently looking at trying to initially increase student access to the homework centre and other support structures at the college to help them get engaged with the subject but alternatively we need to seek out ways to more appropriately placing students into subjects

in which they can achieve better results such as Senior Science. This needs to happen early in Year 11 and again at the beginning of the HSC year.

- ii) There seems to be a definite trend in our science students not accessing Band 6s with a clumping of students in the high Band 5 performance levels, particularly in Physics, Chemistry and Biology. The ALARM (A Learning And Responding Matrix) teaching and learning tool has and will be increasingly adopted into science teachers’ everyday practice to assist students to access the highest band performance. We will also be looking at running regional support tutorials for Physics, Chemistry, and Biology, addressing the more difficult aspects of each syllabus.
- iii) We will be trying to allow our Physics, Chemistry and Biology staff to access HSC marking in Sydney late in 2013. This may take the form of teachers swapping duties for the marking period. Communications have begun with some Sydney principals regarding this strategy.
- iv) Another focus this year has once again been the integration of technology into our everyday practice with our faculty being part of the iPad trial program at the college and the successful utilisation of our bank of 16 laptops in the main prep room, with bookings being harder to get as the year has progressed, indicating a high usage by TAFE and college staff. Purchasing of virtual experimentation software will also improve the delivery of the Stage 6 curriculum in Science.
- v) We have continued to develop the college Moodle placing all of our lessons on line and available to students for revision purposes. In addition to this we have been making use of the C4E drop box which has enabled a quick and effective sharing of resources with our HSC students throughout their HSC preparation.
- vi) We are trying to improve student participation in first-hand investigations in the field. We have moved to a policy of making many of these really important visits as mandatory assessment tasks in order to ensure we access these very important events. Another concept may be to develop a “Science” event where students in all Science subjects attend a three-day

excursion to Sydney where they can access a number of different science resources currently only available to metropolitan students. Some such resources include ANSTO (Australian Nuclear Science & Technology Organisation), the Disease Museum, Natural History Museum, Sydney universities, the Aquarium, chemical industries, environmental planning units, EPA (Environmental Protection Authority), Land and Environment Court, Desalination Plant, etc. Some conversations have begun about the possibility of even a "School Event" being developed similar to that run at Great Lakes Senior Campus where the whole school goes on a "Sydney Experience" and all KLA's develop a program of venues relevant to their curriculum.

Subject Highlights:

Biology

The Preliminary Biology, EES, and Senior Science students had an excursion to Woolgoolga early in the year to augment the teaching of the Local Ecosystem unit, and the same group were invited to the Botanic Garden to be involved in workshops in Evolution of Australian Biota where students were given presentations from the ANHM (Australian Natural History Museum) experts in the field of Australian Plants and Animal Evolution.



Lunch Break - Year 11 Biology Field Study at Woolgoolga Headland

Earth & Environmental Science

Our EES results were outstanding in the 2011 academic year with one Band 6 and a significant number of Band 5 scores in this very small group.

The EES course culminates in a three-day excursion for the HSC group which consolidates the students' understanding in the field aspects of the course. This year we went to Armidale for

the first time which was a huge success and a very compact program indeed. We stayed at Thalgarra Environmental Education Centre and worked in the field each day with both government and non-government environmental managers presenting an analysis of human impacts and remediation strategies in the region. In the evening we visited University of New England (UNE) who put on a wonderful variety of theoretical lectures backing up the lessons presented back at the college.

This has led to two of the lecturers at UNE (Professor Nancy Vickery and Professor Graeme Batten) being nominated and accepted as our "Scientist in Schools" partners. They will be visiting us early in 2013 to assist with teaching and resource development in EES.



A cold day in the field! - HSC EES Students studying gully erosion in a New England

Physics and Chemistry

Our Physics and Chemistry staff are continuing to seek out mechanisms to improve on our good results of the past with a particular emphasis on scaffolding higher order responses using the ALARM teaching and learning tool. The increased use of data loggers in practical experiments enhances their understanding of physical and chemical processes and is evident in the application of further data logger probes in the Science budget. Investigations into field excursions for both Physics and Chemistry are being made with an emphasis on careers in these fields and accessing university staff to present to our students over the 2013 academic year.

Science Homework Centre

The Science homework centre is now running on Monday afternoons for Term 4 2012 and will rotate with other KLAs as the HSC progresses. Student access is still low and we are hoping that the moving of the learning centre to a more central position will help with attendance numbers. We are also looking at running regional tutorials for our students and accessing local expertise for these sessions.

Regional Science Initiatives:

Regional Resource Development Group

In 2012 we co-ordinated the writing of common assessment tasks for the HSC Trial exams. This was quite successful and a valuable in-service to staff who had not had previous HSC examination authoring experience. We were allocated funding from Region to run this initiative in 2012 and whilst funding is most probably not available in 2013 we may access C4E funding and use residual funding to continue this process in 2013 in a limited fashion.

Science Study Days

In 2012 we attended the UNE HSC study days as an alternative to running our own. This was of limited benefit and we will most probably co-ordinate our own events this coming year with presenters being obtained from other schools in the region.

Visual Arts Faculty

2012 saw another year of growth with four classes in both the Preliminary course and the HSC course. This growth required the involvement of a new part-time staff member who was completing her Masters on the role of creativity in encouraging resilience. It was refreshing for staff to regularly engage in academic discussion at this level.

Students continue to use the full range of expressive forms for their HSC Body of Work which is challenging for staff to manage especially with the large class numbers. Improved storage has been sought for students' work in progress which should be in place for 2013. An additional electronic whiteboard should also be in place early in 2013 which will greatly assist the delivery of the Preliminary course program.

Photography and digital media still appear to be important practical areas but more often students seem to be turning to our subject

because of the opportunity to gain physical skills and manipulate real materials instead of receiving purely virtual instruction.

Marc Miller – Head Teacher Science and Visual Arts

Personal Development, Health, Physical Education (PDHPE)

The PDHPE teacher, Wade Newton was also the Year 11 adviser. The Senior College again had a very large group of students completing their Preliminary certificate and a highlight was recognising various achievements at the annual graduation ceremony. Wade's main role as year adviser is to look after the welfare of students in the cohort and with such large numbers he has been pretty busy.

2012 has been another strong year for PDHPE with two classes completing their HSC and two groups beginning the Preliminary course. The Year 11 students gained their Applied First Aid certificate through Royal Life Saving Australia and are showing real potential to do well in their final year of PDHPE in 2013. The two Year 12 classes taught by Wendy Morrison and Wade Newton participated in a regional HSC learning day where they were able to get a deeper understanding of the course content covered in class. The sporting nature of our students always makes for a competitive environment in and outside of the classroom. The motivation displayed by the group has seen some very high quality assessment tasks produced and we wish all our PDHPE students the best of luck with their final HSC results and in their future careers.

Wade Newton has once again been a part of the marking process for the HSC PDHPE exam.

Sport Coaching

What a fantastic year 2012 has been for the Sport Coaching crew. We have seen the next group of high quality Year 12 students gaining their nationally accredited Certificate II in Sport Coaching and the Year 11 students who entered the course have instantly displayed maturity and motivation towards achieving their competencies.

We have participated in several challenges throughout the year including the Experience AFL program with Mark Heaney and the group from AFL NSW/ACT. This program included learning skills of AFL but more importantly it highlighted key techniques to be able to teach the skills of

sport coaching to athletes. The program went over a period of eight weeks and they gained certificates of participation on the completion of the course.

The skills learnt were then applied to teaching a range of sports for the primary school students at Sawtell Primary School. Our Sport Coaching students developed and implemented lesson plans on a weekly basis for the sport that was allocated to them. This was a relatively high-pressure situation where students often had to think and act on their feet to adapt to the students and environment that was presented on a weekly basis.

The most current qualification the students have been working hard to gain is their still water Bronze Medallion. This has required them to undergo a series of water rescues and display their skill in emergency situations. All have participated with enthusiasm and maturity to gain key life skills that they can take with them in their future outside of the college.

Wade Newton is a member of the Industry Training Advisory Group (ITAG) in developing the new Sport Coaching program to be implemented in 2013.

Human Society and Its Environment (HSIE)

The HSIE Faculty ventured into some new territory in 2012 with a greater emphasis placed on professional development of which several activities were generated by the staff. A new staffing appointment at the end of 2012 school year resulted in Sam Cross being successful as our newest member of staff, teaching Ancient and Modern History, as well as Society & Culture. I would like to thank the work completed by David Neville and Vicki Greer in the HSIE faculty as long time casual teachers. Both are experienced and valued members of staff who achieved excellent results in their respective teaching areas and although they will be teaching at the college in other capacities, their expertise will be missed from the HSIE faculty.

We have made the whole-school planning goals of implementing ALARM. It was part of our agenda for HSIE meetings during the year and we had a number of opportunities where we shared teaching practice using ALARM strategies.

Three staff marked at the HSC Marking Centres in Business Studies and Extension History. Jon Hart,

Ross Burton and Maria Priori found the experience a rewarding one and although there were some issues for online marking, such as contacting their respective senior markers, the ability to mark at home was seen as a benefit. In 2013, it is anticipated that more of the HSIE faculty will be involved in HSC marking as indicated by their professional learning plans.

For the first time, we ran a successful Business Studies and Legal Studies Study Day for North Coast students and teachers. This was held in August, while we ran for the 11th year in a row, the Senior History Study Day for North Coast students. The range of speakers, including world famous Estelle Laser, attract hundreds of students and teachers to these days.

Another first was the online conference for Society & Culture teachers in regional areas that provided valuable feedback on the PIP projects and other aspects of teaching units.

Aboriginal Education

We were pleased to offer Aboriginal Studies in 2012 as a Preliminary course. Although the candidature was small starting with seven students, the college supported the re-introduction of the course after an absence of five years. The course offers students direct involvement with the Aboriginal community through coursework topics such as Aboriginality and the Land, and Heritage and Identity allowed us to listen to Aboriginal Elders such as Mark Flanders from National Parks, Shaun Perkins from Southern Cross University, David Prosser Gumbayngirr Language Teacher, Fiona Hyland and Noelene Skinner from TAFE, Fiona Webb from Saltwater Freshwater Arts Alliance, Aunty Bea Ballangarry and many other members of the local Gumbayngirr community. I would like to acknowledge the support and encouragement given by the Aboriginal community in the delivery of this course.

Part of the community consultation meant attendance at the AECG (Aboriginal Educational Consultative Group) meetings during the year. This proved to be invaluable as students were directed to people who could help them with their HSC research projects and we look forward to working with the AECG in 2013.

Our comparative study was conducted in Bundjalung Country in Grafton where we studied criminal justice as part of our studies dealing with Social Justice and Human Rights. We visited Acmena Juvenile Justice Centre, the Women's Domestic Violence Refuge, the Grafton Police

Station and the Aboriginal Legal Services. Special thanks must be extended to Avery Brown who helped us at all sites with a great knowledge of the local community.

The course was completed by three students who have started some innovative major projects in their HSC course.

Ancient History

Ancient History continues to be a popular subject chosen by students at the college. We ran three Year 11 classes and two Year 12 classes.

Part of the success of this subject is the experienced teachers who taught the students this year. David Neville, Vicki Greer and Teresa Welsh all taught with enthusiasm and depth of knowledge.

Year 11 students travelled to Sydney in August for the annual History trip where they had the opportunity to talk with archaeologists and historians about using evidence in their writing. Each year students are amazed at the variety of archaeological and written documents on show at Macquarie University and the University of Sydney. The Maritime Museum proved very useful for examining marine archaeology. Our HSC results were very solid with two outstanding achievers Mai Buddee and Chandla Stack both achieving scores of 98 out of 100 and placed equal eighth in the State. A remarkable achievement and underscores the hard work and dedication of their teacher Teresa Welsh in achieving such brilliant results.

Business Studies

This was the first year that both Years 11 and 12 followed the new Business Studies syllabus. For Year 11, the course now emphasizes business planning in preparation for the ability to write business reports and sound analysis of real and fictitious businesses in Year 12. The college continued with the assessment of encouraging Year 11 to write a business plan for a business of their own devising. This led to some imaginative proposals such as a jetty boat washing service, a DJ service, and many imaginative food services.

The Year 12 course has been streamlined into four topic areas. To assist students understand the requirements of this course, two study days were run throughout the year with guest speakers from Sydney, such as Ian Moore who is a textbook writer and has extensive experience in motivating students in this area. This enabled students to be better prepared for an exam whose fine detail was an unknown quantity.

Our HSC results were close to the State average with three students attaining Band 6 and 11 students Band 5.

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.

Some of our more outstanding student results include Francesca Bacci who was ranked 64th national out of 18 206 syndicates – she placed 26th in NSW. Brad Smith was ranked 72nd nationally and 30th in NSW. Jesse Lane was ranked 77th in NSW.

Business Studies Competition: The college has a strong successful tradition with the University of NSW. Our participation in the Australian Business Studies Competition with our students finds them in the top 5% of Australia. Brittany McMullen was awarded 1st in NSW in this competition outshining students from both public and private schools.

Asia Wise Competition: The Asia Wise Competition is a little known competition that allows students to demonstrate their understanding of how Australia fits into the Asia Pacific area. We had a small number of students participate all receiving distinction results.

Economics

The 2012 Year 12 Economics class was an extremely motivated group of young people who worked really hard and achieved excellent results in the HSC exam. The course was made more interesting and difficult by the current state of the global economy, the debt crisis in the US and the on-going sovereign debt issues in Europe. The possible implication of these situations for Australia was discussed at length and the conversations were enjoyed by all present. In the HSC, Caitlin Reulein and Maddie Dowling were the best of our students attaining solid Band 5 results.

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.

Extension History

Jon Hart continues to gain outstanding results in Extension History. The major projects provided for a wide range of historical investigations ranging from ancient to modern historical investigations. Maddie Dowling was our top student scoring 48 out of 50 in her HSC. Ten students received a Band E3 or E4 result out of the group of 12.

Once again, we organized the Extension History Study Day for North Coast students in March and was attended by 150 students and teachers. Our guest speakers were Michelle Kennedy from Baulkham Hills High and David Woodgate from the Kings School Parramatta. Both are experienced current HSC markers. They gave valuable insights into responding to HSC questions and advice on the use of historical sources in their talks.

Geography

The class consisted of 19 keen individuals. Excursions included to the mangroves of Coffs Creek in the Botanic Garden, Sawtell town centre as an example of the urban dynamics in a small country town, and Novotel Pacific Bay resort as an example of a local economic activity. Students realized that geography is best learned on the soles of our feet.

In our 5th year of competing in the National Geographic Channel Australian Geography Competition, our students again have achieved great results. Nine extremely keen students completed the test then waited for their results. Three of the students who participated were awarded a high distinction – Callum Booth, Lauren Hasson and Sophie Sheather.

The HSC results reflected a solid band of results with four students gaining Band 5 out of the group of 18 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 to hear things first hand rather than just the textbook version.

Students also participated in a HSC Study Day where legal professionals gave up their time to come and speak to our students to help them prepare for the HSC and to show them how the

theory they learn at school applies to the real world.



The HSC results reflected a good core of students who gained eight Band 5 results.

Southern Cross University (SCU) Mooting: Senior College students participated in the SCU Mooting Competition with very rewarding results. Mooting is a form of legal debating and the judges made the comment that our students' debating skills were that of third year university students. Teams were each made up of two counsel members, Olivia Turner and Sasha Aryani and advising solicitors, Ellisa Sherwood and Francesca Bacci. The University's Chancellor, the Honourable John Dowd AO QC, a former Supreme Court Justice, and two other judges presided over the event.

Schools in Parliament Convention: Kathryn Nojin was selected to participate in the NSW Schools in Parliament. This is an opportunity for students from both public and private schools across NSW to debate issues in Parliament House in Sydney. Kathryn's performance was such that she was selected by her peers to represent NSW in the National Constitutional Convention in Canberra in 2013.

Modern History

2012 saw a new group of young historians travel to Sydney for the college's annual Sydney History excursion. A mixture of Ancient and Modern History students, the group had a great diversity of interests but all shared the love of history. The Modern History students also travelled to Macquarie University where they had a chance to work with primary sources revealing an Australian perspective of World War I. To help with students understanding of the research processes, students also visited and joined the State Library of NSW, but the highlight for many was the experiences within the Sydney Holocaust Museum. The group heard the story of a Holocaust survivor and toured the Museum. This always seems to help students understand History at a very personal level.

The HSC results reflected a capable cohort of students who attained two Band 6 and ten Band 5 results. Part of the success with this group was their attendance at the Senior History Study Day where they heard valuable insights from experienced HSC markers and historians.



Vietnam Excursion: Each year Jon Hart organizes the Vietnam excursion for 16 days during the September holidays. 15 students travelled with Jon, Lynne Bailey and Charlie Bellemore visiting significant historical sites, religious temples and tasting fantastic food from the North of Vietnam in places such as Hanoi through to the hustle and bustle of Ho Chi Minh City. The sights and sounds of Vietnamese culture were diverse and the



activities were non-stop. Ha Long Bay was a wonderful experience in the North whilst Hoi An was a great city to view the old Vietnam. Ho Chi Minh city was the most westernized of the cities but we managed to visit significant temples, museums and Vietnam war sites in our travels. This excursion is a must for any History, Society & Culture or Studies of Religion students.

Senior History Study Day: Almost 200 students and teachers from the North Coast attended the Senior History Study Day. Both Ancient and Modern History students were well catered for with great lecturers such as Russel Granger, David Woodgate and world-renowned archaeologist Dr Estelle Laser. This Study Day has been running for over 11 years and it never ceases to amaze us how popular this day is. Students would gain valuable insights into how to respond to HSC

essay questions and gain the latest interpretations of historical evidence.



Society & Culture

Preliminary students broadened 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 Senior 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) located on the 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 fourth annual Personal Interest Project (PIP) Study Day was again conducted in October and was attended by all Year 12 students undertaking Society & Culture in 2012. 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.

The HSC results included two students achieving Band 6 and nine students gaining Band 5 results.

Thirty-two students completed a PIP this year which provided them the opportunity of researching and presenting a topic of interest, 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.

Studies of Religion

The focus in 2012 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.

Students have also participated in hands-on sessions where they learnt more about 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.

The HSC results indicated a solid core of students with five students gaining a Band 5 and five students with Band 4 results out of a group of eleven students.

HSIE Analysis

The HSC Smart Data analysis for HSIE subjects reflected some interesting trends. Other than English, we have the largest candidature in the college. Within the school, comparison with other subjects identified a negative trend 0.08 compared with students' performance with other subjects but in comparison to School versus State data we scored 0.16.

The analysis clearly indicates our best performing subjects are History Extension and Modern History. This has been a trend for several years. Of concern is the continuing trend of poorer performance in Economics although in comparison to the 2011 results there was some improvement. Studies of Religion did not indicate the usual excellent results. Some concern was expressed at the candidature of the class and making comparisons to Standard English results may be a fairer indicator of performance. Some interesting contrasts can be drawn between in school performance and state versus school performances. Ancient History, Business Studies and Legal Studies show some differences in comparison performances.

Examination of the scatterplot analysis indicates a mixed performance. Of the bands, Band 6 appears to highlight an anomaly in that the college has few Band 6 students from School Certificate results. In Bands 2-5, there is clear evidence we have added value to school performance from their School Certificate results.

Charlie Bellemore – Head Teacher HSIE

Technological & Applied Studies (TAS)

2012 was another very solid year for the TAS faculty highlighted by outstanding HSC results in Textiles & Design (T&D). There were very pleasing results also in Community & Family Studies (CFS), Software Design & Development (SDD), Information Processes & Technology (IPT) as well as Information Technology (IT) VET. Last year we had smaller classes but this is a trend reflected across the state. The faculty saw changes to Hospitality with the introduction of the regional standard and validated assessments. The college ran both Commercial Cookery and the Food & Beverage Strands in the HSC. Both Tanya Stack and Kerry Tolley gained further qualifications required to teach the new standards. Technology and the use of Moodle play an increasingly important role in the delivery of the courses. During the year students from both the Preliminary and HSC groups participated in several "Hole in the Wall" cafes that are always very popular within the college.

In T&D Tanya attended the Brisbane Craft Show which allowed her to extend the techniques that textiles students were able to use and experiment with. The quality of the final work was such that two of the 14 students were selected for HSC *Textstyle* exhibition.

The Design & Technology (D&T) class was relatively large, with a wide range of abilities and diverse projects chosen. A number of students from other schools also enrolled in this class. HSC results were solid without any stand out achievement.

In general, the relationship that we have with the other sectors of the campus has been greatly appreciated and of great assistance to our students.

Chris Webb – Head Teacher TAS

Vocational Education

Framework Courses:

Information Technology (IT) was taught at Coffs Harbour Senior College and had 26 students (15 male and 11 female) completed the Preliminary year and 16 students (11 male and 5 female) complete the HSC year. Nine of these students gained Certificate II in IT. Four HSC students (all male) completed IT Extension taught by TAFE.

Hospitality was taught at Coffs Harbour Senior College and had 31 students (11 male and 20 female) completed the Preliminary year. 22 students (6 male, 16 female) completed Hospitality in the HSC year. Of these students 14 obtained Certificate II in Hospitality with 8 receiving Certificate I in Kitchen Operations.

Other framework courses were accessed through TAFE with students commencing Retail (4 Preliminary, 1 HSC), Tourism (6 Preliminary, 6 HSC), Metals & Engineering (3 Preliminary, 6 HSC), Construction (5 Preliminary, 2 HSC), Business Services (2 Preliminary, 1 HSC) Primary Industries 4 unit (1 Preliminary, 3 HSC), Automotive (7 Preliminary, 3 HSC); Electro-technology (2 Preliminary), Accounting (2 HSC), Financial Services (2 Preliminary) and Human Services (3 Preliminary).

Entertainment Industry was taught at Toormina High and Orara High with 6 Preliminary students and 11 HSC students undertaking the course.

Mandatory Work Placement was organised through Youth Directions.

Non-Framework Courses:

Sport Coaching was taught this year with 14 students (12 male and 2 female) completing the Preliminary year and 4 students (1 male and 3 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 64 students commenced non-framework TVET courses in the Preliminary year while a total of 26 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 11 school-based trainees/apprentices in 2012.

Of the Year 11 school-based trainees –

4 students undertook a Retail School-Based Traineeship and 3 will continue next year;

1 student undertook a Financial Services traineeship which will continue next year;

1 student undertook a Community Services traineeship which will continue next year; and

2 students undertook a Human Services traineeship which will continue next year.

Of the Year 12 school-based trainees –

1 student completed an Information Technology traineeship;

1 student completed a Hospitality traineeship; and

1 student completed a Marine traineeship.

VET Awards:

Major awards were 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 were presented at the college's graduation ceremonies. The awards were decided by VET teachers in conjunction with the VET Co-ordinator.

Antigone McElroy, a Year 12 student in 2011, 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. Antigone received \$2,000 and an achievement certificate.

Three students in 2012 received a Defence Technical Scholarship valued at \$2,000 (Year 11) and \$3,000 (Year 12). To be eligible students need to study a VET course as well as two units of Mathematics. There were over 2,300 applications across Australia for these awards.

Lance Noel – Careers Adviser and VET Co-ordinator

Other programs:

National Partnership Programs - 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 and 2012, 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 high schools that are part of the C4E cluster with the Senior College are Bellingen, Coffs Harbour, Orara, Toormina and Woolgoolga.

At the end of 2012 the college was successful in gaining transition funding for 2013. This was to enable programs begun in 2011 to continue and be incorporated into the Senior College's management plan.

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 extra resources. These include a Highly Accomplished Teacher (HAT), 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 Economics, Textiles, Drama, Coffee Making, CFS and Using Interactive Whiteboards in Music.

The C4E has continued to be 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 the mentor. These substantial links between SCU and the C4E cluster of schools have been developed further in 2012.

Funding is available for another year so that many of the initiatives developed in 2011 and 2012 can continue. To a large extent, the

successes of the past two years 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 college staff who have embraced the C4E ethos and propelled our initial programs.

Progress on 2012 C4E Targets

The college was designated a C4E for 2011-2013. While the full range of programs to support students will still take place, much of the focus was concentrated around the C4E model. The two major targets in 2011 and 2012 were:

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

To achieve these targets we:

- promoted and demonstrated quality teaching through classroom and school wide practice;
- provided quality supervision, mentoring and support for early career teachers;
- aligned professional development to the Institute of Teachers (IOT) Teaching Standards and National Standards;
- increased the percentage of teachers achieving voluntary accreditation at Professional Accomplishment (PA) and Professional Leadership (PL);
- increased the number of college teachers lecturing and teaching SCU Education courses;
- developed and strengthened links between teacher education programs, transition to teaching and teacher induction; and
- involved in dialogue with tertiary educators in conferences regarding quality teacher preparation.

Specific strategies used to achieve our targets included:

- working 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;
- all college staff participated in data analysis using SMART and the Results Analysis Package (RAP) – this analysis has also been presented to SCU practicum students, and information also presented to regional collegiate groups as requested;

- use of this data to increase staff understanding of student needs;
- continuing with a professional learning team process;
- increasing staff understanding of IOT Teaching Standards and Accreditation requirements;
- strengthening of a “shadowing” program for trainee teachers from SCU;
- using 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.; and
- 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 and Business Studies.

Jon Hart (HAT) and Michelle Henderson (Paraprofessional)

Crossroads

This year has seen another successful completion of the Crossroads Health and Wellbeing Program for Year 11 students. The theme of the day was risk minimisation in adolescent behaviour. The students rotated throughout the morning to listen to and ask questions of presenters. The college would like to thank the following community members who ran sessions for students:

- John Black from the Safe Party Squad;
- Senior Constable Snow on remaining safe within the community;
- Mikayla Beal from Fair Trading on protection in legal contracts such as mobile phones;
- Maureen Regan from Interrelate on healthy relationships;
- Dr Nicola Holmes from Headspace on mental health issues;
- Dr Jo Walker on going to the GP;
- a variety of University of NSW medical students provided by the area Health Service on issues of sexual health; and
- Leonie Ryan, college counsellor, who ran relaxation sessions.

The feedback from students was very positive, particularly the new sessions on sexual health and the chance to ask questions of other young people.

Curriculum, Assessment, Reporting and Examinations (CARE) Committee

The CARE committee, and more importantly its members, play a significant role in the operations of the college. This year has been a very busy year with the setting of exam timetables, supervision rosters, looking at curriculum changes and updating Assessment Handbooks.

A review was carried out on the timing of the Trial exams and as a result a few changes have been made to the exam timetable for the college next year. The college has decided to place the trial exams back in their traditional time slot in Weeks 4 and 5 of Term 3.

Next year also sees the reintroduction of mid-course exams in both Years 11 and 12 and will mean that the committee will be even busier. I would like to thank the members for their efforts this year and in advance for their hard work next year.

Tony Bone – Committee Chair

Progress on 2012 targets

Target 1:

Improved average daily attendance for students in Years 11 and 12

2012 Targets to achieve this outcome included:

- average daily attendance improves; and
- value added data for students improves.

Our efforts to improve overall attendance included:

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

In spite of these efforts our annual average attendance actually fell from 90.7% to 89.4%.

Target 2:

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; and
- all teachers participate in the Professional Learning and Support Teams model.

Our achievements included:

- deep analysis of HSC data by all teachers of HSC courses;
- individual professional learning plans aligned to EARS and TARS processes;
- quality professional learning events offered through the C4E program which address teacher identified needs;
- executive participation in the CLNs; and
- college focus on developing higher order thinking skills, scaffolding written responses and meaningful feedback to students.

Target 3:

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.

Our achievements included:

- formation of a college “Student Learning and Support Committee” to co-ordinate student support programs;
- 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;
- introduction of a Learning Assistance and Support Teacher to work with both teachers and students;

- increased focus on the development of higher order thinking skills and the strategic use of technology in the classroom; and
- introduction of ALARM (A Learning and Responding Matrix).

School Evaluation

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2012 our school carried out evaluation of our professional learning and support teams and completed our evaluation of our reporting and examination structure. We also introduced a Senior Student Reflection Survey for students entering the HSC course.

Professional Learning and Support Teams

Background

An increasing amount of research points to the tremendous value of teachers learning from and with each other. Central to the work we have done has been the important notion that highly effective teachers do not work in isolation and increasingly teachers need to learn with and from each other. In education systems both in Australia and other countries more and more is being written about the enormous value of teachers working together to build their capacity and expertise. Providing teachers with ongoing and relevant professional learning opportunities is essential for professional health and growth. To pursue our theme of “*Building teacher capacity to improve student outcomes*” we needed to consciously work toward establishing a model of shared professional learning that will complement the long established options such as in-services and school development days. This is characterised by less focus on the more traditional forms of professional learning such as external workshops, reliance on external experts and a more individual pursuit of professional learning and an increased focus on more work-based professional learning with staff sharing experiences and expertise on a regular basis.

It was hoped that the professional learning and support teams concept will inspire and develop teachers in improving their practice by:

- reflecting on and using the suggestions of colleagues either at whole-school, in professional learning teams, faculty or at an individual level;
- facilitating ongoing professional learning in all aspects of their work;

- critically reflecting on their practice and achievements; and
- contributing to the professional learning of colleagues.

It was also agreed that the professional learning and support teams would:

- be cross-faculty in nature;
- meet twice per term in lieu of regular staff meetings at a negotiable time;
- set own agendas if they prefer; and
- have a process for sharing and giving feedback within the group.

Findings and Conclusions

Staff have overwhelmingly supported the new concept and most see the value of the teams as an opportunity to network and share professional ideas and experiences with colleagues from other faculties. Some staff have indicated a desire for set topics, which has led to the production of resources booklets and optional topics for teams to choose from.

Future Directions

We will be continuing with our professional learning teams in 2013.

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. It was decided to introduce a new examination structure for Year 12 in 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.

Findings and conclusions

By the end of Term 2 all aspects of the revised structure had been evaluated. The anticipated

positive results of the trial were not as conclusive as had been hoped. As a result of the information collected and analysed it was decided that:

- mid-course exams would be re-introduced for Year 12;
- the Trial HSC would revert to the traditional time in Term 3;
- the HSC extension week would be replaced with normal classes; and
- Year 11 mid-course exams would be re-introduced.

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. It will be necessary to ensure that students with several major works are supported in relation to their demanding workload during July-August.

Parent, student and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

While we have not surveyed parents during 2012 we have regularly received positive feedback regarding the learning opportunities and quality of teaching within the college. Parents especially value the support that their children receive from teachers as well as the positive teacher-student relationships that develop.

Student exit surveys again reinforce the success of the Senior College model and the more adult like learning environment. Typical comments include "the best two years of my schooling" and "the teachers are great".

Professional Learning

A total of 45 teachers participated in a wide range of professional learning activities during 2012. This worked out to cost an average of \$565 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 (16% of expenditure);
- syllabus implementation (5%);
- leadership and career development (19%);

- student welfare and equity programs (7%);
- use of ICT in Teaching & Learning (2%) – other funds are utilized to support this area; and
- school priority areas (46%).

A number of administrative staff also undertook professional development opportunities during 2012. 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 development day was organized to allow teachers from each KLA the opportunity to come together to address a range of teaching and learning issues.

During Term 4 we focused much of our time and energy on professional learning around the ALARM scaffold, designed to help students write quality extended responses.

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

Implementation of the new National Professional Teaching Standards to support high quality teaching practices.

2013 targets to achieve this outcome include:

- all teachers develop an understanding of the expectations within the standards; and
- all teachers refer to the standards in their programming and lesson preparation.

Strategies to achieve these targets include:

- faculty workshop on the national standards at the end of Term 4, 2012;
- incorporation of the national standards in the TARS processes and discussions;
- teachers attend a range of professional learning opportunities as they become available; and
- professional learning teams address the standards as part of their professional discussions.

School Priority 2:

Outcome for 2012–2014

Implementation of the ALARM scaffold to enhance student learning and achievement in all KLA areas with the exception of Mathematics.

2013 targets to achieve this outcome include:

- all teachers understand how the ALARM scaffold works;
- all teachers develop confidence in using the scaffold in their teaching; and
- there is a high degree of consistency in the way that ALARM is used across KLAs.

Strategies to achieve these targets include:

- introduction of an ALARM co-ordinator position;
- faculty workshops to develop knowledge, understanding and confidence;
- development and publishing of classroom poster;
- presentations to students and parents; and
- college review of implementation processes during Term 3.

School Priority 3:

Outcome for 2012–2014

Continued focus on improved student attendance.

2013 targets to achieve this outcome include:

- average daily attendance improves; and
- value added data for students improves.

Our efforts to improve overall attendance will 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; and
- increased focus on providing support and counseling for students who are struggling.

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)

25 members of staff as well as members of the Student Representative Council contributed to this report.

School contact information

Coffs Harbour Senior College
363 Hogbin Drive, Coffs Harbour 2450
Phone: 6659 3010
Fax: 6659 3009
Email: coffsharbs-h.school@det.nsw.edu.au
Web: 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:

<http://www.schools.nsw.edu.au/asr>